Louisiana State University Eunice

Office of Institutional Research

Outcomes Assessment Plan

Assessment Year: 2013-2014

February 19, 2015

Compiled by Paul Fowler (pfowler@lsue.edu)

Note: All links in the document are active; however, the user must be logged into Compliance Assist in order to access them.

About this Document
February 19, 2015

This summary of LSU Eunice's institutional effectiveness documents is meant to detail the process of increasing institutional effectiveness, increasing student learning, and reaffirming the institution's mission through systematic planning. Throughout the document, highlighted text is meant to draw the reader's attention to compliance with specific SACSCOC requirements. Note that all links in this document are active; however, the reader must be logged into Compliance Assist in order to access them. The document is divided into a number of sections. They are

- The call for the Administrative Council Meeting to discuss institutional effectiveness as indicated by the November 6, 2014 Agenda on page 7.
- The November 6, 2014 Administrative Council Meeting Minutes indicating the purpose was to review institutional effectiveness summary documents from each planning unit on page 9.
- The transmission of the summaries from the Administrative Council Meeting to the Cabinet for discussion on page 12.
- The planning summaries themselves as transmitted to the Chancellor's Cabinet beginning on page 13.
- The November 25, 2014 Cabinet Meeting Minutes indicating that the planning summaries were used to reaffirm LSU Eunice's institutional mission and goals on page 36.
- The next section details the institutional and strategic goals of LSU Eunice and the linkages to each unit goal and unit objective beginning on page 38.
- Each department's Assessment Plan Goals and how they relate to the Institutional and Strategic Goals are detailed in the next section. Each Assessment Plan Goal is then related to each Assessment Plan Objective for each planning unit. This allows the reader to trace each department's Assessment Plan Objective to its Assessment Plan Goal, then to the Institutional Goal(s), and to the Strategic Goal(s). This section also includes whether the Assessment Plan Goal and Objective were met or not, with an improvement plan, if necessary.
- The last section detail the General Education Outcomes and their acceptance by the General Education Committee on December 5, 2014 affirming that LSU Eunice is meeting the General Education Objectives. The meeting minutes begin on page 443 while the detailed objectives and related student learning outcomes begin on page 445. Each General Education Objective is then followed by related departmental objectives and outcomes along with whether each was met or not, with improvement plans if necessary.

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

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2.4: Increase the Graduation Rate (defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS)) – baseline year rate for Two-Year institution (Fall 2005 Cohort) of 8 % to 15 % by 2014-15 (Fall 2010 cohort). 143
2.5: Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 256 in 2008-09 academic year to 279 in academic year 2013-14. Students may only be counted once per award level. 159

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Administrative Council Meeting Agenda November 6, 2014

Administrative Council Meeting
Agenda
November 6, 2014

A-127 at 2 pm

A. Old Business

B. New Strategic Goals Effective AY 2014-15 to AY 2018-19:

I. Goal: Increase Opportunities for Student Access and Success

Objective I.1: Decrease fall 14th class day headcount enrollment at LSU Eunice by -17.9% from the baseline level of 3,332 in Fall 2009 to 2,736 by Fall 2,017.

II. Goal: Ensure Quality and Accountability

Objective II.2: Decrease the percentage of first-time in college, full-time, associate degree-seeking students retained to the second Fall at the same institution of initial enrollment by -2 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 50.3% to 48.3% by Fall 2017 (retention of Fall 2016 cohort).

Objective II.4: Increase the Graduation Rate (defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS)) – baseline year rate for Two-Year Colleges (Fall 2005 Cohort) of 7.8% to 7.9% by 2017-18 (Fall 2013 cohort).

Objective II.5: Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 256 in 2008-09 academic year to 259 in academic year 2016-17. Students may only be counted once per award level.

C. Institutional Planning Summaries from 2013-2014

1. Academic Affairs
2. Career Services
3. Continuing Education
4. Developmental Education
5. Grants and Development; Perkins; Compliance
6. Health Sciences and Business Technology
7. Liberal Arts
8. LeDoux Library
9. Quality Enhancement Plan
10. Registrar and Admissions
11. Division of Sciences and Mathematics
12. Student Support Services
13. Affirmative Action / Equal Employment Opportunity
14. Athletics
15. Business Affairs
16. Information Technology
17. Institutional Development / LSUE Foundation
18. Institutional Research
19. Institution Effectiveness

20. Public Affairs
21. Student Affairs and Enrollment Services

D. Awarding of the $25 gift certificate for finishing IE paperwork first.

E. Changes to IE paperwork for 2014-2015.
1. Inclusion of Cabinet Level goals and objectives?
2. Relating goals upward to strategic and institutional goals
3. Possible changes in General Education Objectives
4. Highlighting appropriate passages in attachments.

Draft Administrative Council Meeting Minutes November 6, 2014

Administrative Council Minutes
November 6, 2014

In Attendance:
Dr. William Nunez, Dr. Paul Fowler, Angela Greaud, Dr. Maura Cavell, David Pulling, Jeff Willis, Dr. Renee Robichaux, Arlene Tucker, Donnie Thibodeaux, Dr. John Hamlin, Chad Jones, Dr. Randall Esters, Jane Spradling, Dotty McDonald, Robin Hedge, Gerald Patout, Madelaine Landry, Anita Thibodeaux, Fred Fruge and Michael Broussard.
Arrived late: Atina Wright and Van Reed.

Chancellor Nunez called the meeting to order at 2:00 pm.

A. Dorothy McDonald was appointed as secretary for the administrative council meeting.

B. The minutes from the August 21, 2014 meeting were approved unanimously. Moved by
Dr. Renee Robichaux and seconded by Dotty McDonald.

C. Announcements

- Dr. Nunez discussed the WISE Grant and passed out information pertaining to it. He then turned it over to Dr. Hamlin to discuss what is being done
- Dr. Hamlin discussed that there are two (2) items that will be implemented. The URSI project will continue successfully. There will be a stipend/scholarship in the amount of $500-$750 offered to STEM students that take 15 hours per semester and maintain a certain GPA. This is to entice them to stay here and will be used as a recruiting tool for high school students with a high enough ACT. Projected stipends/scholarships for spring 2015 is 30; fall 2015 is 30 returning sophomores; spring 2016 is 40 entering freshmen. It was also mentioned that Engineering students will now be able to remain at LSUE longer since we will now offer engineering classes through LSU-BR either on the web or through compressed video; we cannot host the classes but LSU-BR can and the students can be enrolled concurrently. If for some reason this does not follow through with LSU-BR then McNeese would step in. If the WISE Grant remains funded then these stipends/scholarships can continue on.

D. Old Business
None

E. New Strategic Goals Effective AY 2014-15 to AY 2018-19
Dr. Fowler discussed the following:

- Goal: Increase Opportunities for Student Access and Success
  Objective I.1: Decrease fall 14th class day headcount enrollment at LSU Eunice by – 17.9% from the baseline level of 3,332 in fall 2009 to 2,736 by fall 2017.

- Goal: Ensure Quality and Accountability
  Objective II.2: Decrease the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment by -2 percentage points from the fall 2008 cohort (to fall 2009) baseline level of 50.3% to 48.3% by fall 2017 (retention of fall 2016 cohort).
  Objective II.4: Increase the Graduation Rate (defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS) – baseline year rate for Two-Year Colleges (fall 2005 cohort) of 7.8% to 7.9% by 2017-18 (fall 2013 cohort).
  Objective II.5: Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 256 in 2008-09 academic year to 259 in academic year 1026-17. Students may only be counted once per award level.

F. Institutional Planning Summaries from 2013-2014

Dr. Fowler sent IE summaries to the committee. He noted that there were 300 goals, 266 or 89% are complete (6 cancelled, 14 delayed and the rest are empty to be completed). These were the areas presented:

1. Academic Affairs
2. Career Services
3. Continuing Education
4. Developmental Education
5. Grants and Development; Perkins; Compliance
6. Health Sciences and Business Technology
7. Liberal Arts
8. LeDoux Library
9. Quality enhancement Plan
10. Registrar and Admissions
11. Division of Sciences and Mathematics
12. Student Support Services
13. Affirmative Action/Equal Employment Opportunity
14. Athletics
15. Business Affairs
16. Information Technology
17. Institutional Development/LSUE Foundation
18. Institutional Research
19. Institution Effectiveness
20. Public Affairs
21. Student Affairs and Enrollment Services

A little more time was spent on QEP, including a video, due to its importance.

G. Awarding of the $25 gift certificate for finishing IE paperwork first

- Van Reed was the recipient

H. Changes to IE paperwork for 2014-2015

1. Inclusion of Cabinet Level goals and Objectives?
   - Chancellor Nunez said this will be discussed with Cabinet
2. Relating goals upward to strategic and institutional goals
3. Possible changes in General Education Objectives

- This rests with the General Education Committee

4. Highlighting appropriate passages in attachments
    - All personnel were asked to highlight attachments

Meeting adjourned at 4:00 pm.

Respectfully submitted
Dotty McDonald

Transmittal of Planning Summaries to the Chancellor's Cabinet

Louisiana State University Eunice

Office of Institutional Effectiveness P.O. Box 1129 Eunice, LA 70535
Phone (337) 550-1433 FAX: (337) 550-1479

Date: November 7, 2014
To: Dr. William J. Nunez III, Chancellor
From: Dr. Paul Fowler, Director of Institutional Effectiveness
Re: 2013-2014 Institutional Effectiveness Summaries

Attached you will find the 2013-2014 Institutional Effectiveness Summaries as presented at the November 6, 2014 meeting of the Administrative Council.

The following Divisions/Departments are included:

1. Academic Affairs
2. Career Services
3. Continuing Education
4. Developmental Education
5. Grants and Development; Perkins; Compliance
6. Health Sciences and Business Technology
7. Liberal Arts
8. LeDoux Library
9. Quality Enhancement Plan
10. Registrar and Admissions
11. Division of Sciences and Mathematics
12. Student Support Services
13. Affirmative Action / Equal Employment Opportunity
14. Athletics
15. Business Affairs
16. Information Technology
17. Institutional Development / LSUE Foundation
18. Institutional Research
19. Institution Effectiveness
20. Public Affairs
21. Student Affairs and Enrollment Services

I ask that you accept these summaries and present them in Cabinet in order to reaffirm LSU Eunice's mission statement. I also ask that the Cabinet Meeting Minutes be transmitted in Word so I may include them in the printed IE document. I saw no need to print as the attached summary document is substantially the same as what was presented in Administrative Council.

Please contact me if you have any questions.

CC: Dr. Renee Robichaux, Vice Chancellor for Academic Affairs
Ms. Arlene Tucker, Vice Chancellor for Business Affairs
Ms. Judy Daniels, Vice Chancellor for Student Affairs

Academic Affairs

Assessment Year: 2013-2014
Person responsible: S. Renee Robichaux

Please do not exceed one page (preferably ½ to ¾ of a page).

1. List one or two of your most significant goals/objectives that were met

Objective 1.2 Academic Advising–Students: Students will express satisfaction with academic advising.

Measure: Students will rate their satisfaction with academic advising at or above the national average using the ACT Student Opinion Survey (2 year colleges). The ACT Student Opinion Survey (2 year colleges) was discontinued. Therefore, LSU Eunice was forced to find a comparable assessment tool. The Noel-Levitz Student Satisfaction Inventory was chosen.

Students rated their satisfaction with the effectiveness of academic advising at 5.59 with a standard deviation of 1.34 as compared to 5.38 with a standard deviation of 1.34 for National Community Colleges. The objective was met.

Improvement Plan: none.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.

Objective 3.1 Curriculum Development: Faculty will agree they have a role in curricular development, change, and review.

Measure: 80% of the Faculty will agree they have a role in curricular development as measured by responses to the annual Faculty Survey.
The benchmark of 80% was set by the previous Vice Chancellor for Academic Affairs and upon review of existing files, the reason for the level is no evident. The relevancy of that benchmark in relation to historic data and national norms will be examined and revisions made if necessary for the upcoming year.
Assessment Results: Only 79% of the respondents to the 2014 Faculty Survey strongly agreed or agreed that faculty had a role in curricular development, change, and review. The objective was not met.

Improvement Plan: Although the objective was not met, one major area of concern is the lack of faculty participation in the survey with on 24 participating in the 2014 Survey. One challenge over the past year was the number of new faculty. Faculty members in their first year of service do not serve on committees and may not understand the process. The results of the survey will be discussed in Academic Council in an effort to identify where the disconnect is occurring and what can be done.

Career Services

Assessment Year: 2013-2014
Person responsible: Atina Wright

1. List one or two of your most significant goals/objectives that were met.

Goal 1 – To assist students in declaring a major and exploring job opportunities.
Objective 1.0 & 1.1: Career Decision Making and Experiential Education

1.0 Career Decision Making

Objective - Career and Technical Education (CTE) students will utilize career assessments within the Kuder College and Career Planning System for assistance with choosing a major.

Assessment/Evaluation - Since benchmark set at 50% (*based on usage in AY 2011-12*) was achieved in AY 2012-13, Career Services will strive to achieve above 50% Kuder utilization from Career & Technical Education (CTE) students in AY 2013-14. Career Services will run a computer generated administrative report powered by Kuder to retrieve the number of students who completed the Kuder assessment during AY 2013-14. A search through myLSUE for each student listed in the Kuder report will be conducted to determine the number of students who are classified as CTE students.

Results indicated 414 students took the online Kuder Career assessments. Of the 414 students who took the Kuder assessments, 208 students (50.2%) were classified as CTE. Based on these results, this objective has been met.

Improvement Plan - Career Services will continue to monitor, track, and document the number of CTE students who utilize Kuder career assessments to satisfy Carl Perkins funding requirements. Therefore, Career Services will continue striving to achieve above 50% Kuder utilization from CTE students.

Goal 2 – To assist students in sharpening their job search skills.
Objective 2.2: Job Search - Resume Writing

Objective - Students will create and upload a professional resume through College Central Network (CCN) that would be rated as effective to land a job interview.

Assessment/Evaluation - Benchmark: 20% of participants. The total number of participants was 15. Career services will use a rubric to evaluate the resume format, education section, experience section, and honors/activities and determine if the resume should effectively land the student an interview.

Based on **results** from the resume rubric evaluation, 16 out of 27 students (59.2%) who uploaded resumes received an approval rating. The rubric evaluation results indicated of the 27 students who submitted resumes, 16 resumes (59.3%) rated **effective** *(should effectively land an interview)*, 0 resumes (0 %) rated **borderline effective** *(could land an interview)*, and 0 resumes (0 %) rated **average** *(needs improvement to rise to the "top of stack")* and 11 resumes (40.7%) rated **poor** *(needs significant improvement; would be discarded during screening)*. Therefore, the objective of at least 20% of students who submitted resumes should effectively land a job interview was achieved.

Improvement Plan - Career Services will conduct a campus-wide campaign by reaching out to faculty who teach capstone courses to encourage students to seek resume writing and job interviewing assistance from the Office of Career Services before graduating or applying for an internship program. Career Services will offer resume writing and job interviewing presentations to students enrolled in these courses.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.

N/A - All objectives were met!

Continuing Education
Assessment Year: 2013-2014
Person responsible: Director of Continuing Education

Please do not exceed one page (preferably ½ to ¾ of a page).

1. List one or two of your most significant goals/objectives that were met.
1.1 Enroll an optimum number of community learners in personal enrichment/leisure learning classes measured by simple headcount of learners enrolled compared to three-year enrollment averages in similar classes.
Assessment results: Three-year average: 125, 2014 total: 344. Objective met.
Improvement plan: None needed.

1.2 Offer an optimum number of workforce development courses that meet workforce training needs measured by simple headcount of learners enrolled compared to three-year enrollment averages in similar classes.
Assessment results: 3 year average: 103, 2014 total: 174 Objective met.
Improvement plan: none needed.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.
2.3 Academic departments are responsible for the assessment of objectives and student learning outcomes, but Continuing Education assists with the mechanics of implementation.
Assessment results: Note: Seven out of nine dual credit composition sections failed to collect and report SLO data due to miscommunication in the spring semester. Objective not met.
Improvement plan: The Director of Continuing Education will provide clear instructions and directions to dual credit teaching staff to assess SLO's for all dual credit sections in 2014-15.

Developmental Education

Assessment Year: 2013-2014
Person responsible: Paul Fowler

1. List one or two of your most significant goals/objectives that were met.

Objective: Developmental students will successfully complete their first general education mathematics courses at rates that approximate national averages.

Assessment: The CAAP Content Analysis Report permits the comparison of LSU Eunice students to the normative group in the Table below. The various elements are Pre-algebra, elementary algebra, intermediate algebra, coordinate geometry, college algebra, and trigonometry. Each of these elements are scored against the normative group and averaged so that a "0" is considered as equal to the normative group's performance. Negative numbers mean that LSU Eunice students found the questions more difficult than the normative group and positive numbers mean that LSU Eunice students found the questions easier. For the purpose of this objective, a score of -5 or higher in four of the six categories will constitute success.

Progress using CAAP Mathematics Content Area Analysis: The Content Report breaks out LSU Eunice student performance into the categories shown. LSU Eunice students scored ≥ national norms in all categories except coordinate geometry.

CAAP Mathematics Comparison Highlights for the bottom 25%

Content Category	12-13	13-14	Mean
Pre-algebra	7	11	9
Elementary Algebra	11	20	15.5
Intermediate Algebra	30	9	19.5
Coordinate Geometry	-3	-6	-4.5
College Algebra	-4	0	-2
N	535	404	469.5

As a result, objective 2.2 is met. Improvement is continue to gather data.

Objective: Of the new first time freshmen enrolled in the Pathways to Success program, at least 43% will retained from fall to fall. NOTE: This objective lags one year behind in order to complete the IE paperwork in a timely fashion in fall each year.

Assessment Methods: Using Institutional Research and the query tools available on the web, a 43% was calculated as being the 10 year average from 2002-2003 through 2012-2013 and thus will be used as the benchmark. The 2012-2013 Pathways retention will be calculated for all new first-time freshmen students.

Progress: According to IR's Query Tools, the fall 2012 to fall 2013 retention rate for all Pathways students was 45%. The LSUE site was 41% while the LSUA site was 57%. Objective met based on the overall number.

Improvement: Monitor LSUE one-year retention. Slight decrease could be a result of increased competition from other local institutions. Some students have indeed told us that they are transferring to those institutions because they are closer to their home.

Grants and Development; Perkins; Compliance

Assessment Year: 2013-2014
Person responsible: Jane Spradling

1. List one or two of your most significant goals/objectives that were met.

1) **100% of faculty and staff members will have access to grant development training.**
This objective was met. There are three primary ways that faculty and staff engage in learning about grant development. First, the grants office has online a grant writing workshop. This space details the parts of a "classic" grant and explains the contents of each section. Second, a portion of the grants web space is dedicated to online tutorials relating to grant development. Finally, upon request, I meet with individual faculty/staff members to give technical assistance on grant development.
2) **The Carl Perkins Basic and Carryover grants will provide support to enhance three to four Career and Technical Education programs annually**.
The objective was met and exceeded. Under the Basic grant, support was given to the Fire Science, CIT, and Health Sciences programs (Nursing, RadTech, Respiratory, and DMS). In addition, with the Perkins Carryover funds, I am able to support additional CTE programs (even though they are not part of the approved regional programs). I was able to support the Accounting Program (Stephanie Guillory, professional development and equipment) and Care & Development of Young Children (Angela Greaud, professional development).

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.

All goals for 2013-14 where met. However, I anticipate implementing changes to the following in the coming year.
100% of recipients of public and private grant and research funds will have access to fiscal and administrative guidelines relating to grant management.
Beginning in 2015, the guidelines for federal grants management will change significantly. The prior OMB circulars that were the basis of the programmatic and fiscal management of federal grants are being replaced by the Supercircular (also called Omnicircular). Even though this process was originally intended to be a simplification of multiple circulars, it has, in fact, implemented more stringent guidelines for federal grants management. I will need more in depth training relating to the new circular, and I will need to provide updated guidelines to federal grant recipients on campus. Since Carl Perkins CTE is funded by U.S. Department of Education (managed in state by LCTCS) the new guidelines will apply to this grant.

Health Sciences and Business Technology

Assessment Year: 2013 - 2014
Person responsible: Dotty McDonald

1. List one or two of your most significant goals/objectives that were met.

Objective 1 (from Goal 1 (Fire and Emergency Services)): Upon successfully completion of the curriculum the students will be able to demonstrate appropriate critical thinking skills and application of principles in the field of Fire and Emergency Services.

Assessment: The assessment of these courses were done through Video case study activity, completion of course modules specific to the objective, and module case studies.

Results: This objective was evaluated by three courses, in all three courses, the objective was met.

Action: Continue to use video case studies, be more involved with the students through on-online discussion to ensure knowledge and understanding of course content. Also, plan to incorporate more case studies.

Objective 1 (from Goal 1 (Respiratory Therapy)): RC 2019 - Students will be able to perform drug dosage calculations and select appropriate pharmacological agents used in the practice of respiratory care as an entry-level therapist.

Assessment: RC 2019 - Multiple choice unit examinations, workbook assignments and class discussion. Students must score a minimum of 77% to demonstrate proficiency.

Results: 90% (9 of 10) students demonstrated the ability to perform drug dosage calculations and select appropriate pharmacological agents used in the practice of respiratory care as an entry-level therapist. Objective met.

Action: Program Director will recommend remediation to each student's individual needs based on weak areas discovered from quizzes and exams.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.

Objective 1 (from Goal 1 (Respiratory Therapy)): RC 2020 - Students will be able to identify equipment malfunctions; maintain patient records; and demonstrate knowledge of therapeutic procedures required of an entry-level therapist.

Assessment: Students must achieve a minimum score of 80% in order to demonstrate proficiency. Multiple choice clinical examinations (mid-term/final), quizzes, clinical case studies, and successful completion of selected clinical practicums, evaluations, and observation. The clinical exams always consists of short explanation in order to prove that the student actually understands the concept and is able to explain the rationale for why they chose that particular answer on the exam.

Results- RC 2020 60% (6 of 10) students demonstrated the ability to identify equipment malfunctions; maintain patient records; and demonstrate knowledge of therapeutic procedures required of an entry-level therapist. Objective not met.

Action: RC 2020 - Objective not met initially and action plan developed and implemented after review of results. Director of Clinical Education and clinical instructor provided students with individual feedback on areas of deficiency based on exam results. Those students who required remediation were administered an additional exam to ensure knowledge base and skills were proficient. After remediation and testing, objective was met.

Director of IE's Notes: No data for management or CIT due to change of faculty.

Liberal Arts

Assessment Year: 2013-2014
Person responsible: Randall Esters

1. List one or two of your most significant goals/objectives that were met.

Objective: Maintain Fall to Fall retention of all students declaring their chosen as major as Education Undecided at least 47%.
Assessment: The Student Retention Profile derived from the Institutional Research Query Tools Database was used to set the benchmark as a ten year (2002-2003 to 2011-2012) running average of retention calculating both the mean and median
Progress: Table 1 indicates that a 47% retention is appropriate allowing for fluctuations in enrollment. Please note that the one-year retention calculation runs one year behind so that the assessment may be completed during the June through August time frame as dictated by the LSU Eunice Planning and Evaluation Cycle.

Table 1
One-year Retention of Education-Undecided Majors

Initial Year	Fall	No of initial students
01-11 mean	46.6	38.0
01-11 median	46.5	34

The Education-Undecided retention rate for fall 2012 to fall 2013 is 57% according to the Institutional Research Query Tools. Since the fall 2012 to fall 2013 retention of 57% exceeds the ten year average, Objective 4.2 is met. 44% of the continuing student group (9 to 4 students) was retained while 75% of the new students were retained (8 to 6 students).

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.

Objective: Maintain Fall to Fall retention of all students declaring their chosen as major as ARTS (AALT and AATF), at least 28%.
Assessment: The Student Retention Profile derived from the Institutional Research Query Tools Database was used to set the benchmark as a ten year (2002-2003 to 2011-2012) running average of retention calculating both the mean and median (see Table 2).
Progress: Table 2 indicates that a 28% retention is appropriate allowing for fluctuations in enrollment. Please note that the one-year retention calculation runs one year behind so that the assessment may be completed during the June through August time frame as dictated by the LSU Eunice Planning and Evaluation Cycle.
Table 2.
One-year Retention of Associate of Arts Majors

Initial Year	Fall	No of initial students
01-11 mean	27.5	15.9
01-11 median	31.5	16.5

The Liberal Arts Degree was changed to Arts Transfer Fine Arts and Associate of Arts Louisiana Transfer for the 12-13 year. This was compared to the Arts degree from the past. The retention rate for fall 2012 to fall 2013 for both is 24% according to the Institutional Research Query Tools. Since the fall 2012 to fall 2013 retention of 24% exceeds the ten year average, *Objective 4.4 is not met*. However, it is understood that additional Arts majors from the past may not be included in the retention number for the two programs.
Improvement: With the realization that there are low n's and that the AALT and AATF programs may not be encompassing all Arts students, data will be monitored into next year as additional data is gathered.

IE Director's Note: Student learning outcomes in HPRE courses will need to be developed for selected courses.

LeDoux Library

Assessment Year: 2013
Person Responsible: Gerald F. Patout, Director

1. List one or two of your most significant goals/objectives that were met including an action taken as a result of the findings.

Goal 5: Enhance and improve use of library digital resources, “e-books” collections and online resources, Objective 5.1, promote use of online, digital and electronic resources.

Action Taken: Each semester the LeDoux Library continues to offer specific faculty instructional sessions focused on library digital resources and how to effectively utilize these in the classroom as well as course assignments. Hands on workshops and faculty personal contact are responsible for the library “building” a community of electronic library resources users as well as student end users for these materials, accessible 24/7. Objective met.

Goal 6: Weed “paper” collections, Objective 6.1, Weed State of Louisiana paper documents collection.
Action Taken: All of the “paper” State of Louisiana documents on hand were removed from library premises, boxed and returned to the State Recorder of Documents; LeDoux Library only accepts catalogued, digital documents/records from State Library of Louisiana now. Objective met.

2. List one or two of most significant goals/objectives that were not met (or close to not being met) and the plan of action pursued.

Goal 3: Secure funding for annual LOUIS institutional membership fee, Objective 3.1: Secure membership funding based on LOUIS fee projections.

Action Taken: Because of overall controversial higher education funding situation in Louisiana and the fact that the LOUIS library consortium and one time, fully funded, Board of Regents grant project now requires individual membership funding as well as legislative support to operate while facilitating SACS accreditation for every higher education institution. Annual funding remains unpredictable and very last minute in the budget planning cycle. Predictable and routine funding are essential to good planning, program development and long term growth and research, all essential elements to effective higher education. Objective not met.

Improvement Plan: LeDoux Library continues to work closely with LOUIS administration, consortium board of directors and membership to insure the value of LOUIS to SACS accreditation, to faculty and students and to overall Louisiana higher education infrastructure are visible and well understood.

Quality Enhancement Plan

Assessment Year: 2013-2014

Person responsible: Paul Fowler, Jamie Thibodeaux, and John Hamlin

1. List one or two of your most significant goals/objectives that were met.

Objective: The QEP will increase student retention and completion in the developmental and general education mathematics sequence.

Assessment: This objective seeks to increase the successful completion of the next course in the sequence. Internal data will track students whether they initially enroll in MATH 0001 or MATH 0002.

Benchmark: For all students enrolling in MATH 0001 (with repetition)

- 68% complete MATH 0001.
- 37% complete MATH 0002.
- 20% complete the first general education mathematics.

Progress: Details shown in the tables below from fall 2013 through spring 2014:

Indirect Assessment of Student Learning Using MATH 0001 Course Success Rates[1].

Description	LSUA	LSUE[2]	Modular	Online	Totals
Total n	144	380	95	31	650
No. of Ws	16	44	9	0	69
No. violation of attendance policy	2	3	6	0	11
Grade of A, B, C only	84	243	69	25	421
Percent raw success	58	64	73	81	64.8

9% withdraw in modular = 11% withdraw in all other forms of instruction

Indirect Assessment of Student Learning Using MATH 0002 Course Success Rates[3].

Description	LSUA	LSUE[4]	Modular	Online	Totals
Total n	113	445	68	54	680
No. of Ws	15	75	5	6	101
No. violation of attendance policy	3	4	3	0	10
Grade of A, B, C only	61	219	48	37	365
Percent raw success	54	49	71	69	53.7

7% withdraw in modular < 16% withdraw in all forms of instruction

Objective tentatively met based on the small number of participants.

Improvement plan: Continue to monitor and change modular books in summer 2015 to increase success in geometry.

[1] Includes all students at all sites both Pathways and Non Pathways.
[2] Modular and online students not included in this number.
[3] Includes all students at all sites both Pathways and Non Pathways.
[4] Modular and online students not included in this number.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.

Objective: The QEP seeks to increase student learning in developmental mathematics using innovative techniques of instruction.

Assessment: Final exam for each course for all students (no sampling).

Progress: See SLO data in Tables below:

Direct Assessment using SLOs in Percentages

MATH 0001 SLO Description	Overall	Modular	LSUE	LSUA	Online
1.1 Overall	73	70	74	70	77
1.1.1. Manipulate order of operations with real numbers	78	73	79	76	78
1.1.2. Perform basic algebraic operations with expressions and linear equations	71	74	71	67	77
1.1.3. Geometry	64	54	67	59	73
Total number of students tested	512	70	302	114	26

MATH 0002 SLO Results AY 2013-2014 in Percentages.

MATH 0002 SLO Description	Overall	Modular	LSUE	LSUA	Online
1.1 Overall	67	77	65	65	77
1.1.4. Perform basic algebraic operations	67	78	65	65	77
1.1.5. Perform operations with the rectangular coordinate system	64	64	63	63	68
Total number of students tested	492	48	319	82	43

Objective tentatively met given that this was the first year and the low number of participants.

Improvement Plan: Continue to collected data and change modular book beginning summer 2015.

Registrar/Admissions

Director of IE's note: No data was available for the objectives set by the former Registrar. As a result, the objectives and goals for 2013-2014 were canceled. The new Registrar will be permitted to set his or her own goals and objectives under the guidance of the Vice Chancellor for Academic Affairs (October 12, 2014).

Division of Sciences and Mathematics

Assessment Year: 2013-2014
Person responsible: John Hamlin

Please do not exceed one page (preferably ½ to ¾ of a page).

1. List one or two of your most significant goals/objectives that were met.

Objective With Intended Outcomes: At the completion of the Associate of Science Louisiana Transfer (AS/LT) Program, the student will employ critical thinking skills and achieve science literacy.

Assessment/Evaluation Results (Progress Report): 5 of 6 AS/LT degree graduating students took the CAAP exam for Critical Thinking and Science.
Critical Thinking: 5/5 (100%) of students were above the national average.
Science: 5/5 (100%) of students were above the national average.
Objective is met (keeping in mind that there is an n of 5).

Objective With Intended Outcomes: The students completing a general biology course will receive a grade of C or better in the human anatomy course.

Assessment/Evaluation Results (Progress Report): Successful completion of ZOOL 1011 (Human Anatomy) after completing BIOL 1001 was determined. 102 of 192 (53.1%) students passed human anatomy on their first attempt. This meets the benchmark established by LSUE. This objective is met.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.

Objective With Intended Outcomes: Students will successfully complete their general education coursework developing competencies in natural sciences as required by their curriculum. This objective will be measured by the student learning outcomes in PHSC 1001.

Assessment/Evaluation Results (Progress Report): All face to face sections at LSUE were directly assessed using multiple choice questions for PHSC1001 during the 2013-2014 academic year. Total n=48. For each of the SLO the average scores of students were calculated. For SLO 1 the average was 68.33%of questions were answered correctly. For SLO 2 the average was 65%. And the average for SLO 3 was 79.58%.
This objective was not met.

Improvement Plan/ Changes Made: The results include all LSUE students that took face to face classes with permanent faculty. When this course is offered online SLO from those sections will be included as well. This is the first AY during which we have reported on PHSC 1001. We will continue to work on all SLOs, especially SLO 1 and SLO2, both of which fell below the 70% benchmark. This information will allow faculty to address shortcomings in the course material delivery.

Student Support Services

Assessment Year: 2013-2014
Person Responsible: Janice Nix-Victorian

Note: This report reflects the Annual Performance Report (APR) period of 2012-2013.
(Student Support Services grant's fiscal year end is August 31. The Department of Education releases the APR on the trio.ed.gov website for completion. This is usually no less than 60-90 days after the fiscal year ends. Therefore, SSS IE report is always a year behind.)

List one or two of your most significant goals/objectives that were met including an action taken as a result of the findings.

1. **Goal:** Project students will complete the Needs Assessment Survey and will be enrolled in the project, based on academic need. Benchmark is 100% determined by the participant's completion of the following

   Action: Update APR 2012-2013: SSS requires all applicants to complete an intake form and complete a need assessment to determine student academic needs. Objective was met.

List one or two of most significant goals/objectives that were not met (or close to not being met) and the plan of action pursued.

1. **Goal**: The project's disabled students will be identified (through self-disclosure) and are provided with disability services as requested within the scope of the grant. Benchmark is 100% determined by the SSS Annual Performance Report 2011-12.
   Result: Update APR 2012-2013: The APR revealed that a total of 37 students disclosed their disabilities and provided appropriate documentation. The grant proposed to serve 33 disabled and 19 disabled and low-income for a total of 52 disabled students. The objective was not met.

   Plan: The Staff will continue to promote program awareness campus wide to increase the number of disabled and low-income students served. The staff will use interval criteria tracking for better record accountability. The program will purchase Blumen software a database for tracking and APR reporting.
2. **Goal:** Enrolled participants served by the SSS project will met the performance level required to stay in good academic standing at the grantee's institution.

   Results: Update APR 2012-13: Based on the review and the query of the SSS project database and academic records 173 SSS participants of 203 enrolled participants remained in good academic standing at the end of the program's fiscal year. The objective was not met because the grant is based on 80% of the project's proposed enrollment number (400).

   Plan: The SSS staff will continue to closely monitor participants' grades, provide structured services and encourage students to participate in free tutorial. The staff will also host the Finals Study Jam Session to help students prepare for exams on campus and use study groups.

Affirmative Action/ Equal Employment Opportunity

Assessment Year: 2013-2014
Person responsible: Robin Hedge

1. List one or two of your most significant goals/objectives that were met.

Objective 1.1 Develop and report LSU Eunice Affirmative Action Plan
Measure: The Affirmative Action Plan was submitted to the State Department of Civil Service on March 20, 2014. It was approved on March 28, 2014. Objective met. No improvement plan needed.

Objective 1.2 Annually provide training to faculty and staff
Measure: On January 16, 2014, spring training for the faculty & staff was provided on "Being a Culturally Competent Campus". Objective met. No improvement plan needed.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.

Objective 1.3 LSU Eunice will annually assess faculty, staff, and students campus climate.
Measure: The faculty survey given in spring 2014 (n = 24) yielded a 3.8 out of 5 < benchmark from last year of 4.33. However, it should be noted that the median and mode for the sample was 4 with a standard deviation of 1.11. In addition, 7 responded strongly agree, 11 agree, 2 neutral, 3 disagree, and 1 strongly disagree.
Staff Survey given in spring 2014 (n = 73) yielded a 3.6 out of 5 < benchmark from last year of 3.83. However, it should be noted that median and mode for the sample was 4 with a standard deviation of 1.11. In addition, 16 responded strongly agree, 26 agree, 21 neutral, 5, disagree, and 5 strongly disagree.
Student Noel Levitz Survey (n = 382) given in spring 2014 yielded a mean of 5.89 with s.d. = .99 > national mean of 5.79 with s.d. = 1.05 (n = 73,331).
Given the variability of the data in the faculty and staff and the fact that the mean for students this year > the mean last year, the results are inconclusive.
Improvement Plan: Continue to monitor data and attempt to increase the number of faculty responding to the faculty survey in spring 2015.
It is also recommended that the detailed faculty/staff survey reports be used to gain a better statistical picture of the data used to determine if this objective is met.

Athletics

Assessment Year: 2013-2014
Person responsible: Jeff Willis

1. List one or two of your most significant goals/objectives that were met.

Goal 1: To support academic achievement and progress of student athletes.
Objective 1.1: Student Learning and GPA

Each athletic team (women's basketball, softball, baseball) will attain an overall 2.8 Team GPA.

Each team attained the goal of an overall 2.8 GPA: Softball achieved a 3.22 GPA, Women's Basketball achieved a 3.13 GPA, and Baseball achieved a 2.91 GPA. The Softball and Women's Basketball Teams achieved the National Junior College Athletic Association (NJCAA) Academic Team of the Year Award. The Baseball Team had an Exemplary Academic Achievement Award and the Women's Basketball Team had a Pinnacle Award for Academic Excellence presented by the NJCAA. Objective met.

Action Taken: No action required at this time.

Goal 2: To be successful on the field of play.

Objective 2.1: Maintain a winning percentage

Each athletic team will attain a 67% winning percentage.

The Softball Program finished with a 64-3 record and a 95.5% winning percentage while winning their second consecutive National Championship and 3rd in the last 4 years. Objective was met.

The Baseball Program finished with a 42-13 record and a 76.4% winning percentage while finishing 3rd in the NJCAA Region 23 Tournament. Objective was met.

The Women's Basketball Program finished with a 26-4 record and an 86.7% winning percentage while participating in the NJCAA Region 23 Tournament. Objective was met.

The overall record of the Athletic Department was 132-20 for an 86.8% winning percentage.

Action Taken: No action required at this time.

Director of IE's Note: Next year, athletics should consider including an objective on compliance with NJCAA rules. Student satisfaction with athletics should be included on the Noel Levitz Student Satisfaction Survey.

Business Affairs

Assessment Year: 2013-2014
Person responsible: Arlene Tucker

1. List one or two of your most significant goals/objectives that were met.
Goal 1: To operate the bookstore as an auxiliary enterprise to support the academic mission of LSUE by providing educational books and supplies, and other merchandise.
Objective 1: Faculty will rate their satisfaction with the bookstore as agreeable or higher on the Faculty Survey. Benchmark is agreeable (4.0) or higher. Last year, faculty rated their satisfaction with the bookstore at 4.56. The Faculty Survey was administered during the Spring 2014 semester. Faculty (24) rated their satisfaction with the bookstore at 4.3 on a 5.0 scale. Objective was met.
Action Taken: No action required.

Objective 2: Students will rate their satisfaction with the bookstore on The Noel-Levitz Student Satisfaction Inventory. The bookstore will rank as one of the top ten items of satisfaction by students. The Noel-Levitz Student Satisfaction Inventory was administered during the Spring 2014 semester to students enrolled in math or English courses. Benchmark is somewhat satisfied (5.0) or higher. Students' satisfaction with the bookstore was 6.16 on a 7-point scale. The bookstore ranked 3rd out of 58 items surveyed for satisfaction (n = 402).
Action Taken: No action required. The bookstore started a book rental program during the summer, 2014.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.
Goal 2: To plan a budget to meet the needs of the departments based on their goals and objectives.
Objective 1: Faculty will rate their satisfaction with their involvement in the campus wide budget review process as agreeable or higher on the Faculty Survey. Benchmark is agreeable (4.0) or higher. Last year, faculty rated their satisfaction with the budget review process at 4.28. The Faculty Survey was administered during the Spring 2014 semester. Faculty (24) rated their satisfaction with their involvement with the budget review process at 3.5 which is below the 4.0 rating of agreeable. Objective was not met.
Action Taken: Faculty representatives on the Budget Review Committee will inform and involve their faculty colleagues more in the budget review process.

Objective 2: The Budget Review Committee will meet at least four times annually. The committee will plan and review all departmental requested budgets for FY 2014-2015 and make recommendations to the Chancellor. Minutes will be distributed to the campus from committee meetings. Budget Review Committee met on September 4, 2013, February 18, 2014, March 6, 2014, and April 9, 2014. Minutes from the four meetings including those on planning the budget for FY 2014-2015 were distributed via email and recommendations were submitted to the Chancellor. Objective was met.
Action Taken: No action needed.

Objective 3: Total expenditures for the university will not exceed total revenues in the unrestricted budget. At fiscal yearend, the financial statements will be evaluated to determine if expenditures exceeded revenue in the unrestricted budget. Weekly budget statements are emailed to department heads for their review and decision making. The FY 2013-2014 financial statements showed that expenditures did not exceed revenues in the unrestricted funds. Auxiliary funds were used this fiscal year to balance revenues to expenditures. Quarterly financial reports were submitted to the LSU System Office on time. Budget information was disseminated to all budget heads. Business Affairs staff met periodically during the third and fourth fiscal year quarters to monitor the expenditure numbers for yearend closeout. The monitoring of fiscal resources was discussed in Cabinet. Objective was met.
Action Taken: No action required.

Director of IE's notes: Per SACSCOC reviewers, objective that were not measurable were updated to reflect measurable data.

Information Technology
Assessment Year: 2013-2014
Person responsible: Fred Fruge

Please do not exceed one page (preferably ½ to ¾ of a page).

1. List one or two of your most significant goals/objectives that were met.

Objective: Maintain "Satisfied" rating with adequate and accessible computer lab equipment,
Assessment: Noel-Levitz Student Opinion Survey.
Outcome: Noel-Levitz 2014 Survey score of 6.25 is .36 above the national average. Objective net
Improvement: Continue to monitor and maintain a satisfactory score above the national average.

Objective: Staff will agree that computer support services from OIT are adequate.
Assessment: Staff Survey given in the spring.
Outcome: Annual Staff Survey score of 4.2 shows objective met.
Improvement: Continue to monitor and maintain 4.0 or better score.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.
All objectives met in the area:

Institutional Development/LSUE Foundation

Assessment Year: 2013-14
Person responsible: Madelaine Landry

Please do not exceed one page (preferably ½ to ¾ of a page).

1. List one or two of your most significant goals/objectives that were met. ***Objective:*** *Continue to develop and maintain programs that attract Adult learners 50+ to campus*
To promote the inclusion of 50+ students on this campus, the LSUE Foundation, through the Office of Institutional Development, continued to work in collaboration with the LSUE Continuing Education Department to maintain its Cajun Prairie chapter of OLLI at LSU-Baton Rouge. Founded to promote lifelong learning opportunities nationally to adults fifty years of age and older, the Osher Lifelong Learning Institute (OLLI) agreed to charter, through LSU, the LSUE Cajun Prairie Chapter. Now beginning its third year, (July 2014), this chapter continues to recruit new members and plan courses each semester. As of FY 14, a $40 membership fee has been assessed and the program has become self-sufficient financially. *This self-sufficiency was the primary benchmark for the LSUE Foundation, so the program is now a Foundation account of LSUE Continuing Education and its local OLLI planning committee.* Currently, the membership is at 50+ paying, active members; therefore, the objective has been met for the LSUE Foundation. No further action is required from this office.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued. ***Goal:*** *To foster civic learning and community service within the student population, which includes opportunities for student volunteerism, civic engagement and interaction with public officials.*
In accordance with a donor request, the original goal was for the LSUE Foundation to create a course that would allow Honors Program students to participate in community service learning and volunteerism. Following a few semesters without adequate student participation from within that campus program, the goal was changed to include ALL LSU Eunice students in community service learning and engagement in community activities. To foster more participation, a new Civic Engagement Committee was formed, which met twice in summer 2013 and spring 2014. Postcards were mailed to local non-profit agencies to meet the first objective, which was community outreach for student participation in the work of local non-profits. A database of area non-profits, their contact information, missions and volunteer needs was placed on the LSUE website, www.lsuefoundation.org. *Student participation at the end of spring 2014 was sporadic and inconsistent with this objective.* The Improvement plan called for developing a more effective strategy to directly engage students in community service. To comply with this plan of action, the Foundation used donor funding to develop a community engagement project that placed (4) faculty mentors with (2) students each – all participants had to agree to participate in (4) monthly activities. If all criteria for participation are met, students and faculty will receive a small stipend in December. The benchmark for success is active participation in all (4) monthly community engagement activities. At present, one activity has been successfully completed by all the students for September. The project is ongoing and will be evaluated again at the end of December 2014 to determine if all of the participation benchmarks have been met.

Institutional Research
Assessment Year: 2013-2014
Person responsible: Fred Fruge

Please do not exceed one page (preferably ½ to ¾ of a page).

1. List one or two of your most significant goals/objectives that were met.

Objective: Online course evaluations will have a set time period available for participation. The data will be made available and published through myLSUE immediately following the completion of grade processing.
Outcome: Reports show grade processing complete and open closed period and published date for surveys. Objective met.
Improvement: Continue to monitor and provide timely survey results to the institution.

Objective: Reduce the average length of time that service calls and work requests are left open or unresolved to 45 hours based on the top 15 service request types
Outcome: Report shows an average of 35:13 hours to close requests. Objective met.
Improvement: Continue to monitor and maintain average closure time of 45 hours or less.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.

Objective: Post enrollment data by semester to internal and external agencies within 2 business days after census date.
Outcome: IR Reporting schedule shows date of completion. Objective not met
Improvement: After two years of not meeting this objective, IR will attempt to adjust the time to be published to a more achievable goal. Two days does not cover the edit report corrections that have to be completed by other departments

Institutional Effectiveness

Assessment Year: 2013-2014
Person responsible: Paul Fowler

1. List one or two of your most significant goals/objectives that were met.

Objective: LSU Eunice will be found compliant by SACSCOC On-Site Reaffirmation Committee on Core Requirement 2.5, Comprehensive Standard 3.3.1, and Federal Requirement 4.1

Assessment Strategies: IE documentation will be provided to the visiting committee as required. Outcomes will be broken out by LSUE, LSUA, dual credit, and online sites as necessary.

Progress:

- Core Requirement 2.5 was found compliant by the off-site committee.
- Comprehensive Standard 3.3.1.1 was found compliant by the on-site committee. Three years of IE documents were provided to the committee members for review.
- Comprehensive Standard 3.3.1.2 was found compliance by the off-site committee.
- Comprehensive Standard 3.3.1.3 was found compliant by the off-site committee. However, the committee noted that several of the outcomes were not stated in measurable terms.
- Comprehensive Standard 3.3.1.4 does not apply to LSU Eunice.
- Comprehensive Standard 3.3.1.5 was found compliant by the On-Site Reaffirmation Committee as additional surveys were designed and analyzed.
- Federal Requirement 4.1 was found compliant by the On-Site Reaffirmation Committee as way many of the benchmarks were used was specifically stated.

Improvement Plan: During 2013-14 (and beyond), Director of IE will begin meeting with various planning heads to assist in designing or updating outcomes that are stated in measurable terms and have a specific assessment component.

A meeting took place in July 2014 with Student Affairs on this same topic. Meeting minutes were not kept as it was an informal discussion based on some of the comments by the off-site committee.

Meetings were held with the English faculty, mathematics faculty, psychology faculty, and history faculty to discuss writing and assessing student learning outcomes. Emails document the discussions in the GE outcomes.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.

None specific as IE had one primary goal and objective for 2013-2014. However, Director of IE notes are being placed in outcome as they are being completed for 2013-2014 to indicate that changes need to be made or that some areas need to design and assess measurable outcomes.

Public Affairs

Assessment Year: 2013-2014
Person responsible: Van Reed

1. List one or two of your most significant goals/objectives that were met.

Goal 1: Increase campus visibility to strengthen enrollment, recruitment and fund-raising efforts.

Objective 1: To increase visibility and name recognition of LSU Eunice through positive coverage in local and regional media.
The objective was met and is ongoing.

Action taken: Additional end-of-the-year funds allowed the Public Relations office to expand marketing and visibility to TV at one local station. Ninety spots ran during the month of June on the ABC affiliate and 170 spots ran on the CW network owned by the ABC station. Online advertising on the station's website and mobile apps were also included. LSU Eunice's ads received 210,000 impressions on KATC's Mobile app and 210,000 impressions on their mobile website. The click thru rate on the app was 26 percent. Use of scaled down 15-second videos allowed more airtime on the TV stations and allowed for use on social media sites like Instagram which only allow 15-second videos. The same videos on YouTube received between 30-200 views.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.

Goal 2: Oversee all internal and external communication/marketing collateral to maintain a consistent image that accurately portrays opportunities for the various constituencies.

Objective 2: All internal and external communication and marketing collateral maintain a consistent image.
The objective was not met and is ongoing

Action taken: In an effort to phase in the new LSU logo into all campus materials, the Public Relations office has begun working to replace the logo and branding on all campus materials online, paper forms, letterheads, fax cover sheets, email signatures. Internal audit of all material being printed and distributed will continue. Once again, met with local sign and print companies to insure new logo is used on any printed job or signage that does not go thru the PR office.

Student Affairs and Enrollment Services

Assessment Year: 2013-2014
Person responsible: Judy Daniels

1. List one or two of your most significant goals/objectives that were met.

Financial Aid Goal 1 – Provide financial resources for eligible students in support of their educational/career goals.
Objective 1.1: Financial Aid Satisfaction

Objective – Prospective students and parents will understand the importance of financial aid availability and applications procedures and be satisfied with the procedures.
Assessment/Evaluation – Use of Noel Levitz Student Satisfaction Survey results from question number 5 from Spring 2013

- Importance = 6.29 local versus 6.37 nationally
- Satisfaction = 5.35 local versus 5.23 nationally.

Meeting objective will be either exceeding the national average for current year or exceeding results from Spring 2013.
Results indicated During the academic year of 2013-2014, we conducted 7 financial aid presentations. Noel-Levitz Student Satisfactory Inventory results for Spring 2014 showed responses in the areas of importance and satisfactory as follow:

- Importance - Average rating of 6.31 on a 7.0 scale which was equal to the national average of 6.31
- Satisfaction - Average rating of 5.60 on a 7.0 scale which was above the national average of 5.24

Since Importance = 6.31 local measure = 6.31 national measure and Satisfaction =5.60 > 5.24 the national measure, the objective is met.
Improvement Plan - Based on the above the financial aid office along with the university's institutional liaison officer, plan to continue to offer financial aid workshop on and off campus to assist students and parents with completing the FAFSA application.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.

Student Recruiting Goal 1 – Provide upgraded print material and expand our capacity to interact with and respond to prospective students
Objective 1.1: Student Recruiting
Objective – Recruiters will continue to collect prospective student information, track contacts made with each student, and identify targets used to send communication to the appropriate cohorts.
Assessment/Evaluation – Objective not met. Prospective student information, primarily that of high school seniors, is stored and categorized in Radius. The number of current high school graduates tracked in Radius from the 2012 graduating class (3315) and 2013 graduating class (2336) decreased by 29.5%. This decrease may partially be attributable to campus offices ceasing to track prospective student inquiries.
Results indicated Enrollment from Fall 2012 (3074 students) to Fall 2013 (2673 students) dropped 13% or 401 less students; the loss of 49 students of the 401 is attributed to the decrease in high school graduate population. It should be noted that overall enrollment penetration rate at the top feeder high schools remained consistent (21%) from 2012 to 2013.
In regards to students other than recent high school graduates, the 401 students lost from 2012 to 2013, the majority were Prep (-158), Continuing (-100), and Transfer (-76). Considering the loss of students from a percent change perspective, the largest loss was from Prep (-41%) and Transfer (-33%).

Improvement Plan - Efforts should be made to expand the use of Radius to include re-introducing the use of or beginning the use of the software by the Admissions, Continuing Education, and Divisional Offices. In addition, progress should be made toward the feasibility of manual uploads to Radius from Intelliworks allowing for life cycle identification and more specific cohort communication. Efforts should be made to ensure that applications are processed efficiently and efforts to upload data from Jenzabar to Radius are made to better track prospective student life-cycles and enhance the prospective student database in a more timely fashion and incorporate all prospective student cohorts are in progress.

Director of IE's Note: Per SACSCOC reviewer comments, objectives are being revised to be measurable. In addition, the objective on recruiting and enrollment will be updated to provide a ratio of student contacts in Radius versus those who enroll. Finally, if recruiters attempted to gain a higher penetration in the high schools should be examined.

Chancellor's Cabinet Meeting Minutes

November 25, 2014

Present at this meeting were cabinet members Chancellor Bill Nunez, Renee Robichaux, Arlene Tucker, and Judy Daniels. The chancellor also invited Jeff Willis, Fred Fruge, and Michael Broussard to the first half of the meeting to discuss Dr. King Alexander's request for LSU system institutions to review and update Emergency Response Plans with a primary focus on 'active shooter' response procedures. LSU's emergency response procedures will be used as a model to provide guidance on how LSUE might choose to update its plan in an effort to assure easy access to education and training, and easy access to information for all members of the university community. LSU Police Chief Rabalais is expected to visit our campus sometime in December. He has forwarded an 'active shooter' video that may be used during the spring faculty/staff workshop. In addition, the chief has confirmed self-defense training for our security guards on December 15. In addition, the LSUE Criminal Justice department will provide emergency response training to guards and other interested campus personnel on December 17.

After discussion and exchange of information, Michael Broussard was excused, but a follow up meeting will be scheduled to include him, Judy Daniels, Fred Fruge, and Van Reed to discuss specific information to be included in LSUE's updated Emergency Response Plan. The proposed plan will be forwarded to the Chancellor's cabinet for review and approval.

The chancellor began discussion of an anonymous 'Bengal Professor' email sent to select campus personnel. The consensus was that the email presented unsubstantiated allegations. The Chancellor is scheduled to meet with the Faculty Senate after the Thanksgiving break to address their concerns related to university budget priorities and other issues that have been expressed by faculty.
The usual area reports followed:

Academic Affairs/Dr. Renee Robichaux

1. The Cabinet members voted unanimously to accept the Institutional Effectiveness summaries for 2013-2014 and also approved the Mission Statement.
2. The response to the SACS request from Dr. Bell Whelan regarding public disclosure has been completed.
3. Dr. Paul Fowler is also working on the SACS annual report.

Business Affairs/Arlene Tucker

1. A reminder of the state spending freeze was made; any employee expending funds without prior approval from the Business Office may find themselves personally and financially responsible for those expenditures.

Student Affairs/Judy Daniels

1. The initial enrollment report for Spring 2015 shows that we are currently ahead of last year at this time with a slight increase in students so far:

	# Students Registered	**# Paid**
Spring 2014	1580	559
Spring 2015	**1620 (+40)**	**696 (+137)**

2. Next orientation session is Tuesday, December 2; a low turnout is expected, but extensive efforts by admissions and recruitment staff are being made to contact 112 students who were no-shows for previous orientation sessions.
3. The Fall 2014 Commencement line-up and script was distributed to Cabinet members.
4. A brief summary of student referrals was presented.

End of Minutes.
Submitted by: Judy Daniels

2013-2014 Institutional and Strategic Goals and their Linkages to each Department's Goals and Outcomes

This section lists LSU Eunice's Institutional and Strategic Goals and their linkages to each department's goals and objectives.

Compiled by Dr. Paul Fowler (pfowler@lsue.edu).

Institutional Goals

1: Students complete associate degree or certificate programs prepared to enter the work force.
Providing Department: LSU Eunice
Related Items

1: Improve Efficiency for Applicants in the Admissions Process
Provided By: Registrar / Admissions
1.1: Email Communication with Applicants
Provided By: Registrar / Admissions

1: Insure compliance with State and Federal laws and University policies related to discrimination and equal opportunity.
Provided By: Affirmative Action/Equal Employment Opportunity
1.1: Develop and Report Affirmative Action Plan
Provided By: Affirmative Action/Equal Employment Opportunity
1.2: Annually Provide Training
Provided By: Affirmative Action/Equal Employment Opportunity
1.3: Assess Campus Climate
Provided By: Affirmative Action/Equal Employment Opportunity

1: LSU Eunice faculty and staff will pursue public, private, and institutional grant and research opportunities to enhance academic programs and services.
Provided By: Grants

1.1: Grant Training
Provided By: Grants
1.2: Grant Submissions
Provided By: Grants
1.3: Perkins CTE Grant
Provided By: Grants

1: Maintain a Care and Development of Young Children program.
Provided By: Care and Development of Young Children

- 1.1: CDYC Competence
  Provided By: Care and Development of Young Children
- 1.2: CDYC Placement
  Provided By: Care and Development of Young Children
- 4.5: Maintain Fall to Fall retention of all students declaring their chosen major as: Care and Development of Young Children
  Provided By: Care and Development of Young Children

1: Maintain an effective Diagnostic Medical Sonography Program
Provided By: Diagnostic Medical Sonography

- 1.1: DMS Professional Competency
  Provided By: Diagnostic Medical Sonography
- 1.2: DMS Retention
  Provided By: Diagnostic Medical Sonography
- 1.3: DMS Employment
  Provided By: Diagnostic Medical Sonography

1: Provide financial resources for eligible students in support of their educational/career goals.
Provided By: Financial Aid

- 1.1: Financial Aid-Student Satisfaction
  Provided By: Financial Aid
- 1.2: Financial Aid Application
  Provided By: Financial Aid
- 1.3: Financial Aid-Scholarships
  Provided By: Financial Aid
- 1.4: Financial Aid Counseling
  Provided By: Financial Aid

1: Provide upgraded printed materials and expand our capacity to interact with and respond to prospective students
Provided By: High School Relations

- 1.1: Student Recruiting
  Provided By: High School Relations
- 1.2: Recruiting Collaboration
  Provided By: High School Relations

1: To assist students in declaring a major and exploring job opportunities.
Provided By: Career Services

- 1.1: Career Decision Making and Experiential Education
  Provided By: Career Services

1: The QEP seeks to increase student learning in developmental mathematics using innovative techniques of instruction.
Provided By: Quality Enhancement Plan

- 1.1: Increase achievement of SLOs in MATH 0001 and MATH 0002
  Provided By: Quality Enhancement Plan
- 1.2: Increase the Cognitive Ability of Students in MATH 0001 and MATH 0002
  Provided By: Quality Enhancement Plan
- 1.3: Increase Mathematics Scores on the CAAP
  Provided By: Quality Enhancement Plan

2: General Education: Competency in sciences and mathematics
Provided By: Science & Mathematics

2: LSU Eunice sponsored programs will operate within the guidelines of funding entities and federal, state, system, and institutional policy.
Provided By: Grants

- 2.1: Grant Guidelines
  Provided By: Grants
- 2.2: Adherence to Grant Guidelines
  Provided By: Grants

- 2: Maintain an effective criminal justice program.
  Provided By: Criminal Justice
  - 2.1: Criminal Justice Professional Competency
    Provided By: Criminal Justice
  - 2.2: CJ Placement
    Provided By: Criminal Justice
  - 4.6: Maintain Fall to Fall retention of all students declaring their chosen major as Criminal Justice.
    Provided By: Criminal Justice

- 2: Maintain an effective nursing program
  Provided By: Nursing
  - 2.1: Nursing Professional Competency
    Provided By: Nursing
  - 2.2: Nursing Retention
    Provided By: Nursing
  - 2.3: Nursing Employment
    Provided By: Nursing

- 2: Maintain or increase the current level of TOPS recipients and minority students on campus
  Provided By: High School Relations
  - 2.1: Recruiting TOPS
    Provided By: High School Relations
  - 2.2: Recruiting Minority Students
    Provided By: High School Relations

- 2: Oversee all internal and external communication/marketing collateral to maintain a consistent image that accurately portrays opportunities for the various constituencies.
  Provided By: Public Affairs
  - 2.1: Visibility-Communication

Provided By: Public Affairs

- 2: Promote the LSU Eunice campus to the community-at-large
  Provided By: Institutional Development / LSUE Foundation
  - 2.1: Continue to develop and maintain programs that attract Adult learners 50+ to campus
    Provided By: Institutional Development / LSUE Foundation
  - 2.2: Annual Report to Donors and Annual Giving Campaign
    Provided By: Institutional Development / LSUE Foundation

- 2: Provide for Parent Orientations
  Provided By: Student Development Services
  - 2.1: Parent Orientation
    Provided By: Student Development Services

- 2: The Office of Admissions will decrease turnaround time for processing of paid applications.
  Provided By: Registrar / Admissions
  - 2.1: Processing of Applications
    Provided By: Registrar / Admissions

- 2: To assist students in sharpening their job search skills.
  Provided By: Career Services
  - 2.1: Job Search-Resume Approval
    Provided By: Career Services
  - 2.2: Job Search - Resume Writing
    Provided By: Career Services

- 2: The QEP seeks to increase student learning in the first general education mathematics courses after completion of developmental mathematics (see 2.1 and 2.2 in GE).
  Provided By: Quality Enhancement Plan

- 2 Course Articulation: To enhance the transfer of courses between the main receiving institutions of LSUE transfer students.
  Provided By: Academic Affairs
  - 2.1: Articulation Agreements
    Provided By: Academic Affairs

- 3: IE-Compliance with SACSCOC standard that apply to Institutional Effectiveness
  Provided By: Institutional Research and Effectiveness
  - 3.1: IE-SACSCOC Compliance
    Provided By: Institutional Research and Effectiveness
  - 3.2: IE-QEP Outcomes
    Provided By: Institutional Research and Effectiveness

- 3: In an effort to establish good relationships with the participants of Parent/Spouse Orientations, the Registrar will participate in Parent/Spouse Orientation, present helpful materials, and achieve satisfactory survey results.
  Provided By: Registrar / Admissions
  - 3.1: Parent/Spouse Orientations
    Provided By: Registrar / Admissions

- 3: Maintain an effective radiologic technology program
  Provided By: Radiologic Technology
  - 3.1: Radiologic Technology Professional Competency
    Provided By: Radiologic Technology
  - 3.2: Radiologic Technology Retention
    Provided By: Radiologic Technology
  - 3.3: Radiologic Technology Employment
    Provided By: Radiologic Technology

- 3: To assist students in obtaining part-time/full-time employment.
  Provided By: Career Services
  - 3.1: Employment Services-Placement
    Provided By: Career Services

- 3: The QEP seeks to improve institutional effectiveness by providing faculty training, increasing student retention in mathematics, and decreasing the time spent in developmental mathematics.
  Provided By: Quality Enhancement Plan
  - 3.1: Professional Development
    Provided By: Quality Enhancement Plan
  - 3.2: Increase Retention and Completion of Developmental and General Education Mathematics
    Provided By: Quality Enhancement Plan
  - 3.3: Reduce the Amount of Time in Developmental Mathematics
    Provided By: Quality Enhancement Plan

- 3. Curriculum Development: To ensure that faculty understand and participate in curriculum development.
  Provided By: Academic Affairs
  - 3.1: Curriculum Development
    Provided By: Academic Affairs

- 4: In an effort to better place students and reduce the amount of time in developmental education, begin development of an assessment center using ACT's COMPASS and a modular mathematics program (as written in LEQSF(2013-14)-ENH-PEN-06).
  Provided By: Developmental Education
  - 4.1: Assessment Center and Modular Mathematics programs
    Provided By: Developmental Education
  - 4.2: Assessment of Incoming Freshmen
    Provided By: Developmental Education
  - 4.3: Pre and Post Testing of Developmental Students

Provided By: Developmental Education

4.4: Modular Mathematics MATH 0001 and MATH 0002
Provided By: Developmental Education

4: Maintain an effective program in respiratory care.
Provided By: Respiratory Care

4.1: Respiratory Care Professional Competency
Provided By: Respiratory Care

4.2: Respiratory Care Retention
Provided By: Respiratory Care

4.3: Respiratory Care Employment
Provided By: Respiratory Care

4: Retention of Liberal Arts Majors
Provided By: Liberal Arts

4.1: Maintain Fall to Fall retention of all students declaring their chosen major as General Studies.
Provided By: Liberal Arts

4.2: Maintain Fall to Fall retention of all students declaring their chosen major as: Education Undecided
Provided By: Liberal Arts

4.3: Maintain Fall to Fall retention of all students declaring their chosen major as: Undecided Liberal Arts
Provided By: Liberal Arts

4.4: Maintain Fall to Fall retention of all students declaring their chosen major as: Arts
Provided By: Liberal Arts

4.7: Maintain Fall to Fall retention of all students declaring their chosen major as Psychology
Provided By: Liberal Arts

4.8: Maintain Fall to Fall retention of all students declaring their chosen major as Sociology
Provided By: Liberal Arts

4: To develop partner relationships with employers and monitor employer satisfaction.
Provided By: Career Services

- 4.1: Employment Services-Employer Satisfaction
  Provided By: Career Services

- 4. Institutional Effectiveness: To foster academic success through instructional effectiveness.
  Provided By: Academic Affairs

  - 4.1: Instructional Program Satisfaction
    Provided By: Academic Affairs
  - 4.2: One Year Retention
    Provided By: Academic Affairs

- 5: Artistic, Cultural, Historic Understanding; Written and Spoken Communication (see General Education)
  Provided By: Liberal Arts

- 5: Maintain an effective fire science program
  Provided By: Fire and Emergency Services

  - 5.1: Fire and Emergency Services - Professional Competency
    Provided By: Fire and Emergency Services
  - 5.2: Fire and Emergency Services Employment
    Provided By: Fire and Emergency Services

- 6: Maintain an effective computer information technology (CIT) program.
  Provided By: Computer Information Technology

  - 6.1: CIT Professional Competency
    Provided By: Computer Information Technology
  - 6.4: CIT Placement
    Provided By: Computer Information Technology

- 7: Maintain an effective management program
  Provided By: Management

7.1: Management Professional Competency
Provided By: Management
7.4: MGMT Placement
Provided By: Management

8: Maintain an effective Office Information System (OIS) program
Provided By: Computer Information Technology

8.1: OIS Professional Competency
Provided By: Computer Information Technology
8.4: OIS Placement
Provided By: Computer Information Technology

2: Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Providing Department: LSU Eunice
Related Items
1: Insure compliance with State and Federal laws and University policies related to discrimination and equal opportunity.
Provided By: Affirmative Action/Equal Employment Opportunity

1.1: Develop and Report Affirmative Action Plan
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- 1: To assist students in declaring a major and exploring job opportunities.
  Provided By: Career Services
  - 1.1: Career Decision Making and Experiential Education
    Provided By: Career Services

- 1: To increase retention and graduation rates for project participants
  Provided By: Student Support Services
  - 1.1: Persistence
    Provided By: Student Support Services
  - 1.2: Academic Standing
    Provided By: Student Support Services
  - 1.3: Graduation
    Provided By: Student Support Services
  - 1.4: Transfer (4-year)
    Provided By: Student Support Services

- 1: To support academic achievement and progress of student athletes
  Provided By: Athletics
  - 1.1: Student Learning and GPA
    Provided By: Athletics

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    Provided By: Academic Affairs
  - 4.2: One Year Retention
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- 5: Student Placement
  Provided By: Science & Mathematics

  - 5.1: Assessment of Entering Students

Provided By: Science & Mathematics

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- 7: Sequential Courses
  Provided By: Science & Mathematics
  - 7.1: MATH 0002 to college-level mathematics
    Provided By: Science & Mathematics
  - 7.2: BIOL 1001 to ZOOL 1011
    Provided By: Science & Mathematics

- 8: Maintain an effective Office Information System (OIS) program
  Provided By: Computer Information Technology
  - 8.1: OIS Professional Competency
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3: Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.

Providing Department: LSU Eunice

Related Items

1: Improve Efficiency for Applicants in the Admissions Process
Provided By: Registrar / Admissions

1.1: Email Communication with Applicants
Provided By: Registrar / Admissions

1: Increase campus visibility to strengthen enrollment, recruitment and fund-raising efforts.
Provided By: Public Affairs

1.1: Visibility-Name Recognition
Provided By: Public Affairs

1.2: Visibility - Focus Groups
Provided By: Public Affairs

1: Insure compliance with State and Federal laws and University policies related to discrimination and equal opportunity.
Provided By: Affirmative Action/Equal Employment Opportunity

1.1: Develop and Report Affirmative Action Plan
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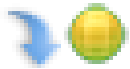
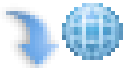

1: To support academic achievement and progress of student athletes
Provided By: Athletics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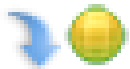
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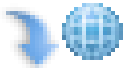
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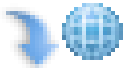
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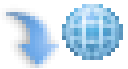
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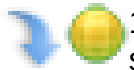
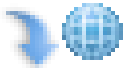

1. Academic Advising: To have a high degree of student and faculty satisfaction with the academic advising system.
Provided By: Academic Affairs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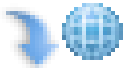
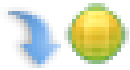
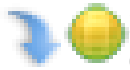

1.2: Academic Advising-Students
Provided By: Academic Affairs


2: General Education: Competency in sciences and mathematics
Provided By: Science & Mathematics


2: General Education: Pathways to Success will provide students the necessary support for the successful completion of their first general education course in English, mathematics, and social science.
Provided By: Developmental Education

- 2: Maintain or increase the current level of TOPS recipients and minority students on campus
  Provided By: High School Relations
  - 2.1: Recruiting TOPS
    Provided By: High School Relations
  - 2.2: Recruiting Minority Students
    Provided By: High School Relations

- 2: Oversee all internal and external communication/marketing collateral to maintain a consistent image that accurately portrays opportunities for the various constituencies.
  Provided By: Public Affairs
  - 2.1: Visibility-Communication
    Provided By: Public Affairs

- 2: Promote the LSU Eunice campus to the community-at-large
  Provided By: Institutional Development / LSUE Foundation
  - 2.1: Continue to develop and maintain programs that attract Adult learners 50+ to campus
    Provided By: Institutional Development / LSUE Foundation
  - 2.2: Annual Report to Donors and Annual Giving Campaign
    Provided By: Institutional Development / LSUE Foundation

- 2: Provide orientation for new students to acquaint themselves with the university.
  Provided By: Student Affairs and Enrollment Services
  - 2.1: Orientation
    Provided By: Student Affairs and Enrollment Services

- 2: The Office of Admissions will decrease turnaround time for processing of paid applications.
  Provided By: Registrar / Admissions

- 2.1: Processing of Applications
  Provided By: Registrar / Admissions

- 2: The QEP seeks to increase student learning in the first general education mathematics courses after completion of developmental mathematics (see 2.1 and 2.2 in GE).
  Provided By: Quality Enhancement Plan

- 2 Course Articulation: To enhance the transfer of courses between the main receiving institutions of LSUE transfer students.
  Provided By: Academic Affairs

  - 2.1: Articulation Agreements
    Provided By: Academic Affairs

- 3: IE-Compliance with SACSCOC standard that apply to Institutional Effectiveness
  Provided By: Institutional Research and Effectiveness

  - 3.1: IE-SACSCOC Compliance
    Provided By: Institutional Research and Effectiveness
  - 3.2: IE-QEP Outcomes
    Provided By: Institutional Research and Effectiveness

- 3: In an effort to establish good relationships with the participants of Parent/Spouse Orientations, the Registrar will participate in Parent/Spouse Orientation, present helpful materials, and achieve satisfactory survey results.
  Provided By: Registrar / Admissions

  - 3.1: Parent/Spouse Orientations
    Provided By: Registrar / Admissions

- 3: In an effort to further examine program effectiveness, Pathways to Success program staff will examine program completion, fall to spring, and fall to fall retention.
  Provided By: Developmental Education

- 3.1: Program Completion
  Provided By: Developmental Education
- 3.2: Fall to Spring Retention
  Provided By: Developmental Education
- 3.3: Fall to Fall Retention
  Provided By: Developmental Education

3: Maintain an effective Honors Program
Provided By: Liberal Arts

- 3.1: Honors learning community environment
  Provided By: Liberal Arts
- 3.2: Honors leadership experiences
  Provided By: Liberal Arts

3: The QEP seeks to improve institutional effectiveness by providing faculty training, increasing student retention in mathematics, and decreasing the time spent in developmental mathematics.
Provided By: Quality Enhancement Plan

- 3.1: Professional Development
  Provided By: Quality Enhancement Plan
- 3.2: Increase Retention and Completion of Developmental and General Education Mathematics
  Provided By: Quality Enhancement Plan
- 3.3: Reduce the Amount of Time in Developmental Mathematics
  Provided By: Quality Enhancement Plan

3. Curriculum Development: To ensure that faculty understand and participate in curriculum development.
Provided By: Academic Affairs

- 3.1: Curriculum Development
  Provided By: Academic Affairs

4: In an effort to better place students and reduce the amount of time in developmental education, begin development of an assessment center using ACT's COMPASS and a modular mathematics program (as written in LEQSF(2013-14)-ENH-PEN-06).
Provided By: Developmental Education

- 4.1: Assessment Center and Modular Mathematics programs
  Provided By: Developmental Education
- 4.2: Assessment of Incoming Freshmen
  Provided By: Developmental Education
- 4.3: Pre and Post Testing of Developmental Students
  Provided By: Developmental Education
- 4.4: Modular Mathematics MATH 0001 and MATH 0002
  Provided By: Developmental Education

4: Retention of Liberal Arts Majors
Provided By: Liberal Arts

- 4.1: Maintain Fall to Fall retention of all students declaring their chosen major as General Studies.
  Provided By: Liberal Arts
- 4.2: Maintain Fall to Fall retention of all students declaring their chosen major as: Education Undecided
  Provided By: Liberal Arts
- 4.3: Maintain Fall to Fall retention of all students declaring their chosen major as: Undecided Liberal Arts
  Provided By: Liberal Arts
- 4.4: Maintain Fall to Fall retention of all students declaring their chosen major as: Arts
  Provided By: Liberal Arts
- 4.7: Maintain Fall to Fall retention of all students declaring their chosen major as Psychology
  Provided By: Liberal Arts
- 4.8: Maintain Fall to Fall retention of all students declaring their chosen major as Sociology
  Provided By: Liberal Arts

4. Institutional Effectiveness: To foster academic success through instructional effectiveness.

Provided By: Academic Affairs

4.1: Instructional Program Satisfaction
Provided By: Academic Affairs

4.2: One Year Retention
Provided By: Academic Affairs

5: Artistic, Cultural, Historic Understanding; Written and Spoken Communication (see General Education)
Provided By: Liberal Arts

5: Maintain an effective fire science program
Provided By: Fire and Emergency Services

5.1: Fire and Emergency Services - Professional Competency
Provided By: Fire and Emergency Services

5.2: Fire and Emergency Services Employment
Provided By: Fire and Emergency Services

5: Student Placement
Provided By: Science & Mathematics

5.1: Assessment of Entering Students
Provided By: Science & Mathematics

5. Policies and Procedures: To ensure that academic policies and procedures are reviewed annually for clarity and conformity to national good practices.
Provided By: Academic Affairs

5.1: Policies and Procedures-Faculty
Provided By: Academic Affairs

5.2: Policies and Procedures-Academic Council
Provided By: Academic Affairs

4: Students who need developmental instruction acquire the knowledge and skills to prepare them for collegiate study.

Providing Department: LSU Eunice

Related Items

1: Improve Efficiency for Applicants in the Admissions Process
Provided By: Registrar / Admissions

- 1.1: Email Communication with Applicants
  Provided By: Registrar / Admissions

1: In working to maintain an effective developmental education program, Pathways to Success will provide students the necessary support for the successful completion of their developmental coursework.
Provided By: Developmental Education

- 1.1: Developmental English (ENGL 0001)
  Provided By: Developmental Education
- 1.2: Developmental Math (MATH 0001)
  Provided By: Developmental Education
- 1.3: Developmental Math (MATH 0002)
  Provided By: Developmental Education
- 1.4: Orientation to University Studies (UNIV 1005)
  Provided By: Developmental Education
- 1.5: College Reading (UNIV 0008)
  Provided By: Developmental Education

1: Insure compliance with State and Federal laws and University policies related to discrimination and equal opportunity.
Provided By: Affirmative Action/Equal Employment Opportunity

- 1.1: Develop and Report Affirmative Action Plan
  Provided By: Affirmative Action/Equal Employment Opportunity
- 1.2: Annually Provide Training

Provided By: Affirmative Action/Equal Employment Opportunity

1.3: Assess Campus Climate
Provided By: Affirmative Action/Equal Employment Opportunity

1: LSU Eunice faculty and staff will pursue public, private, and institutional grant and research opportunities to enhance academic programs and services.
Provided By: Grants

1.1: Grant Training
Provided By: Grants

1.2: Grant Submissions
Provided By: Grants

1.3: Perkins CTE Grant
Provided By: Grants

1: Maintain an effective Diagnostic Medical Sonography Program
Provided By: Diagnostic Medical Sonography

1.1: DMS Professional Competency
Provided By: Diagnostic Medical Sonography

1.2: DMS Retention
Provided By: Diagnostic Medical Sonography

1.3: DMS Employment
Provided By: Diagnostic Medical Sonography

1: To increase retention and graduation rates for project participants
Provided By: Student Support Services

1.1: Persistence
Provided By: Student Support Services

1.2: Academic Standing
Provided By: Student Support Services

1.3: Graduation

Provided By: Student Support Services

1.4: Transfer (4-year)
Provided By: Student Support Services

1: The QEP seeks to increase student learning in developmental mathematics using innovative techniques of instruction.
Provided By: Quality Enhancement Plan

1.1: Increase achievement of SLOs in MATH 0001 and MATH 0002
Provided By: Quality Enhancement Plan

1.2: Increase the Cognitive Ability of Students in MATH 0001 and MATH 0002
Provided By: Quality Enhancement Plan

1.3: Increase Mathematics Scores on the CAAP
Provided By: Quality Enhancement Plan

2: Maintain an effective nursing program
Provided By: Nursing

2.1: Nursing Professional Competency
Provided By: Nursing

2.2: Nursing Retention
Provided By: Nursing

2.3: Nursing Employment
Provided By: Nursing

2: Oversee all internal and external communication/marketing collateral to maintain a consistent image that accurately portrays opportunities for the various constituencies.
Provided By: Public Affairs

2.1: Visibility-Communication
Provided By: Public Affairs

2: The Office of Admissions will decrease turnaround time for processing of paid applications.

Provided By: Registrar / Admissions

2.1: Processing of Applications
Provided By: Registrar / Admissions

2: To select and enroll students who demonstrate academic need and who are eligible to participate in the project.
Provided By: Student Support Services

2.1: Student Selection
Provided By: Student Support Services

2.2: Needs Assessment
Provided By: Student Support Services

2: The QEP seeks to increase student learning in the first general education mathematics courses after completion of developmental mathematics (see 2.1 and 2.2 in GE).
Provided By: Quality Enhancement Plan

3: Course Completion
Provided By: Science & Mathematics

3.1: Developmental Mathematics Completion
Provided By: Science & Mathematics

3: IE-Compliance with SACSCOC standard that apply to Institutional Effectiveness
Provided By: Institutional Research and Effectiveness

3.1: IE-SACSCOC Compliance
Provided By: Institutional Research and Effectiveness

3.2: IE-QEP Outcomes
Provided By: Institutional Research and Effectiveness

3: In an effort to establish good relationships with the participants of Parent/Spouse Orientations, the Registrar will participate in Parent/Spouse Orientation, present helpful materials, and achieve satisfactory survey results.
Provided By: Registrar / Admissions

- 3.1: Parent/Spouse Orientations
  Provided By: Registrar / Admissions

3: Maintain an effective radiologic technology program
Provided By: Radiologic Technology

- 3.1: Radiologic Technology Professional Competency
  Provided By: Radiologic Technology
- 3.2: Radiologic Technology Retention
  Provided By: Radiologic Technology
- 3.3: Radiologic Technology Employment
  Provided By: Radiologic Technology

3: To provide participants with academic support through tutorials, computer-assisted instruction and supplemental instruction.
Provided By: Student Support Services

- 3.1: Academic Support
  Provided By: Student Support Services

3: The QEP seeks to improve institutional effectiveness by providing faculty training, increasing student retention in mathematics, and decreasing the time spent in developmental mathematics.
Provided By: Quality Enhancement Plan

- 3.1: Professional Development
  Provided By: Quality Enhancement Plan
- 3.2: Increase Retention and Completion of Developmental and General Education Mathematics
  Provided By: Quality Enhancement Plan

- 3.3: Reduce the Amount of Time in Developmental Mathematics
  Provided By: Quality Enhancement Plan

- 4: In an effort to better place students and reduce the amount of time in developmental education, begin development of an assessment center using ACT's COMPASS and a modular mathematics program (as written in LEQSF(2013-14)-ENH-PEN-06).
  Provided By: Developmental Education

  - 4.1: Assessment Center and Modular Mathematics programs
    Provided By: Developmental Education
  - 4.2: Assessment of Incoming Freshmen
    Provided By: Developmental Education
  - 4.3: Pre and Post Testing of Developmental Students
    Provided By: Developmental Education
  - 4.4: Modular Mathematics MATH 0001 and MATH 0002
    Provided By: Developmental Education

- 4: Maintain an effective program in respiratory care.
  Provided By: Respiratory Care

  - 4.1: Respiratory Care Professional Competency
    Provided By: Respiratory Care
  - 4.2: Respiratory Care Retention
    Provided By: Respiratory Care
  - 4.3: Respiratory Care Employment
    Provided By: Respiratory Care

- 4: Retention of Liberal Arts Majors
  Provided By: Liberal Arts

  - 4.1: Maintain Fall to Fall retention of all students declaring their chosen major as General Studies.
    Provided By: Liberal Arts

- 4.2: Maintain Fall to Fall retention of all students declaring their chosen major as: Education Undecided
  Provided By: Liberal Arts
- 4.3: Maintain Fall to Fall retention of all students declaring their chosen major as: Undecided Liberal Arts
  Provided By: Liberal Arts
- 4.4: Maintain Fall to Fall retention of all students declaring their chosen major as: Arts
  Provided By: Liberal Arts
- 4.7: Maintain Fall to Fall retention of all students declaring their chosen major as Psychology
  Provided By: Liberal Arts
- 4.8: Maintain Fall to Fall retention of all students declaring their chosen major as Sociology
  Provided By: Liberal Arts

4. Institutional Effectiveness: To foster academic success through instructional effectiveness.
Provided By: Academic Affairs

- 4.1: Instructional Program Satisfaction
  Provided By: Academic Affairs
- 4.2: One Year Retention
  Provided By: Academic Affairs

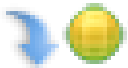
5: Maintain an effective fire science program
Provided By: Fire and Emergency Services

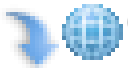
- 5.1: Fire and Emergency Services - Professional Competency
  Provided By: Fire and Emergency Services
- 5.2: Fire and Emergency Services Employment
  Provided By: Fire and Emergency Services

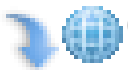
5: Student Placement
Provided By: Science & Mathematics

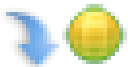
- 5.1: Assessment of Entering Students

Provided By: Science & Mathematics

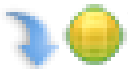

6: Maintain an effective computer information technology (CIT) program.
Provided By: Computer Information Technology


6.1: CIT Professional Competency
Provided By: Computer Information Technology


6.4: CIT Placement
Provided By: Computer Information Technology

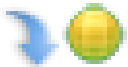

6: Retention
Provided By: Science & Mathematics

6.1: General Biology Retention
Provided By: Science & Mathematics


7: Maintain an effective management program
Provided By: Management

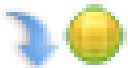
7.1: Management Professional Competency
Provided By: Management

7.4: MGMT Placement
Provided By: Management


7: Sequential Courses
Provided By: Science & Mathematics

7.1: MATH 0002 to college-level mathematics
Provided By: Science & Mathematics

7.2: BIOL 1001 to ZOOL 1011
Provided By: Science & Mathematics


8: Maintain an effective Office Information System (OIS) program

Provided By: Computer Information Technology

8.1: OIS Professional Competency
Provided By: Computer Information Technology

8.4: OIS Placement
Provided By: Computer Information Technology

5: Students receive support and assistance in reaching academic, personal, career, and employment goals.
Providing Department: LSU Eunice
Related Items

1: Hire new systems / digital services librarian
Provided By: Library

1.1: Administrative Services-Systems Librarian
Provided By: Library

1: In working to maintain an effective developmental education program, Pathways to Success will provide students the necessary support for the successful completion of their developmental coursework.
Provided By: Developmental Education

1.1: Developmental English (ENGL 0001)
Provided By: Developmental Education

1.2: Developmental Math (MATH 0001)
Provided By: Developmental Education

1.3: Developmental Math (MATH 0002)
Provided By: Developmental Education

1.4: Orientation to University Studies (UNIV 1005)
Provided By: Developmental Education

1.5: College Reading (UNIV 0008)
Provided By: Developmental Education

1: Insure compliance with State and Federal laws and University policies related to discrimination and equal opportunity.

Provided By: Affirmative Action/Equal Employment Opportunity

- 1.1: Develop and Report Affirmative Action Plan
  Provided By: Affirmative Action/Equal Employment Opportunity
- 1.2: Annually Provide Training
  Provided By: Affirmative Action/Equal Employment Opportunity
- 1.3: Assess Campus Climate
  Provided By: Affirmative Action/Equal Employment Opportunity

1: LSU Eunice faculty and staff will pursue public, private, and institutional grant and research opportunities to enhance academic programs and services.
Provided By: Grants

- 1.1: Grant Training
  Provided By: Grants
- 1.2: Grant Submissions
  Provided By: Grants
- 1.3: Perkins CTE Grant
  Provided By: Grants

1: Maintain a Care and Development of Young Children program.
Provided By: Care and Development of Young Children

- 1.1: CDYC Competence
  Provided By: Care and Development of Young Children
- 1.2: CDYC Placement
  Provided By: Care and Development of Young Children
- 4.5: Maintain Fall to Fall retention of all students declaring their chosen major as: Care and Development of Young Children
  Provided By: Care and Development of Young Children

1: Maintain an effective Associate of Science Louisiana Transfer Program
Provided By: Science & Mathematics

- 1.1: Associate of Science Louisiana Transfer
  Provided By: Science & Mathematics

- 1: Maintain an effective Diagnostic Medical Sonography Program
  Provided By: Diagnostic Medical Sonography
  - 1.1: DMS Professional Competency
    Provided By: Diagnostic Medical Sonography
  - 1.2: DMS Retention
    Provided By: Diagnostic Medical Sonography
  - 1.3: DMS Employment
    Provided By: Diagnostic Medical Sonography

- 1: Provide counseling services to students
  Provided By: Student Development Services
  - 1.1: Counseling Services - Satisfaction of Availability
    Provided By: Student Development Services

- 1: Provide financial resources for eligible students in support of their educational/career goals.
  Provided By: Financial Aid
  - 1.1: Financial Aid-Student Satisfaction
    Provided By: Financial Aid
  - 1.2: Financial Aid Application
    Provided By: Financial Aid
  - 1.3: Financial Aid-Scholarships
    Provided By: Financial Aid
  - 1.4: Financial Aid Counseling
    Provided By: Financial Aid

1: Provide opportunities for prospective students to acquaint themselves with university requirements, personnel and services.
Provided By: Institutional Liaison Officer

1.1: Bengal Day
Provided By: Institutional Liaison Officer

1: To operate as an auxiliary enterprise to support the academic mission of LSUE by providing educational books and supplies and other merchandise.
Provided By: Bookstore

1.1: Bookstore-Faculty Satisfaction
Provided By: Bookstore
1.2: Bookstore-Student Satisfaction
Provided By: Bookstore

1: To provide a reliable personnel record system which respects confidentiality and meets legal requirements, and to provide information on a comprehensive benefits package.
Provided By: Human Resources

1.1: Correspondences-Human Resources
Provided By: Human Resources
1.2: Human Resources-Audit
Provided By: Human Resources

1: To provide timely acquisition of quality goods and services at competitive prices for departments while ensuring that University purchasing is in compliance with applicable state and federal laws.
Provided By: Purchasing

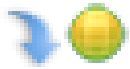
1.1: Purchasing-Timing and Budget
Provided By: Purchasing
1.2: Purchasing-Audit
Provided By: Purchasing

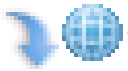
- 1: To support academic achievement and progress of student athletes
  Provided By: Athletics
  - 1.1: Student Learning and GPA
    Provided By: Athletics

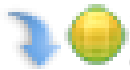
- 1: Track Student Immunization records to assure that all new students meet health requirements.
  Provided By: Student Affairs and Enrollment Services
  - 1.1: Immunizations
    Provided By: Student Affairs and Enrollment Services

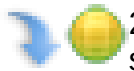
- 1: The QEP seeks to increase student learning in developmental mathematics using innovative techniques of instruction.
  Provided By: Quality Enhancement Plan
  - 1.1: Increase achievement of SLOs in MATH 0001 and MATH 0002
    Provided By: Quality Enhancement Plan
  - 1.2: Increase the Cognitive Ability of Students in MATH 0001 and MATH 0002
    Provided By: Quality Enhancement Plan
  - 1.3: Increase Mathematics Scores on the CAAP
    Provided By: Quality Enhancement Plan

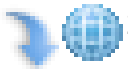
- 1. Academic Advising: To have a high degree of student and faculty satisfaction with the academic advising system.
  Provided By: Academic Affairs
  - 1.1: Academic Advising-Faculty
    Provided By: Academic Affairs
  - 1.2: Academic Advising-Students
    Provided By: Academic Affairs

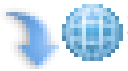

2: Assisting with the enrollment process
Provided By: Institutional Liaison Officer

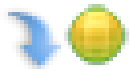

2.1: Enrollment of students that were assisted with pre-enrollment information
Provided By: Institutional Liaison Officer

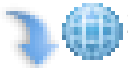

2: General Education: Pathways to Success will provide students the necessary support for the successful completion of their first general education course in English, mathematics, and social science.
Provided By: Developmental Education

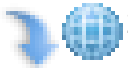

2: LSU Eunice sponsored programs will operate within the guidelines of funding entities and federal, state, system, and institutional policy.
Provided By: Grants

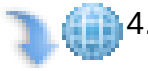

2.1: Grant Guidelines
Provided By: Grants

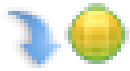

2.2: Adherence to Grant Guidelines
Provided By: Grants

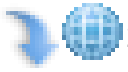

2: Maintain an effective criminal justice program.
Provided By: Criminal Justice


2.1: Criminal Justice Professional Competency
Provided By: Criminal Justice


2.2: CJ Placement
Provided By: Criminal Justice


4.6: Maintain Fall to Fall retention of all students declaring their chosen major as Criminal Justice.
Provided By: Criminal Justice


2: Maintain an effective nursing program
Provided By: Nursing


2.1: Nursing Professional Competency

Provided By: Nursing

2.2: Nursing Retention
Provided By: Nursing

2.3: Nursing Employment
Provided By: Nursing

2: Oversee all internal and external communication/marketing collateral to maintain a consistent image that accurately portrays opportunities for the various constituencies.
Provided By: Public Affairs

2.1: Visibility-Communication
Provided By: Public Affairs

2: Promote the LSU Eunice campus to the community-at-large
Provided By: Institutional Development / LSUE Foundation

2.1: Continue to develop and maintain programs that attract Adult learners 50+ to campus
Provided By: Institutional Development / LSUE Foundation

2.2: Annual Report to Donors and Annual Giving Campaign
Provided By: Institutional Development / LSUE Foundation

2: Promote the educational mission of the LSU Eunice campus within the community-at-large.
Provided By: Institutional Development / LSUE Foundation

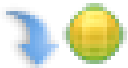
2.1: Continue to develop and maintain programs that attract Adult learners 50+ to campus
Provided By: Institutional Development / LSUE Foundation

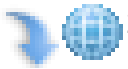
2.2: Annual Report to Donors and Annual Giving Campaign
Provided By: Institutional Development / LSUE Foundation

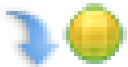
2: Provide for Parent Orientations
Provided By: Student Development Services

2.1: Parent Orientation

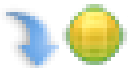
Provided By: Student Development Services


2: Provide orientation for new students to acquaint themselves with the university.
Provided By: Student Affairs and Enrollment Services


2.1: Orientation
Provided By: Student Affairs and Enrollment Services

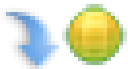

2: The Office of Admissions will decrease turnaround time for processing of paid applications.
Provided By: Registrar / Admissions

2.1: Processing of Applications
Provided By: Registrar / Admissions

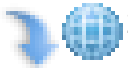

2: To assist students in sharpening their job search skills.
Provided By: Career Services

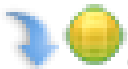
2.1: Job Search-Resume Approval
Provided By: Career Services

2.2: Job Search - Resume Writing
Provided By: Career Services


2: To select and enroll students who demonstrate academic need and who are eligible to participate in the project.
Provided By: Student Support Services

2.1: Student Selection
Provided By: Student Support Services


2.2: Needs Assessment
Provided By: Student Support Services


2: The QEP seeks to increase student learning in the first general education mathematics courses after completion of developmental mathematics (see 2.1 and 2.2 in GE).

Provided By: Quality Enhancement Plan

- 2 Course Articulation: To enhance the transfer of courses between the main receiving institutions of LSUE transfer students.
  Provided By: Academic Affairs
  - 2.1: Articulation Agreements
    Provided By: Academic Affairs
- 3: Course Completion
  Provided By: Science & Mathematics
  - 3.1: Developmental Mathematics Completion
    Provided By: Science & Mathematics
- 3: IE-Compliance with SACSCOC standard that apply to Institutional Effectiveness
  Provided By: Institutional Research and Effectiveness
  - 3.1: IE-SACSCOC Compliance
    Provided By: Institutional Research and Effectiveness
  - 3.2: IE-QEP Outcomes
    Provided By: Institutional Research and Effectiveness
- 3: In an effort to establish good relationships with the participants of Parent/Spouse Orientations, the Registrar will participate in Parent/Spouse Orientation, present helpful materials, and achieve satisfactory survey results.
  Provided By: Registrar / Admissions
  - 3.1: Parent/Spouse Orientations
    Provided By: Registrar / Admissions
- 3: In an effort to further examine program effectiveness, Pathways to Success program staff will examine program completion, fall to spring, and fall to fall retention.

Provided By: Developmental Education

- 3.1: Program Completion
  Provided By: Developmental Education
- 3.2: Fall to Spring Retention
  Provided By: Developmental Education
- 3.3: Fall to Fall Retention
  Provided By: Developmental Education

3: Maintain an effective Honors Program
Provided By: Liberal Arts

- 3.1: Honors learning community environment
  Provided By: Liberal Arts
- 3.2: Honors leadership experiences
  Provided By: Liberal Arts

3: Maintain an effective radiologic technology program
Provided By: Radiologic Technology

- 3.1: Radiologic Technology Professional Competency
  Provided By: Radiologic Technology
- 3.2: Radiologic Technology Retention
  Provided By: Radiologic Technology
- 3.3: Radiologic Technology Employment
  Provided By: Radiologic Technology

3: To assist students in obtaining part-time/full-time employment.
Provided By: Career Services

- 3.1: Employment Services-Placement
  Provided By: Career Services

- 3: The QEP seeks to improve institutional effectiveness by providing faculty training, increasing student retention in mathematics, and decreasing the time spent in developmental mathematics.
  Provided By: Quality Enhancement Plan
  - 3.1: Professional Development
    Provided By: Quality Enhancement Plan
  - 3.2: Increase Retention and Completion of Developmental and General Education Mathematics
    Provided By: Quality Enhancement Plan
  - 3.3: Reduce the Amount of Time in Developmental Mathematics
    Provided By: Quality Enhancement Plan
- 4: In an effort to better place students and reduce the amount of time in developmental education, begin development of an assessment center using ACT's COMPASS and a modular mathematics program (as written in LEQSF(2013-14)-ENH-PEN-06).
  Provided By: Developmental Education
  - 4.1: Assessment Center and Modular Mathematics programs
    Provided By: Developmental Education
  - 4.2: Assessment of Incoming Freshmen
    Provided By: Developmental Education
  - 4.3: Pre and Post Testing of Developmental Students
    Provided By: Developmental Education
  - 4.4: Modular Mathematics MATH 0001 and MATH 0002
    Provided By: Developmental Education
- 4: Maintain an effective program in respiratory care.
  Provided By: Respiratory Care
  - 4.1: Respiratory Care Professional Competency
    Provided By: Respiratory Care
  - 4.2: Respiratory Care Retention
    Provided By: Respiratory Care
  - 4.3: Respiratory Care Employment

Provided By: Respiratory Care

4: To develop partner relationships with employers and monitor employer satisfaction.
Provided By: Career Services

4.1: Employment Services-Employer Satisfaction
Provided By: Career Services

4: To provide those services which promote a positive institutional environment in which participants can be successful.
Provided By: Student Support Services

4.1: Counseling-academic
Provided By: Student Support Services
4.2: Counseling-Financial Aid and Career
Provided By: Student Support Services
4.3: Counseling-Transfer
Provided By: Student Support Services
4.4: Counseling-Disability Services
Provided By: Student Support Services

4. Institutional Effectiveness: To foster academic success through instructional effectiveness.
Provided By: Academic Affairs

4.1: Instructional Program Satisfaction
Provided By: Academic Affairs
4.2: One Year Retention
Provided By: Academic Affairs

5: Artistic, Cultural, Historic Understanding; Written and Spoken Communication (see General Education)
Provided By: Liberal Arts

5: Student Placement

Provided By: Science & Mathematics

5.1: Assessment of Entering Students
Provided By: Science & Mathematics

5. Policies and Procedures: To ensure that academic policies and procedures are reviewed annually for clarity and conformity to national good practices.
Provided By: Academic Affairs

5.1: Policies and Procedures-Faculty
Provided By: Academic Affairs

5.2: Policies and Procedures-Academic Council
Provided By: Academic Affairs

6: Maintain an effective computer information technology (CIT) program.
Provided By: Computer Information Technology

6.1: CIT Professional Competency
Provided By: Computer Information Technology

6.4: CIT Placement
Provided By: Computer Information Technology

6: Retention
Provided By: Science & Mathematics

6.1: General Biology Retention
Provided By: Science & Mathematics

7: Maintain an effective management program
Provided By: Management

7.1: Management Professional Competency
Provided By: Management

7.4: MGMT Placement
Provided By: Management

7: Sequential Courses
Provided By: Science & Mathematics

7.1: MATH 0002 to college-level mathematics
Provided By: Science & Mathematics

7.2: BIOL 1001 to ZOOL 1011
Provided By: Science & Mathematics

8: Maintain an effective Office Information System (OIS) program
Provided By: Computer Information Technology

8.1: OIS Professional Competency
Provided By: Computer Information Technology

8.4: OIS Placement
Provided By: Computer Information Technology

6: Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Providing Department: LSU Eunice
Related Items

1: Enhance Role of Student Government and Student Activities
Provided By: Student Activities

1.1: Student Activities CAB
Provided By: Student Activities

1.2: Student Government Association
Provided By: Student Activities

1: Insure compliance with State and Federal laws and University policies related to discrimination and equal opportunity.

Provided By: Affirmative Action/Equal Employment Opportunity

- 1.1: Develop and Report Affirmative Action Plan
  Provided By: Affirmative Action/Equal Employment Opportunity
- 1.2: Annually Provide Training
  Provided By: Affirmative Action/Equal Employment Opportunity
- 1.3: Assess Campus Climate
  Provided By: Affirmative Action/Equal Employment Opportunity

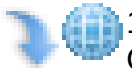
1: LSU Eunice faculty and staff will pursue public, private, and institutional grant and research opportunities to enhance academic programs and services.
Provided By: Grants

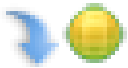
- 1.1: Grant Training
  Provided By: Grants
- 1.2: Grant Submissions
  Provided By: Grants
- 1.3: Perkins CTE Grant
  Provided By: Grants

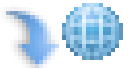
1: Maintain an effective Diagnostic Medical Sonography Program
Provided By: Diagnostic Medical Sonography

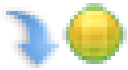
- 1.1: DMS Professional Competency
  Provided By: Diagnostic Medical Sonography
- 1.2: DMS Retention
  Provided By: Diagnostic Medical Sonography
- 1.3: DMS Employment
  Provided By: Diagnostic Medical Sonography

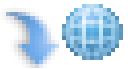
1: To foster civic learning and community service, which includes opportunities for student volunteerism, civic engagement and interaction with public officials.
Provided By: Institutional Development / LSUE Foundation


1.1: Develop a program in partnership with Office of Student Affairs for Community Service Opportunities for students
Provided By: Institutional Development / LSUE Foundation


1: To support academic achievement and progress of student athletes
Provided By: Athletics

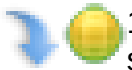

1.1: Student Learning and GPA
Provided By: Athletics

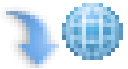

1: The QEP seeks to increase student learning in developmental mathematics using innovative techniques of instruction.
Provided By: Quality Enhancement Plan

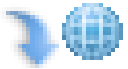

1.1: Increase achievement of SLOs in MATH 0001 and MATH 0002
Provided By: Quality Enhancement Plan

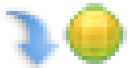
1.2: Increase the Cognitive Ability of Students in MATH 0001 and MATH 0002
Provided By: Quality Enhancement Plan

1.3: Increase Mathematics Scores on the CAAP
Provided By: Quality Enhancement Plan


1. Academic Advising: To have a high degree of student and faculty satisfaction with the academic advising system.
Provided By: Academic Affairs


1.1: Academic Advising-Faculty
Provided By: Academic Affairs


1.2: Academic Advising-Students
Provided By: Academic Affairs


2: Maintain an effective nursing program
Provided By: Nursing

- 2.1: Nursing Professional Competency
  Provided By: Nursing
- 2.2: Nursing Retention
  Provided By: Nursing
- 2.3: Nursing Employment
  Provided By: Nursing

2: Oversee all internal and external communication/marketing collateral to maintain a consistent image that accurately portrays opportunities for the various constituencies.
Provided By: Public Affairs

- 2.1: Visibility-Communication
  Provided By: Public Affairs

2: Promote the LSU Eunice campus to the community-at-large
Provided By: Institutional Development / LSUE Foundation

- 2.1: Continue to develop and maintain programs that attract Adult learners 50+ to campus
  Provided By: Institutional Development / LSUE Foundation
- 2.2: Annual Report to Donors and Annual Giving Campaign
  Provided By: Institutional Development / LSUE Foundation

2: Promote the educational mission of the LSU Eunice campus within the community-at-large.
Provided By: Institutional Development / LSUE Foundation

- 2.1: Continue to develop and maintain programs that attract Adult learners 50+ to campus
  Provided By: Institutional Development / LSUE Foundation
- 2.2: Annual Report to Donors and Annual Giving Campaign
  Provided By: Institutional Development / LSUE Foundation

2: Provide student activities that promote peer engagement and retention
Provided By: Student Activities

2.1: Student Activities - Number
Provided By: Student Activities

2: To be successful on the field of play.
Provided By: Athletics

2.1: Maintain a winning percentage
Provided By: Athletics

2: The QEP seeks to increase student learning in the first general education mathematics courses after completion of developmental mathematics (see 2.1 and 2.2 in GE).
Provided By: Quality Enhancement Plan

3: IE-Compliance with SACSCOC standard that apply to Institutional Effectiveness
Provided By: Institutional Research and Effectiveness

3.1: IE-SACSCOC Compliance
Provided By: Institutional Research and Effectiveness

3.2: IE-QEP Outcomes
Provided By: Institutional Research and Effectiveness

3: Maintain an effective Honors Program
Provided By: Liberal Arts

3.1: Honors learning community environment
Provided By: Liberal Arts

3.2: Honors leadership experiences
Provided By: Liberal Arts

3: Maintain an effective radiologic technology program
Provided By: Radiologic Technology

- 3.1: Radiologic Technology Professional Competency
  Provided By: Radiologic Technology
- 3.2: Radiologic Technology Retention
  Provided By: Radiologic Technology
- 3.3: Radiologic Technology Employment
  Provided By: Radiologic Technology

3: The QEP seeks to improve institutional effectiveness by providing faculty training, increasing student retention in mathematics, and decreasing the time spent in developmental mathematics.
Provided By: Quality Enhancement Plan

- 3.1: Professional Development
  Provided By: Quality Enhancement Plan
- 3.2: Increase Retention and Completion of Developmental and General Education Mathematics
  Provided By: Quality Enhancement Plan
- 3.3: Reduce the Amount of Time in Developmental Mathematics
  Provided By: Quality Enhancement Plan

4: Maintain an effective program in respiratory care.
Provided By: Respiratory Care

- 4.1: Respiratory Care Professional Competency
  Provided By: Respiratory Care
- 4.2: Respiratory Care Retention
  Provided By: Respiratory Care
- 4.3: Respiratory Care Employment
  Provided By: Respiratory Care

4. Institutional Effectiveness: To foster academic success through instructional effectiveness.
Provided By: Academic Affairs

- 4.1: Instructional Program Satisfaction
  Provided By: Academic Affairs

- 4.2: One Year Retention
  Provided By: Academic Affairs

- 5: Artistic, Cultural, Historic Understanding; Written and Spoken Communication (see General Education)
  Provided By: Liberal Arts

- 5. Policies and Procedures: To ensure that academic policies and procedures are reviewed annually for clarity and conformity to national good practices.
  Provided By: Academic Affairs

  - 5.1: Policies and Procedures-Faculty
    Provided By: Academic Affairs
  - 5.2: Policies and Procedures-Academic Council
    Provided By: Academic Affairs

- 7: Maintain an effective management program
  Provided By: Management

  - 7.1: Management Professional Competency
    Provided By: Management
  - 7.4: MGMT Placement
    Provided By: Management

- 8: Maintain an effective Office Information System (OIS) program
  Provided By: Computer Information Technology

  - 8.1: OIS Professional Competency
    Provided By: Computer Information Technology
  - 8.4: OIS Placement
    Provided By: Computer Information Technology

7: Students find facilities and resources adequate in classrooms, laboratories, the library, and recreational areas.

Providing Department: LSU Eunice

Related Items

1: Enhance network security by keeping up with industry supported standards.
Provided By: Information Technology

- 1.1: Networking and Telecom
  Provided By: Information Technology
- 1.2: Networking and Telecom
  Provided By: Information Technology

1: Hire new systems / digital services librarian
Provided By: Library

- 1.1: Administrative Services-Systems Librarian
  Provided By: Library

1: IR-Make course evaluations available online in a consistent, efficient manner.
Provided By: Institutional Research and Effectiveness

- 1.1: Data-Course Evaluation
  Provided By: Institutional Research and Effectiveness

1: In working to maintain an effective developmental education program, Pathways to Success will provide students the necessary support for the successful completion of their developmental coursework.
Provided By: Developmental Education

- 1.1: Developmental English (ENGL 0001)
  Provided By: Developmental Education
- 1.2: Developmental Math (MATH 0001)
  Provided By: Developmental Education
- 1.3: Developmental Math (MATH 0002)

Provided By: Developmental Education

1.4: Orientation to University Studies (UNIV 1005)
Provided By: Developmental Education

1.5: College Reading (UNIV 0008)
Provided By: Developmental Education

1: Insure compliance with State and Federal laws and University policies related to discrimination and equal opportunity.
Provided By: Affirmative Action/Equal Employment Opportunity

1.1: Develop and Report Affirmative Action Plan
Provided By: Affirmative Action/Equal Employment Opportunity

1.2: Annually Provide Training
Provided By: Affirmative Action/Equal Employment Opportunity

1.3: Assess Campus Climate
Provided By: Affirmative Action/Equal Employment Opportunity

1: LSU Eunice faculty and staff will pursue public, private, and institutional grant and research opportunities to enhance academic programs and services.
Provided By: Grants

1.1: Grant Training
Provided By: Grants

1.2: Grant Submissions
Provided By: Grants

1.3: Perkins CTE Grant
Provided By: Grants

1: Maintain an effective Diagnostic Medical Sonography Program
Provided By: Diagnostic Medical Sonography

1.1: DMS Professional Competency
Provided By: Diagnostic Medical Sonography

1.2: DMS Retention
Provided By: Diagnostic Medical Sonography
1.3: DMS Employment
Provided By: Diagnostic Medical Sonography

1: Provide regular training in emergency response procedures to campus personnel
Provided By: Campus Security

1.1: Emergency Response Training
Provided By: Campus Security

1: To provide a high quality dining experience for students, faculty, and staff.
Provided By: Cafeteria

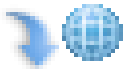
1.1: Food Service-Faculty Satisfaction
Provided By: Cafeteria
1.2: Food Service-Staff Satisfaction
Provided By: Cafeteria
1.3: Food Service-Student Satisfaction
Provided By: Cafeteria

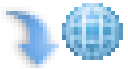
1: To provide clean and well maintained facilities and grounds.
Provided By: Physical Plant

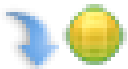
1.1: Building and Grounds-Faculty Satisfaction
Provided By: Physical Plant
1.2: Building and Grounds-Staff
Provided By: Physical Plant
1.3: Building and Grounds-Student Satisfaction
Provided By: Physical Plant

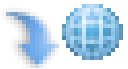
1: To provide timely acquisition of quality goods and services at competitive prices for departments while ensuring that University purchasing is in compliance with applicable state and federal laws.

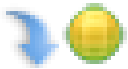
Provided By: Purchasing

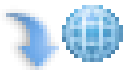

1.1: Purchasing-Timing and Budget
Provided By: Purchasing


1.2: Purchasing-Audit
Provided By: Purchasing

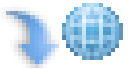

1: To support academic achievement and progress of student athletes
Provided By: Athletics

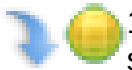

1.1: Student Learning and GPA
Provided By: Athletics

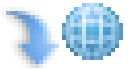

1: The QEP seeks to increase student learning in developmental mathematics using innovative techniques of instruction.
Provided By: Quality Enhancement Plan

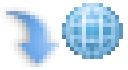

1.1: Increase achievement of SLOs in MATH 0001 and MATH 0002
Provided By: Quality Enhancement Plan

1.2: Increase the Cognitive Ability of Students in MATH 0001 and MATH 0002
Provided By: Quality Enhancement Plan


1.3: Increase Mathematics Scores on the CAAP
Provided By: Quality Enhancement Plan


1. Academic Advising: To have a high degree of student and faculty satisfaction with the academic advising system.
Provided By: Academic Affairs


1.1: Academic Advising-Faculty
Provided By: Academic Affairs


1.2: Academic Advising-Students
Provided By: Academic Affairs

2: General Education: Pathways to Success will provide students the necessary support for the successful completion of their first general education course in English, mathematics, and social science.
Provided By: Developmental Education

2: IR-Provide the campus at large with access to timely reporting information.
Provided By: Institutional Research and Effectiveness

- 2.1: Overall Data Gathering and Reporting
  Provided By: Institutional Research and Effectiveness
- 2.2: Reduce Open Time of Service Requests
  Provided By: Institutional Research and Effectiveness

2: In relation to current library space, space utilization with future adaptations and needed upgrades, continue to upgrade and transform specific library physical spaces into more useful and accessible venues
Provided By: Library

- 2.1: Enhance use of library "Information Commons" as well as other public spaces for students and patrons
  Provided By: Library

2: LSU Eunice sponsored programs will operate within the guidelines of funding entities and federal, state, system, and institutional policy.
Provided By: Grants

- 2.1: Grant Guidelines
  Provided By: Grants
- 2.2: Adherence to Grant Guidelines
  Provided By: Grants

2: Maintain an effective nursing program
Provided By: Nursing

- 2.1: Nursing Professional Competency

Provided By: Nursing

2.2: Nursing Retention
Provided By: Nursing

2.3: Nursing Employment
Provided By: Nursing

2: Oversee all internal and external communication/marketing collateral to maintain a consistent image that accurately portrays opportunities for the various constituencies.
Provided By: Public Affairs

2.1: Visibility-Communication
Provided By: Public Affairs

2: Promote the LSU Eunice campus to the community-at-large
Provided By: Institutional Development / LSUE Foundation

2.1: Continue to develop and maintain programs that attract Adult learners 50+ to campus
Provided By: Institutional Development / LSUE Foundation

2.2: Annual Report to Donors and Annual Giving Campaign
Provided By: Institutional Development / LSUE Foundation

2: Promote the educational mission of the LSU Eunice campus within the community-at-large.
Provided By: Institutional Development / LSUE Foundation

2.1: Continue to develop and maintain programs that attract Adult learners 50+ to campus
Provided By: Institutional Development / LSUE Foundation

2.2: Annual Report to Donors and Annual Giving Campaign
Provided By: Institutional Development / LSUE Foundation

2: Provide Faculty and Staff with the technology and support required to produce successful students.
Provided By: Information Technology

2.1: User Services-Staff Technology

Provided By: Information Technology

2.2: User Services-Staff Support
Provided By: Information Technology

2.3: User Services-Faculty Support
Provided By: Information Technology

2.4: User Services-Faculty Technology
Provided By: Information Technology

2: Provide for the safety and security of all members of the university community
Provided By: Campus Security

2.1: Patrol
Provided By: Campus Security

2.2: Parking
Provided By: Campus Security

2: Provide orientation for new students to acquaint themselves with the university.
Provided By: Student Affairs and Enrollment Services

2.1: Orientation
Provided By: Student Affairs and Enrollment Services

2: Provide student activities that promote peer engagement and retention
Provided By: Student Activities

2.1: Student Activities - Number
Provided By: Student Activities

2: To be successful on the field of play.
Provided By: Athletics

2.1: Maintain a winning percentage
Provided By: Athletics

- 2: The QEP seeks to increase student learning in the first general education mathematics courses after completion of developmental mathematics (see 2.1 and 2.2 in GE).
  Provided By: Quality Enhancement Plan

- 3: IE-Compliance with SACSCOC standard that apply to Institutional Effectiveness
  Provided By: Institutional Research and Effectiveness
  - 3.1: IE-SACSCOC Compliance
    Provided By: Institutional Research and Effectiveness
  - 3.2: IE-QEP Outcomes
    Provided By: Institutional Research and Effectiveness

- 3: In an effort to further examine program effectiveness, Pathways to Success program staff will examine program completion, fall to spring, and fall to fall retention.
  Provided By: Developmental Education
  - 3.1: Program Completion
    Provided By: Developmental Education
  - 3.2: Fall to Spring Retention
    Provided By: Developmental Education
  - 3.3: Fall to Fall Retention
    Provided By: Developmental Education

- 3: Maintain an effective radiologic technology program
  Provided By: Radiologic Technology
  - 3.1: Radiologic Technology Professional Competency
    Provided By: Radiologic Technology
  - 3.2: Radiologic Technology Retention
    Provided By: Radiologic Technology
  - 3.3: Radiologic Technology Employment
    Provided By: Radiologic Technology

- 3: Provide students with access to the technology they need to be successful in meeting their academic goals.
  Provided By: Information Technology
  - 3.1: User Services-Student Support
    Provided By: Information Technology
  - 3.2: User Services-Improvements
    Provided By: Information Technology

- 3: Secure funding for annual LOUIS institutional membership fee
  Provided By: Library
  - 3.1: Library administrative services / budgeting - secure annual LOUIS membership funding based on LOUIS fee projections
    Provided By: Library

- 3: The QEP seeks to improve institutional effectiveness by providing faculty training, increasing student retention in mathematics, and decreasing the time spent in developmental mathematics.
  Provided By: Quality Enhancement Plan
  - 3.1: Professional Development
    Provided By: Quality Enhancement Plan
  - 3.2: Increase Retention and Completion of Developmental and General Education Mathematics
    Provided By: Quality Enhancement Plan
  - 3.3: Reduce the Amount of Time in Developmental Mathematics
    Provided By: Quality Enhancement Plan

- 4: In an effort to better place students and reduce the amount of time in developmental education, begin development of an assessment center using ACT's COMPASS and a modular mathematics program (as written in LEQSF(2013-14)-ENH-PEN-06).
  Provided By: Developmental Education

- 4.1: Assessment Center and Modular Mathematics programs
  Provided By: Developmental Education
- 4.2: Assessment of Incoming Freshmen
  Provided By: Developmental Education
- 4.3: Pre and Post Testing of Developmental Students
  Provided By: Developmental Education
- 4.4: Modular Mathematics MATH 0001 and MATH 0002
  Provided By: Developmental Education

4: Maintain an effective program in respiratory care.
Provided By: Respiratory Care

- 4.1: Respiratory Care Professional Competency
  Provided By: Respiratory Care
- 4.2: Respiratory Care Retention
  Provided By: Respiratory Care
- 4.3: Respiratory Care Employment
  Provided By: Respiratory Care

4: Retention of Liberal Arts Majors
Provided By: Liberal Arts

- 4.1: Maintain Fall to Fall retention of all students declaring their chosen major as General Studies.
  Provided By: Liberal Arts
- 4.2: Maintain Fall to Fall retention of all students declaring their chosen major as: Education Undecided
  Provided By: Liberal Arts
- 4.3: Maintain Fall to Fall retention of all students declaring their chosen major as: Undecided Liberal Arts
  Provided By: Liberal Arts
- 4.4: Maintain Fall to Fall retention of all students declaring their chosen major as: Arts
  Provided By: Liberal Arts
- 4.7: Maintain Fall to Fall retention of all students declaring their chosen major as Psychology

Provided By: Liberal Arts

4.8: Maintain Fall to Fall retention of all students declaring their chosen major as Sociology
Provided By: Liberal Arts

4. Institutional Effectiveness: To foster academic success through instructional effectiveness.
Provided By: Academic Affairs

4.1: Instructional Program Satisfaction
Provided By: Academic Affairs

4.2: One Year Retention
Provided By: Academic Affairs

5: Enhance and improve use of library digital resources, "e-book" collections and online resources
Provided By: Library

5.1: Instruction and References Services - employ various library activities to assist and work with students and faculty in using the campus library
Provided By: Library

5: Maintain an effective fire science program
Provided By: Fire and Emergency Services

5.1: Fire and Emergency Services - Professional Competency
Provided By: Fire and Emergency Services

5.2: Fire and Emergency Services Employment
Provided By: Fire and Emergency Services

5. Policies and Procedures: To ensure that academic policies and procedures are reviewed annually for clarity and conformity to national good practices.
Provided By: Academic Affairs

5.1: Policies and Procedures-Faculty
Provided By: Academic Affairs

- 5.2: Policies and Procedures-Academic Council
  Provided By: Academic Affairs

- 6: As a matter of collection development and library space utilization, weed library paper collections
  Provided By: Library
  - 6.1: Weed the State of Louisiana documents (paper) library collection
    Provided By: Library

- 6: Maintain an effective computer information technology (CIT) program.
  Provided By: Computer Information Technology
  - 6.1: CIT Professional Competency
    Provided By: Computer Information Technology
  - 6.4: CIT Placement
    Provided By: Computer Information Technology

- 7: Maintain an effective management program
  Provided By: Management
  - 7.1: Management Professional Competency
    Provided By: Management
  - 7.4: MGMT Placement
    Provided By: Management

- 8: Maintain an effective Office Information System (OIS) program
  Provided By: Computer Information Technology
  - 8.1: OIS Professional Competency
    Provided By: Computer Information Technology
  - 8.4: OIS Placement
    Provided By: Computer Information Technology

8: Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Providing Department: LSU Eunice
Related Items

1: To prepare an annual budget which reflects the mission of the university and supports institutional priorities.
Provided By: Accounting

- 1.1: Budget Preparation
  Provided By: Accounting

1: Improve Efficiency for Applicants in the Admissions Process
Provided By: Registrar / Admissions

- 1.1: Email Communication with Applicants
  Provided By: Registrar / Admissions

1: In working to maintain an effective developmental education program, Pathways to Success will provide students the necessary support for the successful completion of their developmental coursework.
Provided By: Developmental Education

- 1.1: Developmental English (ENGL 0001)
  Provided By: Developmental Education
- 1.2: Developmental Math (MATH 0001)
  Provided By: Developmental Education
- 1.3: Developmental Math (MATH 0002)
  Provided By: Developmental Education
- 1.4: Orientation to University Studies (UNIV 1005)
  Provided By: Developmental Education
- 1.5: College Reading (UNIV 0008)
  Provided By: Developmental Education

1: Insure compliance with State and Federal laws and University policies related to discrimination and equal opportunity.

Provided By: Affirmative Action/Equal Employment Opportunity

- 1.1: Develop and Report Affirmative Action Plan
  Provided By: Affirmative Action/Equal Employment Opportunity
- 1.2: Annually Provide Training
  Provided By: Affirmative Action/Equal Employment Opportunity
- 1.3: Assess Campus Climate
  Provided By: Affirmative Action/Equal Employment Opportunity

1: LSU Eunice faculty and staff will pursue public, private, and institutional grant and research opportunities to enhance academic programs and services.
Provided By: Grants

- 1.1: Grant Training
  Provided By: Grants
- 1.2: Grant Submissions
  Provided By: Grants
- 1.3: Perkins CTE Grant
  Provided By: Grants

1: Maintain a Care and Development of Young Children program.
Provided By: Care and Development of Young Children

- 1.1: CDYC Competence
  Provided By: Care and Development of Young Children
- 1.2: CDYC Placement
  Provided By: Care and Development of Young Children
- 4.5: Maintain Fall to Fall retention of all students declaring their chosen major as: Care and Development of Young Children
  Provided By: Care and Development of Young Children

1: Maintain an effective Diagnostic Medical Sonography Program
Provided By: Diagnostic Medical Sonography

- 1.1: DMS Professional Competency
  Provided By: Diagnostic Medical Sonography
- 1.2: DMS Retention
  Provided By: Diagnostic Medical Sonography
- 1.3: DMS Employment
  Provided By: Diagnostic Medical Sonography

1: The Office of Continuing Education will provide non-credit learning experiences that meet the needs of a wide variety of community learners.
Provided By: Continuing Education

1: To assist students in declaring a major and exploring job opportunities.
Provided By: Career Services

- 1.1: Career Decision Making and Experiential Education
  Provided By: Career Services

1: The QEP seeks to increase student learning in developmental mathematics using innovative techniques of instruction.
Provided By: Quality Enhancement Plan

- 1.1: Increase achievement of SLOs in MATH 0001 and MATH 0002
  Provided By: Quality Enhancement Plan
- 1.2: Increase the Cognitive Ability of Students in MATH 0001 and MATH 0002
  Provided By: Quality Enhancement Plan
- 1.3: Increase Mathematics Scores on the CAAP
  Provided By: Quality Enhancement Plan

1. Academic Advising: To have a high degree of student and faculty satisfaction with the academic advising system.
Provided By: Academic Affairs

- 1.1: Academic Advising-Faculty

Provided By: Academic Affairs

1.2: Academic Advising-Students
Provided By: Academic Affairs

2: General Education: Pathways to Success will provide students the necessary support for the successful completion of their first general education course in English, mathematics, and social science.
Provided By: Developmental Education

2: Maintain an effective criminal justice program.
Provided By: Criminal Justice

2.1: Criminal Justice Professional Competency
Provided By: Criminal Justice

2.2: CJ Placement
Provided By: Criminal Justice

4.6: Maintain Fall to Fall retention of all students declaring their chosen major as Criminal Justice.
Provided By: Criminal Justice

2: Oversee all internal and external communication/marketing collateral to maintain a consistent image that accurately portrays opportunities for the various constituencies.
Provided By: Public Affairs

2.1: Visibility-Communication
Provided By: Public Affairs

2: Promote the LSU Eunice campus to the community-at-large
Provided By: Institutional Development / LSUE Foundation

2.1: Continue to develop and maintain programs that attract Adult learners 50+ to campus
Provided By: Institutional Development / LSUE Foundation

2.2: Annual Report to Donors and Annual Giving Campaign
Provided By: Institutional Development / LSUE Foundation

- 2: Promote the educational mission of the LSU Eunice campus within the community-at-large.
  Provided By: Institutional Development / LSUE Foundation
  - 2.1: Continue to develop and maintain programs that attract Adult learners 50+ to campus
    Provided By: Institutional Development / LSUE Foundation
  - 2.2: Annual Report to Donors and Annual Giving Campaign
    Provided By: Institutional Development / LSUE Foundation

- 2: The Office of Admissions will decrease turnaround time for processing of paid applications.
  Provided By: Registrar / Admissions
  - 2.1: Processing of Applications
    Provided By: Registrar / Admissions

- 2: The Office of Continuing Education will administer off-campus University programs and assist the Divisions by scheduling and administering extension and electronic course options that are responsive to unique student needs off-campus and after-hours.
  Provided By: Continuing Education
  - 2.1: Credit Offerings-After Hours/Off-campus Courses
    Provided By: Continuing Education
  - 2.2: Credit Offerings: Extension Programs and Special Services
    Provided By: Continuing Education
  - 2.3: Student Learning Outcomes in Coursework
    Provided By: Continuing Education

- 2: To assist students in sharpening their job search skills.
  Provided By: Career Services
  - 2.1: Job Search-Resume Approval
    Provided By: Career Services
  - 2.2: Job Search - Resume Writing
    Provided By: Career Services

- 2: To plan a budget to meet the needs of the departments based on their goals and objectives.
  Provided By: Accounting
  - 2.1: Budget Review-Faculty
    Provided By: Accounting
  - 2.2: Budget Review Committee
    Provided By: Accounting
  - 2.3: Budget Control
    Provided By: Accounting
- 2: The QEP seeks to increase student learning in the first general education mathematics courses after completion of developmental mathematics (see 2.1 and 2.2 in GE).
  Provided By: Quality Enhancement Plan
- 3: IE-Compliance with SACSCOC standard that apply to Institutional Effectiveness
  Provided By: Institutional Research and Effectiveness
  - 3.1: IE-SACSCOC Compliance
    Provided By: Institutional Research and Effectiveness
  - 3.2: IE-QEP Outcomes
    Provided By: Institutional Research and Effectiveness
- 3: In an effort to establish good relationships with the participants of Parent/Spouse Orientations, the Registrar will participate in Parent/Spouse Orientation, present helpful materials, and achieve satisfactory survey results.
  Provided By: Registrar / Admissions
  - 3.1: Parent/Spouse Orientations
    Provided By: Registrar / Admissions
- 3: In an effort to further examine program effectiveness, Pathways to Success program staff will examine program completion, fall to spring, and fall to fall retention.
  Provided By: Developmental Education

- 3.1: Program Completion
  Provided By: Developmental Education
- 3.2: Fall to Spring Retention
  Provided By: Developmental Education
- 3.3: Fall to Fall Retention
  Provided By: Developmental Education

3: Maintain an effective Honors Program
Provided By: Liberal Arts

- 3.1: Honors learning community environment
  Provided By: Liberal Arts
- 3.2: Honors leadership experiences
  Provided By: Liberal Arts

3: Maintain an effective radiologic technology program
Provided By: Radiologic Technology

- 3.1: Radiologic Technology Professional Competency
  Provided By: Radiologic Technology
- 3.2: Radiologic Technology Retention
  Provided By: Radiologic Technology
- 3.3: Radiologic Technology Employment
  Provided By: Radiologic Technology

3: The Continuing Education Office will use post-event survey data to evaluate the effectiveness of its non-credit and community service programs, including activities related to workforce development, leisure and lifelong learning, and youth enrichment.
Provided By: Continuing Education

3: To assist students in obtaining part-time/full-time employment.
Provided By: Career Services

- 3.1: Employment Services-Placement
  Provided By: Career Services

- 3: The QEP seeks to improve institutional effectiveness by providing faculty training, increasing student retention in mathematics, and decreasing the time spent in developmental mathematics.
  Provided By: Quality Enhancement Plan

  - 3.1: Professional Development
    Provided By: Quality Enhancement Plan
  - 3.2: Increase Retention and Completion of Developmental and General Education Mathematics
    Provided By: Quality Enhancement Plan
  - 3.3: Reduce the Amount of Time in Developmental Mathematics
    Provided By: Quality Enhancement Plan

- 4: Continue to offer community literacy and library leadership for St. Landry Parish
  Provided By: Library

  - 4.1: External and Community Services - Offer various library programs for community
    Provided By: Library
  - 4.2: Community Service - continue leadership as pertains to the need for a parish public library system - St. Landry Parish is the only parish in the State of Louisiana without a parish public library system
    Provided By: Library

- 4: In an effort to better place students and reduce the amount of time in developmental education, begin development of an assessment center using ACT's COMPASS and a modular mathematics program (as written in LEQSF(2013-14)-ENH-PEN-06).
  Provided By: Developmental Education

  - 4.1: Assessment Center and Modular Mathematics programs
    Provided By: Developmental Education
  - 4.2: Assessment of Incoming Freshmen
    Provided By: Developmental Education

- 4.3: Pre and Post Testing of Developmental Students
  Provided By: Developmental Education
- 4.4: Modular Mathematics MATH 0001 and MATH 0002
  Provided By: Developmental Education

4: Retention of Liberal Arts Majors
Provided By: Liberal Arts

- 4.1: Maintain Fall to Fall retention of all students declaring their chosen major as General Studies.
  Provided By: Liberal Arts
- 4.2: Maintain Fall to Fall retention of all students declaring their chosen major as: Education Undecided
  Provided By: Liberal Arts
- 4.3: Maintain Fall to Fall retention of all students declaring their chosen major as: Undecided Liberal Arts
  Provided By: Liberal Arts
- 4.4: Maintain Fall to Fall retention of all students declaring their chosen major as: Arts
  Provided By: Liberal Arts
- 4.7: Maintain Fall to Fall retention of all students declaring their chosen major as Psychology
  Provided By: Liberal Arts
- 4.8: Maintain Fall to Fall retention of all students declaring their chosen major as Sociology
  Provided By: Liberal Arts

4: To develop partner relationships with employers and monitor employer satisfaction.
Provided By: Career Services

- 4.1: Employment Services-Employer Satisfaction
  Provided By: Career Services

5: Maintain an effective fire science program
Provided By: Fire and Emergency Services

- 5.1: Fire and Emergency Services - Professional Competency
  Provided By: Fire and Emergency Services
- 5.2: Fire and Emergency Services Employment

Provided By: Fire and Emergency Services

5. Policies and Procedures: To ensure that academic policies and procedures are reviewed annually for clarity and conformity to national good practices.
Provided By: Academic Affairs

5.1: Policies and Procedures-Faculty
Provided By: Academic Affairs

5.2: Policies and Procedures-Academic Council
Provided By: Academic Affairs

7: Maintain an effective management program
Provided By: Management

7.1: Management Professional Competency
Provided By: Management

7.4: MGMT Placement
Provided By: Management

9: Citizens experience cultural enrichment and personal development through participating in programs offered as a community service.

Providing Department: LSU Eunice

Related Items

1: Enhance Role of Student Government and Student Activities
Provided By: Student Activities

1.1: Student Activities CAB
Provided By: Student Activities

1.2: Student Government Association
Provided By: Student Activities

1: Insure compliance with State and Federal laws and University policies related to discrimination and equal opportunity.
Provided By: Affirmative Action/Equal Employment Opportunity

- 1.1: Develop and Report Affirmative Action Plan
  Provided By: Affirmative Action/Equal Employment Opportunity
- 1.2: Annually Provide Training
  Provided By: Affirmative Action/Equal Employment Opportunity
- 1.3: Assess Campus Climate
  Provided By: Affirmative Action/Equal Employment Opportunity

1: The Office of Continuing Education will provide non-credit learning experiences that meet the needs of a wide variety of community learners.
Provided By: Continuing Education

1: To foster civic learning and community service, which includes opportunities for student volunteerism, civic engagement and interaction with public officials.
Provided By: Institutional Development / LSUE Foundation

- 1.1: Develop a program in partnership with Office of Student Affairs for Community Service Opportunities for students
  Provided By: Institutional Development / LSUE Foundation

1: To support academic achievement and progress of student athletes
Provided By: Athletics

- 1.1: Student Learning and GPA
  Provided By: Athletics

1. Academic Advising: To have a high degree of student and faculty satisfaction with the academic advising system.
Provided By: Academic Affairs

- 1.1: Academic Advising-Faculty

Provided By: Academic Affairs

1.2: Academic Advising-Students
Provided By: Academic Affairs

2: Oversee all internal and external communication/marketing collateral to maintain a consistent image that accurately portrays opportunities for the various constituencies.
Provided By: Public Affairs

2.1: Visibility-Communication
Provided By: Public Affairs

2: Promote the LSU Eunice campus to the community-at-large
Provided By: Institutional Development / LSUE Foundation

2.1: Continue to develop and maintain programs that attract Adult learners 50+ to campus
Provided By: Institutional Development / LSUE Foundation

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2.2: Annual Report to Donors and Annual Giving Campaign
Provided By: Institutional Development / LSUE Foundation

2: The Office of Continuing Education will administer off-campus University programs and assist the Divisions by scheduling and administering extension and electronic course options that are responsive to unique student needs off-campus and after-hours.
Provided By: Continuing Education

2.1: Credit Offerings-After Hours/Off-campus Courses

Provided By: Continuing Education

2.2: Credit Offerings: Extension Programs and Special Services
Provided By: Continuing Education

2.3: Student Learning Outcomes in Coursework
Provided By: Continuing Education

3: The Continuing Education Office will use post-event survey data to evaluate the effectiveness of its non-credit and community service programs, including activities related to workforce development, leisure and lifelong learning, and youth enrichment.
Provided By: Continuing Education

4: Continue to offer community literacy and library leadership for St. Landry Parish
Provided By: Library

4.1: External and Community Services - Offer various library programs for community
Provided By: Library

4.2: Community Service - continue leadership as pertains to the need for a parish public library system - St. Landry Parish is the only parish in the State of Louisiana without a parish public library system
Provided By: Library

5. Policies and Procedures: To ensure that academic policies and procedures are reviewed annually for clarity and conformity to national good practices.
Provided By: Academic Affairs

5.1: Policies and Procedures-Faculty
Provided By: Academic Affairs

5.2: Policies and Procedures-Academic Council
Provided By: Academic Affairs

Strategic Goals

1.1: Increase fall 14th class day headcount enrollment at LSU Eunice by 2% from the baseline level of 3,332 in fall 2009 to 3,400 by fall 2014.

Providing Department: LSU Eunice

Related Items

1: Enhance network security by keeping up with industry supported standards.
Provided By: Information Technology

- 1.1: Networking and Telecom
  Provided By: Information Technology
- 1.2: Networking and Telecom
  Provided By: Information Technology

1: Improve Efficiency for Applicants in the Admissions Process
Provided By: Registrar / Admissions

- 1.1: Email Communication with Applicants
  Provided By: Registrar / Admissions

1: In working to maintain an effective developmental education program, Pathways to Success will provide students the necessary support for the successful completion of their developmental coursework.
Provided By: Developmental Education

- 1.1: Developmental English (ENGL 0001)
  Provided By: Developmental Education
- 1.2: Developmental Math (MATH 0001)
  Provided By: Developmental Education
- 1.3: Developmental Math (MATH 0002)
  Provided By: Developmental Education
- 1.4: Orientation to University Studies (UNIV 1005)

Provided By: Developmental Education

1.5: College Reading (UNIV 0008)
Provided By: Developmental Education

1: Increase campus visibility to strengthen enrollment, recruitment and fund-raising efforts.
Provided By: Public Affairs

1.1: Visibility-Name Recognition
Provided By: Public Affairs

1.2: Visibility - Focus Groups
Provided By: Public Affairs

1: Insure compliance with State and Federal laws and University policies related to discrimination and equal opportunity.
Provided By: Affirmative Action/Equal Employment Opportunity

1.1: Develop and Report Affirmative Action Plan
Provided By: Affirmative Action/Equal Employment Opportunity

1.2: Annually Provide Training
Provided By: Affirmative Action/Equal Employment Opportunity

1.3: Assess Campus Climate
Provided By: Affirmative Action/Equal Employment Opportunity

1: Maintain a Care and Development of Young Children program.
Provided By: Care and Development of Young Children

1.1: CDYC Competence
Provided By: Care and Development of Young Children

1.2: CDYC Placement
Provided By: Care and Development of Young Children

4.5: Maintain Fall to Fall retention of all students declaring their chosen major as: Care and Development of Young Children
Provided By: Care and Development of Young Children

- 1: Maintain an effective Diagnostic Medical Sonography Program
  Provided By: Diagnostic Medical Sonography
  - 1.1: DMS Professional Competency
    Provided By: Diagnostic Medical Sonography
  - 1.2: DMS Retention
    Provided By: Diagnostic Medical Sonography
  - 1.3: DMS Employment
    Provided By: Diagnostic Medical Sonography
- 1: Provide opportunities for prospective students to acquaint themselves with university requirements, personnel and services.
  Provided By: Institutional Liaison Officer
  - 1.1: Bengal Day
    Provided By: Institutional Liaison Officer
- 1: Provide upgraded printed materials and expand our capacity to interact with and respond to prospective students
  Provided By: High School Relations
  - 1.1: Student Recruiting
    Provided By: High School Relations
  - 1.2: Recruiting Collaboration
    Provided By: High School Relations
- 1: To support academic achievement and progress of student athletes
  Provided By: Athletics
  - 1.1: Student Learning and GPA
    Provided By: Athletics

- 1: The QEP seeks to increase student learning in developmental mathematics using innovative techniques of instruction.
  Provided By: Quality Enhancement Plan
  - 1.1: Increase achievement of SLOs in MATH 0001 and MATH 0002
    Provided By: Quality Enhancement Plan
  - 1.2: Increase the Cognitive Ability of Students in MATH 0001 and MATH 0002
    Provided By: Quality Enhancement Plan
  - 1.3: Increase Mathematics Scores on the CAAP
    Provided By: Quality Enhancement Plan
- 1. Academic Advising: To have a high degree of student and faculty satisfaction with the academic advising system.
  Provided By: Academic Affairs
  - 1.1: Academic Advising-Faculty
    Provided By: Academic Affairs
  - 1.2: Academic Advising-Students
    Provided By: Academic Affairs
- 2: Assisting with the enrollment process
  Provided By: Institutional Liaison Officer
  - 2.1: Enrollment of students that were assisted with pre-enrollment information
    Provided By: Institutional Liaison Officer
- 2: General Education: Competency in sciences and mathematics
  Provided By: Science & Mathematics
- 2: Maintain an effective criminal justice program.
  Provided By: Criminal Justice
  - 2.1: Criminal Justice Professional Competency
    Provided By: Criminal Justice

- 2.2: CJ Placement
  Provided By: Criminal Justice
- 4.6: Maintain Fall to Fall retention of all students declaring their chosen major as Criminal Justice.
  Provided By: Criminal Justice

2: Maintain an effective nursing program
Provided By: Nursing

- 2.1: Nursing Professional Competency
  Provided By: Nursing
- 2.2: Nursing Retention
  Provided By: Nursing
- 2.3: Nursing Employment
  Provided By: Nursing

2: Maintain or increase the current level of TOPS recipients and minority students on campus
Provided By: High School Relations

- 2.1: Recruiting TOPS
  Provided By: High School Relations
- 2.2: Recruiting Minority Students
  Provided By: High School Relations

2: Oversee all internal and external communication/marketing collateral to maintain a consistent image that accurately portrays opportunities for the various constituencies.
Provided By: Public Affairs

- 2.1: Visibility-Communication
  Provided By: Public Affairs

2: Provide Faculty and Staff with the technology and support required to produce successful students.
Provided By: Information Technology

- 2.1: User Services-Staff Technology
  Provided By: Information Technology
- 2.2: User Services-Staff Support
  Provided By: Information Technology
- 2.3: User Services-Faculty Support
  Provided By: Information Technology
- 2.4: User Services-Faculty Technology
  Provided By: Information Technology

2: Provide for Parent Orientations
Provided By: Student Development Services

- 2.1: Parent Orientation
  Provided By: Student Development Services

2: Provide orientation for new students to acquaint themselves with the university.
Provided By: Student Affairs and Enrollment Services

- 2.1: Orientation
  Provided By: Student Affairs and Enrollment Services

2: The Office of Admissions will decrease turnaround time for processing of paid applications.
Provided By: Registrar / Admissions

- 2.1: Processing of Applications
  Provided By: Registrar / Admissions

2: The Office of Continuing Education will administer off-campus University programs and assist the Divisions by scheduling and administering extension and electronic course options that are responsive to unique student needs off-campus and after-hours.
Provided By: Continuing Education

- 2.1: Credit Offerings-After Hours/Off-campus Courses

Provided By: Continuing Education

2.2: Credit Offerings: Extension Programs and Special Services
Provided By: Continuing Education

2.3: Student Learning Outcomes in Coursework
Provided By: Continuing Education

2: The QEP seeks to increase student learning in the first general education mathematics courses after completion of developmental mathematics (see 2.1 and 2.2 in GE).
Provided By: Quality Enhancement Plan

2 Course Articulation: To enhance the transfer of courses between the main receiving institutions of LSUE transfer students.
Provided By: Academic Affairs

2.1: Articulation Agreements
Provided By: Academic Affairs

3: Course Completion
Provided By: Science & Mathematics

3.1: Developmental Mathematics Completion
Provided By: Science & Mathematics

3: IE-Compliance with SACSCOC standard that apply to Institutional Effectiveness
Provided By: Institutional Research and Effectiveness

3.1: IE-SACSCOC Compliance
Provided By: Institutional Research and Effectiveness

3.2: IE-QEP Outcomes
Provided By: Institutional Research and Effectiveness

3: In an effort to establish good relationships with the participants of Parent/Spouse Orientations, the Registrar will participate in Parent/Spouse Orientation, present helpful materials, and achieve satisfactory survey results.

Provided By: Registrar / Admissions

- 3.1: Parent/Spouse Orientations
  Provided By: Registrar / Admissions

- 3: Maintain an effective Honors Program
  Provided By: Liberal Arts
  - 3.1: Honors learning community environment
    Provided By: Liberal Arts
  - 3.2: Honors leadership experiences
    Provided By: Liberal Arts

- 3: Maintain an effective radiologic technology program
  Provided By: Radiologic Technology
  - 3.1: Radiologic Technology Professional Competency
    Provided By: Radiologic Technology
  - 3.2: Radiologic Technology Retention
    Provided By: Radiologic Technology
  - 3.3: Radiologic Technology Employment
    Provided By: Radiologic Technology

- 3: Provide students with access to the technology they need to be successful in meeting their academic goals.
  Provided By: Information Technology
  - 3.1: User Services-Student Support
    Provided By: Information Technology
  - 3.2: User Services-Improvements
    Provided By: Information Technology

- 3: The QEP seeks to improve institutional effectiveness by providing faculty training, increasing student retention in mathematics, and decreasing the time spent in developmental mathematics.

Provided By: Quality Enhancement Plan

- 3.1: Professional Development
  Provided By: Quality Enhancement Plan
- 3.2: Increase Retention and Completion of Developmental and General Education Mathematics
  Provided By: Quality Enhancement Plan
- 3.3: Reduce the Amount of Time in Developmental Mathematics
  Provided By: Quality Enhancement Plan

3. Curriculum Development: To ensure that faculty understand and participate in curriculum development.
Provided By: Academic Affairs

- 3.1: Curriculum Development
  Provided By: Academic Affairs

4: Maintain an effective program in respiratory care.
Provided By: Respiratory Care

- 4.1: Respiratory Care Professional Competency
  Provided By: Respiratory Care
- 4.2: Respiratory Care Retention
  Provided By: Respiratory Care
- 4.3: Respiratory Care Employment
  Provided By: Respiratory Care

4. Institutional Effectiveness: To foster academic success through instructional effectiveness.
Provided By: Academic Affairs

- 4.1: Instructional Program Satisfaction
  Provided By: Academic Affairs
- 4.2: One Year Retention
  Provided By: Academic Affairs

- 5: Artistic, Cultural, Historic Understanding; Written and Spoken Communication (see General Education)
  Provided By: Liberal Arts

- 5: Student Placement
  Provided By: Science & Mathematics

  - 5.1: Assessment of Entering Students
    Provided By: Science & Mathematics

- 5. Policies and Procedures: To ensure that academic policies and procedures are reviewed annually for clarity and conformity to national good practices.
  Provided By: Academic Affairs

  - 5.1: Policies and Procedures-Faculty
    Provided By: Academic Affairs
  - 5.2: Policies and Procedures-Academic Council
    Provided By: Academic Affairs

- 6: Maintain an effective computer information technology (CIT) program.
  Provided By: Computer Information Technology

  - 6.1: CIT Professional Competency
    Provided By: Computer Information Technology
  - 6.4: CIT Placement
    Provided By: Computer Information Technology

- 6: Retention
  Provided By: Science & Mathematics

  - 6.1: General Biology Retention
    Provided By: Science & Mathematics

- 7: Maintain an effective management program

Provided By: Management

7.1: Management Professional Competency
Provided By: Management

7.4: MGMT Placement
Provided By: Management

7: Sequential Courses
Provided By: Science & Mathematics

7.1: MATH 0002 to college-level mathematics
Provided By: Science & Mathematics

7.2: BIOL 1001 to ZOOL 1011
Provided By: Science & Mathematics

8: Maintain an effective Office Information System (OIS) program
Provided By: Computer Information Technology

8.1: OIS Professional Competency
Provided By: Computer Information Technology

8.4: OIS Placement
Provided By: Computer Information Technology

2.2: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second Fall at the same institution of initial enrollment by 3.7 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 5

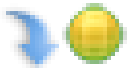
Providing Department: LSU Eunice

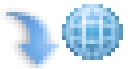
Related Items

1: To prepare an annual budget which reflects the mission of the university and supports institutional priorities.
Provided By: Accounting

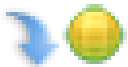
1.1: Budget Preparation

Provided By: Accounting

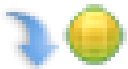

1: Enhance Role of Student Government and Student Activities
Provided By: Student Activities


1.1: Student Activities CAB
Provided By: Student Activities

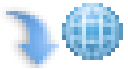
1.2: Student Government Association
Provided By: Student Activities

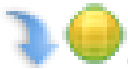

1: IR-Make course evaluations available online in a consistent, efficient manner.
Provided By: Institutional Research and Effectiveness

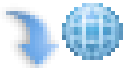
1.1: Data-Course Evaluation
Provided By: Institutional Research and Effectiveness

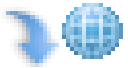

1: Increase campus visibility to strengthen enrollment, recruitment and fund-raising efforts.
Provided By: Public Affairs

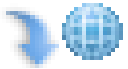
1.1: Visibility-Name Recognition
Provided By: Public Affairs


1.2: Visibility - Focus Groups
Provided By: Public Affairs

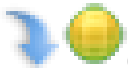

1: Insure compliance with State and Federal laws and University policies related to discrimination and equal opportunity.
Provided By: Affirmative Action/Equal Employment Opportunity

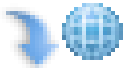

1.1: Develop and Report Affirmative Action Plan
Provided By: Affirmative Action/Equal Employment Opportunity

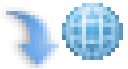

1.2: Annually Provide Training
Provided By: Affirmative Action/Equal Employment Opportunity

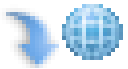

1.3: Assess Campus Climate

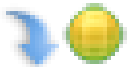
Provided By: Affirmative Action/Equal Employment Opportunity


1: LSU Eunice faculty and staff will pursue public, private, and institutional grant and research opportunities to enhance academic programs and services.
Provided By: Grants


1.1: Grant Training
Provided By: Grants

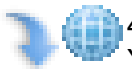

1.2: Grant Submissions
Provided By: Grants

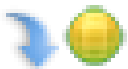

1.3: Perkins CTE Grant
Provided By: Grants


1: Maintain a Care and Development of Young Children program.
Provided By: Care and Development of Young Children

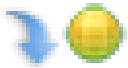
1.1: CDYC Competence
Provided By: Care and Development of Young Children

1.2: CDYC Placement
Provided By: Care and Development of Young Children


4.5: Maintain Fall to Fall retention of all students declaring their chosen major as: Care and Development of Young Children
Provided By: Care and Development of Young Children


1: Maintain an effective Associate of Science Louisiana Transfer Program
Provided By: Science & Mathematics

1.1: Associate of Science Louisiana Transfer
Provided By: Science & Mathematics


1: Maintain an effective Diagnostic Medical Sonography Program
Provided By: Diagnostic Medical Sonography

1.1: DMS Professional Competency
Provided By: Diagnostic Medical Sonography
1.2: DMS Retention
Provided By: Diagnostic Medical Sonography
1.3: DMS Employment
Provided By: Diagnostic Medical Sonography

1: Provide counseling services to students
Provided By: Student Development Services

1.1: Counseling Services - Satisfaction of Availability
Provided By: Student Development Services

1: Provide financial resources for eligible students in support of their educational/career goals.
Provided By: Financial Aid

1.1: Financial Aid-Student Satisfaction
Provided By: Financial Aid
1.2: Financial Aid Application
Provided By: Financial Aid
1.3: Financial Aid-Scholarships
Provided By: Financial Aid
1.4: Financial Aid Counseling
Provided By: Financial Aid

1: Provide regular training in emergency response procedures to campus personnel
Provided By: Campus Security

1.1: Emergency Response Training
Provided By: Campus Security

1: To assist students in declaring a major and exploring job opportunities.
Provided By: Career Services

1.1: Career Decision Making and Experiential Education
Provided By: Career Services

1: To foster civic learning and community service, which includes opportunities for student volunteerism, civic engagement and interaction with public officials.
Provided By: Institutional Development / LSUE Foundation

1.1: Develop a program in partnership with Office of Student Affairs for Community Service Opportunities for students
Provided By: Institutional Development / LSUE Foundation

1: To increase retention and graduation rates for project participants
Provided By: Student Support Services

1.1: Persistence
Provided By: Student Support Services
1.2: Academic Standing
Provided By: Student Support Services
1.3: Graduation
Provided By: Student Support Services
1.4: Transfer (4-year)
Provided By: Student Support Services

1: To operate as an auxiliary enterprise to support the academic mission of LSUE by providing educational books and supplies and other merchandise.
Provided By: Bookstore

1.1: Bookstore-Faculty Satisfaction
Provided By: Bookstore
1.2: Bookstore-Student Satisfaction
Provided By: Bookstore

1: To provide a high quality dining experience for students, faculty, and staff.
Provided By: Cafeteria

- 1.1: Food Service-Faculty Satisfaction
  Provided By: Cafeteria
- 1.2: Food Service-Staff Satisfaction
  Provided By: Cafeteria
- 1.3: Food Service-Student Satisfaction
  Provided By: Cafeteria

1: To support academic achievement and progress of student athletes
Provided By: Athletics

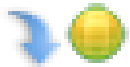
- 1.1: Student Learning and GPA
  Provided By: Athletics

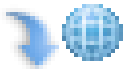
1: Track Student Immunization records to assure that all new students meet health requirements.
Provided By: Student Affairs and Enrollment Services

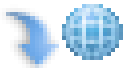
- 1.1: Immunizations
  Provided By: Student Affairs and Enrollment Services

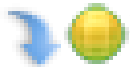
1: The QEP seeks to increase student learning in developmental mathematics using innovative techniques of instruction.
Provided By: Quality Enhancement Plan

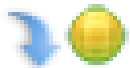
- 1.1: Increase achievement of SLOs in MATH 0001 and MATH 0002
  Provided By: Quality Enhancement Plan
- 1.2: Increase the Cognitive Ability of Students in MATH 0001 and MATH 0002
  Provided By: Quality Enhancement Plan
- 1.3: Increase Mathematics Scores on the CAAP
  Provided By: Quality Enhancement Plan

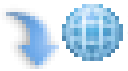

1. Academic Advising: To have a high degree of student and faculty satisfaction with the academic advising system.
Provided By: Academic Affairs

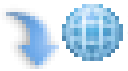

1.1: Academic Advising-Faculty
Provided By: Academic Affairs

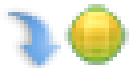

1.2: Academic Advising-Students
Provided By: Academic Affairs

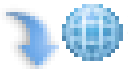

2: General Education: Competency in sciences and mathematics
Provided By: Science & Mathematics

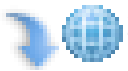

2: IR-Provide the campus at large with access to timely reporting information.
Provided By: Institutional Research and Effectiveness

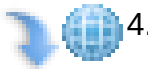

2.1: Overall Data Gathering and Reporting
Provided By: Institutional Research and Effectiveness

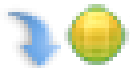

2.2: Reduce Open Time of Service Requests
Provided By: Institutional Research and Effectiveness

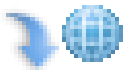

2: Maintain an effective criminal justice program.
Provided By: Criminal Justice


2.1: Criminal Justice Professional Competency
Provided By: Criminal Justice


2.2: CJ Placement
Provided By: Criminal Justice


4.6: Maintain Fall to Fall retention of all students declaring their chosen major as Criminal Justice.
Provided By: Criminal Justice


2: Maintain an effective nursing program
Provided By: Nursing


2.1: Nursing Professional Competency

Provided By: Nursing

2.2: Nursing Retention
Provided By: Nursing

2.3: Nursing Employment
Provided By: Nursing

2: Maintain or increase the current level of TOPS recipients and minority students on campus
Provided By: High School Relations

2.1: Recruiting TOPS
Provided By: High School Relations

2.2: Recruiting Minority Students
Provided By: High School Relations

2: Oversee all internal and external communication/marketing collateral to maintain a consistent image that accurately portrays opportunities for the various constituencies.
Provided By: Public Affairs

2.1: Visibility-Communication
Provided By: Public Affairs

2: Promote the LSU Eunice campus to the community-at-large
Provided By: Institutional Development / LSUE Foundation

2.1: Continue to develop and maintain programs that attract Adult learners 50+ to campus
Provided By: Institutional Development / LSUE Foundation

2.2: Annual Report to Donors and Annual Giving Campaign
Provided By: Institutional Development / LSUE Foundation

2: Provide for the safety and security of all members of the university community
Provided By: Campus Security

2.1: Patrol

Provided By: Campus Security

2.2: Parking
Provided By: Campus Security

2: Provide orientation for new students to acquaint themselves with the university.
Provided By: Student Affairs and Enrollment Services

2.1: Orientation
Provided By: Student Affairs and Enrollment Services

2: Provide student activities that promote peer engagement and retention
Provided By: Student Activities

2.1: Student Activities - Number
Provided By: Student Activities

2: The Office of Continuing Education will administer off-campus University programs and assist the Divisions by scheduling and administering extension and electronic course options that are responsive to unique student needs off-campus and after-hours.
Provided By: Continuing Education

2.1: Credit Offerings-After Hours/Off-campus Courses
Provided By: Continuing Education

2.2: Credit Offerings: Extension Programs and Special Services
Provided By: Continuing Education

2.3: Student Learning Outcomes in Coursework
Provided By: Continuing Education

2: To assist students in sharpening their job search skills.
Provided By: Career Services

2.1: Job Search-Resume Approval
Provided By: Career Services

2.2: Job Search - Resume Writing

Provided By: Career Services

2: To plan a budget to meet the needs of the departments based on their goals and objectives.
Provided By: Accounting

- 2.1: Budget Review-Faculty
  Provided By: Accounting
- 2.2: Budget Review Committee
  Provided By: Accounting
- 2.3: Budget Control
  Provided By: Accounting

2: To select and enroll students who demonstrate academic need and who are eligible to participate in the project.
Provided By: Student Support Services

- 2.1: Student Selection
  Provided By: Student Support Services
- 2.2: Needs Assessment
  Provided By: Student Support Services

2: The QEP seeks to increase student learning in the first general education mathematics courses after completion of developmental mathematics (see 2.1 and 2.2 in GE).
Provided By: Quality Enhancement Plan

2 Course Articulation: To enhance the transfer of courses between the main receiving institutions of LSUE transfer students.
Provided By: Academic Affairs

- 2.1: Articulation Agreements
  Provided By: Academic Affairs

3: Course Completion
Provided By: Science & Mathematics

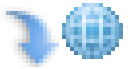
- 3.1: Developmental Mathematics Completion
  Provided By: Science & Mathematics

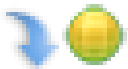
- 3: IE-Compliance with SACSCOC standard that apply to Institutional Effectiveness
  Provided By: Institutional Research and Effectiveness
  - 3.1: IE-SACSCOC Compliance
    Provided By: Institutional Research and Effectiveness
  - 3.2: IE-QEP Outcomes
    Provided By: Institutional Research and Effectiveness

- 3: Maintain an effective Honors Program
  Provided By: Liberal Arts
  - 3.1: Honors learning community environment
    Provided By: Liberal Arts
  - 3.2: Honors leadership experiences
    Provided By: Liberal Arts

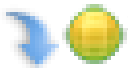
- 3: Maintain an effective radiologic technology program
  Provided By: Radiologic Technology
  - 3.1: Radiologic Technology Professional Competency
    Provided By: Radiologic Technology
  - 3.2: Radiologic Technology Retention
    Provided By: Radiologic Technology
  - 3.3: Radiologic Technology Employment
    Provided By: Radiologic Technology

- 3: To assist students in obtaining part-time/full-time employment.
  Provided By: Career Services


3.1: Employment Services-Placement
Provided By: Career Services


3: To provide participants with academic support through tutorials, computer-assisted instruction and supplemental instruction.
Provided By: Student Support Services

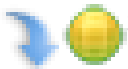
3.1: Academic Support
Provided By: Student Support Services

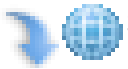

3: The QEP seeks to improve institutional effectiveness by providing faculty training, increasing student retention in mathematics, and decreasing the time spent in developmental mathematics.
Provided By: Quality Enhancement Plan

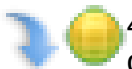
3.1: Professional Development
Provided By: Quality Enhancement Plan

3.2: Increase Retention and Completion of Developmental and General Education Mathematics
Provided By: Quality Enhancement Plan

3.3: Reduce the Amount of Time in Developmental Mathematics
Provided By: Quality Enhancement Plan


3. Curriculum Development: To ensure that faculty understand and participate in curriculum development.
Provided By: Academic Affairs


3.1: Curriculum Development
Provided By: Academic Affairs


4: In an effort to better place students and reduce the amount of time in developmental education, begin development of an assessment center using ACT's COMPASS and a modular mathematics program (as written in LEQSF(2013-14)-ENH-PEN-06).
Provided By: Developmental Education

- 4.1: Assessment Center and Modular Mathematics programs
  Provided By: Developmental Education
- 4.2: Assessment of Incoming Freshmen
  Provided By: Developmental Education
- 4.3: Pre and Post Testing of Developmental Students
  Provided By: Developmental Education
- 4.4: Modular Mathematics MATH 0001 and MATH 0002
  Provided By: Developmental Education

4: Maintain an effective program in respiratory care.
Provided By: Respiratory Care

- 4.1: Respiratory Care Professional Competency
  Provided By: Respiratory Care
- 4.2: Respiratory Care Retention
  Provided By: Respiratory Care
- 4.3: Respiratory Care Employment
  Provided By: Respiratory Care

4: Retention of Liberal Arts Majors
Provided By: Liberal Arts

- 4.1: Maintain Fall to Fall retention of all students declaring their chosen major as General Studies.
  Provided By: Liberal Arts
- 4.2: Maintain Fall to Fall retention of all students declaring their chosen major as: Education Undecided
  Provided By: Liberal Arts
- 4.3: Maintain Fall to Fall retention of all students declaring their chosen major as: Undecided Liberal Arts
  Provided By: Liberal Arts
- 4.4: Maintain Fall to Fall retention of all students declaring their chosen major as: Arts
  Provided By: Liberal Arts
- 4.7: Maintain Fall to Fall retention of all students declaring their chosen major as Psychology
  Provided By: Liberal Arts
- 4.8: Maintain Fall to Fall retention of all students declaring their chosen major as Sociology

Provided By: Liberal Arts

- 4: To develop partner relationships with employers and monitor employer satisfaction.
  Provided By: Career Services
  - 4.1: Employment Services-Employer Satisfaction
    Provided By: Career Services

- 4: To provide those services which promote a positive institutional environment in which participants can be successful.
  Provided By: Student Support Services
  - 4.1: Counseling-academic
    Provided By: Student Support Services
  - 4.2: Counseling-Financial Aid and Career
    Provided By: Student Support Services
  - 4.3: Counseling-Transfer
    Provided By: Student Support Services
  - 4.4: Counseling-Disability Services
    Provided By: Student Support Services

- 4. Institutional Effectiveness: To foster academic success through instructional effectiveness.
  Provided By: Academic Affairs
  - 4.1: Instructional Program Satisfaction
    Provided By: Academic Affairs
  - 4.2: One Year Retention
    Provided By: Academic Affairs

- 5: Artistic, Cultural, Historic Understanding; Written and Spoken Communication (see General Education)
  Provided By: Liberal Arts

- 5: Student Placement

Provided By: Science & Mathematics

5.1: Assessment of Entering Students
Provided By: Science & Mathematics

5. Policies and Procedures: To ensure that academic policies and procedures are reviewed annually for clarity and conformity to national good practices.
Provided By: Academic Affairs

5.1: Policies and Procedures-Faculty
Provided By: Academic Affairs

5.2: Policies and Procedures-Academic Council
Provided By: Academic Affairs

6: Maintain an effective computer information technology (CIT) program.
Provided By: Computer Information Technology

6.1: CIT Professional Competency
Provided By: Computer Information Technology

6.4: CIT Placement
Provided By: Computer Information Technology

6: Retention
Provided By: Science & Mathematics

6.1: General Biology Retention
Provided By: Science & Mathematics

7: Maintain an effective management program
Provided By: Management

7.1: Management Professional Competency

Provided By: Management

7.4: MGMT Placement
Provided By: Management

7: Sequential Courses
Provided By: Science & Mathematics

7.1: MATH 0002 to college-level mathematics
Provided By: Science & Mathematics

7.2: BIOL 1001 to ZOOL 1011
Provided By: Science & Mathematics

8: Maintain an effective Office Information System (OIS) program
Provided By: Computer Information Technology

8.1: OIS Professional Competency
Provided By: Computer Information Technology

8.4: OIS Placement
Provided By: Computer Information Technology

2.4: Increase the Graduation Rate (defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS)) – baseline year rate for Two-Year institution (Fall 2005 Cohort) of 8 % to 15 % by 2014-15 (Fall 2010 cohort).

Providing Department: LSU Eunice

Related Items

1: To prepare an annual budget which reflects the mission of the university and supports institutional priorities.
Provided By: Accounting

1.1: Budget Preparation
Provided By: Accounting

1: Hire new systems / digital services librarian

Provided By: Library

1.1: Administrative Services-Systems Librarian
Provided By: Library

1: IR-Make course evaluations available online in a consistent, efficient manner.
Provided By: Institutional Research and Effectiveness

1.1: Data-Course Evaluation
Provided By: Institutional Research and Effectiveness

1: In working to maintain an effective developmental education program, Pathways to Success will provide students the necessary support for the successful completion of their developmental coursework.
Provided By: Developmental Education

1.1: Developmental English (ENGL 0001)
Provided By: Developmental Education

1.2: Developmental Math (MATH 0001)
Provided By: Developmental Education

1.3: Developmental Math (MATH 0002)
Provided By: Developmental Education

1.4: Orientation to University Studies (UNIV 1005)
Provided By: Developmental Education

1.5: College Reading (UNIV 0008)
Provided By: Developmental Education

1: Insure compliance with State and Federal laws and University policies related to discrimination and equal opportunity.
Provided By: Affirmative Action/Equal Employment Opportunity

1.1: Develop and Report Affirmative Action Plan
Provided By: Affirmative Action/Equal Employment Opportunity

1.2: Annually Provide Training

Provided By: Affirmative Action/Equal Employment Opportunity

1.3: Assess Campus Climate
Provided By: Affirmative Action/Equal Employment Opportunity

1: LSU Eunice faculty and staff will pursue public, private, and institutional grant and research opportunities to enhance academic programs and services.
Provided By: Grants

1.1: Grant Training
Provided By: Grants

1.2: Grant Submissions
Provided By: Grants

1.3: Perkins CTE Grant
Provided By: Grants

1: Maintain a Care and Development of Young Children program.
Provided By: Care and Development of Young Children

1.1: CDYC Competence
Provided By: Care and Development of Young Children

1.2: CDYC Placement
Provided By: Care and Development of Young Children

4.5: Maintain Fall to Fall retention of all students declaring their chosen major as: Care and Development of Young Children
Provided By: Care and Development of Young Children

1: Maintain an effective Associate of Science Louisiana Transfer Program
Provided By: Science & Mathematics

1.1: Associate of Science Louisiana Transfer
Provided By: Science & Mathematics

1: Maintain an effective Diagnostic Medical Sonography Program

Provided By: Diagnostic Medical Sonography

- 1.1: DMS Professional Competency
  Provided By: Diagnostic Medical Sonography
- 1.2: DMS Retention
  Provided By: Diagnostic Medical Sonography
- 1.3: DMS Employment
  Provided By: Diagnostic Medical Sonography

1: Provide financial resources for eligible students in support of their educational/career goals.
Provided By: Financial Aid

- 1.1: Financial Aid-Student Satisfaction
  Provided By: Financial Aid
- 1.2: Financial Aid Application
  Provided By: Financial Aid
- 1.3: Financial Aid-Scholarships
  Provided By: Financial Aid
- 1.4: Financial Aid Counseling
  Provided By: Financial Aid

1: Provide regular training in emergency response procedures to campus personnel
Provided By: Campus Security

- 1.1: Emergency Response Training
  Provided By: Campus Security

1: To assist students in declaring a major and exploring job opportunities.
Provided By: Career Services

- 1.1: Career Decision Making and Experiential Education
  Provided By: Career Services

1: To increase retention and graduation rates for project participants
Provided By: Student Support Services

- 1.1: Persistence
  Provided By: Student Support Services
- 1.2: Academic Standing
  Provided By: Student Support Services
- 1.3: Graduation
  Provided By: Student Support Services
- 1.4: Transfer (4-year)
  Provided By: Student Support Services

1: To operate as an auxiliary enterprise to support the academic mission of LSUE by providing educational books and supplies and other merchandise.
Provided By: Bookstore

- 1.1: Bookstore-Faculty Satisfaction
  Provided By: Bookstore
- 1.2: Bookstore-Student Satisfaction
  Provided By: Bookstore

1: To provide a reliable personnel record system which respects confidentiality and meets legal requirements, and to provide information on a comprehensive benefits package.
Provided By: Human Resources

- 1.1: Correspondences-Human Resources
  Provided By: Human Resources
- 1.2: Human Resources-Audit
  Provided By: Human Resources

1: To provide clean and well maintained facilities and grounds.
Provided By: Physical Plant

- 1.1: Building and Grounds-Faculty Satisfaction
  Provided By: Physical Plant
- 1.2: Building and Grounds-Staff
  Provided By: Physical Plant
- 1.3: Building and Grounds-Student Satisfaction
  Provided By: Physical Plant

1: To provide timely acquisition of quality goods and services at competitive prices for departments while ensuring that University purchasing is in compliance with applicable state and federal laws.
Provided By: Purchasing

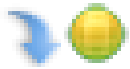
- 1.1: Purchasing-Timing and Budget
  Provided By: Purchasing
- 1.2: Purchasing-Audit
  Provided By: Purchasing

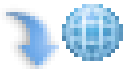
1: Track Student Immunization records to assure that all new students meet health requirements.
Provided By: Student Affairs and Enrollment Services

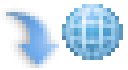
- 1.1: Immunizations
  Provided By: Student Affairs and Enrollment Services

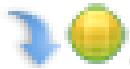
1: The QEP seeks to increase student learning in developmental mathematics using innovative techniques of instruction.
Provided By: Quality Enhancement Plan

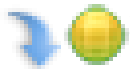
- 1.1: Increase achievement of SLOs in MATH 0001 and MATH 0002
  Provided By: Quality Enhancement Plan
- 1.2: Increase the Cognitive Ability of Students in MATH 0001 and MATH 0002
  Provided By: Quality Enhancement Plan
- 1.3: Increase Mathematics Scores on the CAAP
  Provided By: Quality Enhancement Plan

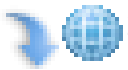

1. Academic Advising: To have a high degree of student and faculty satisfaction with the academic advising system.
Provided By: Academic Affairs

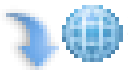

1.1: Academic Advising-Faculty
Provided By: Academic Affairs

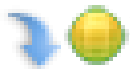

1.2: Academic Advising-Students
Provided By: Academic Affairs

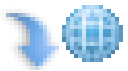

2: General Education: Pathways to Success will provide students the necessary support for the successful completion of their first general education course in English, mathematics, and social science.
Provided By: Developmental Education

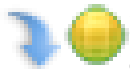

2: IR-Provide the campus at large with access to timely reporting information.
Provided By: Institutional Research and Effectiveness


2.1: Overall Data Gathering and Reporting
Provided By: Institutional Research and Effectiveness


2.2: Reduce Open Time of Service Requests
Provided By: Institutional Research and Effectiveness


2: In relation to current library space, space utilization with future adaptations and needed upgrades, continue to upgrade and transform specific library physical spaces into more useful and accessible venues
Provided By: Library


2.1: Enhance use of library "Information Commons" as well as other public spaces for students and patrons
Provided By: Library


2: LSU Eunice sponsored programs will operate within the guidelines of funding entities and federal, state, system, and institutional policy.
Provided By: Grants

2.1: Grant Guidelines
Provided By: Grants

2.2: Adherence to Grant Guidelines
Provided By: Grants

2: Maintain an effective criminal justice program.
Provided By: Criminal Justice

2.1: Criminal Justice Professional Competency
Provided By: Criminal Justice
2.2: CJ Placement
Provided By: Criminal Justice
4.6: Maintain Fall to Fall retention of all students declaring their chosen major as Criminal Justice.
Provided By: Criminal Justice

2: Maintain an effective nursing program
Provided By: Nursing

2.1: Nursing Professional Competency
Provided By: Nursing
2.2: Nursing Retention
Provided By: Nursing
2.3: Nursing Employment
Provided By: Nursing

2: Oversee all internal and external communication/marketing collateral to maintain a consistent image that accurately portrays opportunities for the various constituencies.
Provided By: Public Affairs

2.1: Visibility-Communication
Provided By: Public Affairs

2: Promote the LSU Eunice campus to the community-at-large
Provided By: Institutional Development / LSUE Foundation

- 2.1: Continue to develop and maintain programs that attract Adult learners 50+ to campus
  Provided By: Institutional Development / LSUE Foundation
- 2.2: Annual Report to Donors and Annual Giving Campaign
  Provided By: Institutional Development / LSUE Foundation

2: Provide for Parent Orientations
Provided By: Student Development Services

- 2.1: Parent Orientation
  Provided By: Student Development Services

2: Provide for the safety and security of all members of the university community
Provided By: Campus Security

- 2.1: Patrol
  Provided By: Campus Security
- 2.2: Parking
  Provided By: Campus Security

2: The Office of Admissions will decrease turnaround time for processing of paid applications.
Provided By: Registrar / Admissions

- 2.1: Processing of Applications
  Provided By: Registrar / Admissions

2: The Office of Continuing Education will administer off-campus University programs and assist the Divisions by scheduling and administering extension and electronic course options that are responsive to unique student needs off-campus and after-hours.
Provided By: Continuing Education

- 2.1: Credit Offerings-After Hours/Off-campus Courses
  Provided By: Continuing Education
- 2.2: Credit Offerings: Extension Programs and Special Services

Provided By: Continuing Education

2.3: Student Learning Outcomes in Coursework
Provided By: Continuing Education

2: To assist students in sharpening their job search skills.
Provided By: Career Services

2.1: Job Search-Resume Approval
Provided By: Career Services

2.2: Job Search - Resume Writing
Provided By: Career Services

2: To plan a budget to meet the needs of the departments based on their goals and objectives.
Provided By: Accounting

2.1: Budget Review-Faculty
Provided By: Accounting

2.2: Budget Review Committee
Provided By: Accounting

2.3: Budget Control
Provided By: Accounting

2: To select and enroll students who demonstrate academic need and who are eligible to participate in the project.
Provided By: Student Support Services

2.1: Student Selection
Provided By: Student Support Services

2.2: Needs Assessment
Provided By: Student Support Services

2: The QEP seeks to increase student learning in the first general education mathematics courses after completion of developmental mathematics (see 2.1 and 2.2 in GE).
Provided By: Quality Enhancement Plan

- 2 Course Articulation: To enhance the transfer of courses between the main receiving institutions of LSUE transfer students.
  Provided By: Academic Affairs
  - 2.1: Articulation Agreements
    Provided By: Academic Affairs
- 3: IE-Compliance with SACSCOC standard that apply to Institutional Effectiveness
  Provided By: Institutional Research and Effectiveness
  - 3.1: IE-SACSCOC Compliance
    Provided By: Institutional Research and Effectiveness
  - 3.2: IE-QEP Outcomes
    Provided By: Institutional Research and Effectiveness
- 3: In an effort to establish good relationships with the participants of Parent/Spouse Orientations, the Registrar will participate in Parent/Spouse Orientation, present helpful materials, and achieve satisfactory survey results.
  Provided By: Registrar / Admissions
  - 3.1: Parent/Spouse Orientations
    Provided By: Registrar / Admissions
- 3: In an effort to further examine program effectiveness, Pathways to Success program staff will examine program completion, fall to spring, and fall to fall retention.
  Provided By: Developmental Education
  - 3.1: Program Completion
    Provided By: Developmental Education
  - 3.2: Fall to Spring Retention
    Provided By: Developmental Education
  - 3.3: Fall to Fall Retention
    Provided By: Developmental Education

3: Maintain an effective Honors Program
Provided By: Liberal Arts

- 3.1: Honors learning community environment
  Provided By: Liberal Arts
- 3.2: Honors leadership experiences
  Provided By: Liberal Arts

3: Maintain an effective radiologic technology program
Provided By: Radiologic Technology

- 3.1: Radiologic Technology Professional Competency
  Provided By: Radiologic Technology
- 3.2: Radiologic Technology Retention
  Provided By: Radiologic Technology
- 3.3: Radiologic Technology Employment
  Provided By: Radiologic Technology

3: Secure funding for annual LOUIS institutional membership fee
Provided By: Library

- 3.1: Library administrative services / budgeting - secure annual LOUIS membership funding based on LOUIS fee projections
  Provided By: Library

3: To assist students in obtaining part-time/full-time employment.
Provided By: Career Services

- 3.1: Employment Services-Placement
  Provided By: Career Services

- 3: To provide participants with academic support through tutorials, computer-assisted instruction and supplemental instruction.
  Provided By: Student Support Services
  - 3.1: Academic Support
    Provided By: Student Support Services

- 3: The QEP seeks to improve institutional effectiveness by providing faculty training, increasing student retention in mathematics, and decreasing the time spent in developmental mathematics.
  Provided By: Quality Enhancement Plan
  - 3.1: Professional Development
    Provided By: Quality Enhancement Plan
  - 3.2: Increase Retention and Completion of Developmental and General Education Mathematics
    Provided By: Quality Enhancement Plan
  - 3.3: Reduce the Amount of Time in Developmental Mathematics
    Provided By: Quality Enhancement Plan

- 3. Curriculum Development: To ensure that faculty understand and participate in curriculum development.
  Provided By: Academic Affairs
  - 3.1: Curriculum Development
    Provided By: Academic Affairs

- 4: Continue to offer community literacy and library leadership for St. Landry Parish
  Provided By: Library
  - 4.1: External and Community Services - Offer various library programs for community
    Provided By: Library
  - 4.2: Community Service - continue leadership as pertains to the need for a parish public library system - St. Landry Parish is the only parish in the State of Louisiana without a parish public library system
    Provided By: Library

- 4: In an effort to better place students and reduce the amount of time in developmental education, begin development of an assessment center using ACT's COMPASS and a modular mathematics program (as written in LEQSF(2013-14)-ENH-PEN-06).
  Provided By: Developmental Education
  - 4.1: Assessment Center and Modular Mathematics programs
    Provided By: Developmental Education
  - 4.2: Assessment of Incoming Freshmen
    Provided By: Developmental Education
  - 4.3: Pre and Post Testing of Developmental Students
    Provided By: Developmental Education
  - 4.4: Modular Mathematics MATH 0001 and MATH 0002
    Provided By: Developmental Education

- 4: Maintain an effective program in respiratory care.
  Provided By: Respiratory Care
  - 4.1: Respiratory Care Professional Competency
    Provided By: Respiratory Care
  - 4.2: Respiratory Care Retention
    Provided By: Respiratory Care
  - 4.3: Respiratory Care Employment
    Provided By: Respiratory Care

- 4: Retention of Liberal Arts Majors
  Provided By: Liberal Arts
  - 4.1: Maintain Fall to Fall retention of all students declaring their chosen major as General Studies.
    Provided By: Liberal Arts
  - 4.2: Maintain Fall to Fall retention of all students declaring their chosen major as: Education Undecided
    Provided By: Liberal Arts
  - 4.3: Maintain Fall to Fall retention of all students declaring their chosen major as: Undecided Liberal Arts
    Provided By: Liberal Arts

- 4.4: Maintain Fall to Fall retention of all students declaring their chosen major as: Arts
  Provided By: Liberal Arts
- 4.7: Maintain Fall to Fall retention of all students declaring their chosen major as Psychology
  Provided By: Liberal Arts
- 4.8: Maintain Fall to Fall retention of all students declaring their chosen major as Sociology
  Provided By: Liberal Arts

4: To develop partner relationships with employers and monitor employer satisfaction.
Provided By: Career Services

- 4.1: Employment Services-Employer Satisfaction
  Provided By: Career Services

4: To provide those services which promote a positive institutional environment in which participants can be successful.
Provided By: Student Support Services

- 4.1: Counseling-academic
  Provided By: Student Support Services
- 4.2: Counseling-Financial Aid and Career
  Provided By: Student Support Services
- 4.3: Counseling-Transfer
  Provided By: Student Support Services
- 4.4: Counseling-Disability Services
  Provided By: Student Support Services

4. Institutional Effectiveness: To foster academic success through instructional effectiveness.
Provided By: Academic Affairs

- 4.1: Instructional Program Satisfaction
  Provided By: Academic Affairs
- 4.2: One Year Retention
  Provided By: Academic Affairs

- 5: Artistic, Cultural, Historic Understanding; Written and Spoken Communication (see General Education)
  Provided By: Liberal Arts

- 5: Enhance and improve use of library digital resources, "e-book" collections and online resources
  Provided By: Library

  - 5.1: Instruction and References Services - employ various library activities to assist and work with students and faculty in using the campus library
    Provided By: Library

- 5: Maintain an effective fire science program
  Provided By: Fire and Emergency Services

  - 5.1: Fire and Emergency Services - Professional Competency
    Provided By: Fire and Emergency Services
  - 5.2: Fire and Emergency Services Employment
    Provided By: Fire and Emergency Services

- 5. Policies and Procedures: To ensure that academic policies and procedures are reviewed annually for clarity and conformity to national good practices.
  Provided By: Academic Affairs

  - 5.1: Policies and Procedures-Faculty
    Provided By: Academic Affairs
  - 5.2: Policies and Procedures-Academic Council
    Provided By: Academic Affairs

- 6: As a matter of collection development and library space utilization, weed library paper collections
  Provided By: Library

  - 6.1: Weed the State of Louisiana documents (paper) library collection
    Provided By: Library

6: Maintain an effective computer information technology (CIT) program.
Provided By: Computer Information Technology

6.1: CIT Professional Competency
Provided By: Computer Information Technology

6.4: CIT Placement
Provided By: Computer Information Technology

7: Maintain an effective management program
Provided By: Management

7.1: Management Professional Competency
Provided By: Management

7.4: MGMT Placement
Provided By: Management

8: Maintain an effective Office Information System (OIS) program
Provided By: Computer Information Technology

8.1: OIS Professional Competency
Provided By: Computer Information Technology

8.4: OIS Placement
Provided By: Computer Information Technology

2.5: Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 256 in 2008-09 academic year to 279 in academic year 2013-14. Students may only be counted once per award level.

Providing Department: LSU Eunice

Related Items

1: To prepare an annual budget which reflects the mission of the university and supports institutional priorities.
Provided By: Accounting

1.1: Budget Preparation
Provided By: Accounting

1: Hire new systems / digital services librarian
Provided By: Library

1.1: Administrative Services-Systems Librarian
Provided By: Library

1: IR-Make course evaluations available online in a consistent, efficient manner.
Provided By: Institutional Research and Effectiveness

1.1: Data-Course Evaluation
Provided By: Institutional Research and Effectiveness

1: Insure compliance with State and Federal laws and University policies related to discrimination and equal opportunity.
Provided By: Affirmative Action/Equal Employment Opportunity

1.1: Develop and Report Affirmative Action Plan
Provided By: Affirmative Action/Equal Employment Opportunity

1.2: Annually Provide Training
Provided By: Affirmative Action/Equal Employment Opportunity

1.3: Assess Campus Climate
Provided By: Affirmative Action/Equal Employment Opportunity

1: LSU Eunice faculty and staff will pursue public, private, and institutional grant and research opportunities to enhance academic programs and services.
Provided By: Grants

1.1: Grant Training
Provided By: Grants

- 1.2: Grant Submissions
  Provided By: Grants
- 1.3: Perkins CTE Grant
  Provided By: Grants

1: Maintain a Care and Development of Young Children program.
Provided By: Care and Development of Young Children

- 1.1: CDYC Competence
  Provided By: Care and Development of Young Children
- 1.2: CDYC Placement
  Provided By: Care and Development of Young Children
- 4.5: Maintain Fall to Fall retention of all students declaring their chosen major as: Care and Development of Young Children
  Provided By: Care and Development of Young Children

1: Maintain an effective Diagnostic Medical Sonography Program
Provided By: Diagnostic Medical Sonography

- 1.1: DMS Professional Competency
  Provided By: Diagnostic Medical Sonography
- 1.2: DMS Retention
  Provided By: Diagnostic Medical Sonography
- 1.3: DMS Employment
  Provided By: Diagnostic Medical Sonography

1: Provide financial resources for eligible students in support of their educational/career goals.
Provided By: Financial Aid

- 1.1: Financial Aid-Student Satisfaction
  Provided By: Financial Aid
- 1.2: Financial Aid Application
  Provided By: Financial Aid

- 1.3: Financial Aid-Scholarships
  Provided By: Financial Aid
- 1.4: Financial Aid Counseling
  Provided By: Financial Aid

1: Provide regular training in emergency response procedures to campus personnel
Provided By: Campus Security

- 1.1: Emergency Response Training
  Provided By: Campus Security

1: To operate as an auxiliary enterprise to support the academic mission of LSUE by providing educational books and supplies and other merchandise.
Provided By: Bookstore

- 1.1: Bookstore-Faculty Satisfaction
  Provided By: Bookstore
- 1.2: Bookstore-Student Satisfaction
  Provided By: Bookstore

1: To provide a reliable personnel record system which respects confidentiality and meets legal requirements, and to provide information on a comprehensive benefits package.
Provided By: Human Resources

- 1.1: Correspondences-Human Resources
  Provided By: Human Resources
- 1.2: Human Resources-Audit
  Provided By: Human Resources

1: To provide clean and well maintained facilities and grounds.
Provided By: Physical Plant

- 1.1: Building and Grounds-Faculty Satisfaction

Provided By: Physical Plant

1.2: Building and Grounds-Staff
Provided By: Physical Plant

1.3: Building and Grounds-Student Satisfaction
Provided By: Physical Plant

1: To provide timely acquisition of quality goods and services at competitive prices for departments while ensuring that University purchasing is in compliance with applicable state and federal laws.
Provided By: Purchasing

1.1: Purchasing-Timing and Budget
Provided By: Purchasing

1.2: Purchasing-Audit
Provided By: Purchasing

1: To support academic achievement and progress of student athletes
Provided By: Athletics

1.1: Student Learning and GPA
Provided By: Athletics

1: Track Student Immunization records to assure that all new students meet health requirements.
Provided By: Student Affairs and Enrollment Services

1.1: Immunizations
Provided By: Student Affairs and Enrollment Services

1: The QEP seeks to increase student learning in developmental mathematics using innovative techniques of instruction.
Provided By: Quality Enhancement Plan

1.1: Increase achievement of SLOs in MATH 0001 and MATH 0002
Provided By: Quality Enhancement Plan

- 1.2: Increase the Cognitive Ability of Students in MATH 0001 and MATH 0002
  Provided By: Quality Enhancement Plan
- 1.3: Increase Mathematics Scores on the CAAP
  Provided By: Quality Enhancement Plan

1. Academic Advising: To have a high degree of student and faculty satisfaction with the academic advising system.
   Provided By: Academic Affairs

- 1.1: Academic Advising-Faculty
  Provided By: Academic Affairs
- 1.2: Academic Advising-Students
  Provided By: Academic Affairs

2: General Education: Pathways to Success will provide students the necessary support for the successful completion of their first general education course in English, mathematics, and social science.
   Provided By: Developmental Education

2: IR-Provide the campus at large with access to timely reporting information.
   Provided By: Institutional Research and Effectiveness

- 2.1: Overall Data Gathering and Reporting
  Provided By: Institutional Research and Effectiveness
- 2.2: Reduce Open Time of Service Requests
  Provided By: Institutional Research and Effectiveness

2: In relation to current library space, space utilization with future adaptations and needed upgrades, continue to upgrade and transform specific library physical spaces into more useful and accessible venues
   Provided By: Library

- 2.1: Enhance use of library "Information Commons" as well as other public spaces for students and patrons
  Provided By: Library

2: Maintain an effective criminal justice program.

Provided By: Criminal Justice

- 2.1: Criminal Justice Professional Competency
  Provided By: Criminal Justice
- 2.2: CJ Placement
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- 4.6: Maintain Fall to Fall retention of all students declaring their chosen major as Criminal Justice.
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2: Maintain an effective nursing program
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  Provided By: Nursing
- 2.2: Nursing Retention
  Provided By: Nursing
- 2.3: Nursing Employment
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Provided By: Public Affairs

- 2.1: Visibility-Communication
  Provided By: Public Affairs

2: Promote the LSU Eunice campus to the community-at-large
Provided By: Institutional Development / LSUE Foundation

- 2.1: Continue to develop and maintain programs that attract Adult learners 50+ to campus
  Provided By: Institutional Development / LSUE Foundation
- 2.2: Annual Report to Donors and Annual Giving Campaign
  Provided By: Institutional Development / LSUE Foundation

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  Provided By: Student Development Services
  - 2.1: Parent Orientation
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  - 2.1: Patrol
    Provided By: Campus Security
  - 2.2: Parking
    Provided By: Campus Security
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  Provided By: Registrar / Admissions
  - 2.1: Processing of Applications
    Provided By: Registrar / Admissions
- 2: The Office of Continuing Education will administer off-campus University programs and assist the Divisions by scheduling and administering extension and electronic course options that are responsive to unique student needs off-campus and after-hours.
  Provided By: Continuing Education
  - 2.1: Credit Offerings-After Hours/Off-campus Courses
    Provided By: Continuing Education
  - 2.2: Credit Offerings: Extension Programs and Special Services
    Provided By: Continuing Education
  - 2.3: Student Learning Outcomes in Coursework
    Provided By: Continuing Education

- 2: To be successful on the field of play.
  Provided By: Athletics
  - 2.1: Maintain a winning percentage
    Provided By: Athletics

- 2: To plan a budget to meet the needs of the departments based on their goals and objectives.
  Provided By: Accounting
  - 2.1: Budget Review-Faculty
    Provided By: Accounting
  - 2.2: Budget Review Committee
    Provided By: Accounting
  - 2.3: Budget Control
    Provided By: Accounting

- 2: The QEP seeks to increase student learning in the first general education mathematics courses after completion of developmental mathematics (see 2.1 and 2.2 in GE).
  Provided By: Quality Enhancement Plan

- 2 Course Articulation: To enhance the transfer of courses between the main receiving institutions of LSUE transfer students.
  Provided By: Academic Affairs
  - 2.1: Articulation Agreements
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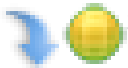
- 3: IE-Compliance with SACSCOC standard that apply to Institutional Effectiveness
  Provided By: Institutional Research and Effectiveness
  - 3.1: IE-SACSCOC Compliance
    Provided By: Institutional Research and Effectiveness
  - 3.2: IE-QEP Outcomes

Provided By: Institutional Research and Effectiveness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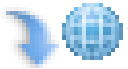
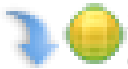
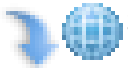
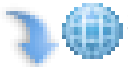
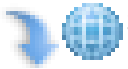
Provided By: Registrar / Admissions


3.1: Parent/Spouse Orientations
Provided By: Registrar / Admissions


3: In an effort to further examine program effectiveness, Pathways to Success program staff will examine program completion, fall to spring, and fall to fall retention.
Provided By: Developmental Education


3.1: Program Completion
Provided By: Developmental Education


3.2: Fall to Spring Retention
Provided By: Developmental Education


3.3: Fall to Fall Retention
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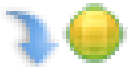
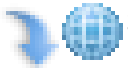
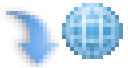
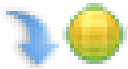
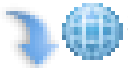

3: Maintain an effective Honors Program
Provided By: Liberal Arts


3.1: Honors learning community environment
Provided By: Liberal Arts


3.2: Honors leadership experiences
Provided By: Liberal Arts


3: Maintain an effective radiologic technology program
Provided By: Radiologic Technology


3.1: Radiologic Technology Professional Competency
Provided By: Radiologic Technology

3.2: Radiologic Technology Retention
Provided By: Radiologic Technology

3.3: Radiologic Technology Employment
Provided By: Radiologic Technology

3: Secure funding for annual LOUIS institutional membership fee
Provided By: Library

3.1: Library administrative services / budgeting - secure annual LOUIS membership funding based on LOUIS fee projections
Provided By: Library

3: The QEP seeks to improve institutional effectiveness by providing faculty training, increasing student retention in mathematics, and decreasing the time spent in developmental mathematics.
Provided By: Quality Enhancement Plan

3.1: Professional Development
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3.3: Reduce the Amount of Time in Developmental Mathematics
Provided By: Quality Enhancement Plan

3. Curriculum Development: To ensure that faculty understand and participate in curriculum development.
Provided By: Academic Affairs

3.1: Curriculum Development
Provided By: Academic Affairs

4: Continue to offer community literacy and library leadership for St. Landry Parish
Provided By: Library

4.1: External and Community Services - Offer various library programs for community

Provided By: Library

4.2: Community Service - continue leadership as pertains to the need for a parish public library system - St. Landry Parish is the only parish in the State of Louisiana without a parish public library system
Provided By: Library

4: In an effort to better place students and reduce the amount of time in developmental education, begin development of an assessment center using ACT's COMPASS and a modular mathematics program (as written in LEQSF(2013-14)-ENH-PEN-06).
Provided By: Developmental Education

4.1: Assessment Center and Modular Mathematics programs
Provided By: Developmental Education

4.2: Assessment of Incoming Freshmen
Provided By: Developmental Education

4.3: Pre and Post Testing of Developmental Students
Provided By: Developmental Education

4.4: Modular Mathematics MATH 0001 and MATH 0002
Provided By: Developmental Education

4: Maintain an effective program in respiratory care.
Provided By: Respiratory Care

4.1: Respiratory Care Professional Competency
Provided By: Respiratory Care

4.2: Respiratory Care Retention
Provided By: Respiratory Care

4.3: Respiratory Care Employment
Provided By: Respiratory Care

4: Retention of Liberal Arts Majors
Provided By: Liberal Arts

4.1: Maintain Fall to Fall retention of all students declaring their chosen major as General Studies.

Provided By: Liberal Arts

4.2: Maintain Fall to Fall retention of all students declaring their chosen major as: Education Undecided
Provided By: Liberal Arts

4.3: Maintain Fall to Fall retention of all students declaring their chosen major as: Undecided Liberal Arts
Provided By: Liberal Arts

4.4: Maintain Fall to Fall retention of all students declaring their chosen major as: Arts
Provided By: Liberal Arts

4.7: Maintain Fall to Fall retention of all students declaring their chosen major as Psychology
Provided By: Liberal Arts

4.8: Maintain Fall to Fall retention of all students declaring their chosen major as Sociology
Provided By: Liberal Arts

4. Institutional Effectiveness: To foster academic success through instructional effectiveness.
Provided By: Academic Affairs

4.1: Instructional Program Satisfaction
Provided By: Academic Affairs

4.2: One Year Retention
Provided By: Academic Affairs

5: Artistic, Cultural, Historic Understanding; Written and Spoken Communication (see General Education)
Provided By: Liberal Arts

5: Enhance and improve use of library digital resources, "e-book" collections and online resources
Provided By: Library

5.1: Instruction and References Services - employ various library activities to assist and work with students and faculty in using the campus library
Provided By: Library

5: Maintain an effective fire science program
Provided By: Fire and Emergency Services

- 5.1: Fire and Emergency Services - Professional Competency
  Provided By: Fire and Emergency Services
- 5.2: Fire and Emergency Services Employment
  Provided By: Fire and Emergency Services

5. Policies and Procedures: To ensure that academic policies and procedures are reviewed annually for clarity and conformity to national good practices.
Provided By: Academic Affairs

- 5.1: Policies and Procedures-Faculty
  Provided By: Academic Affairs
- 5.2: Policies and Procedures-Academic Council
  Provided By: Academic Affairs

6: As a matter of collection development and library space utilization, weed library paper collections
Provided By: Library

- 6.1: Weed the State of Louisiana documents (paper) library collection
  Provided By: Library

6: Maintain an effective computer information technology (CIT) program.
Provided By: Computer Information Technology

- 6.1: CIT Professional Competency
  Provided By: Computer Information Technology
- 6.4: CIT Placement
  Provided By: Computer Information Technology

7: Maintain an effective management program
Provided By: Management

- 7.1: Management Professional Competency
  Provided By: Management

- 7.4: MGMT Placement
  Provided By: Management

- 8: Maintain an effective Office Information System (OIS) program
  Provided By: Computer Information Technology

  - 8.1: OIS Professional Competency
    Provided By: Computer Information Technology
  - 8.4: OIS Placement
    Provided By: Computer Information Technology

2013-2014 Department Detail for Goals and Objectives

Academic Affairs

1. Academic Advising: To have a high degree of student and faculty satisfaction with the academic advising system.

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: no additional funds were requested
Relationship to Institutional Goal: Goal 3, Goal 5, Goal 6, Goal 7, Goal 8, Goal 9
Start: 11/1/2013
End: 10/31/2014
Provided By: Academic Affairs
Progress: Completed
Related Items

1.1: Academic Advising-Faculty

Progress: Completed
Provided By: Academic Affairs

Objective With Intended Outcomes
Faculty will be satisfied with the academic advising process.

Assessment/Evaluation/Measures/Strategies
Faculty will rate satisfaction with academic advising 4.0 or higher on the Faculty Survey.
The Faculty Survey is based on a Likert Scale with 4.0 representing that faculty "agree" with the statement. In this case, the objective is to have faculty agree overall that they are satisfied with academic advising.

Assessment/Evaluation Results (Progress Report)
Respondents (24) rated their satisfaction with academic advising at 3.4 out of 5 with 5 indicating that the faculty strongly agreed and were satisfied with the process. The objective was not met. However, 50% of the faculty responding indicated they agreed or strongly agreed with the process of academic advising

while 29% were neutral. The response rate of this survey was 40% and the standard deviation on this item was 1.19.

- Faculty Survey Academic Advising 2014

Improvement Plan/ Changes Made
Degree audit forms for each of the degrees were completed by the Registrar and the Division Heads. Rather than a blank form the courses required for the degree are listed and the faculty member fills in the courses taken by the student. The Office of Information Technology (OIT) is also working to implement FlightPath which is a web based system that allows students and their advisors access to chart their progress toward degree. The implementation is a coordinated effort between OIT and the Registrar's Office.

The academic advising process will also be discussed in the Academic Council for the purpose of identifying areas that need improvement.

- degree checkout
- FlightPath
- FlightPath implementation progress

1.2: Academic Advising-Students

Progress: Completed
Provided By: Academic Affairs

Objective With Intended Outcomes
Students will express satisfaction with academic advising.

Assessment/Evaluation/Measures/Strategies
Students will rate their satisfaction with academic advising at or above the national average using the ACT Student Opinion Survey (2 year colleges). The ACT Student Opinion Survey (2 year colleges) was discontinued. Therefore, LSU Eunice was forced to find a comparable assessment tool. The Noel-Levitz Student Satisfaction Inventory was chosen.

Assessment/Evaluation Results (Progress Report)
Students rated their satisfaction with the effectiveness of academic advising at 5.59 with a standard deviation of 1.34 as compared to 5.38 with a standard deviation of 1.34 for National Community Colleges. The objective was met.

- Student Satisfaction Academic Advising

Improvement Plan/ Changes Made
Academic Advising continues to be one of the key areas of concern. Although the objective was met, more training is needed in order to properly and effectively assist students. The possibility of using the week prior to classes for training and faculty development to include training in advising is being entertained in AY 2014-15 by the Academic Council.

The availability of degree plans with pre-populated requirements as well as the future implementation of FlightPath should also assist faculty advisors be more knowledgeable and effective.

- Degree Plan
- FlightPath

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2 Course Articulation: To enhance the transfer of courses between the main receiving institutions of LSUE transfer students.
Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: No additional funds requested
Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 5
Start: 11/1/2013
End: 10/31/2014
Provided By: Academic Affairs
Progress: Completed

Related Items

2.1: Articulation Agreements

Progress: Completed
Provided By: Academic Affairs

Objective With Intended Outcomes

To work with University of Louisiana Lafayette and McNeese State University to remove from the articulation agreement those courses covered by the Board of Regents Common Course Numbering System.

Assessment/Evaluation/Measures/Strategies

Remove 100% of the courses covered by the Board of Regents Common Course Numbering System and include the Common Course Numbers in the LSU Eunice catalog.

Assessment/Evaluation Results (Progress Report)

As courses have been added to the Statewide Articulation Matrix, they were removed from the individual articulation agreements with UL Lafayette and McNeese State University.

Common Course Numbers as reflected in the Board of Regents Common Course Catalog have been included in the LSU Eunice 2013-14 catalog.

Objective met.

- Common-Course-Catalog-Feb-2014-2014-0212
- Courses - Louisiana State University Eunice - Acalog ACMS™
- MASTER_COURSE_ARTIC_MATRIX_2013-14_-Feb-2014-2014-0212-1
- McNeese
- ULL

Improvement Plan/ Changes Made
No progress has been made by the Board of Regents to standardize the content of the developmental courses.

Based on feedback received from an informal focus group, there is a misconception at the high school level that many of the LSU Eunice courses do not transfer to the four-year universities. In order to clarify articulation, information is being updated to specifically address that question.

LSU Eunice continues to work with McNeese State University and UL Lafayette to maintain current articulation agreements.

A Bridge Program is being established with UL Lafayette and will begin Fall 2014. The aim of this program is to provide a clear path for students to begin at LSU Eunice and transfer to UL Lafayette.

- FW ULL articulation - Renee Robichaux
- FW ULL-LSUE Course Equivalency 2013-2014 attached - Renee Robichaux
- McNeese Transfer Equivalency
- STEM Flyer
- UL Bridge MOU

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3. Curriculum Development: To ensure that faculty understand and participate in curriculum development.
Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: no additional funds requested
Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3
Start: 11/1/2013
End: 10/31/2014
Provided By: Academic Affairs
Progress: Completed
Related Items

3.1: Curriculum Development

Progress: Completed
Provided By: Academic Affairs

Objective With Intended Outcomes
Faculty will agree they have a role in curricular development, change, and review.

Assessment/Evaluation/Measures/Strategies
80% of the Faculty will agree they have a role in curricular development as measured by responses to the annual Faculty Survey.

The benchmark of 80% was set by the previous Vice Chancellor for Academic Affairs and upon review of existing files, the reason for the level is no evident. The relevancy of that benchmark in relation to historic data and national norms will be examined and revisions made if necessary for the upcoming year.

Assessment/Evaluation Results (Progress Report)
Only 79% of the respondents to the 2014 Faculty Survey strongly agreed or agreed that faculty had a role in curricular development, change, and review. The objective was not met.

- 2014 Faculty Survey Curricular Development

Improvement Plan/ Changes Made
Although the objective was not met, one major area of concern is the lack of faculty participation in the survey with on 24 participating in the 2014 Survey. One challenge over the past year was the number of new faculty. Faculty in their first year of service do not serve on committees and may not understand the process. The results of the survey will be discussed in Academic Council in an effort to identify where the disconnect is occurring and what can be done.

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4. Institutional Effectiveness: To foster academic success through instructional effectiveness.

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Budget Information: no additional funds requested
Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, Goal 6, Goal 7
Start: 11/1/2013
End: 10/31/2014
Provided By: Academic Affairs
Progress: Completed
Related Items

4.1: Instructional Program Satisfaction

Progress: Completed
Provided By: Academic Affairs
Objective With Intended Outcomes
Graduating students will be very satisfied or somewhat satisfied with their instructional program.
Assessment/Evaluation/Measures/Strategies
90% of the respondents to the Graduating Student Survey will be very satisfied or somewhat satisfied with their instructional program. This survey is administered every fall and spring.

The benchmark of 90% was set by the previous Vice Chancellor for Academic Affairs and upon review of existing files, the reason for the level is no evident. The relevancy of that benchmark in relation to historic data and national norms will be examined and revisions made if necessary for the upcoming year.

Assessment/Evaluation Results (Progress Report)
In fall 2013, 99 graduating students responded to the survey. 100% responded that LSU Eunice had prepared them very well (73%) and somewhat well (27%) in the area of written communication; 98% responded that LSU Eunice had prepared them very well (69%) and somewhat well (29%) in the area of spoken communication. 100% responded that LSU Eunice had prepared then very well (74%) and somewhat well (26%) for their career/educational goals.

In spring 2014, 143 graduating students responded to the survey. 97% responded that LSU Eunice had prepared then very well (71%) and somewhat (26%) in the area of written communication; 98% responded that LSU Eunice had prepared then very well (62%) and somewhat well (36%) in the area of

spoken communication; 98% responded that LSU Eunice had prepared then very well (80%) and somewhat well (18%) for their career/education goals. The objective was met.

- Fall 2013 Graduating Student Survey
- Spring 2014 Graduating Student Survey

Improvement Plan/ Changes Made
The objective was met. The Graduating Student Survey was discussed in the Academic Council. The Division Heads were asked to review the responses pertaining to their areas. The former Registrar was tasked with revising the survey and possibly moving it online. However, with his resignation this project was placed on hold. The paper survey is continuing at this time. The results of the survey will continue to be monitored by the Vice Chancellor for Academic Affairs and discussed in Academic Council.

- Academic Council Agenda Nov. 7, 2013
- Minutes from Academic Council Nov. 7, 2013

4.2: One Year Retention

Progress: Completed
Provided By: Academic Affairs

Objective With Intended Outcomes
The number of freshmen retained fall-to-fall will increase as compared to the baseline year of 2000-01 to 2001-02 of .5966.

Assessment/Evaluation/Measures/Strategies
Retention will increase at least 1% in comparison to the baseline year according to the data reported in the Board of Regents SSPS report.

Assessment/Evaluation Results (Progress Report)
Retention from Fall 2012-2013 to Fall 2013-2014 was 0.6725 which was greater than a 1% increase. The objective was met.

- Student Retention Data

Improvement Plan/ Changes Made
Students who have not registered for the subsequent semester are contacted to ascertain the reason and to lend assistance if appropriate. Students indicating a desire to resign are interviewed to determine if a different course of action might be appropriate. Faculty members continue to report students with attendance issues to Student Affairs for follow-up. Overall, the strategy has been to be more intrusive, to follow students from semester to semester, and to provide guidance/alternatives.

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5. Policies and Procedures: To ensure that academic policies and procedures are reviewed annually for clarity and conformity to national good practices.
Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: no additional funds requested
Relationship to Institutional Goal: Goal 3, Goal 5, Goal 6, Goal 7, Goal 8, Goal 9
Start: 11/1/2013
End: 10/31/2014
Provided By: Academic Affairs
Progress: Completed
Related Items

5.1: Policies and Procedures-Faculty
Progress: Completed
Provided By: Academic Affairs

Objective With Intended Outcomes
Faculty will indicate satisfaction with LSU Eunice's policies and procedures.

Assessment/Evaluation/Measures/Strategies
80% of the respondents to the Faculty Survey will express satisfaction with LSU Eunice's policies and procedures.

The benchmark of 80% was set by the previous Vice Chancellor for Academic Affairs and upon review of existing files, the reason for the level is no evident. The relevancy of that benchmark in relation to historic data and national norms will be examined and revisions made if necessary for the upcoming year.

Assessment/Evaluation Results (Progress Report)
75% of the faculty responding to the faculty survey stated that the dismissal, suspension, and resignation are clearly defined; 79% were satisfied with faculty's role in curricular development; 71% indicated that employment and evaluation policies are clearly communicated to them; 75% of the faculty indicated that the promotion and tenure policies were carefully followed. The objective was not met. The average satisfaction was 75%.

- 2014 Faculty Survey

Improvement Plan/ Changes Made
The 2014 survey shows that faculty are less satisfied than the previous year. However, the response rate was only about 40%. The results still need to be investigated. The Faculty Senate and Academic Council will be informed of the concerns and asked for input on how to improve this area.

5.2: Policies and Procedures-Academic Council

Progress: Completed
Provided By: Academic Affairs

Objective With Intended Outcomes
Policy statements under the purview of the VCAA will be reviewed annually by the Academic Council for clarity and conformity to best practices.

- Review of Policy Statements

Assessment/Evaluation/Measures/Strategies
100% of the policy statements will be reviewed and revised if needed.

Assessment/Evaluation Results (Progress Report)
Thirty two policy statements were reviewed by Academic Council on February 24, March 10, and March 17, 2014 and revised as needed.

- Academic Council Minutes 2/24/2014
- Academic Council Minutes 3/10/2014
- Academic Council Minutes 3/17/2014

Improvement Plan/ Changes Made
The Academic Council will continue to review and update policy statements. There are two policies of particular interest that will be focused on during FY 2014-15; P.S. 8 dealing with Student Complaint Procedure and P.S. 11 which covers the Search Process for hiring faculty and staff.

Career Services

1: To assist students in declaring a major and exploring job opportunities.
Relationship to Strategic Goals: Goal 2.2, Goal 2.4
Budget Information: $2,458.00
Relationship to Institutional Goal: Goal 1, Goal 5, Goal 8
Start: 11/1/2013
End: 10/31/2014
Provided By: Career Services
Progress: Completed
Related Items

1.1: Career Decision Making and Experiential Education
Progress: Completed
Provided By: Career Services

Objective With Intended Outcomes
1.0 Career Decision Making - Career and Technical Education (CTE) students will utilize career assessments within the Kuder College and Career Planning System for assistance with choosing a major.

1.1 Experiential Education - CTE students will utilize College Central Network (CCN) to explore job opportunities.

Assessment/Evaluation/Measures/Strategies
1.0 Career Decision Making - Since benchmark set at 50% (*based on usage in AY 2011-12*) was achieved in AY 2012-13, Career Services will strive to achieve above 50% Kuder utilization from Career & Technical Education (CTE) students in AY 2013-14. Career Services will run a computer generated administrative report powered by Kuder to retrieve the number of students who completed the Kuder assessment during AY 2013-14. A search through myLSUE for each student listed in the Kuder report will be conducted to determine the number of students who are classified as CTE students.

1.1 Experiential Education - Since benchmark set at 50% (*based on usage in AY 2011-12*) was achieved in AY 2012-13, Career Services will strive to achieve above 50% College Central Network (CCN) utilization from CTE students. Career Services will run a computer generated administrative report powered by CCN to determine the number of CTE students who utilized CCN during AY 2013-14.

Assessment/Evaluation Results (Progress Report)
1.0 Career Decision Making - Results indicated 414 students took the online Kuder Career assessments. Of the 414 students who took the Kuder assessments, 208 students (50.2%) were classified as CTE. Based on these results, this objective has been met.
Result: Objective was met.
1.1 Experiential Education - Results indicated 76 out of 85 students (89.4%) of students who utilized CCN were classified as CTE students. Based on these results, this objective has been met. Result: Objective was met.

- CCN CTE Report
- Kuder CTE Report

Improvement Plan/ Changes Made
1.0 Career Decision Making - Career Services will continue to monitor, track, and document the number of CTE students who utilize Kuder career assessments to satisfy Carl Perkins funding requirements. Therefore, Career Services will continue striving to achieve above 50% Kuder utilization from CTE students.

1.1 Experiential Education - Career Services will continue to monitor, track, and document the number of CTE students who utilize CCN to satisfy Carl Perkins funding requirements. Therefore, Career Services will strive to achieve above 80% CCN utilization from CTE students.

2: To assist students in sharpening their job search skills.
Relationship to Strategic Goals: Goal 2.2, Goal 2.4
Budget Information: $1,207.74
Relationship to Institutional Goal: Goal 1, Goal 5, Goal 8
Start: 11/1/2013
End: 10/31/2014
Provided By: Career Services
Progress: Completed
Related Items

2.1: Job Search-Resume Approval
Progress: Completed
Provided By: Career Services

Objective With Intended Outcomes
Students who utilize the online College Central Network (CCN) will register and upload their resume with CCN.

Assessment/Evaluation/Measures/Strategies
Benchmark: More than 14%. This is as a result of achieving 14% of students who registered and uploaded their resume online with CCN (College Central Network), 2% above the AY 2011-12 objective.

Career Service will use data collected from CCN online system which tracks the number students who register and upload a resume online.

Assessment/Evaluation Results (Progress Report)
Results from CCN data indicated 63 students registered with CCN; of these students 27 uploaded their resume for approval. Therefore, 42.8% registered students uploaded their resume online. Based on results from CCN data, this objective has been met by achieving 42.8% of registered CCN students who uploaded their resume for approval (28.8% above the 14% benchmark set in AY 2012-13). Result: Objective was met.

- College Central Network Report Registration and Resume Uploads

Improvement Plan/ Changes Made
Career Services will continue to encourage students to register with CCN and provide resume writing assistance.

2.2: Job Search - Resume Writing

Progress: Completed
Provided By: Career Services
Objective With Intended Outcomes
Students will create and upload a professional resume through College Central Network (CCN) that would be rated as effective to land a job interview.
Assessment/Evaluation/Measures/Strategies
Benchmark: 20% of participants. The total number of participants was 15.

Career services will use a rubric to evaluate the resume format, education section, experience section, and honors/activities and determine if the resume should effectively land the student an interview.

- Resume Writing Rubric

Assessment/Evaluation Results (Progress Report)
Based on results from the resume rubric evaluation, 16 out of 27 students (59.2%) who uploaded resumes received an approval rating. The rubric evaluation results indicated of the 27 students who submitted resumes, 16 resumes (59.3%) rated **effective** *(should effectively land an interview)*, 0 resumes (0 %) rated **borderline effective** *(could land an interview)*, and 0 resumes (0 %) rated **average** *(needs improvement to rise to the "top of stack")* and 11 resumes (40.7%) rated **poor** *(needs significant improvement; would be discarded during screening)*. Therefore, the objective of at least 20% of students who submitted resumes should effectively land a job interview was achieved.
Result: Objective was achieved.

Completed rubric attached as documentation.

- CCN Resume Upload Report
- CCN Resume Upload Results
- Resume Rubric - Student Resume Evaluation

Improvement Plan/ Changes Made
Career Services will conduct a campus-wide campaign by reaching out to faculty who teach capstone courses to encourage students to seek resume writing and job interviewing assistance from the Office of Career Services before graduating or applying for an internship program. Career Services will offer resume writing and job interviewing presentations to students enrolled in these courses.

3: To assist students in obtaining part-time/full-time employment.
Relationship to Strategic Goals: Goal 2.2, Goal 2.4
Budget Information: 3,160.00
Relationship to Institutional Goal: Goal 1, Goal 5, Goal 8
Start: 11/1/2013
End: 10/31/2014
Provided By: Career Services
Progress: Completed
Related Items

3.1: Employment Services-Placement

Progress: Completed
Provided By: Career Services

Objective With Intended Outcomes

Due to discontinuation of the ACT Student Opinion Survey, effective end of AY 2012, Career Services has developed new objective that will measure the number of graduating students who utilize online College Central Network (CCN) job placement services through the Office of Career Services. Online job placement services should achieve between a 10% to 15% increase in the number of graduating students who utilize CCN. Since CCN has an online tracking system, Career Services will discontinue the use of handwritten logs to track graduating students who utilize job placement services.

Assessment/Evaluation/Measures/Strategies

Career Services will run a computer generated report which collects data from CCN online system and track the number of graduating students who register and utilize the online job placement services.

Assessment/Evaluation Results (Progress Report)

Results from CCN data indicated 81 graduating students registered with CCN and utilized online job placement services. A total of 81 out of 334 (24.3%) graduating students utilized job placement services during AY 2013-14. Based on results from CCN data, this objective has been met by achieving 24.3% of graduating students who registered and utilized job placement services (14.3% above AY 2012-13 utilization rate and within the 10% to 15% objective range set for AY 2013-14).
Result: Objective was met.
Documentation from summer and fall 2013 graduates.
Documentation from spring 2014 graduates.

- CCN Graduate Utilization Report
- SPR 2014 Graduates
- SUM & FALL 2013 Graduates

Improvement Plan/ Changes Made
Career Services will continue to provide one-on-one assistance and encourage students to register and utilize job placement services online.

4: To develop partner relationships with employers and monitor employer satisfaction.
Relationship to Strategic Goals: Goal 2.2, Goal 2.4
Budget Information: 1,208.00
Relationship to Institutional Goal: Goal 1, Goal 5, Goal 8
Start: 11/1/2013
End: 10/31/2014
Provided By: Career Services
Progress: Completed
Related Items

4.1: Employment Services-Employer Satisfaction
Progress: Completed
Provided By: Career Services

Objective With Intended Outcomes
Employers who participate in the annual career fair events (Health Sciences and All Majors Career Fair) will be satisfied with the overall experience/environment of the career fair event.

Assessment/Evaluation/Measures/Strategies
Benchmark: Overall satisfaction rate of at least 90%. Employers who participate in the career fair events complete an Employer Satisfaction Survey with an overall satisfaction rating of at least 90%.

Assessment/Evaluation Results (Progress Report)
Data collected from the Employer Satisfaction Survey indicated 12 employers (100%) who participated in the Health Sciences Career Fair completed the survey. Employers who completed the survey rated the event as follows: 12 (100%) were either very satisfied or satisfied with the overall

experience/environment of the career fair event and 11 employers (100%) who participated in the All Majors Career Fair were either very satisfied or satisfied with the overall experience/environment of the career fair event. Employers who attended both events marked "yes" when asked if they would participate again.

Based on the data from the Employer Satisfaction Survey, this objective has been met by achieving an employer satisfaction rating of 100% from both Health Sciences and All Majors Career Fair events (same ratings for both events as the previous year).
Result: Objective was met.

- All Majors Employer Satisfaction Survey
- Health Sciences Employer Satisfaction Survey

Improvement Plan/ Changes Made
Career will continue to develop partner relationships with employer and monitor employer satisfaction, as well as strive to achieve a satisfaction rating between 90% and 100% for AY 2014-15.

Continuing Education

1: The Office of Continuing Education will provide non-credit learning experiences that meet the needs of a wide variety of community learners.

Relationship to Strategic Goals:
Budget Information: none (existing)
Relationship to Institutional Goal: Goal 8, Goal 9
Start: 7/1/2013
End: 6/30/2014
Provided By: Continuing Education
Progress: Completed
Related Items
There are no related items.

2: The Office of Continuing Education will administer off-campus University programs and assist the Divisions by scheduling and administering extension and electronic course options that are responsive to unique student needs off-campus and after-hours.

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: none (existing)
Relationship to Institutional Goal: Goal 8, Goal 9
Start: 7/1/2013
End: 6/30/2014
Provided By: Continuing Education
Progress: Completed
Related Items

2.1: Credit Offerings-After Hours/Off-campus Courses

Progress: Completed
Provided By: Continuing Education

Objective With Intended Outcomes

At the beginning of each schedule planning period of the academic year, Continuing Education staff will meet with Academic Affairs staff, Division Heads, and program coordinators to identify needs for scheduling courses after-hours, off-campus, and in other non-traditional formats to meet the needs of students unable to attend on-campus classes because of constraints of time and place.

- After-Hours/Off-Campus Classes Ay 13-14

Assessment/Evaluation/Measures/Strategies

Print-out of class schedule each fall and spring semester after 14th class day showing course offerings and enrollment in sections administered by Continuing Education.

- After Hours Schedules AY13-14
- Cont. Ed Class Schedule 12-13

Assessment/Evaluation Results (Progress Report)
The objective was met. The Continuing Education staff met with Division Heads in schedule planning at the beginnings of each semester. Since night class enrollments have dropped off in the years since online learning has evolved, the trend of offering fewer classes with smaller classes continued, as noted in the brevity of the attached schedule list from both semesters. A determined effort was made to continue offering a basic Pathways to Success after-hours block for non-traditional learners, but the rest of the after-hours offerings were scheduled later in the afternoon/evening largely because of the availability of part-time instructors who have other jobs during the day. Those classes aided the divisions by providing additional seats in high-demand classes that tend to fill up and close in the daytime sections.

Improvement Plan/ Changes Made
No changes or plans made at this point. The staff will continue to confer and collaborate with other departments to anticipate changing needs or evolving situations going forward into the next year.

2.2: Credit Offerings: Extension Programs and Special Services

Progress: Completed
Provided By: Continuing Education

Objective With Intended Outcomes
During schedule planning times in each academic year, Continuing Education staff will meet with third-party University constituents and clients to identify needs and opportunities for extending University classes and credit-programs at off-campus locations.

- Acadia Parish Dual Credit MOU
- Evangeline Parish MOU
- LSUE-LSUA Collaboration Minutes
- SCA Agreement

Assessment/Evaluation/Measures/Strategies
Print-out of class schedule each semester after 14th class day showing course offerings and enrollment in sections offered to third-party constituents.

- Dual Credit Master
- LSUA Schedule

Assessment/Evaluation Results (Progress Report)
Objective met. The two extension programs the office administered were the site at LSU Alexandria and the dual credit program in regional high schools.
Course offerings and enrollments at LSU Alexandria were stable and ran smoothly, in spite of the termination of the full-time coordinator position at the end of AY12-13. Dr. Elliott from the local staff, aided by one of the part-time faculty members at LSU-Alexandria, oversaw an operation that ran smoothly and effectively. At the end of the academic year (June 14), the collective staffs from LSU-Eunice and LSU-Alexandria met at the Alexandria campus to assess the state of the collaboration and discuss means for continuing as well as improving the support and services to students.
Dual credit met the significant challenge of persisting in the first year of the State's complete withdrawal of funding to support student participation. LSU Eunice, in collaboration with the local schools and school districts, kept the program going without a drastic decrease in participation, as feared at the beginning of the year. Enrollments didn't drop off significantly because (1) LSU Eunice offered discounted tuition for high school students and (2) because of LSU Eunice's established loyalties and relationships with so many local constituents.

Improvement Plan/ Changes Made
Going forward, the plan is to stay the course, looking for opportunities for expansion and areas for collaboration. At the beginning of planning year 14-15, in fact, a new dual credit agreement has been executed with Vermilion Parish and one is currently under negotiation with St. Landry Parish. LSU Eunice has also executed a MOU with the Louisiana Department of Education to offer dual credit through the LDOE Supplemental Course Academy, which could increase enrollment through state funding support for student tuition. LSU-Alexandria enrollment for the beginning of 14-15 appears to be stable and the LSU Eunice staff enjoys a productive working association with the LSU Alexandria staff.

2.3: Student Learning Outcomes in Coursework
Progress: Completed
Provided By: Continuing Education

Objective With Intended Outcomes
Academic departments are responsible for the assessment of objectives and student learning outcomes, but Continuing Education assists with the mechanics of implementation.

Assessment/Evaluation/Measures/Strategies
Assessment of Continuing Education sections offered after-hours and off-site takes place in the respective Division offices.

Assessment/Evaluation Results (Progress Report)
Note: Two out of nine dual credit composition sections failed to collect and report SLO data due to miscommunication in the spring semester.

Improvement Plan/ Changes Made
The Director of Continuing Education will provide clear instructions and directions to dual credit teaching staff to assess SLO's for all dual credit sections in 2014-14.

3: The Continuing Education Office will use post-event survey data to evaluate the effectiveness of its non-credit and community service programs, including activities related to workforce development, leisure and lifelong learning, and youth enrichment.

Relationship to Strategic Goals:
Budget Information: Not applicable
Relationship to Institutional Goal: Goal 8, Goal 9
Start: 7/1/2013
End: 6/30/2014
Provided By: Continuing Education
Progress: Completed
Related Items
There are no related items.

Developmental Education

1: In working to maintain an effective developmental education program, Pathways to Success will provide students the necessary support for the successful completion of their developmental coursework.

Relationship to Strategic Goals: Goal 1.1, Goal 2.4
Budget Information: none (existing)
Relationship to Institutional Goal: Goal 4, Goal 5, Goal 7, Goal 8
Start: 11/1/2013
End: 10/31/2014
Provided By: Developmental Education
Progress: Completed
Related Items

1.1: Developmental English (ENGL 0001)

Progress: Completed
Provided By: Developmental Education

Objective With Intended Outcomes

Developmental education (Pathways and non-Pathways) will successfully complete their developmental course work gaining competencies in developmental English composition (ENGL 0001) mechanics, sentence structure, and paragraph structure necessary to successfully begin their first general education English composition course.

Assessment/Evaluation/Measures/Strategies
Direct Assessment

For Fall 2013, this outcomes will be directly assessed and analyzed through a multiple choice examination designed by the English faculty during the last week of the semester. All students remaining in the course will be assessed (i.e. no sampling). Assessment will include LSUE, LSUA site students, dual credit students, and online students. The faculty have constructed a 25 question multiple choice examination paralleling the primary objectives for the course. The student learning outcomes are as follows:
Upon successful completion of this course, the student will

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

The benchmark for all SLOs is 70% based on historical University record and given the fact that a 70% (grade of C) in ENGL 0001 does lead to a good chance of at least obtaining a 70% in ENGL 1001.

For spring 2014 only, a pretest using ACT's COMPASS will be given immediately after registration closes for students in random sections of ENGL 0001 on the LSUE site only. A post test will then be given during the last two weeks of classes. A t test for repeated measures will be performed to determine if the gain score is statistically significant. An average post test score larger than the average pretest score will be considered as obtaining the objective. The COMPASS testing will be accomplished as part of a grant and will be used for one semester.

The 2013-2014 ENGL 0001 syllabus is attached.

Indirect Assessment
An indirect measure is also included using data from institutional research using the success rate for the ENGL 0001 course over the 2013-2014 academic year. This rate is calculated using the methodology from the National Center for Developmental Education (NCDE) in that the frequency of withdraws and failures due to the attendance policy are removed from the total n.

According to the NCDE, the success rate using this method for developmental English is 73%.

- ENGL 0001 departmental syllabus

Assessment/Evaluation Results (Progress Report)
In keeping with the assessment plan, all students attending in the last week of classes of fall 2013 took the SLO assessment (i.e. no sampling). In spring 2014, four sections of ENGL 0001 were selected to participate in the pre-posttest using COMPASS. Other spring sections were selected to take the diagnostic portion of the COMPASS and did not participate in the pre-post test.

Direct Assessment

For fall 2013, a total number of 260 students took the ENGL SLO assessment scoring an 80% overall (see Table 1). Outcome A was 85% while Outcome B was 88% and Outcome C was 76%. Given the natural variation in the data, the performance of students at each site and online were relatively the same. All sites scored better than 70% on all sections of the SLO assessment. A copy of the SLO assessment for the online class is here and a copy of the item analysis for the face to face sections is here.

Table 1. ENGL 0001 SLOs fall 2013

Fall 2013 Site Summaries

ENGL 0001 SLO Description	Overall	LSUE	Dual Credit	LSUA	Online
Overall	80	81	none	77	81
A. Using clear topic sentences	85	84		86	87
B. Using evidence to support a topic sentence	88	88		87	93
C. Using proper grammar and punctuation	76	78		70	74
Total number of students	260	194		54	12

For spring 2014 only as part of a grant, a total of 62 students in four sections of ENGL 0001 took the COMPASS writing pretest at the beginning of the course; however, only 34 of the students took the post test. As a result, only 34 students with both pretest and post test scores were included in the analysis. The sample does satisfy the 30 observations needed for a sample to approach a normal distribution according to the Central Limit Theorem (see Hinkle, Wiersma, & Jurs, 1998; Minium, King, & Bear, 1993). A paired t-test was performed to determine if the results of the post tests were statistically significant compared to the pretest (see Table 2).

The observed gain score ($M = 9.59$, $SD = 21.05$, $N = 34$) was significantly greater than zero (mean of the posttests - mean of the pretests), paired $t(33) = 2.66$, one-tail $p = 0.006 < .05$, providing evidence that developmental English, on average increases a student's COMPASS writing score by almost 10 points. A 95% C.I. about the difference in the mean writing score is (2.243, 16.993) (see Table 3).

Even though the writing pretest and post test was not used for placement, 22 (65%) of the 34 students scored a 68 or above indicating that they were ready for general education English composition at the conclusion of the ENGL 0001 course in spring 2014.

Table 2. ENGL 0001

t-Test: Paired Two Sample for Means

	Pre Writing Skills Score	*Post Writing Skills Score*
Mean	64.79411765	74.38235294
Variance	564.1684492	434.728164
Observations	34	34
Pearson Correlation	0.561082582	
Hypothesized Mean Difference	0	
df	33	
t Stat	-2.655819336	
P(T<=t) one-tail	0.006044627	
t Critical one-tail	1.692360309	

Table 3. Difference in means results for ENGL 0001.

	Difference
Mean	9.588235294
Standard Error	3.610273923
Median	7.5
Mode	8
Standard Deviation	21.05133357
Sample Variance	443.1586453
Kurtosis	0.595336039
Skewness	0.884229067
Range	91
Minimum	-22
Maximum	69
Sum	326
Count	34
Confidence Level (95.0%)	7.345157525

Indirect Assessment

As in past years, student grades were analyzed as an indirect measure of success. Overall, the raw data indicates that 364 (71%) of the 511 students successfully completed the ENGL 0001 course during the AY 13-14. Using the NCDE methodology and removing failures due to absences and withdrawals, 364 (87%) of the 417 students remaining in the course at the conclusion of the semester successfully completed the course.

Table 4. Indirect assessment using grades.

AY 13-14 ENGL 0001

Description	LSUA	Dual Credit	LSUE (wo online)	Online	Totals
Total n	95	none	393	23	511
No. of Ws	7		82	1	90
No. violation of attendance policy	1		3	0	4
Grade of A, B, C only	80		265	19	364
Percent success using NCDE	92		86	86	87.3

The two direct assessments met the established targets. For fall 2013, each of the outcomes and the overall score exceeding the benchmark of 70% for the 260 students who took the SLO assessment. For spring 2014, the post test exceeded the pretest by better than 9.5 points and was statistically significant. The one indirect assessment of 87% for 511 students exceeded the established NCDE rate of 73%. As a result, objective 1.1 is met.

- Fa 13 ENGL 0001 item analysis
- Student Learning Outcomes for FALL 2013 ENGL 0001.25

Improvement Plan/ Changes Made

Beginning fall 2014, the ENGL 0001 faculty will once again give the SLO assessment at the conclusion of course. Diagnostic and pre-post test results will be discussed with the English faculty. No other changes are planned.

1.2: Developmental Math (MATH 0001)

Progress: Completed

Provided By: Developmental Education

Objective With Intended Outcomes

Developmental education (Pathways and non Pathways) students will successfully complete their developmental coursework gaining competencies in computational and elementary algebra skills (MATH 0001) necessary to begin MATH 0002.

Assessment/Evaluation/Measures/Strategies

Direct Assessment:

The outcomes will be directly assessed and analyzed through a multiple choice comprehensive final examination designed by the mathematics faculty using the textbook publisher's Testgen program. All students taking the final exam in the fall 2013 and spring 2014 semesters were assessed (i.e. no sampling). Assessment will include LSU Eunice and LSU Alexandria site students, modular students, and online students.

The student learning outcomes in MATH 0001 are: The student, upon successful completion of this course, will:

A. Manipulate the order of operations on the real numbers.
B. Perform basic algebraic operations with expressions and linear equations.
C. Analyze and compute measurements for different geometric figures.

These outcomes are contained in the MATH 0001 course syllabus for both fall 2013 and spring 2014.

The benchmark established for the SLOs is 70% which is the traditional "C" grade according the LSU Eunice Catalog. This was chosen as the minimum competency necessary in order to begin MATH 0002.

Indirect Assessment:

One indirect measurement is also included using data from institutional research using the success rate for the MATH 0001 course over the 2013-2014 academic year. The rate is calculated using the methodology from the National Center for Developmental Education (NCDE) in that the frequency of withdrawals and failures due to the attendance policy (in MATH 0002 only) are removed from the total n. The national benchmark according to the NCDE is 68%.

- MATH 0001 SYLLABUS MAY 2013 for AY 13-14

Assessment/Evaluation Results (Progress Report)
In keeping with the assessment plan, all students taking the final exam in MATH 0001 during fall 2013 and spring 2014 took the SLO assessment as part of the final exam in order to measure student learning. Note that the SLOs have been collapsed from nine to three in order to align with the Quality Enhancement Plan Path 2 Math Success. In all, 512 students were assessed using the final exam (see Table 1).

Direct Assessment
Overall, students scored a 73% on the assessment with 1.1.1 at 78%, 1.1.2 at 71%, and 1.1.3 at 64%. LSUA students did have some difficulty with 1.1.2; however, they improved one percentage point from last year. As noted, the major issue seems to be 1.1.3 where students performed at a 64% overall. One reason for the poor performance was the modular students are using a book with minimal geometry problems. In addition, problems 46 and 47 were the most missed problems on the assessment. Students do not remember the formulas and in several cases do not understand the difference between estimated and exact answers. In problem 46, the students had to square 4.2 and put pi behind it to arrive at the correct answer. In problem number 47, the student only had to multiply 2 times 3.14 times 7 to arrive at the correct answer.

Table 1. Direct Assessment using SLOs in Percentages

MATH 0001 SLO Description	Overall	Modular	LSUE	Dual Credit	LCRP	LSUA	Online
Overall	73	70	74	none		70	77
1.1.1. Manipulate order of operations with real numbers	78	73	79			76	78
1.1.2. Perform basic algebraic operations with expressions and linear equations	71	74	71			67	77
1.1.3. Geometry	64	54	67			59	73
Total number of students tested	512	70	302			114	26

Despite the problems with objective 1.1.3, the overall results have improved since SLOs have been measured in spring 2011. In fact, the overall statistic and 1.1.1 remained unchanged from last year while performance in 1.1.2 increased slightly. Even though problems remain with objective 1.1.3, the faculty are pleased with the results and will discuss the results relating to geometry.

Table 2. Direct Assessment of SLOs - Longitudinal (in Percentages)

MATH 0001 Student Learning Outcomes: All Sections Without Modular	Sp 11	AY 11-12	AY 12-13	AY 13-14	Change
Overall	63	71	73	73	0
1.1.1. Manipulate order of operations with real numbers	68	77	78	78	0
1.1.2. Perform basic algebraic operations with expressions and linear equations	58	66	68	70	2
1.1.3. Geometry[1]	x	64	67	65	-2
Total number of students tested	259	714	608	442	

Notes: 1. C-1 not assessed in spring 2011.

A copy of the final exam is here. The item analysis for all face-to-face sections is here showing difficulty with the two geometry questions. The raw data for the online sections is here. Modular mathematics data can be found here.

Indirect Assessment

Next, an indirect assessment took place using student grades. Overall, 74% of the students successfully completed MATH 0001 during the AY 2013-2014. This is up from 68% in 2013-2014 and exceeds the 68% used as a standard by the NCDE. The competency based modular method out-performed online, LSUE, and finally LSUA (see Table 3). The methodologies, face-to-face program at LSUE and LSUA and the two technology based programs - modular and online - seemed to perform similarly to each other.

Table 3. Indirect Assessment of Student Learning Using Course Success Rates.

AY 13-14 MATH 0001[1]

Description	LSUA	Dual Credit	LSUE[2]	Modular	Online	Totals
Total n	144	0	380	95	31	650
No. of Ws	16		44	9	0	69
No. violation of attendance policy	2		3	6	0	11
Grade of A, B, C only	84		243	69	25	421
Percent success using NCDE	67		73	86	81	73.9

1. Includes all students at all sites both Pathways and Non Pathways.
2. Modular and online students not included in this number.

Since the 73% exceeds the benchmark of 70% for the direct measurement using SLOs and the 74% exceeds the NCDE's benchmark of 68% for the indirect measurement, Objective 1.2 is met subject to increasing the results on 1.1.3.

- AY 13-14 Item analysis
- FINAL Exam MATH 0001 FALL 2013 - SUMMER 2014

- Math 0001 - Modular Sp 14 Item Analysis
- Math 0001 - Online spring 2014

Improvement Plan/ Changes Made
Improvements can be made in objective 1.1.3; however, one of the problems is that the topics are, for the most part, not taught unto themselves. Instead, the topics are taught embedded into other subjects. Next, only five questions are included in the geometry section compared to 15+ in other the other two categories. It might be wise to add a question or two in the geometry section in order to balance out the effect of the two most missed problems on the assessment.
Lastly, modular math uses a different book and does not cover the geometry section as well as the book being used in the face-to-face and online sections. As a result, the math faculty have decided to move to an updated version of the book that includes additional geometry and application problems. The new book (along with new programming) will be used beginning summer 2015.

1.3: Developmental Math (MATH 0002)

Progress: Completed
Provided By: Developmental Education

Objective With Intended Outcomes
Developmental education students (Pathways and non-Pathways) will successfully complete their developmental coursework gaining competencies in the algebra and coordinate geometry (MATH 0002) necessary to be successful in their first general education mathematics course.

Assessment/Evaluation/Measures/Strategies
Direct Assessment:
The outcomes will be directly assessed and analyzed through a multiple choice comprehensive final examination designed by the mathematics faculty using the textbook publisher's Testgen program. All students taking the final exam in fall 2013 and spring 2014 were assessed (i.e. no sampling). Assessment includes LSUE and LSUA face-to-face students, dual credit students, modular, and online students. The student learning outcomes in MATH 0002 are: Upon successful completion of this course, the student, will:

A. Perform basic algebraic operations.
B. Perform basic operations involving the rectangular coordinate system.

These outcomes are contained in the MATH 0002 course syllabus for both fall 2013 and spring 2014.

The benchmark established for the SLOs is 70% which is the traditional "C" grade according to the LSU Eunice Catalog. The 70% was chosen as it is the minimum level of competency in MATH 0002 needed for general education mathematics.

Indirect Assessment:
One indirect measurement is also included using data from institutional research. This is the success rate for MATH 0002 course over the 2013-2014 academic year. The rate will be calculated using the methodology from the National Center for Developmental Education (NCDE) using the frequency of success defined by the students receiving a grade of A, B, or C divided by those who remain in the course on the final day (withdraws and failures due to the attendance policy are removed from the total n). The rate established by the NCDE using this method of calculation is 68%.

- MATH 0002 SYLLABUS MAY 2013 for Fa 13 - Su 14

Assessment/Evaluation Results (Progress Report)
In keeping with the assessment plan, all students taking the final exam in MATH 0002 during fall 2013 and spring 2014 took the SLO assessment as part of the final exam in order to measure student learning. Note that the number of SLOs were collapsed from 12 to two in order to align outcomes with the Quality Enhancement Plan Path 2 Math Success. In all, 491 students were assessed using the final exam (see Table 1). A copy of the final exam is here along with raw date from an online section and modular section.

Direct Assessment
Overall, students scored a 67% on the assessment with 1.1.4 at 67% and 1.1.5 at 64% (See Table 1). Interestingly enough, the two sites with face-to-face students scored identically on each

outcome. Students using technology scored similar to one another as well; however, they scored higher than the face-to-face groups. The most missed problems according to the item analysis were the following

- Problem 30 - only 12% of the students answered this simplification of rational expressions correctly. It involves factoring out a negative which is being ignored by the students.
- Problem 23 - This problem involves solving a rational expression of the form $1 + 1/x = 90/x^2$ which is not that difficult. However, only 32% of them answered it correctly. Students actually did better on problem 22 which is a more difficult problem than this one.
- Problem 27 - A word problem involving the area of a rectangle, only 33% answered this problem correctly.
- Problem 25 - Again, a word problem involving a right triangle, only 38% of them answered this one correctly.
- Problem 32 - Only 39% answered this one correct. It is a rather straight forward find the slope of a line given two points. Students are evidently not remembering the formula.
- Problem 31 - Simplifying rational expressions (division), only 42% of the students answered this problem correctly.

Of the problems missed the most on SLO assessments, this year is no different than past years - students have the most difficulty in MATH 0002 with rational expressions and word problems. In fact, it is worth mentioning that students in the face-to-face sections often do not even attempt the problem in many cases. They simply mark an answer and move on so the results may not really be an indication of student learning, but rather student guessing.

The item analysis from the modular sections point out some similarities between the face-to-face and modular sections. For example, students in the modular sections also had difficulty with word problems relating to area and the Pythagorean Theorem. Both groups also had some difficulty with graphing quadratics as well.

Table 1. MATH 0002 SLO results AY 2013-2014 (in percentages).

AY 2013-2014 Aligned to QEP

MATH 0002 SLO Description	Overall	Modular	LSUE	Dual Credit	LSUA	Online
Overall	67	77	65	none	65	77
1.1.4. Perform basic algebraic operations	67	78	65		65	77
1.1.5. Perform operations with the rectangular coordinate system	64	64	63		63	68
Total number of students tested	491	47	319		82	43

While the performance on outcome 1.1.4 seems to fluctuate from year to year, the performance on outcome 1.1.5 remains stable or even decreases slightly (see Table 2). While the rectangular coordinate system problems are not all that difficult, there are only six of them with four being the last four problems on the exam. Problem 32 mentioned above is a slope problem missed by the majority of students. In addition, problem 44, the very last problem, is a quadratic graphing problem was only answered correctly by 54% of the students. Problem 41 was answered correctly by 55% of the students dealing with graphing a line in the form y = mx + b with m being a fraction. It appears as if students might be suffering from fatigue by the time they get to the graphing problems.

Table 2. MATH 0002 SLOs all methods but modular (in percentages)

MATH 0002 Student Learning Outcomes Without Modular	Sp 11	AY 11-12	AY 12-13	AY 13-14	Change
Overall	62	66	65	66	1
1.1.4. Perform basic algebraic operations	62	66	64	66	2
1.1.5. Perform operations with the rectangular coordinate system	60	67	69	64	-5
Total number of students tested	306	533	534	444	

Indirect Assessment

Each year, an indirect assessment of student learning is also calculated and benchmarked against the results from the NCDE (see Table 3). The methodology includes removing students who have withdrawn or did not complete the course for some reason from the total n. In this case, a total of 679 were registered on the 14th day; however, 101 withdrew and ten Pathways students were failed due to absences. Subtracting those numbers from the total n - the results for AY 13-14 was 64%. Perhaps the most troubling aspect is that 15% of the students were lost due to attrition.

Table 3. Indirect Based on Grades.

AY 13-14 MATH 0002[1]

Description	LSUA	Dual Credit	LSUE[2]	Modular	Online	Totals
Total n	113	0	445	67	54	679
No. of Ws	15		75	5	6	101
No. violation of attendance policy	3		4	3	0	10
Grade of A, B, C only	61		219	47	37	364
Percent success using NCDE	64		60	80	77	64.1

1. Includes all students at all sites both Pathways and Non Pathways. Also includes 15 modular students completing MATH 0002 in Intersession and alternate semesters.
2. Modular and online students not included in this number.

Based on the fact that the direct assessment of 67% is less than the benchmark of 70% and the indirect assessment of 64% is less than the established NCDE benchmark of 68%, Objective 1.3 is not met.

- Math 0002 - Modular SP 14 Item Analysis
- MATH 0002 FINAL Fa 13 - Su 14
- MATH 0002 test item analysis

- Online Math0002-25-Sp14

Improvement Plan/ Changes Made
Given the results, two avenues are possible.

The first is to make minor changes to the final exam in order to (possibly) clarify some of the issues students are having.

The second is that data is collected for an additional year to determine the relationships between the modular, online, and the face-to-face sections. The results may "fix" themselves if additional students are able to take the modular sections.

A question that does need to be asked is if the online and modular question numbers track exactly like the face-to-face sections. In other words, is problem 41 graphing a line in the form of y = mx + b with m being a fraction in the online and modular sections? While the same SLOs are being measured, tracking problem by problem might prove difficult. However, it would provide valuable information to determine if the modular and online sections are having difficulty with the same problems.

The mathematics coordinator recommended that additional emphasis be placed on rational expressions, especially factoring out the negative. In addition, she suggested that some custom questions be added to My Math Lab (see August 26, 2014 email).

- 8-26-14 email on improvements

1.4: Orientation to University Studies (UNIV 1005)
Progress: Completed
Provided By: Developmental Education

Objective With Intended Outcomes

Developmental Education students (Pathways and non-Pathways) will successfully complete their developmental coursework gaining competencies in the cultural competencies (UNIV 1005) necessary to succeed in their first general education courses.

Assessment/Evaluation/Measures/Strategies
Direct Assessment:
Student learning will be assessed using two methods. First, student learning will be assessed as part of a grant measuring increased reading comprehension over the course of the spring 2014 semester only. ACT's COMPASS will be as a pretest given just after registration closes and as a post test just during the final two weeks of classes. Students scoring an 81 or higher on the post test will be permitted to opt out of UNIV 0008.
Second, the SLOs are directly assessed through a comprehensive final exam in a multiple choice format developed by the faculty using the textbook outcomes and LSU Eunice resources. The first 17 questions on the final exam are standardized across all sections and all sites to assess students who took the final exam. All students remaining in the course in fall 2013 and spring 2014 were assessed (i.e. no sampling) including the LSU Eunice and LSU Alexandria sites. This course is not offered online or through dual credit. The student learning outcomes according to the UNIV 1005 syllabus (there were no changes from fall 2011 to fall 2012) are:
Upon successful completion of this course, the student will:
1. Locate and access LSU Eunice resources.
2. Demonstrate various transferrable academic skills.

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

Indirect Assessment:
An indirect measurement will also be calculated using data from institutional research. This will be the success rate for the course over the 2012-2013 academic year and will be calculated using the methodology from the National Center for Developmental Education (NCDE) in that the frequency of withdrawals and failures due to the attendance policy will be removed from the total n. The rate established for reading is 76%. The faculty decided to use this rate for UNIV 1005 due to the reading component in the second half of the course.

- 8-1-11 UNIV 1005 syllabus

Assessment/Evaluation Results (Progress Report)
In keeping with the assessment plan, all students were pre and post tested using COMPASS to determine increases in reading comprehension. In addition, students taking the final exam in UNIV 1005 during fall 2013 and spring 2014 took the SLO assessment as part of the final exam in order to measure student learning.

Direct Assessment of Student Learning
First, a total of 55 students in five sections of UNIV 1005 (Orientation to University Studies) took the reading pretest at the beginning of spring 2014; however, only 38 of the students took the posttest. As a result, only 38 students with both pretest and posttest scores were included in the analysis. While 38 students are a sample of those who took UNIV 1005 in spring 2014, only 30 observations are needed for a sample to approach a normal distribution according to the Central Limit Theorem (see Hinkle, Wiersma, & Jurs, 1998; Minium, King, & Bear, 1993).

A paired t-test was performed to determine if the results of the post tests were statistically significant compared to the pretest (see Table 1).
The observed gain score (M= 6.95, SD = 8.57, N = 38) was significantly greater than zero (mean of the posttests - mean of the pretests), paired $t(37) = 5.00$, one-tail $p = 0.000 < .05$, providing evidence that orientation to university studies, on average, increases a student's COMPASS reading score by almost 7 points. A 95% C.I. about the difference in mean reading scores is (4.13, 9.77) (see Table 2).

Even though the reading pretest and posttest was not used for placement, 20 (53%) of the 38 students scored a 81 or above indicating that they were ready for general education reading intensive courses social science courses at the conclusion of the UNIV 1005 course in spring 2014.

Table 1. UNIV 1005 Paired t test

	Pre Read Score	*Post Read Score*
Mean	74.31578947	81.26315789
Variance	144.6002845	96.30725462
Observations	38	38
Pearson Correlation	0.709714452	
Hypothesized Mean Difference	0	
df	37	
t Stat	-4.998693678	
P(T<=t) one-tail	7.08156E-06	
t Critical one-tail	1.68709362	

Table 2. Difference in Means Statistics

	Difference
Mean	6.947368421
Standard Error	1.389836799
Median	7
Mode	11
Standard Deviation	8.567529425
Sample Variance	73.40256046
Kurtosis	-0.492284529
Skewness	0.371297714
Range	36
Minimum	-9
Maximum	27
Sum	264
Count	38
Confidence Level (95.0%)	2.816076847

In terms of SLOs assessed on the final exam, students at both face-to-face sites did rather well scoring an 81% overall while scoring an 84 on outcome 1 and 78 on outcome 2 (see Table 3). Students at the LSUA site scored slightly below the LSUE site; however, LSUA did meet the SLO benchmarks.

Table 3. AY 13-14 UNIV 1005 SLO Results (in percentages)

UNIV 1005	Overall	LSUE	Dual Credit	LSUA	Online
Overall	81	84		74	
1. Locate and access LSU Eunice resources	84	87	none	76	none
2. Demonstrate various transferrable academic skills	78	80		72	
Total number of students	320	229		91	

An item analysis as a pdf is here.

Next, minor variations in the scores were noted in the longitudinal data with only minor variations (see Table 4). However, increases since the data was collected in spring 2011 were definitely noted.

Table 4. UNIV 1005 Longitudinal Data (in percentages).

UNIV 1005 SLO Description	SP 11	AY 11-12	AY 12-13	AY 13-14	Change
Overall	70	74	82	81	-1
1. Locate and access LSU Eunice resources	82	80	86	84	-2
2. Demonstrate various transferrable academic skills	60	68	78	78	0
Total number of students	131	399	341	320	

Data was also broken out by Pathways and non-Pathways students. Non Pathways students scored slightly higher than Pathways students overall (84% versus 80%). The same was noted in all other categories as well with outcome A being 87% versus 83% and outcome B being 81% versus 71% (each Non Pathways versus Pathways). There were 236 Pathways students and 86 non Pathways students.

Indirect Assessment

Summary information for AY 13-14 is presented in Table 5. Using the raw data (removing withdraws and failures due to absences from the total n), 302 (73%) out of the 411 students successfully completed UNIV 1005. Using the NCDE methodology, 83.2% of the students successfully completed the course.

Table 5. Indirect data on grades (in percentages).
AY 13-14 UNIV 1005

Description	LSUA	Dual Credit	LSUE (wo online)	Online	Totals
Total n	112	none	299	none	411
No. of Ws	5		36		41
No. violation of attendance policy	1		6		7
Grade of A, B, C only	79		223		302
Percent success using NCDE	75		87		83.2

For the direct assessment, the average score on the post test was greater than the score on the pretest given in spring 2014 only. In addition, overall SLO score for AY 13-14 was 81% which is greater than 70% as is the score on outcome A at 84% and outcome B at 78%. Lastly, the indirect assessment using course success rates for AY 13-14 was 83% which exceeds the NCDE rate of 76%. Based on these assessment results, objective 1.4 is met.

- 9-12-12 V-3 UNIV 1005 SLO outcome questions
- AY 13-14 UNIV 1005 Item Analysis

Improvement Plan/ Changes Made
Faculty will be asked if they wish to update any material on the syllabus or on the Pathways website during the fall 2014 meeting.

1.5: College Reading (UNIV 0008)

Progress: Completed
Provided By: Developmental Education

Objective With Intended Outcomes
Developmental students (Pathways and non-Pathways) will successfully complete their developmental coursework gaining competencies in critical reading comprehension strategies (UNIV 0008) necessary to begin their first general education social science course.

Assessment/Evaluation/Measures/Strategies
Direct Measurement
Direct measurement of the student learning outcomes (SLO) will take place through the use of a faculty designed multiple choice assessment contained on the final exam with the first 25 questions being standardized across all sections of the course for SLO purposes. All students remaining in the course in fall 2013 and spring 2014 were assessed (i.e. no sampling). The course is not offered online or through dual credit. Student learning outcomes according to the UNIV 0008 course syllabus follow.
Upon successful completion of this course, the student will:
A. Correctly identify the meaning of topic, main idea, supporting details, and unfamiliar words in paragraphs, essays, textbook chapters, and visual media.
B. Employ critical reading comprehension strategies.
Please note that the 11-12 syllabus is shown; however, the 12-13 and the 13-14 syllabus was identical beyond the choice of the novel. The novel changed to Ernest Gaines' A Lesson Before Dying.
The faculty used the major learning outcomes for the course and the outcomes in the textbook in creating the assessment with most questions and the reading passage coming directly from materials available through the textbook supplier.
The benchmark established for the SLOs is 70% which is the traditional "C" grade according to the LSU Eunice Catalog.

Indirect Measurement
One indirect measurement was also included using data from institutional research. The success rate for the course over the 2013-2014 academic year defined as a grade of A, B, or C divided by the number of students remaining in the course on the last day. This calculation is based on the methodology from the National Center for Developmental Education (NCDE) in that the frequency of withdraws and failures due to the attendance policy were removed from the total n. The rate calculated by the NCDE is 76%.

- 8-1-11 UNIV 0008 Syllabus

Assessment/Evaluation Results (Progress Report)
In keeping with the assessment plan, all students taking the final exam in UNIV 0008 during fall 2013 and spring 2013 took the SLO assessment in order to measure student learning.

Direct Assessment
All students who took the final exam during fall 2013 and spring 2014 were directly assessed (n = 199). While the students at the LSUE site scored slightly below those from the LSUA site, the overall results were promising. Overall, students scored 75% with 76% on Outcome A and a 73% on Outcome B.

Table 1. UNIV 0008 SLO Results from AY 2013-2014

UNIV 0008 SLO Description	Overall	LSUE	Dual Credit	LSUA	Online
Overall	75	74		82	
A. Correctly identify the meaning of topic, main idea, supporting details, and unfamiliar words in paragraphs, essays, textbook chapters, and visual media.	76	74	No Sections	83	No Sections
B. Employ critical reading comprehension strategies.	73	73		75	
Total number of students	199	169		30	

The results from AY 13-14 represent substantial gains from AY 11-12. The overall results increased by six percentage points while the results for Outcome A have remained relatively stable. The largest gain was in Outcome B jumping from 56% to 73% in just 3 academic years.

Table 2. UNIV 0008 Longitudinal Results

UNIV 0008 SLO Description	AY 11-12	AY 12-13	AY 13-14	Change
Overall	69	75	75	0
A. Correctly identify the meaning of topic, main idea, supporting details, and unfamiliar words in paragraphs, essays, textbook chapters, and visual media.	77	78	76	-2
B. Employ critical reading comprehension strategies.	56	65	73	8
Total number of students	254	209	199	

Breaking out the data by student groups yielded that the Pathways students achieved a 75% overall while the non-Pathways students achieved a 77% overall. The results were similar for Outcome A as the Pathways students achieved a 75% while non-Pathways students scored a 78%. Lastly, outcome B was a 73% and 75% respectively. There were a total of 146 Pathways students and 53 non Pathways.

An Item analysis is contained here.

Indirect Assessment

Finally, an indirect student assessment was conducted by using final course grades (see Table 3). Overall 180 of the 244 students successfully completed the UNIV 0008 course for a raw success rate of 74%. Comparing the data to the NCDE by removing the withdrawals and students who received an F due to violating the attendance policy, yields 180 successful students out of 210 for a corrected success rate of 86%.

Table 3. Indirect Assessment using Student Grades.
AY 13-14 UNIV 0008

Description	LSUA	Dual Credit	LSUE (wo online)	Online	Totals
Total n	43	none	201	none	244
No. of Ws	6		16		22
No. violation of attendance policy	5		7		12
Grade of A, B, C only	27		153		180
Percent success using NCDE	84		86		85.7

Since the results of the direct assessment was 75% exceeding the benchmark of 70% and the indirect success rate of 86% exceeded the NCDE's rate of 76%, Objective 1.4 is met.

- AY 13-14 UNIV 0008 Item Analysis
- V-5 SLO UNIV0008 10-7-12 for fall 2012

Improvement Plan/ Changes Made
Faculty are currently updating the syllabus and student materials as part of the normal routine.

2: General Education: Pathways to Success will provide students the necessary support for the successful completion of their first general education course in English, mathematics, and social science.

Relationship to Strategic Goals: Goal 2.4, Goal 2.5
Budget Information: student fee for CAAP and associated reporting
Relationship to Institutional Goal: Goal 3, Goal 5, Goal 7, Goal 8
Start: 11/1/2013
End: 10/31/2014
Provided By: Developmental Education
Progress: Completed

Related Items
There are no related items.

3: In an effort to further examine program effectiveness, Pathways to Success program staff will examine program completion, fall to spring, and fall to fall retention.
Relationship to Strategic Goals: Goal 2.4, Goal 2.5
Budget Information: none (existing)
Relationship to Institutional Goal: Goal 3, Goal 5, Goal 7, Goal 8
Start: 11/1/2013
End: 10/31/2014
Provided By: Developmental Education
Progress: Completed
Related Items

3.1: Program Completion
Progress: Completed
Provided By: Developmental Education

Objective With Intended Outcomes
The Pathways to Success completion rate will approximate the national average as defined by the Community College Research Center and the Lumina Foundation.

Assessment/Evaluation/Measures/Strategies
INDIRECT:
Between 30% and 40% of the developmental students nationwide complete their developmental studies coursework. The number is calculated by dividing those successfully completing the program by the overall number of students who could have completed the program at the time the statistic is calculated.

Students in the two cohorts prior to the calculation date are removed since they could not have generally completed the program. For example, this calculation typically occurs in the summer. As a

result, students in the summer 2014 and spring 2014 cohorts are eliminated from consideration while those from the fall 2013 are included.

Data is generated from an Institutional Research report. Report was run on July 2, 2014 and analyzed on July 5, 2014.

Assessment/Evaluation Results (Progress Report)

In all, at time of this writing, a total of 3,576 Pathways students could have completed the program including all entering students from summer 2004 through fall 2013. As Table 1 demonstrates, 1115 (31.2%) of the Pathways students in this time frame have completed the program with 137 students completing the program from summer 2013 through spring 2014. The overall completion rate of 31.2% is within the 30-40% sited by Bailey, Jeong, & Cho, 2008 (see Bailey, T., Jeong, D. W., & Cho, S. W. (2008). Referral, enrollment, and completion in developmental education sequences in community colleges. Retrieved on January 20, 2009 from http://ccrc.tc.columbia.edu/Publication.asp?UID=659).

Table 1. Number of students completing Pathways by AY (including summer).

	Academic Year (Summer, Fall, Spring)											
Year	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	Total	Median
Number	36	89	113	127	95	123	131	147	121	133	1115	122

Some additional statistics on the completion rate are:
The mean GPA at the time of completion is 2.806;
The standard deviation at the time of completion is 0.630;
The mean length of time for program completion is 1.280 years;
The median length of time for program completion is .93 years;
The standard deviation for time to program completion is 0.928 years.

It should be noted that Bailey's et al. (2008) completion rate deals with all developmental education students nationwide, not only those who need developmental coursework in all subjects. There is no doubt that the completion rate could be improved; however, the 31.2% shows that students who needed developmental education coursework in all subjects can succeed if given a chance to do so. Considering that Pathways students need developmental coursework in all subjects, the 31.2% is considered to be a success for the students and the program overall. The 31.2% is a slight increase over the 30% from last year.

Given that the completion rate is with the rate specified by the Community College Research Center and the Lumina Foundation, Objective 3.1 is met.

Improvement Plan/ Changes Made

Even though the 31% completion rate could be improved, it appears to be consistent with the national completion rate. According to the Lumina Foundation (Bailey, Jeong, & Cho, 2008), 30% to 40% of the students nationwide complete their developmental education coursework. The overall completion rate for LSU Eunice, however, does demonstrate an upward trend and does not represent all developmental students enrolled at the institution. Instead, it represents only those students who are the most underprepared – students who are in the most need and have the highest probability of dropping out.

The program seeks to increase the completion rate by increasing student engagement and seeking out students not complying with the contract for success during the early warning period in the first week of classes. For example, 58 students were called for missing class during the first week of classes in fall 2013. The attached PDF details the results. There were few students referred and called in spring 2014 so no results were kept; however, those who were not contacted were sent an email in both semesters

In addition, students were called about their midterm grades for fall 2013 and spring 2014. The results are attached.

During the 2013-2014 AY, a total of 264 (130 from LSUE and 134 from LSUA) students were emailed about not attending tutoring as well. An example of the tutoring warning letter for an LSUA student is attached. These efforts will be maintained.

- Example of tutoring letter to an LSUA student
- Results of Calling Students the first week
- Students called about midterm grades

3.2: Fall to Spring Retention

Progress: Completed
Provided By: Developmental Education

Objective With Intended Outcomes
Of the new first time freshmen enrolled in the Pathways to Success program, at least 75% overall will be retained from fall to spring.

Assessment/Evaluation/Measures/Strategies
The indirect measure of 75% was generated using a 10 year average (2003-2004 to 2012-2013) comparing the raw statistics on the 14th day for all new first time freshmen attending at the LSU Eunice and LSU Alexandria sites.

Data generated from Institutional Research using the query tools database.

Assessment/Evaluation Results (Progress Report)
According to IR's Query Tools, the fall 2013 to spring 2014 retention rate was 80% overall for new first-time freshmen in the Pathways to success program. The LSUE site was 78% while the LSUA site was 85%.

The table shows the historical pattern of fall to spring retention in percentages from 2002 through present.

Years	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
All students	75	74	76	74	73	77	81	79	79	79	78	82
All PWAY Students	70	63	75	79	76	77	81	74	76	72	72	80

Since 80% exceeds the ten-year benchmark of 75%, objective 3.2 is met.

Improvement Plan/ Changes Made
No changes planned. Continue to monitor.

3.3: Fall to Fall Retention

Progress: Completed
Provided By: Developmental Education
Objective With Intended Outcomes
Of the new first time freshmen enrolled in the Pathways to Success program, at least 43% will retained from fall to fall.

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

Assessment/Evaluation/Measures/Strategies
Using Institutional Research and the query tools available on the web, a 43% was calculated as being the 10 year average from 2002-2003 through 2012-2013 and thus will be used as the benchmark.

The 2012-2013 Pathways retention will be calculated for all new first-time freshmen students.

Assessment/Evaluation Results (Progress Report)
According to IR's Query Tools, the fall 2012 to fall 2013 retention rate for all Pathways students was 45%. The LSUE site was 41% while the LSUA site was 57%.

The table below shows the historical pattern of one-year retention rates in percentages for the Pathways students.

Years	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
All students	51	45	45	43	48	46	45	50	42	52	49	48
All PWAY Students	41	35	30	37	49	43	46	53	31	52	47	45

Objective met based on the overall number.

Improvement Plan/ Changes Made
Monitor LSUE one-year retention. Slight decrease could be a result of increased competition from other local institutions. Some students have indeed told us that they are transferring to those institutions because they are closer to their home.

4: In an effort to better place students and reduce the amount of time in developmental education, begin development of an assessment center using ACT's COMPASS and a modular mathematics program (as written in LEQSF(2013-14)-ENH-PEN-06).

Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: BoR Grant for $127,645 and institutional resources of $93,687
Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, Goal 7, Goal 8
Start: 11/1/2013
End: 10/31/2014
Provided By: Developmental Education
Progress: Completed

Related Items

4.1: Assessment Center and Modular Mathematics programs

Progress: Completed
Provided By: Developmental Education
Objective With Intended Outcomes
Objective 1: 100% of administrative tasks related to upgrading the facility, ordering and installing all furnishings, equipment, and supplies to initiate the Assessment Center will be completed to the point that the Assessment Center will open at the beginning of the spring 2014 semester (as written in LEQSF(2013-14)-ENH-PEN-06).

Assessment/Evaluation/Measures/Strategies
Very simply, the threshold for meeting this objective was that both the modular mathematics classroom (M-204) and the Assessment Center (M-203) were open and ready to receive students on the first day of classes for spring 2014 which was January 13, 2014.

Assessment/Evaluation Results (Progress Report)
All construction work including

- HVAC,
- electrical,
- installation of furniture and chairs,
- multimedia
- painting,
- refurbishing floors and cabinets, and
- installation of the switch, computers, and software

were all accomplished on or before January 9, 2014.

Other work, such as the installation of the white boards (completed May 2014), additional filing cabinets (completed February 2014), fire extinguishers (completed March 2014), and supplies will be

accomplished as spring 2014 proceeds (completed May-June 2014). None of these items will interrupt the availability of either lab.

Objective met...labs open for student use on the first day of spring 2014.

Utilization of the M-203 lab follows.

Table 1 details the total usage of the lab (n = 2640) with the largest utilization January 16 and April 23 for COMPASS testing. Table 2 details that Wednesdays and Fridays see the most student traffic in the lab while Table 3 details the students usually visit at 10 am and 11 am. Most students used the lab for modular MATH 0002, then COMPASS testing, then modular MATH 0001, and testing for the speech classes (see Table 4).

Specific to modular mathematics, Table 5 details the total number of visits for that purpose alone (n = 1,370). Table 6 breaks out the data for modular MATH 0001 (n = 530) indicating that visits peak at midterm and then trail off as most students finish the course early. Table 7 details the visits for modular MATH 0002 (n = 840) with student traffic peaking at midterm and then becoming fairly steady through the end of the semester (including spring break) as the material becomes more difficult.

Finally, Table 8 details the amount of face-to-face tutoring for developmental mathematics. A total of 142 students used the lab for face-to-face assistance beyond just working on homework and quizzes.

- Totals for M-203 Usage 1
- Totals for M-203 Usage 2
- Totals for M-203 Usage 3
- Totals for M-203 Usage 4
- Totals for M-203 Usage 5
- Totals for M-203 Usage 6

- Totals for M-203 Usage 7
- Totals for M-203 Usage 8

Improvement Plan/ Changes Made
No plans made as capital is substantially complete.

4.2: Assessment of Incoming Freshmen

Progress: Completed
Provided By: Developmental Education

Objective With Intended Outcomes
Objective 2: 100% of incoming freshmen will have the opportunity to receive accurate assessment using ACT's COMPASS, increasing those assessed by 10% and reducing students placed in developmental mathematics by 3% (as written in LEQSF(2013-14)-ENH-PEN-06).

Assessment/Evaluation/Measures/Strategies

A. Maintain Fall 2012 Assessment Levels in Fall 2013; Increase Student Assessment in Spring 2014 and Summer 2014 by 10%

According to the LEQSF(2013-14)-ENH-PEN-06 grant language, levels for fall 2013 were to be maintained at fall 2012 levels with n = 202 since a temporary lab was being used at the time. Assessment results were used to track student usage.
Levels for spring and summer 2014 were to increase by 10% over spring and summer 2012 with n = 137 (n = 94 for spring and n = 43 for summer). Assessment results were used to track student usage.

B. Reduce the Number of Students in Developmental Courses by 3%

According to the LEQSF(2013-14)-ENH-PEN-06 grant language, this objective was to reduce the number of students being placed into developmental courses by 3% using an average of headcount from the 14th day. The benchmark statistic was calculated using the average enrollment from spring 2012 and spring 2013. Results for spring 2014 would be compared to the averages.

C. Diagnostically Test Students

According to the LEQSF(2013-14)-ENH-PEN-06 grant language, this objective was to diagnostically test less than or equal to 570 students in spring 2014 and summer 2014. Tests were conducted in ENGL 0001 (writing), MATH 0001 (mathematics), MATH 0002 (mathematics), and UNIV 1005 (reading).

Assessment/Evaluation Results (Progress Report)

A. Maintain Fall 2012 Assessment Levels in Fall 2013; Increase Student Assessment by 10% for Spring 2014 and Summer 2014

Students assessed in fall 2012 totaled 202. Students assessed in fall 2013 totaled 144. However it is worth noting that an enrollment decrease of 13% occurred from fall 2012 to fall 2013. Correcting the 202 number by 13% yields an expected value of 176. There were 144 students assessed during the fall 2013 orientation and registration cycle. Given this statistic, it appears as if a fluctuation in the number of assessed students was taking place as the Assessment Center was moved to a temporary location and new procedures were being developed.

Levels for spring and summer 2014 were to increase by 10% over the total of 137 from spring and summer 2012. As a result, the expected value for spring and summer 2014 was 137 + 14 or 151 students.

The total number of students assessed in spring and summer 2014 was 317 students with 21 being for English and 296 for mathematics. In all, there were 87 students assessed for spring and 230 assessed for summer using COMPASS. The increase for summer was the result of the Division of Sciences recommending students to take the math assessment at orientation noting that skipping even one developmental mathematics course would save the student about $500 to $600 in tuition and books.

Since 317 > 151, this section of Objective 2 is met. It is interesting to note that 317 students being assessed during spring and summer 2014 represents an increase of 131% increase over spring and summer 2012.

B. Reduce Number of Students in Developmental Education Courses by 3%

The average spring 2012 and spring 2013 headcount in developmental education courses was compared to actual enrollment for spring 2014 corrected for a 13.5% enrollment decrease. In developmental English composition (ENGL 0001), 161 students were enrolled on the 14th day of spring 2014. This being less than 181 indicates that fewer students were placed into ENGL 0001. The calculations for the table below are as follows using ENGL 0001 as an example. First, the 216 was generated by adding the 253 and 178 and dividing by 2. The correction for a 13.5% decrease was calculated by 216 x .135 = 29 so 216 - 29 = 187. The 3% decrease as a condition of the grant was calculated by taking the 187 x .03 = 6 so 187 - 6 = 181. The 181 is then compared the actual spring enrollment. Enrollment for the other courses were calculated in a similar fashion.

Enrollment in Developmental Courses

Course	SP 12	SP 13	Mean of SP 12 and SP 13	Class sizes decreased by 13.5% to account for enrollment decrease	Expected value of SP 14 decreasing enrollment in DE by 3%	Actual SP 14 Enrollment
ENGL 0001	253	178	216	187	181	161
MATH 0001	380	276	328	284	275	210
MATH 0002	454	405	430	372	361	376
UNIV 1005	185	147	166	144	140	145
UNIV 0008	195	172	184	159	154	154

For developmental math one (MATH 0001), 210 students were enrolled on the 14th day for spring 2014 which was less than the expected value of 275 corrected for both the enrollment decrease and a 3% decrease. Again, fewer students were placed into MATH 0001 as a result of using COMPASS. Developmental math two (MATH 0002) had 376 students enrolled on the 14th day which is slightly above the expected value of 361. However, it should be noted that more students are now placing into MATH 0002 during orientation as a result of using the COMPASS assessment. In the spring orientation cycle, all students assessed in math began the assessment in the algebra domain instead of the pre-algebra domain. Student apparently new elementary algebra, thus placing into MATH 0002 instead of MATH 0001 thus saving themselves one semester of developmental coursework. A probability matrix is currently being developed to track student success after placing into MATH 0002

using the new assessment. The matrix will then be used to determine if the "cut scores" need to be adjusted to increase student success.

UNIV 1005 (orientation to university studies) is a non-transferrable study strategies course used in the Pathways to Success Program. There is no way for Pathways students to test out of this course. It is included here for completeness.

UNIV 0008 is a developmental reading course. It is required of Pathways students; however, they are given the opportunity to test out of the course upon the completion of UNIV 1005. Since 154 is equal to the expected value, the enrollment in UNIV 0008 was reduced by 3%.
This part of Objective 2 is met given that the enrollment in MATH 0002 still needs to be decreased slightly.

C. Diagnostically Test Students

According to the LEQSF(2013-14)-ENH-PEN-06 grant language, this objective was to diagnostically test less than or equal to 570 students in spring 2014 and summer 2014. Assessments were conducted in ENGL 0001 (writing), MATH 0001 (mathematics), MATH 0002 (mathematics), and UNIV 1005 (reading) during both spring 2014 and summer 2014 immediately after registration closed. The total number of subjects was 226 due to class sizes and scheduling. Regardless, in each course, the number in the sample exceeded the 30 observations needed for a sample to approach a normal distribution according to the Central Limit Theorem (see Hinkle, Wiersma, & Jurs, 1998; Minium, King, & Bear, 1993).

It is important to note that students were assessed in random course sections and no attempt was made to separate the results of first-time freshmen from continuing freshmen. As a result, the data was indicative of the environment as it is in any given semester.
For ENGL 0001, the COMPASS diagnostic assesses students' skills in punctuation, verb formation agreement, usage, relationships of clauses, shifts in construction, organization, spelling, and capitalization. Each score is out of 100 and may be considered as a percentage according to the ACT Compass Internet Version Reference Manual (2012). A total of 74 students took the diagnostic. If 70% is considered the lowest C by tradition, then most students are comfortable with the material as they begin the course according to the scores generated by the 74 students.

Diagnostic Writing Result for ENGL 0001 in Percentages

Statistic	ENGL 0001 Punctuation	ENGL 0001 Verb Formation Agreement	ENGL 0001 Usage	ENGL 0001 Relationships of Clauses	ENGL 0001 Shifts in Construction	ENGL 0001 Organization	ENGL 0001 Spelling	ENGL 0001 Capitalization
mean	66.8	71.1	81.4	71.1	91.4	90.0	75.1	65.0
median	67.0	71.0	84.0	73.0	94.0	94.0	76.0	72.0
s.d.	15.1	12.2	10.1	13.8	8.7	13.0	13.9	20.7
n	74	74	74	74	74	74	74	74

Using the median since it is a more stable measure of central tendency, it appears as if students have some difficulty with punctuation, but little difficulty with other areas of writing. However, it is also worth noting that for the median scores in the low 70s that nearly one-half of the sample scored below a 70% or C grade by the very nature of the measure of central tendency and standard deviation.

Next, UNIV 1005 (Orientation to University Studies) was used to assess reading. UNIV 1005 is a prerequisite for UNIV 0008 (College Reading) that is given in the second semester. Students in the Pathways to Success program are given an opportunity to test out of the UNIV 0008 course at the conclusion of the UNIV 1005 course. In any given semester, approximately 1/3 of the students taking UNIV 1005 test out of UNIV 0008 and move on to a social science course.

A total of 54 students took the reading assessment during the spring 2014 and summer 2014 semesters. The COMPASS Reading Diagnostic assesses reading comprehension and vocabulary. Similar to English Composition, the results for reading suggest that 1/3 to 1/2 of the students sampled will test out of the College Reading course and will be successful at completing a social science course.

Diagnostic Reading Results for UNIV 1005 in Percentages

Statistic	UNIV 1005 Reading Comprehension	UNIV 1005 Vocabulary
mean	79.8	83.7
median	82.0	85.5
s.d.	14.5	9.9
n	54	54

For the first developmental mathematics course (MATH 0001), 51 students were diagnostically assessed. Students were assessed using the COMPASS pre-algebra section in order to determine their level of performance with basic skills. This test assesses integers; fractions; decimals; exponents, square roots, and scientific notation; ratio and proportions, percentages, and statistics (averages).

According to the results, students entering a pre-algebra class know very little about basic mathematics. Students, on average, performed the best on decimals (52%) and integers (43%); however, their performance in these two areas was well below a traditional passing grade. The results also indicated that entering students, on average, know very little about ratio and proportions (28%), percentages (29%), statistics (31%), and fractions (32%). These results seem to support the difficulty developmental students have as they enter college.

Diagnostic Mathematics (Pre-Algebra Domain) for MATH 0001 in Percentages

Statistic	MATH 0001 Integers	MATH 0001 Fractions	MATH 0001 Decimals	MATH 0001 Exponents & Square Roots	MATH 0001 Ratios & Proportions	MATH 0001 Percentages	MATH 0001 Averages
mean	48.4	32.6	54.4	42.5	31.0	31.7	36.6
median	43	32	52	40	28	29	31
s.d.	19.0	15.7	12.3	19.2	13.0	16.6	17.4
n	51	51	51	51	51	51	51

As a comparison, the same pre-algebra diagnostic was given to a sample of students (n = 47) taking the second developmental mathematics (MATH 0002). While the students sampled did, on average, perform better in all categories than the MATH 0001 students, they still did not perform at a level that is considered in passing grade in five of the seven categories. This is troublesome give the fact that many of the students in the MATH 0002 course took and successfully completed the MATH 0001 course with an A, B, or C.

Diagnostic Mathematics (Pre-Algebra Domain) for MATH 0002 in Percentages

Statistic	MATH 0002 Integers	MATH 0002 Fractions	MATH 0002 Decimals	MATH 0002 Exponents & Square Roots	MATH 0002 Ratios & Proportions	MATH 0002 Percentages	MATH 0002 Averages
mean	55.9	43.1	60.1	50.0	33.3	40.9	41.0
median	55.0	41.0	62.0	51.0	33.0	36.0	38.0
s.d.	17.1	17.8	16.1	18.5	10.8	20.3	18.7
n	47	47	47	47	47	47	47

Since the diagnostic information was collected for all four developmental courses, this part of Objective 2 is met.

Improvement Plan/ Changes Made

A. Maintain Fall 2012 Assessment Levels in Fall 2013; Increase Student Assessment by 10% for Spring 2014 and Summer 2014

Objective met, no changes expected.

B. Reduce Number of Students in Developmental Education Courses by 3%

Objective met; however, success in MATH 0002 will be monitored to determine if cut scores need to be adjusted.

C. Diagnostically Test Students

It is worth mentioning that the results generated by this study are by no means conclusive. First time freshmen students should probably be tested over two full years in order to generate more conclusive results. With that said, results for each developmental course will be taken in turn. For ENGL 0001, results indicated that many students placed in developmental English do not need to take the course and should instead be encouraged to take the COMPASS English Assessment prior to classes beginning in order to further reduce the number of developmental sections offered. Reading scores assessed in UNIV 1005 were slightly better than the English Composition scores indicating that many students can be successful taking a social science course. Allowing students to attempt to test out of the reading course has been practice at LSU Eunice for several years and will be maintained.

For MATH 0001 and MATH 0002, the results will be discussed with the faculty; however, it is obvious that work remains to be done. On a positive note, the modular mathematics program is showing positive gains in success and student learning. As a result, one recommendation is to monitor the data for incoming freshmen. It is possible that students might have done better on the Algebra diagnostic instead of the pre-algebra diagnostic having forgotten the basic material. The second recommendation is to monitor the progress of students through the modular mathematics class and into general education mathematics.

4.3: Pre and Post Testing of Developmental Students

Progress: Completed

Provided By: Developmental Education

Objective With Intended Outcomes

Objective 3: Pre- and posttest a random sample of at least 100 students in developmental mathematics courses, developmental English composition, and developmental reading using COMPASS to determine cognitive value gained (total of at least 400 students) (as written in LEQSF(2013-14)-ENH-PEN-06).

Assessment/Evaluation/Measures/Strategies
Pre- and posttest at least 100 students each from ENGL 0001, MATH 0001, MATH 0002, and UNIV 1005 using ACT's COMPASS. Average post-test score will be greater than the average pre-test score for each course.

Assessment/Evaluation Results (Progress Report)
Pretests were given to students in developmental English composition (ENGL 0001), developmental mathematics (MATH 0001 and MATH 0002), and the orientation to university studies (UNIV 1005) to assess entry-level reading. The testing occurred immediately after registration closed for the spring 2014 from January 17 through Friday January 24, 2014.

Posttest were given to the same sections of each developmental course at the end of the semester from April 23 through May 1, 2014. In each case, students were given the directions for the test to minimize procedural errors. The results for each development course follows:

<u>Developmental English Composition (ENGL 0001):</u>
A total of 62 students in four sections of ENGL 0001 took the writing pretest at the beginning of spring 2014; however, only 34 of the students took the posttest. As a result, only 34 students with both pretest and posttest scores were included in the analysis. While this was not the 100 students desired when the grant was written, it is larger than the 30 observations needed for a sample to approach a normal distribution according to the Central Limit Theorem (see Hinkle, Wiersma, & Jurs, 1998; Minium, King, & Bear, 1993).

A paired t-test was performed to determine if the results of the post tests were statistically significant compared to the pretest.

The observed gain score ($M = 9.59$, $SD = 21.05$, $N = 34$) was significantly greater than zero (mean of the posttests - mean of the pretests), paired $t(33) = 2.66$, one-tail $p = 0.006 < .05$, providing evidence that developmental English, on average increases a student's COMPASS writing score by almost 10 points. A 95% C.I. about the difference in the mean writing score is (2.243, 16.993).

Even though the writing pretest and posttest was not used for placement, 22 (65%) of the 34 students scored a 68 or above indicating that they were ready for general education English composition at the conclusion of the ENGL 0001 course in spring 2014.

ENGL 0001 Paired t test Results

t-Test: Paired Two Sample for Means

	Pre Writing Skills Score	*Post Writing Skills Score*
Mean	64.79411765	74.38235294
Variance	564.1684492	434.728164
Observations	34	34
Pearson Correlation	0.561082582	
Hypothesized Mean Difference	0	
df	33	
t Stat	-2.655819336	
P(T<=t) one-tail	0.006044627	
t Critical one-tail	1.692360309	

ENGL 0001 Difference of the Means Results

	Difference
Mean	9.588235294
Standard Error	3.610273923
Median	7.5
Mode	8
Standard Deviation	21.05133357
Sample Variance	443.1586453
Kurtosis	0.595336039
Skewness	0.884229067
Range	91
Minimum	-22
Maximum	69
Sum	326
Count	34
Confidence Level (95.0%)	7.345157525

Developmental Reading (UNIV1005)

A total of 55 students in five sections of UNIV 1005 (Orientation to University Studies) took the reading pretest at the beginning of spring 2014; however, only 38 of the students took the posttest. As a result, only 38 students with both pretest and posttest scores were included in the analysis. While this was not the 100 students desired when the grant was written, it is larger than the 30 observations needed for a sample to approach a normal distribution according to the Central Limit Theorem (see Hinkle, Wiersma, & Jurs, 1998; Minium, King, & Bear, 1993).

A paired t-test was performed to determine if the results of the post tests were statistically significant compared to the pretest.

The observed gain score (M= 6.95, SD = 8.57, N = 38) was significantly greater than zero (mean of the posttests - mean of the pretests), paired $t(37) = 5.00$, one-tail $p = 0.000 < .05$, providing

evidence that orientation to university studies, on average, increases a student's COMPASS reading score by almost 7 points. A 95% C.I. about the difference in mean reading scores is (4.13, 9.77).

Even though the reading pretest and posttest was not used for placement, 20 (53%) of the 38 students scored a 81 or above indicating that they were ready for general education reading intensive courses social science courses at the conclusion of the UNIV 1005 course in spring 2014.

UNIV 1005 Paired t test Results

	Pre Read Score	*Post Read Score*
Mean	74.31578947	81.26315789
Variance	144.6002845	96.30725462
Observations	38	38
Pearson Correlation	0.709714452	
Hypothesized Mean Difference	0	
df	37	
t Stat	-4.998693678	
P(T<=t) one-tail	7.08156E-06	
t Critical one-tail	1.68709362	

UNIV 1005 Difference in Mean Results

	Difference
Mean	6.947368421
Standard Error	1.389836799
Median	7
Mode	11
Standard Deviation	8.567529425
Sample Variance	73.40256046
Kurtosis	-0.492284529
Skewness	0.371297714
Range	36
Minimum	-9
Maximum	27
Sum	264
Count	38
Confidence Level (95.0%)	2.816076847

Developmental Mathematics Pre-Algebra (MATH 0001)

A total of 104 students in five sections of MATH 0001 took the algebra domain pretest at the beginning of spring 2014; however, only 63 of the students took the posttest. As a result, only 63 students with both pretest and posttest scores were included in the analysis. While this was not the 100 students desired when the grant was written, it is considerably larger than the 30 observations needed for a sample to approach a normal distribution according to the Central Limit Theorem (see Hinkle, Wiersma, & Jurs, 1998; Minium, King, & Bear, 1993).

A paired t-test was performed to determine if the results of the post tests were statistically significant compared to the pretest.

The observed gain score (M = 5.03, SD = 9.88, N = 63) was significantly greater than zero (mean of the posttests - mean of the pretests), paired t(62) = 4.04, one-tail p = 0.000 < .05, providing evidence that MATH 0001, on average, increases a student's COMPASS algebra score by 5 points. A 95% C.I. about the difference in mean algebra scores is (2.54, 7.52).

Even though the algebra pretest and posttest was not used for placement, 20 (32%) of the 63 students scored into MATH 0002 using the algebra domain. An additional 6 (10%) scored into general education mathematics at the conclusion of the MATH 0001 course in spring 2014.

MATH 0001 Paired t test Results

	Pre-Algebra Score	*Post Alg Score*
Mean	21.47619048	26.50793651
Variance	25.83410138	86.0281618
Observations	63	63
Pearson Correlation	0.150113663	
Hypothesized Mean Difference	0	
df	62	
t Stat	-4.040382428	
P(T<=t) one-tail	7.48073E-05	
t Critical one-tail	1.669804163	

MATH 0001 Difference in Mean Results

Difference in Alg Scores	
Mean	5.031746032
Standard Error	1.245363805
Median	4
Mode	4
Standard Deviation	9.884768756
Sample Variance	97.70865335
Kurtosis	2.940334677
Skewness	1.014466012
Range	60
Minimum	-18
Maximum	42
Sum	317
Count	63
Confidence Level (95.0%)	2.489446774

Developmental Mathematics Introduction to Algebra (MATH 0002)

A total of 183 students in seven sections of MATH 0002 took the algebra domain pretest at the beginning of spring 2014; however, only 112 of the students took the posttest. As a result, only 112 students with both pretest and posttest scores were included in the analysis.

A paired t-test was performed to determine if the results of the post tests were statistically significant compared to the pretest.

The observed gain score (M = 8.05, SD = 11.79, N = 112) was significantly greater than zero (mean of the posttests - mean of the pretests), paired t(111) = 7.23, one-tail p = 0.000 < .05, providing

evidence that MATH 0002, on average, increases a student's COMPASS algebra score by 8 points. A 95% C.I. about the difference in mean algebra scores is (5.84, 10.26).

Even though the algebra pretest and posttest was not used for placement, 30 (27%) of the 112 students scored into general education mathematics using the algebra domain at the conclusion of the MATH 0002 course in spring 2014.

Paired t test Results for MATH 0002

	Pre-Algebra Score	*Post Alg Score*
Mean	25.6875	33.74107143
Variance	52.55912162	170.8062259
Observations	112	112
Pearson Correlation	0.44526595	
Hypothesized Mean Difference	0	
df	111	
t Stat	-7.2295077	
P(T<=t) one-tail	3.285E-11	
t Critical one-tail	1.658697265	

MATH 0002 Difference in Mean Results

	Difference
Mean	8.053571429
Standard Error	1.113986147
Median	6.5
Mode	9
Standard Deviation	11.78932124
Sample Variance	138.9880952
Kurtosis	2.901744544
Skewness	0.547647994
Range	85
Minimum	-35
Maximum	50
Sum	902
Count	112
Confidence Level (95.0%)	2.207437917

Even though the original n = 100 was not met in English composition, reading, and pre-algebra, the results exceed the 30 required to normalize the data and valuable information was gained.

Based on the information presented, objective 3 is met.

Improvement Plan/ Changes Made

There were two primary issues that let to decreased ns during the assessment cycle. The first was that students mentioned that they felt "over tested" since many students were tested three times during the pretest and three times during the posttest - once in reading, mathematics, and

English. As a result, some were conveniently absent on the posttest. It would be wise to only test one subject per year and rotate the subjects over a period of years to collect additional data.

The second reason was decreased class sizes due to a 13% decrease from spring 2013.

A meeting was held with the math faculty on September 12, 2014 to discuss the results.

A meeting was held with the UNIV faculty on August 19, 2014 to discuss the results.

A meeting was held with English faculty on August 22, 2014 to discuss the results.

- 9-12-14 email on ENGL meeting August 22 2014
- 9-12-14 email to math faculty about spring 2014 compass testing
- Fall 2014 UNIV meeting on 8-19-14 compass

4.4: Modular Mathematics MATH 0001 and MATH 0002

Progress: Completed
Provided By: Developmental Education

Objective With Intended Outcomes

Objective 4: Increase the raw success rate by 3% in developmental mathematics by providing students an option to take a MATH 0001/0002 in a computerized modular format (as written in LEQSF(2013-14)-ENH-PEN-06).

Assessment/Evaluation/Measures/Strategies

Modular Mathematics Design

Design the competency-based modular mathematics MATH 0001 and MATH 0002 courses.

Offer and Measure Student Learning Outcomes (SLOs) in Modular Mathematics

This part of the objective analyzes the SLOs and the overall grade distributions for the modular mathematics compared to all other methods of instruction for fall 2013 and spring 2014.

The SLOs for MATH 0001 are:
The student, upon successful completion of this course, will:

A. Manipulate the order of operations on the real numbers.
B. Perform basic algebraic operations with expressions and linear equations.
C. Analyze and compute measurements for different geometric figures.

The raw success rate for MATH 0001 based on grades in the AY 2012-2013 was 59%. An increase of 3% would be 59% multiplied by 1.03 or 60.77 or 61% rounded.
The SLOs for MATH 0002 are:
Upon successful completion of this course, the student, will:

A. Perform basic algebraic operations.
B. Perform basic operations involving the rectangular coordinate system.

The raw success rate for MATH 0002 based on grades in the AY 2013-2013 was 46%. An increase of 3% would be 46% multiplied by 1.03 or 47.38% or 47% rounded.

Assessment/Evaluation Results (Progress Report)

Modular Mathematics Design

Modular Mathematics for MATH 0001 was designed and implemented as a pilot with students in fall 2013 with an n = 19 on the 14th day of the semester. Three sections were offered in spring 2014 with an n = 76 on the 14th day of the semester.
Modular Mathematics for MATH 0002 was designed in fall 2013 and implemented with two pilot sections in spring 2014. A total of five students were enrolled in modular mathematics 0002 in the fall since they completed MATH 0001 during the fall semester. In spring 2014, a total of 52 were enrolled in Modular MATH 0002 on the 14th day of the spring 2014 semester.

Offer and Measure Student Learning Outcomes (SLOs) in Modular Mathematics

Student Learning Outcome data was analyzed for both fall 2013 and spring 2014 MATH 0001 sections at the completion of the spring semester in order to directly assess student learning. Assessment of SLOs occurs for all students taking the final exam (i.e. no sampling). Modular Mathematics students performed just below that of the peers (70% as opposed to 73%) overall. They also performed slightly below their peers on objective A. They performed above their peers on objective B and substantially below their peers on objective C. (see the table below).

MATH 0001 SLO Comparison for all students at all sites in Percentages.

AY 2013-2014 Aligned to QEP

MATH 0001 SLO Description	Overall	Modular	LSUE	Dual Credit	LSUA	Online
Overall	73	70	74	none	70	77
A. Manipulate order of operations with real numbers	78	73	79		76	78
B. Perform basic algebraic operations with expressions and linear equations	71	74	71		67	77
C. Geometry	64	54	67		59	73
Total number of students tested	512	70	302		114	26

Indirectly, using final grades, the modular mathematics students in MATH 0001 performed better than most of their peers with a 73% (69 out of 95) completion rate compared to an average of 65% (421 out of 650) overall. Attrition in the modular sections was 9% (9 out of 95) compared to an 11% (69 out of 650) overall.

Final Grade Distribution
AY 13-14 MATH 0001[1]

Description	LSUA	Dual Credit	LSUE[2]	Modular	Online	Totals
Total n	144	0	380	95	31	650
No. of Ws	16		44	9	0	69
No. violation of attendance policy	2		3	6	0	11
Grade of A, B, C only	84		243	69	25	421
Percent success using NCDE	67		73	86	81	73.9

1. Includes all students at all sites both Pathways and Non-Pathways.
2. Modular and online students not included in this number.

For MATH 0002, the direct assessment of student learning was completed much the same way for all fall 2013 and spring 2014 sections of MATH 0002 (see Table below). However, for MATH 0002, the modular students outperformed the peers at all other sites except those who took the course online. This indicated a higher level of learning in MATH 0002 compared to MATH 0001.

MATH 0002 SLO Comparison Data for all Students at all Sites in Percentages.
AY 2013-2014 Aligned to QEP

MATH 0002 SLO Description	Overall	Modular	LSUE	Dual Credit	LSUA	Online
Overall	67	77	65	none	65	77
A. Perform basic algebraic operations	67	78	65		65	77
B. Perform operations with the rectangular coordinate system	64	64	63		63	68
Total number of students tested	491	47	319		82	43

Lastly, an indirect assessment based on final grades was completed for all students enrolled in MATH 0002 during the fall 2013 and spring 2014 semesters (see the table below). During the AY 2013-2014, 47 (70%) of the 67 modular mathematics students completed the MATH 0002 course compared to 364 (54%) of the 679 students overall. It is also worth noting that modular mathematics had a 7% (5 out of 67) attrition rate compared to all other methods at 15% (101 out of 679), on average.

Final Grade Distribution.
AY 13-14 MATH 0002[1]

Description	LSUA	Dual Credit	LSUE[2]	Modular	Online	Totals
Total n	113	0	445	67	54	679
No. of Ws	15		75	5	6	101
No. violation of attendance policy	3		4	3	0	10
Grade of A, B, C only	61		219	47	37	364
Percent success using NCDE	64		60	80	77	64.1

1. Includes all students at all sites both Pathways and Non-Pathways. Also includes 15 students completing MATH 0002 in alternate semesters.
2. Modular and online students not included in this number.

Objective 4.4 sought to increase the raw success rates of each developmental mathematics course by 3%. The raw success rate for MATH 0001 is 421/650 or 65% for AY 2013-2014 exceeds the 61% established according to the objective. The success rate for MATH 0002 is 364/679 or 54% for AY 2013-2014 exceeding the 48% needed according to the objective.

Based on the fact that the modular mathematics courses were offered on schedule and that raw success rates for both developmental mathematics courses exceed 3%, objective 4.4 is met.

The student learning outcome data for modular Math 0001 will be monitored into the second year.

Improvement Plan/ Changes Made

During the spring semester, LSU Eunice was notified that a new modular mathematics textbook was released with an additional emphasis on application and geometry. Given the results on outcome C, the Coordinator of the QEP, Division Head of Sciences, and the math faculty decided to change to the new version. However, so as not to have to program the course again in consecutive years, the implementation of the new book will take place beginning summer 2015.

Grants

1: LSU Eunice faculty and staff will pursue public, private, and institutional grant and research opportunities to enhance academic programs and services.

Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: none (existing)
Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, Goal 7, Goal 8
Start: 11/1/2013
End: 10/31/2014
Provided By: Grants
Progress: Completed
Related Items

1.1: Grant Training

Progress: Completed
Provided By: Grants

Objective With Intended Outcomes

100% of faculty and staff members will have access to grant development training.

Assessment/Evaluation/Measures/Strategies
Benchmark: Last year 25 faculty and staff members received individual consultation on grant development and grant writing topics. Information about potential grant sources was provided to 100% faculty members. This objective is met if these number are met or exceeded.

Assessment/Evaluation Results (Progress Report)
This objective was met. There were 33 sessions with faculty and staff relating to grant development. 100% of faculty and staff had access to grant training information. See Grant tutorial and Grant workshops.

- Grant Tutorials
- Online Grant Workshop

Improvement Plan/ Changes Made
In future years, grant consultation sessions with administrators and staff will be counted since these individuals, as well as faculty members, can apply for and manage grants related to program enhancements.

1.2: Grant Submissions

Progress: Completed
Provided By: Grants

Objective With Intended Outcomes
Grants will continue to be submitted annually to enhance LSU Eunice academic programs.

Assessment/Evaluation/Measures/Strategies
A minimum of three grants will be submitted.

Assessment/Evaluation Results (Progress Report)
Six grants were submitted; four were funded: 1) Chemistry Lab Update, 2) Perkins Basic Carryover, 3) Perkins Basic, and 4) Chemistry Technician.

- Chemistry Award Letter
- LSU E-Basic Carryover Grant
- LSUE Award Letter Perkins 2014-15
- R R Award Letter - Chemical Technician

Improvement Plan/ Changes Made
All faculty, staff, and administrators eligible to apply for grants in various categories and from various funding entities will receive information about grant availability and deadlines.

1.3: Perkins CTE Grant

Progress: Completed
Provided By: Grants

Objective With Intended Outcomes
The Carl Perkins Basic and Carryover grants will provide support to enhance three to four Career and Technical Education programs annually.

Assessment/Evaluation/Measures/Strategies
Spring and fall Perkins budget development process will identify needed and allowable equipment, supplies, travel, professional services, and operating services for CTE programs; Perkins funds will be spent according to budget categories; Perkins reports will be filed on time monthly, quarterly, and at grant close-out annually; Perkins activities will be designed to implement the annual Local Application Plan.

Assessment/Evaluation Results (Progress Report)
This objective was met. The Perkins Basic and Carryover grants were submitted and funded. Grant resources were used according to guidelines and allowable budget categories. Reports were submitted in a timely manner. Reimbursements were made to LSU Eunice monthly. These funds benefited the career and technical education programs on campus.

- Allocation to CTE Programs
- Carl Perkins Quarterly Reports final 13-14
- Perkins Reimbursement

Improvement Plan/ Changes Made
Perkins grants will continue to be used to enhance career and technical education programs. All reports, reimbursement requests, amendments, and requested feedback will be supplied to the funding entity in a timely manner.

2: LSU Eunice sponsored programs will operate within the guidelines of funding entities and federal, state, system, and institutional policy.
Relationship to Strategic Goals: Goal 2.4
Budget Information: None (existing)
Relationship to Institutional Goal: Goal 1, Goal 5, Goal 7
Start: 11/1/2013
End: 10/31/2014
Provided By: Grants
Progress: Completed
Related Items

2.1: Grant Guidelines
Progress: Completed
Provided By: Grants

Objective With Intended Outcomes
100% of recipients of public and private grant and research funds will have access to fiscal and administrative guidelines relating to grant management.

Assessment/Evaluation/Measures/Strategies
All Enhancement grant managers will receive contracts that outline reporting responsibility, allowable expenditures, and management process for Board of Regents grants; all managers of Department of Education grants will maintain current copies of EDGAR and applicable federal circulars for grant management; Perkins Coordinator and Office of Business Affairs will receive training and print materials relating to correct implementation of the Perkins grant. Grants managers will follow LSU Eunice grants policy.

- Chemistry Contract with Guidelines
- Expenditures
- Grants Policy Statement

Assessment/Evaluation Results (Progress Report)
This objective was met. In addition to funders' guidelines, federal circulars, and specific grant-related management guidelines, grant recipients/managers will receive information on the new federal Supercircular which will consolidate grant guidelines for all public, non-profit federal awardees.

Improvement Plan/ Changes Made
Grant recipients will continue to receive information about funding entities' guidelines and requirements for compliant grant management.

2.2: Adherence to Grant Guidelines
Progress: Completed
Provided By: Grants

Objective With Intended Outcomes
100% of sponsored programs' expenditures will be reviewed to promote compliance with funders' guidelines and federal, state, system, and institutional policies and procedures for fiscal matters.

Assessment/Evaluation/Measures/Strategies
The Director of Grants and Development will review all budgets and planned expenditures of grant resources.

Assessment/Evaluation Results (Progress Report)
This objective was met. All LaCarte Card purchases were reviewed. All requests to spend grant funds were reviewed and approved since all were compliant with allowable expenditures.

- LaCarte Approvals
- Reviewed Purchases

Improvement Plan/ Changes Made
All potential grant expenditures will continue to be reviewed for compliance with funders' guidelines.

Health Sciences & Business Technology
Computer Information Technology

6: Maintain an effective computer information technology (CIT) program.
Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: none
Relationship to Institutional Goal: Goal 1, Goal 2, Goal 4, Goal 5, Goal 6, Goal 7
Start: 11/1/2013
End: 10/31/2014
Provided By: Computer Information Technology
Progress: Delayed
Related Items

6.1: CIT Professional Competency

Progress: Delayed
Provided By: Computer Information Technology

Objective With Intended Outcomes
Upon successful completion of the program students will be able to demonstrate the knowledge base and application to work as an entry-level computer information technician.

- Syllabus

Assessment/Evaluation/Measures/Strategies

Assessment/Evaluation Results (Progress Report)
At this time this portion of the division is unable to Provide course information and data to verify this objective. This is due to several faculty retiring at the end of spring 2013.

Improvement Plan/ Changes Made
It is our plan to have a course or courses that will verify this objective in 14-15 (new faculty are given one year to develop assessment plans).

6.4: CIT Placement

Progress: Completed
Provided By: Computer Information Technology

Objective With Intended Outcomes
Upon graduation, Computer Information Technology majors will either be employed in the field or will continue their education.

Assessment/Evaluation/Measures/Strategies
Graduating students for a given semester are contacted via telephone by Office of Career Services approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year.

Benchmark is tentatively set at 24.8% (the sum of those placed in the field and those continuing their education) from spring 2010 through spring 2012 data and is in the process of being established due to the limited number of graduates in the program.

Assessment/Evaluation Results (Progress Report)
During 2012-2013, a total of 11 students graduated with one (9%) being placed in the field and two (18%) continuing their education (see Table 1).

Table 1. Placement Data for Computer Information Technology

Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
SP 10	n	3	1	1	0	0	1
	%		33	33	0	0	33
FA 10 - SP 11	n	8	3	0	0	1	4
	%		38	0	0	13	50
FA 11 - SP 12	n	7	1	1	1	1	3
	%		14	14	14	14	43
FA 12 - SP 13	n	11	5	1	1	2	2
	%		45	9	9	18	18
Mean	n	6.0	1.7	0.7	0.3	0.7	2.7
	%		28.4	15.9	4.8	8.9	42.1

As 27% from 12-13 > the benchmark of 24.8%, the objective is met keeping in mind the low number of students graduating.

Improvement Plan/ Changes Made
The faculty member that started in 13-14 is making changes to the program to modernize it making it relevant to today's IT world. This may result in an increase in students enrolling and graduating from the program.

Completed by Paul Fowler on August 30, 2014.

8: Maintain an effective Office Information System (OIS) program
Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: none
Relationship to Institutional Goal: Goal 1, Goal 2, Goal 4, Goal 5, Goal 6, Goal 7
Start: 11/1/2013
End: 10/31/2014
Provided By: Computer Information Technology
Progress: Delayed
Related Items

8.1: OIS Professional Competency
Progress: Delayed
Provided By: Computer Information Technology

Objective With Intended Outcomes
8.10 Upon successful completion of the curriculum, the students will have the knowledge and the concepts to enter the work force as an entry level administrative assistant.

Assessment/Evaluation/Measures/Strategies

Assessment/Evaluation Results (Progress Report)
8.10 At this time this portion of the division is unable to Provide course information and data to verify this objective. This is due to several faculty retiring at the end of spring 2013.

Improvement Plan/ Changes Made
It is our plan to have a course or courses that will verify this objective in 14-15 (new faculty are given one year to develop assessment plans.

8.4: OIS Placement

Progress: Completed
Provided By: Computer Information Technology

Objective With Intended Outcomes
Upon graduation, Office Information System or Office Practice and Procedures majors will either be employed in the field or will continue their education.

Assessment/Evaluation/Measures/Strategies
Graduating students for a given semester are contacted via telephone by Office of Career Services approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year.

Benchmark is tentatively set at 40.2% from spring 2010 through spring 2012 data and is in the process of being established due to the limited number of graduates in the program.
Assessment/Evaluation Results (Progress Report)
The data in Table 1 indicates that a total of three students graduated from OIS. Two students (66%) were either placed in the field or continuing their education.

Table 1. Placement of Office Information Students

Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
SP 10	n	5	0	2	0	0	3
	%		0	40	0	0	60
FA 10 - SP 11	n	4	1	1	1	0	1
	%		25	25	25	0	25
FA 11 - SP 12	n	9	3	5	1	0	0
	%		33	56	11	0	0
FA 12 - SP 13	n	3	1	1	0	1	0
	%		33	33	0	33	0
Mean	n	6.0	1.3	2.7	0.7	0.0	1.3
	%		19.4	40.2	12.0	0.0	28.3

Since 66% from 2012-2013 > the benchmark of 40.2%, the objective is met keeping in mind the low number of students graduating in 12-13.

Improvement Plan/ Changes Made

Monitor data as new faculty members were hired due to retirement. Changes may affect enrollment and placement.

Completed by Paul Fowler on August 8, 2014.

Diagnostic Medical Sonography

1: Maintain an effective Diagnostic Medical Sonography Program

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Budget Information: none (Existing)

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 4, Goal 5, Goal 6, Goal 7, Goal 8

Start: 11/1/2013
End: 10/31/2014
Provided By: Diagnostic Medical Sonography
Progress: Completed
Related Items

1.1: DMS Professional Competency

Progress: Completed
Provided By: Diagnostic Medical Sonography
Objective With Intended Outcomes

1.10 Graduates of 2012-2013 and employers will rate the knowledge base, clinical proficiency, and behavioral skills as average or above on the six-month surveys.

1.11 Graduates of 2012-2013 will attempt and pass the American Registry of Diagnostic Medical Sonographers (ARDMS) and earn either abdomen or OB/Gyn credential within one year of graduation.

1.12 At some point during the five or 10-year accreditation cycle the program must demonstrate that some graduates have been successful in obtaining the credential for both abdomen and OB/Gyn.

- DMS Class of 2013 ARDMS pass rates
- JRCDMS P&P for outcomes

Assessment/Evaluation/Measures/Strategies

1.10 Data acquired via employer survey and graduate surveys (6 months post-graduation). Benchmark set at 60% because JRC-DMS requires no less than 50% return rate on surveys (referenced below in P&P).

1.11 Data acquired via ARDMS exam results (annual report from the ARDMS). Benchmark set at 60% because JRC-DMS requires that 60% of graduates obtain the credential of RDMS within one year of the graduation date (referenced JRCDMS registry success highlighted section).

1.12 Data acquired via ARDMS exam results (annual report from the ARDMS). Based on four year period within five year accreditation cycle (from 2009-2013), some (JRCDMS does not specify a minimum number) graduates have earned both abdomen and ob/gyn ARDMS credentials.

- JRC-DMS Surveys
  - Employer survey blank
  - Graduate survey blank
- JRCDMS registry success highlighted section

Assessment/Evaluation Results (Progress Report)
1.10 4 out of 4 (100%) graduate surveys and 5 out of 5 (100%) employer surveys returned for the 2012-2013 class rated the knowledge base, clinical proficiency, and behavioral skills as average or above on the six-month surveys. **Objective met. Please review:** Graduate Survey Class of 2013 - completed; Employer Survey Class of 2013 - completed

1.11 86% of 2013 graduates (7 of 8) who attempted the American Registry of Diagnostic Medical Sonographers (ARDMS) earned the RDMS credential (either abdomen or OB/Gyn) within one year of graduation. **Objective met.** DMS Program ARDMS Registry Attempts to date and LSUE Annual Report 2013-Outcomes

1.12 Of the class of 2010, 4 of 6 graduates have earned the abdomen and ob/gyn credential. Of the class of 2011, 1 of 6 has earned both the abdomen and ob/gyn credential. Of the class of 2012, 3 of 5 graduates have earned both the abdomen and ob/gyn credential. Of the class of 2013, 1 of 7 graduates has earned both the abdomen and ob/gyn credential.
Objective met. DMS Program ARDMS Registry Attempts to date

- JRCDMS Surveys-completed

- Employer Survey Class of 2013 - completed
- Graduate Survey Class of 2013 - completed

- DMS Program ARDMS Registry Attempts to date
- JRCDMS P&P for outcomes
- LSUE Annual Report 2013-Outcomes

Improvement Plan/ Changes Made
1.10 Will continue to email reminders and make phone calls to ensure 100% return rate of surveys.

1.11 Continue to encourage registry attempts immediately after graduation.

1.12 Benchmark/threshold has been met. I will continue to encourage graduates to take the Obstetric/Gynecology registry.

1.2: DMS Retention
Progress: Completed
Provided By: Diagnostic Medical Sonography
Objective With Intended Outcomes
outcomes ATTRITION
For students who began the program in 2012-2013, total attrition, including attrition due to Academic Dismissal, Clinical Dismissal, Student Withdrawal, will be maintained within limits set by JRC-DMS Policies. JRCDMS P&P for outcomes (see page

- JRCDMS P&P for outcomes

Assessment/Evaluation/Measures/Strategies
JRC-DMS sets that attrition may be no more than 20% of the total number of students in the enrollment cohort. Students formally enrolled in a diagnostic medical sonography program that began

fundamental diagnostic medical sonography core coursework and have left for academic (failure to meet grades or other programmatic competencies) or non- academic (financial hardship, medical, deployment, etc.) reasons. JRCDMS P&P for outcomes (see page

- JRCDMS P&P for outcomes

Assessment/Evaluation Results (Progress Report)
The class of 2013 had a 12% attrition rate. One student was dismissed from the program in the final (spring) semester for multiple violations to the clinical policy. **Objective met.** LSUE Annual Report 2013-Outcomes

- LSUE Annual Report 2013-Outcomes

Improvement Plan/ Changes Made
Plan of action: I strongly encourage all advisees that this is something that they need to prepare for, both financially and emotionally. This is done through face-to-face contact, and at all advising meetings. This same sentiment is reinforced at the general orientation attended by those who apply for selection to the program.

1.3: DMS Employment

Progress: Completed
Provided By: Diagnostic Medical Sonography

Objective With Intended Outcomes
1.30 Upon the completion of the DMS Program, graduates who seek employment will be employed in sonography within six months of graduation.

1.31 Upon the completion of the DMS Program, graduates will demonstrate professional attributes and behaviors consistent with employer expectations for an entry level sonographer.

Assessment/Evaluation/Measures/Strategies

JRCDMS P&P for outcomes

1.30 Data obtained via graduate surveys (post 6 months graduation) and ongoing communication with graduates. Benchmark set at 80% of the graduates who seek employment will be employed in sonography within six months of graduation and is based on Commission on Accreditation of Allied Health Education Programs. Please review: Employer Survey blank and Graduate Survey blank

1.31 Data obtained via employer surveys (post 6 months graduation). This benchmark is 80% set by JRC-DMS Policies. JRCDMS P&P for outcomes (see page

- JRC-DMS Surveys blank
  - EmployerSurvey blank
  - GraduateSurvey blank
- JRCDMS P&P for outcomes

Assessment/Evaluation Results (Progress Report)

1.30 100% of the graduates who seek employment were employed in sonography within six months of graduation. O**utcome has been met.** DMS Class of 2013 Employment Data

1.31 5 of 5 returned employer surveys state that graduates demonstrate professional attributes and behaviors consistent with employer expectations for an entry level sonographer (see a completed survey below). **Objective met.**

- DMS Class of 2013 Employment Data

Improvement Plan/ Changes Made

1.30 Continue to communicate frequently with potential employers to stay current with potential employment opportunities.

1.31 Continue to communicate frequently with potential employers to stay current with employer expectations.

Fire and Emergency Services

5: Maintain an effective fire science program

Relationship to Strategic Goals: Goal 2.4, Goal 2.5
Budget Information: none
Relationship to Institutional Goal: Goal 1, Goal 3, Goal 4, Goal 7, Goal 8
Start: 11/1/2013
End: 10/31/2014
Provided By: Fire and Emergency Services
Progress: Completed
Related Items

5.1: Fire and Emergency Services - Professional Competency

Progress: Completed
Provided By: Fire and Emergency Services
Objective With Intended Outcomes
5.10 Upon successful completion of the curriculum, students will demonstrate the technical knowledge and skills as a Fire and Emergency Service professional.

Assessment/Evaluation/Measures/Strategies
Survey of graduating students administered about a month before commencement exercises and approximately 2 months after graduation.

In the survey, graduates were asked if the program prepared them for a broad range of emergency service. 90% of graduates must Strongly Agree or Generally Agree to demonstrate the technical knowledge and skills as a Fire and Emergency Service professional.

In the survey, graduates were asked if the program helped them acquire the knowledge necessary to function during emergency incidents. 90% of graduates must Strongly Agree or Generally Agree to demonstrate the technical knowledge and skills as a Fire and Emergency Service professional.

In the survey, graduates were asked if the program prepared them to demonstrate critical thinking skills to successfully manage emergency incidents. 90% of graduates must Strongly Agreed or Generally Agreed that the program prepared them to demonstrate critical thinking skills to successfully manage emergency incidents.

Assessment/Evaluation Results (Progress Report)
15 graduates participated in the survey during the Summer and Fall 2013 and Spring 2014 semesters. (n=15)
#1. In the survey, graduates were asked if the program prepared them for a broad range of emergency service. 90% of graduates must Strongly Agree or Generally Agree to demonstrate the technical knowledge and skills as a Fire and Emergency Service professional.
Results: 14/15 indicated either Strongly Agree or Generally Agree (93.3%); One respondent indicated "Not Applicable", therefore if that responded is removed, 100% (14/14) indicated either Strongly Agree or Generally Agree. Outcome met.

#2. In the survey, graduates were asked if the program helped them acquire the knowledge necessary to function during emergency incidents. 90% of graduates must Strongly Agree or Generally Agree to demonstrate the technical knowledge and skills as a Fire and Emergency Service professional.
Results: 14/15 indicated either Strongly Agree or Generally Agree (93.3%); One respondent indicated "Not Applicable", therefore if that responded is removed, 100% (14/14) indicated either Strongly Agree or Generally Agree. Outcome met.

#3. In the survey, graduates were asked if the program prepared them to demonstrate critical thinking skills to successfully manage emergency incidents. 90% of graduates must Strongly Agreed or Generally Agreed that the program prepared them to demonstrate critical thinking skills to successfully manage emergency incidents.

Results: 14/15 indicated either Strongly Agree or Generally Agree (93.3%); One respondent indicated "Not Applicable", therefore if that responded is removed, 100% (14/14) indicated either Strongly Agree or Generally Agree. Outcome met.

Improvement Plan/ Changes Made
Overall objectives met. No changes at this time. Plan to continue to monitor closely.

5.2: Fire and Emergency Services Employment

Progress: Completed
Provided By: Fire and Emergency Services

Objective With Intended Outcomes
Upon graduation, Fire and Emergency Services majors will either be employed in the field or will continue their education.

Assessment/Evaluation/Measures/Strategies
Graduating students for a given semester are contacted via telephone by Office of Career Services approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year.

Benchmark is tentatively set at 65.8% from spring 2010 through spring 2012 academic year data and is in the process of being established due to the limited number of graduates in the program.
Assessment/Evaluation Results (Progress Report)
During the 2012-2013 academic year, a total of 35 students graduated with 22 (63%) being placed in the field (see Table 1).

Table 1. Placement of Fire and Emergency Services Graduates.

Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
SP 10	n	15	2	8	0	0	5
	%		13	53	0	0	33
FA 10 - SP 11	n	33	4	20	0	0	8
	%		12	61	0	0	24
FA 11 - SP 12	n	30	5	25	0	0	0
	%		17	83	0	0	0
FA 12 - SP 13	n	35	9	22	2	0	2
	%		26	63	6	0	6
Mean	n	26.0	3.7	17.7	0.0	0.0	4.3
	%		14.0	65.8	0.0	0.0	19.2

While 63% from 2012-2013 < the benchmark of 65.8%, it should be noted that Career Services was unable to contact two students. Those two students might be placed in the field which might exceed the benchmark. As a result, once the difference is one student, the objective is tentatively met.

Improvement Plan/ Changes Made
Continue to monitor data given that the coordinator of FES resigned shortly before fall 2014.

Completed by Paul Fowler on August 30, 2014.

Management

7: Maintain an effective management program

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: none
Relationship to Institutional Goal: Goal 1, Goal 2, Goal 4, Goal 5, Goal 6, Goal 7, Goal 8
Start: 11/1/2013
End: 10/31/2014
Provided By: Management

Progress: Delayed
Related Items

7.1: Management Professional Competency

Progress: Delayed
Provided By: Management

Objective With Intended Outcomes
7.10 Upon the conclusion of the curriculum the students will be prepared for entry-level managerial positions.

Assessment/Evaluation/Measures/Strategies
7.10 At this time this portion of the division is unable to Provide course information and data to verify this objective. This is due to several faculty retiring. It our plan to have a course or courses that will verify this objective within a year or two.

Assessment/Evaluation Results (Progress Report)

Improvement Plan/ Changes Made

7.4: MGMT Placement

Progress: Completed
Provided By: Management

Objective With Intended Outcomes
Upon graduation, Management majors will either be employed in the field or will continue their education.

Assessment/Evaluation/Measures/Strategies

Graduating students for a given semester are contacted via telephone by Office of Career Services approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year.

Benchmark is tentatively set at 48.3% (sum of those placed in the field and those continuing their education) from spring 2010 through spring 2012 data and is in the process of being established due to the limited number of graduates in the program.

Assessment/Evaluation Results (Progress Report)
Placement data in Table 1 indicates that seven (24%) were placed in the field while six (21%) were continuing their education.

Table 1. Management Placement Data

Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
SP 10	n	12	0	3	0	4	5
	%		0	25	0	33	42
FA 10 - SP 11	n	24	8	5	1	3	7
	%		33	21	4	13	29
FA 11 - SP 12	n	15	5	6	0	2	1
	%		33	40	0	13	7
FA 12 - SP 13	n	29	12	7	2	6	2
	%		41	24	7	21	7
Mean	n	17.0	4.3	4.7	0.3	3.0	4.3
	%		22.2	28.6	1.4	19.7	25.8

Given that 45% from 2012-2013 < the benchmark of 48.3%, the objective is not met.

Improvement Plan/ Changes Made
Continue to collect data. Three new faculty members were hired in 2013-2014 due to the retirement of existing faculty.

Completed by Paul Fowler on August 30, 2014.

Nursing

2: Maintain an effective nursing program

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: none
Relationship to Institutional Goal: Goal 1, Goal 2, Goal 4, Goal 5, Goal 6, Goal 7
Start: 11/1/2013
End: 10/31/2014
Provided By: Nursing
Progress: Completed
Related Items

2.1: Nursing Professional Competency

Progress: Completed
Provided By: Nursing

Objective With Intended Outcomes

2.10 Eighty percent of employers and graduates responding will rate the graduates' communication skills, critical thinking skills, and ability to perform therapeutic interventions as average or above average on the six month survey.
2.11 Eighty percent of employers and graduates responding will report that the nursing program prepared graduates to function effectively as entry-level practitioners.
2.12 Based on Accreditation mandates the licensure exam pass rates will be at or above the national mean. Eighty-five percent of the graduates will pass the NCLEX-RN examination on their first attempt.
The NCLEX-RN exam is broken out into the following Client Needs Domains (student learning outcomes):

•Management of Care
•Safety and Infection Control
•Health Promotion and Maintenance
•Psychosocial Integrity
•Basic Care and Comfort
•Pharmacological and Parenteral Therapies
•Reduction of Risk Potential
•Physiological Adaptation

Assessment/Evaluation/Measures/Strategies
2.10 Benchmark is set at 80% and was determined by the Program Director and faculty based on 10 years of historical data. Survey sent to graduates and employers 6 month post-graduation. 6 month graduate survey sample (sample form)
2.11 Benchmark is set at 80% and was determined by the Program Director and faculty based on 10 years of historical data. Survey sent to graduates and employers 6 month post-graduation. 6 month employer survey sample (sample form)
2.12 As Part of accreditation mandates, the Louisiana State Board of Nursing set a Benchmark of 80% on graduate pass rates for the NCLEX-RN national board exam results. However, the Program Director for Nursing and faculty raised the Benchmark for LSU Eunice Nursing Program to 85% to ensure and maintain higher standards and quality graduates. Review and analyze NCLEX-RN pass rates. Complete table to aggregate and trend data. The rationale is to establish actual level of achievement and compare it with expected level of achievement. NCLEX

- 6 month employer survey sample
- 6 month graduate survey sample
- NCLEX

Assessment/Evaluation Results (Progress Report)
2.10 Based on results of graduate surveys the **objective was met.** Please review: completed 6 month graduate survey; 6 month graduate survey results

2.11 Results of Employer Survey indicated **objective was met.** Please review:6 month employer survey completed; 6 month employer survey results
2.12 Results indicated that 87% of the graduates passed the NCLEX-RN examination on their first attempt therefore, **objective met.** obj 2-1 Percent of Graduates Passing NCLEX Report 2013, Obj 2-1 Test Plan Performance Report NXLCEX 2013

- 6 month employer survey completed
- 6 month employer survey results
- 6 month graduate survey results
- completed 6 month graduate survey
- obj 2-1 Percent of Graduates Passing NCLEX Report 2013
- Obj 2-1 Test Plan Performance Report NXLCEX 2013

Improvement Plan/ Changes Made
2.10 Plan to send reminders to graduates to complete survey. Emphasize necessity to return 6 month graduate survey during 3rd and 4th semesters of nursing program. Explain to students how the data is used and value of data to the University.
2.11 Plan to send reminders to employers to complete survey. Return from employers was acceptable and will continue current reminders as scheduled
2.12 LSU Eunice faculty will review and adjust the existing curricular topics to the 2014 NCLEX test plan. Emphasis will be placed on directly addressing the NCLEX test plan changes and incorporating in the nursing curriculum. By protocol, faculty will be required to update 30% of all new semester exams according to the 2014 NCLEX test plan. The 2014 exam will again be increased by one logit in level of difficulty 2014. NCLEX performance for 2013 was 87% for LSU Eunice graduates, 84% for jurisdiction, 80% for other ASN programs and 82% for the national mean. Every 3 years the National Council for State Boards of Nursing increases the difficulty level of the NCLEX exam by one logit which was done in early 2013. By trend, LSU Eunice graduates as well as all other nursing graduates achieve lower performance scores in those years of increased NCLEX difficulty, then trend back upward.

2.2: Nursing Retention

Progress: Completed
Provided By: Nursing

Objective With Intended Outcomes

2.20 Seventy-five percent of the students admitted to the nursing program will graduate within six semesters.
2.21 Ninety percent of LPN's entering through advanced standing will graduate within one year.

Assessment/Evaluation/Measures/Strategies

2.20 Benchmark of 75% based on criteria mandated by Accreditation Commission for Education in Nursing. Compare list of students admitted to the Nursing Program for a given year to list of graduates of that class to determine retention rates. Complete table to aggregate and trend data Compare with expected levels of achievement. Please review: attrition 2012 - 2014
2.21 Benchmark of 90% based on criteria mandated Accreditation Commission for Education in Nursing. Compare list of students admitted to the Nursing Program through advanced standing for a given year to list of those graduating from that class to determine retention rates. Complete table to aggregate and trend data. Compare with expected levels of achievement. Please review: attrition 2012 - 2014
Criteria is based on expectations of the Accreditation Commission for Education in Nursing. Expected levels of achievement for program completion are determined by the faculty and reflect program demographics, academic progression, and program history.

- attrition 2012 - 2014

Assessment/Evaluation Results (Progress Report)

2.20 60 students were selected into the Fall 2012 traditional nursing program. Two students were not approved by LSBN and were dismissed and one selected was a re-entry. Of the 60 students, six failed theory, one failed clinical and one student left for personal reasons during the first semester. In Spring 2013, 52 students progressed to second semester of nursing. After one student was dismissed and 17 failed theory, 34 students progressed to third semester. Fall 2013, five re-entry students were

accepted; two students in good standing withdrew due to personal reasons; two failed theory and four failed clinical. Entering the final fourth semester of Spring 2014, 28 students progressed and to this was added three re-entry students. Of this fourth semester class, one student was dismissed and two failed theory, leaving 28/60 students remaining to graduate. Attrition rate for the 2012-2014 class was 47%. Retention rate for this cohort including re-entry students was 53%. The re-entry students and the remaining 2012-2014 cohort completed the program within 6 semesters. **Objective not met.**

2.21 13 LPN's were accepted into the Advanced Placement Articulation in the Summer 2013. One student failed theory, 12/13 (92%) graduated within one year. **Objective met.**

Improvement Plan/ Changes Made
2.20 A more intensive approach to pre-test and post-test peer review and test remediation with students scoring less than 85% on each exam. Program Director for Nursing will: 1) work with faculty to ensure lecture content thoroughly reflects course content and testing; 2) review with faculty clinical objectives for each semester to ensure continuity in quality and depth of clinical experiences among all clinical practice groups; 3) curriculum committee will work with faculty to secure congruence between lecture presentation and test modalities.
2.21. Although the objective was met, the Program Director for Nursing will work with faculty to ensure lecture content thoroughly reflects course content and testing.

2.3: Nursing Employment

Progress: Completed
Provided By: Nursing

Objective With Intended Outcomes
2.3 Graduates who seek employment will be employed in nursing within six months of graduation.

Assessment/Evaluation/Measures/Strategies
2.3 Benchmark is 95% and was determined by faculty and Program Director for Nursing based on historical data. A six month survey is included as documentation.

- 6 month graduate survey (employment)

Assessment/Evaluation Results (Progress Report)
2.3 Limited data was gathered from the 6 month graduate survey. However, direct questioning of the students before graduation regarding employment revealed 3/28 traditional students had not signed contracts for full time employment by last class day Spring 2013. By graduation date of May 17, 2013, all graduating students (100%) had received full time employment contracts. **Objective met.**

- 6 month graduate survey completed

Improvement Plan/ Changes Made
2.3 Plan to send reminders to graduates to complete survey. Emphasize necessity to return 6 month graduate survey during 3rd and 4th semesters of nursing program. Explain to students how the data is used and value of data to the University.

Radiologic Technology

3: Maintain an effective radiologic technology program
Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: none
Relationship to Institutional Goal: Goal 1, Goal 2, Goal 4, Goal 5, Goal 6, Goal 7, Goal 8
Start: 11/1/2013
End: 10/31/2014
Provided By: Radiologic Technology
Progress: Completed
Related Items

3.1: Radiologic Technology Professional Competency
Progress: Completed
Provided By: Radiologic Technology

Objective With Intended Outcomes

3.10 Eighty percent of the Graduates will rate the overall quality of their preparation as a radiologic technologist as good, very good, or excellent.

3.11 Eighty percent of the Employers will rate the overall quality of the program graduates as good, very good, or excellent.

3.12 Students will be able to demonstrate proper clinical skills when performing diagnostic procedures with appropriate supervision.

Assessment/Evaluation/Measures/Strategies

3.10 Benchmark is 80% set by the program faculty members based on the JRCERT Standards. Graduate survey sent to graduates 1 year post-graduation as recommended by JRCERT (accreditation body).Graduate Survey

3.11 Benchmark is 80% set by the program faculty members based on the JRCERT Standards. Employer survey sent to employers 1 year post graduations recommended by JRCERT (accreditation body).Employer Survey

3.12 Students are under direct observation with an instructor. Students must achieve a minimum grade of 85% to demonstrate proficiency set by the program faculty members based on the JRCERT Standards. Final Competency Form and RADT 2093 Clinical Evaluation Form

- Employer Survey
- Final Competency Form
- Graduate Survey
- RADT 2093 Clinical Evaluation Form

Assessment/Evaluation Results (Progress Report)
3.10 Graduate Survey: The surveys revealed that the all of the graduates who sought employment were hired within 1 year post-graduation. The surveys also revealed that the graduates rated the overall quality of his or her preparation as a radiologic technologist as good, very good, or excellent.

Benchmark was met. Graduate Survey Class of 2013 Sample After further investigation, feedback revealed that all of the 2013 graduates who sought employment were hired within 2 months of completing the program. This was a slight improvement from a year ago.
3.11 Employer Survey: The surveys revealed that the graduates rated the overall quality of the preparation as a radiologic technologist as good, very good, or excellent. **Benchmark was met.** Employee Survey Sample 2013
3.12 Final Competency and Clinical Evaluation Form VI (RADT 2093): All of the students (18 of 18) achieved an average score of ≥ 80% on their first attempt in demonstrating clinical skills while performing diagnostic procedures with appropriate supervision as documented on the Final Competency Forms. **Benchmark was met.** Final Competency 2013 Sample **and** RADT 2093 Clinical Evaluation Form Sample**.** The Clinical Evaluation Form VI also revealed that all of the students achieved an above average or good rating in this area.

- Employee Survey Sample 2013
- Final Competency 2013 Sample
- Graduate Survey Class of 2013 Sample
- RADT 2093 Clinical Evaluation Form Sample

Improvement Plan/ Changes Made
3.10 Even though the benchmark was met, only 2 of the 18 Graduate Surveys were returned; an 11% return rate. Will discuss with faculty and solicit strategies as to improve the return rate of the surveys for future assessments. Outcomes Assessment for Class 2013. This was noted in the Program Effectiveness Plan.
3.11 Even though the benchmark was met, only 7 of the 18 Employer Surveys were returned; a 39% return rate. Program Effectiveness Plan Class of 2013. Will discuss with faculty and solicit strategies

as to improve the return rate of the surveys for future assessments. This was noted in the Program Effectiveness Plan.
3.12 Even though the benchmark was met, will discuss with faculty and solicit input as need; especially in the area of radiation protection. RADT Faculty Meeting Minutes July 21 2014.

- Outcomes Assessment for Class 2013
- Program Effectiveness Plan Class of 2013
- RADT Faculty Meeting Minutes July 21 2014

3.2: Radiologic Technology Retention

Progress: Completed
Provided By: Radiologic Technology

Objective With Intended Outcomes
The program will retain students in accordance with JRCERT Standards.

Assessment/Evaluation/Measures/Strategies
Benchmark is 75% retention or (25% attrition) of the total number of students in the enrollment cohort. This is calculated by determining the number of students formally enrolled in a radiologic technology program that began fundamental radiologic technology core coursework and have left for academic (failure to meet grades or other programmatic competencies) or non- academic (financial hardship, medical, deployment, etc.) reasons. This benchmark is determined by JRCERT Standards. JRCERT Rights & Responsibilities of Sponsors, JRCERT Standard Five.

- JRCERT Rights & Responsibilities of Sponsors
- JRCERT Standard Five

Assessment/Evaluation Results (Progress Report)
Ninety percent (18 of 20) of the original Class of 2013 completed the Program in Spring 2013. Benchmark met. Program Effectiveness Plan Class of 2013, RADT Program Effectiveness Data

- Program Effectiveness Plan Class of 2013
- RADT Program Effectiveness Data

Improvement Plan/ Changes Made
The attrition rate for the Class of 2013 is 10%. Benchmark has been met. One of the students who did not complete the program had to withdraw at the beginning of the second semester of the program due to financial reasons. The other student was not able to pass the fifth clinical course. Will discuss with the faculty and solicit input as needed.

3.3: Radiologic Technology Employment

Progress: Completed
Provided By: Radiologic Technology

Objective With Intended Outcomes
3.30 Eighty percent of the Employer Surveys will indicate that the employers would hire future graduates from the program. Benchmark is set by the program faculty members based on the JRCERT Standards.

3.31 Over a five-year period, the credentialing pass rate average on the first attempt of the ARRT Exam based on the JRCERT Standards.

3.32 Over a five-year period, the job placement rate of the graduates who seek employment within one year of graduation based on the JRCERT Standards.

Assessment/Evaluation/Measures/Strategies
3.30 Benchmark-80%. Benchmark is set by the program faculty members based on the JRCERT Standards. Employer surveys are mailed one year post-graduation by the Program Director. Results

will be communicated to the Division Head and Advisory Committee. Areas of strengths and deficiencies are noted. Results will be utilized for program improvement. The Division Head and Advisory Committee will be apprised of the results. JRCERT Rights & Responsibilities of Sponsors, JRCERT STANDARD FIVE-Program Effectiveness

3.31 Over a five year average, credentialing pass rate will not be less than 75% on the first attempt of the ARRT exam as determined by JRCERT. Exam statistics are provided by the ARRT. Results will be communicated to the Division Head and Advisory Committee. Areas of strengths and deficiencies are noted. Results will be utilized for program improvement. JRCERT Rights & Responsibilities of Sponsors, JRCERT STANDARD FIVE-Program Effectiveness

3.32 Over a five year average, the job placement rate will not be less than 75% within one year of graduation as determined by JRCERT. Graduate Surveys are mailed one year post-graduation by the Program Director. The survey is designed to determine how many graduates have obtained employment during the previous 12 months. The results are evaluated by the Program Director. JRCERT Rights & Responsibilities of Sponsors, JRCERT STANDARD FIVE-Program Effectiveness

- JRCERT Rights & Responsibilities of Sponsors
- JRCERT STANDARD FIVE-Program Effectiveness

Assessment/Evaluation Results (Progress Report)
3.30 Thirty-nine percent (7 of 18) of the Employer surveys were received. 100% of the surveys received revealed that the employers were satisfied with the program. **Benchmark met.** Will discuss with faculty and solicit strategies as to improve the return rate of the surveys for future assessments. Employer Survey Sample Class of 2013

3.31 The Pass Rate on the first attempt of the ARRT Board Exam for the Class of 2013 was 94%. For the past 5 years (2009-2013), the credentialing pass rate average was not less than 94.0% on the first attempt of taking the ARRT Exam. **Benchmark met.** ARRT Exam Results Class of 2012, ARRT

National Comparison Class of 2013, ARRT Annual Program Summary Class of 2013, Program Effectiveness Plan for Class of 2013

3.32 Eleven percent (2 of 18) of the Graduate surveys were received. This survey revealed that the graduates were hired within 12 months post-graduation. After further investigation, feedback revealed that all of the 2013 graduates who sought employment were hired with 2 months of completing the program. This was a slight improvement from the previous year. The 5-year employment rate post 6 months graduation was 99. **Benchmark met.** Graduate Survey Sample Class of 2013

- ARRT Annual Program Summary Class of 2013
- ARRT Exam Results Class of 2012
- ARRT National Comparison Class of 2013
- Employer Survey Sample Class of 2013
- Graduate Survey Sample Class of 2013
- Program Effectiveness Plan for Class of 2013

Improvement Plan/ Changes Made

3.30 Even though the benchmark was met, only 39% (7 of 18) of the Employer surveys were received. Will discuss with faculty and solicit strategies as to improve the return rate of the surveys for future assessments. This was noted in the Assessment Plan for the Class of 2013. Outcomes Assessment Class of 2013, RADT Faculty Minutes July 21 2014

3.31 Even though the benchmark was met, will discuss with faculty and solicit input as needed, especially on the weak areas. This was noted in the Assessment Plan for the Class of 2013. Outcomes Assessment Class of 2013, RADT Faculty Minutes July 21 2014

3.32 Even though the benchmark was met, only 11% (2 of 18) of the Graduate surveys were returned. Will discuss with faculty and solicit strategies as to improve the return rate of the surveys

for future assessments. This was noted in the Assessment Plan for the Class of 2013. Outcomes Assessment Class of 2013, RADT Faculty Minutes July 21 2014

- Outcomes Assessment Class of 2013
- RADT Faculty Minutes July 21 2014

Respiratory Care

4: Maintain an effective program in respiratory care.

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: none
Relationship to Institutional Goal: Goal 1, Goal 2, Goal 4, Goal 5, Goal 6, Goal 7
Start: 11/1/2013
End: 10/31/2014
Provided By: Respiratory Care
Progress: Completed
Related Items

4.1: Respiratory Care Professional Competency

Progress: Completed
Provided By: Respiratory Care
Objective With Intended Outcomes

4.10 Returned graduate and employer surveys will have an overall satisfaction rating of 3 or higher on a 5-point Likert scale.

4.11 Annually, at least 80 percent of the graduates will pass the National Board of Respiratory Care (NBRC) examination for recognition as a Certified Respiratory Therapist (CRT).

- CoARC Thresholds 2013 outcomes pg. 1 of 2

- CoARC Thresholds 2013 outcomes pg. 2 of 2

Assessment/Evaluation/Measures/Strategies
4.10 Benchmark is 80% of returned employer surveys. Most current data is from 2012-2013, data runs one year behind. The Program Director will distribute surveys to employers and graduates within six months after graduation.

4.11 80% of total number of graduates obtaining National Board for Respiratory Care (NBRC) Certified Respiratory Care credential (3 year average). National respiratory care examination is administered through the National Board for Respiratory Care.

- CoARC Employer Survey blank
- CoARC Graduate Survey blank

Assessment/Evaluation Results (Progress Report)
4.10 Employer: 100% (11 of 11) of the employer surveys returned rated the program graduates a 3 or higher on a 5-point Likert scale for overall satisfaction. Areas rated included cognitive, psychomotor, and affective domains. (Documentation for page one and documentation for page two.) Objective met.

4.10 Graduate: 100% of the graduate surveys returned rated the program a 3 or higher on a 5-point Likert scale for overall satisfaction. Areas rated included cognitive, psychomotor, and affective domains. 8 of 11 surveys were returned. The program has to meet a threshold of 50% participation on a 3 year average. The program is currently at a 75% threshold for average between years 2013 and 2011. (Documentation for page one and documentation for page two.) Objective met.

4.11 100% (11 of 11) graduates achieved a passing score on the National Board for Respiratory Care credentialing examination. All 11 graduates passed on 1st attempt. Objective met.

- CoARC Employer survey completed 2013 cohort. pg. 1 of 2
- CoARC Employer survey completed. 2013 cohort pg. 2 of 2
- CoARC Graduate survey completed. 2013 cohort pg. 1 of 2
- CoARC Graduate survey completed. 2013 cohort pg. 2 of 2
- NBRC School Summary Report. 2013 cohort

Improvement Plan/ Changes Made
At this time no plans to change curriculum content. Plan to continue to monitor to ensure that objectives or met.

4.2: Respiratory Care Retention

Progress: Completed
Provided By: Respiratory Care

Objective With Intended Outcomes
No more than 40 percent of an annual Respiratory Care class cohort will be classified as 'true' attrition as required by Committee on Accreditation for Respiratory Care (CoARC). Documentation for CoARC attached.

- CoARC Outcomes Thresholds as of Jan. 2014

Assessment/Evaluation/Measures/Strategies
40% attrition of the total number of students in the enrollment cohort (3 year average). Benchmark set by the Commission on Accreditation for Respiratory Care (CoARC).

Students formally enrolled in a respiratory care program that began fundamental respiratory care core coursework and have left for academic (failure to meet grades or other programmatic

competencies) or non- academic (financial hardship, medical, deployment, etc.) reasons. Students who leave the program before the fifteenth calendar day from the beginning of the term with fundamental respiratory care core coursework and those students transferring to satellites are not included in program attrition.

Assessment/Evaluation Results (Progress Report)
4.2 The program produced a 25% attrition of the total number of students in the enrollment cohort (2012-2013). There were 12 new students and 3 dropped out. The percent attrition average between 2013 and 2011 is 12.8%. This falls within the CoARC threshold of 40% (3-year average).

Objective met. Documentation attached.

- CoARC Annual Report. 2012.2013 cohort Retention. Attrition outcome

Improvement Plan/ Changes Made
The program has currently purchased additional educational software that will assist with classroom material as well as preparing the student for the national board exams. The program has also secured additional clinical sites, specialty facilities included, to help broaden their educational experiences and to assist with the cognitive domain. The program faculty will continue remediation with the students in order to remedy any deficient areas within the examination matrix of the program curriculum as well as the national board examination.

4.3: Respiratory Care Employment

Progress: Completed
Provided By: Respiratory Care

Objective With Intended Outcomes
Graduates of the Associate of Science Degree in Respiratory Care will be employed within twelve (12) months after graduation. Employment is defined as utilizing skills in the scope of practice within the respiratory care profession, either full-or part-time, or per diem; or enrolled full- or part-time in

another degree program; or serving in the military. CoARC's threshold requires that 70% of the graduates will have job placement on a 3-year average.

- CoARC outcomes thresholds as of Jan. 1, 2014.

Assessment/Evaluation/Measures/Strategies
Benchmark is 70% on a three year average as set by CoARC. The Program Director of Respiratory Care will conduct exit interviews with graduating students during December. During this interview, students will be asked if they will be employed upon graduation. The Division will distribute surveys to respiratory care graduates six months after graduation.

- CoARC Graduate Survey blank

Assessment/Evaluation Results (Progress Report)
100% (11 of 11) graduates found employment within 6 months post-graduation. Objective met.

- CoARC Positive Placement Outcomes. Annual Report 2012.2013 cohort

Improvement Plan/ Changes Made
No changes at this time. Plan to continue monitoring closely to ensure objectives met.

Liberal Arts

3: Maintain an effective Honors Program
Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: none (existing)
Relationship to Institutional Goal: Goal 3, Goal 5, Goal 6, Goal 8
Start: 11/1/2013
End: 10/31/2014
Provided By: Liberal Arts

Progress: Completed
Related Items

3.1: Honors learning community environment

Progress: Completed
Provided By: Liberal Arts

Objective With Intended Outcomes
Create a learning community environment for the student that will cultivate attainment of knowledge, foster critical thinking, and develop research skills

Assessment/Evaluation/Measures/Strategies
Students participating in the Honors Program will report having attained knowledge, critical thinking skills, and research capabilities through the results of the research projects they have done in HNRS 2002

Assessment/Evaluation Results (Progress Report)
A Rubric has been designed to assess the research projects in HNRS 2002. It will be implemented in the Fall 2014.

Improvement Plan/ Changes Made
Prior to the development of the rubric, a simple grade was issued based on the overall quality of the project. The rubric allows the department to drill into the results for specific strengths and/or weaknesses.

3.2: Honors leadership experiences

Progress: Completed
Provided By: Liberal Arts

Objective With Intended Outcomes
Provide the student with opportunities for leadership and/ or service-learning experiences in HNRS 1001 and HNRS 2001

Assessment/Evaluation/Measures/Strategies
Students will maintain a log of leadership and service learning in HNRS 1001 AND HNRS 2001. The log will give the date and description of the activity.

Assessment/Evaluation Results (Progress Report)
The leadership/community service component will be added to the Spring 2015 syllabus as appropriate.

Improvement Plan/ Changes Made
The logs will be assessed and reviewed by faculty annually and make changes to the types of acceptable activities.

4: Retention of Liberal Arts Majors
Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: existing
Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 7, Goal 8
Start: 11/1/2013
End: 10/31/2014
Provided By: Liberal Arts
Progress: Completed
Related Items

4.1: Maintain Fall to Fall retention of all students declaring their chosen major as General Studies.
Progress: Completed
Provided By: Liberal Arts

Objective With Intended Outcomes
Maintain Fall to Fall retention of all students declaring a major in Associate of General Studies students at 37% or better.

Assessment/Evaluation/Measures/Strategies
The Student Retention Profile derived from the Institutional Research Query Tools Database was used to set the benchmark as a ten year (2002-2003 to 2011-2012) running average of retention calculating both the mean and median (see Table 1).

Table 1 indicates that a 37% retention is appropriate allowing for fluctuations in enrollment. Please note that the one-year retention calculation runs one year behind so that the assessment may be completed during the June through August time frame as dictated by the LSU Eunice Planning and Evaluation Cycle.

Table 1. Retention of General Studies Students

Initial Year	Fall	No of initial students
2001	50	94
2002	50	118
2003	48	107
2004	43	88
2005	29	72
2006	41	69
2007	26	86
2008	35	69
2009	33	66
2010	30	82
2011	38	64
2012	31	100
mean	37.3	82
median	36.5	77
s.d.	8.1	18

Assessment/Evaluation Results (Progress Report)
The General Studies retention rate for fall 2012 to fall 2013 is 31% according to the Institutional Research Query Tools.

Since the fall 2012 to fall 2013 retention is 31% which is less than the ten year average of 37%, Objective 4.1 is not met. The continuing student group had the lowest retention rate at 21% (66 to 14 students).

Improvement Plan/ Changes Made
The data gathered does not reflect students who declared a major of general studies then made a more specific academic path decision thereby changing majors. This trend will be monitored and factored in in the future.

4.2: Maintain Fall to Fall retention of all students declaring their chosen major as: Education Undecided

Progress: Completed
Provided By: Liberal Arts

Objective With Intended Outcomes
Maintain Fall to Fall retention of all students declaring their chosen as major as Education Undecided at least 47%.

Assessment/Evaluation/Measures/Strategies
The Student Retention Profile derived from the Institutional Research Query Tools Database was used to set the benchmark as a ten year (2002-2003 to 2011-2012) running average of retention calculating both the mean and median (see Table 1).

Table 1 indicates that a 47% retention is appropriate allowing for fluctuations in enrollment. Please note that the one-year retention calculation runs one year behind so that the assessment may be completed during the June through August time frame as dictated by the LSU Eunice Planning and Evaluation Cycle.

Table 1
One-year Retention of Education-Undecided Majors

Initial Year	Fall	No of initial students
2001	61	51
2002	49	59
2003	42	48
2004	44	34
2005	38	21
2006	43	23
2007	59	34
2008	50	32
2009	48	56
2010	48	44
2011	45	29
mean	46.6	38.0
median	46.5	34
s.d.	5.7	13.2

Assessment/Evaluation Results (Progress Report)
The Education-Undecided retention rate for fall 2012 to fall 2013 is 57% according to the Institutional Research Query Tools.

Since the fall 2012 to fall 2013 retention of 57% exceeds the ten year average, Objective 4.2 is met. 44% of the continuing student group (9 to 4 students) was retained while 75% of the new students were retained (8 to 6 students).

Improvement Plan/ Changes Made
No changes planned.

Completed by Paul Fowler on March 3, 2014.

4.3: Maintain Fall to Fall retention of all students declaring their chosen major as: Undecided Liberal Arts

Progress: Completed
Provided By: Liberal Arts

Objective With Intended Outcomes
Maintain Fall to Fall retention of all students declaring their chosen as major as Undecided Liberal Arts, at least 72% (tentative due to limited data).

Assessment/Evaluation/Measures/Strategies
The Student Retention Profile derived from the Institutional Research Query Tools Database was used to set the benchmark as a three year (2008-2009 to 2011-2012) running average of retention calculating both the mean and median (see Table 1).

Table 1 indicates that a 72% retention is somewhat appropriate allowing for fluctuations in enrollment considering the low n's. Please note that the one-year retention calculation runs one year behind so that the assessment may be completed during the June through August time frame as dictated by the LSU Eunice Planning and Evaluation Cycle.

Table 1
One-year Retention for Liberal Arts - Undecided Majors

Initial Year	Fall	No of initial students
2008	100	1
2009	100	4
2010	38	8
2011	50	14
mean	72.0	6.8
median	75	6
s.d.	32.7	5.6

Assessment/Evaluation Results (Progress Report)
The Liberal Arts-Undecided retention rate for fall 2012 to fall 2013 is 29% according to the Institutional Research Query Tools.
Since the fall 2012 to fall 2013 retention of 29% is less than the average over the four years of the program, Objective 4.3 is not met. However, it should be noted that is program is rather new basing the average on only four years. Two of the four years had a retention of 100%. The first with one student and the second with four students - all being retained. It is natural that the retention would fluctuate given increasing numbers of students enrolling in this major.

Improvement Plan/ Changes Made
Continue to monitor and gather additional data for comparison purposes.

4.4: Maintain Fall to Fall retention of all students declaring their chosen major as: Arts

Progress: Completed
Provided By: Liberal Arts

Objective With Intended Outcomes
Maintain Fall to Fall retention of all students declaring their chosen as major as ARTS (AALT and AATF), at least 28%.

Assessment/Evaluation/Measures/Strategies
The Student Retention Profile derived from the Institutional Research Query Tools Database was used to set the benchmark as a ten year (2002-2003 to 2011-2012) running average of retention calculating both the mean and median (see Table 1).

Table 1 indicates that a 28% retention is appropriate allowing for fluctuations in enrollment. Please note that the one-year retention calculation runs one year behind so that the assessment may be completed during the June through August time frame as dictated by the LSU Eunice Planning and Evaluation Cycle.

Table 1.
One-year Retention of Associate of Arts Majors

Initial Year	Fall	No of initial students
2001	50	6
2002	23	13
2003	13	8
2004	42	12
2005	37	30
2006	36	22
2007	43	21
2008	33	21
2009	30	20
2010	18	11
2011	0	1
mean	27.5	15.9
median	31.5	16.5
s.d.	13.9	8.4

Assessment/Evaluation Results (Progress Report)
The Liberal Arts Degree was changed to Arts Transfer Fine Arts and Associate of Arts Louisiana Transfer for the 12-13 year. This was compared to the Arts degree from the past. The retention rate for fall 2012 to fall 2013 for both is 24% according to the Institutional Research Query Tools.

Since the fall 2012 to fall 2013 retention of 24% exceeds the ten year average, Objective 4.4 is not met. However, it is understood that additional Arts majors from the past may not be included in the retention number for the two programs.

Improvement Plan/ Changes Made
With the realization that there are low n's and that the AALT and AATF programs may not be encompassing all Arts students, data will be monitored into next year as additional data is gathered.

Completed by Paul Fowler on June 3, 2014.

4.7: Maintain Fall to Fall retention of all students declaring their chosen major as Psychology

Progress: Completed
Provided By: Liberal Arts

Objective With Intended Outcomes
Maintain Fall to Fall retention of all students declaring their chosen as major as Psychology, at least 40%.

Assessment/Evaluation/Measures/Strategies
The Student Retention Profile derived from the Institutional Research Query Tools Database was used to set the benchmark as a ten year (2002-2003 to 2011-2012) running average of retention calculating both the mean and median (see Table 1).
Table 1 indicates that a 40% retention is appropriate allowing for fluctuations in enrollment. Please note that the one-year retention calculation runs one year behind so that the assessment may be completed during the June through August time frame as dictated by the LSU Eunice Planning and Evaluation Cycle.

Table 1
One-year Retention of Associate of General Studies Majors

Initial Year	Fall	No of initial students
2001	36	36
2002	42	36
2003	38	42
2004	35	35
2005	45	38
2006	33	40
2007	38	26
2008	46	35
2009	34	32
2010	56	25
2011	58	31
mean	42.5	34
median	40	35
s.d.	8.8	6

Assessment/Evaluation Results (Progress Report)
The Psychology retention rate for fall 2012 to fall 2013 is 50% according to the Institutional Research Query Tools.
Since the fall 2012 to fall 2013 retention rate is 50% which exceeds the ten year average of 40%, Objective 4.7 is met.

Improvement Plan/ Changes Made
No changes planned.

Completed by Paul Fowler on June 3, 2014.

4.8: Maintain Fall to Fall retention of all students declaring their chosen major as Sociology
Progress: Completed
Provided By: Liberal Arts

Objective With Intended Outcomes

Maintain Fall to Fall retention of all students declaring their chosen as major as Sociology, at least 44%.

Assessment/Evaluation/Measures/Strategies

The Student Retention Profile derived from the Institutional Research Query Tools Database was used to set the benchmark as a ten year (2002-2003 to 2011-2012) running average of retention calculating both the mean and median (see Table 1).

Table 1 indicates that a 44% retention is appropriate allowing for fluctuations in enrollment. Please note that the one-year retention calculation runs one year behind so that the assessment may be completed during the June through August time frame as dictated by the LSU Eunice Planning and Evaluation Cycle.

Table 1

One-year Retention of Sociology Majors

Initial Year	Fall	No of initial students
2001	60	5
2002	50	6
2003	50	6
2004	29	7
2005	29	7
2006	29	7
2007	63	8
2008	33	15
2009	33	15
2010	64	11
2011	63	10
mean	44.3	9
median	41.5	7.5
s.d.	15.3	3

Assessment/Evaluation Results (Progress Report)
The Sociology retention rate for fall 2012 to fall 2013 is 63% according to the Institutional Research Query Tools.
Since the fall 2012-2013 retention is 63% which exceeds the ten year average of 44%, Objective 4.8 is met.

Improvement Plan/ Changes Made
No changes planned.

Completed by Paul Fowler on June 3, 2014.

5: Artistic, Cultural, Historic Understanding; Written and Spoken Communication (see General Education)
Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: none (existing)
Relationship to Institutional Goal: Goal 1, Goal 3, Goal 5, Goal 6
Start: 11/1/2013
End: 10/31/2014
Provided By: Liberal Arts
Progress: Completed
Related Items
There are no related items.

Care and Development of Young Children

1: Maintain a Care and Development of Young Children program.
Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: No additional funds requested

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 5, Goal 8
Start: 11/1/2013
End: 10/31/2014
Provided By: Care and Development of Young Children
Progress: Completed
Related Items

1.1: CDYC Competence
Progress: Completed
Provided By: Care and Development of Young Children

Objective With Intended Outcomes
Upon the completion of the Care and Development of Young Children program, graduates will possess the knowledge necessary to be successful as entry level instructors.

The Care and Development of Young Children is an Associate of Science degree.

Assessment/Evaluation/Measures/Strategies
This objective is directly assessed through an internal document for the EDCI 2900 Practicum Evaluation which is a 75% web based course. The following student learning outcomes are assessed by the practicum supervisor:

1. Knowledge of Child Development/Early Childhood Practices
2. Professionalism
3. Relationships; Guidance
4. Professional Development

The student also assesses their own learning using the last three questions in a section entitled

- Student's learning goals and assessment of progress

Students can be scored from 1-5 with 1 indicating very low/weak criterion performance and 5 very high/strong performance. Evaluators could also select CJ as an option; can't judge. Success is defined as a 3 or higher.

The evaluation is given in the Spring semesters only at the end of the students' curriculum.

The LSU Eunice Catalog current provides the following description for EDCI 2900

Supervised field experience in an approved early childhood setting (licensed child care facility, Head Start program, etc.). Each student will work with an onsite supervisor and the coordinator or a faculty member from the Early Childhood Education program. A minimum of 60 clock hours of work are required for each hour of academic credit. Arrangements must be made prior to registration, including acceptance of initial proposal and credit hour assignment. May be repeated for a maximum of six credit hours.
All students in the course are evaluated using this method.

Assessment/Evaluation Results (Progress Report)

Outcome	n=	# questions	Mean	s.d.
Knowledge of child development and early childhood practices	9	3	4.56	0.3227
Professionalism	9	5	4.96	0.0882
Relationships	9	5	4.91	0.0928
Guidance	9	6	4.81	0.2819
Professional development	9	4	4.9	0.1215
Overall			4.83	0.1814

As the table above indicates the overall Mean was 4.83 with a s.d. of 0.1814. The lowest outcome was a Mean of 4.56 which exceeds the 3.0 benchmark identified. Therefore Objective 1.1 is met.

A sample evaluation instrument is included below with the name redacted.

- EDCI 2900 Evaluation sample

Improvement Plan/ Changes Made
The CDYC program will evolve into a new birth-kg program in 2015. The assessments will be redesigned appropriately.

1.2: CDYC Placement

Progress: Completed
Provided By: Care and Development of Young Children

Objective With Intended Outcomes
Upon graduation, Care and Development of Young Children majors will either be employed in the field or will continue their education.

Assessment/Evaluation/Measures/Strategies
Graduating students for a given semester are contacted via telephone by Office of Career Services approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year.

Benchmark is tentatively set at 51% from spring 2010 through spring 2012 data and is in the process of being established due to the limited number of graduates in the program.

Note that this program is being restructured by the State of Louisiana. This knowledge (and uncertainty) affecting the number of students enrolling and ultimate placement.

Assessment/Evaluation Results (Progress Report)
According to the data presented for the 2012-2013 academic year, two (40%) of the graduates were either employed in the field or continuing their education.

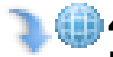
Table 1. Placement of Care and Development of Young Children Graduates

Semester	No/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
SP 10	n	3	0	2	0	0	1
	%		0	67	0	0	33
FA 10 - SP 11	n	8	1	5	0	0	2
	%		13	63	0	0	25
FA 11 - SP 12	n	4	3	1	0	0	0
	%		75	25	0	0	0
FA 12 - SP 13	n	5	2	1	0	1	1
	%		40	20	0	20	20
Mean	n	5.0	1.3	2.7	0.0	0.0	1.0
	%		29.2	51.4	0.0	0.0	19.4

Since 40% (those placed in the field or continuing their education) < benchmark of 51.4%, the objective is not met. However, given the low n's over the past year and the low n that graduated in either fall 2012 or spring 2013, the results are inconclusive.

Improvement Plan/ Changes Made
Continue monitoring data as the program is changed to meet the new state requirements.

Completed by Paul Fowler on August 30, 2014.



4.5: Maintain Fall to Fall retention of all students declaring their chosen major as: Care and Development of Young Children

Progress: Completed
Provided By: Care and Development of Young Children

Objective With Intended Outcomes

Maintain Fall to Fall retention of all students declaring their as major as Undecided Liberal Arts, at least 45% (tentatively based on limited data - program has only existed since fall 2007).

Assessment/Evaluation/Measures/Strategies

The Student Retention Profile derived from the Institutional Research Query Tools Database was used to set the benchmark as a four year (2007-2008 to 2011-2012) running average of retention calculating both the mean and median (see Table 1).

Table 1 indicates that a 45% retention is appropriate allowing for fluctuations in enrollment. Please note that the one-year retention calculation runs one year behind so that the assessment may be completed during the June through August time frame as dictated by the LSU Eunice Planning and Evaluation Cycle.

Table 1
One-year Retention of Care and Development of Young Children Majors

Initial Year	Fall	No of initial students
2007	40	38
2008	54	41
2009	46	61
2010	39	54
2011	47	43
mean	45.2	47
median	46	43
s.d.	6.1	10

Assessment/Evaluation Results (Progress Report)

The Care and Development of Young Children retention rate for fall 2012 to fall 2013 is 44% according to the Institutional Research Query Tools.
Since the fall 2012 to fall 2013 retention rate is 44% which is slightly less than 45%, Objective 4.5 is not met. The continuing student group had the best retention rate at 52%; however, none of the new students were retained.

Improvement Plan/ Changes Made
University personnel believe that new students are aware of major changes to the program being initiated by the Louisiana Board of Regents and the K-12 system. Changes are to occur quickly and may take place during the 14-15 academic year.
As a result, student retention will be monitored. No further changes expected other than the curriculum change.

Criminal Justice

2: Maintain an effective criminal justice program.
Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: no additional funds requested
Relationship to Institutional Goal: Goal 1, Goal 2, Goal 5, Goal 8
Start: 11/1/2013
End: 10/31/2014
Provided By: Criminal Justice
Progress: Delayed
Related Items

2.1: Criminal Justice Professional Competency
Progress: Delayed
Provided By: Criminal Justice

Objective With Intended Outcomes
Upon the completion of the curriculum, students will demonstrate proficiency with the theories and practices of criminal justice.

Assessment/Evaluation/Measures/Strategies

Assessment/Evaluation Results (Progress Report)
No data available. The coordinator resigned and left no data.

Improvement Plan/ Changes Made

Set new program goals and SLOs to measure student learning in spring 2015.

2.2: CJ Placement

Progress: Completed
Provided By: Criminal Justice

Objective With Intended Outcomes
Upon graduation, Criminal Justice majors will either be employed in the field or will continue their education.

Assessment/Evaluation/Measures/Strategies

Graduating students for a given semester are contacted via telephone by Office of Career Services approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year.

Benchmark is tentatively set at 38.9% (the sum of those placed in field and those continuing education) from spring 2010 through spring 2012 data and is in the process of being established due to the limited number of graduates in the program.

Assessment/Evaluation Results (Progress Report)
The data in Table 1 details the historical data and data for the current assessment year (12-13). In all, 39% of the students were either placed in the field or are continuing their education.

Table 1. Data on Criminal Justice Students being Placed or Continuing Their Education

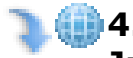
Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
SP 10	n	3	1	1	0	0	1
	%		33	33	0	0	33
FA 10 - SP 11	n	14	5	6	0	1	2
	%		36	43	0	7	14
FA 11 - SP 12	n	18	9	3	1	3	2
	%		50	17	6	17	11
FA 12 - SP 13	n	18	7	6	1	1	3
	%		39	33	6	6	17
Mean	n	11.7	5.0	3.3	0.3	1.3	1.7
	%		39.7	31.0	1.9	7.9	19.6

Since 39% > 38.9%, the objective is met. However, care should be taken when considering the data due to the low n's.

Improvement Plan/ Changes Made
Continue monitoring data.

Note - the full-time criminal justice coordinator resigned upon the conclusion of spring 2014. This may impact future enrollment and placement.

Completed by Paul Fowler on August 30, 2014.



4.6: Maintain Fall to Fall retention of all students declaring their chosen major as Criminal Justice.

Progress: Completed
Provided By: Criminal Justice

Objective With Intended Outcomes
Maintain Fall to Fall retention of all students declaring their chosen as major as Criminal Justice at least 45%.

Assessment/Evaluation/Measures/Strategies
The Student Retention Profile derived from the Institutional Research Query Tools Database was used to set the benchmark as a ten year (2002-2003 to 2011-2012) running average of retention calculating both the mean and median (see Table 1).

Table 1 indicates that a 45% retention is appropriate allowing for fluctuations in enrollment. Please note that the one-year retention calculation runs one year behind so that the assessment may be completed during the June through August time frame as dictated by the LSU Eunice Planning and Evaluation Cycle.

Table 1
One-year Retention of Criminal Justice - Associate Majors

Initial Year	Fall	No of initial students
2001	51	83
2002	53	86
2003	39	113
2004	35	91
2005	42	72
2006	50	62
2007	39	71
2008	60	60
2009	42	79
2010	44	80
2011	44	75
mean	44.8	79
median	43	77
s.d.	7.5	15

Assessment/Evaluation Results (Progress Report)
The Criminal Justice - Associate retention rate for fall 2012 to fall 2013 is 37% according to the Institutional Research Query Tools.
Since the fall 2012 to fall 2013 retention rate is 37% which is less than 45%, Objective 4.6 is not met. The continuing student group had the lowest retention rate at 35% retaining only 18 of 51 students.

Improvement Plan/ Changes Made
A full-time, permanent coordinator will be in place by the Fall 2015 semester. The coordinator will advise all CJ students, both on-line and traditional students. The continuity of a single point of contact and a stable program will increase the cohort retention.

Library

1: Hire new systems / digital services librarian
Relationship to Strategic Goals: Goal 2.4, Goal 2.5
Budget Information: There is no institutional budget for filling this position at this time. Position still remains in personnel scheme.
Relationship to Institutional Goal: Goal 5, Goal 7
Start: 11/1/2013
End: 10/31/2014
Provided By: Library
Progress: Delayed
Related Items

1.1: Administrative Services-Systems Librarian
Progress: Delayed
Provided By: Library

Objective With Intended Outcomes
Continue all efforts to hire new systems / digital services librarian even with budget situation, make this personnel matter and position an issue of need, strategic planning and an important factor for student retention as well as relates to GRAD ACT, accreditation needs as well as meeting

Institutional Goal 7 in which students find facilities and resources adequate in library. As enrollment issues continue to be discussed and reviewed as well as online courses expansion and library digital resources being readily utilized and accessible, the need for this position remains relevant and discussions for such a position will continue as institutional changes occur and budget becomes available.

Assessment/Evaluation/Measures/Strategies
Assessment or evaluation of this personnel objective will be accomplished when this position has actually been filled and the objective accomplished.

Assessment/Evaluation Results (Progress Report)
This objective has been delayed.
This library position has not been filled by a person, but technology measures from LOUIS as well as the possible implementation of LibGuides is assisting the library and library staff in responding to the escalation of students, faculty and institutional digital information needs. The EDS plugin into MyCourses is an example of technology assisting the library in the delivery of digital information to faculty and students.

- EDSPluginImplementation2014

Improvement Plan/ Changes Made
With no library budget, library continues to find ways and experiment with information technologies like LibGuides and EDS plugin (from LOUIS) to deliver more information and accessibility to students and faculty.
Of note, as technology is being utilized to minimize this challenge, the rise and use of more information technology and content is actually driving this staffing need that remains on-going.

- libguides2014

2: In relation to current library space, space utilization with future adaptations and needed upgrades, continue to upgrade and transform specific library physical spaces into more useful and accessible venues

Relationship to Strategic Goals: Goal 2.4, Goal 2.5
Budget Information: Student Technology Fee grant funds have been used to meet the physical space changes needed in the LeDoux Library.
Relationship to Institutional Goal: Goal 7
Start: 11/1/2013
End: 10/31/2014
Provided By: Library
Progress: Completed
Related Items

2.1: Enhance use of library "Information Commons" as well as other public spaces for students and patrons

Progress: Completed
Provided By: Library

Objective With Intended Outcomes
Continue awareness and library publicity campaign to improve and upgrade library physical spaces that are changing and evolving as library technology changes, user needs change and students also change.

- physicalspaceplanning2013

Assessment/Evaluation/Measures/Strategies
As the space is renovated and adapted for new uses, new equipment, new furniture and accommodations appear. Measuring accomplishment will be done by doing and physically getting this renovation finished and making this space useful for students. Library patron gate count will demonstrate statistics that demonstrate how many students are coming into the library with the Information Commons in full operation.

- LibraryPatronGateCount20122013

Assessment/Evaluation Results (Progress Report)
Progress on developing and cultivating the effective use of the library's Information Commons for this year has been met this year and is also is on-going objective of the library. Use of the Information Commons continues to grow and students are definitely attracted to this library center and the services offered.

Besides normal functions as a computer and information access space, Information Commons and computers are also being utilized for successful QEP Modular Math project and individual assessment and test taking on library premises. This makes the Information Commons more useful and place on campus and in the library where students can find assistance, take certain tests as well as complete their information tasks and research efforts.

Again, the objective has been met and work will continue to grow and develop this library resources.

- InfoCommonsProcturing2014

Improvement Plan/ Changes Made
Basic and simple changes like furniture re-location, re-positioning as well as moving of computers and accessories are routine steps taken to insure improvement and the use of facilities. With no library funds/budget to make any physical changes or add computers or technology, any improvement is based largely on improving "services" to students, with better student workers and user interactions, insuring end users are getting answers to questions as well as making sure the equipment is clean, working well and functioning properly. To this end, the library director works to insure that the Commons is routinely cleaned by custodial staff and that any technical problems or concerns, including "security" and the need for an appropriate learning environment for students is routinely maintained.

The library advertises and promotes the fact that the Information Commons is staffed and this fact that there is a person in the Information Commons that can assist and aid students is a welcome change and improvement for students seeking help, answers to questions or to be proctored with approval.

- LibraryCleaning2014

3: Secure funding for annual LOUIS institutional membership fee
Relationship to Strategic Goals: Goal 2.4, Goal 2.5
Budget Information: Discuss with VCAA; update VCAA on the status of 2013 LOUIS consortium funding
Relationship to Institutional Goal: Goal 7
Start: 11/1/2013
End: 10/31/2014
Provided By: Library
Progress: Completed
Related Items

3.1: Library administrative services / budgeting - secure annual LOUIS membership funding based on LOUIS fee projections
Progress: Completed
Provided By: Library

Objective With Intended Outcomes
Continue to seek funding for annual LOUIS membership fees to provide routine access to statewide library and higher education information network that provides specific library circulation services as well as noteworthy information resources required for various course curriculum as well as assignment. [Note: As of 2012, Board of Regents is no longer providing majority funding for LOUIS memberships and the consortium is largely membership fee focused and based.]

Assessment/Evaluation/Measures/Strategies
Since the budgeting for institutional LOUIS membership fees have changed because of Board of Regents not funding the LOUIS network as in previous years, institutional administration was reminded via memo (attached) that the LOUIS membership fees now need to be budgeted for in 2014 -2015 institutional budget planning meetings with VC of Business Arlene Tucker and the Budget Review Committee.
As a result, the benchmark for the success of this objective is, very simply, is to fund LOUIS.

- LouisFees2013
- LOUISmbfee2014-15SupplementalBudgetRequest

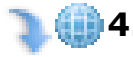
Assessment/Evaluation Results (Progress Report)
2014 LOUIS membership fees were placed on supplemental institutional budget priority list in March 2014. As of September 2014, this objective was not met as the entire library book budget was used to pay for LOUIS membership fees in 2014, leaving the library with no books funds for acquisition in 2014. Technically, the objective was not met.

- 2014LOUISmembershipfeesfinalbudgetapproval

Improvement Plan/ Changes Made
Library will continue to follow institutional budget plan and processes, as prescribed and anticipates funding changes will provide adequate funds to meet basic departmental needs.

4: Continue to offer community literacy and library leadership for St. Landry Parish
Relationship to Strategic Goals: Goal 2.4, Goal 2.5
Budget Information: none
Relationship to Institutional Goal: Goal 8, Goal 9
Start: 11/1/2013
End: 10/31/2014

Provided By: Library
Progress: Completed
Related Items



4.1: External and Community Services - Offer various library programs for community
Progress: Completed
Provided By: Library

Objective With Intended Outcomes
Provide specific library programs during the year that attracts, students, faculty and the community to the LeDoux Library

Assessment/Evaluation/Measures/Strategies
Individual programs flyers, brochures and publicity used are all indications that quantitatively, library programs continue to be offered in the LeDoux Library and are part of attracting students and the community to the library. Direct observations as well as informal headcounts of participants, students as well as faculty do provide the library with indicators as to the popularity of programs and program topics. Also, follow-up departmental discussions of lectures and programs provides future planning information and suggestions for improvement, or for expanding a topic presentation.

Library programs are derived from various sources and recommendations and touch a broad spectrum of the entire academic as well as local community.

Antidotal information, comments and related communications will also be used to determine if the programs are well received. When budget has been available, the consumption of available food and refreshments (beverages) has been a program motivator as well as providing the library with some indirect indication as to the popularity or reception to a particular program. The old adage, *feed 'em and they'll come*, rings true as refreshments at events attract audiences. Libraries without budgets to support programs need to look for attracting alternatives.

- LibraryProgrammingStrategies2013
- LibraryProgrammingStrategies2014

Assessment/Evaluation Results (Progress Report)
As a basic mechanism to promote continually literacy, reading and library resources, library programs of various topics and from various presenters will continue. The objective was met and will continue. Examples of programming are provided below.

The current compilation of indirect evaluation results, comments, and discussions from various departmental sessions hosted indicates that there remains a strong campus interest and desire to continue to library programs and presentations. Library will poll faculty and institutional staff as to their thoughts on programming changes needed or desired.

As contemporary society continues to evolve with engaging information technologies and the myriad of choices for gathering and disseminating information accelerates, the library will continue to honor traditions of presentation while seeking popular alternatives of programming, speaking and display that has appeal to students as well as the entire community of users its seeks to attract.

- darrellborquelibraryprogram2013
- SamIrwincrawfishlibraryprog2014
- ToddElliottLibraryprogram2013

Improvement Plan/ Changes Made
Library will initiate a faculty/student poll in 2015 as relates to suggested changes and ideas for library programs and topics to be explored via programming.

4.2: Community Service - continue leadership as pertains to the need for a parish public library system - St. Landry Parish is the only parish in the State of Louisiana without a parish public library system

Progress: Completed
Provided By: Library

Objective With Intended Outcomes
In an attempt to improve/enhance "public" library services for LSU Eunice students and to build and enhance a local library network of public library resources that currently does not exist in St. Landry Parish, LSU Eunice library director will get appointed to and participate in the parish public library coalition which is tasked with getting parish government to set a tax election/ millage proposal for 2014 parish public library system. See documentation below.

- Parishpubliclibrary coalition2013
- ParishPublicLibraryCoalition2014Progress
- ParishPublicLibraryProgress2013

Assessment/Evaluation/Measures/Strategies
Assessing this objective is via indirect methods; by becoming a member of the parish public library leadership team, it is my intention (via library leadership and professional library experience) that we can have a successful campaign to convince the public of the need for a parish library system and that will require the vote of parish residents. A successful campaign and tax proposition will translate into a new library system which can have a long term on not only the students of LSUE but all lifetime and lifelong learners of this area.
Specific progress made by this coalition is reflected in the coalition updates and meeting minutes.

- Parish Library Coalition Meeting 12-3-13
- ParishLibraryCoalitionMinutes2014

Assessment/Evaluation Results (Progress Report)
The fact that the notion of a possible St. Landry Parish Public Library system is being talked about, is in the press and newspapers and stirring up parish wide discussion is success and is progress for this effort alone. Assessment is indirect and progress remains incremental, but the objective has been met and will continue. Progress was made this year and work will continue.

The work of the coalition and the LSUE library directors' participation in this voluntary parish civic undertaking that is linked to the fundamental success of the students attending LSU Eunice from St. Landry Parish will continue into 2015. Of note, most parish elementary schools also do not have school libraries because of funding and budget cuts. Consequently, the need for a parish public library system becomes more imperative and important.

In terms of workforce development opportunities and those escalating job training opportunities available through funding like recently minted WISE funding, it is important to note that adult illiteracy in St. Landry Parish and particularly the Opelousas, Louisiana area hovers near 45% . . . the work on a parish public library infrastructure is much needed in this area if institutions of training are to attract and successfully train adults for evolving technical jobs in the marketplace.

- ParishLibrarySystemNewspapercoverage2014

Improvement Plan/ Changes Made
Institution and library needs to continue to cultivate an interest in this initiative as well as maintain a representative to participate in this important infrastructure as well economic development issue in 2015.

Library Director will continue to represent LSU Eunice on this body and disseminate challenges as well as opportunities for progress to academic community.

5: Enhance and improve use of library digital resources, "e-book" collections and online resources
Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none
Relationship to Institutional Goal: Goal 7
Start: 11/1/2013
End: 10/31/2014
Provided By: Library
Progress: Completed
Related Items

5.1: Instruction and References Services - employ various library activities to assist and work with students and faculty in using the campus library

Progress: Completed
Provided By: Library

Objective With Intended Outcomes
Provide specific library instruction, library support and related information technology assistance via various programs, offerings and methods during the academic year

- LibraryInstructionFormchanges2013
- LibraryInstructionHandout&Schedule2013

Assessment/Evaluation/Measures/Strategies
One specific measure as relates to using Credo Reference is the monthly statistics of what is being used and by how many people or end users and this information is captured by a monthly statistics email that is sent to the LeDoux Library. Quantitatively, statistics is one of the strategies used to see if resources are useful and helping students and library end users. Informally, indirect and antidotal evidence is also gathered from faculty and students as to their likes and dislikes.

Additionally, through LOUIS and consortium partners, discussion of usage statistics as a form of evaluation as to how useful certain library materials are, is an ongoing discussion that assists the consortium in evaluating materials.

- 2013UsageStatsLOUISplanning
- CredoMonthlystatsemail
- IPUsageStatsforLOUISdatabasesJan2014

Assessment/Evaluation Results (Progress Report)
Although this objective and assessment is on-going, this objective has been met.
Assessment of instruction is both formal and informal, direct and indirect. Useful are faculty comments as to library instruction and related library resources and services.

- InformalFacultyAssessmentofLibraryInstruction2014

Improvement Plan/ Changes Made
Based on comments compiled from faculty and students as to instruction as well as usage statistics compiled for various resources as well as an on-going discussions with faculty as to library resource needs and program requirements, the library will change, adjust and improve their instructional game plan accordingly.

As information technology continues to change rapidly and new technical mechanism are put into place within the classroom management system (MyCourses), the library's interest and need to respond will follow.

Adoption of a formal library information literacy plan will provide improvement and change connection or structure to take hold and expand.

6: As a matter of collection development and library space utilization, weed library paper collections
Relationship to Strategic Goals: Goal 2.4, Goal 2.5
Budget Information: no funds - use library staff / personnel funding
Relationship to Institutional Goal: Goal 7

Start: 11/1/2013
End: 10/31/2014
Provided By: Library
Progress: Completed
Related Items

6.1: Weed the State of Louisiana documents (paper) library collection

Progress: Completed
Provided By: Library

Objective With Intended Outcomes
Physically purge, discard and remove from library print materials and serials/journal titles that are no longer indexed or used; see attached list of materials weeded. Note on documentation (X) indicates that these serials have been weeded out of the LeDoux Library collection.

Assessment/Evaluation/Measures/Strategies
Via observation of all paper collection (like GOV DOCS - state) and periodical collections use (periodicals do not circulate), the library will continue to evaluate what paper collections / serials/journals/periodicals remain currently relevant to students and the assignments, research being conducted in the library. As more and more journals (including documents) are found to be online and digital, the bound and physical object periodicals are becoming used less and less, more difficult to find articles with fewer and fewer print indexes and so, the library will weed these out of the collection and off the shelves.

- 2013StateGOVDOCScollection
- Weeding StateGovDocs2013

Assessment/Evaluation Results (Progress Report)
This objective has been met and is completed.

All of the state government documents have been removed from the LeDoux Library and returned to the State Recorder of Documents (as prescribed) and that library space is now being utilized for the library media collection and further expansion of that collection genre.

Improvement Plan/ Changes Made
Any government documents now received by the LeDoux Library have to be in digital form and if they are received, they are automatically catalogued as an electronic resources and added to the library's online catalog.
This much needed change is critical in stabilizing library work flow at a time when budget and staff are limited.

Quality Enhancement Plan

1: The QEP seeks to increase student learning in developmental mathematics using innovative techniques of instruction.

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: none
Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, Goal 7, Goal 8
Start: 11/1/2013
End: 10/31/2014
Provided By: Quality Enhancement Plan
Progress: Completed
Related Items

1.1: Increase achievement of SLOs in MATH 0001 and MATH 0002

Progress: Completed
Provided By: Quality Enhancement Plan

Objective With Intended Outcomes
According to the QEP document, the objective associated with this outcome are:
Objective 1.1: The QEP seeks to increase achievement of student learning outcomes in MATH 0001 and MATH 0002.

Outcome 1.1.1: Upon the conclusion of the Pre-Algebra course (MATH 0001), the student will manipulate the order of operations on the real numbers.
Outcome 1.1.2: Upon the conclusion of the Pre-Algebra course (MATH 0001), the student will perform basic algebraic operations with expressions and linear equations.
Objective 1.1.3: Upon the conclusion of the Pre-Algebra course (MATH 0001), the student will analyze and compute measurements for different geometric figures.
Outcome 1.1.4: Upon the conclusion of the Introduction to Algebra course (MATH 0002), the student will perform basic algebraic operations.
Outcome 1.1.5: Upon the conclusion of the Introduction to Algebra course (MATH 0002), the student will perform basic operations involving the rectangular coordinate system.

The Academic Year 2013-2014 syllabus for MATH 0001 and MATH 0002 are provided as documentation.

The spring 2014 syllabus for Modular MATH 0001 and Modular MATH 0002 are provided for documentation. The policy sheets are given to students in addition to the course syllabi above.

- MATH 0001 SYLLABUS for AY 13-14
- MATH 0002 SYLLABUS for AY 13-14
- Spring 2014 modular MATH 0001 policy sheet (1-6-14)
- Spring 2014 modular MATH 0002 policy sheet (1-6-14)

Assessment/Evaluation/Measures/Strategies
Objective 1.1 is related to the SLOs in each course and will be directly assessed from internal data using the final examination of each student regardless of the site or method of instruction. Results from Modular Mathematics will be compared to historical values from the traditional method of instruction shown in Table 1.

Benchmark: Data from the traditional face-to-face instructional method from spring 2011 through spring 2013 provides the benchmark for Objective 1.1 (see Table 1). Overall, the historical success rate was 71% for MATH 0001 (n = 1,581) and 66% for MATH 0002 (n = 1,373).

Table 1. Objective 1.1 targets based on historical benchmarks.

Description	Objective or Outcome	Historical Benchmark	Target
Overall MATH 0001	1.1	71%	75%
Order of operations	1.1.1	76%	80%
Basic algebraic operations	1.1.2	65%	70%
Geometric figures	1.1.3	65%	70%
Overall MATH 0002	1.1	66%	70%
Basic algebraic operations	1.1.4	64%	70%
Rectangular coordinate system	1.1.5	66%	70%

Target: Increase student success by the amount specified in Table 1 compared to existing methods of instruction. The QEP Committee and mathematics faculty feel that this target is realistic given the current institutional resources.

Assessment/Evaluation Results (Progress Report)

For both MATH 0001 and MATH 0002, SLOs were assessed on the final exam for all sections. This represents the entire population of students taking the final exam for all methodologies. A total of 162 (10%) of the 1329 students enrolled in developmental mathematics for AY 13-14 were modular students during the pilot phase of the implementation. 95 (15%) out of 650 were MATH 0001 students while 67 (10%) of 679 were MATH 0002 students.

A total of 512 (79%) out of 650 MATH 0001 students took the final exam. MATH 0001 students scored a 73% on the assessment with 1.1.1 at 78%, 1.1.2 at 71%, and 1.1.3 at 64%. Modular students performed at 70% overall achieving a 73% on 1.1.1, 74% on 1.1.2, and 54% on 1.1.3 (see Table 2). One reason for the poor performance on 1.1.3 was the modular students are using a book with minimal geometry problems. This will be corrected when the new version of the book is adopted

in AY 15-16. The updated version of the book contains an additional emphasis on geometry and application problems. A copy of the face-to-face final exam is presented here for documentation along with the item analysis. Faculty for each instructional methodology base their final exam on the face-to-face final exam to ensure that each problem type is covered for each SLO. A copy of the item analysis for the modular sections is also included.

Table 2. Direct Assessment using SLOs in Percentages

MATH 0001 SLO Description	Overall	Modular	LSUE	Dual Credit	LCRP	LSUA	Online
Overall	73	70	74	none		70	77
1.1.1. Manipulate order of operations with real numbers	78	73	79			76	78
1.1.2. Perform basic algebraic operations with expressions and linear equations	71	74	71			67	77
1.1.3. Geometry	64	54	67			59	73
Total number of students tested	512	70	302			114	26

A total of 491 (72%) out of 679 MATH 0002 took the final exam. For MATH 0002, students scored a 67% on the assessment with 1.1.4 at 67% and 1.1.5 at 64% (See Table 3). Interestingly enough, the two sites with face-to-face students scored identically on each outcome. Students using technology scored similar to one another as well; however, they scored higher than the face-to-face groups. Modular students outperformed all other groups except those who took the online sections. On objective 1.1 for modular MATH 0002, students scored a 77% overall. On objective 1.1.4, they scored a 78% and on 1.1.5 they scored 64%. A copy of the face-to-face MATH 0002 final exam is presented along with the item analysis for documentation. All instructors in the modular and online methodologies base their final exams on the face-to-face final in order to cover each problem type dealing with the approved SLOs.

Interestingly enough, Modular students did not seem to have too much difficulty with simplifying rational expressions and solving rational equations. Instead, they seemed to have more difficulty with the slope intercept form of a line and word problems involving the area of a rectangle and Pythagorean Theorem according to the item analysis for modular math 0002.

Table 3. MATH 0002 SLO results AY 2013-2014 (in percentages).

AY 2013-2014 Aligned to QEP MATH 0002 SLO Description	Overall	Modular	LSUE	Dual Credit	LSUA	Online
Overall	67	77	65	none	65	77
1.1.4. Perform basic algebraic operations	67	78	65		65	77
1.1.5. Perform operations with the rectangular coordinate system	64	64	63		63	68
Total number of students tested	491	47	319		82	43

Given that:

- Modular MATH 0001 students scored 70% < 71% for Objective 1.1;
- Modular MATH 0001 students scored 73% < 76% for Objective 1.1.1;
- Modular MATH 0001 students scored 74% > 65% for Objective 1.1.2;
- Modular MATH 0001 students scored 54% < 65% for Objective 1.1.3;
- Modular MATH 0002 students scored 77% > 66% for Objective 1.1;
- Modular MATH 0002 students scored 78% > 64% for Objective 1.1.4;
- Modular MATH 0002 students scored 64% < 66% for Objective 1.1.5, and;

the data presented suggests that the results are inconclusive.

- MATH 0001 AY 13-14 Item Analysis

- MATH 0001 Final Exam AY 13-14
- Math 0001 Modular Math Item Analysis Sp 14
- Math 0002 - Modular SP 14 Item Analysis
- MATH 0002 AY 13-14 item Analysis
- MATH 0002 Final Exam AY 13-14

Improvement Plan/ Changes Made
It should be noted that those working with the Modular Math program never expected to meet all targets during the first year, especially given that the 13-14 AY was considered as a "pilot year" given that the programming was just completed (and is still being revised) and that the program was new to almost everyone using it.

With that said, it is important to try to pinpoint student difficulties in MATH 0001 and in the coordinate geometry section of MATH 0002 using the item analysis.

A full-time Coordinator of the Quality Enhancement Plan was just hired this summer and will begin work for fall 2014. A part-time tutor is being sought as well.

1.2: Increase the Cognitive Ability of Students in MATH 0001 and MATH 0002

Progress: Completed
Provided By: Quality Enhancement Plan

Objective With Intended Outcomes
The QEP seeks to increase the cognitive ability of students enrolled in MATH 0001 and MATH 0002 by course redesign.

Assessment/Evaluation/Measures/Strategies

Method: This direct assessment will be accomplished by using a pretest and post-test. Mathematics faculty will choose SLO questions from the final exam to place on a pretest. Gain scores will be calculated from the internal data to measure increased cognitive ability. Results from Modular Mathematics will be compared to historical values from the traditional method of instruction.
Benchmark: The gain score will be benchmarked beginning fall 2013.
Target: As this objective has not been benchmarked, it is assumed that the post-test scores for students in Modular Mathematics sections will exceed the
1. pretest scores for students enrolled in Modular Mathematics sections.
2. post-test scores for students from the traditional method of instruction.

Assessment/Evaluation Results (Progress Report)
Table 1 through Table 4 present the pre- and post-test data from MATH 0001 over AY 13-14.

Face-to-face sections from fall 2013 only are detailed in Table 1. In spring 2013, ACT's COMPASS was given through a grant to gather baseline data on students. A total of 404 students were tested with the pretest given as soon as registration closed and the post test given as the final exam. The median was 40% on the pretest and a 75% on the post test with a gain of 35%. The median is used since it is a stable measure of central tendency and is not influenced by outliers as the mean is. The standard deviation decreased by 2.34%.

Table 1. Pre/Post Test Scores from all face-to=face MATH 0001 sections fall 2013, all MATH 0001 Modular sections AY 13-14, and all online sections AY 13-14 in percentages.

Statistic	All Students Sampled Pretest Results FA 13 - SP 14	All Students Sampled Post test Results FA 13 - SP 14	Difference
mean	41.34	73.81	32.47
median	40.00	75.00	35.00
s.d.	15.12	12.78	-2.34
n	404	404	404

Next, the same methodology is used for face-to-face sections only from fall 2013 (see Table 2). The median on the pretest was 43.33% while the median on the post test was 75%. The median gain score is 31.67% with a 1.20% decrease in the standard deviation.

Table 2. Pre/Post test results for face-to-face MATH 0001 sections fall 2013 only.

Statistic	Face-to-Face Pretest Results FA 13	Face-to-Face Post test Results FA 13	Difference
mean	43.37	74.01	30.64
median	43.33	75.00	31.67
s.d.	11.54	12.73	1.20
n	315	315	315

Next, online sections of MATH 0001 were pre- and post-tested (see Table 3). Results indicated that the median pretest score was 50% and the median post test score was 77.41%. The median gain score was 27.41% and the standard deviation was decreased by 8.34%.

Table 3. Pre/Post test results for MATH 0001 online sections AY 13-14.

Statistic	Online Pretest Results FA 13 - SP 14	Online Post test Results FA 13 - SP 14	Difference
mean	52.08	76.06	23.98
median	50.00	77.41	27.41
s.d.	24.18	15.83	-8.34
n	20	20	20

Finally, Table 4 presents the pre- and posttest data for MATH 0001 Modular sections. The median pretest score was 19.61% while the median post test score was 73.53% with a difference of 53.92%. In addition, the standard deviation decreased by 7.15%.

Table 4. Pre/Post test results for Modular MATH 0001 sections only.

Statistic	Modular Math Pretest Results FA 13 - SP 14	Modular Math Post test Results FA 13 - SP 14	Difference
mean	28.97	72.28	43.31
median	19.61	73.53	53.92
s.d.	19.18	12.04	-7.15
n	69	69	69

While Modular math students did not have the highest post test score, they did have the lowest pretest score. As a result, the median gain of 53.92% was the largest gain when compared to face-to-face and online students.

Given that:

1. The median post test score of 73.53% > the median pretest score of 19.61% for modular MATH 0001 students.
2. The median post test score of 73.53% for modular students < the median post test score of 75% for traditional face-to-face students.

Objective 1.3 is tentatively met given that modular mathematics was being piloted in AY 13-14 testing programming.

Improvement Plan/ Changes Made

It is important to note that personnel associated with the modular math project did not expect substantial gains during the pilot year. However, they are hopeful that data will continue to improve.

Given that, the plan is to continue to pre- and post-test all sections of MATH 0001 through spring 15 to gather baseline data to benchmark expected values. In addition, data will be monitored to determine differences between the groups or between semesters.

1.3: Increase Mathematics Scores on the CAAP

Progress: Completed
Provided By: Quality Enhancement Plan

Objective With Intended Outcomes
The QEP seeks to increase student mathematics scores on the Collegiate Assessment of Academic Proficiency (CAAP).

Assessment/Evaluation/Measures/Strategies
Method: This external direct assessment of student learning is nationally normed against other two-year institutions and will permit a comparison of proficiency in the material covered. While the CAAP is given upon the conclusion of College Algebra (MATH 1021) and Applied College Algebra (MATH 1015) courses, the Mathematics Content Analysis Report generated each summer permits examination of student proficiency in Pre- Algebra, Elementary Algebra, Intermediate Algebra, and Coordinate Geometry. Two reports will be generated beginning summer 2015. The data will be compared between students who have taken Modular Mathematics sequence and those who have not.

Benchmark: The LSU Eunice statistical means for each section of the Content Analysis Report will be a weighted average using data from the academic years 2009-2010 through 2012-2013 (n = 1,798) (see Table 1). The national average will be from the 2012-2013 data, since the nationally normed data is averaged over three years.

Table 1. CAAP Content Analysis Report 2009-2010 through 2011-2012.

Section	LSU Eunice Weighted Means	National Average
Pre-Algebra	70	68
Elementary Algebra	72	63
Intermediate Algebra	46	45
Coordinate Geometry	52	46

Target: Increase proficiency in each subject area by at least 3%. The mathematics faculty and the QEP Committee believe that 3% is realistic given the historical data related to the CAAP

Assessment/Evaluation Results (Progress Report)
None in 13-14. Scheduled to be implemented in summer 2015 (provide the n meets the minimum specified by ACT).

Improvement Plan/ Changes Made

2: The QEP seeks to increase student learning in the first general education mathematics courses after completion of developmental mathematics (see 2.1 and 2.2 in GE).
Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: none
Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, Goal 7, Goal 8
Start: 11/1/2013
End: 10/31/2014
Provided By: Quality Enhancement Plan
Progress: Completed
Related Items
There are no related items.

3: The QEP seeks to improve institutional effectiveness by providing faculty training, increasing student retention in mathematics, and decreasing the time spent in developmental mathematics.
Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: none
Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, Goal 7, Goal 8
Start: 11/1/2013
End: 10/31/2014
Provided By: Quality Enhancement Plan
Progress: Completed

Related Items

3.1: Professional Development
Progress: Completed
Provided By: Quality Enhancement Plan

Objective With Intended Outcomes
The QEP provides professional development opportunities in alternative forms of instruction to mathematics faculty teaching courses associated with the QEP.

Assessment/Evaluation/Measures/Strategies
Method: This objective speaks to the importance of faculty development and faculty sharing information with each other as the Modular Mathematics program is implemented. Training may include webinars, attendance at regional or national conferences, and individual faculty training other faculty members based on their experience in the program.

Benchmark: Faculty will demonstrate knowledge of the theoretical, pedagogical, and operational aspects of the Mathematics Emporium and Modular Mathematics at LSU Eunice through the written response to questions, observation, and consultation with the Coordinator of the QEP, informal evaluation, and formal evaluation. All faculty will receive professional development prior to teaching and during their first semester of instruction in the Modular Mathematics sequence.

Target: Train faculty in the Modular Mathematics methodology prior to teaching in the program. Faculty will demonstrate knowledge of the theoretical, pedagogical, and operational aspects of the Mathematics Emporium and Modular Mathematics at LSU Eunice.

Assessment/Evaluation Results (Progress Report)
This object is meant to be "all or nothing" in that either faculty teaching modular math are complying with the professional development component or that they are not.

As of this writing each mathematics faculty member teaching a modular mathematics course has received training and completed the professional development prior to teaching a class. This includes

- Jamie Thibodeaux (professional development not needed...worked with John Squires to set up and program courses.)
- Elizabeth Vidrine (written summary)
- Ellen Stutes (written summary)
- Alan Orgain (written summary)

Faculty members currently undergoing the initial professional development prior to teaching a modular mathematics course are:

- James Jean (written summary)
- Paul Fowler (written summary)
- the new developmental education mathematics tutor

Faculty members are also evaluated during their first semester of instruction. As of this writing, the following faculty members have been evaluated (evaluation paperwork is confidential and is stored in both the Division Office and Academic Affairs):

- Jamie Thibodeaux
- Elizabeth Vidrine
- Ellen Stutes

Based on the fact that the professional development is being completed, objective 3.1 is met.

- Alan Orgain Modular Math Professional Development
- Elizabeth Vidrine Modular Math Professional Development
- Ellen Stutes Modular Math Professional Development
- Paul Fowler's Modular Math Professional Development

Improvement Plan/ Changes Made
Continue to make professional development available to mathematics faculty who wish to teach the modular mathematics courses.

3.2: Increase Retention and Completion of Developmental and General Education Mathematics

Progress: Completed
Provided By: Quality Enhancement Plan

Objective With Intended Outcomes
The QEP will increase student retention and completion in the developmental and general education mathematics sequence.

Assessment/Evaluation/Measures/Strategies
Method: This objective seeks to increase the successful completion of the next course in the sequence. Internal data will track students whether they initially enroll in MATH 0001 or MATH 0002.

Benchmark: For all students enrolling in MATH 0001 (with repetition)

- 68% complete MATH 0001.
- 37% complete MATH 0002.
- 20% complete the first general education mathematics.

For all students enrolling in MATH 0002 (with repetition)

- 66% complete MATH 0002.
- 35% complete the first general education mathematics.

Target: Increase the completion of general education mathematics by at least 5% for students whether they initially enroll in MATH 0001 and MATH 0002. The QEP Committee and mathematics faculty feel that this target is realistic given the current institutional resources.

Assessment/Evaluation Results (Progress Report)
The CARS reports that provide these numbers are in the process of being revised. An issue has come up given that students are now permitted to complete two developmental mathematics courses in one semester. The issues centers on the academic calendar and the F1 and S1 semesters that are being used to code data. They are not appearing in the reports since they are not included in the academic calendar. In addition, the intersessions are counting the semester as being one complete 16 semester when they are actually only two weeks long.

Currently, only five modular mathematics students have enrolled in general education mathematics. In addition, these reports typically run two years behind in order to allow students sufficient time to complete the three courses.

Improvement Plan/ Changes Made
Update the academic calendar to accommodate the F1 and S1 semesters. These semesters should register as a 0 for reporting purposes since the student will have completed both MATH 0001 and MATH 0002 in one semester. The counting completed in the regular semester.

Configure the intersessions to be 1/4 of a semester instead of a complete semester.

3.3: Reduce the Amount of Time in Developmental Mathematics

Progress: Completed
Provided By: Quality Enhancement Plan

Objective With Intended Outcomes
The QEP will reduce the amount of student time spent in developmental mathematics.

Assessment/Evaluation/Measures/Strategies
Method: Finally, objective 3.3 seeks to decrease the time students spend in developmental education mathematics so they progress to their general education mathematics course and ultimately to their degree or certificate. This objective will internally measure the time needed to complete the first general education mathematics course based on the initial enrollment in developmental mathematics.

Benchmark: Historically, during the academic years 2007-2008 through 2011-2012, students beginning in
1. MATH 0001 have, on average and with repetition, taken 2.6 semesters to complete their developmental education mathematics courses and 4.1 semesters to complete their first general education mathematics course.
2. MATH 0002 have, on average and with repetition, taken 1.6 semesters to complete their developmental education course and 2.5 semesters to complete their first general education mathematics course.

Target: The time spent completing developmental education will be less than current values. The time spent in completing general education mathematics after the completion of developmental education mathematics will be less than current values. The QEP Committee and mathematics faculty feel that this target is realistic given the current institutional resources.

Assessment/Evaluation Results (Progress Report)
Duplicated from objective 3.2 since the same report is used to generate this data.
The CARS reports that provide these numbers are in the process of being revised. An issue has come up given that students are now permitted to complete two developmental mathematics courses in one semester. The issues centers on the academic calendar and the F1 and S1 semesters that are being used to code data. They are not appearing in the reports since they are not included in the academic calendar. In addition, the intersessions are counting the semester as being one complete 16 semester when they are actually only two weeks long.
Currently, only five modular mathematics students have enrolled in general education mathematics. In addition, these reports typically run two years behind in order to allow students sufficient time to complete the three courses.

Improvement Plan/ Changes Made
Duplicated from 3.2 since the same report is used to generate this data.
Update the academic calendar to accommodate the F1 and S1 semesters. These semesters should register as a 0 for reporting purposes since the student will have completed both MATH 0001 and MATH 0002 in one semester. The counting completed in the regular semester.
Configure the intersessions to be 1/4 of a semester instead of a complete semester.

Registrar / Admissions

1: Improve Efficiency for Applicants in the Admissions Process

Relationship to Strategic Goals: Goal 1.1
Budget Information: No additional funds requested
Relationship to Institutional Goal: Goal 1, Goal 3, Goal 4, Goal 8
Start: 11/1/2013
End: 10/31/2014
Provided By: Registrar / Admissions
Progress: Canceled
Related Items

1.1: Email Communication with Applicants

Progress: Canceled
Provided By: Registrar / Admissions

Objective With Intended Outcomes

The Office of Admissions will decrease the number of applicants coded as UT (undetermined) from Fall 2012 to Fall 2013.

Assessment/Evaluation/Measures/Strategies

We will achieve this objective by utilizing university issued student email accounts as the primary means of communicating with applicants. Emails are brief enough to be read on smart phones, since many students 'push' their university email account to their phones. Additionally, certain Admissions forms will be available online, so students receive an email with appropriate links to necessary forms instead of mailing a letter with appropriate form through postal mail.

Benchmark: In Fall 2012, 100 transfer and re-entry students were coded as UT (undetermined) because their admissions files were incomplete.

Assessment/Evaluation Results (Progress Report)

Improvement Plan/ Changes Made
Registrar goals and objectives have been canceled for 2013-2014 as the former Registrar resigned and was placed by an interim. Goals and objective will be updated when a permanent Registrar is hired. pf

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2: The Office of Admissions will decrease turnaround time for processing of paid applications.
Relationship to Strategic Goals: Goal 1.1, Goal 2.4, Goal 2.5
Budget Information: No additional funds requested
Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, Goal 8
Start: 11/1/2013
End: 10/31/2014
Provided By: Registrar / Admissions
Progress: Canceled
Related Items

2.1: Processing of Applications
Progress: Canceled
Provided By: Registrar / Admissions

Objective With Intended Outcomes
The Office of Admissions will decrease the time spent processing paid applications.

Assessment/Evaluation/Measures/Strategies
This outcome will be measured by comparing the average number of days necessary to process applications with prior semesters. The Office of Information Technology will provide data showing the number of days each application took to complete and an average of all applications will be compiled by the Director of Admissions.

Benchmark: Process within three business days.

Assessment/Evaluation Results (Progress Report)

Improvement Plan/ Changes Made
Registrar goals and objectives have been canceled for 2013-2014 as the former Registrar resigned and was placed by an interim. Goals and objective will be updated when a permanent Registrar is hired. pf

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3: In an effort to establish good relationships with the participants of Parent/Spouse Orientations, the Registrar will participate in Parent/Spouse Orientation, present helpful materials, and achieve satisfactory survey results.

Relationship to Strategic Goals: Goal 1.1, Goal 2.4, Goal 2.5
Budget Information: existing (none)
Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5
Start: 11/1/2013
End: 10/31/2014
Provided By: Registrar / Admissions
Progress: Canceled
Related Items

3.1: Parent/Spouse Orientations
Progress: Canceled
Provided By: Registrar / Admissions

Objective With Intended Outcomes
The Registrar's Office will inform those attending Parent/Spouse Orientations of relevant information, answer questions, and achieve satisfactory results from participants.

Assessment/Evaluation/Measures/Strategies
The Registrar will attend Parent/Spouse Orientations to explain FERPA and student privacy rights. Presentation will also include suggestions for how to assist students toward degree completion and transfer to a 4-year college.

The Office of Student Affairs distributes a survey at the end of each Parent/Spouse Orientation for evaluation and feedback. The survey asks participants to rate, on a 1-5 scale, the effectiveness of each presenter. Successful completion of this objective will be demonstrated with a mean average of 3.8 or higher from the evaluations. This is historical based on the 2011-2012 academic year.

Assessment/Evaluation Results (Progress Report)

Improvement Plan/ Changes Made
Registrar goals and objectives have been canceled for 2013-2014 as the former Registrar resigned and was placed by an interim. Goals and objective will be updated when a permanent Registrar is hired. pf

Science & Mathematics

1: Maintain an effective Associate of Science Louisiana Transfer Program
Relationship to Strategic Goals: Goal 2.2, Goal 2.4
Budget Information: no additional funds requested
Relationship to Institutional Goal: Goal 2, Goal 3, Goal 5
Start: 11/1/2013
End: 10/31/2014
Provided By: Science & Mathematics
Progress: Completed
Related Items

1.1: Associate of Science Louisiana Transfer
Progress: Completed
Provided By: Science & Mathematics
Objective With Intended Outcomes
At the completion of the Associate of Science Louisiana Transfer (AS/LT) Program, the student will employ critical thinking skills and achieve science literacy.

Assessment/Evaluation/Measures/Strategies
All local students graduating with an AS/LT degree from the Division of Sciences and Mathematics should take the Collegiate Assessment of Academic Proficiency (CAAP) exam in Critical Thinking and Science.

Benchmark: Students will meet or exceed the national average. A benchmark for what percentage of students meet or exceed the national average will be set next AY.

Assessment/Evaluation Results (Progress Report)
5 of 6 AS/LT degree graduating students took the CAAP exam for Critical Thinking and Science.

Critical Thinking: 5/5 (100%) of students were above the national average.

Science: 5/5 (100%) of students were above the national average.

Objective is met (keeping in mind that there is an n of 5).

See page 15 of the Linkage report for the science analysis.
See page 10 of the Content Analysis Report for the science analysis.
See page 14 of the Content Analysis Report for the critical thinking analysis.

- 13-14 CAAP content analysis
- 13-14 Linkage Report CAAPact

Improvement Plan/ Changes Made
Determine the value of comparison to the local average scores and what percentage of students meet or exceed that score.

Continue to increase the number of local graduating students that take the exam. We currently have no means of requiring students that graduate to take the exam. Some have already moved to a 4

year institution prior to the exam being administered. We have been able to increase the number of students taking the exam from 3/6 to 5/6 in the last academic year. The only student not tested graduated in the summer and transferred prior to CAAP testing being administered.

2: General Education: Competency in sciences and mathematics
Relationship to Strategic Goals: Goal 1.1, Goal 2.2
Budget Information: no additional funds requested
Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3
Start: 11/1/2013
End: 10/31/2014
Provided By: Science & Mathematics
Progress: Completed
Related Items
There are no related items.

3: Course Completion
Relationship to Strategic Goals: Goal 1.1, Goal 2.2
Budget Information: no additional funds requested
Relationship to Institutional Goal: Goal 4, Goal 5
Start: 11/1/2013
End: 10/31/2014
Provided By: Science & Mathematics
Progress: Completed
Related Items

3.1: Developmental Mathematics Completion
Progress: Completed
Provided By: Science & Mathematics

Objective With Intended Outcomes
Students enrolled in developmental mathematics courses will successfully complete their developmental coursework gaining competencies in computational and elementary algebra skills (MATH 0001) and algebra and coordinate geometry (Math 0002) necessary to be successful in their first general education mathematics course.

Assessment/Evaluation/Measures/Strategies
Both direct and indirect assessment will be performed as previously described. Please see Developmental Education Outcome Assessment Objectives 1.2 and 1.3.

Assessment/Evaluation Results (Progress Report)
The objective is considered not being met due to the direct assessment of the SLOs and the indirect assessment of NCDE benchmark in Math 0002. Please see Developmental Education Outcome Assessment Objectives 1.2 and 1.3.

Improvement Plan/ Changes Made
Detailed improvement plans for both Math0001 and Math0002 have been proposed and implementation begun. Please see Developmental Education Outcome Assessment Objectives 1.2 and 1.3.

5: Student Placement
Relationship to Strategic Goals: Goal 1.1, Goal 2.2
Budget Information: No additional funds requested
Relationship to Institutional Goal: Goal 2, Goal 3, Goal 4, Goal 5
Start: 11/1/2013
End: 10/31/2014
Provided By: Science & Mathematics
Progress: Completed
Related Items

5.1: Assessment of Entering Students

Progress: Completed
Provided By: Science & Mathematics

Objective With Intended Outcomes
The Sciences Division will implement effective placement into developmental and collegiate courses.

Assessment/Evaluation/Measures/Strategies
The strategy for advising entering students is to train faculty on proper assessment of student data, such as ACT score requirements, placement test information, and transfer work equivalencies. Faculty are also instructed to examine check-lists of all students enrolled in their course that do not have transcripts that document the fulfillment of pre-requisites.

Faculty are made aware of any changes to course offering, including new courses being piloted and how to advise students appropriately. (see attachment)

- Math Placement (MACT 18 or below)

Assessment/Evaluation Results (Progress Report)
Faculty were trained at divisional meetings in the Fall and Spring semesters. Faculty were updated on changes to the General Education course list and course articulation changes. Pre-requisite checks were performed by each faculty member in the division for each course that they instructed.
Documents
See course articulation flyer
See general education information
See math advising.
This objective is met.

- Course Articulation Guide-STEM flyer
- General Education Courses Revised (2)

- Math Advising

Improvement Plan/ Changes Made
Continued faculty training on common course numbering, which will include developmental math state-wide, will assist in placing students in the correct mathematics and science courses. Building degree specific pathways for the various disciplines advised by this division will limit mistakes that could hinder student progress. Over the course of the past year, the Division has built over 35 "Concentration Guides" to the two transfer degrees, ALST-Biological Sciences and ALST-Physical Sciences, in several disciplines for transfer to several local four year institutions. Two examples are attached. Division faculty will continue to improve these guides to help insure that students are placed in the correct courses for their desired degree.

See the attached degree plans below.

- AOS_LTD_BIOLOGICAL_Agricultural_Concentration_LSU_A_M
- AOS_LTD_BIOLOGICAL_Pre_Pharmacy_Concentration_ULM
- AOS_LTD_PHYSICAL_Biological_Engineering_Concentration_LSU_-1
- AOS_LTD_PHYSICAL_Civil_Engineering_Concentration_McNeese

6: Retention
Relationship to Strategic Goals: Goal 1.1, Goal 2.2
Budget Information: No additional funds requested
Relationship to Institutional Goal: Goal 4, Goal 5
Start: 11/1/2013
End: 10/31/2014
Provided By: Science & Mathematics
Progress: Completed

Related Items

6.1: General Biology Retention
Progress: Completed
Provided By: Science & Mathematics

Objective With Intended Outcomes
At least 74.7% of the students enrolled in general biology in the fall semester will remain enrolled in the University during the spring semester.

Assessment/Evaluation/Measures/Strategies
The number of students that attempted BIOL 1001 in the Fall semester and subsequently returned in the Spring semester is assessed by the Head of the Division of Sciences and Mathematics using data supplied by an Institutional Research Report on Sciences Retention. The retention of students enrolled in fall 2012 and retained to spring 2013 is calculated by the spring 2013 enrollment the fall 2012.

The benchmark of 75.6% is the mean of five years of all entry level general education science courses, including BIOL 1001, PHSC 1001, PHSC, 1002, and ASTR 1101 (ASTR 1101 has only been taught for two years, therefore only that data was incorporated).

- Retention 6.1

Assessment/Evaluation Results (Progress Report)
Institutional data generated during July 2014 indicated that 264 out of 359 (73.5%) of students were retained in BIOL 1001 from fall 2012 to spring 2013.

The retention for fall 2013 to spring 2014 of 73.5% does not exceed the benchmark of the five year average of 75.6%

Objective 6.1 is not met.

Improvement Plan/ Changes Made
The retention benchmark will be updated to reflect up to the five year mean of all entry level science courses, including new offerings, such as CHEM 1001. If possible, evaluation of the students enrolled in BIOL 1001 will be done to determine it was taken during the semester that a student graduates. These students cannot be expected to be retained and will be eliminated from the overall count.

7: Sequential Courses
Relationship to Strategic Goals: Goal 1.1, Goal 2.2
Budget Information: No additional funds requested
Relationship to Institutional Goal: Goal 2, Goal 4, Goal 5
Start: 11/1/2013
End: 10/31/2014
Provided By: Science & Mathematics
Progress: Completed
Related Items

7.1: MATH 0002 to college-level mathematics
Progress: Completed
Provided By: Science & Mathematics

Objective With Intended Outcomes
Students completing a developmental mathematics course will receive a passing grade (C or better) in their first college-level course in mathematics.

Assessment/Evaluation/Measures/Strategies
Benchmark is 60%. The benchmark of 60% is a historical benchmark that has been maintained for this planning year.

Assessment will be done by the head of the Division of Sciences and Mathematics using student data provided by the office of information technology using grade reports based on successful completion of MATH 0002.

Assessment/Evaluation Results (Progress Report)
Successful completion of MATH 1015 (Applied Algebra) or MATH 1021 (College Algebra) after completing MATH 0002 was determined for each course and the results summed. 238 of 449 (53%) students passed a college-level algebra on their first attempt. This does not meet the benchmark established by LSUE. This is calculated across all sections of MATH 1015 and MATH 1021 based on successful completion of MATH 0002. This objective is not met.

- MATH 1015 completion
- MATH 1021 completion

Improvement Plan/ Changes Made
For improvements to the developmental mathematics, see Developmental Education. To improve the success of students in college-level mathematics, students will be routed to the appropriate college course. Those not requiring college algebra (MATH 1021) may take a more appropriate applied algebra (MATH 1015). Although success in applied algebra was higher (58.8%) than in college algebra (45.8%), there is still an apparent gap between MATH 0002 content and these courses. Discussions with math faculty on course content will continue. Evaluation of delivery will be investigated to include success in modular 0002 as compared to traditional delivery, and subsequent success in college-level mathematics.

7.2: BIOL 1001 to ZOOL 1011

Progress: Completed
Provided By: Science & Mathematics

Objective With Intended Outcomes
The students completing a general biology course will receive a grade of C or better in the human anatomy course.

Assessment/Evaluation/Measures/Strategies
Benchmark is 50%. The benchmark of 50% is a historical benchmark that has been maintained for this planning year.

Assessment will be done by the head of the Division of Sciences and Mathematics using student data provided by the office of information technology.

Assessment/Evaluation Results (Progress Report)
Successful completion of ZOOL 1011 (Human Anatomy) after completing BIOL 1001 was determined. 102 of 192 (53.1%) students passed human anatomy on their first attempt. This meets the benchmark established by LSUE. This objective is met.

- ZOOL 1011 completion

Improvement Plan/ Changes Made
Since the benchmark was met, no changes are proposed. Continuing to maintain a full faculty roster of competent biologist will be a priority. Training of new faculty is on-going.

Student Support Services

1: To increase retention and graduation rates for project participants
Relationship to Strategic Goals: Goal 2.2, Goal 2.4
Budget Information: Grant funded
Relationship to Institutional Goal: Goal 2, Goal 4
Start: 11/1/2013

End: 10/31/2014
Provided By: Student Support Services
Progress: Completed
Related Items

1.1: Persistence
Progress: Completed
Provided By: Student Support Services

Objective With Intended Outcomes
Enrolled participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to a 4-year institution during the academic year. (see attachment objective B)

- Standard Objectives

Assessment/Evaluation/Measures/Strategies
Benchmark is 80%. This was determined from the SSS Annual Performance Report 2012-13.

- Project Records/APR
- Academic Records
- Enrollment Records
- SSS Student Database

Assessment/Evaluation Results (Progress Report)
Update APR 2012-13: Based on a review of the SSS project, academic, and enrollment records 138 students of 203 participants persisted from academic year to the beginning of the next academic year or graduate and or transfer from a 2-year to a 4-year institution during the academic year. Objective was not met because the program requires 320 of the 400 participants.

- SACSpersistence

- SummaryObj

Improvement Plan/ Changes Made
The SSS staff plans to:

- Continue to increase program awareness and visibility
- Monitor students grades and encourage the use of academic and support services
- provides additional resources for student use
- Encourage campus social integration and studying on campus
- Form a Student Advisory Board for peer-to-peer feedback on how we can improve support

1.2: Academic Standing

Progress: Completed
Provided By: Student Support Services
Objective With Intended Outcomes
Enrolled participants served by the SSS project will met the performance level required to stay in good academic standing at the grantee's institution. (see objective B in documentation attached)

- StandardObj

Assessment/Evaluation/Measures/Strategies
Benchmark is 80% determined by the SSS Annual Performance Report 2012-13.

- Project Records
- Academic Records (Jenzebar)

Assessment/Evaluation Results (Progress Report)
Update APR 2012-13: Based on the review and the query of the SSS project database and academic records 173 SSS participants of 203 enrolled participants remained in good academic standing at the end of the program's fiscal year. The objective was not met because the grant is based on 80% of the project's proposed enrollment number (400).

- SummaryObj

Improvement Plan/ Changes Made
The SSS staff will continue to closely monitor participants' grades, provide structured services and encourage students to participate in free tutorial. SSS will also provide a SSS Finals Study Jam Session to help students prepare for finals on campus and use study groups.

1.3: Graduation

Progress: Completed
Provided By: Student Support Services

Objective With Intended Outcomes
New participants cohort served each year will graduate with an associate degree or certificate within four (4) years. (see objective C in the attached documentation)

- StandardObj

Assessment/Evaluation/Measures/Strategies
Benchmark is 40%. This was determined from the Annual Performance Report.

- SSS Student Access Database
- National Clearinghouse Database
- LSU Eunice Registrar’s Office

Assessment/Evaluation Results (Progress Report)
Update on APR 2012-13: Of the 2009-2010 SSS cohort of 166 students 21 or 12 % graduated. The 40% objective was not met. (see attached documentation)

- SSSCohort

- SummaryObj

Improvement Plan/ Changes Made
The SSS staff will monitor student progress and grade closely as well as encourage students to take advantage of the academic and support services within the department as well as throughout the campus.

1.4: Transfer (4-year)

Progress: Completed
Provided By: Student Support Services
Objective With Intended Outcomes
New participants served who graduated with an associate degree or received a certificate WILL transfer from a two year to a 4-year institution within four years. (See attachment objective C.2.)

- StandardObj

Assessment/Evaluation/Measures/Strategies
Benchmark is 40% of the graduate/Certificate subset who transfer to a 4-year institution This was determined from the Annual Performance Report using the 2009 cohort of 166 students. The objective was not met. At least 66 students needed to earn an associate/certificate and of that number 26 will have needed to transfer to a four year.

- SSS Student Access Database
- 2009-2010 Cohort Graduates/Certificate Earners
- National Clearinghouse Database

Assessment/Evaluation Results (Progress Report)
Update APR 2012-13: Of the 21 students who graduated with an associate degree or received a certificate of completion, 20 transferred to a 2-year or 4-year institution. The 40% of (21) students of the subset (20) was not met. (see attached)

- SSSCohort
- SummaryObj

Improvement Plan/ Changes Made
SSS will collaborate with advisors to increase student graduation rates and preforming follow up on students in the upcoming cohort to see if they can work on certificates the student may not realize that he or she can apply earn. In providing this extra services to cohorts this would improve SSS chances of meeting the objective of the 40% mark for graduates, thereby, setting the standard to meet the transfer mark of 40% of the subset.

2: To select and enroll students who demonstrate academic need and who are eligible to participate in the project.
Relationship to Strategic Goals: Goal 2.2, Goal 2.4
Budget Information: Grant funded
Relationship to Institutional Goal: Goal 4, Goal 5
Start: 11/1/2013
End: 10/31/2014
Provided By: Student Support Services
Progress: Completed
Related Items

2.1: Student Selection
Progress: Completed
Provided By: Student Support Services

Objective With Intended Outcomes
Eligible students to be served by the project will be identified. (see financial aid information and application form attached)

- sss financial aid info
- SSS Application

Assessment/Evaluation/Measures/Strategies
Benchmark is 100% determined by the SSS Annual Performance Report 2012-13.

The Student Survey Forms are completed by all in-coming students and are used to identify potential participants. Letters and e-mails are sent, inviting students to apply for the program. Applications are completed and process using financial formula/first generation/low-income and or Disabled criteria.

Assessment/Evaluation Results (Progress Report)
Update APR 2012-2013: APR results were 128 continuing students and 75 new students in the Fall 2012 cohort. Survey forms were distributed to each freshman attending orientation. Completed forms were returned to the SSS office. The Director reviews each survey to identify a potential participant. Those potential participants' were invited to complete an application. Of all of the surveys collected 75 new students signed up for the program. The goal of 400 was not met. (see attached)

- CurrentPartRep
- SSSsurvey

Improvement Plan/ Changes Made
After evaluating the process we realized that more than enough students qualified for SSS but the problem was that by the time the fall semester began they were not prepared to enroll. Therefore, we plan to not only to survey them but to take our process a step further by signing up those who are interested and qualify for our services complete a student assessment, do an intake interview and get them prepared for the fall enrollment by FAFSA assistance, early registration, career advising, secure housing, etc.

2.2: Needs Assessment

Progress: Completed
Provided By: Student Support Services
Objective With Intended Outcomes
Project students will complete The Needs Assessment Survey and will be enrolled in the project, based on academic need.

Assessment/Evaluation/Measures/Strategies
Benchmark is 100% determined by the participant's completion of the following:

- The ACT Needs Assessment
- Completed Applications
- Intake Interviews
- sss intake

Assessment/Evaluation Results (Progress Report)
Update APR 2012-2013: SSS requires all applicants to complete an intake form and complete a need assessment to determine student academic needs. Objective was met.

- SSSintakeForm

Improvement Plan/ Changes Made
The Director plans to research and choose an alternative needs assessment.

3: To provide participants with academic support through tutorials, computer-assisted instruction and supplemental instruction.

Relationship to Strategic Goals: Goal 2.2, Goal 2.4
Budget Information: Grant funded
Relationship to Institutional Goal: Goal 4

Start: 11/1/2013
End: 10/31/2014
Provided By: Student Support Services
Progress: Completed
Related Items

3.1: Academic Support

Progress: Completed
Provided By: Student Support Services

Objective With Intended Outcomes
The project's 400 students will receive academic support and/or assistance through services such as but not limited to tutorials, computer-assisted instruction, academic workshops, and/or supplemental instruction.

Assessment/Evaluation/Measures/Strategies
Benchmark set at 80% determined by the SSS Annual Performance Report 2012-13.

Project participants are provided academic support services and/or referred to the Tutorial Center of by individual request. Services provided to participants are recorded on: Request for Tutor Forms/ Workshops/ SI Rolls /Computer Lab Log Sheets/Service Contact Sheets

- sss record of contact revised
- Workshop Sign In Sheet

Assessment/Evaluation Results (Progress Report)
Update APR 2012-2013: Of the 203 eligible participants 149 received tutoring services. This objective was not met because 320 students needed to be served. An example of a record of contact is attached.

- SACSrecord_of_Contact
- SSSrequiredServices

Improvement Plan/ Changes Made
The SSS staff will continue to identify SSS eligible project students and encourage existing SSS participants to attend tutoring.

- SACSrecord of Contact

4: To provide those services which promote a positive institutional environment in which participants can be successful.
Relationship to Strategic Goals: Goal 2.2, Goal 2.4
Budget Information: Grant funded
Relationship to Institutional Goal: Goal 5
Start: 11/1/2013
End: 10/31/2014
Provided By: Student Support Services
Progress: Completed
Related Items

4.1: Counseling-academic
Progress: Completed
Provided By: Student Support Services

Objective With Intended Outcomes
Participants will receive academic counseling and assistance with course selection.

Assessment/Evaluation/Measures/Strategies
Benchmark is 100% determined by the SSS Annual Performance Report 2012-13. An example of an intake form is attached.

- Counselors' Logs
- Academic Schedules
- Annual Performance Report
- sss intake

Assessment/Evaluation Results (Progress Report)
Update APR 2012-13: Seventy (70) students received academic counseling and assistance with course selection. SSS served 5 students and Pathways served 65 students. The numbers are embedded in the chart on the attachment. Requested services can be provided directly through the SSS project or by another service provider on campus.
An example of a completed application form is attached.
The objective was met.

- APR Final report of students Served
- SACSapp1

Improvement Plan/ Changes Made
The SSS staff will find continue to encourage students to use available services in SSSS or those provided by other departments on campus.

4.2: Counseling-Financial Aid and Career
Progress: Completed
Provided By: Student Support Services
Objective With Intended Outcomes
All participants who will receive financial aid counseling and career counseling.

Assessment/Evaluation/Measures/Strategies
Benchmark is 100% of the participants will receive financial aid counseling and career counseling as determined by the SSS Annual Performance Report 2012-13.

- Counselors' logs
- Participants' contact sheets.
- Annual Performance Report
- Financial Award Statement
- SSS Intake Form

Assessment/Evaluation Results (Progress Report)
Update of APR 2012-2013: Of the 203 active participants 136 students received Financial aid counseling and career counseling This objective was not met.

- SSS APR report of served students

Improvement Plan/ Changes Made
The SSS staff will start providing FAFSA assistance during LSUE's orientation.

4.3: Counseling-Transfer
Progress: Completed
Provided By: Student Support Services

Objective With Intended Outcomes
Transfer participants will receive assistance through the two-year/four-year transfer component.

Assessment/Evaluation/Measures/Strategies
Benchmark of 100 students was determined by the SSS Annual Performance Report 2012-13.

- Transfer component records

- SSS program applications

Assessment/Evaluation Results (Progress Report)
Update APR 2012-2013: An interim was hired on staff right in Dec. 2012. Five students were counseled for transfer. The objective was not met.

Improvement Plan/ Changes Made
The Director will hire a permanent full-time Transfer Advisor. Transfer students will be identified using the program application and the orientation survey.

4.4: Counseling-Disability Services

Progress: Completed
Provided By: Student Support Services

Objective With Intended Outcomes
The project's disabled students will be identified (through self-disclosure) and are provided with disability services as requested within the scope of the grant.

Assessment/Evaluation/Measures/Strategies
Benchmark is 100% determined by the SSS Annual Performance Report 2012-13.

- ACT Needs Assessment Surveys
- Request for disability services
- Student Request for Disability Services

Assessment/Evaluation Results (Progress Report)
Update APR 2012-2013: The APR revealed that a total of 37 students disclosed their disabilities and provided appropriate documentation. The program is required to serve 52 disabled students. The objective was not met.

- CurrentPartRep

Improvement Plan/ Changes Made
The staff will use interval criteria tracking for better record accountability. The program will purchase Blumen software a database for tracking and APR reporting.

Affirmative Action/Equal Employment Opportunity

1: Insure compliance with State and Federal laws and University policies related to discrimination and equal opportunity.

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: none (existing)
Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, Goal 6, Goal 7, Goal 8, Goal 9
Start: 11/1/2013
End: 10/31/2014
Provided By: Affirmative Action/Equal Employment Opportunity
Progress: Completed
Related Items

1.1: Develop and Report Affirmative Action Plan

Progress: Completed
Provided By: Affirmative Action/Equal Employment Opportunity

Objective With Intended Outcomes
LSU Eunice will annually develop and report the campus Affirmative Action Plan and submit it to the State of Louisiana Department of State Civil Service for review and approval.

Assessment/Evaluation/Measures/Strategies
AA/EO Officer develops the plan and sends it to the State. Plan is available in the AA/EO Officer's office.

Assessment/Evaluation Results (Progress Report)
The Affirmative Action Plan was submitted to the Department of Civil Service on 3/20/14. On 2/28/14, LSUE received approval for the plan from the department of Civil Service.

- Civil Service letter

Improvement Plan/ Changes Made
The plan was updated and improved by using the current 2012-2013 Faculty Distribution Survey, the Louisiana Labor Force Diversity Data for 2012 and the current LSUE statistics from Human Resources.

1.2: Annually Provide Training

Progress: Completed
Provided By: Affirmative Action/Equal Employment Opportunity

Objective With Intended Outcomes
LSU Eunice will annually provide AA/EO education/training/informati0n at the Faculty-Staff Fall/Spring Workshop.

Assessment/Evaluation/Measures/Strategies
Sexual Harassment completed in compliance with state law.

Assessment/Evaluation Results (Progress Report)
On 1/6/14, training was provided at the annual spring meeting to the entire faculty and staff on "Being a Culturally Competent Campus" by Robin Hedge.
On 8/18/14, training was provided at the annual fall meeting to the entire faculty and staff on the White House Task Force on Title IX and the Sexual Misconduct Policy by William Nunez.

- Agenda Fall 2014
- Agenda Spring 2014

Improvement Plan/ Changes Made
Continue to provide annual trainings to the faculty and staff to ensure faculty and staff are prepared to address sexual assault and domestic violence on campus.

1.3: Assess Campus Climate

Progress: Completed
Provided By: Affirmative Action/Equal Employment Opportunity

Objective With Intended Outcomes
LSU Eunice will annually assess faculty, staff, and student campus climate.

Assessment/Evaluation/Measures/Strategies
This objective will be assessed indirectly using the following surveys:

LSU Eunice Faculty survey: Meet or exceed spring 2013 results of 4.33 out of 5.00

LSU Eunice Staff survey. Meet or exceed spring 2013 results of 3.83 out of 5.00

Noel Levitz SSI. Meet or exceed spring 2013 results of 5.83 out of 7.

Assessment/Evaluation Results (Progress Report)
Faculty Survey given in spring 2014 (n = 24) yielded a 3.8 out of 5 < benchmark from last year of 4.33. However, it should be noted that the median and mode for the sample was 4 with a s. d. of 1.11. In addition, 7 responded strongly agree, 11 agree, 2 neutral, 3 disagree, and 1 strongly disagree.

Staff Survey given in spring 2014 (n = 73) yielded a 3.6 out of 5 < benchmark from last year of 3.83. However, it should be noted that median and mode for the sample was 4 with a s. d. of 1.11. In addition, 16 responded strongly agree, 26 agree, 21 neutral, 5, disagree, and 5 strongly disagree.

Student Noel Levitz Survey (n = 382) given in spring 2014 yielded a mean of 5.89 with s.d. = .99 > national mean of 5.79 with s.d. = 1.05 (n = 73,331).

Given the variability of the data in the faculty and staff and the fact that the mean for students this year > the mean last year, the results are inconclusive.

- 2014 Detailed Faculty Survey Report
- 2014 Detailed Staff Survey Report
- 2014 Faculty Survey Report AA EEO
- 2014 Staff Survey Report AA EEO
- AA EEO from Noel Levitz Survey

Improvement Plan/ Changes Made
Continue to monitor data and attempt to increase the number of faculty responding to the faculty survey in spring 2015.

It is also recommended that the detailed faculty/staff survey reports are used to gain a better statistical picture of the data used to determine if this objective is met.

Athletics

1: To support academic achievement and progress of student athletes
Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.5
Budget Information: no additional funds requested
Relationship to Institutional Goal: Goal 2, Goal 3, Goal 5, Goal 6, Goal 7, Goal 9
Start: 11/1/2013
End: 10/31/2014
Provided By: Athletics
Progress: Completed
Related Items

1.1: Student Learning and GPA
Progress: Completed
Provided By: Athletics

Objective With Intended Outcomes
Each athletic team (women's basketball, softball, baseball) will attain an overall 2.8 Team GPA.

Assessment/Evaluation/Measures/Strategies
NJCAA requires a minimum of a 2.0 GPA for athletic eligibility. LSU Eunice athletes typically perform at a higher level based on historical data. Student data will be generated through Institutional Research and Registrar's Office.

Assessment/Evaluation Results (Progress Report)
Each Team attained the goal of an overall team 2.8 GPA:

* Softball Team Achieved a 3.22,
* Baseball Team Achieved a 2.91,
* Women's Basketball Team Achieved a 3.13.

The Softball and Women's Basketball Teams achieved the National Junior College Athletic Association (NJCAA) Academic Team of the Year Award. The Baseball Team had an Exemplary Academic Achievement Award and the Women's Basketball Team had a Pinnacle Award for Academic Excellence presented by the NJCAA. Objective was met.

- Baseball Team GPA Results 2013-2014
- Softball Team GPA Results 2013-2014
- Women's Basketball Team GPA results 2013-2014

Improvement Plan/ Changes Made
No changes needed at this time. Continue Monitoring.

2: To be successful on the field of play.
Relationship to Strategic Goals: Goal 2.5
Budget Information: no additional funds requested
Relationship to Institutional Goal: Goal 6, Goal 7
Start: 11/1/2013
End: 10/31/2014
Provided By: Athletics
Progress: Completed
Related Items

2.1: Maintain a winning percentage
Progress: Completed
Provided By: Athletics

Objective With Intended Outcomes
Each athletic team achieve a 67% winning percentage.

Assessment/Evaluation/Measures/Strategies
Based on history, resources allocated toward athletics, and the time demands of a student athlete, winning 67% of contests is realistic and feasible.

Assessment/Evaluation Results (Progress Report)
The Softball Program finished with a 64-3 record and a 95.5% winning percentage while winning their second consecutive National Championship and 3rd in the last 4 years. Objective was met.

The Baseball Program finished with a 42-13 record and a 76.4% winning percentage while finishing 3rd in the NJCAA Region 23 Tournament. Objective was met.

The Women's Basketball Program finished with a 26-4 record and an 86.7% winning percentage while participating in the NJCAA Region 23 Tournament. Objective was met.

The overall record of the Athletic Department was 132-20 for an 86.8% winning percentage.

Improvement Plan/ Changes Made
No changes recommended.

Business Affairs

Accounting

1: To prepare an annual budget which reflects the mission of the university and supports institutional priorities.

Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: none
Relationship to Institutional Goal: Goal 8
Start: 11/1/2013
End: 10/31/2014
Provided By: Accounting

Progress: Completed
Related Items

1.1: Budget Preparation
Progress: Completed
Provided By: Accounting

Objective With Intended Outcomes
The FY 2013-14 budget will be prepared by the LSU System deadline date with input from campus constituencies.

Assessment/Evaluation/Measures/Strategies
A memorandum from the LSU System Office will provide budget instructions and deadline date.

Assessment/Evaluation Results (Progress Report)
The budget was prepared and submitted to the LSU System by the deadline. Objective was met.

- BOR-1 2013-2014

Improvement Plan/ Changes Made
No action required.

2: To plan a budget to meet the needs of the departments based on their goals and objectives.
Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: none
Relationship to Institutional Goal: Goal 8
Start: 11/1/2013
End: 10/31/2014
Provided By: Accounting
Progress: Completed

Related Items

2.1: Budget Review-Faculty
Progress: Completed
Provided By: Accounting

Objective With Intended Outcomes
Faculty will rate their satisfaction with their involvement in the campus wide budget review process as agreeable or higher on the Faculty Survey.

Assessment/Evaluation/Measures/Strategies
Benchmark is agreeable (4.0) or higher. Last year, faculty rated their satisfaction with the budget review process at 4.28. The Faculty Survey will be administered during the Spring 2014 semester.

Assessment/Evaluation Results (Progress Report)
Faculty (24) rated their satisfaction with their involvement with the budget review process at 3.5 which is below the 4.0 rating of agreeable. Objective was not met.

- 2014 Faculty Survey Results - Budget Satisfaction

Improvement Plan/ Changes Made
Faculty representatives on the Budget Review Committee will inform and involve their faculty colleagues more in the budget review process.

2.2: Budget Review Committee
Progress: Completed
Provided By: Accounting

Objective With Intended Outcomes
The Budget Review Committee will meet at least four times annually. The committee will plan and review all departmental requested budgets for FY 2014-15 and make recommendations to the Chancellor.

Assessment/Evaluation/Measures/Strategies
Minutes will be distributed to the campus from committee meetings.

Assessment/Evaluation Results (Progress Report)
Budget Review Committee met on September 4, 2013, February 18, 2014, March 6, 2014, and April 9, 2014. Minutes from the four meetings including those on planning the budget for FY 2014-2015 were distributed via email and recommendations were submitted to the Chancellor. Objective was met.

- 1 Budget Review Committee Meeting - September 4, 2013
- 2 Budget Review Committee Meeting - February 18, 2014
- 3 Budget Review Committee Meeting - March 6, 2014
- 4 Budget Review Committee Meeting - April 9, 2014

Improvement Plan/ Changes Made
No action needed.

2.3: Budget Control
Progress: Completed
Provided By: Accounting

Objective With Intended Outcomes
Total expenditures for the university will not exceed total revenues in the unrestricted budget.

Assessment/Evaluation/Measures/Strategies
At fiscal yearend, the financial statements will be evaluated to determine if expenditures exceeded revenue in the unrestricted budget. Weekly budget statements are emailed to department heads for their review and decision making.

Assessment/Evaluation Results (Progress Report)
The FY 2013-2014 financial statements showed that expenditures did not exceed revenues in the unrestricted funds. Auxiliary funds were used this fiscal year to balance revenues to expenditures. Quarterly financial reports were submitted to the LSU System Office on time. Budget information was disseminated to all budget heads. Business Affairs staff met periodically during the third and fourth fiscal year quarters to monitor the expenditure numbers for yearend closeout. The monitoring of fiscal resources was discussed in Cabinet. Objective was met.

- Financials as of 6-30-14
- LSUE 2013-2014 Quarterly Revenue & Expenditures

Improvement Plan/ Changes Made
No action required.

Bookstore

1: To operate as an auxiliary enterprise to support the academic mission of LSUE by providing educational books and supplies, and other merchandise.

Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: none
Relationship to Institutional Goal: Goal 5
Start: 11/1/2013
End: 10/31/2014
Provided By: Bookstore
Progress: Completed
Related Items

1.1: Bookstore-Faculty Satisfaction

Progress: Completed
Provided By: Bookstore

Objective With Intended Outcomes
Faculty will rate their satisfaction with the bookstore as agreeable or higher on the Faculty Survey.

Assessment/Evaluation/Measures/Strategies
Benchmark is agreeable (4.0) or higher. Last year, faculty rated their satisfaction with the bookstore at 4.56. The Faculty Survey will be administered during the Spring 2014 semester.

Assessment/Evaluation Results (Progress Report)
Faculty (24) rated their satisfaction with the bookstore at 4.3 on a 5.0 scale. Objective was met.

- 2014 Faculty Survey Results - Bookstore

Improvement Plan/ Changes Made
No action required.

1.2: Bookstore-Student Satisfaction

Progress: Completed
Provided By: Bookstore

Objective With Intended Outcomes
Students will rate their satisfaction with the bookstore on The Noel-Levitz Student Satisfaction Inventory. The bookstore will rank as one of the top ten items of satisfaction by students.

Assessment/Evaluation/Measures/Strategies
The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2014 semester to students enrolled in math or English courses. Benchmark is somewhat satisfied (5.0) or higher.

Assessment/Evaluation Results (Progress Report)
Students' satisfaction with the bookstore was 6.16 on a 7-point scale. The bookstore ranked 3rd out of 58 items surveyed for satisfaction.

- 2014 Student Survey - Bookstore

Improvement Plan/ Changes Made
No action required. The bookstore started a book rental program during the summer, 2014.

Cafeteria

1: To provide a high quality dining experience for students, faculty, and staff.
Relationship to Strategic Goals: Goal 2.2
Budget Information: none
Relationship to Institutional Goal: Goal 7
Start: 11/1/2013
End: 10/31/2014
Provided By: Cafeteria
Progress: Completed
Related Items

1.1: Food Service-Faculty Satisfaction
Progress: Completed
Provided By: Cafeteria

Objective With Intended Outcomes
Faculty will rate their satisfaction with food service as agreeable or higher on the Faculty Survey.

Assessment/Evaluation/Measures/Strategies
Benchmark is agreeable (4.0) or higher. Last year, faculty rated their satisfaction with the cafeteria at 4.33. The Faculty Survey will be administered during the Spring 2014 semester.

Assessment/Evaluation Results (Progress Report)
Faculty (24) rated their satisfaction with the cafeteria at 4.3 on a 5.0 scale. Objective was met.

- 2014 Faculty Survey - Cafeteria

Improvement Plan/ Changes Made
No action required.

1.2: Food Service-Staff Satisfaction

Progress: Completed
Provided By: Cafeteria

Objective With Intended Outcomes
Staff will rate their satisfaction with the cafeteria as agreeable or higher on the Staff Survey.

Assessment/Evaluation/Measures/Strategies
Benchmark is agreeable (4.0) or higher. Last year, staff rated their satisfaction with the cafeteria at 4.13. The Staff Survey will be administered during the Spring 2014 semester.

Assessment/Evaluation Results (Progress Report)
Staff (73) rated their satisfaction with the cafeteria at 4.0 on a 5.0 scale. Objective was met.

- 2014 Staff Survey - Cafeteria

Improvement Plan/ Changes Made
No action required.

1.3: Food Service-Student Satisfaction

Progress: Completed

Provided By: Cafeteria

Objective With Intended Outcomes
Students will rate their satisfaction with the cafeteria on the Noel Levitz Student Satisfaction Survey as "somewhat satisfied" or higher.

Assessment/Evaluation/Measures/Strategies
Benchmark is somewhat satisfied (5.0) or higher. The Noel Levitz Standard Satisfaction Survey will be administered during the Spring 2014 semester to students enrolled in math or English courses.

Assessment/Evaluation Results (Progress Report)
Students' satisfaction was 5.62 on a 7.0 scale. Objective was met.

- 2014 Student Survey - Cafeteria

Improvement Plan/ Changes Made
Meal plans were purchased by students using their financial aid award. ABL Management plans to renovate the serving area of the cafeteria.

Human Resources

1: To provide a reliable personnel record system which respects confidentiality and meets legal requirements, and to provide information on a comprehensive benefits package.

Relationship to Strategic Goals: Goal 2.4, Goal 2.5
Budget Information: none
Relationship to Institutional Goal: Goal 5
Start: 11/1/2013
End: 10/31/2014
Provided By: Human Resources
Progress: Completed
Related Items

1.1: Correspondences-Human Resources

Progress: Completed
Provided By: Human Resources

Objective With Intended Outcomes
Faculty and staff will receive communications from Human Resources on benefits and LSU Eunice policies on a regular basis.

Assessment/Evaluation/Measures/Strategies
A file will be kept on the emails and other correspondence sent to faculty and staff.

Assessment/Evaluation Results (Progress Report)
At least 50 emails/correspondence were sent to faculty and staff during the year. The faculty Handbook was updated for FY 2013-2014. Ethics Training was conducted at the 2013 fall faculty/staff workshop per the Ethics Training Policy. Objective was met.

- Ethics Training
- HR Reminders

Improvement Plan/ Changes Made
Ethics training and training on preventing sexual harassment will be conducted during 2014.

1.2: Human Resources-Audit

Progress: Completed
Provided By: Human Resources

Objective With Intended Outcomes
There will be no findings by auditors on Human Resource procedures and data.

Assessment/Evaluation/Measures/Strategies
Use the audit results assessed by legislative auditors, internal auditors, and Civil Service auditors.

Assessment/Evaluation Results (Progress Report)
No audit was conducted by Louisiana State Civil Service on personnel actions for compliance with Civil Service Rules and to assess the effectiveness of Human Resource programs. A Civil Service representative called on August 6, 2014 and asked several questions of the Human Resources Manager. The representative said Civil Service would do an onsite visit at LSUE next year. The Legislative auditors requested copies of leave forms. These were provided with no problem. Please see documents attached. Objective was met.

- HR Audit

Improvement Plan/ Changes Made
No action required.

Physical Plant

1: To provide clean and well maintained facilities and grounds.
Relationship to Strategic Goals: Goal 2.4, Goal 2.5
Budget Information: none
Relationship to Institutional Goal: Goal 7
Start: 11/1/2013
End: 10/31/2014
Provided By: Physical Plant
Progress: Completed
Related Items

1.1: Building and Grounds-Faculty Satisfaction
Progress: Completed
Provided By: Physical Plant

Objective With Intended Outcomes
Faculty will rate their satisfaction with campus buildings and grounds as agreeable or higher on the Faculty Survey.

Assessment/Evaluation/Measures/Strategies
Benchmark is agreeable (4.0) or higher. Last year, faculty rated their satisfaction with the campus buildings and grounds at 4.67. The Faculty Survey was administered during the Spring 2014 semester.

Assessment/Evaluation Results (Progress Report)
Faculty (24) rated their satisfaction with the campus buildings and grounds at 4.6 on a 5.0 scale. 4,659 work orders were scheduled/completed by Physical Plant employees. The chillers were replaced.

- 2014 Faculty Survey - Buildings
- Scheduled/Completed Work Orders

Improvement Plan/ Changes Made
The HPE roof will be repaired and replaced.

1.2: Building and Grounds-Staff

Progress: Completed
Provided By: Physical Plant

Objective With Intended Outcomes
Staff will rate their satisfaction with campus buildings and grounds as agreeable or higher on the Staff Survey.

Assessment/Evaluation/Measures/Strategies
Benchmark is agreeable (4.0) or higher. Last year, staff rated their satisfaction with the campus buildings and grounds at 4.29. The Staff Survey was administered during the Spring 2014 semester.

Assessment/Evaluation Results (Progress Report)
Staff (73) rated their satisfaction with the campus buildings and grounds at 4.4 on a 5.0 scale. This question received the highest rating. Objective was met.

- 2014 Staff Survey - Buildings

Improvement Plan/ Changes Made
No action required.

1.3: Building and Grounds-Student Satisfaction

Progress: Completed
Provided By: Physical Plant

Objective With Intended Outcomes
Students will rate their satisfaction with the Physical Plant on Noel-Levitz Student Satisfaction Inventory. The maintenance of the campus will rank as one of the top ten items of satisfaction by students at LSU Eunice and higher in satisfaction than other National Community Colleges.

Assessment/Evaluation/Measures/Strategies
The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2014 semester to students enrolled in math or English courses.

This item will be further benchmarked as data is gathered with the new assessment tool.
Assessment/Evaluation Results (Progress Report)
Students' satisfaction with maintenance of the campus was 6.23 on a 7-point scale. The Physical Plant ranked 2nd out of 58 items surveyed for satisfaction at LSU Eunice. The rating of 6.23 was greater than the 6.04 satisfaction rating of other National Community Colleges. Objective was met.

- 2014 Student Survey - Buildings

Improvement Plan/ Changes Made
No action required.

Purchasing

1: To provide timely acquisition of quality goods and services at competitive prices for departments while ensuring that University purchasing is in compliance with applicable state and federal laws.

Relationship to Strategic Goals: Goal 2.4, Goal 2.5
Budget Information: none
Relationship to Institutional Goal: Goal 5, Goal 7
Start: 11/1/2013
End: 10/31/2014
Provided By: Purchasing
Progress: Completed
Related Items

1.1: Purchasing-Timing and Budget

Progress: Completed
Provided By: Purchasing

Objective With Intended Outcomes
Faculty will rate their satisfaction with the Business Office, which includes the Office of Purchasing, as agreeable or higher on the Faculty Survey.

Assessment/Evaluation/Measures/Strategies
Benchmark is agreeable (4.0) or higher. Last year, faculty rated their satisfaction with the Business Office/Purchasing at 4.33. The Faculty Survey will be administered during the Spring 2014 semester.

Assessment/Evaluation Results (Progress Report)
Faculty (24) rated their satisfaction with the Business Office/Purchasing at 3.8 on a 5.0 scale. The Purchasing Office has no verbal or written complaints from faculty regarding their orders. A total of

1,777 purchase orders were completed. A purchase order is created from a requisition. A receiving report is documented once items are received and then invoice is paid. Objective was met.

- 2014 Faculty Survey - Purchasing
- PO

Improvement Plan/ Changes Made
Phase I of the implementation of Geaux Shop was implemented. Training on Geaux Shop was conducted for departments in March 2014. Additional training will be provided for Geaux Shop in FY 2014-2015.

- Geaux Shop Assigning Reviewing & Approving a Requisition
- Geaux Shop Assigning Substitute Approvers
- Geaux Shop Researching Requisition Workflow Status
- Geaux Shop Training Powerpoint

1.2: Purchasing-Audit

Progress: Completed
Provided By: Purchasing

Objective With Intended Outcomes
There will be no findings by auditors on purchasing services and/or procedures.

Assessment/Evaluation/Measures/Strategies
The results of annual state audit will be used to evaluate purchasing services.

Assessment/Evaluation Results (Progress Report)
No audit was conducted on purchasing services. Training was conducted. The Purchasing Office conducted on-campus audits of purchases made with the LaCarte procurement card. Objective was met.

- LaCarte Card Purchases
- LaCarte Training Class

Improvement Plan/ Changes Made
No action required.

Information Technology

1: Enhance network security by keeping up with industry supported standards.
Relationship to Strategic Goals: Goal 1.1
Budget Information: Technology Fee
Relationship to Institutional Goal: Goal 7
Start: 11/1/2013
End: 10/31/2014
Provided By: Information Technology
Progress: Completed
Related Items

1.1: Networking and Telecom
Progress: Completed
Provided By: Information Technology

Objective With Intended Outcomes
Monitor and complete Access Control List (ACL) to further secure and segregate current network traffic based on VLANs created two planning session ago.

Assessment/Evaluation/Measures/Strategies
99% Completion of ACLs will show success.

Assessment/Evaluation Results (Progress Report)
All network traffic now controlled and routed by access controls. Objective Met.

Improvement Plan/ Changes Made
Continue to Monitor and make security improvement as needed

1.2: Networking and Telecom

Progress: Completed
Provided By: Information Technology

Objective With Intended Outcomes
Upgrade to Exchange Server 2013 to add latest security features and another level of spam filtering

Assessment/Evaluation/Measures/Strategies
Completion of exchange server upgrade will show success.

Assessment/Evaluation Results (Progress Report)
Exchange upgrade complete objective met

Improvement Plan/ Changes Made
Continue to monitor server security logs and spam logs for potential threats

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2: Provide Faculty and Staff with the technology and support required to produce successful students.

Relationship to Strategic Goals: Goal 1.1
Budget Information: none
Relationship to Institutional Goal: Goal 7
Start: 11/1/2013
End: 10/31/2014

Provided By: Information Technology
Progress: Completed
Related Items

2.1: User Services-Staff Technology

Progress: Completed
Provided By: Information Technology

Objective With Intended Outcomes
Staff will agree that lab and office computer equipment will meet their needs.

Assessment/Evaluation/Measures/Strategies
A score of 4.00 on the 2014 Annual Staff Survey will indicate success. The benchmark of 4.00 is historical.
Assessment/Evaluation Results (Progress Report)
2014 Staff Survey is a 4.0 objective met

- Staff Survey

Improvement Plan/ Changes Made
Continue to monitor and maintain at least a 4.0 on Staff Survey.

2.2: User Services-Staff Support

Progress: Completed
Provided By: Information Technology

Objective With Intended Outcomes
Staff will agree that computer support services from OIT are adequate.

Assessment/Evaluation/Measures/Strategies
Benchmark: 4.00 or higher on the Annual Staff Survey will indicate success. This benchmark was determined by using the historical average.

Assessment/Evaluation Results (Progress Report)
Annual Staff Survey score of 4.2 shows objective met

- Staff Survey

Improvement Plan/ Changes Made
Continue to monitor and maintain 4.0 or better score.

2.3: User Services-Faculty Support

Progress: Completed
Provided By: Information Technology

Objective With Intended Outcomes
Faculty will agree that computer support services from OIT are adequate.

Assessment/Evaluation/Measures/Strategies
A score of 3.75 on the 2014 Annual Faculty Survey will indicate success. This benchmark is historical.
Assessment/Evaluation Results (Progress Report)
2014 Faculty Survey score of 4.3 shows objective met.

- Faculty Survey

Improvement Plan/ Changes Made
Continue to monitor and maintain a 3.75 are better on Faculty Survey.

2.4: User Services-Faculty Technology

Progress: Completed

Provided By: Information Technology

Objective With Intended Outcomes
Faculty will agree that lab and office computer equipment will meet their needs.

Assessment/Evaluation/Measures/Strategies
An average score of 4.00 on the 2014 Annual Faculty Survey in the area of available office and lab technology will indicate success. The 4.00 benchmark is historical.

Assessment/Evaluation Results (Progress Report)
2014 Faculty Survey shows a score of 4.0 Objective met.

- Faculty Survey

Improvement Plan/ Changes Made
Continue to monitor and maintain 4.0 on Faculty Survey.

3: Provide students with access to the technology they need to be successful in meeting their academic goals.
Relationship to Strategic Goals: Goal 1.1
Budget Information: Technology Fee
Relationship to Institutional Goal: Goal 7
Start: 11/1/2013
End: 10/31/2014
Provided By: Information Technology
Progress: Completed
Related Items

3.1: User Services-Student Support
Progress: Completed

Provided By: Information Technology

Objective With Intended Outcomes
Maintain "Satisfied" rating with adequate and accessible computer lab equipment on the Noel-Levitz Student Opinion Survey.

Assessment/Evaluation/Measures/Strategies
A mean score higher than the national mean score on adequate and accessible computer labs is considered success.

Assessment/Evaluation Results (Progress Report)
Noel-Levitz 2014 Survey score of 6.25 is .36 above the national average. Objective net

- Noel-Levitz

Improvement Plan/ Changes Made
Continue to monitor and maintain a satisfactory score above the national average.

3.2: User Services-Improvements

Progress: Completed
Provided By: Information Technology

Objective With Intended Outcomes
Identify services by which technology can increase service productivity and accessibility, and apply that technology.

The Office of Information Technology has placed emphasis on improving user services by developing and deploying a mobile application directed at strategically expanding the institution’s mobile Web presence and unilaterally focusing on student services and needs.

1. Mobile applications were developed and deployed over multiple platforms, which included iPhone, Android, iPad, and Windows mobile devices.
2. The mobile applications deployed enhanced services in the following areas:
    1. Student recruitment and admissions
    2. Learning/course management
    3. Library catalog and other library services
    4. Administrative services for student information
    5. Email messaging and calendaring
    6. Social networking
    7. Financial Aid
    8. Student Services
    9. Portal services
    10. Collaboration

Assessment/Evaluation/Measures/Strategies

Our institution recognizes that the goals of our mobile initiative should focus, at least initially, on integrated student services. The long-term strategy of providing mobile applications that (1) provide students access to all university services, (2) provide students a one-stop shop, (3) mobilize all LMS and ERP data, and (4) provide a campus based social network that is location aware and builds on social networking concepts which utilize the capabilities of the mobile device, highlights the importance of our institution's process of deciding how to prioritize the long list of services that can be mobile-enabled.

An evaluation instrument is deployed as a data collection method allowing the institution to compare the mean priority with the mean level of enablement for all available service areas as a means of feedback.

Assessment/Evaluation Results (Progress Report)

Mobile app to be published for Iphone, IPad and Android by the end of September.

Improvement Plan/ Changes Made

Monitor usage statistics and make improvements in the next version.

Institutional Development / LSUE Foundation

1: To foster civic learning and community service, which includes opportunities for student volunteerism, civic engagement and interaction with public officials.

Relationship to Strategic Goals: Goal 2.2
Budget Information: Donor supported through the LSUE Foundation
Relationship to Institutional Goal: Goal 6, Goal 9
Start: 12/23/2012
End: 5/29/2015
Provided By: Institutional Development / LSUE Foundation
Progress: Completed
Related Items

1.1: Develop a program in partnership with Office of Student Affairs for Community Service Opportunities for students

Progress: Completed
Provided By: Institutional Development / LSUE Foundation

Objective With Intended Outcomes

In accordance with a donor request, the objective for the LSUE Foundation was to create a course that would allow Honors Program students to participate in community service learning. Following a few semesters without adequate student participation from the Honors Program, the objective has now been changed to include ALL LSU Eunice students in community service learning.

Assessment/Evaluation/Measures/Strategies

The objective is to measure the students' accomplishments by December 2014 following the planned activities in September, October and November with surveys for the students, faculty mentors and community liaisons and sponsors of the project. Survey is not complete at this time.

Assessment/Evaluation Results (Progress Report)
Following the Welcome Week activities (fall 2013), the production of a Community Service video (fall 2013) and the addition of a Community Service database of volunteer activities on the LSUE Foundation website (2013-14), students were not as responsive as originally anticipated. Few calls or drop-ins to the LSUE Foundation office occurred. Additionally, the coordination and monitoring between the Foundation and Office of Student Affairs was not as productive as anticipated; this was attributed mainly to a lack of time, personnel and resources to keep the program functioning at a desired level. While civic engagement and community volunteer programs are supported "in concept" on many campuses, the funding and other resources are often inadequate. The key question becomes then, how to design, develop and operate a viable program that will create the outcome we envision for our students.

With a gift from an additional donor, JD Bank, earmarked for this purpose, the LSUE Foundation called for meetings of interested participants during the spring and summer of 2014. Their task was to further evaluate what changes were needed to make the program more accessible and viable to faculty and students.

Based on the discussions in these meetings, the following determinations were made:

1. Enlist assistance of faculty mentors - pay stipends to (4) faculty mentors.
2. Have each faculty mentor identify (2-3) students at the beginning of the fall 2014 semester that agree to be involved in a democratic engagement project with (4) monthly activities. Students will also earn stipends upon successful completion of their involvement.
3. Continue involvement with other campus organizations.
4. Continue to encourage student involvement with outside volunteer organizations through social media and website campaign. This objective is ongoing

Improvement Plan/ Changes Made
Following another donation intended for student volunteer programs from JD Bank, the original program envisioned and developed by the LSUE Foundation has again undergone major changes. In spring/summer 2014, additional meetings with community participants and faculty were held to establish a pilot program scheduled to begin in the fall semester 2014.

Four faculty members have agreed to be mentors for (2-3) student volunteers each; they will receive a stipend for their participation in planning, developing and evaluating the project in December 2014. The students who agree to participate, will have to complete (3) monthly activities in order to receive their stipend in December at a closing ceremony. At this point, if they are continuing students, they will become Ambassadors, assisting in the recruitment and training of spring 2015 students.

The scheduled activities for fall 2014 include participation in a community project, attendance at a parish Economic Development meeting, a student-led campus tour for local Louisiana legislators and a closing event.
This objective is ongoing.

- Fall 2014 Community Engagement Calendar
- Fall 2014 Student Contract
- Harvest Fest Flyer 10-18-14

2: Promote the LSU Eunice campus to the community-at-large
Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: Funds from LSUE Foundation General Support Account, $2000
Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 5, Goal 6, Goal 7, Goal 8, Goal 9
Start: 11/1/2011
End: 10/31/2014
Provided By: Institutional Development / LSUE Foundation
Progress: Completed
Related Items

2.1: Continue to develop and maintain programs that attract Adult learners 50+ to campus

Progress: Completed
Provided By: Institutional Development / LSUE Foundation

Objective With Intended Outcomes
To promote the inclusion of 50+ students on this campus, the LSUE Foundation, through the Office of Institutional Development, continues to work in collaboration with the LSUE Continuing Education Department to maintain its Cajun Prairie chapter of OLLI at LSU-Baton Rouge. OLLI (Osher Lifelong Learning Institute) was founded to promote lifelong learning opportunities nationally to adults fifty years of age and older.

- OLLI MOU

Assessment/Evaluation/Measures/Strategies
Membership rolls - Membership is offered for the Cajun Prairie Chapter of OLLI-LSU through the LSU online portal for OLLI. Number of members in this chapter by December 2013, will be an indication of interest in the program.

Promotional & Marketing Tools - The LSUE Foundation continues to reach chapter members through its Constant Contact e-newsletter service. Reports from Constant Contact indicate how many people are receiving, opening and forwarding the emails. Additionally, this service offers an event management tool that generates reports of registration, online donations and feedback from those receiving the invitations via Constant Contact. A Fall 2013 kickoff event is planned.

Assessment/Evaluation Results (Progress Report)
The original goal, to establish a self-sustaining OLLI chapter on the LSU Eunice campus, was realized following two years of charter membership status in FY 2012 and FY 2013. On July 18, 2014, a membership renewal event kicked off the official paid membership drive 2014-15 chapter members. With this change in status, the Cajun Prairie chapter of OLLI at LSU is now at a level of self-sustainability.
OLLI continues as an ongoing program under the LSUE Continuing Education Department; management of funds is handled cooperatively through an account with the LSUE Foundation. The

Foundation continues to assist CE in outreach, promoting the Cajun Prairie Chapter of OLLI at LSU through the Foundation's website. OLLI offers learning opportunities in various fields of interest, offer opportunities for retired professionals to teach, and promotes the inclusion of the overall community in other activities, events and developments on the campus at LSUE.

- OLLI Account Information

Improvement Plan/ Changes Made
OLLI's Cajun Prairie Chapter continues to recruit members and has been given permission by OLLI at LSU to continue offering CHARTER (FREE) membership until July 1, 2014.

A membership event was held on July 18, 2014, to recruit new members and welcome back current members. The membership of $40 was enacted, with participation by staff from OLLI at LSU. A current membership list is provided for documentation.

- Membership Flyer
- OLLI Member Database July 2014

2.2: Annual Report to Donors and Annual Giving Campaign

Progress: Completed
Provided By: Institutional Development / LSUE Foundation

Objective With Intended Outcomes
The primary goal of the LSUE Foundation's Annual Giving Campaign is to provide a sustainable form of regular income for the organization's budgetary needs. Therefore, the Foundation's annual objective is to seek continuing funding from its core donor base, as well as potential new sources, such as individuals, businesses, and community organizations.

This objective remains unchanged for the upcoming 2013 Annual Giving Campaign and accompanying Annual Report for 2012-13, which will be again be made available only as an online report. However, if enough requests are made by donors, the LSUE Foundation will follow its tradition of making a print edition available in small quantities. To assess that need, a postcard mailing will again go out, which includes donation envelopes, to the 2012-13 donors announcing the online edition.

Further, this objective still includes increasing donations by focusing the next five years (2012-17) on scholarship giving. 2017 is the 50th Anniversary of the LSU Eunice campus.

- FY Giving 2013-14

Assessment/Evaluation/Measures/Strategies
The LSUE Foundation's Annual Giving Campaign, includes its Annual Report to Donors, which covers the previous 12-month fiscal year prior to the distribution of the report each winter. The LSUE Foundation uses multiple strategies to solicit a variety of constituents in pursuit of its unrestricted and restricted revenue. To accomplish this, the Foundation

- Examines, revises and develops cases for support.
- Identifies current and potential gift sources.
- Selects various solicitation strategies and determines which will be most beneficial. The purpose is to expand the donor base and increase giving annually.
- Organizes the campaign in partnership with the LSUE Chancellor, LSUE Public Relations Director and the LSUE Foundation Board of Directors, specifically with the Annual Giving Committee members.
- Develops and implements its plan.
- Initiates its Annual Giving Campaign each December with a mailing to its current donor base.
- Announces the update publicly to its online Annual Report through the LSU Eunice website and a mail out to current donors
    - This report details the past year's accomplishments; lists donors and donations; articulates the Foundation's financial needs and itemizes its current accounts; includes

information on giving options for general support, scholarships and other programs; and includes other relevant news.
    - Attached in the Objective, you will finds the Annual Report for FY 2011-12, which met the 2009 objective of the LSUE Foundation Board of Directors, which was to significantly control and cut costs associated with printing and mailing the Annual Report.

- IRS 990

Assessment/Evaluation Results (Progress Report)

The Annual Meeting for the LSUE Foundation Board of Directors is scheduled for September 3, 2014. Discussion of fundraising, Annual Giving campaigns and other board business is on the agenda to be discussed.

The LSUE Foundation instituted a new annual fundraising event in 2014, scheduled to take place annually until the 50th anniversary in 2017, to raise funds for a newly created GOLDEN SCHOLARSHIP award. The first annual *Diner en Blanc* was held in April 2014 and raised approximately $8000 for scholarships.

- Agenda 2014 Annual Meeting
- Fundraising for Scholarships April 2014
- Meeting Minutes Annual Meeting 2014

Improvement Plan/ Changes Made
A manual was mailed to the LSUE Foundation Board of Directors prior to its 2014 annual meeting, detailing program accounts and budgetary requirements. This is an agenda item, including the discussion of fundraising and annual giving ideas.

- 2014-15 Budget Forecast
- Attendance Worksheet
- Suggested By Law Revisions

2: Promote the educational mission of the LSU Eunice campus within the community-at-large.
Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: Funds from LSUE Foundation General Support Account, $2000
Relationship to Institutional Goal: Goal 5, Goal 6, Goal 7, Goal 8, Goal 9
Start: 12/23/2012
End: 12/31/2014
Provided By: Institutional Development / LSUE Foundation
Progress: Completed
Related Items

2.1: Continue to develop and maintain programs that attract Adult learners 50+ to campus
Progress: Completed
Provided By: Institutional Development / LSUE Foundation

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To promote the inclusion of 50+ students on this campus, the LSUE Foundation, through the Office of Institutional Development, continues to work in collaboration with the LSUE Continuing Education Department to maintain its Cajun Prairie chapter of OLLI at LSU-Baton Rouge. OLLI (Osher Lifelong

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Assessment/Evaluation Results (Progress Report)

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- Agenda 2014 Annual Meeting
- Fundraising for Scholarships April 2014
- Meeting Minutes Annual Meeting 2014

Improvement Plan/ Changes Made

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- 2014-15 Budget Forecast
- Attendance Worksheet
- Suggested By Law Revisions

Institutional Research and Effectiveness

1: IR-Make course evaluations available online in a consistent, efficient manner.

Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5

Budget Information: Evaluation software paid through IE budget.

Relationship to Institutional Goal: Goal 7
Start: 11/1/2013
End: 10/31/2014
Provided By: Institutional Research and Effectiveness
Progress: Completed
Related Items

1.1: Data-Course Evaluation

Progress: Completed
Provided By: Institutional Research and Effectiveness

Objective With Intended Outcomes
Online course evaluations will have a set time period available for participation. The data will be made available and published through myLSUE immediately following the completion of grade processing.

Assessment/Evaluation/Measures/Strategies
Were the evaluations opened/closed appropriately during the intended time frame established? Were results available after grade Processing complete? Yes would confirm successful completion of this objective.

- Grade Process Complete
- Open/Close Survey
- Results Published

Assessment/Evaluation Results (Progress Report)
Reports show grade processing complete and open closed period and published date for surveys. Objective met.

Improvement Plan/ Changes Made
Continue to monitor and provide timely survey results to the institution.

2: IR-Provide the campus at large with access to timely reporting information.
Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: None
Relationship to Institutional Goal: Goal 7
Start: 11/1/2013
End: 10/31/2014
Provided By: Institutional Research and Effectiveness
Progress: Completed
Related Items

2.1: Overall Data Gathering and Reporting
Progress: Completed
Provided By: Institutional Research and Effectiveness

Objective With Intended Outcomes
Post semester enrollment data to internal and external agencies within 2 business days after census date.

Assessment/Evaluation/Measures/Strategies
Scheduled tasks listing for IR will show when the reports were published/released.

- Fall 2013 IR Schedule
- Spring 2014 IR Schedule

Assessment/Evaluation Results (Progress Report)
IR Reporting schedule shows date of completion. Objective not met

- Fall 2013 IR Schedule

Improvement Plan/ Changes Made
After 2 years of not meeting this objective, We will attempt to adjust the time to publish a more achievable goal. 2 days does not cover the edit report corrections that have to be completed by other departments

2.2: Reduce Open Time of Service Requests

Progress: Completed
Provided By: Institutional Research and Effectiveness

Objective With Intended Outcomes
Reduce the average length of time that service calls and work requests are left open or unresolved to 45 hours based on the top 15 service request types

Assessment/Evaluation/Measures/Strategies
This objective was benchmarked using a reports from the Helpdesk software and based on the average time open of the 15 longest service request categories. An average time of 45 or less hours would be success

- SR Benchmark

Assessment/Evaluation Results (Progress Report)
Report shows an average of 35:13 hours to close requests. Objective met.

- Average Time

Improvement Plan/ Changes Made
Continue to monitor and maintain average closer time of 45 hours or less.

3: IE-Compliance with SACSCOC standard that apply to Institutional Effectiveness
Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: none (existing)
Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, Goal 6, Goal 7, Goal 8, Goal 9
Start: 11/1/2013
End: 10/31/2014
Provided By: Institutional Research and Effectiveness
Progress: Completed
Related Items

3.1: IE-SACSCOC Compliance
Progress: Completed
Provided By: Institutional Research and Effectiveness

Objective With Intended Outcomes
LSU Eunice will be found compliant by SACSCOC onsite committee on Core Requirement 2.5, Comprehensive Standard 3.3.1, and Federal Requirement 4.1

Assessment/Evaluation/Measures/Strategies
IE documentation will be provided to the visiting committee as required. Outcomes will be broken out by LSUE, LSUA, dual credit, and online sites as necessary.

Assessment/Evaluation Results (Progress Report)
Core Requirement 2.5 was found compliant by the off-site committee.

Comprehensive Standard 3.3.1.1 was found compliant by the on-site committee. Three years' worth of IE documents were provided to the committee members for review.

Comprehensive Standard 3.3.1.2 was found compliance by the off-site committee.

Comprehensive Standard 3.3.1.3 was found compliant by the off-site committee. However, the committee noted that several of the outcomes were not stated in measurable terms.

Comprehensive Standard 3.3.1.4 does not apply to LSU Eunice.

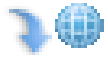
Comprehensive Standard 3.3.1.5 was found compliant by the on-site committee as additional surveys were designed and analyzed.

Federal Requirement was found compliant by the on-site committee as way many of the benchmarks were used was specifically stated.

Improvement Plan/ Changes Made
During 2013-14 (and beyond), Director of IE will begin meeting with various planning heads to assist in designing or updating outcomes that are stated in measurable terms and have a specific assessment component.

A meeting took place in July 2014 with Student Affairs on this same topic. Meeting minutes were not kept as it was an informal discussion based on some of the comments by the off-site committee.

Meetings were held with the English faculty, mathematics faculty, psychology faculty, and history faculty to discuss writing and assessing student learning outcomes. Emails document the discussions in the GE outcomes.



3.2: IE-QEP Outcomes

Progress: Completed
Provided By: Institutional Research and Effectiveness

Objective With Intended Outcomes
The Director of IE will file a report on the goals and objectives contained in the QEP Document.

Assessment/Evaluation/Measures/Strategies
Specific measurement tools are located in the QEP document and repeated in the QEP Outcome Report for convenience.

Assessment/Evaluation Results (Progress Report)
Draft Report completed in July 2014 and is attached. Will become final after LSU Eunice community has time to read it.

Report summaries were completed for M-203 usage (n = 2,640) in spring 2014 are also attached since they it is directly related to the QEP. Objective met.

- QEP Draft 2013-2014 report
- Totals for M-203 Usage

Improvement Plan/ Changes Made
Continue gathering data and benchmarking as required.

Public Affairs

1: Increase campus visibility to strengthen enrollment, recruitment and fund-raising efforts.
Relationship to Strategic Goals: Goal 1.1, Goal 2.2
Budget Information: none (existing)
Relationship to Institutional Goal: Goal 3
Start: 11/1/2013
End: 10/31/2014
Provided By: Public Affairs
Progress: Completed
Related Items

1.1: Visibility-Name Recognition
Progress: Completed
Provided By: Public Affairs

Objective With Intended Outcomes
To increase visibility and name recognition of LSU Eunice through positive coverage in local and regional media.

Assessment/Evaluation/Measures/Strategies
Continue marketing efforts with limited funds, but expansion of the effort to include TV advertising in conjunction with news release and social media.

Assessment/Evaluation Results (Progress Report)
The objective was met and is ongoing. Additional end-of-the-year funds allowed the Public Relations office to expand marketing and visibility to TV at one local station. Ninety spots ran during the month of June on the ABC affiliate and 170 spots ran on the CW network owned by the ABC station. Online advertising on the station's website and mobile apps were also included. LSU Eunice's ads received 210,000 impressions on KATC's Mobile app and 210,000 impressions on their mobile website. The click thru rate on the app was 26 percent. Use of scaled down 15-second videos allowed more airtime on the TV stations and allowed for use on social media sites like Instagram which only allow 15-second videos. The same videos on YouTube received between 30-200 views. See attached air times below.

- KATC Air Dates and Times
- KATC TV Mobile Ad Report
- YouTube Traffic Report

Improvement Plan/ Changes Made
Use 1/3 of budget on large push of TV and radio to continue visibility. Push will coincide with efforts by student recruiters and major high school college fairs. Continued production of 15 second spots highlighting successful graduates to be used on social media through the year. Change focus of the front page of the new website from a news to more of a marketing presence.

1.2: Visibility - Focus Groups

Progress: Completed
Provided By: Public Affairs

Objective With Intended Outcomes
Conduct Focus Groups of area high schools to help shape marketing plans for recruiting and name recognition.

Assessment/Evaluation/Measures/Strategies
Held focus groups at 8 area high schools with a random selection of college-bound seniors. Focus groups were held anonymously and a series of questions were asked to the students about career choices, choosing a college, and then more specific questions related to LSU Eunice and their perceptions of the university.

- Focus Group Questions

Assessment/Evaluation Results (Progress Report)
The objective was met and is ongoing. Focus group answers told us biggest misconception of LSU Eunice is that transferring to a 4-year school is hard because credits do not transfer. Also learned about issues with our recruiters possibly providing misleading or wrong information. Focus groups also helped the Office of Public Relations pinpoint media markets to reach out to when developing marketing strategies.

- Focus Group Findings

Improvement Plan/ Changes Made
Plans are being made to hold additional Focus Groups at additional high schools. Focus groups will be held earlier in the year when students are just being to decide about their college careers, and the focus group questions will be adjusted based on what we learned in the first round of groups.

2: Oversee all internal and external communication/marketing collateral to maintain a consistent image that accurately portrays opportunities for the various constituencies.

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: none (existing)
Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, Goal 6, Goal 7, Goal 8, Goal 9
Start: 11/1/2013
End: 10/31/2014
Provided By: Public Affairs
Progress: Completed
Related Items

2.1: Visibility-Communication

Progress: Completed
Provided By: Public Affairs

Objective With Intended Outcomes
All internal and external communication and marketing collateral maintain a consistent image while phasing in new LSU System logo.

Assessment/Evaluation/Measures/Strategies
Internal audit of marketing materials produced for campus organizations, recruiters and programs.

Assessment/Evaluation Results (Progress Report)
This objective is not met.

In an effort to phase in the new LSU logo into all campus materials, the Public Relations office has begun working to replace the logo and branding on all campus materials online, paper forms, letterheads, fax cover sheets, email signatures. Internal audit of all material being printed and distributed will continue. Once again, met with local sign and print companies to insure new logo is used on any printed job or signage that does not go thru the PR office.

Improvement Plan/ Changes Made
The objective is ongoing.

Internal audit of materials will continue and the office of Public Relations will continue to work with sign companies and printers. A thorough audit of all online forms will begin and the new logo will be phased in over the course of the year. A website redesign will begin to bring the current site up to the new branding regulations. The creation of an LSU Eunice branding guidelines web page will provide faculty and students with an understanding of the new rules developed around the trademarking of the new logo. A presentation in front of the entire faculty and staff will be held at the start of the Fall 2014 semester to make all aware of the switch to the new logo and the strict rules being enforced due to the licensing of the logo.

- Branding Guidelines

Student Affairs and Enrollment Services

1: Track Student Immunization records to assure that all new students meet health requirements.
Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: None
Relationship to Institutional Goal: Goal 5
Start: 11/1/2013
End: 10/31/2014
Provided By: Student Affairs and Enrollment Services
Progress: Completed
Related Items

1.1: Immunizations
Progress: Completed
Provided By: Student Affairs and Enrollment Services

Objective With Intended Outcomes
All new students shall furnish proof that they have satisfied the immunization requirement prior to registration of classes.

Assessment/Evaluation/Measures/Strategies
Submission of immunization records or waiver form by all newly registered students each semester.

Assessment/Evaluation Results (Progress Report)
Objective met. All newly enrolled students for 2013-2014 have provided documentation of immunization or have completed waivers and were able to schedule classes. Immunization policy attached for reference.

- Immunization Form

Improvement Plan/ Changes Made
The current process is functioning very well and is expected to continue in its current format.

Please note that the office does not collect data on how many students provided proof and how many waive immunization.

2: Provide orientation for new students to acquaint themselves with the university.
Relationship to Strategic Goals: Goal 1.1, Goal 2.2
Budget Information: $15 Orientation fee per new student
Relationship to Institutional Goal: Goal 3, Goal 5, Goal 7
Start: 11/1/2013
End: 10/31/2014
Provided By: Student Affairs and Enrollment Services
Progress: Completed
Related Items

2.1: Orientation

Progress: Completed
Provided By: Student Affairs and Enrollment Services

Objective With Intended Outcomes
Students will be satisfied with orientation.

Assessment/Evaluation/Measures/Strategies
Feedback from the online orientation survey and results from the Noel Levitz Student Satisfaction Inventory will be used as a measurement.

The benchmarks are preliminary as the data is only for 1 year. The benchmark for the orientation surveys is 4.3 on a 5 point scale and the benchmark for the Noel Levitz Student Satisfaction Inventory is 6.06 on a 7 point scale.

Assessment/Evaluation Results (Progress Report)
Objective not met as there was a slight decrease in both surveys from last year's data. Noel Levitz Student Satisfaction Inventory (n = 402) shows the satisfaction rating went down from last year from 6.06 to 5.97 on a 7 point scale for orientation satisfaction. The orientation student surveys (n=258) show a decrease in the overall Likert score from 4.3 last year to 4.28 for this year. Each student attending orientation is sent an email with a link to the online survey.

- Noel Levitz Orientation
- Orientation Survey Results

Improvement Plan/ Changes Made
Data will continue to be gathered so that proper bench marks can be established. New ideas from the Ad Hoc Orientation Review Committee will continue to be implemented as well as feedback from comments on the orientation student surveys.

- AdHocOrientationReviewCommittee

Campus Security

1: Provide regular training in emergency response procedures to campus personnel
Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: Approx. $1,500 annually for Red Cross trainers and supplies
Relationship to Institutional Goal: Goal 7
Start: 11/1/2013
End: 10/31/2014
Provided By: Campus Security
Progress: Completed
Related Items

1.1: Emergency Response Training
Progress: Completed
Provided By: Campus Security

Objective With Intended Outcomes
PROVIDE EMERGENCY RESPONSE TRAINING TO CAMPUS PERSONNEL: Campus Security Guards, Athletic Coaches and volunteer employees will be trained and certified in First Aid, CPR and AED response techniques.

Assessment/Evaluation/Measures/Strategies
Completion of training by identified groups.

Assessment/Evaluation Results (Progress Report)
Objective met. Members of the athletic staff participated in Red Cross training. There were not volunteer employees who were not required to be re-certified this year.

- Red Cross Training

Improvement Plan/ Changes Made
Efforts to increase the number of employee volunteers will continue.

2: Provide for the safety and security of all members of the university community
Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: Part-time salary for an officer in the student housing area
Relationship to Institutional Goal: Goal 7
Start: 11/1/2013
End: 10/31/2014
Provided By: Campus Security
Progress: Completed
Related Items

2.1: Patrol
Progress: Completed
Provided By: Campus Security

Objective With Intended Outcomes
CAMPUS SECURITY GUARDS WILL PATROL AND MONITOR THE CAMPUS: Guards will be available during scheduled times to provide information and assistance to students, employees and visitors, and respond to threats to safety and security on campus.

Assessment/Evaluation/Measures/Strategies
Guard work schedules and shift reports.

Assessment/Evaluation Results (Progress Report)
Objective met. The guard schedule provides security to the main campus for 120 hours a week. Shift reports are utilized in the reporting any unusual circumstances.

- January Guard Schedule
- Shift Report December 20 2013

Improvement Plan/ Changes Made
Because of budget limitations, we will continue with the current shift schedule with 120 hours of coverage. We will continue to rely on local police to respond to safety and security matters during hours where no coverage. Data on types of calls and issues in shift report is not summarized and analyzed.

Director of IE's note: Next year this objective needs to shift to student satisfaction of security on the Noel Levitz Student Satisfaction Survey. Q-4 and Q-13. Both are compared to national averages. Question 21 on the staff survey and question 31 on the faculty survey will also become part of the analysis. Shift reports will be included as documentation.

2.2: Parking

Progress: Completed
Provided By: Campus Security

Objective With Intended Outcomes
Campus Security will patrol and monitor parking areas.

Assessment/Evaluation/Measures/Strategies
Because the majority of the parking violations occur during the first half of the fall semester, the assessment will be the number of parking citations written through mid-semester for the fall semester.

Assessment/Evaluation Results (Progress Report)
Objective met. Campus Security patrolled the parking areas on the main campus. During the first half of the fall semester, Campus Security personnel issued 326 tickets for various parking violations. This compares to 219 tickets for the same time period in 2012.

- Traffic Tickets

Improvement Plan/ Changes Made
Security personnel will remain diligent in patrolling all parking areas and continue to issue tickets for parking violations.

Director of IE's Note: Next year, this objective should be reworked to student satisfaction on parking on Noel Levitz Survey of Student Satisfaction (Q-21) citing parking tickets as secondary. This question allows a comparison to national averages.

Financial Aid

1: Provide financial resources for eligible students in support of their educational/career goals.

Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5
Budget Information: Federal/State Funds and Recurring funds from the LSU Eunice Foundation for Scholarships
Relationship to Institutional Goal: Goal 1, Goal 5
Start: 11/1/2013
End: 10/31/2014
Provided By: Financial Aid
Progress: Completed
Related Items

1.1: Financial Aid-Student Satisfaction

Progress: Completed
Provided By: Financial Aid

Objective With Intended Outcomes
Prospective students and parents will understand the importance of financial aid availability and applications procedures and be satisfied with the procedures.

Assessment/Evaluation/Measures/Strategies
Use of Noel Levitz Student Satisfaction Survey results from question number 5 from spring 2013
Importance = 6.29 local versus 6.37 nationally
Satisfaction = 5.35 local versus 5.23 nationally.

Meeting objective will be either exceeding the national average for current year or exceeding results from spring 2013.

Spring 2013 was the first year LSUE gave Noel Levitz so no averaging is possible. Note this is a preliminary benchmark.

- Noel Levitz SSI-04-2013 Financial Aid

Assessment/Evaluation Results (Progress Report)
During the academic year of 2013-2014, we conducted 7 financial aid presentations. Noel-Levitz Student Satisfactory Inventory results for Spring 2014 showed responses in the areas of importance and satisfactory as follows:
* Importance - Average rating of 6.31 on a 7.0 scale which was equal to the national average of 6.31
* Satisfaction - Average rating of 5.60 on a 7.0 scale which was above the national average of 5.24

Since Importance = 6.31 local measure = 6.31 national measure and
Satisfaction =5.60 > 5.24 the national measure, the objective is met.

- FAFSA 2014-2015 Presentation1

- Noel Levitz SSI-04-2014 Financial Aid

Improvement Plan/ Changes Made
Based on the above the financial aid office along with the university's institutional liaison officer, plan to continue to offer financial aid workshop on and off campus to assist students and parents with completing the FAFSA application.

1.2: Financial Aid Application

Progress: Completed
Provided By: Financial Aid

Objective With Intended Outcomes
Students and parents will have FAFSA information at the start of the calendar year which allows sufficient time to complete applications by the June 1 priority deadline.

Assessment/Evaluation/Measures/Strategies
An increase of at least 1% FAFSA applications received by the June 1 priority deadline.

Assessment/Evaluation Results (Progress Report)
Objective not met. The Financial Aid Office received 3856 application by the June 1st published deadline for the 2013-2014 academic year. This is in comparison to receiving 4596 application for the 2012-2013 deadline. We contribute the decrease to the decrease of admissions applications from 2295 for Fall 2012 to 2065 for Fall 2013.

- 2012-2013 ISIR BATCH COUNTS
- 2013-2014 ISIR BATCH COUNTS
- Distribution of Admission Apps for Fall 2012
- Distribution of Admission Apps for Fall 2013

Improvement Plan/ Changes Made
The Financial Aid Office along with the Office of Student Affairs will continue to promote and encourage students to complete the FAFSA early. We will continue to utilize emailing, posting information on campus and work with our university recruiters who work with high school counselors to get the word out about the benefits of applying early.

1.3: Financial Aid-Scholarships

Progress: Completed
Provided By: Financial Aid

Objective With Intended Outcomes
High school and continuing students who achieve academic excellence will be eligible to receive and invited to apply for scholarships.

Assessment/Evaluation/Measures/Strategies
The measurement will be the total amount of scholarships disbursed as awarded by the LSU Eunice Scholarship Committee. The benchmark is $146,380 which is the amount of these scholarships disbursed for 2012-2013.

- LSU Eunice Fact Book Scholarship Information 12-13

Assessment/Evaluation Results (Progress Report)
Objective not met. 75 non-nursing and 34 nursing scholarship, totaling 109, were disbursed by the LSU Eunice Scholarship Committee for the 2013-2014 academic year totaling $142,355. This compares to $146,380 for the 2012-2013 year. One major factor for the reduction is the lack of funds available for the LSUE Honors Program Scholarships.

- Feb. 2013 Scholarship meeting minutes
- LSU Eunice Scholarship Fact Book 2013-2014

Improvement Plan/ Changes Made
The Scholarship committee with the assistance of the LSUE Foundation will continue to offer scholarships to all qualified students as long as funds are available. Additional funding for scholarships will continue to be pursued.

1.4: Financial Aid Counseling

Progress: Completed
Provided By: Financial Aid

Objective With Intended Outcomes
Financial aid counseling is available to students if they need it.

Assessment/Evaluation/Measures/Strategies
Use of Noel Levitz Student Satisfaction Survey results from question number 15 from Spring 2013. Preliminary benchmarking:

Importance = 6.18 local versus 6.28 nationally
Satisfaction = 5.61 local versus 5.46 nationally
Meeting objective will be either exceeding the national average for current year or exceeding results from spring 2013.
Spring 2013 was the first year LSUE gave Noel Levitz so no averaging is possible. Note this is a preliminary benchmark.

- Noel Levitz Pg 11 Inst Summary Spr 2013

Assessment/Evaluation Results (Progress Report)
Noel-Levitz Student Satisfactory Inventory results for Spring 2014 showed responses in the area of importance and satisfactory as follows:
* Importance - Average rating of 6.23 which was lower than the national average of 6.29
* Satisfaction - Average rating of 5.65 which is above the national average of 5.49
Since importance = 6.23 local measure > 6.18 spring 13 local measure and

Satisfaction = 5.65 > 5.49 the national measure, the objective is met.

- Noel Levitz SSI-04-2014 Financial Aid

Improvement Plan/ Changes Made
We will continue to make the Cost of Attendance available to all student and their parents through our website, during orientation and different university events such as Bengal Day.

High School Relations

1: Provide upgraded printed materials and expand our capacity to interact with and respond to prospective students

Relationship to Strategic Goals: Goal 1.1
Budget Information: $5,600 for software from Perkins & Departmental funds
Relationship to Institutional Goal: Goal 1, Goal 3
Start: 11/1/2013
End: 10/31/2014
Provided By: High School Relations
Progress: Completed
Related Items

1.1: Student Recruiting

Progress: Completed
Provided By: High School Relations

Objective With Intended Outcomes
Recruiters will continue to collect prospective student information, track contacts made with each student, and identify targets used to send communication to the appropriate cohorts.

Assessment/Evaluation/Measures/Strategies
Input of prospective student data and tracking information by all departments on campus that interact with prospective students in order to track all cohorts effectively and enable effective

communication with each of them. Maintain or increase enrollment for fall 2013 based on a headcount of 3074 from fall 2012.

Assessment/Evaluation Results (Progress Report)
Objective not met. Prospective student information, primarily that of high school seniors, is stored and categorized in Radius and allows for easy communication and tracking of prospective students. The number of current high school graduates from the 2012 graduating class (3315) and 2013 graduating class (2336) tracked in Radius decreased by 29.5%. This decrease may partially be attributable to the fact that the Admissions Office stopped tracking prospective student inquiries assuming that they would be uploaded manually by the Student Affairs Office. However, Student Affairs was not informed of the change.

Enrollment from Fall 2012 (3074 students) to Fall 2013 (2673 students) dropped 13% or 401 less students; the loss of 49 students of the 401 is attributed to the decrease in high school graduate population. It should be noted that overall enrollment penetration rate at the top feeder high schools remained consistent (21%) from 2012 to 2013 which indicates that there were slightly fewer graduates from the top feeder high schools in 2013 than 2012; a dwindling high school population has been projected in Louisiana for years so an effort should be made to compensate with other cohorts. Refer to the following chart which indicates that recruiters are doing a better job of recruiting a larger percentage of students from top feeder high schools than they did in 2011.

In regards to students other than recent high school graduates, the attached document show the raw numbers and percent change from all cohorts that comprise enrollment.

The attachment indicates that, of the 401 students lost from 2012 to 2013, the majority were Prep (-158), Continuing (-100), and Transfer (-76). Considering the loss of students from a percent change perspective, the largest loss was from Prep (-41%) and Transfer (-33%). More information can found here.

Recruiters received complaints during the 2012-2013 recruiting season from applicants that their applications weren't processed in a reasonable amount of time and they weren't receiving their acceptance letter and/or invitation to orientation in a timely fashion. The attachment shows the

numbers of applications processed by week in 2013 which indicates that there may have been some inconsistency in how quickly applications were processed.

- Applications processed by week
- Enrollment Trends 2013
- N and Percent Change from fall 12 to fall 13 by group
- Overall Penetration Rate at Top 15 Feeder High Schools

Improvement Plan/ Changes Made
Efforts should be made to expand the use of Radius to include re-introducing the use of or beginning the use of the software by the Admissions, Continuing Education, and Divisional Offices. In addition, progress should be made toward the feasibility of manual uploads to Radius from Intelliworks allowing for life cycle identification and more specific cohort communication. Efforts should be made to ensure that applications are processed efficiently, so that recruiters can use Radius to communicate with applicants in a timely manner.

Efforts to upload data from Jenzabar to Radius to better track prospective student life-cycles and enhance the prospective student database in a more timely fashion and incorporate all prospective student cohorts are in progress.

Upon the discovery that prospective student information was no longer being tracked in Radius by the Admissions Office, Student Affairs began a manual upload. The number of current high school graduates from the 2013 graduating class (2236) and 2014 graduating class (3102) tracked in Radius increased by 32.8%.

IE Director's note: This objective should be further quantified in 2014-15 to begin presenting statistics on the number of student contacts versus the number of students actually enrolled. In addition, have recruiters attempted to gain a higher penetration into the high schools?

1.2: Recruiting Collaboration

Progress: Delayed
Provided By: High School Relations

Objective With Intended Outcomes
DEVELOP COLLABORATIONS WITH AREA EMPLOYERS AND AGENCIES: As a result of these collaborations, the university will increase the chances of enrolling non-traditional, adult students.

Assessment/Evaluation/Measures/Strategies
Number of collaborations with area employers, agencies, etc. and the number of new adult students enrolled.

Assessment/Evaluation Results (Progress Report)
Objective not met. Our former Coordinator for Student Development who had primary responsibility for adult recruiting resigned and the position has been filled twice within the last year. Efforts to follow through on this goal were stalled when each new hire was becoming acquainted with primary job functions before delving into adult recruiting initiatives.

Improvement Plan/ Changes Made
Once Coordinator of Student Development becomes acquainted with primary job duties, those duties will expand to include adult recruiting initiatives, specifically collaboration with area agencies and entities who could encourage and/or facilitate adult student enrollment.

2: Maintain or increase the current level of TOPS recipients and minority students on campus

Relationship to Strategic Goals: Goal 1.1, Goal 2.2
Budget Information: none
Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3
Start: 11/1/2013
End: 10/31/2014
Provided By: High School Relations
Progress: Completed

Related Items

2.1: Recruiting TOPS
Progress: Completed
Provided By: High School Relations

Objective With Intended Outcomes
All students in the LSU Eunice service area who are identified as high performance eligible students will be informed of and invited to apply for various university and state scholarship programs.

Assessment/Evaluation/Measures/Strategies
Increase the number of TOPS eligible students enrolled at LSU Eunice.

Assessment/Evaluation Results (Progress Report)
Objective not met. There were 471 TOPS Recipients for the 2013-2014 academic year totaling $955,450, as opposed to 479 TOPS Recipients for the 2012-2013 academic year totaling $870,871. We were down 8 TOPS recipients.

- LSU Eunice Scholarship Fact Book 2013-2014

Improvement Plan/ Changes Made
All TOPS recipients were awarded their scholarship in a timely fashion; No improvements necessary in that arena. However, efforts should be made to obtain funding in order to increase the number of academic scholarships offered and also the amount of scholarship monies allotted to each recipient in order to be competitive with other universities. It should be noted that the Centennial Award has not increased in amount since 2003 at which point in time it covered 85% of our university's tuition and fees. The Centennial award remains $750 to this day and covers only 43% of our university's 2014 tuition and fees. We need more scholarship funding in order to compete for the best and brightest prospective students.

2.2: Recruiting Minority Students

Progress: Completed
Provided By: High School Relations

Objective With Intended Outcomes
Maintain or increase the number of non-white students enrolled.

Assessment/Evaluation/Measures/Strategies
Number and percentage of minority students enrolled. Based upon historical methodology, benchmark will be minority enrollment from the census day on Fall 2012. There were 936 or 30% minorities enrolled.

Assessment/Evaluation Results (Progress Report)
Objective not met. The minority/non-white students enrolled during Fall 2013 were 781 or 29% compared to Fall 2012 with 936 or 30%. This showed a slight decrease in minority student enrollment from the previous year, but a continuation of substantial representation of minority/non-white students in the overall campus population.

- Fact Book 2013 Minority
- Fact Book 2012 Minority

Improvement Plan/ Changes Made
No substantial changes are planned with regard to increasing overall minority enrollment, but tracking of minority student success (graduation rates) will become increasingly important in future planning.

Institutional Liaison Officer

1: Provide opportunities for prospective students to acquaint themselves with university requirements, personnel and services.

Relationship to Strategic Goals: Goal 1.1
Budget Information: Activities supported by Student Affairs & Enrollment Services

Relationship to Institutional Goal: Goal 5
Start: 11/1/2013
End: 10/31/2014
Provided By: Institutional Liaison Officer
Progress: Completed
Related Items

1.1: Bengal Day

Progress: Completed
Provided By: Institutional Liaison Officer

Objective With Intended Outcomes

Prospective students will indicate a satisfaction on question 5 (Are you more or less likely to enroll at LSU Eunice after having attended Bengal Day today?). The survey was enhanced to include the opportunity for attendees to rate the overall experience of Bengal Day.

Assessment/Evaluation/Measures/Strategies

Benchmark: Overall satisfaction percentage of at least **67%**.
Students establishing personal connections are extremely important and was the focus of research conducted by the Arizona Western College District Governing Board (DGB). According to Arizona Western College DGB, the national retention rate at 4-year colleges ran at **77%**, while community colleges lag behind at **56%**. The same principle of establishing personal connections will be used in recruitment. Therefore, the mid-point retention rate of **67%**, between community and 4-year college retention rate will be used to establish a benchmark for recruiting prospective students.

Due to survey instrument used for AY 2013-14, measurement of satisfaction was determined by percentage as opposed to Likert Scale score. However, a Likert Scale will be used for AY 2014-15.

Assessment/Evaluation Results (Progress Report)

Bengal Day 1: 100% of the 24 respondents to question 5 indicated they would be more likely to attend LSU Eunice after Bengal Day experience. 24 out of 35 people (69%) responded to question 5

(11 did not respond because they were either parents or guardians). Of the 24 respondents, 100% (24 respondents) indicated they are more likely to enroll at LSU Eunice (see Bengal Day 1 Survey).

Bengal Day 2: 95% of the 21 respondents to question 5 indicated they would be more likely to attend LSU Eunice after Bengal Day experience. 21 out of 28 people (75%) responded to question 5 (7 did not respond because they were either parents or guardians). Of the 21 respondents, 95% (20 respondents) indicated they are more likely to enroll at LSU Eunice (see Bengal Day 2 Survey). Results: Objective was met.

- Bengal Day 1 - Survey
- Bengal Day 2 - Survey
- Question 5 - Bengal Day 1
- Question 5 - Bengal Day 2

Improvement Plan/ Changes Made
The Institutional Liaison Office will continue to use the satisfaction survey to measure the students' overall Bengal Day experience. However, a Likert Scale will be used to measure the overall experience at Bengal Day for AY 2014-15.

2: Assisting with the enrollment process
Relationship to Strategic Goals: Goal 1.1
Budget Information: existing
Relationship to Institutional Goal: Goal 5
Start: 11/1/2013
End: 10/31/2014
Provided By: Institutional Liaison Officer
Progress: Completed
Related Items

2.1: Enrollment of students that were assisted with pre-enrollment information

Progress: Completed
Provided By: Institutional Liaison Officer

Objective With Intended Outcomes
Prospective students who were initially seen and/or assisted on campus by the Institutional Liaison Officer will enroll at LSU Eunice for FA 2014.

Note from Director of IE: Comparing visits in 13-14 to enrolled students in fa 2014.

Assessment/Evaluation/Measures/Strategies
Benchmark: Overall satisfaction percentage of at least 8% increase from prospective students who met with the Institutional Liaison Officer on campus.

Benchmark of between 50 and 60% was used AY 2012-13. However, the new benchmark for AY 2013-14 will be revised to reflect the fall enrollment percentage of new, transfer, and re-entry students (NTR). The FA 2014 NTR enrollment percentage is 8% increase compared to FA 2013. Therefore, the new benchmark for prospective student enrollment will be at least 8% increase.

The prospective students listed in Intelliworks database that indicated a contact by the Institutional Liaison Officer will be compared to NTR students who enrolled during FA 2014. Enrollment will be verified through LSU Eunice system database (myLSUE).

- 2013-14 New, Transfer, Re-entry (NTR) Enrollment Report

Assessment/Evaluation Results (Progress Report)
Of the prospective students listed in the Intelliworks database, the Institutional Liaison Officer met with a total of 69 prospects on campus during AY 2013-14. Of the 69 prospects, 51% (35 out of 69) enrolled at LSU Eunice (enrollment verified in myLSUE) as compared to 50% enrollment during FA 2013. As a result, compared to FA 2013 (51% - 50%), there was a 1% prospective

enrollment increase. Therefore, since the new benchmark is at least 8% increase, this objective has not been met.
Results: Objective was not met.

- Prospective Student List - Page 1
- Prospective Student List - Page 2

Improvement Plan/ Changes Made
On campus recruitment and enrollment efforts for prospective students will be analyzed for continuous improvement. AY 2014-15 benchmark will be changed to 1% increase to reflect the possibility of a decline in enrollment from fall to fall.

Student Activities

1: Enhance Role of Student Government and Student Activities
Relationship to Strategic Goals: Goal 2.2
Budget Information: Current levels of student assessed fees are sufficient to support goals.
Relationship to Institutional Goal: Goal 6, Goal 9
Start: 11/1/2013
End: 10/31/2014
Provided By: Student Activities
Progress: Completed
Related Items

1.1: Student Activities CAB
Progress: Completed
Provided By: Student Activities

Objective With Intended Outcomes
Continue to attract and develop student leaders to the Campus Activities Board.
Student leaders will be selected through an application and interview process conducted by the Coordinator of Student Activities and current CAB officers.

Assessment/Evaluation/Measures/Strategies
Annual selection of four CAB officers through an application and interview process. All CAB leadership positions were filled.

Assessment/Evaluation Results (Progress Report)
The objective was met.

Four Campus Activities Board officers were selected through an application and interview process. These four student leaders attended the Association for the Promotion of Campus Activities (APCA) leadership conference in October 2013. The conference provided a variety of educational sessions to enhance their roles as campus leaders.

- APCA Conference
- CAB Offices 2014-2015

Improvement Plan/ Changes Made
Continue to attract and develop student leaders to the Campus Activities Board. Four student leaders will be selected through an application and interview process conducted by the Coordinator of Student Activities and current CAB officers for the 2014 – 2015 academic year. These student leaders will participate in an on-campus student leadership workshop sponsored by the Office of Student Affairs and Enrollment Services.

Director of IE's notes: Beginning in 2015-16, Student Activities needs to demonstrate how they intend on including ALL students (off site and online) in the selection process.

1.2: Student Government Association

Progress: Completed
Provided By: Student Activities

Objective With Intended Outcomes
Elections will be held in the early part of the fall semester to elect the Student Government Association senators.

Assessment/Evaluation/Measures/Strategies
Election results. Elections, using paper ballots were held on the LSU Eunice campus. The election was held on two days (Wednesday and Thursday). This was done to accommodate students who may have had a schedule with only Monday/Wednesday/Friday classes or Tuesday/Thursday classes.

Assessment/Evaluation Results (Progress Report)
Objective met. Elections were held for Student Government Association freshman senators on September 18th and 19th. Sophomore and Unclassified senators were elected by acclamation. Of the 2,667 students registered on the days of the election, 112 cast ballots. This represents 4.2% of the student body.

There are no benchmarks for this objective. Data from the number of students eligible to vote and the number of students casting ballots each year will be begin to be collected so that benchmarks can be calculated.

- SGA Elections

Improvement Plan/ Changes Made
The Student Government Association work to find ways to increase student awareness of the SGA elections that would result in a higher voter turnout.

Director of IE's note: Increasing awareness does not only rest with SGA, but with the Office of Student Affairs as well. As in 1.1, the Office of Student Affairs needs to demonstrate how these elections are held to include the participation of all students including off-site and online.

2: Provide student activities that promote peer engagement and retention

Relationship to Strategic Goals: Goal 2.2
Budget Information: Current student assessed fees are sufficient to meet the goal
Relationship to Institutional Goal: Goal 6, Goal 7
Start: 11/1/2013
End: 10/31/2014
Provided By: Student Activities
Progress: Completed
Related Items

2.1: Student Activities - Number

Progress: Completed
Provided By: Student Activities

Objective With Intended Outcomes
Students will have opportunities to participate in various educational, cultural, social, and recreational activities.

Assessment/Evaluation/Measures/Strategies
Sponsor and cosponsor a minimum of 30 student activities of varied types during the year. With current resources, the Office of Student Activities is able to offer at least 15 opportunities for students to engage in activities each fall and spring semester.

Assessment/Evaluation Results (Progress Report)
Objective met. 71 student activities were offered during the 2013-2014 year. This included 8 social events, 34 recreational events, 22 leadership event, 4 education events and 3 other events.

- Student Activities

Improvement Plan/ Changes Made
No improvements planned.

Student Development Services

1: Provide counseling services to students

Relationship to Strategic Goals: Goal 2.2
Budget Information: none
Relationship to Institutional Goal: Goal 5
Start: 11/1/2013
End: 10/31/2014
Provided By: Student Development Services
Progress: Completed
Related Items

1.1: Counseling Services - Satisfaction of Availability

Progress: Completed
Provided By: Student Development Services

Objective With Intended Outcomes
The availability of counseling services to students at LSU Eunice will be rated as satisfactory.

Assessment/Evaluation/Measures/Strategies
Benchmark: A national average satisfaction rate of 5.43 on a 7-Point Likert Scale is reported on the 2012-2013 Noel-Levitz Student Satisfaction Survey. The survey is given to students each spring semester. Success on this objective is to meet or exceed this score.

Assessment/Evaluation Results (Progress Report)
The 2013-2014 Noel-Levitz Student Satisfaction Inventory (n = 402) for counseling services indicates a Satisfaction Rating of 5.64, which exceeds the benchmark established by the 2012-2013 Noel-Levitz national average of 5.43. Results: Objective was met.

- Noel-Levitz 2013-2014

Improvement Plan/ Changes Made
Continued efforts will be made by the Coordinator of Student Development/Counselor to ensure that students are aware of the counseling services offered.

2: Provide for Parent Orientations

Relationship to Strategic Goals: Goal 1.1, Goal 2.4, Goal 2.5
Budget Information: none (existing)
Relationship to Institutional Goal: Goal 1, Goal 2, Goal 5
Start: 11/1/2013
End: 10/31/2014
Provided By: Student Development Services
Progress: Completed
Related Items

2.1: Parent Orientation

Progress: Completed
Provided By: Student Development Services

Objective With Intended Outcomes
Student Development will satisfactorily utilize Parent/Spouse Orientation to provide parents/spouses of incoming Freshmen an opportunity to learn and ask questions about LSUE and the following departments: Chancellor, Bengal Village, Registrar, Business Office, and Financial Aid.

Assessment/Evaluation/Measures/Strategies
This objective will be assessed through the use of data obtained from the Parent Orientation Survey completed by each attendee at the conclusion of each session. Data is based on a 5-point Likert Scale, with 5 being considered "Excellent" and 1 being considered "Poor."

A Benchmark overall score of 4.66 has been obtained from Parent Orientation Surveys collected between 04/09/2013 and 08/21/2013, along with the following subscores:

- Chancellor: 4.68
- Bengal Village: 4.41
- Student Support Services: 4.62
- Registrar: 4.73
- Business Office: 4.73
- Financial Aid: 4.81

Benchmark: Parent Orientation Surveys will continue to yield results between 4 (Very Good) and 5 (Excellent) in both individual areas as well as the overall average.

- Parent orientation survey
- Parent Orientation Survey Baseline

Assessment/Evaluation Results (Progress Report)
Parent Orientation Surveys collected between 04/01/2014 and 08/20/2014 indicate an overall rating of 4.60, as well as the following individual scores:

- Chancellor: 4.61
- Bengal Village: 4.24
- Student Support Services: 4.65
- Registrar: 4.66
- Business Office: 4.66
- Financial Aid: 4.78

All of these scores fall within the range of 4 (Very Good) and 5 (Excellent) on the 5-Point Likert Scale. A sample is included. Results: Objective was met.

- Parent Orientation Survey 2013-2014

- Sample Surveys

Improvement Plan/ Changes Made
The structure of Parent Orientation will remain unchanged. Each presenter updates his/her portion of the presentation as necessary to reflect the most accurate and up to date information.

2013-2014 General Education Objectives and Outcomes

General Education Draft Committee Minutes

5 December 2014

In attendance: Ms. Jane Noble, Dr. Tim Trant, Ms. Ellen Stutes, Mr. Michael Scanlan, Dr. Patricia Brown, Ms. Dotty McDonald, Dr. John Hamlin, Dr. Randy Esters, Dr. Paul Fowler, Dr. Michael Alleman

Absent: Dr. Tony Baltakis

The meeting was called to order at 12:06. The minutes from the previous meeting were unanimously accepted.

Before the committee started to resume discussion of LSU Eunice's General Education Outcomes, Ms. Noble took a moment to express her appreciation for Ms. Stutes's service on the committee since Ms. Stutes would be retiring at the end of the semester. Ms. Noble then noted that, in the future, the committee would need to review committee policy concerning membership, including term limits of committee members. She then turned the meeting over to Dr. Fowler. The committee then began a review of the General Education Outcomes Summaries. Dr. Fowler informed the committee that it had three courses of action available to it: 1) move to accept them all if there are no major concerns; 2) object to particular points in the summaries; or 3) review the summaries section by section. He also informed the committee that as long as the summaries benchmarks not met contained a course of action for improvement, the university will be compliant with SACS-COC requirements. Dr. Esters then made the following motion: "I move to accept the General Education Institutional Effectiveness 2013-14 that affirms that LSU Eunice is meeting its Student Learning Outcomes and linked General Education Objectives." Dr. Trant seconded. The motion was carried unanimously.

Dr. Fowler then asked the committee if it wanted to change the language of any of the six General Education Outcomes. The committee discussed revising the language of Outcomes 1 and 3-6. All outcomes are listed below with their original language and any revisions that were made.

Outcome 1 ("Engage in effective interpersonal, oral, and written communication.")

After discussion, the committee proposed the following changes: "An LSU Eunice graduate will demonstrate effective written communication skills that are essential to effective and intelligent communication in a variety of contexts." The changes were unanimously approved.

Outcome 2 ("An LSU Eunice graduate will use processes, procedures, data, or evidence to solve problems and make effective decisions.") No changes were proposed for Outcome 2, which was revised in the previous meeting to add the phrase "An LSU Eunice graduate will."

Outcome 3 ("Apply the knowledge of natural science to explore and analyze natural phenomena.") After discussion, the committee proposed the following changes: "An LSU Eunice graduate will apply knowledge of natural science to the exploration and analysis of natural phenomena." The changes were unanimously approved.

Outcome 4 ("Demonstrate understanding of the diverse traditions of the world, and the individual's place in it.") After discussion, the committee proposed the following changes: "An LSU Eunice graduate will demonstrate an understanding of the cultural traditions and the human condition through a broad-based study of historical, cultural, and philosophical complexity which supports sophisticated discourse." The changes were unanimously approved.

Outcome 5. After discussion, the committee proposed the following descriptor for LSU Eunice's Social/Behavioral Science Outcome: "An LSU Eunice graduate will demonstrate an understanding of human behavior and the relationship between individuals and their societies." The language was unanimously approved.

Outcome 6 ("Demonstrate understanding of the diverse traditions of the world, and the individual's place in it.") After discussion, the committee proposed the following changes: "An LSU Eunice graduate will demonstrate an aesthetic and historical understanding of the arts." The changes were unanimously approved.

Upon conclusion of the discussion of outcomes, the committee agreed to schedule its next meeting for noon on February 9, 2015. The meeting was adjourned at 12:46.

Respectfully submitted,
Dr. Michael Alleman

DIRECTOR OF IE's note: The changes in the General Education Objectives were entertained at the Academic Council Meeting on February 9, 2015. Editorial changes were made with the Objectives being sent back to the General Education Committee for approval.

General Education Summary

The following table details each of the General Education Objectives with each of the outcomes assigned to them. The page numbers are given along with the courses or assessments assigned to each along with the methodology and whether the outcome was met. It is not required that each outcome be met in order to meet each of LSU Eunice's General Education Objective. Those not met, however, should have an improvement plan in order to increase student learning in the next planning cycle.

Artistic, Cultural, and Historical Understanding: Demonstrate understanding of the diverse traditions of the world, and the individual's place in it	Communication Skills: Engage in effective interpersonal, oral, and written communication.	Computational and Scientific Reasoning: Use processes, procedures, data, or evidence to solve problems and make effective decisions.	Critical Thinking: Effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines.	Informational Literacy: Locate, evaluate, and effectively use information from diverse sources.	Natural Sciences: Apply the knowledge of natural science to explore and analyze natural phenomena.
pp. 447 – 459	pp. 459 – 487	pp. 487 – 510	pp. 510 – 534	pp. 535 – 544	pp. 544 – 549
ART 1440 & 1441 All methods Met	DMS 1092 Clinical Met	QEP MATH 1015 & 1021 CAAP All methods Scheduled for 2015	DMS 1093 Clinical Met	PSYC 2000, 2060, & 2070 F-F, Web Met	BIOL 1001 F-F **Not Met**
HIST 1001, 1003, 2055, & 2057 All methods and sites Met	NURS 1130 & 2530 Clinical Met	Increase scores on CAAP All methods **Tentatively Met**	NURS 1135 & 2535 Met	ENGL 1002 All Methods Met	BIOL 1001 & 1002 completion All Methods Met
MUS 1751 All methods, LSUE site Met	RADT 1092 & 1093 Clinical Met	QEP MATH 1015 & 1021 CAAP Results LSUE Site Scheduled for 2015	RADT 1092 & 1093 Clinical Met	Library – Faculty Training Met	PHSC 1001 F-F **Not Met**
POLS 2051 F-F Met	RC 1001 & 2012 F-F, Clinical, Web Met	MATH 1425 All Methods Met	RC 2019 & 2020 Clinical Partially Met		
SOCL 2001, 2501, 2505, 2920 F-F, Web	CMST 1061 F-F Met	MATH 1022 F-F Met	FOSC 1102, FSCI 1062, & FSCI 2410 F-F, Web		

Met			Met		
	FOSC 2235, FSCI 2410 Web **Partially Met**	PSYC 2000, 2070, 2060 F-F, Web Met	CAAP Tentatively Met		
	ENGL 1001 & 1002 CAAP COMPASS All sites & methods Inconclusive	GE Math after DE Math Grades CAAP All Methods Met	PSYC 2000, 2060, 2070 All Methods Met		
	CIT Delayed		CIT Delayed		
	MGMT 2001 & 2999, MKTG 2999 F-F and Web Met		ACCT 2001 F-F **Tentatively Met**		
	OIS Delayed		OIS Delayed		
	ENGL 1001 after ENGL 0001 CAAP All methods **Tentatively Met**		UNIV 0008 to Social Science All Methods CAAP Met		

LSU Eunice
Chancellor
Academic Affairs

Artistic, Cultural, and Historical Understanding

General Education Description
Demonstrate understanding of the diverse traditions of the world, and the individual's place in it.
Start: 11/1/2013
End: 10/31/2014
Progress: Ongoing
Providing Department: Academic Affairs
Responsible Roles:
Related Items

5.1: GE-Art
Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Liberal Arts
Participants: Interim Division Head - Liberal Arts (Alleman, Michael)

General Education Objective: Artistic, Cultural, and Historical Understanding, Critical Thinking, Informational Literacy

Objective With Intended Outcomes
Students will successfully complete their general education coursework developing competencies in art as required by their curriculum.

This objective will be measured by the student learning outcomes in ART 1440 and ART 1441: Historical Survey of the Arts.

General Education Learning Objectives.
Artistic, Cultural, and Historical Understanding: Demonstrate understanding of the diverse traditions of the world, and the individual's place in it
Informational Literacy: Locate, evaluate, and effectively use information from diverse sources.
Critical Thinking: Effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines. The three student learning outcomes are based on those given in the syllabi

- ART 1440-01 Spring 2014 face to face at the LSU Eunice Site
- ART 1440-C1 Spring 2014 online eight week course offered from 1/13/14 to 3/10/14
- ART 1441-C6 Spring 2014 online eight week course offered from 3/17/14 to 5/9/14
- No ART 1440 or 1441 courses were offered through dual credit or at the LSUA site in fall 2013 or spring 2014.

Student learning outcomes for ART 1440 and ART 1441 are:
Upon completion of this course, the student will:
1. Correctly identify by period, culture, and style works of art covered in lectures.
2. Correctly identify the works of art and architecture covered in lectures.
3. Demonstration of increased knowledge of art history.

- ART 1440 01 Noble Syllabus Spring 2014
- ART 1440 C1 Noble Syllabus Spring 2014
- ART 1441 C6 Noble Syllabus Spring 2014

Assessment/Evaluation/Measures/Strategies
Outcome 1- Lecture and course discussion of the relationship of the social, political, economic, and religious significance of specific works of art and architecture. Specific items on the final exam will require integration of at least 2 of the following concepts: social, political, economic, and religious aspects of cultural development.

Outcome 2- Lecture and visual presentation of major works of art and architecture. Specific items on the final exams will be answered via slide identification.

Outcome 3- Pre and post testing at the comprehensive level of knowledge. Comparison mean scores on the pre and post exam.

The benchmark for each is 70% for outcome 1 and 2. This is a historic metric and is considered the lowest C for transfer purposes. For outcome 3, the average score on the post test exceeding the pretest is considered successful.

Assessment/Evaluation Results (Progress Report)
All students were pretested and post tested in all sections of ART 1440 and ART 1441 offered in spring 2014. This includes both face-to-face and online sections. No sections of either course were offered at the LSUA site or through dual credit.

Results for the face-to-face section of ART 1440 are shown in Table 1. A total of 35 students were pretested and 30 were post tested. Outcome 1 increased from a mean of 34.5% to 80.1% while outcome 2 increased from 30.3% to 80.1%. For outcome 3, students increased their knowledge from 32.4% to 80.1%. In each case, the standard deviation decreased indicating a narrowing of the range of scores.

Table 1. SLOs for ART 1440 section 1 face-to-face spring 2014 in percentages.

	Pretest			Post Test		
Outcome	n	mean	s.d.	n	mean	s.d.
1. Correctly identify by period, culture, and style works of art	35	34.5	15.1	30	80.1	11.5
2. Correctly identify the works of art and architecture	35	30.3	17.8	30	81.1	12.5
3. Demonstration of increased knowledge of art history	35	32.4	16.5	30	80.1	11.5

Two accelerated online sections were also offered during spring 2014. First, the results for section C1 indicated that outcome 1 increased from 34.8% to 85.9% and outcome 2 increased from 28.5% to 87.4% for the 44 students enrolled in the two courses (see Table 2). The overall gain for outcome 3 was 55.3 percentage points increasing from 31.4% on the pretest to 86.7% on the post test.

Table 2. SLOs for ART 1440 section C1 and ART 1441 section C6 (both online) spring 2014 in percentages.

		Pretest			Post Test	
Outcome	n	mean	s.d.	n	mean	s.d.
1. Correctly identify by period, culture, and style works of art	44	34.8	14.3	44	85.9	16.5
2. Correctly identify the works of art and architecture	44	28.5	13.8	44	87.4	11.4
3. Demonstration of increased knowledge of art history	44	31.4	14.3	44	86.7	14.2

Finally, Table 3 details the results for all students in all sections for spring 2014. Students increased from 34.2% to 84.0% on outcome 1 and from 29.1% to 85.3% on outcome 2. Overall, an increase of 52.8 percentage points from 31.8% to 84.6%.

Table 3. SLOs for all sections of Art for Spring 2014 in percentages.

		Pretest			Post Test	
Outcome	n	mean	s.d.	n	mean	s.d.
1. Correctly identify by period, culture, and style works of art	79	34.2	14.5	74	84.0	15.2
2. Correctly identify the works of art and architecture	79	29.1	15.2	74	85.3	12.1
3. Demonstration of increased knowledge of art history	79	31.8	15.0	74	84.6	13.8

As the percentage on outcome 1 and 2 exceed 70% and the post test score > pretest score, objective 5.1 is met.

- Example of ART posttest spring 2014
- Example of ART pretest spring 2014

Improvement Plan/ Changes Made
No changes are planned. Continue collecting and monitoring data.

Prepared by Paul Fowler on August 11, 2014.

5.2: GE-History
Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Liberal Arts
Participants: Interim Division Head - Liberal Arts (Alleman, Michael)

General Education Objective: Artistic, Cultural, and Historical Understanding, Informational Literacy

Objective With Intended Outcomes
Students will successfully complete their general education coursework developing competencies in historical periods of their choice. This objective will be measured by the student learning outcomes in HIST 1001, HIST 1003, HIST 2055, and HIST 2057. Students will

1. recognize major events, theories, and issues.
2. recognize major figures and specific movements.

3. demonstrate their understanding of cultural precedents and grasp of relationship to current issues, as well as an ability to analyze historical meaning in a proper manner.

Syllabi for each course:

- HIST 2055 from the LSUE site (2 sections with n = 128) and LSUA (1 section with n = 32) face-to-face fall 2013 sections
- HIST 1001 from one online spring 2014 section (n = 28)
- HIST 1003 from two LSUE face-to-face spring 2014 sections (n = 60)
- HIST 2055 from three online spring 2014 sections (n = 76)
- HIST 2057 from two LSUE face-to-face spring 2014 sections (n = 97)

for a total n = 421.

- HIST 1003 SP 14
- HIST 2057 SP 14
- Walton's 1001 Online Course Syllabus Spring, 2014
- Walton's HIST 2055 Online Course Syllabus Spring, 2014
- Walton's Traditional HIST 2055 Course Syllabus Fall 2013 With SLO Revised

Assessment/Evaluation/Measures/Strategies

The population of students remaining in each of the courses above at the end of the course will be assessed using the final exam (i.e. no sampling). This represents 11 out of the 21 sections taught during fall 2013 and spring 2014. Data from three sections was eliminated since it was incomplete.

Outcome

1. Ten questions on the final exam addressed major historical events, theories, and issues.
2. Ten questions on the final exam addressed identification of major figures and movements in history.
3. A written book review will demonstrate student understanding of the past to the present as well as an ability to analyze historical material in a proper manner.

Success is defined as students achieving a score of 70% or better. The benchmark of 70% is the traditional lowest C so that courses may transfer elsewhere in the higher education system.

Assessment/Evaluation Results (Progress Report)
Direct assessment of each student in the sections mentioned above took place using an internal instrument - the final exam for outcomes one and two. Table 1 details the results at the different sites.

Table 1. AY 13-14 HIST SLO Results in percentages

AY 13-14 HIST SLO Results	Overall	LSUE	LSUA	Online
1. theories, events and issues	83	82	85	87
2. identify specific movements and persons in American history	83	83	95	80
3. demonstrate the ability to analyze historical material in a proper manner in a book review	79	80	73	78
Total number of students tested	421	285	32	104

Outcomes 1 and 2 were met at 83% each with all sites exceeding the 70% benchmark. The analysis of historical material in the book review also scored a 79% with all sites exceeding the benchmark of 70%.

As all student learning outcomes exceeded the benchmark of 70%, objective 5.2 is met.

Improvement Plan/ Changes Made
No changes planned other than HIST 2065 and/or HIST 2071 may be included next year instead of HIST 1001 and 1003. A rubric has been created to use on a sample of students.

Completed by Paul Fowler on August 24, 2014.

- Rubric form for grading Book Reviews

5.8: GE-Art (Music Appreciation)
Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Liberal Arts
Participants:
General Education Objective: Artistic, Cultural, and Historical Understanding

Objective With Intended Outcomes
Students will recognize the importance of music throughout history
1. Develop a fundamental music vocabulary
2. Recognize the effect of music on society and history
3. Identify general characteristics of the major music style periods
These three student learning outcomes are based on the outcomes given in the syllabus for MUS 1751 (Music Appreciation). An example of the course syllabus for fall 2013 is provided for MUS 1751.

- Syllabus-Fall 2013Rev

Assessment/Evaluation/Measures/Strategies
Each of the outcomes will be assessed using a final exam. Each faculty member will code questions particular to the outcomes to determine the percentage correct.
As this is the first year to assess outcomes, a sampling of online and face-to-face sections will be used to determine if the assessment is effective.

The benchmark for each outcome is 70%. This is a historic metric and the lowest C for transfer purposes.

Assessment/Evaluation Results (Progress Report)
Student Learning outcome data was collected on the final exams from a sample of 123 of the 305 students enrolled in MUS 1751 sections offered during the AY 2013-2014. As shown in Table 1, the data was gathered from both online and face-to-face sections originating from the LSUE site (3 each)

AY 2013-2014 MUS 1751 SLO Results in Percentages

AY 13-14 MUS 1751 SLO Description by Site	Overall	LSUE	Dual Credit	LSUA	Online
Overall	78	89	none	not assessed	75
1. Develop a fundamental music vocabulary	80	92			77
2. Recognize the effect of music on society and history	75	91			71
3. Identify general characteristics of the major music style periods	77	86			75
Total number of students tested	305	69			123

70 students who took MUS 1751 at the LSUA site in fall 2013 or spring 2014 were not assessed.

20 students who took MUS 1751 at the LSUE site in spring 2014 were not assessed.

Since this was the first year that SLO was collected, the faculty decided to collect data from two experienced adjunct faculty members at the LSUE site. The plan is to then assess students at the LSUA site along with including new faculty members at the LSUE site.
At Table 1 indicates, students exceeded the benchmark of 70% for each outcome and overall with the face-to-face sections outpacing the online students. Since results for each SLO exceed the benchmark of 70%, Objective 5.8 is met.

Improvement Plan/ Changes Made
Assess LSUA students and any remaining sections at the LSUA site.

Completed by Paul Fowler.

5.9: GE-Political Science
Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Liberal Arts
Participants:
General Education Objective: Communication Skills, Critical Thinking, Informational Literacy

Objective With Intended Outcomes
Students will successfully complete their general education coursework developing competencies in American government as required by their curriculum.

This objective will be directly assessed by the student learning outcomes in POLS 2051: American Government.

Upon successful completion of this course, students will be able to:
A. Correctly answer questions related to theories, events, and issues.
B. Demonstrate the ability to analyze historic material in a proper manner in a case study.
C. Identify the roles and powers of the Executive, Legislative, and Judicial branches of government.

The summer 2014 syllabus is attached for reference.
- POLS 2051 Summer 2014 Course Syllabus 5.25.14 class version

Assessment/Evaluation/Measures/Strategies
All students (i.e. no sampling) will be assessed using the following:

A. representative assignment based on material covered in class including PowerPoint presentations, lectures, assigned readings, multiple choice, true/false, and/or identification questions on a test.
B. Use of a case study.
C. Use of PowerPoint, lectures, and assigned readings, multiple choice, true/false, and/or identification questions on a test.

Assessment/Evaluation Results (Progress Report)
All students enrolled in the course were directly assessed in the course using the following internal assessments. The instructor filed the attached outcomes report for the students in the summer 2014 section:

Overall: 34 out of 38 correct = 89.47% with $\bar{x}$ = 84.07%,
Outcome A: 11 out of 12 correct = 91.67% with $\bar{x}$ = 94.00% using an assignment,
Outcome B: 10 out of 13 correct = 76.92% with $\bar{x}$ = 79.03% using the final exam (note that B and C are reversed on the outcomes form),
Outcome C: 13 out of 13 correct = 100.00% with $\bar{x}$ = 93.99% using a group forum (Group 1 and Group 2 assignments attached as documentation),

As each of the outcomes exceeds the benchmark of 70%, objective 5.9 is met.

- POLS 2051 Group 1 Assignment- Miranda v. Arizona Supreme Court Case
- POLS 2051 Group 2 Assignment- Plessy v. Ferguson Supreme Court Case
- POLS 2051 Summer 2014 Final Exam
- POLS2051 Learning Objective Outcomes Spring 2014 Session B 5-2014

Improvement Plan/ Changes Made
No changes planned. Continue to collect data as the faculty member was new.

5.10: GE-Sociology
Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Liberal Arts
Participants: Division Head, Liberal Arts (Esters, Randall)
General Education Objective: Artistic, Cultural, and Historical Understanding, Computational and Scientific Reasoning , Critical Thinking

Objective With Intended Outcomes
Students will successfully complete their general education coursework developing competencies in the sociology of their choice. This objective will be measured by the student learning outcomes in SOCL 2001, SOCL 2501, SOCL 2505, and SOCL 2920 in spring 2014. The syllabi for each course is attached. Some syllabi are from fall 2013; however, the syllabus remained the same for spring 2014 (other than important dates):

- syllabus for SOCL 2001
- syllabus for SOCL 2501
- syllabus for SOCL 2505
- syllabus for SOCL 2920

For each course, the syllabus indicates that the student learning outcome: Upon, the completion of this course, the student will demonstrate knowledge of the
data and foundations supporting:
A. Theoretical perspectives in sociology
B. Application and critical thinking in sociology

- syllabi SOCL2920 Fall 2013
- syllabus sociology 2001 Fall 2013
- syllabus sociology 2501 Spring 2014
- syllabus SOCL2505 Fall 2013

Assessment/Evaluation/Measures/Strategies
An internal direct assessment will take place in both in all sections whether they are offered online or face-to-face.

All students who enrolled in sociology courses when the final exam is given will be assessed (i.e. no sampling). The syllabi indicate that assessments will take place:
VIII. Assessment Tools. The lecture exams will access the learning outcomes with multiple choice examinations.

The established benchmark for achieving this outcome is 70%, the minimum acceptable successful grade necessary to transfer the sociology courses to a four-year institution.

Assessment/Evaluation Results (Progress Report)
Table 1 details the results for both face-to-face courses all offered at LSUE and online courses for spring 2014. There were 56 students enrolled in two sections of the SOCL 2001 course. The remaining 118 students were enrolled in one section of SOCL 2001 (n = 45), one section of SOCL 2501 (n = 40), one section of SOCL 2505 (n = 24), and one section of SOCL 2920 (n = 9).

Table 1. SLO Results (Percent Correct) for Sociology Spring 2014

SOCL SLO Description	Overall	LSUE	Dual Credit	LSUA	Online
A. Theoretical perspectives in sociology	83	77			86
B. Application and critical thinking in sociology	82	75	None	None	86
Total number of students tested	174	56			118

The data in Table 1 indicates that both methods of instruction scored well over the established benchmark of 70%. Since 83% and 82% both exceed 70%, objective 5.10 is met.

Improvement Plan/ Changes Made
Expand the assessment to both fall and spring semester.

Completed by Paul Fowler on September 6, 2014.

Communication Skills

General Education Description
Engage in effective interpersonal, oral, and written communication.
Start: 11/1/2013
End: 10/31/2014
Progress: Ongoing
Providing Department: Academic Affairs

Responsible Roles:
Related Items

1.4 DMS - Communication: Oral Communication
Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Diagnostic Medical Sonography
Participants: Division Head, HSBT (McDonald, Dottie)
General Education Objective: Communication Skills

Objective With Intended Outcomes
Students will demonstrate proper professional communication to patients, peers and other health care professionals in a clinical setting.

- DMS 1092 Fall 2013 Syllabus
- DMS 1092 Fall 2013 Syllabus

Assessment/Evaluation/Measures/Strategies
DMS 1092: Students must achieve a minimum grade of 77% (per mandates set forth by the accrediting agency, CAAHEP) in order to demonstrate proficiency. Evaluate students' bi-weekly through direct observation.

- BIWEEKLY EVAL
- BIWEEKLY EVAL

Assessment/Evaluation Results (Progress Report)
DMS 1092: 100% (7 of 7) scored a minimum grade of 85% demonstrating professional communication to patients, peers and other health care professionals in a clinical setting. See DMS 1092 Fall 2013 Biweekly Eval - completed

Outcome met through direct observation in the clinical setting.

- DMS 1092 Fall 2013 Biweekly Eval - completed

Improvement Plan/ Changes Made
Benchmark/outcome has been met; reinforce oral communication skills in the clinical setting

2.4 Nursing - Communication: Nursing Communication

Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Nursing
Participants: Division Head, HSBT (McDonald, Dottie)
General Education Objective: Communication Skills

Objective With Intended Outcomes
Students will demonstrate effective therapeutic communication skills with patients, families and health care team.

Assessment/Evaluation/Measures/Strategies
NURS 1130 (face-to-face) - Select appropriate communication interventions as applied in various patient scenarios. Assessed through unit examinations, comprehensive final examination with questions specific to communication. Students must score a minimum of 77% to successfully demonstrate proficiency in this area. Historically it was determined by the Program Director and faculty that students must score a minimum of 77% to ensure proficiency and safety while performing patient care. Please review: NURS 1130 Syllabus; NURS 1130 Exam 1; and NURS 1130 Final Exam

NURS 2530 (face-to-face) - Apply therapeutic communication to manage the care of individuals with complex needs across the lifespan. Assessed through unit examinations, comprehensive final examination with questions specific to communication. Students must score a minimum of 77% to successfully demonstrate proficiency in this area. Historically it was determined by the Program Director and faculty that students must score a minimum of 77% to ensure proficiency and safety

while performing patient care. Please review: NURS 2530 Syllabus; NURS 2530 Exam 1; and NURS 2530 Final Exam

- NURS 1130 Exam I FA 13
- NURS 1130 Final Exam FA 13
- NURS 1130 Syllabus FA 13
- NURS 2530 Exam I SP 14
- NURS 2530 Final Exam SP 14
- NURS 2530 Syllabus SP 14

Assessment/Evaluation Results (Progress Report)
NURS1130 - 82% of the students demonstrated proficiency in communication skills. **Objective Met.**
NURS2530 - 89% of the students demonstrated proficiency in communication skills. **Objective Met.**

Improvement Plan/ Changes Made
NURS1130 - Although Objective was met will remediate students as needed with basic therapeutic communication techniques.

NURS2530 - Although Objective was met will remediate students as needed with basic therapeutic communication techniques.

3.4 Radiologic Technology - Communication: Communication

Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Radiologic Technology
Participants: Division Head, HSBT (McDonald, Dottie)
General Education Objective: Communication Skills

Objective With Intended Outcomes
Students will demonstrate appropriate communication skills.

Assessment/Evaluation/Measures/Strategies
RADT 1092 (fall clinical) - End of semester clinical evaluation form. Average of >2 (above average) on a scale of 3. Evaluated direct observation. RADT 1092 syllabus and clinical form are attached.

RADT 1093 (spring clinical) - End of semester clinical evaluation form. Average of >2 (above average) on a scale of 3. Evaluated through direct observation. RADT 1093 syllabus and clinical form are attached.

- RADT 1092 Clinical Evaluation Form
- RADT 1092 Course Syllabus 2013
- RADT 1093 Clinical Evaluation Form
- RADT 1093 Course Syllabus 2014

Assessment/Evaluation Results (Progress Report)
RADT 1092 Section 91: 100% (10 of 10) students averaged at least ≥ 2 (above average) on a scale of 0-3 on items designated to communication and professionalism on the Clinical Evaluation Form II. **Objective met.**

RADT 1092 Section 92: 100% (10 of 10) students averaged at least ≥ 2 (above average) on a scale of 0-3 on items designated to communication and professionalism on the Clinical Evaluation Form II. **Objective met.**

RADT 1093 Section 91: 100% (10 of 10) students averaged at least ≥ 2 (above average) on a scale of 0-3 on items designated to communication and professionalism on the Clinical Evaluation Form II. **Objective met.**

RADT 1093 Section 92: 100% (10 of 10) students averaged at least ≥ 2 (above average) on a scale of 0-3 on items designated to communication and professionalism on the Clinical Evaluation Form II. **Objective met.**

- RADT 1092 Clinical Evaluation Form Sample
- RADT 1093 Clinical Evaluation Form Sample

Improvement Plan/ Changes Made
RADT 1092 Section 91: Scenario-based instruction regarding patient communication continues to show improvement in communication skills with the students and patients. Will discuss with faculty and solicit input as needed.

RADT 1092 Section 92: Scenario-based instruction regarding patient communication continues to show improvement in communication skills with the students and patients. Will discuss with faculty and solicit input as needed.

RADT 1093 Section 91: Continue to provide activities for students to practice and demonstrate professional behavior and patient communication skills. Continue to monitor progress in communication skills from first level to second level of program. Will discuss with faculty and solicit input as needed.

RADT 1093 Section 92: Continue to provide activities for students to practice and demonstrate professional behavior and patient communication skills. Continue to monitor progress in communication skills from first level to second level of program. Will discuss with faculty and solicit input as needed.

4.4 Respiratory Care - Communication: Communication
Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Respiratory Care
Participants: Division Head, HSBT (McDonald, Dottie)
General Education Objective: Communication Skills

Objective With Intended Outcomes
4.4 RC 1001 77% of students will be able to effectively communicate via oral and written communication. (pre-req course; before selection into clinical phase). Syllabus for RC 1001 attached.

4.4 RC 2012 77% of the students will be able to effectively communicate via oral and written communication. Syllabus for RC 2012 attached.

- RC 1001 syllabus fall 2013
- RC 2012 syllabus fall 2013

Assessment/Evaluation/Measures/Strategies

4.4 RC 1001 Students in this 50% web based course are responsible to secure one or more approved clinical sites in order to observe and shadow a therapist while in the hospital setting. The student is required after each visit to a clinical agency to type a 250 word description of their perceptions of the practice of respiratory care, the role of the respiratory therapist in the care of patients with cardiopulmonary disorders, and the contributions of the respiratory therapist to the overall plan of care. The students are also encouraged to pay close attention to grammar, spelling, etc., as it is explained the importance of a respiratory therapist to possess excellent communication skills.

The student is also given a lecture which provides definitions and goals of communication and to describe components and barriers to communication.

Students must score at least a 77%, as their final grade, in order to be considered as eligible for admission into the clinical portion of the Respiratory Care Program.

4.4 RC 2012 Each student must demonstrate the knowledge and understanding of cardiopulmonary anatomy and physiology focusing on the major structures and functions of the upper and lower airways. Each student in this face-to-face lecture course will be required to present a poster presentation pertaining to a cardiopulmonary pathological (abnormal pulmonary anatomy and/or physiology) condition. Each display/model must be accompanied by a short presentation of the project.

Students must score at least a 77% on this presentation.

- Observation and Diary Rules
- RC 2012 Poster/ Oral Presentation Rubric

Assessment/Evaluation Results (Progress Report)
4.4 RC 1001 66% (6 of 9) students demonstrated competency of their knowledge regarding the roles and responsibilities of a Respiratory Therapist via written and oral communication. Objective not met. Will implement an action plan.

4.4 RC 2012 92% (11 of 12) students presented a poster presentation pertaining to a cardiopulmonary pathological condition and communicated their findings suitable for teaching purposes. A rubric was used for grading. Objective met.

- RC 2012 Rubric scale fall 2013. student score

Improvement Plan/ Changes Made
4.4 RC 1001 Encourage early participation in hospital observation. Have a check point/ rough draft of written material required prior to the due date.

4.4 RC 2012 Require student to present name of presentation for approval prior to due date and review their topic findings for appropriateness.

5.3: GE-Speech Communication
Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Liberal Arts
Participants: Interim Division Head - Liberal Arts (Alleman, Michael)
General Education Objective: Communication Skills

Objective With Intended Outcomes
Students will successfully complete their general education coursework developing competencies in oral communication required for their chosen major. This objective will be assessed using the following Student Learning Outcomes (SLOs) from CMST 1061. The student, upon successful completion of this course, should be able to

A. Research for speeches and write a sentence outline with a bibliography

B. Deliver speeches orally
C. Effectively participate in group problem-solving activities.

Sample Syllabus from spring 2014.
Speech Rubrics from spring 2013. The rubric did not change during AY 13-14.

- Rubric Examples Sp 2013
- Syllabus CMST 1061 Spring 2014

Assessment/Evaluation/Measures/Strategies

All students in eight face-to-face sections in fall 2013 and seven face-to-face sections in spring 2014 will be assessed during the CMST 1061 course (Fundamentals of Communication) course. This will constitute a continuation of the pilot from spring 2013.

Faculty will calculate grade on the informative outline and speech and combine them into one grade for Outcomes A and B. Outcome C will be assessed separately based on the group project. Rubrics will be used to grade each. Rubrics were not available from fall 2013 and spring 2014.

The benchmark for the outcomes is set at 70%, the minimum graded needed for a C that would be appropriate to transfer the course to a four year institution (since CMST 1061 is transferable as a general education course).

Assessment/Evaluation Results (Progress Report)
The data in Table 1 was generated through an internal direct assessment of 280 students which represents all students enrolled in the course at the time of the assessment. Eight sections with a total of 138 students in fall 2013 and seven sections with 142 students in spring 2014. LSUA students were not assessed as this was considered a pilot using the same assessment techniques from spring 2013.

It should be noted that the results in some cases indicate the percentage of students who scored above a 70% instead of the mean.

Table 1. SLO Results for CMST 1061 AY 13-14

AY 13-14 CMST SLO Results	Overall	LSUE	LSUA	Online
A. Research for speeches…write outline with bibliography	78	78	not assessed	none
B. Deliver speeches orally	91	91		
C. Effectively participate in group problem solving activities	96	96		
Total number of students tested	280	280		

Since the data indicates that students scored greater than 70% on all outcomes, objective 5.3 is met.

Improvement Plan/ Changes Made
Expand the assessment to LSUA.
Examine whether information literacy can be included as a general education outcome.
Have faculty report raw data on outcomes instead of a percentage of students meeting or exceeding 70%.
Keep a sample of rubrics for speeches to document use.

Completed by Paul Fowler on August 23, 2014.

5.3 Fire and Emergency Services - Communication: Communication
Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Fire and Emergency Services
Participants: Division Head, HSBT (McDonald, Dottie)
General Education Objective: Communication Skills

Objective With Intended Outcomes

Upon successful completion of curriculum students will be able to demonstrate appropriate written and /or oral communication in the field of Fire and Emergency Services. Please review the following syllabi: FSCI 2410 Syllabus and FOSC 2235 Syllabus.

- FOSC 2235 Syllabus
- FSCI 2410 Syllabus

Assessment/Evaluation/Measures/Strategies

FOSC2235- (Web Base) Upon successful completion of this course students will be able to discuss FOSC2235 basic chemistry of fire for purposes of understanding fire growth and behavior. Students must score a minimum grade of 70% to demonstrate proficiency in this area. There is a discussion forum activity based off of online video activity from Dr. Quintere's explanation of properties of fire (module activity 3) and students will analyze the basic motives of arson (module activity 1). Historically benchmark was determined by the Division Head and faculty that a 10 point scale would be used in Fire and Emergency Services courses.

FSCI2410 - (Web Base) Upon successful completion of this course students will be able to provide a historical perspective FSCI 2410/SLO ACTIVITIES on the development of industrial hygiene as a profession. The discussion and dialogue activity is done to engage students with their peers to communicate effectively on issues related to industrial hygiene (Module 1). Students must score a minimum grade of 70% to demonstrate proficiency in this area. Historically benchmark was determined by the Division Head and faculty that a 10 point scale would be used in Fire and Emergency Services courses.

- FOSC2235
- FSCI 2410/SLO ACTIVITIES

Assessment/Evaluation Results (Progress Report)

FOSC2235 -76.9% of students completing arson investigation were able to successfully discuss basic fire behavior and chemistry. Objective met. Only 61.5% of students completing module 1 of arson investigation were able to effectively analyze the basic motives of arson. Objective not met.

FSCI2410 - 81.8% of students completing this course effectively discussed and communicated issues relating to environmental regulations and laws. Objective met.

Improvement Plan/ Changes Made
FOSC2235 - Continue discussion forum activities to enhance written communication skills (Module 3). For the 38.5% of students that were unsuccessful with the analysis of arson (Module 1), all students were able to list the motives correctly, but failed to describe/analyze the list per instructions. Improvement plan will be to place more emphasis on following instructions and carefully and understanding questions asked by students.

FSCI2410 - Continue engaging students in discussion activities and find methods to enhance dialogue among students and instructor.

5.4: GE-Written Communication

Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Liberal Arts
Participants: Interim Division Head - Liberal Arts (Alleman, Michael)
General Education Objective: Communication Skills, Informational Literacy

Objective With Intended Outcomes
Students will successfully complete their general education coursework developing competencies in written communication as required by their curricula.

This objective will be internally assessed using the student learning outcomes (SLOs) from ENGL 1001, ENGL 1002, and externally assessed using ACT's Collegiate Assessment of Academic Proficiency (CAAP) Writing Skills Test given in ENGL 1002. SLOs for ENGL 1001 are: Upon successful completion of this course, the student will

1. Write an essay of at least five paragraphs that has a well-defined thesis statement, is well-organized and well-developed, uses sound critical thinking skills, and is clear.
2. Develop clear topic sentences that include the main idea of the paragraph.
3. Develop paragraph bodies with substantial support: evidence, details, and facts.
4. Use proper grammar, punctuation, mechanics, and usage throughout their writing.

SLOs for ENGL 1002 are: Upon successful completion of this course, the student will

1. Write an essay of at least five paragraphs that has a clearly defined thesis statement and is well-organized and well-developed, uses sound critical thinking skills, and is clear using proper grammar, mechanics, and punctuation.
2. Use library research tools, quote, paraphrase, and cite from both primary and secondary sources to produce a documented essay or project.

Spring 2014 sample course syllabus for ENGL 1001
Spring 2014 sample course syllabus for ENGL 1002

- ENGL 1001 departmental syllabus Sp 14
- ENGL 1002 departmental syllabus Sp 14

Assessment/Evaluation/Measures/Strategies
The assessments of student learning for ENGL 1001 and ENGL 1002 represent internal measures using the professional judgment of the English faculty and based on the outcomes of the books used for the courses. Since this methodology represents a new way of collecting the data, spring 2014 was viewed as a "pilot" for the faculty to determine if the assessments were really measuring student learning in the two courses.

For ENGL 1001, Outcome One is assessed using the final exam essay. According to the ENGL 1001 syllabus, "instructors evaluate the essay's thesis, organization, development, demonstration of critical thinking skills, and clarity". Outcomes 2-4 are assessed using a multiple choice assessment given as a pretest just after registration closes and given as a post test during the last week of classes. Random sections at the LSUE site are used to gather data for outcome one while random sections at the LSUE and LSUA sites are used to assess outcomes 2-4. Online and dual credit sections are not assessed during the pilot assessment period.

For ENGL 1002, outcome one and two are assessed using the documented Essay/Project required in English 1002. Instructors use a departmental rubric to score the essay/project's thesis, clarity, development, organization, paragraphing, sources, citations, use of sources, and MLA format. Assessment of both outcomes takes place at all sites.

A benchmark of 70% is used for all outcomes since both ENGL 1001 and ENGL 1002 are needed for students to graduate with an associate's degree. In addition, the benchmark of 70% represents the minimum level of competency to transfer to the four-year institutions.

In addition, an external measure is used to directly assess student learning through ACT's Collegiate Assessment of Academic Proficiency (CAAP) Writing Skills Test given in ENGL 1002 - the second general education English composition course. The CAAP is given to all students enrolled in face to face sections of ENGL 1002 at the Eunice and the LSUA sites only. Dual Credit students were not assessed due to logistical issues. ACT offers CAAP in pencil and paper format only; therefore, it is not possible to assess online students using CAAP.

The CAAP Linkage is obtained each summer for students who took the CAAP during the previous academic year. For example, the current summer 2014 report is obtained at the end of July for students who take the writing section of the CAAP during the fall 2013 and spring 2014 semesters. The rationale for using the Linkage Report is that compares LSU Eunice students to all two-year students who took the assessment in the previous three years. The benchmark is to meet or exceed the national number of 62.0.

The CAAP Content Analysis Report permits the comparison of LSU Eunice students to the normative group; however, the comparison for writing is based on six elements of a student's writing. The various elements are punctuation, basic grammar and usage, sentence structure, strategy, organization, and style. Each of these elements are scored against the normative group and averaged so that a "0" is considered as equal to the normative group's performance. Negative numbers mean that LSU Eunice students found the questions more difficult than the normative group and positive numbers mean that LSU Eunice students found the questions easier. Note that the report says that differences in scores from 0 to -5 are considered negligible. For the purpose of this objective, a score of -5 or higher in four of the six categories will constitute success and will be used as the benchmark.

Additionally, the CAAP Content Analysis Report breaks out the nationally averages for each of the various elements of the normative group's writing ability. For the current report, the CAAP Content Analysis Report noted the following national averages

- Punctuation 54%
- Basic grammar and usage 65%
- Sentence structure 61%
- Strategy 59%
- Organization 55%
- Style 60%

In each case, LSU Eunice students are to meet or exceed the national benchmarks since they are averages generated by two-year students across the nation. Meeting or exceeding the national benchmark in four out of six categories will be considered as meeting this part of the overall outcome.

Assessment/Evaluation Results (Progress Report)

For ENGL 1001, the data from the internal measures are detailed in Table 1. On this direct assessment, students achieved an overall score of 89% at the LSUE site for outcome one using the essay on the final exam. However, there is a discrepancy in the data. Some faculty reported an average of their class sections while others reported the percentage of students that met the outcome by being above 70%. In addition, very few faculty reported the total number of students assessed so

the 189 was generated from those who actually remained in the course and took the post test for outcomes 2-4. As a result, the data for outcome one should be interpreted with caution.

Table 1. ENGL 1001 SLOs for Spring 2014 in percentages

ENGL 1001 SLO Description	Overall	LSUE	Dual Credit	LSUA	Online
1. Write an essay of at least five paragraphs that has a well-defined thesis statement, is well-organized and well-developed, uses sound critical thinking skills, and is clear.	89	89	not assessed	not assessed	not assessed
Total number of students tested for outcome 1	139	139	58	40	11
2. Develop clear topic sentences that include the main idea of the paragraph.	86	87		80	
3. Develop paragraph bodies with substantial support: evidence, details, and facts.	86	87	not assessed	84	not assessed
4. Use proper grammar, punctuation, mechanics, and usage throughout their writing.	73	75		64	
Total number of students tested for outcomes 2-4	189	149		40	

The data from outcomes two through four also indicate student success for the 189 students taking the pre and posttest (see Table 1). Outcome 4 indicates a level of difficulty above the other two outcomes at both the LSUE and LSUA sites that will need to be addressed in the future.

While the data for outcomes 2-4 in Table 1 indicates that students learned the course material, Table 2 indicates that they knew the course material prior to arriving to ENGL 1001 as the average pre test scores indicate. Very simply, there is very little difference between the pre-test and posttest scores and the difference would not be statistical significant if a t test had been performed. As mentioned previously, the English faculty were experimenting with assessments and will need to rethink their assessment tool for outcomes 2-4 given the small differentials shown in the last series of columns.

Table 2. Pre and Post Test Results for ENGL 1001 SLOs 2-4 in percentages

Statistic	Overall Pretest	Pre 2	Pre 3	Pre 4	Overall Posttest	Post 2	Post 3	Post 4	Overall Diff	Diff 2	Diff 3	Diff 4
mean	78.7	86.8	87.7	73.0	78.3	85.7	87.0	72.9	-0.4	-1.1	-0.7	0.0
median	80	100	100	73	80	100	100	73	0	0	0	0
s.d.	12.2	18.0	17.8	14.2	14.9	21.5	19.1	16.5	10.8	19.5	17.9	13.3
kurtosis	1.2	2.1	3.6	0.3	1.4	4.8	2.8	-0.1	1.9	2.2	4.2	1.1
skewness	-0.8	-1.5	-1.7	-0.5	-1.1	-2.1	-1.7	-0.5	-0.4	-0.2	0.1	-0.1
n	189	189	189	189	189	189	189	189	189	189	189	189

Next, ENGL 1002 data was generated for the 405 students assessed. This represents all students at all sites except 64 dual credit students as instructors from six sections did not report any data at the end of the semester. Regardless, the data is fairly representative of all students indicating that 78% overall for outcome one and 77% overall for outcome 2. All students performed well except one section at the LSUA site. Section A1 actually met the benchmark score both outcomes at 70%. Section A2, however, scored a 33% and 40% on the outcomes. The instructor noted that she "will begin the major documented essay early in the semester and go through two rough drafts before the final draft". A completed rubric used in assessing student work on the final paper is included for a face-to-face student at LSUE, a student at LSUA, an online student, and a dual credit student.

Table 3. ENGL 1002 SLOs for Spring 2014 in percentages

ENGL 1002 SLO Description	Overall	LSUE	Dual Credit	LSUA	Online
1. Write an essay of at least five paragraphs that has a clearly defined thesis statement and is well-organized and well-developed, uses sound critical thinking skills, and is clear—using proper grammar, mechanics, and punctuation	78	77	100	55	71
2. Use library research tools, quote, paraphrase, and cite from both primary and secondary sources to produce a documented essay or project.	79	79	100	58	78
Total number of students tested	405	268	55	36	46

Note that 55 out 119 dual credit students were assessed.

Next, two external reports were generated from a direct assessment using ACT's CAAP comparing LSUE students to a representative sample of two-year students over the nation. First, the CAAP Linkage Report indicates that on the ACT English test

- 380 LSUE students had a mean = 19.3 with a s.d. = 4.4 and
- 7,126 reference group students had a mean = 19.6 with a s.d = 4.9

indicating that LSUE students, upon taking the ACT test scores 2% lower, on average, than the national comparison group.

However, on the CAAP writing skills assessment

- 380 LSUE students had a mean = 60.9 with a s.d. = 4.4
- 7,126 reference group students had a mean = 62 with a s.d. = 4.8

indicating that LSUE students still score 2% below their national peers upon completing their English composition courses. Part of this 2% can be explained by random error while noting that LSUE's s.d.

in both cases is slightly smaller than the reference group indicating a tighter grouping around the mean.

ACT's second report, the Content Analysis Comparison Highlights Report, breaks out the data into six categories. Taking the mean of each category counting the middle 50% twice yields the following for punctuation (6+15+15+10)/4 = +12.5. Positive values indicate that the questions were easier for LSUE students while negative values indicate that the questions were more difficult for LSUE students. Differences between -5 and 0 or between 0 and +5 are considered negligible by ACT.

- Punctuation +12.5 - LSUE students performed substantially better
- Basic Grammar and Usage -15.3 - Normative group performed substantially better
- Sentence Structure -2 - negligible difference between the two groups
- Strategy -13.5 - Normative group performed substantially better
- Organization -0.75 - negligible difference between the two groups
- Style -0.75 - negligible difference between the two groups

The second part of the Content Analysis Report is more direct by comparing specific values for each of the six categories instead of a range of values. The report indicates that

- Punctuation: LSUE 67 > normative group 54
- Basic Grammar and Usage: LSUE 49 < normative group 65
- Sentence Structure: LSUE 59 < normative group 61
- Strategy: LSUE 46 < normative group 59
- Organization: LSUE 54 < Normative group 55
- Style: LSUE 60 = normative group 60

Given that:

- ENGL 1001 outcome 1 is an internal direct assessment of learning and 89% > 70%;
- ENGL 1001 outcomes 2-4 are an internal direct assessment of learning indicated that the difference was negligible and therefore not considered;
- ENGL 1002 outcome 1 is an internal direct assessment of learning and 78% > 70%;

- ENGL 1002 outcome 2 is an internal direct assessment of learning and 79% > 70%;
- CAAP Linkage is an external report indicating LSUE = 60.9 < national reference group = 62;
- CAAP Content Area Report Comparison Highlights is an external report indicating that LSUE students scored a -5 (negligible difference) or higher on Punctuation, Sentence Structure, Organization, and Style, and;
- CAAP Content Area Analysis is an external report indicating that LSUE = 67 > normative group = 54 on Punctuation and LSUE = 60 = normative group = 60 on Style

Objective 5.4 is inconclusive.

The inconclusive decision is based on weighting the external reports more than the internal reports since the CAAP is comparing LSUE students to a nationally normed group.

- 13-14 Content Areas Writing only CAAP Content Analysis
- 13-14 Writing Linkage
- 13-14 Writing only CAAP Content Analysis Comparison Highlights
- ENGL 1001 Pre and Posttest SP 14
- EX from DeKerlegand ENGL 1002 Rubric
- Ex from Douglas in Cenla ENGL 1002 Rubric
- Ex from Synborski Dual Credit ENGL 1002 Rubric
- EX of ENGL 1002 Rubric from an online class spring 2014

Improvement Plan/ Changes Made
English faculty will take a look at the data to determine what specifically can be implemented within current resources to improve student learning. In addition, faculty will construct an alternate assessment for outcomes 2-4 in ENGL 1001.

Given the CAAP data, the English faculty met on August 22, 2014 to discuss methodology. An email detailing what will be changed is included for documentation purposes.

Completed by Paul Fowler on August 23, 2014.

- 8-22-14 email about ENGL SLOs

6.3 CIT Communication: CIT - Communication

Start: 11/1/2013
End: 10/31/2014
Progress: Delayed
Provided By: Computer Information Technology
Participants: Division Head, HSBT (McDonald, Dottie)
General Education Objective: Communication Skills

Objective With Intended Outcomes
Upon successful completion of curriculum students will be able to demonstrate appropriate written and /or oral communication in Computer Information Technology.

Assessment/Evaluation/Measures/Strategies n/a

Assessment/Evaluation Results (Progress Report)
Computer Information Technology hired a new program Coordinator/Instructor for the fall 2013 semester. Unable to ascertain data this academic year, however, the new program coordinator is working on student outcomes for the 2014 - 2015 academic year.

Improvement Plan/ Changes Made n/a

7.2 MGMT - Communication: Communication of MGMT topics

Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Management
Participants: Division Head, HSBT (McDonald, Dottie)
General Education Objective: Communication Skills

Objective With Intended Outcomes
Upon the conclusion of the curriculum, the students will apply effective speaking and/or writing principles and techniques appropriate to the discipline. This includes business trend, starting a small business, economic decision makers including households, firms, governments, and the rest of the world, competition, and the relationship between choice, economizing, and scarcity in implementing economic policies.

Assessment/Evaluation/Measures/Strategies
Benchmark is set at 70%. Historically it was determined by the Division Head and faculty that a 10 point scale would be used in all business and business related courses.

BADM 2001 web based Spring 2014 - Class Discussion Board Questions and Collective combination of Term Project and Term Project PowerPoint. Business Law Syllabus

MGMT 2999 (face-to-face Fall 2013) - Class Discussion Board Questions and Collective combination of Term Project and Term Project PowerPoint. MGMT 2999 Syllabus

MKTG 2999 (face-to-face and Web Based Spring 2014) - Class Discussion Board Questions and Collective combination of Term Project and Term Project, Term Project PowerPoint. Marketing 2999 Syllabus

- Business Law Syllabus
- Marketing 2999 Syllabus

- MGMT 2999 Syllabus

Assessment/Evaluation Results (Progress Report)
BADM2001 - 83% of the students demonstrated their knowledge base of basic terms and facts through a collective combination of discussion board questions focusing on Business law. **Objective Met**.

87% of the Students demonstrated the ability to apply course principles to related assignments in Business Law through a collective combination of a term project and a term project power point presentation. **Objective Met**.

MGMT2999 - 77% of the students demonstrated their knowledge base of basic terms and facts through a collective combination of discussion board questions focusing on management principles. **Objective Met**.

84% of the Students demonstrated the ability to apply course principles to related assignments in Principles of Management through a collective combination of a term project and a term project power point presentation. **Objective Met**.
MKTG2999 - 78.4% of the students demonstrated their knowledge base of basic terms and facts through a collective combination of discussion board questions focusing on marketing principles. **Objective Met**.

90% of the Students demonstrated the ability to apply course principles to related assignments in Principles of Marketing through a collective combination of a term project and a term project power point presentation. **Objective Met**.

Improvement Plan/ Changes Made
BADM2001 - Continue doing internet research to enhance discussion board communication. Give more team assignments.

MGMT2999 - Increase lecture content on discussion board questions and give more team assignments.

MKTG2999 - Increase lecture content on discussion board questions and give more team assignments.

8.3 OIS - Communication: Communication

Start: 11/1/2013
End: 10/31/2014
Progress: Delayed
Provided By: Computer Information Technology
Participants: Division Head, HSBT (McDonald, Dottie)
General Education Objective: Communication Skills

Objective With Intended Outcomes
Upon successful completion of curriculum students will be able to demonstrate appropriate written and /or oral communication in Office Information Systems.

Assessment/Evaluation/Measures/Strategies n/a

Assessment/Evaluation Results (Progress Report)
Computer Information Technology hired a new program Coordinator/Instructor for the fall 2013 semester. Unable to ascertain data this academic year.

Improvement Plan/ Changes Made
The new program coordinator is working on student outcomes for the 2014 - 2015 academic year. New faculty were given one year to develop SLOs and methods to assess them.

Communication - Dev Ed (2.1): General Education English after Developmental Education English (ENGL 1001 after ENGL 0001)

Start: 11/1/2013

End: 10/31/2014
Progress: Completed
Provided By: Developmental Education
Participants: Interim Division Head - Liberal Arts (Alleman, Michael), Division Head, Liberal Arts (Esters, Randall), Developmental Education Director (Fowler, Paul)
General Education Objective: Communication Skills

Objective With Intended Outcomes
Developmental students, both Pathways and Non Pathways, will successfully complete their first general education courses at rates that approximate national averages for general education English composition course (ENGL 1001) after successfully completing ENGL 0001.

Assessment/Evaluation/Measures/Strategies
Direct Assessment
The direct assessment of student learning will take place using ACT's Collegiate Assessment of Academic Proficiency (CAAP) Writing Skills Test given in ENGL 1002 after taking ENGL 0001 (the developmental education English composition course) and ENGL 1001 (the first general education composition course). The CAAP is given to all students enrolled in face to face sections of ENGL 1002. ACT offers CAAP in pencil and paper format only.

The CAAP Linkage is obtained each summer for students who took the CAAP during the previous academic year. For example, the current summer 2014 report was obtained at the end of July for students who took the writing section of the CAAP during the fall 2013 and spring 2014 semesters. The rationale for using the Linkage Report is that compares LSU Eunice students to all two-year students who took the assessment in the previous three years. The benchmark is to meet or exceed the national number of 62.0.

The CAAP Content Analysis Report permits the comparison of LSU Eunice students to the normative group; however, the comparison for writing is based on six elements of a student's writing. The various elements are punctuation, grammar, sentence structure, strategy, organization, and style. Each of these elements are scored against the normative group and averaged so that a "0" is considered as equal to the normative group's performance. Negative

numbers mean that LSU Eunice students found the questions more difficult than the normative group and positive numbers mean that LSU Eunice students found the questions easier. The benchmark for the CAAP Content Analysis Report is to score a 0 or higher in each category for the lower 25% of the student body (typically developmental students). Note that the report says that differences in scores from 0 to -5 are considered negligible. For the purpose of this objective, a score of -5 or higher in four of the six categories will constitute success.

Indirect Assessment

The indirect assessment of student learning is calculated by generating the success rate in the first general education English composition (ENGL 1001) after completing the developmental education English composition course (ENGL 0001) using a report provided by Institutional Research. This is a new report from 2013 that tabulates various metrics tracking students from ENGL 0001 through college-level English composition whether the student took the course face-to-face or online. The report prompts for the academic year. As a result, it is possible that some students have not completed their English composition sequence at the time the report is run. This may cause some statistical difference between the current report and the report that was used in the past. In addition, more accurate report data is up to two years behind since students repeat the classes.

Regardless, the success rate is calculated "on the basis of those who completed the highest level of developmental course with a C or better, enrolled in the college-level course in that subject, and passed the college-level course with a C or better" (Gerlaugh, Thompson, Boylan, & Davis, 2007). This is consistent with the methodology used by the National Center for Developmental Education. The average used as a benchmark is 64%.

Assessment/Evaluation Results (Progress Report)

Direct Assessment

CAAP Linkage Report: National mean is 62 with s.d. of 4.8. LSU Eunice's mean is 60.9 with an s.d. of 4.4. This is essentially the same as last year (see Table 1.) This difference suggests that LSU Eunice students are performing slightly below the national average in writing and that the objective is tentatively met if one considers random error to make up the one point difference.

Table 1
CAAP Linkage Report Results

Statistic	12-13	13-14	Mean
National mean	62.0	62.0	62.0
LSU Eunice's mean	61.6	60.9	61.3
n	343	380	361.5

CAAP Content Writing Analysis Report: The data for the bottom 25% (which would typically contain Pathways students) is contained in Table 2.

Table 2
Writing Skills Comparison Highlights for the bottom 25%

Content Category	12-13	13-14	Mean
Punctuation	6	6	6
Basic Grammar & Usage	0	-9	-4.5
Sentence Structure	3	-3	0
Strategy	-6	-8	-7
Organization	-6	2	-2
Style	-8	-1	-4.5
n	374	477	425.5

Since four of the six items are greater than or equal to -5, the data suggests that the objective is met. However, it should be noted that basic grammar and usage along with strategy both need to be improved since the difference between the normative group and LSUE students is moderate.

Indirect Assessment

The percentages shown in Table 3 were calculated from institutional data by taking those who successfully completed the college English course with a C or better divided by those who successfully completed the developmental English courses and registered for the college level course.

Table 3. Percentage of students successfully completing college level English after completing developmental English.

Year	Pathways	Non-Pathways	All Students
2003	n/a	76.9	76.9
2004	78.7	81.8	80.4
2005	84.4	79.6	82.2
2006	77.5	77.7	77.6
2007	77	74.9	76.1
2008	74.5	76.2	75.2
2009	71	73.2	71.9
2010	76	72	74.2
2011	82.8	83.3	83
2012	79.3	82.7	80.9
Mean	77.91	77.83	77.84
s.d.	4.07	3.95	3.67

As noted, the results for the 2012-2013 academic year indicate that 80.9% successfully completed college level English after completing developmental English. A total of 494 students out of 611 students successfully completed ENGL 1001 after completing ENGL 0001; a total of 42 students withdrew. Subtracting 42 from the 611 yields 569 students total or 86.8% successful completion rate which exceeds the NCDE rate of 64%. Both Pathways and non-Pathways students performed similarly.

For the direct assessment, the CAAP Linkage report indicates that LSUE 60.9 < 62.0. However a difference of one point may be due to random error. Next, four of the six content areas were > -5 in the CAAP Writing Analysis Report. For the indirect assessment, LSU Eunice's completion rate of 80.9% > the NCDE's rate of 64%.

Placing more weight on the direct measures suggests that the objective is tentatively met.

- 13-14 Writing Linkage
- 13-14 Writing only CAAP Content Analysis

Improvement Plan/ Changes Made
The results suggest that the direct data be monitored for one additional year to establish a trend prior to suggesting changes to any of the writing courses. The information will be shared with the English faculty to determine if they have any specific thoughts about the results and how they can be improved slightly.

Computational and Scientific Reasoning

General Education Description
Use processes, procedures, data, or evidence to solve problems and make effective decisions.
Start: 11/1/2013
End: 10/31/2014
Progress: Ongoing
Providing Department: Academic Affairs
Responsible Roles: Developmental Education
Related Items

2.1: Increase Achievement of SLOs MATH 1015 and MATH 1021
Start: 11/1/2013
End: 10/31/2014
Progress: Completed

Provided By: Quality Enhancement Plan
Participants: Paul Fowler, John Hamlin
General Education Objective: Computational and Scientific Reasoning

Objective With Intended Outcomes
The QEP seeks to increase achievement of student learning outcomes (SLOs) in Applied College Algebra (MATH 1015) and College Algebra (MATH 1021).

Outcome 2.1.1: The student, upon successful completion of this course, will solve equations algebraically and graphically.

Outcome 2.1.2: The student, upon successful completion of this course, will solve inequalities algebraically and graphically.

Outcome 2.1.3: The student, upon successful completion of this course, will evaluate and interpret function values.

Outcome 2.1.4: The student, upon successful completion of this course, will graph functions.

Assessment/Evaluation/Measures/Strategies
Method: Objective 2.1 is related to the SLOs in each general education MATH 1015 and MATH 1021 and will be directly assessed internally using the final examination data of each student regardless of site or method of instruction. Students completing the modular developmental mathematics sections will be compared to those who have had the traditional face-to-face developmental courses.

Benchmark: The MATH 1021 course is not yet benchmarked because the curriculum for the course changed effective fall 2013. Benchmarking SLOs for the revised course will begin with the final exam in fall 2013 and continue as the QEP is implemented. In addition, the MATH 1015 course is being offered for the first time in fall 2013. Benchmarking will occur in a similar fashion to MATH 1021.

Target: Meet or exceed the benchmarked value (as yet to be determined) for developmental students who have taken the traditional face-to-face sections of developmental mathematics. The QEP Committee and mathematics faculty feel that this target is realistic given the current institutional resources.

Assessment/Evaluation Results (Progress Report)

The new MATH 1015 and MATH 1021 SLOs were the following. Table 1 shows both courses combined as reported in the Institutional Effectiveness paperwork for general education mathematics.

Table 1. MATH 1015 and MATH 1021 SLOs Combined AY 13-14 in percentages.

AY 13-14 MATH 1021 SLO Description	Overall for both College Algebra Courses	Overall MATH 1015	Overall MATH 1021
Overall	71	77	64
A. Solve Equations Algebraically and Graphically	73	78	66
B. Solve Inequalities Algebraically and Graphically	66	71	59
C. Evaluate and Interpret Function Values	70	78	60
D. Graph Functions	74	79	68
Total number of students tested	594	334	260

Table 2 presents the data for MATH 1015, Applied College Algebra, only. This course is intended to be the course of choice for two-year degrees.

Table 2. MATH 1015 SLO Results only from AY 13-14 in percentages

AY 13-14 MATH 1015 SLO Description	Overall	LSUE	Co-Req	Online
Overall	77	78	70	76
A. Solve Equations Algebraically and Graphically	78	78	69	78
B. Solve Inequalities Algebraically and Graphically	71	70	66	80
C. Evaluate and Interpret Function Values	78	78	68	80
D. Graph Functions	79	79	73	81
Total number of students tested	334	282	16	36

Table three summarizes the data for the MATH 1021, College Algebra course only. This course is intended for those transferring to a four year institution in science and mathematics.

Table 3. MATH 1021 SLO Results only from AY 13-14 in percentages

AY 13-14 MATH 1021 SLO Description	Overall	LSUE	Dual Credit	LSUA	Online	Co-Req
Overall	64	67		53	73	66
A. Solve Equations Algebraically and Graphically	66	66	none	57	81	74
B. Solve Inequalities Algebraically and Graphically	59	59		54	66	63
C. Evaluate and Interpret Function Values	60	64		47	66	60
D. Graph Functions	68	70		57	75	73
Total number of students tested	260	140		67	34	19

Analysis on this objective will begin in summer 2015 due to a low number of students completing modular mathematics and then completing general education mathematics (n = 5).

Improvement Plan/ Changes Made

Continue to collect data on the SLOs of all students. A sufficient number of modular students should be taking general education mathematics in fall 2014 and summer 2015 in order to analyze data.

2.1 Mathematics: Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra

Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Science & Mathematics
Participants: Division Head - Sciences (Hamlin, John)
General Education Objective: Computational and Scientific Reasoning

Objective With Intended Outcomes
Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics.

Assessment/Evaluation/Measures/Strategies
Direct Assessment:
The outcomes will be directly assessed using standardized multiple choice final exams for students learning outcomes for all students who take the final exam at all sites and all delivery methods. ACT's CAAP exit exam is used for comparison to national norms.

The syllabus for MATH 1015, Applied College Algebra meant for terminal two-year degrees, and the syllabus for MATH 1021, College Algebra meant for those who are transferring to four-institutions are provided for documentation.

The SLO for MATH 1015 and MATH 1021 are: The student, upon successful completion of the course, will:
A. Solve equations algebraically and graphically.
B. Solve inequalities algebraically and graphically.
C. Evaluate and interpret function values.
D. Graph functions.
(Benchmark=70% which is the lowest average grade that will typically transfer to other institutions).

The CAAP exam will compare the local cohort (LSUE) students to the national normative group. LSUE students will score above the national norm on the CAAP Linkage Report.
For the Content Analysis Report, success is determined as having a 0 or higher meaning that the college algebra questions were not as difficult for LSUE students when compared to the national norm.

- MATH 1015 SYLLABUS
- MATH 1021 SYLLABUS

Assessment/Evaluation Results (Progress Report)
Direct Assessment - Student Performance on the SLOs
In all, during AY 13-14, there were a total of 594 students assessed on the final exams of MATH 1015 and MATH 1021 with 334 being in MATH 1015 and 260 in MATH 1021 (see Table 1). This represents the entire population of students taking the final (i.e. no sampling occurred). Overall, students scored a 71% on the SLOs for the entry level College Algebra courses. MATH 1015 students did better on every outcome than did MATH 1021 students. However, MATH 1021 is a more difficult course meant for students transferring to four-year institutions. As a result, MATH 1021 is much more rigorous to prepare students for the study of calculus. A copy of the MATH 1015 final exam is here while a copy of the MATH 1021 final exam is here. A break out of the questions on the exams and the relationships to the SLOs is here.

Table 1. Combined results for MATH 1015 and MATH 1021 (in percentages).

SLO Description	Overall for both College Algebra Courses	Overall MATH 1015	Overall MATH 1021
Overall	71	77	64
A. Solve Equations Algebraically and Graphically	73	78	66
B. Solve Inequalities Algebraically and Graphically	66	71	59
C. Evaluate and Interpret Function Values	70	78	60
D. Graph Functions	74	79	68
Total number of students tested	594	334	260

Breaking out the data by course and by instructional site, both face-to-face and online students performed in a similar manner in MATH 1015 (see Table 2). The co-requisite students scored below the other two groups indicating that they had some issues performing both the developmental mathematics and general education mathematics work at the same time. An item analysis of the MATH 1015 face-to-face is here. A summary of two online sections performance on the SLOs are here (section 25 and section 26).

Table 2. MATH 1015 SLO data for AY 13-14 (in percentages).

AY 13-14 MATH 1015 SLO Description	Overall	LSUE	Co-Req	Online
Overall	77	78	70	76
A. Solve Equations Algebraically and Graphically	78	78	69	78
B. Solve Inequalities Algebraically and Graphically	71	70	66	80
C. Evaluate and Interpret Function Values	78	78	68	80
D. Graph Functions	79	79	73	81
Total number of students tested	334	282	16	36

Table 3 presents the data for each site for MATH 1021. Only the online students satisfied the overall requirement. Beyond that, in every case students from each site did not satisfy the 70% requirement. The item analysis for MATH 1021 shows that students are having difficulty in every area of the exam and not just one particular series of questions.

Table 3. MATH 1021 SLO data for AY 13-14 (in percentages).

AY 13-14 MATH 1021 SLO Description	Overall	LSUE	Dual Credit	LSUA	Online	Co-Req
Overall	64	67		53	73	66
A. Solve Equations Algebraically and Graphically	66	66	none	57	81	74
B. Solve Inequalities Algebraically and Graphically	59	59		54	66	63
C. Evaluate and Interpret Function Values	60	64		47	66	60
D. Graph Functions	68	70		57	75	73
Total number of students tested	260	140		67	34	19

As this is the initial year for both courses, there is no longitudinal data. MATH 1021 cannot be compared to past years as it underwent a curriculum change beginning fall 2013.

Direct Assessment - Student performance on the CAAP

As an external direct assessment of student learning, LSUE uses the CAAP given to all MATH 1021 and MATH 1015 students at the end of the course. As the CAAP is paper and pencil only, all students at the LSUE site and LSUA site were assessed. The CAAP Linkage Report compares LSUE students to a nationally normed group of two year students. Upon entry to college, the ACT results yielded:

- Nationally Normed Group: n = 7,652; mean = 19.5; s.d. = 3.9
- LSUE students n = 316; mean = 18.3; s.d. = 2.9

while the CAAP assessment yielded:

- Nationally Normed Group: n = 7,652; mean 56.7; s.d. = 3.4
- LSUE students: n = 316; mean = 56.9; s.d. = 2.8

The data indicates that LSUE students are 6% below the reference group upon entry to college based on the ACT, but slightly above the reference group's performance upon taking the CAAP.

The Content Area Analysis Report indicates an overall score -1 upon averaging all three categories counting the middle 50% twice for the 404 students in the sample. The bottom 25% and middle scored a 0 which means that LSUE students performed at the level of the national reference group. The top 25%, however, performed at -4% meaning that LSUE students had slightly more difficulty with the questions when compared to the nationally normed group. This difference is negligible according to the CAAP Content Analysis Report.

Next, in college algebra, LSUE students scored a 23 while the national normed group scored a 25.

Given that:

- LSUE students achieved a 71% > 70% on the direct internal assessment of college algebra SLOs (given MATH 1015 = 77% > 70% and MATH 1021 = 64% < 70%);
- External direct assessment using CAAP Linkage indicated LSUE students = 56.9% > nationally normed group = 56.7%;
- CAAP Content Area Report indicated that all three LSUE groups scored > -5;
- CAAP Content Area Report indicated that LSUE students = 23% < nationally normed group = 25% (was considered negligible according to ACT)

GE Objective 2.1 is tentatively met.

- 13-14 MATH only CAAP Content Analysis
- 13-14 Mathematics Linkage
- AY 13-14 MATH 1015 Item Analysis
- AY 13-14 MATH 1021 Item Analysis
- M 1015 and 1021 Student Learning Outcomes 2013-2014
- MATH 1015 Final Exam 2013-14

- MATH 1021 Final Exam 2013-14
- Math1015-25-SP14
- Math1015-26-SP14
- Math1021-C1-SP14

Improvement Plan/ Changes Made
Continue to collect data trying to improve outcomes on MATH 1021. No methodological change planned as 13-14 was the first year the course was offered. It was also the same year MATH 1015 was offered for two-year terminal degrees.

2.2: Increase Student Mathematics Scores on the CAAP

Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Quality Enhancement Plan
Participants: Paul Fowler, John Hamlin
General Education Objective: Computational and Scientific Reasoning

Objective With Intended Outcomes
The QEP seeks to increase student mathematics scores on the Collegiate Assessment of Academic Proficiency (CAAP).

Assessment/Evaluation/Measures/Strategies
Method: The CAAP is an external assessment given to students upon the conclusion of the MATH 1015 and MATH 1021 courses and is nationally normed against two-year institutions. Proficiency in College Algebra is directly assessed using the CAAP Content Analysis Report. The results will then be compared between students who took the traditional face-to-face instructional method. Two reports will be generated beginning summer 2015. The data will be

compared between students who have taken the Modular Mathematics sequence and those who have not.

Benchmark: The historical figures from the academic years 2009-2010 through 2012-2013 for College Algebra is 28. The national benchmark is 25.

Target: Meet or exceed historical values from academic years 2009-2010 through 2012-2013. The QEP Committee and mathematics faculty feel that this target is realistic given the current institutional resources.

Assessment/Evaluation Results (Progress Report)
As of this writing, the CAAP Report has been updated in COGNOS to show the course and section for students taking the CAAP Mathematics assessment. This will allow the data to be separated in summer 2015 to those who have taken modular math and those who have not.

This objective is to be assessed beginning summer 2015 (assuming that a sufficient number of students have moved forward into college algebra to meet ACT's minimum number in the sample).
Improvement Plan/ Changes Made n/a

2.2 Mathematics: Competency in Mathematics - Statistics (MATH 1425)
Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Science & Mathematics
Participants: Division Head - Sciences (Hamlin, John)
General Education Objective: Computational and Scientific Reasoning

Objective With Intended Outcomes
Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics.

Assessment/Evaluation/Measures/Strategies
The outcomes will be directly assessed using standardized multiple choice final exams for students learning outcomes for all students who take the final exam at all sites and all delivery methods.

The 2013-2014 syllabus for MATH 1425 is here which contains the following student learning outcomes. The student, upon successful completion of this course will:
A. Organize and summarize data using descriptive techniques that are both mathematical and pictorial.
B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters.

The faculty used the outcomes from textbook and their professional judgment in deciding SLOs and specific problems to be placed on the SLO assessment. As 2013-14 is the first year to measure outcomes, a preliminary benchmark of 70%, which is the lowest average grade that will typically transfer to other institutions, is established while data is being gathered.

- MATH 1425 SYLLABUS MAY 2013

Assessment/Evaluation Results (Progress Report)
Students that remained in the MATH 1425 course at the end of the semester and took the final exam were directly assessed on the SLOs. In all, there were 314 students assessed for fall 2013 and spring 2014. This represented population of all students taking the final exam (i.e. no sampling).

Direct assessment of student learning yielded the results shown in Table 1. Students did very well overall on the SLO assessment with LSUE face to face students slightly outpacing the online students.

The item analysis for the face to face data indicates there are a few problems where students scored below a 55%. However, these deal with individual problems and not the overall exam.

Table 1. AY 13-14 MATH 1425 SLO results (in percentages).

MATH 1425 SLO Description	Overall	LSUE	Dual Credit	LSUA	Online
Overall	73	74			68
A. Organize and summarize data using descriptive techniques that are both mathematical and pictorial	76	76	none	none	73
B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters	72	73			62
Total number of students tested	314	277			37

There is no longitudinal data since this is the first year of analyzing SLOs in MATH 1425.

A copy of the final exam is given here along with the raw data from the online courses both fall 2013 and spring 2014. SLOs for the final exam are presented here.

As the preliminary data indicates, students scored a 73% overall which exceeds the preliminary benchmark of 70%.

As a result objective 2.2 is met.

- MATH 1425 AY 13-14 item analysis
- MATH 1425 DEPARTMENTAL FINAL FALL 2013
- MATH 1425 Student Learning Outcomes 2013-2014
- Online Math1425-C6-SP14

- Online Math1425-25-Fa13

Improvement Plan/ Changes Made
No changes are planned other than to look at the item analysis to determine questions that might be vague. Faculty will continue to collect data using the benchmark at 70% for the second year.

2.3 Mathematics: Competency in Mathematics - Plane Trigonometry (MATH 1022)

Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Science & Mathematics
Participants: Division Head - Sciences (Hamlin, John)
General Education Objective: Computational and Scientific Reasoning

Objective With Intended Outcomes
Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics.

Assessment/Evaluation/Measures/Strategies
Direct assessment of student learning will take place using standardized multiple choice final exams for all learning outcomes. All students who take the final exam, regardless of mode of delivery, will be assessed (i.e. no sampling). The 2013-2014 syllabus for MATH 1022 contains the following student learning outcomes. The student, upon successful completion of this course will:

A. Evaluate trigonometric functions and manipulate their graphs.
B. Solve trigonometric equations and applications.

The faculty used the outcomes from textbook and their professional judgment in deciding SLOs and specific problems to be placed on the assessment. As 2013-14 is the first year to measure

outcomes, a preliminary benchmark of 70%, which is the lowest average grade that will typically transfer to other institutions, is established while data is being gathered.

- MATH 1022 SYLLABUS

Assessment/Evaluation Results (Progress Report)
A total of 65 students were directly assessed during the final exam in spring 2014. This represents the population of students enrolled in MATH 1022 (i.e. no sampling). Questions on the final exam were assigned to one of the two outcomes in order to calculate the rate of success for each (see Table 1). Overall, students scored a 77% on the assessment with outcome A scoring 79% and outcome B scoring 76%. Students in all sections and at all sites met the preliminary 70% threshold.

Table 1. MATH 1022 SLO results for spring 2014 in percentages.

SP 2014 only MATH 1022 SLO Description	Overall	LSUE	LSUA	Dual Credit	Online
Overall	77	77		77	
A. Evaluate trig functions and manipulate their graphs	79	78	none	76	none
B. Solve trig equations and applications	76	76		76	
Total number of students tested	65	33		32	

An item analysis for the LSUE site is attached along with the item analysis for the VPHS site and EHS site, both of which are dual credit. A copy of the final exam for spring 2014 is also included.

Given that the 77% achieved by the students > preliminary benchmark of 70% set by the faculty, objective 2.3 is met.

- 1022 Final Exam FA12-SP13-FA13
- MATH 1022 sp 14 Item Analysis

- Math 1022-D3 VPHS
- MATH1022-D1 EHS

Improvement Plan/ Changes Made
No changes planned. Continue gathering data to benchmark.

5.6: GE-Psychology

Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Liberal Arts
Participants: Interim Division Head - Liberal Arts (Alleman, Michael)
General Education Objective: Artistic, Cultural, and Historical Understanding

Objective With Intended Outcomes
Students will successfully complete their general education coursework developing competencies in cultural understanding through the use of psychology. This objective will be assessed using the student learning outcomes (SLOs) from Introduction to Psychology (PSYC 2000), Developmental Psychology of the Life Span (PSYC 2070), and/or Educational Psychology (PSYC 2060). The preliminary SLOs for Introduction to Psychology PSYC 2000 are: Upon the conclusion of this course, students will demonstrate knowledge of

1. major theoretical perspectives in psychology
2. major fields of study in psychology
3. the major goals of the study of psychology

The preliminary SLOs for Developmental Psychology of the Life Span PSYC 2070 are: Upon the conclusion of this course, students will demonstrate knowledge of

1. major theoretical perspective in developmental psychology
2. critical concepts in developmental psychology

3. the relative contributions of heredity and environment to critical phenomena in developmental psychology

Assessment/Evaluation/Measures/Strategies

The PSYC 2000 (Introduction to Psychology) and PSYC 2070 (Developmental Psychology of the Life Span) were selected as the primary assessment tools since 20 (77%) out of the 26 Psychology courses offered in AY 13-14 were PSYC 2000 or PSYC 2070.

Students will be directly assessed through internally developed SLO questions embedded throughout specific topic exams based on the objectives of the course as developed by the faculty members. Note that one faculty member gives paper and pencil exams while the other gives electronic exams that randomly generate the SLO questions allowing students two attempts at the assessment. Preliminary benchmarking will take place during the 2013-2014 academic year; however, the benchmark established will likely follow the lowest acceptable grade to transfer the course(s) to a four-year institution - 70%.

The PSYC 2000 syllabus is included for documentation.
The PSYC 2070 syllabus is included for documentation.

The preliminary plan is to assess all students at all sites including those taking the courses online.

- Gen Ed Syllabus from PSYC2000 sp14
- Gen Ed Syllabus from PSYC2070 sp14

Assessment/Evaluation Results (Progress Report)

For PSYC 2000, a total of six face-to-face sections were offered at the LSUE site, one at the LSUA site, and three online sections were offered with a total of 342 students during AY 13-14. Due to a data management issue, only one section of 14 were assessed. Since 30 students are needed to approach normality according to the Central Limit Theorem, PSYC 2000 was not included in the analysis. Faculty will be given time to determine best how to manage that data during fall 2014 and will assess PSYC 2000 in spring 2015.

Random sections of PSYC 2070; however, were assessed during fall 2013 and spring 2014 in order to develop baseline procedures for faculty to measure their outcomes. Table 1 details the results from five (50%) of the ten PSYC 2070 sections involving 230 (48%) out of 480 students. The data represents four out of six face-to-face sections at the LSUE site, one of two online courses, and zero of the two at the LSUA site. The face-to-face sections were split evenly between fall and spring while the one online section was assessed in the fall. The LSUA site had two face-to-face sections in the spring. These were not assessed since the methodology was new to the faculty and they wanted to run a pilot during 13-14 before including the off-site location.

Table 1. SLO Results for PSYC 2070 during AY 13-14 in percentages

PSYC 2070 SLO Description	Overall	LSUE	Dual Credit	LSUA	Online
1. major theoretical perspective in developmental psychology	77	77			76
2. critical concepts in developmental psychology	76	78			72
3. the relative contributions of heredity and environment to critical phenomena in developmental psychology	76	77	None	Not Assessed	75
Total number of students tested	230	167			63

All students in each of the five sections were assessed using exams during the semester.

As Table 1 indicates, the results on each of the three outcomes for the 230 PSYC 2070 students exceeded 70%. This includes both the LSUE site and the online students. As a result objective 5.6 is met.

Improvement Plan/ Changes Made

The first attempt at SLOs in psychology indicated that students were meeting the SLOs; however, improvement is needed in data management to assess all sections of both PSYC 2000 and PSYC 2070. The plan is to assess all sections of PSYC 2070 for 14-15 and to assess the spring 2015 sections of PSYC 2000.

In addition, discussions will take place to determine how the faculty teaching the PSYC courses are assessing computation, information literacy, and critical thinking.

Completed by Paul Fowler on August 30, 2014.

- 9-16-14 email to Doug and Tim about PSYC

Computational - Dev Ed (2.2): General Education Math after Developmental Education Math (MATH 1021 after MATH 0002)
Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Developmental Education
Participants: Developmental Education Director (Fowler, Paul), Division Head - Sciences (Hamlin, John)
General Education Objective: Computational and Scientific Reasoning

Objective With Intended Outcomes
Developmental students, Pathways and Non Pathways, will successfully complete their first general education courses at rates that approximate national averages for general education mathematics course (MATH 1015 or MATH 1021) after the successful completion of MATH 0002.

Assessment/Evaluation/Measures/Strategies
Direct Assessment
The direct assessment of student learning will take place using ACT's Collegiate Assessment of Academic Proficiency (CAAP) Mathematics Skills Test given in MATH 1015 and MATH 1021 after taking MATH 0002 (the developmental education mathematics course). The CAAP is given to all

students enrolled in face to face sections of MATH 1015 and MATH 1021. ACT offers CAAP in pencil and paper format only.

The CAAP Linkage is obtained each summer for students who took the CAAP during the previous academic year. For example, the current summer 2014 report will be obtained at the end of July for students who took the mathematics section of the CAAP during the fall 2013 and spring 2014 semesters. The rationale for using the Linkage Report is that compares LSU Eunice students to all two-year students who took the assessment in the previous three years. The benchmark is to meet or exceed the national number of 56.7.

The CAAP Content Analysis Report permits the comparison of LSU Eunice students to the normative group; however, the comparison for mathematics is based on six elements of a student's mathematics ability. The various elements are Pre-algebra, elementary algebra, intermediate algebra, coordinate geometry, college algebra, and trigonometry. Each of these elements are scored against the normative group and averaged so that a "0" is considered as equal to the normative group's performance. Negative numbers mean that LSU Eunice students found the questions more difficult than the normative group and positive numbers mean that LSU Eunice students found the questions easier. The benchmark for the CAAP Content Analysis Report is to score a 0 or higher in each category for the lower 25% of the student body (typically developmental students). Note that the report says that differences in scores from 0 to -5 are considered negligible. For the purpose of this objective, a score of -5 or higher in four of the six categories will constitute success.

Indirect Assessment

The indirect assessment of student learning is calculated by generating the success rate in the first general education mathematics course (MATH 1015/1021) after completing the developmental education mathematics course (MATH 0002) using a report provided by institutional Research. This is a new report from 2013 that tabulates various metrics tracking students from MATH 0001 through college-level mathematics regardless whether a student took the course face-to-face or online. The report prompts for the academic year. As a result, it is possible that some students have not completed their mathematics sequence at the time the report is run. This may cause some statistical difference between the current report and the

report that was used in the past. In addition, more accurate report data is up to two years behind since students repeat the classes (in some cases more than once).

Regardless, the success rate is calculated "on the basis of those who completed the highest level of developmental course with a C or better, enrolled in the college-level course in that subject, and passed the college-level course with a C or better" (Gerlaugh, Thompson, Boylan, & Davis, 2007). This is consistent with the methodology used by the National Center for Developmental Education. The average used as a benchmark is 58%.

Assessment/Evaluation Results (Progress Report)

Direct Assessment

CAAP Mathematics Linkage Report: The normative group scored a 56.7 with a total n = 7,652. LSU Eunice students scored a 56.9 with a total n = 316 (see Table 1). The data indicates that LSU Eunice students scored similarly to the national normative group.

Table 1
CAAP Linkage Report for Mathematics

Statistic	12-13	13-14	Mean
National mean	56.7	56.7	56.7
LSU Eunice mean	57.1	56.9	57.0
n	462	316	389.0

CAAP Mathematics Content Area Analysis: The Content Report breaks out LSU Eunice student performance into the categories shown in Table 2. Coordinate geometry is shown to be moderately different from the normative group. LSU Eunice students scored at national norms or higher than national norms in all other categories. Note that trigonometry is shown here because it is contained in the report. Students who take the CAAP mathematics assessment at LSU Eunice have not yet taken trigonometry and would naturally score lower than the normative group.

Table 2
CAAP Mathematics Comparison Highlights for the bottom 25%

Content Category	12-13	13-14	Mean
Pre-algebra	7	11	9
Elementary Algebra	11	20	15.5
Intermediate Algebra	30	9	19.5
Coordinate Geometry	-3	-6	-4.5
College Algebra	-4	0	-2
Trigonometry	-2	-4	-3
n	535	404	469.5

Indirect Assessment
The percentages shown in Table 3 from Institutional Research were calculated by taking those who successfully completed the first college level course with a C or better divided by those who successfully completed MATH 0002 and registered for the college level course.

Table 3
Successful Completion of College Algebra after the completion of MATH 0002 (in percentages).

Year	Pathways	Non-Pathways	Success Rate
2003	n/a	69.9	69.9
2004	59.6	65.2	64.2
2005	62.6	69.8	67.4
2006	55.2	67.7	63
2007	57.7	68.8	65.1
2008	63.8	67.1	65.9
2009	55.3	70.7	66.2
2010	66	70.5	69.2
2011	51.3	69.9	63.5
2012	48.9	61.7	57.2
Mean	57.82	68.13	65.16
s.d.	5.74	2.85	3.61

Table 3 indicates that the raw college algebra success rate for 2012-2013 decreased over the previous year with 522 of the 922 students successfully completing the course after finishing developmental mathematics. This raw success rate is slightly less than the 58% required by the NCDE; however, it should be noted that the NCDE removes withdraws from the total n. Here, using the NCDE methodology, 912 - 132 withdrawals would yield a total n of 780 or a 66.9% success rate which exceeds the 58%.

In addition, the slight overall decrease was expected since MATH 1021 was made more rigorous in order to be accepted at four-year institutions within the state. It is now a true college algebra course to prepare students for pre-calculus. In addition, MATH 1015 (Applied College Algebra) meant for two-year terminal degrees was offered the first time in fall 2013.

According the direct assessment using the CAAP Mathematics Linkage Report, LSU Eunice students scored at 56.9 exceeds the normative group scoring at 56.7. In addition, five out of the six content categories showed negligible differences between the LSU Eunice and normative groups. Finally, according to the indirect assessment, the successful completion of general education after developmental education adjusted completion rate of 81% exceeds the NCDE's 58%.

As a result, objective 2.2 is met.

- 13-14 MATH only CAAP Content Analysis
- 13-14 Mathematics Linkage

Improvement Plan/ Changes Made
Even though the objective is met, the success rate of Pathways students in general education mathematics after developmental mathematics should be followed given the decrease in rates over the past couple of years. It is hoped that modular mathematics will assist with increasing this number.

Data for the next couple of years will be examined since the MATH 1015 course is new and the MATH 1021 course is more rigorous.

Critical Thinking

General Education Description

Effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines.

Start: 11/1/2013
End: 10/31/2014
Progress: Ongoing
Providing Department: Academic Affairs
Responsible Roles:
Related Items

1.5 DMS - Critical Thinking: Critical Thinking and Application

Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Diagnostic Medical Sonography
Participants: Division Head, HSBT (McDonald, Dottie)
General Education Objective: Critical Thinking

Objective With Intended Outcomes

DMS 1093 Spring 2014 Syllabus

In a clinical setting (DMS 1093) students will be able to:

1. Verify that they have the correct patient
2. Verify if patient was properly prepared for the exam
3. Identify and report, when appropriate, if there are contraindications for performing the procedure
4. Provide safe storage for patient's personal belongings
5. Provide appropriate assistance to table, based on patient's condition

6. Maintain patient's dignity and modesty
7. Talk to patient in a concerned, professional manner
8. Apply standard universal precautions
9. Provide proper instructions for moving and breathing
10. Observe patient's condition at regular intervals
11. Ensure the patient's comfort and physical safetChoosing correct transducer
12. Correctly label and identify anatomical parts on the image.
13. Adjusting technical factors that affect image quality in real time (focal zone(s), depth, TGC-time gain compensation)
14. Evaluate quality of images.
15. Identify what may need improvement and execute such changes to produce more optimal images in the future.
16. Identify the correct patient and obtain an accurate history.
17. Evaluate the requisition and verify the physician's order for correctness in reference to the requested area of interest.
18. Help to position the patient.
19. Make necessary adjustments to gain, focal zones, etc. to obtain images that best depict the anatomical part.
20. Upon completion of image acquisition, review with the supervising Sonographer for approval.
21. Turn in the completed exam with necessary reports filled out to the physician/radiologist for reading.

Additional information on critical thinking is here.

- DMS 1093 Spring 2014 Syllabus

Assessment/Evaluation/Measures/Strategies

DMS 1093: Students must achieve a minimum grade of 77% in order to demonstrate proficiency. Assessment is done through direct observation and a rubric designed by the program director in accordance with LSUE DMS Program Policies. CRITERIA FOR COMP

GRADING and CLINICAL COMP. Excerpt from DMS Program Clinical Handbook on Retention (can be found on page of DMS program clinical handbook).

- DMS Clinical Competency
  - CLINICAL COMP
  - CRITERIA FOR COMP GRADING
- Excerpt from DMS Program Clinical Handbook on Retention

Assessment/Evaluation Results (Progress Report)
DMS 1093: 100% (7 of 7) scored a minimum of 77% demonstrating the ability to apply knowledge base and critical thinking in a clinical setting. Outcome met.

- DMS 1093 Spring 2014 Clinical Competency - completed
- DMS 1093 Spring 2014 Clinical Competency - completed

Improvement Plan/ Changes Made
DMS 1093: Remediate students individually as needed to ensure application of knowledge, critical thinking, and clinical skills are appropriate for an entry-level sonographer.

2.5 Nursing - Critical Thinking: Nursing Critical Thinking
Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Nursing
Participants: Division Head, HSBT (McDonald, Dottie)
General Education Objective: Critical Thinking

Objective With Intended Outcomes
Students will apply the nursing process to individuals in a safe, prioritized, timely and organized manner.

Assessment/Evaluation/Measures/Strategies
NURS 1135: Clinical component: Weekly and final clinical evaluation based on direct observation of student performance. Students must demonstrate proficiency in all required clinical behaviors as written on the weekly and final clinical evaluation forms to successfully progress in the program. Students must score 100% in the clinical courses to demonstrate proficiency. Historically it was determined by the Program Director and faculty that students must score 100% in the clinical courses to ensure proficiency and safety while performing patient care. Please review: NURS 1135 Syllabus, NURS 1135 weekly evaluation; NURS 1135 Final evaluation.

NURS 2535: Clinical component: Weekly and final clinical evaluation based on direct observation of student performance. Students must demonstrate proficiency in all required clinical behaviors as written on the weekly and final clinical evaluation forms to successfully progress in the program. Students must score 100% in the clinical courses to demonstrate proficiency. Historically it was determined by the Program Director and faculty that students must score 100% in the clinical courses to ensure proficiency and safety while performing patient care. Please review: NURS 2535 Syllabus, NURS 2535 weekly evaluation; NURS 2535 Final evaluation

- NURS 1135 Final Clinical Eval
- NURS 1135 Syllabus FA 13
- NURS 1135 Weekly Clinical Eval
- NURS 2535 Final Clinical Evaluation SP 14
- NURS 2535 Syllabus SP 14

- NURS 2535 Weekly Clinical Eval

Assessment/Evaluation Results (Progress Report)
NURS1135 - Clinical faculty observed each student's performance and recorded on the weekly and final evaluation forms. All students received a "Pass" for this clinical course. **Objective Met.**

NURS2535 - Clinical faculty observed each student's performance and recorded on the weekly and final evaluation forms. All students must receive a "Pass" for this clinical course to graduate. **Objective Met.**

- NURS 1135 Final Clinical Evaluation
- NURS 1135 Weekly Evaluation
- NURS 2535 Final Clinical Evaluation
- NURS 2535 Weekly Evaluation

Improvement Plan/ Changes Made
NURS1135 - Revised clinical evaluation form to increase immediate daily communication between faculty and student regarding clinical performance. Policy for clinical remediation and student due process delineated more clearly as published in clinical syllabus.

NURS2535 - In clinical conference, discuss effective methods of communicating during review of patient scenarios emphasizing therapeutic communication particularly in crisis management. Revised clinical evaluation form to increase immediate daily communication between faculty and student regarding clinical performance. Policy for clinical remediation and student due process delineated more clearly as published in clinical syllabus.

3.5 Radiologic Technology - Critical Thinking: Critical Thinking
Start: 11/1/2013

End: 10/31/2014
Progress: Completed
Provided By: Radiologic Technology
Participants: Division Head, HSBT (McDonald, Dottie)
General Education Objective: Critical Thinking

Objective With Intended Outcomes
The students will demonstrate critical thinking skills.

Assessment/Evaluation/Measures/Strategies
RADT 1092 (fall clinical) - Competency evaluation form - critical thinking skills. Minimum of 85% on 4 competencies. Evaluated through direct observation. RADT 1092 syllabus and evaluation forms are provided for documentation

RADT 1093 (spring clinical) - Competency evaluation form - critical thinking skills. Minimum of 85% on 4 competencies. Evaluated through direct observation. RADT 1093 syllabus and evaluation forms are provided for documentation.

- RADT 1092 Clinical Eval Form
- RADT 1092 Course Syllabus
- RADT 1093 Clinical Eval Form
- RADT 1093 Course Syllabus

Assessment/Evaluation Results (Progress Report)
RADT 1092 Section 91: 89% (8 of 9) students scored a minimum of 85% on critical thinking skills objective on 4 competency evaluations. **Objective met.** Documentation for RADT 1092 is attached.

RADT 1092 Section 92: 90% (9 of 10) students scored a minimum of 85% on critical thinking skills objective on 4 competency evaluations. **Objective met.**

RADT 1093 Section 91: 100% (9 of 9) students scored at least 85% on the items designated to critical thinking and problem solving skills. **Objective met.** Documentation for RADT 1093 is attached.

RADT 1093 Section 92 100% (10 of 10) students scored a minimum of 85% on critical thinking skills objective on 4 competency evaluations. **Objective met.**

- RADT 1092 Clinical Evaluation Form Sample Fall 2013
- RADT 1093 Clinical Evaluation Form Sample Spring 2014

Improvement Plan/ Changes Made
RADT 1092 Section 91: Overall good critical thinking on competency evaluations. Will provide additional study and practice to achieve 100% in this area for the next semester. Continue to monitor transfer of classroom knowledge to clinical.

RADT 1092 Section 92: Provide a review study for critical thinking skills and monitor progress in clinical experience prior to student competency performance. Will provide additional study and practice to achieve 100% in this area for the next semester. Will discuss with faculty and solicit input as needed.

RADT 1093 Section 91: Was able to achieve 100% in this area demonstrating progress since last semester's evaluation. Will continue to provide activities for students to practice critical thinking and problem solving skills and will discuss with faculty and solicit input as needed.

RADT 1093 Section 91: Was able to achieve 100% in this area demonstrating progress since last semester's evaluation. Will continue to provide activities for students to practice critical thinking and problem solving skills and will discuss with faculty and solicit input as needed.

4.5 Respiratory Care - Critical Thinking: Critical Thinking
Start: 11/1/2013
End: 10/31/2014

Progress: Completed
Provided By: Respiratory Care
Participants: Division Head, HSBT (McDonald, Dottie)
General Education Objective: Critical Thinking

Objective With Intended Outcomes
4.5 RC 2019 - Students will be able to perform drug dosage calculations and select appropriate pharmacological agents used in the practice of respiratory care as an entry-level therapist.

4.5 RC 2020 - Students will be able to identify equipment malfunctions; maintain patient records; and demonstrate knowledge of therapeutic procedures required of an entry-level therapist.

- RC 2019 Course Syllabus. summer 2014
- RC 2020 Course Syllabus. summer 2014

Assessment/Evaluation/Measures/Strategies
4.5 RC 2019 - Multiple choice unit examinations, workbook assignments and class discussion. Students must score a minimum of 77% to demonstrate proficiency. RC 2019 quiz and midterm exam provided as documentation.

4.5 RC 2020 - Students must achieve a minimum score of 80% in order to demonstrate proficiency. Multiple choice clinical examinations (mid-term/final), quizzes, clinical case studies, and successful completion of selected clinical practicums, evaluations, and observation. The clinical exams always consists of short explanation in order to prove that the student actually understands the concept and is able to explain the rationale for why they chose that particular answer on the exam. This is shown as evidence by the attachments found in the results section below. RC 2020 rubric, the midterm exam, and final exam are provided as documentation.

- RC 2019 mid-term exam summer 2014
- RC 2019 Quiz 1. summer 2014

- RC 2020 Clinical Check-off Procedure. summer 2014
- RC 2020 Final Exam summer 2014
- RC 2020 Mid-term Exam summer 2014

Assessment/Evaluation Results (Progress Report)
4.5 RC 2019 90% (9 of 10) students demonstrated the ability to perform drug dosage calculations and select appropriate pharmacological agents used in the practice of respiratory care as an entry-level therapist. A quiz is attached for documentation. Objective Met.

4.5 RC 2020 60% (6 of 10) students demonstrated the ability to identify equipment malfunctions; maintain patient records; and demonstrate knowledge of therapeutic procedures required of an entry-level therapist. Objective not met.

- RC 2019 mid-term student result. summer 2014
- RC 2019 quiz assignment. Student result. summer 2014
- RC 2020 Check-off Procedure student result. summer 2014
- RC 2020 Final Exam student result. summer 2014
- RC 2020 Mid-term Exam student result. summer 2014

Improvement Plan/ Changes Made
RC 2019 Program Director will recommend remediation to each student's individual needs based on weak areas discovered from quizzes and exams.

RC 2020. Objective not met initially and action plan developed and implemented after review of results. Director of Clinical Education and clinical instructor provided students with individual feedback on areas of deficiency based on exam results. Those students who required remediation were administered an additional exam to ensure knowledge base and skills were proficient. After remediation and testing, objective was met.

5.4 Fire and Emergency Services - Critical Thinking: Critical Thinking

Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Fire and Emergency Services
Participants: Division Head, HSBT (McDonald, Dottie)
General Education Objective: Critical Thinking

Objective With Intended Outcomes
Upon successfully completion of the curriculum the students will be able to demonstrate appropriate critical thinking skills and application of principles in the field of Fire and Emergency Services. Please review the following syllabi: FOSC1102 Syllabus, FSCI/EGRT 1062 Syllabus, and FSCI 2410 Syllabus

- FOSC1102 Syllabus
- FSCI 2410 Syllabus
- FSCI/EGRT 1062 Syllabus

Assessment/Evaluation/Measures/Strategies
FOSC 1102 - (Face-to-Face) Upon completion of this course students will be able to Recognize, identify, notify and restrict access to hazardous material incidents. Video case study with a series of questions FOSC1102/SLO activities to recognize and identify products involved. Student must score a minimum grade of 70% in order to demonstrate proficiency in this area. Historically benchmark was determined by the Division Head and faculty that a 10 point scale would be used in Fire and Emergency Services courses.

FSCI 1062 - (Web Based) Upon successful completion of this course students will understand the fundamentals of industrial safety. This is done through a combination of module activities (Modules 1-3) FSCI 1062/SLO activities focusing on history, laws, and fundamental applications. In addition, students will be able to learn to recognize, evaluate, analyze, develop,

and implement programs for occupational safety and health hazards. This is done through Module case study activity (Module 6) FSCI 2410/SLO activities. Student must score a minimum grade of 70% in order to demonstrate proficiency in this area. Historically benchmark was determined by the Division Head and faculty that a 10 point scale would be used in Fire and Emergency Services courses.

FSCI 2410 - (Web Based) Upon completion of this course students will understand the anatomy and physiology and safety implications. This is done through Module case study activity. Students must score a minimum grade of 70% in order to demonstrate proficiency in this area. Historically benchmark was determined by the Division Head and faculty that a 10 point scale would be used in Fire and Emergency Services courses.

- FOSC1102/SLO activities
- FSCI 1062/SLO activities
- FSCI 2410/SLO activities

Assessment/Evaluation Results (Progress Report)
FOSC 1102 - 80% of students completing the video case study activity successfully. Objective met.

FSCI 1062 - 93.3% (mean) of students completing environmental regulations and laws (Modules 1-3) were successful. Objective met. 84% of students completing environmental regulations and laws (Module 6) demonstrated proficiency. Objective met.

FSCI 2410 - 72.7% of students completing this course demonstrated proficiency. Objective met.

Improvement Plan/ Changes Made
FOSC 1102 - continue to use video case studies and be more engaging with students to ensure knowledge and understanding of course content.

FSCI 1062 - Regarding the understanding the fundamentals of industrial safety at this time plan to continue what has been and done and to continue to monitor the progress of the students in this area. In the area of recognition, evaluation, analyzing, development, and implementation of programs for occupational safety and health hazards, plan to incorporate additional case studies to enhance knowledge base.

FSCI 2410 - continue using case studies and incorporate additional case studies to enhance knowledge base.

5.5: GE-Critical Thinking

Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Liberal Arts
Participants: Interim Division Head - Liberal Arts (Alleman, Michael)
General Education Objective: Critical Thinking

Objective With Intended Outcomes
Students will successfully complete their general education coursework developing competencies in critical thinking.

Assessment/Evaluation/Measures/Strategies
Direct Assessment
Students will be asked to take the ACT's Collegiate Assessment of Academic Proficiency (CAAP) Critical Thinking Skills Test upon applying for graduation.

The CAAP Content Analysis Report permits the comparison of LSU Eunice students to a normative group of all two-year institutions using the CAAP Critical Thinking Test. The rationale for using the assessment is due to the fact that it is a direct external measure of critical thinking normed against all two-year students across the nation using a three year average.

The comparison is based on three elements of a student's thinking. The three elements are analysis of arguments, evaluation of arguments, and extension of arguments. Each of these elements are scored against the normative group and averaged so that a "0" is considered as equal to the normative group's performance. Negative numbers mean that LSU Eunice students found the questions more difficult than the normative group and positive numbers mean that LSU Eunice students found the questions easier.

The benchmark for the CAAP Content Analysis Report is to score a 0 or higher in each category of the student body. Note that the report says that differences in scores from 0 to -5 are considered negligible. For the purpose of this objective, a score of -5 or higher in two of the three categories overall will constitute success.
Additionally, the CAAP Content Analysis Report breaks out the nationally averages for each of the various elements of the normative group's thinking ability. For the current report, the CAAP Content Analysis Report noted the following national averages

- Analysis of Arguments 58%
- Evaluation of Arguments 52%
- Extension of Arguments 53%

Success will be considered as negligible differences between LSUE students and the nationally normed group in two of the three categories.

Assessment/Evaluation Results (Progress Report)
As students apply for graduation, they were asked to take the CAAP Critical Thinking Assessment. For 2013-2014, a total of 117 out of 307 (38%) graduating students took the assessment. The CAAP Content Analysis Report was obtained for critical thinking showing the results compared to the nationally normed results over three years (see Table 1). Table 1 indicates that while some segments of LSUE students found the questions more difficult than the nationally normed group, those differences were negligible. CAAP Content Area Report indicates that results between -5 - 0 and 0 - +5 are considered negligible.

Table 1. AY 2013-2014 CAAP Critical Thinking Highlights

Critical Thinking Comparison Highlights			
	Local-Normative Group Differences in Percent Correct		
Area	Bottom 25%	Middle 50%	Top 25%
Analysis of Arguments	4%	4%	2%
Evaluation of Arguments	-5%	-4%	-3%
Extension of Arguments	-1%	3%	-4%

Next, Table two indicates the results for each category compared to the nationally normed group. While LSUE students did perform slightly below the nationally normed group in Extension of Arguments, that difference is considered to be negligible according to ACT. Next, LSUE students scored below the national average on Evaluation of Arguments by one percentage point. This is considered as a moderate departure from the national average according to ACT.

Table 2.

Area	LSU Eunice %	Nationally Normed %	Difference
Analysis of Arguments	60	58	-2
Evaluation of Arguments	46	52	6
Extension of Arguments	51	53	2

Given the results on the CAAP Critical Thinking Assessment, and given that LSUE students scored with negligible differences in two of the three categories, objective 5.5 is tentatively met.

- 13-14 Critical Thinking only CAAP Content Analysis

Improvement Plan/ Changes Made

Monitor data on the CAAP Critical Thinking test to determine if students are rushing through it since there is no reward for doing well and no penalty for doing poorly.

Determine if any internal measures can be used to determine the level of critical thinking.

Completed by Paul Fowler on August 24, 2014.

5.6: GE-Psychology
Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Liberal Arts
Participants: Interim Division Head - Liberal Arts (Alleman, Michael)
General Education Objective: Artistic, Cultural, and Historical Understanding

Objective With Intended Outcomes
Students will successfully complete their general education coursework developing competencies in cultural understanding through the use of psychology. This objective will be assessed using the student learning outcomes (SLOs) from Introduction to Psychology (PSYC 2000), Developmental Psychology of the Life Span (PSYC 2070), and/or Educational Psychology (PSYC 2060)

The preliminary SLOs for Introduction to Psychology PSYC 2000 are: Upon the conclusion of this course, students will demonstrate knowledge of

1. major theoretical perspectives in psychology
2. major fields of study in psychology
3. the major goals of the study of psychology

The preliminary SLOs for Developmental Psychology of the Life Span PSYC 2070 are: Upon the conclusion of this course, students will demonstrate knowledge of

1. major theoretical perspective in developmental psychology
2. critical concepts in developmental psychology
3. the relative contributions of heredity and environment to critical phenomena in developmental psychology

Assessment/Evaluation/Measures/Strategies
The PSYC 2000 (Introduction to Psychology) and PSYC 2070 (Developmental Psychology of the Life Span) were selected as the primary assessment tools since 20 (77%) out of the 26 Psychology courses offered in AY 13-14 were PSYC 2000 or PSYC 2070.

Students will be directly assessed through internally developed SLO questions embedded throughout specific topic exams based on the objectives of the course as developed by the faculty members. Note that one faculty member gives paper and pencil exams while the other gives electronic exams that randomly generate the SLO questions allowing students two attempts at the assessment. Preliminary benchmarking will take place during the 2013-2014 academic year; however, the benchmark established will likely follow the lowest acceptable grade to transfer the course(s) to a four-year institution - 70%.

The PSYC 2000 syllabus is included for documentation.
The PSYC 2070 syllabus is included for documentation.

The preliminary plan is to assess all students at all sites including those taking the courses online.

- Gen Ed Syllabus from PSYC2000 sp14
- Gen Ed Syllabus from PSYC2070 sp14

Assessment/Evaluation Results (Progress Report)
For PSYC 2000, a total of six face-to-face sections were offered at the LSUE site, one at the LSUA site, and three online sections were offered with a total of 342 students during AY 13-

14. Due to a data management issue, only one section of 14 were assessed. Since 30 students are needed to approach normality according to the Central Limit Theorem, PSYC 2000 was not included in the analysis. Faculty will be given time to determine best how to manage that data during fall 2014 and will assess PSYC 2000 in spring 2015.

Random sections of PSYC 2070; however, were assessed during fall 2013 and spring 2014 in order to develop baseline procedures for faculty to measure their outcomes. Table 1 details the results from five (50%) of the ten PSYC 2070 sections involving 230 (48%) out of 480 students. The data represents four out of six face-to-face sections at the LSUE site, one of two online courses, and zero of the two at the LSUA site. The face-to-face sections were split evenly between fall and spring while the one online section was assessed in the fall. The LSUA site had two face-to-face sections in the spring. These were not assessed since the methodology was new to the faculty and they wanted to run a pilot during 13-14 before including the off-site location.

Table 1. SLO Results for PSYC 2070 during AY 13-14 in percentages

PSYC 2070 SLO Description	Overall	LSUE	Dual Credit	LSUA	Online
1. major theoretical perspective in developmental psychology	77	77			76
2. critical concepts in developmental psychology	76	78			72
3. the relative contributions of heredity and environment to critical phenomena in developmental psychology	76	77	None	Not Assessed	75
Total number of students tested	230	167			63

All students in each of the five sections were assessed using exams during the semester.

As Table 1 indicates, the results on each of the three outcomes for the 230 PSYC 2070 students exceeded 70%. This includes both the LSUE site and the online students. As a result objective 5.6 is met.

Improvement Plan/ Changes Made
The first attempt at SLOs in psychology indicated that students were meeting the SLOs; however, improvement is needed in data management to assess all sections of both PSYC 2000 and PSYC 2070. The plan is to assess all sections of PSYC 2070 for 14-15 and to assess the spring 2015 sections of PSYC 2000.

In addition, discussions will take place to determine how the faculty teaching the PSYC courses are assessing computation, information literacy, and critical thinking.

Completed by Paul Fowler on August 30, 2014.

- 9-16-14 email to Doug and Tim about PSYC

6.2 CIT - Critical Thinking: Critical Thinking
Start: 11/1/2013
End: 10/31/2014
Progress: Delayed
Provided By: Computer Information Technology
Participants: Division Head, HSBT (McDonald, Dottie)
General Education Objective: Critical Thinking

Objective With Intended Outcomes
Upon completion of the curriculum, students will demonstrate critical thinking skills to be able to perform system analysis and programming.

Assessment/Evaluation/Measures/Strategies n/a

Assessment/Evaluation Results (Progress Report)

Computer Information Technology hired a new program Coordinator/Instructor for the fall 2013 semester. Unable to ascertain data this academic year, however, the new program coordinator is working on student outcomes for the 2014 - 2015 academic year.

Improvement Plan/ Changes Made n/a

7.3 MGMT - Critical Thinking: Critical Thinking Related to MGMT

Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Management
Participants: Division Head, HSBT (McDonald, Dottie)
General Education Objective: Critical Thinking

Objective With Intended Outcomes
At the end of the curriculum, students will be able to link and synthesize information in order to solve problems and to support statements of beliefs and opinions.

Assessment/Evaluation/Measures/Strategies
Benchmark set at 70%. Historically it was determined by the Division Head and faculty that a 10 point scale would be used in all business and business related courses.

ACCT 2001- (face to face Fall 2013) Students will be able to analyze the effects of business transactions on the accounting equation. Also, Students will be able to understand the four financial statements and how they are prepared. Please review ACCT2001 syllabus: ACCT 2001 Syllabus

ACCT 2101 - (face to face Spring 2014) Students will be able to explain the characteristics and purposes of cost accounting. Students will be able to identify break-even point & target net income. Please review ACCT2101 syllabus: ACCT 2101.

- ACCT 2001 Syllabus
- ACCT 2101

Assessment/Evaluation Results (Progress Report)
ACCT 2001 - 70 % of students answered 80% of the test questions correctly specific to the characteristics and purposes of cost accounting. **Objective Met**.
Only 37% of students answered 80% of the questions correctly specific to the identification of the break-even point and target net income. **Objective not met.**

ACCT 2101 - 70 % of students answered 80% of the test questions correctly demonstrating their knowledge base on the characteristics and purposes of cost accounting. **Objective Met.**

37% of students answered 80% of the questions correctly specific to the identification of break-even point and target net income. **Objective not met**.

Improvement Plan/ Changes Made
ACCT 2001 - The objective was met with students being able to analyze the effects of business transactions on the accounting equation. Plan to monitor closely and work with individual students as needed to ensure their knowledge base in this area.
The plan to improve the results of the objective not met is to review test questions to ensure that the questions reflect lecture and homework content.

ACCT 2101 - Although, the objective was met regarding the students being able to explain he characteristics and purposes of cost accounting, the plan is to continue to monitor closely and remediate students individually as needed.
The plan of action to ensure improvement, concerning the students having the ability to identify break-even point and target net income, will be to give more homework on this subject matter and work with student individually as needed.

8.2 OIS - Critical Thinking: Critical Thinking
Start: 11/1/2013

End: 10/31/2014
Progress: Delayed
Provided By: Computer Information Technology
Participants: Division Head, HSBT (McDonald, Dottie)
General Education Objective: Critical Thinking

Objective With Intended Outcomes
Upon completion of the curriculum, students will demonstrate critical thinking skills to be able to perform as an entry-level administrative assistant.

Assessment/Evaluation/Measures/Strategies n/a

Assessment/Evaluation Results (Progress Report)
Computer Information Technology hired a new program Coordinator/Instructor for the fall 2013 semester. Unable to provide data this year.

Improvement Plan/ Changes Made
The new program coordinator is working on student outcomes for the 2014 - 2015 academic year (new faculty were given one year to develop SLOs and assessments).

Critical Thinking - Dev Ed (2.3): Social science from College Reading (UNIV 0008)
Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Developmental Education
Participants: Interim Division Head - Liberal Arts (Alleman, Michael), Developmental Education Director (Fowler, Paul)
General Education Objective: Critical Thinking

Objective With Intended Outcomes
Developmental students, both Pathways and Non Pathways, will successfully complete their first general education courses at rates that approximate the averages established by the National Center

for Developmental Education (NCDE) for general education social science course as defined by the current LSU Eunice Catalog after the successful completion of UNIV 0008.

Assessment/Evaluation/Measures/Strategies

Direct Assessment

The direct assessment of student learning took place using ACT's Collegiate Assessment of Academic Proficiency (CAAP) Critical Thinking Skills Test given at the time of graduation.

The CAAP Content Analysis Report permits the comparison of LSU Eunice students to a normative group of two-year colleges across the nation giving the critical thinking assessment. The comparison is based on three elements of a student's critical thinking ability - analysis of elements of arguments, evaluation of arguments, and extensions of arguments. Each of these elements are scored against the normative group and averaged so that a "0" is considered as equal to the normative group's performance. Negative numbers mean that LSU Eunice students found the questions more difficult than the normative group and positive numbers mean that LSU Eunice students found the questions easier. The benchmark for the CAAP Content Analysis Report is to score a 0 or higher in each category for the lower 25% of the student body (typically developmental students). Note that the report says that differences in scores from 0 to -5 are considered negligible. For the purpose of this objective, a score of -5 or higher in two out of three categories will constitute success.

Indirect Assessment

The indirect assessment of student learning is calculated by generating the success rate in the first general education social science course whether it was taken face-to-face or online as defined by the current LSU Eunice Catalog after completing the developmental education reading course (UNIV 0008). The success rate is calculated using the frequency of A, B, and C's divided by those who remained in the social science courses at the conclusion of the semester (the withdrawals removed). This is consistent with the methodology used by the NCDE.

Assessment/Evaluation Results (Progress Report)

Direct Assessment

CAAP Critical Thinking Comparison Highlights 13-14: Results from the AY 13-14 CAAP Critical Thinking Assessment are detailed in Table 1. While the statistics for the three categories are

fluctuating, all three are at or above -5 so any differences between the normative group and LSU Eunice students is negligible.

Table 1
CAAP Critical Thinking Comparison Highlights for the bottom 25%

Content Category	12-13	13-14	Mean
Analysis of arguments	1	4	2.5
Evaluation of Argument	10	-5	2.5
Extension of Arguments	-5	-1	-3
n	82	117	99.5

Indirect Assessment
Success in the first general education course after completing the developmental reading course was also examined. The success rate is calculated using the frequency of A, B, and C's divided by those who remained in the first general education social science course at the conclusion of the semester (the withdrawals removed). This is consistent with the methodology used by the NCDE.

Institutional Research provides the data for students who have completed UNIV 0008 and the social science course at the time the report is run. This is slightly different from English composition and mathematics. Data up to and including the current academic year can be examined as a result. The report used for this data does not run two-years behind.

The national rate established by the NCDE is 69% while the LSU Eunice Pathways rate for spring 2013 was 74% overall (see Table 2). Pathways students have shown a remarkable increase in success since the methodology in the college reading course was examined. The indirect measure suggests that this objective was met.

Table 2
Developmental reading to social science course success rates in percentages

Year	Pathways	Non-Pathways	All Students
2007	63	See note	
2008	64	See note	
2009	68	See note	
2010	73	See note	
2011	73	80	73
2012	78	76	78
2013	76	76	76
2014	75	72	74
Mean	71.3	76.0	75.3
s.d.	5.6	3.3	2.2

NOTE: Low n (fewer than 20) so statistic was not calculated.

Next, students are given an opportunity to test out of UNIV 0008 using COMPASS. Students achieving the cut-score for college-level reading as determined by ACT were permitted to opt out of UNIV 0008 and take the general education social science for their major. Table 3 details the action taken by the 318 students attempting to test out since fall 2008. 143 (45%) successfully skipped UNIV 0008 while 76 (24%) were not successful and had to take the UNIV 0008 course. No action was taken on 17% of the students since they either did not attend or have not yet taken the social science course.

Table 3
Description of Actions after a Pathways student tests out of UNIV 0008

Description of Action	n	%
successfully completed GE after testing out of UNIV 0008	143	45.0
Did not successfully complete GE, must take UNIV 0008	76	23.9
No action taken	54	17.0
Not enrolled	26	8.2
Taken out of program due to high reading score	13	4.1
Took UNIV 0008 even though tested out	6	1.9
Grand Total	318	100.0

This data is provided as additional information that the Pathways program overall is successful at assisting students in the development of their reading skills since each of the students had to take UNIV 1005 which contains a reading component.

The direct assessment indicated that LSU Eunice students scored at or above -5 for each category of the CAAP Critical Thinking Assessment. The indirect assessment indicated that the success rate of LSU Eunice students taking social science courses after developmental reading is 74% which exceeds the NCDE's published rate of 69%.

Given the two results, Objective 2.3 is met.

- 13-14 CT only CAAP Content Analysis

Improvement Plan/ Changes Made
No specific changes planned; however, faculty intend on meeting to update the UNIV 0008 handouts on the web. They also will discuss the cut score probably matrix for those who test out of UNIV 0008 and opt to take a social science.

Informational Literacy

General Education Description

Locate, evaluate, and effectively use information from diverse sources.

Start: 11/1/2013
End: 10/31/2014
Progress: Ongoing
Providing Department: Academic Affairs
Responsible Roles:
Related Items

5.6: GE-Psychology

Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Liberal Arts
Participants: Interim Division Head - Liberal Arts (Alleman, Michael)
General Education Objective: Artistic, Cultural, and Historical Understanding

Objective With Intended Outcomes

Students will successfully complete their general education coursework developing competencies in cultural understanding through the use of psychology. This objective will be assessed using the student learning outcomes (SLOs) from Introduction to Psychology (PSYC 2000), Developmental Psychology of the Life Span (PSYC 2070), and/or Educational Psychology (PSYC 2060). The preliminary SLOs for Introduction to Psychology PSYC 2000 are:

Upon the conclusion of this course, students will demonstrate knowledge of

1. major theoretical perspectives in psychology
2. major fields of study in psychology
3. the major goals of the study of psychology

The preliminary SLOs for Developmental Psychology of the Life Span PSYC 2070 are:
Upon the conclusion of this course, students will demonstrate knowledge of

1. major theoretical perspective in developmental psychology
2. critical concepts in developmental psychology
3. the relative contributions of heredity and environment to critical phenomena in developmental psychology

Assessment/Evaluation/Measures/Strategies
The PSYC 2000 (Introduction to Psychology) and PSYC 2070 (Developmental Psychology of the Life Span) were selected as the primary assessment tools since 20 (77%) out of the 26 Psychology courses offered in AY 13-14 were PSYC 2000 or PSYC 2070.

Students will be directly assessed through internally developed SLO questions embedded throughout specific topic exams based on the objectives of the course as developed by the faculty members. Note that one faculty member gives paper and pencil exams while the other gives electronic exams that randomly generate the SLO questions allowing students two attempts at the assessment. Preliminary benchmarking will take place during the 2013-2014 academic year; however, the benchmark established will likely follow the lowest acceptable grade to transfer the course(s) to a four-year institution - 70%.

The PSYC 2000 syllabus is included for documentation.
The PSYC 2070 syllabus is included for documentation.

The preliminary plan is to assess all students at all sites including those taking the courses online.

- Gen Ed Syllabus from PSYC2000 sp14
- Gen Ed Syllabus from PSYC2070 sp14

Assessment/Evaluation Results (Progress Report)
For PSYC 2000, a total of six face-to-face sections were offered at the LSUE site, one at the LSUA site, and three online sections were offered with a total of 342 students during AY 13-14. Due to a data management issue, only one section of 14 were assessed. Since 30 students are needed to approach normality according to the Central Limit Theorem, PSYC 2000 was not included in the analysis. Faculty will be given time to determine best how to manage that data during fall 2014 and will assess PSYC 2000 in spring 2015.

Random sections of PSYC 2070; however, were assessed during fall 2013 and spring 2014 in order to develop baseline procedures for faculty to measure their outcomes. Table 1 details the results from five (50%) of the ten PSYC 2070 sections involving 230 (48%) out of 480 students. The data represents four out of six face-to-face sections at the LSUE site, one of two online courses, and zero of the two at the LSUA site. The face-to-face sections were split evenly between fall and spring while the one online section was assessed in the fall. The LSUA site had two face-to-face sections in the spring. These were not assessed since the methodology was new to the faculty and they wanted to run a pilot during 13-14 before including the off-site location.

Table 1. SLO Results (Percent Correct) for PSYC 2070 during AY 13-14

PSYC 2070 SLO Description	Overall	LSUE	Dual Credit	LSUA	Online
1. major theoretical perspective in developmental psychology	77	77			76
2. critical concepts in developmental psychology	76	78			72
3. the relative contributions of heredity and environment to critical phenomena in developmental psychology	76	77	None	Not Assessed	75
Total number of students tested	230	167			63

All students in each of the five sections were assessed using exams during the semester.

As Table 1 indicates, the results on each of the three outcomes for the 230 PSYC 2070 students exceeded 70%. This includes both the LSUE site and the online students. As a result objective 5.6 is met.

Improvement Plan/ Changes Made
The first attempt at SLOs in psychology indicated that students were meeting the SLOs; however, improvement is needed in data management to assess all sections of both PSYC 2000 and PSYC 2070. The plan is to assess all sections of PSYC 2070 for 14-15 and to assess the spring 2015 sections of PSYC 2000.

In addition, discussions have taken place to determine procedure and the fact that the faculty are not directly assessing computation, information literacy, and critical thinking. These GE categories will be removed as a result.

Completed by Paul Fowler on August 30, 2014.

- 9-16-14 email to Doug and Tim about PSYC

5.7: Information Literacy
Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Liberal Arts
Participants: Interim Division Head - Liberal Arts (Alleman, Michael)
General Education Objective: Informational Literacy

Objective With Intended Outcomes
Students will demonstrate competency in using library research tools in the ability to cite from both primary and secondary sources.

Assessment/Evaluation/Measures/Strategies
Direct measurement using an internal assessment from the ENGL 1002 course will be used to determine if this objective has been obtained. Students from all sites and all delivery methods were assessed. Students were asked to write an annotated essay effectively integrating scholarly and/or critical sources to support a sustained argumentative analysis of a work of literature. They were required to identify their sources using appropriate MLA style parenthetical citations and append to their essays an MLA style works cited page that provided the complete, accurate, and appropriate publication information for each of the sources used in the easy. In order to successfully complete this assignment, the students were required to conduct independent research using the library's book and journal collection as well as databases accessible through the library's website.

According to the syllabus:
Upon successful completion of ENGL 1002 course, the student will
1. Write an essay of at least five paragraphs that has a clearly defined thesis statement and is well-organized and well-developed, uses sound critical thinking skills, and is clear—using proper grammar, mechanics, and punctuation.
2. Use library research tools, quote, paraphrase, and cite from both primary and secondary sources to produce a documented essay or project

The benchmark of 70% has been established since it is typically the lowest C and is required for transfer to another institution. The syllabus from spring 2014 is attached.

- ENGL 1002 departmental syllabus Sp 14

Assessment/Evaluation Results (Progress Report)
Revised for spring 2014, the ENGL 1002 Outcomes were reduced from four to two. Outcome One deals with the essay and an analysis of the topic and is shown in Table 1 for informational purposes. Outcome two specifically deals with information literacy and the students' ability to locate proper sources and cite them properly in an annotated essay/research project. Each faculty member introduced students to the fundamentals of library research either through classroom instruction, library orientations, or both. Also, each faculty member demonstrated how information gathered

through research should be used in supporting a thesis or a set of ideas. This included not simply the use of information as evidence, but also how to incorporate that evidence effectively into the style and context of the paper through the use of direct quotation and paraphrase. Students were also introduced to the concept of academic honesty and instructed on how to attribute secondary information through the use of correct MLA parenthetical citations corresponding to the sources' complete and accurate bibliographic information included in the MLA style works cited page. Finally, the annotated essay/research project was evaluated on the students' ability to successfully execute all of the above, and the resulting essay grade was used to determine whether or not the student successfully met the benchmark, a minimum score of 70% which is typically the lowest C allowable for transfer to a four year university. An example of a graded annotated essay, including examples of database and print sources, is below.

Table 1. ENGL 1002 Outcomes SP 2014

SP 14 ENGL 1002 SLOs by site (in percentages)

ENGL 1002 SLO Description	Overall	LSUE	Dual Credit	LSUA	Online
1. Write an essay of at least five paragraphs that has a clearly defined thesis statement and is well-organized and well-developed, uses sound critical thinking skills, and is clear—using proper grammar, mechanics, and punctuation	78	77	100	55	71
2. Use library research tools, quote, paraphrase, and cite from both primary and secondary sources to produce a documented essay or project.	79	79	100	58	78
Total number of students tested	405	268	55	36	46

Note that 55 out 119 dual credit students were assessed.

Outcome Two was directly assessed for a total of 405 students representing the entire population of students enrolled in ENGL 1002 except for a few dual credit courses. An internally developed rubric was used to determine if a student met the information literacy outcome thus standardizing the

grading over the entire population. Each student received scores on sources, citations, use of sources, MLA format, and works cited page with the subsections being worth 10 points each for a total of 50% of the paper.

Overall, students scored a 79% with dual credit doing very well at 100%. LSUE face-to-face students and online students scored similarly at 79% and 78% respectfully. LSUA students did not score well at 58%.

Since the overall 79% > the benchmark of 70%, Objective 5.7 is considered to be met.

- EX from DeKerlegand ENGL 1002 Rubric

Improvement Plan/ Changes Made
Despite Objective 5.7 being met the English faculty had concerns about how long it took to score each paper using the rubric. As a result, a new methodology is being developed in fall 2014 to be tested in spring 2015. The spring 2014 rubric, however, represented a significant effort to standardize the assessment of students' information literacy over spring 2013. The English faculty's efforts are appreciated.

The English faculty met on August 22, 2014 to discuss a plan to improve the assessment of outcomes for the general education English courses including information literacy. The meeting minutes were distributed via email and The plan is to develop an internal measure to directly assess the information literacy portion of the ENGL 1002 outcomes.

The instructor for ENGL 1002 at Cenla acknowledged the problem with learning outcomes and mentioned a plan for addressing the shortcomings in her outcome assessment form.

Completed by Paul Fowler on August 24, 2014.

- 8-22-14 email about ENGL SLOs
- English 1002.A2 Student Learning Outcomes Report

Information Literacy - Library (7.2): Faculty awareness of and training in library digital resources based ACRL information literacy standards

Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Library
Participants: Director of the Library (Patout, Gerald)
General Education Objective: Informational Literacy

Objective With Intended Outcomes
Promote "information literacy" via electronic resources use and implementation utilizing library publicity and marketing as well as implementation strategies, like "how-to" workshops for students as well as faculty.

As library digital/online "e-materials" evolve and expand in use, offer new digital library resources training assistance as well materials and handouts related specifically to ACRL information literacy standards for use in the library, specific library assignments, or even various campus classes measuring information literacy student learning outcomes (SLO's).

- FacultyInfoLiteracymarketing2013-14
- GenEdInformationLiteracyLibraryInformationTools2013
- InfoLitDiscoveryServicePromo2013
- LOUISLALincInfoLitIdeas2013-2014
- SpecificlibrarysampleworkACRLInformationLiteracySLO's2013

Assessment/Evaluation/Measures/Strategies
Library instruction programs, resource promotional efforts, in house lectures or specific library technology presentations have been conducted by the LeDoux Library and library staff and each program has drawn participants, responses or an appreciative audience of students and faculty.

In an effort to insure that the library is meeting the information literacy needs of students, after specific library instruction is completed, it is followed by assessment and information is compiled.

A simple three question written session evaluation is used to gather information about the library training session and once compiled, the information is used to change, to improve or to emphasize bibliographic and information literacy instruction as noted in these evaluation forms.

Also, in working with faculty as to student use of materials and new "digital" resources that are remotely accessible and available 24/7 from the library's web page, student learning outcomes will be employed (in library assessment) based on the five ACRL Information Literacy standards that are guidelines for measuring what students should achieve. These information literacy standards and outcomes will be integrated into both classes coming into the library for instruction as well as external classes that use library resources but do not necessarily come to the library for information literacy instruction.

- ACRLInformationLiteracyStandards
- FeedbackInfoLiteracymarketing&promotion2013-14
- LibraryInstructionEvaluation
- Quick Quizzes from biblio 1-3

Assessment/Evaluation Results (Progress Report)
In terms of formal assessment, predicated on budget challenges, the library continues to discuss and experiment with information literacy assessment models, tools as well as informal methods of collecting data to be used in improving the current process. LeDoux Library does participates

in consortium LOUIS / LaLinc Information Literacy discussions. The objective has been met and will continue.

Data from specific library instruction quizzes is being complied, reviewed and analyzed for improvement. The data is being utilized to make improvements in the instruction, the services and the library's resources as well as for planning purposes.

- InfoLitAssessment2013-14
- SAILSstandardizedassessmentofInformationLiteracy
- The LeDoux Library Quick Quiz

Improvement Plan/ Changes Made
By simply and routinely focusing on and emphasizing the five ACRL information literacy competencies as prescribed and within both in-house and faculty information literacy instruction, changes and improvement will accrue.

Data collected from the library quizzes and companion instruction will be reviewed and plugged into making improvements.

A formal library information literacy plan will be put in place to build an improvement and student success specifically related to information literacy.

Natural Sciences

General Education Description
Apply the knowledge of natural science to explore and analyze natural phenomenon.
Start: 11/1/2013
End: 10/31/2014
Progress: Ongoing
Providing Department: Academic Affairs
Responsible Roles:

Related Items

2.4 Biological Science: Competency in Biology
Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Science & Mathematics
Participants: Division Head - Sciences (Hamlin, John)
General Education Objective: Natural Sciences

Objective With Intended Outcomes
Students will successfully complete their general education coursework developing competencies in natural sciences as required by their curriculum.
This objective will be measured by the student learning outcomes in BIOL 1001: General Biology.

Assessment/Evaluation/Measures/Strategies
Direct Assessment:
The outcomes will be directly assessed and analyzed from multiple choice questions designed by the biology faculty. All face to face courses at LSUE taught by LSUE permanent faculty will be analyzed. According to the BIOL 1001 syllabus, the student learning outcomes are:

The student will:

A. Understand terms in the context of a scientific statement.
B. Critically evaluate biological concepts.
C. Integrate biological knowledge with other aspects of common knowledge.

The benchmark established for student competency is 70% which is the lowest C for transfer purposes.

- SYLLABUS BIOL 1001

Assessment/Evaluation Results (Progress Report)
All face to face sections at LSUE were directly assessed using multiple choice questions for BIOL 1001 during the 2013-2014 academic year. Total n=324. For each of the SLO the average scores of students were calculated. For SLO 1 the average was 78.69% (AY12-13 = 79%) of questions were answered correctly. For SLO 2 the average was 71.93% (AY12-13 = 63%). And the average for SLO 3 was 65% (AY12-13 = 62%). This objective is not met.

- BIOL 1001 SLO Data Analysis AY13-14

Improvement Plan/ Changes Made
The results include all LSUE students that took face to face classes with permanent faculty. Obtaining SLO data from adjunct faculty teaching online class was not possible this year, due to lack of training. A greater effort will be made to include all sections next year, regardless of place or delivery method. All SLO benchmarks were increased to 70% this year, causing LSUE to not reach one benchmark. However, the increase in each category is encouraging and indicates that we are making progress towards reaching all benchmarks. We will continue to work on all SLOs, especially SLO 3, which is the only one that fell below 70%.

2.5 Biology: General Education Biology Completion
Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Science & Mathematics
Participants: Division Head - Sciences (Hamlin, John)
General Education Objective: Natural Sciences

Objective With Intended Outcomes
Students enrolled in general biology I and II (BIOL 1001 and BIOL 1002) will receive a passing grade (A, B, or C).

Assessment/Evaluation/Measures/Strategies
Course completion rates will be calculated using grade distribution reports. The Head of the Division of Sciences and Mathematics will obtain data from the grade distribution reports by course in the Enrollment Reports. The percent of total students in BIOL 1001 and BIOL 1002 that pass with a grade of C or better will be analyzed for AY 2013-2014.
Current BIOL 1001 syllabus and the current BIOL 1002 syllabus is attached.
The benchmark of 50% is a historical benchmark that has been maintained for this planning year.

- SYLLABUS_BIOL_1001_AUGUST_2014
- SYLLABUS_BIOL_1002_January__2012

Assessment/Evaluation Results (Progress Report)
Of the 702 students that took BIOL 1001, 403 passed with a grade of C or better (57.5%).
Of the 167 students that took BIOL 1002, 138 passed with a grade of C or better (82.6%). This objective was met.

- AY13-14 BIOL1001 GradeDist
- AY13-14 BIOL1002 GradeDist

Improvement Plan/ Changes Made
No changes are planned at this time.

2.6 Physical Science: Competency in Physical Science

Start: 11/1/2013
End: 10/31/2014
Progress: Completed
Provided By: Science & Mathematics
Participants: Division Head - Sciences (Hamlin, John)
General Education Objective: Natural Sciences

Objective With Intended Outcomes
Students will successfully complete their general education coursework developing competencies in natural sciences as required by their curriculum.
This objective will be measured by the student learning outcomes in PHSC 1001.

Assessment/Evaluation/Measures/Strategies
Direct Assessment:
The outcomes will be directly assessed and analyzed from multiple choice questions designed by the physical science faculty. All face to face courses at LSUE taught by LSUE permanent faculty will be analyzed.
The student, upon successful completion of this course, should be able to:
A. Classify stellar evolutionary stages.
B. Identify Newton's 3 laws of motion.
C. Distinguish between solar system body classifications.
The benchmark established for student competency is 70% which is the lowest C for transfer purposes.

- SYLLABUS PHSC 1001 FA14 -- MLS

Assessment/Evaluation Results (Progress Report)
All face to face sections at LSUE were directly assessed using multiple choice questions for PHSC 1001 during the 2013-2014 academic year (the course was not offered at LSUA or online during AY 2013-2014). Total n=48. For each of the SLO the average scores of students were calculated. For SLO 1 the average was 68.33%of questions were answered correctly. For SLO 2 the average was 65%. And the average for SLO 3 was 79.58%.

This objective was not met.

- PHSC 1001 SLO Data Analysis AY13-14

Improvement Plan/ Changes Made
The results include all LSUE students that took face to face classes with permanent faculty. When this course is offered online SLO from those sections will be included as well. This is the first AY

during which we have reported on PHSC 1001. We will continue to work on all SLOs, especially SLO 1 and SLO2, both of which fell below the 70% benchmark. This information will allow faculty to address shortcomings in the course material delivery.