Louisiana State University Eunice
Office of Institutional Research
Outcomes Assessment Plan

Assessment Year: 2015-2016

August 23, 2017

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 view them.

About this Document

August 23, 2017

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. All links in this document are active; however, the reader must be logged into Compliance Assist in order to view them. The document is divided into a number of sections. They are

- The February 23, 2017 Administrative Council Meeting Minutes indicating the purpose was to review institutional effectiveness summary documents from each planning unit on page 7.
- The transmission of the summaries from the Administrative Council Meeting to the Cabinet for discussion on page 8.
- The planning summaries themselves as transmitted to the Chancellor's Cabinet beginning on page 10.
- The May 9, 2017 Cabinet Meeting Minutes indicating that the planning summaries were used to reaffirm LSU Eunice's institutional mission and goals via meeting Institution Effectiveness Goals on page 31.
- The next section details the Institutional Goals of LSU Eunice and the linkages to each unit goal and unit objective beginning on page 32. This section is meant as a summary for each unit's Goals and Objectives and how they related to each of LSU Eunice's Institutional and Strategic Goals. Specific language on each objective, assessment plan, progress report, and improvement plan are omitted from this section, but are included in the next.
- Each department's Assessment Plan Goals and how they relate to the Institutional Goals are detailed in the next section beginning on page 107. 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 comprises all details of the Assessment Plan Goals and Objectives including whether the Assessment Plan Goal and Objective were met or not, with an improvement plan, if necessary. Note that the each objective is shown first, then how it relates to the departmental goal, and finally how each departmental goal is related to each institutional goal.
- The last section detail the General Education Outcomes and their acceptance by the General Education Committee on February 20, 2017 affirming that LSU Eunice is meeting the General Education Objectives. The meeting minutes are on page 431 while the detailed objectives and related student learning outcomes begin on page 436. In this section, each General Education Objective is 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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I. Administrative Council Meeting Agenda February 23, 2017

None

II. Administrative Council Meeting Minutes February 23, 2017

Administrative Council Meeting
Minutes of February 23, 2017, 3:00 p.m.

The meeting was called to order at 3:00 p.m. by Chancellor Kimberly Russell. The following individuals were present: Jerrett Phillips, Jackie Lachapelle, Lorrie Joubert, Dr. Kimberly Russell, Dr. Carol Ann Tonn, Jeff Willis, Dr. Doug Narby, Dotty McDonald, Dr. Paul Fowler, Dr. Jim Robinson, and Arlene Tucker.

A motion was made by Dr. Doug Narby to approve the minutes of the December 7, 2016 meeting. Dr. Jim Robinson seconded the motion. The motion passed unanimously.

Dr. Russell announced that Stephen Heyward, an employee in the LSU Information Technology Department, will serve as LSUE's Interim Director of IT. He plans to be on the LSUE campus every other week.

Dr. Paul Fowler, Director of Institutional Research, explained that most units wrote a summary from the institutional effectiveness document. Once approved, the summaries are forwarded to the chancellor. The purpose of the process is to demonstrate that "we are meeting our current mission and goals." The following Planning Summaries for 2015-2016 were presented:

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

Meeting adjourned at 4:10 p.m.

Respectfully submitted,
Arlene C. Tucker
Arlene C. Tucker

III. Transmittal of Planning Summaries to 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: February 24, 2017

To: Dr. Kimberly Russell, Chancellor

From: Dr. Paul Fowler, Director of Institutional Effectiveness

Re: 2015-2016 Institutional Effectiveness Summaries

Attached as a PDF you will find the 2015-2016 Institutional Effectiveness Summaries as presented at the February 23, 2017 meeting of the Administrative Council.

The following Divisions/Departments are included:

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

Please note that the following areas did not report because they have been reorganized under enrollment management:

1. Career Services
2. Registrar and Admissions

I ask that you accept these summaries and present them in Cabinet in order to:

1. Document that LSU Eunice is meeting its mission and goals from AY 15-16.
2. Articulate that the old mission statement was out of date and document the need for the new mission statement and a new strategic direction for LSUE.

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 (other than corrections made in the meeting).

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
Mr. Jerrett Phillips, Vice Chancellor for Enrollment Management

IV. Planning Summaries

for the
Administrative Council Meeting
February 23, 2017

The Office of Institutional Effectiveness
Paul R. Fowler, Ph.D., Director

Planning Unit: Academic Affairs

Assessment Year: 2015-2016
Person responsible: Sheila Renee Robichaux

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

Objective 1.2 Students will express satisfaction with academic advising.

The objective was met in AY 2014-15 and in AY 2015-16.

For AY 2015-16, students rated their satisfaction with the effectiveness of academic advising (page 6) at 5.64 with a standard deviation (SD) of 1.26 as compared to the average of 5.47 with a SD of 1.34 for National Community Colleges. Students also rated their advisor to be knowledgeable about program requirements (page 7) at 5.84 with a SD of 1.48 compared to 5.71 with a SD of 1.54 (no statistically significant difference). Academic advisors were rated to be knowledgeable about transfer requirements (page 7) of their schools at 5.74 with SD of 1.48 compared to the national average of 5.40 with SD of 1.61 which is statistically different at the .001 level. Advisors were found to help students apply their program (page 8) of study to career goals at 5.70 with SD 1.58 compared to 5.47 with SD of 1.65 which is statistically significant at the .01 level. Advisors were also found to be available when students needed help (page 8) and rated 5.62 with SD of 0.55 compared to the national average of 5.51 with SD of 1.58 which was not statistically significant.

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

Objective 1.1 Faculty will be satisfied with the academic advising process.
The objective was not met in AY 2014-15. Improvements and training was documented in AY 2014-15 planning documents. The objective was not met in AY 2015-16.

For AY 2015-16, the score was 3.6 out of 5 with a standard deviation of 1. This, however, is a slight improvement over the rating last year which was 3.4 out of 5 with a standard deviation of 1.03 (34% response rate). The response rate continues to be a problem with only 19/63 (30%) faculty members responding to the survey.

The former plan of moving to FlightPath has been abandoned for several reasons including the loss of IT staff and the implementation of Workday. LSUE consulted LSU Baton Rouge to determine what software is being used on the main campus for the purpose of degree auditing and see if it would be feasible for our campus to use the same since we are one LSU. However, they are using a customized version that was designed in-house. Based on the information received, it is possible that we will move toward using the student module of Workday since the financial and HRS modules are already in use by the LSU campuses.

Planning Unit: Continuing Education

Assessment Year: 2015-2016
Person responsible: L. Patton Griffith

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

Objective 3.1: The Continuing Education staff will request all participants to complete a post-event evaluative survey at the end of each course/program/event.

Strategy: The staff will maintain copies of completed surveys maintained in either hard or electronic files within the Office for all community service programs and non-credit courses.

Progress: Tabulated summaries are here attached showing over 90% of respondents were either satisfied or highly satisfied, and files are available for viewing and inspection in the Continuing Education Office. Objective met.

Improvement: The following question will now be used as the sole measurement:

Based on your learning experience in this course or program, how likely are you to attend another course or program through LSU Eunice Continuing Education?

___ Very likely ___ Somewhat likely ___ Not sure ___ Somewhat unlikely ___ Very unlikely

Objective 2.2: 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.

Strategy: Print-out of class schedule each semester after 14th class day showing course offerings and enrollment in sections offered to third-party constituents.

Progress: Enrollments at the LSU Alexandria campus through the LSUE/LSUA Collaborative declined. High school student enrollment in dual credit courses declined as funding from the State was reduced by the Dept. of Education through the Supplemental Course Academy allocations. Objective met.

Improvement: We will continue to grow our course offerings at our offsite locations. Funding by the state via SCA remains in flux from year to year.

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

All objectives within our control were met.

Planning Unit: Developmental Education

Assessment Year: 2015-2016
Person responsible: Paul Fowler

1. List one or two of your most significant goals/objectives that were met.
Developmental Education Objective 1.2: Developmental education students will successfully complete their developmental coursework gaining competencies in computational and elementary algebra skills (MATH 0001) necessary to begin MATH 0002. The student learning outcomes in MATH 0001 are: The student, upon successful completion of this course, will:
1.1.1 Manipulate the order of operations on the real numbers.
1.1.2 Perform basic algebraic operations with expressions and linear equations.
1.1.3 Analyze and compute measurements for different geometric figures.
Benchmark and Method: All (i.e. no sampling) Students are assessed through the embedded questions on the final exams. Benchmark is 70%
Progress: (objective met)

Table 1. MATH 0001 SLO Results AY 2015-2016 Aligned to QEP.

MATH 0001 SLO Description	Overall	Modular	LSUE	Dual Credit	LSUA	Online	Accelerated
Overall	74	74	75		75	70	
1.1.1. Manipulate order of operations with real numbers	80	82	79		81	71	
1.1.2. Perform basic algebraic operations with expressions and linear equations	74	73	72	None	79	69	No Data
1.1.3. Geometry	67	62	72		69	71	
Total number of students tested	428	205	114		73	32	4
Total number of sections for AY	30	13	8		6	2	1

Improvement Plan: No improvement plan needed (Accelerated not assessed n = 4)

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.
Developmental Education Objective 1.3: Developmental education students 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. Upon successful completion of this course, the student, will:
1.1.4 Perform basic algebraic operations.
1.1.5 Perform basic operations involving the rectangular coordinate system.
Benchmark and Method: Items were assessed on a multiple choice/free response final exam with embedded SLOs. Benchmark is 70%
Progress: (objective not met)

Table 1. MATH 0002 SLO Results by Site AY 15-16

MATH 0002 SLO Description	Overall	Modular	LSUE	Dual Credit	LSUA	Online
Overall	69	65	69	90	70	78
1.1.4. Perform basic algebraic operations	69	65	69	92	70	78
1.1.5. Perform operations with the rectangular coordinate system	69	65	70	78	71	80
Total number of students tested	349	172	75	7	60	35
Total number of sections in AY	27	13	6	2	4	2
Dual Credit shown are modular from spring 2016. A total of 28 dual credit in three sections from fall 2015 gave an incorrect version of the final exam. As a result, the three sections were removed from the data.						

Improvement Plan: Reformat some questions, spend additional instructional time on material as required, and clarify some questions (some were poorly written).

Planning Unit: Grants and Development; Perkins Compliance

Assessment Year: 2015-2016
Person responsible: Paul Fowler, Janice Nix-Victorian

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 1.3: The Carl Perkins Basic and Carryover grants will provide support to enhance three to four Career and Technical Education programs annually.

Benchmark and Assessment: 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.

Progress: For AY 2015-2016, the Carl Perkins Basic grant was awarded and was allocated to support the Nursing and Allied Health Sciences. A portion was allocated to Career Services and promoting CTE in the service area for career fairs, professional development, placement for CTE students. The carryover grant served as an extension for enhancing and meeting the goals of the LAP for CTE programs. All reports were filed in a timely manner and keep on file in the accounting office on campus in the science building room 138. Objective met.

Improvement: To improve grant administration LCTCS has plans to move to an electronic grant portal for 2016-2017 Letter of Application.

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

Planning Unit: Health Sciences and Business Technology

Assessment Year: 2015-2016
Person responsible: Dotty McDonald

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: According to the Radiologic Technology Accrediting Agency, the credentialing examination pass rate is defined as the number of graduates who pass, on the first attempt within six months of graduation, the credentialing examination or an unrestricted state licensing examination compared with the number of graduates who took the examination, during the five-year reporting period. The program must document a minimum five-year average of 75% on first attempt.

Assessment: The Five-Year Period Being Reported is 2012-2016

Exam Year	# of Students that Took the Exam	# of Students that Passed the Exam on the 1st Attempt
2012	15	15 (100%)
2013	18	17 (94%)
2014	20	20 (100%)
2015	19	18 (95%)
2016	19	17 (89%)
Total	91	87 (96%)

Action: Faculty will continue to review and adjust the existing curricular topics based on National credentialing exam plan.

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

Objective: 65% of the students admitted to the nursing program will graduate within six semesters. Benchmark changed from 75% to 65% for the 2014 - 2016 cohort. Historically, benchmark was determined by the Program Director and faculty based on criteria mandated by ACEN. Benchmark changed to 65% based on recommendation from ACEN.

Assessment: CLASS OF 2013-2015 Total Class Attrition% = 48% and Total Class Retention % = 52% Action pursued: The new Nursing Program Director will attend lecture courses to ensure that lecture content is comprehensive and reflects course content and testing. In addition, the Director will visit all clinical facilities to ensure students are receiving appropriate level of clinical experience. Monitoring pre-nursing students closely and, if needed, scheduling students in UNIV1005 (this course teaches time management and study skills) and/or UNIV0008 (enhance reading skills and comprehension will also take place. More nursing faculty are being trained to do academic advising.

Improvement: Have faculty monitor potential weak students and begin remediation as soon as possible.

Planning Unit: Liberal Arts

Assessment Year: 2015-2016
Person responsible: Paul Fowler and Doug Narby

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

GE Objective 5.8: Students will successfully complete their general education coursework developing competencies in art as required by their curriculum. In this case, students have elected to take the Music Appreciation Course (MUS 1751). This general education outcome is supported by the SLOs in the MUS 1751 course. Upon successful completion of this course, the student will:
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

Assessed through multiple choice final examination with embedded SLO questions. Benchmark is 70%

Table 1. MUS 1751 SLO Results by Site AY 2015-2016

AY 15-16 MUS 1751 SLO Description by Site	Overall	LSUE	Dual Credit	LSUA	Online	Accelerated
Overall	92	89	none	not assessed	93	none
1. Develop a fundamental music vocabulary	91	91			91	
2. Recognize the effect of music on society and history	94	91			95	
3. Identify general characteristics of the major music style periods	93	85			95	
Total number of sections	7	3			4	
Total number of students tested	208	49			159	

Note that there were 54 students enrolled in four sections of MUS 1751 at the LSUA site on the 14th day of the semesters (2 fall and 2 spring). They were not assessed and the instructor is no longer employeed by LSU Eunice.

Since the overall SLO observed value is 92% > the benchmark of 70%, the objective is met.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.
Honors – limited data
Fire and Emergency Services – limited data.
Spanish – limited data
French – limited data
Some faculty would not return emails verifying data.

Planning Unit: LSU Police (formerly Campus Security)

Assessment Year: 2015-2016
Person responsible: J. Cory Lalonde, Director of Police

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.
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.

Objective updated to (in order to be measurable): The campus community will be satisfied with campus security. Objective was updated to be measurable through existing tools.

Strategy:
The Noel Levitz Student Satisfaction Survey results questions 4 and 13 will be used. Both of these items will be compared to the national average of the current year of the survey to be used as a preliminary benchmark.

The staff survey and faculty survey results will also be used. Since this is the first year that these surveys will be used, a preliminary benchmark will be set for 2015-2016 using the 2014-2015 survey results.

Progress Report
The Noel Levitz Student Satisfaction Survey results showed the following satisfaction ratings:

- Overall Safety and Security received a rating 5.75 local > 5.50 nationally
- Security staff responds quickly to calls for assistance: 5.62 local > 5.45 nationally
- The campus is safe and secure for all students: 6.08 local > 6.02 nationally.

The staff and faculty survey results for Spring of 2016 indicated that when asked if security was adequate, that staff responded with a 3.8 average which was up from 3.2 previously and faculty responded with a 4.1 average which was up from 3.8 previously.

Objective met.

Note that the Chief of Police at LSU will be contacted for his input when updating goals and objectives for AY 2016-2017.

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

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.

This objective has been delayed until other officers are hired.

Planning Unit: LeDoux Library

Assessment Year: 2015-2016
Person responsible: Gerald F. Patout

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.

The major technical instrument for library operations and processes has become LOUIS, consequently, insuring library access, information and content delivery and the necessary technical expertise is predicated on LOUIS membership and funding the membership.

Going forward, LOUIS has now been moved under the Board of Regents control, like other grant projects like LONI and LUMCON. Also, consortium membership fees remain a function of all higher education entities participating in the partnership and being able to pay the membership fee in a timely manner and as prescribed. In recent years, the Board of Regents has also budgeted funds to offset the costs of the membership fees and hopefully, this funding will continue.

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

The most significant goal not met remains permanent, professional library staffing, particularly a systems librarian.

Based on library trends as well as student usage patterns, delivering digital content and providing 24/7 remote access to library resources remains a library priority. Recent and upcoming staff changes of veteran staffers coupled now with adding evening hours will only elucidate the overall library staffing circumstance in a more profound and specific way. Of note, to optimally utilize LOUIS membership, consortium technical expertise and the plethora of evolving and changing content offerings from a myriad of different vendors will require permanent, professional library staffing that have expertise and training to implement new instructional strategies and library initiatives. Meeting this goal will keep the library properly functioning, embracing technological changes and the institution competitive in the higher education marketplace.

Planning Unit: Quality Enhancement Plan

Assessment Year: 2015-2016
Person responsible: Jamie Thibodeaux, John Hamlin, and Paul Fowler

1. List one or two of your most significant goals/objectives that were met.
QEP Objective 3.2: The QEP will increase student retention and completion in the developmental and general education mathematics sequence.
Benchmark: For all students enrolling in MATH 0001 (with first time freshmen and continuing students with repetition) from AY 2007-2008 through 2011-2012.

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

Method: Embedded SLO questions on the final exams in both cases

Table 2. AY 13-14 to 14-15 MATH 0001 success and time to completion broken out by method (includes all students with repetition).

MATH 0001 Type	Total Register for MATH 0001	Total Complete MATH 0001	Total Complete MATH 0002	Total Complete GEN ED MATH	Average of Number Semesters Math 0001	Average of Number Semesters MATH 0002	Average of Number Semesters Gen Ed MATH	Percent Complete MATH 0001	Percent Complete MATH 0002	Percent Complete Gen Ed
Face-to-face	744	531	325	184	1.178	1.198	1.279	71.371	43.683	24.731
Modular	294	243	147	80	0.953	1.024	1.241	82.653	50.000	27.211
Total	1038	774	472	264	1.107	1.144	1.267	74.566	45.472	25.434

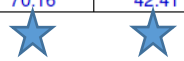
For all students enrolling in MATH 0002 (with first time freshmen)

- 66% complete MATH 0002.
- 35% complete the first general education mathematics.

Progress: (Objective met)

Table 3. AY 13-14 to 15-16 MATH 0002 success and time to completion by method (includes FF Only).

Row Labels	Total Register for MATH 0002	Total Complete MATH 0002	Total Complete Gen Ed Math	Average of Number Semesters Math 0002	Average of Number Semesters Gen Ed Math	Percent Complete MATH 0002	Percent Complete Gen Ed Math
Face-to-face	162	109	68	1.220	1.162	67.28	41.98
Modular	29	25	13	1.080	1.308	86.21	44.83
Total	191	134	81	1.194	1.185	70.16	42.41



Improvement Plan: Continue to monitor

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.
QEP Objective 2.2: The QEP seeks to increase student mathematics scores on the Collegiate Assessment of Academic Proficiency (CAAP).
Benchmark: Modular student were expected to score higher than face-to-face students.
Method: Use ACT's CAAP Mathematics results
Progress: (not met)

Table 1. Statistical Results for the CAAP Linkage Report AY 2015-2016 based on the Method of Instruction for MATH 0002.

Method	n	Mean	Median	s.d.
National (from ACT)	4875	56.9	--	3.5
DE Face-to-Face	57	55.7	56	2.39
DE Modular	48	55.5	56	2.67
None (Direct Entry)	156	57.9	58	2.33
Overall	261	57.0	57	2.41

Improvement Plan: Continue to monitor due to low n (57 for F-F and 48 for modular DE students)

Planning Unit: Sciences and Mathematics

Assessment Year: 2015-2016
Person responsible: John Hamlin, Ph.D.

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.

For the fifth year in a row all divisional graduates that took the CAAP exam in critical thinking and science scored at or above the national average for their peers.

Competency in Biology was demonstrated by SLO data from BIOL1001. This was an improvement from last years failed objective.

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

The effort to establish a successful Chemical Technician program has not yet produced any graduates. We plan to increase program awareness and advertising and to try to actively recruit students for this program at regional student expos.

Planning Unit: Student Support Services

Assessment Year: 2015-2016
Person responsible: Janice Nix Victorian, Ph.D.

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.

No report

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

Planning Unit: AA/EEO/Title IX

Assessment Year: 2015-2016
Person responsible: Robin Hedge/Jake Kora

1. List one or two of your most significant goals/objectives that were met.
The most important goal of the Title IX & EEO/AA Office is actually an ongoing goal.
Objective 2.3: Title IX Response to Complaints and Prevention
The objective is crucial to the safety of our campus community. The objective that the Title IX & EEO/AA Office is constantly trying to achieve is to improve the availability and quality of response support for complainants and respondents. Empower victims, inform/reprimand respondents, and eliminate the stigma of reporting.
Evaluation Results
An anonymous online reporting and tracking system have been implemented in efforts to reduce the stigma associated with reporting incidents. In addition, forms that are used to insure appropriate response to complaints include a timeline, initial complaint questions, investigation protocol checklist, formal report for counsel, including information on community resources, and Title IX procedure for all parties. LSUE expects to have part time counselors on campus by the end of the 2016 calendar year.

Improvement Plan
The Title IX Coordinator will track the workload by monitoring the number of reported violations and the type of violation and consult with the Chief Title IX Coordinator, Jennie Stewart, when needed to be sure each case receives proper attention, equal and fair treatment and adequate resolution.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.
The first goal that was not met was the creating of an MOU between LSUE and the local law enforcement agencies. LSUE will need to establish a written Memorandum of Understanding with Eunice Police department, Acadia Parish Sherriff's Office and St. Landry Parish Sherriff's Office. As of now, the Title IX Office and LSU PD have established a working relationship with Eunice PD. Eunice PD has been a valuable asset when conducting investigations that were within the boundaries of criminal behavior. Jennie Stewart has provided LSUE with LSU-BR's MOU, and this will be used as a template. It will need to be analyzed by Jennie Stewart, LSU BR Title IX Coordinator & General Council Member before it is published with the local law enforcement agencies.

The second goal that was not met was the formation of the campus task force. The task force will be comprised of faculty, staff, and students. Preferably these people would be from student life, student government, possibly a Campus Security Authority person, as well as a confidential advisor.

The task force would be charged with and empowered to review our current policies, practices, and procedures as they relate to Title IX and to provide recommendations to the President that reflect campus needs and are informed by nationally-recognized benchmarked practices.

The newly appointed Title IX Coordinator will need to appoint this task force and move forward with the review of these topics in order to have a report that will be submitted to LSU-BR in the summer of 2017.

Planning Unit: Athletics

Assessment Year: 2015 - 2016
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, and men's baseball) will attain an overall 2.8 Team GPA.

The Women's Softball Team and Men's Baseball Team both attained the goal of an overall team 2.80 GPA: Softball achieved a 3.27 GPA and Baseball achieved a 3.18 GPA. The Women's Softball Team and Men's Baseball Team achieved the National Junior College Association (NJCAA) Academic Team of the Year Award.

The Women's Basketball Team did not meet the goal of an overall team 2.80 GPA: Women's Basketball achieved a 2.68 GPA.

Although the overall GPA of the Athletic Department was met (3.12), the Women's Basketball Program did not meet the objective (2.68 < 2.80)

As a result, Objective 1.1 was tentatively met.

Action Taken: The Women's Basketball Team will have more of a focus on Group and Individual Study Halls.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.
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 58-8 record and an 87.9% winning percentage while winning the Program's 4th National Championship. Objective was met.

The Baseball Program finished with a 51-6 record and an 89.5% winning percentage while participating in the NJCAA Region 23 Tournament. Objective was met.

The Women's Basketball Program finished with a 9-19 record and a 32.1% winning percentage which was a 7.1% better winning percentage than the previous season. Objective was not met.

The overall record of the Athletic Department was 118-33 for a 78.1% winning percentage. The Softball Program's National Championship makes for a total of 9 National Championships (5 – Baseball, 4 – Softball) in the last eleven years. Although the overall record winning percentage objective was reached, the Women's Basketball Program failed to reach the objective.

Action Taken: No changes recommended for Baseball and Softball. Due to the Women's Basketball Coaching Staff having the new freedom to allocate their scholarship funds with Room and Board Scholarships, recruiting should improve for the incoming team.

Planning Unit: Business Affairs

Assessment Year: 2015-2016
Person Responsible: Arlene Tucker

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 1: To operate 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 4.2. The Faculty Survey was administered during the Spring 2016 semester. Nineteen of the 63 faculty rated their satisfaction with the bookstore at 4.1 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 2016 semester to students enrolled in math or English courses. Benchmark is somewhat satisfied (5.0) or higher. Students' satisfaction with the bookstore was 6.11 on a 7.0 point scale. The bookstore ranked 4th out of 50 items surveyed for satisfaction. Objective was met.

Action Taken: No action required.

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 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.

Objective 1: Faculty will rate their satisfaction with the Business Office, which includes the Office of Purchasing, as agreeable or higher on the Faculty Survey. Benchmark is agreeable (4.0) or higher. The Faculty Survey was administered during the Spring 2016 semester. Objective for FY 2014-15 was not met. Last year, faculty rated their satisfaction with the Business Office/ Purchasing at 3.6. For FY 2015-16, 19 of the 63 faculty 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 1403 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. The purchasing module in Workday went live July 1, 2016. Workday training was provided for departments. Objective was not met.

Action Taken: Additional training of the purchasing module in Workday will be provided.

Objective 2: There will be no findings by auditors on purchasing services and/or procedures. Objective for 2014-15 was met. LaCarte training was conducted. The Purchasing Office conducted on-campus audits of purchases made with the LaCarte procurement card. LSU Internal Auditors conducted a Financial Controls Review and had several findings and recommendations for purchasing. Louisiana Legislative Auditors evaluated controls that LSUE uses to ensure accurate financial reporting, compliance with applicable laws and regulations, and overall accountability over public funds. Purchasing was included in the procedural audit but had no findings. Objective was not met.

Action Taken: Based on the internal auditors' recommendations, purchasing procedures were revised and implemented. A follow-up audit by internal auditors will approve of the purchasing procedures implemented.

Planning Unit: Information Technology

Assessment Year: 2015-2016
Person responsible: Paul Fowler

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 3.1: Maintain "Satisfied" rating with adequate and accessible computer lab equipment on the Noel-Levitz Student Opinion Survey.

Benchmark: A mean score higher than the national mean score on adequate and accessible computer labs is considered success. The Noel Levitz Student Satisfaction Assessment is given to students in ENGL 1002 and MATH 1021 courses each spring semester.

Progress Report: For AY 2015-2016, 361 took the Noel Levitz survey with mean satisfaction = 6.23 and s.d. = 1.17. The national mean = 5.94 with s.d. = 1.33. Since observed LSUE mean = 6.23 > national mean = 5.94, the objective is met.

Improvement: When hired, the new Director of Information Technology will decide if using the national average is appropriate.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.
Objective 2.1: Staff will agree that lab and office computer equipment will meet their needs.

Benchmark: A score of 3.80 on the 2016 Annual Staff Survey will indicate success. The benchmark of 3.80 is the average from last year.

Progress Report: For AY 2015-2016, 43 (54%) responses were obtained on the staff survey from the 79 staff members. Overall score was a 3.7. Since 3.7 < 3.8, the objective was not met for AY 2015-2016.

Improvement: The new Director of IT will need to decide if the benchmark is set too high or if there is a problem with meeting staff needs.

Planning Unit: Institutional Development

Assessment Year: 2015-2016
Person responsible: ----

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.
No report

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.
The Director of Development retired in spring 2016.

This area is under reorganization.

Planning Unit: Institutional Research

Assessment Year: 2015-2016
Person responsible: Paul Fowler

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.
IR Objective 2.1: Post semester enrollment data to internal and external agencies by the mandated deadlines.

Benchmark: Scheduled tasks listing for IR will show when the reports were published/released.

Progress: for AY 2015-2016, personnel in OIT sent the Director of IE an email noting that the regular semester data was posted on time; however, the intersessions were late. As a result, the objective was tentatively met.

Improvement: It is important to note that three IT staff members left LSUE at almost the same time in summer 2016. Searches are currently underway to fill all three positions which should help with minimize any delays in posting data.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.
IR Objective 2.2: 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.

Benchmark: This objective was benchmarked using reports from the Helpdesk software and is based on the average time open of the 15 longest service request categories averaged from AY 2011-2012 through AY 2014-2015. An average time of 30.07 or less hours would be success.

Progress: The time to complete Service Requests increased to 46 hours. Since the observed 46 hours > 30 hours benchmarked from the last three years, Objective 2.2 is not met.

Improvement: It is important to note that three IT staff members left LSUE at almost the same time in summer 2016. Searches are currently underway to fill all three positions which should help with minimize any delays in posting data.

Planning Unit: Institutional Effectiveness

Assessment Year: 2015-2016
Person responsible: Paul Fowler

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

Objective 3.1: 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. This includes the posting of Institutional Obligations for Public Disclosure.

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. Institutional Obligations for Public Disclosure will be posted prior to the end of Spring semester each year.

Report: Number of changes with reorganization, addition of off-campus sites at LSUA and LSU Lab School, and a number vacancies in administration led to some data not being collected. This led to the Director of IE writing most standards. In addition, some data was not collected which lead issues with the SACSCOC visit in March. Institutional disclosure was posted on the website on August 10, 2016. Tentatively met.

Improvement Plan: Collect and report data in a timely fashion noting that deadlines need to be met.

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

Objective 3.2: The Director of IE will file a report on the goals and objectives contained in the QEP Document prior to October 1 of each year.

Strategy: Specific measurement tools are located in the QEP document and repeated in the QEP Outcome Report for convenience.

Progress: Separate report not written this year. Data for the QEP was gathered and written for institutional effectiveness reports in Compliance Assist. Objective was tentatively met given the data in Compliance Assist.

Improvement: Will attempt to write separate report for AY 16-17.

Planning Unit: Public Affairs

Assessment Year: 2015-2016
Person Responsible: Van Reed

1. Program Function: Visibility: Objective 1: To increase visibility and name recognition of LSU Eunice through positive coverage in local and regional media.

Action taken: For AY 2015-2016 the objective was met. A mix of 15- and 30-second television and social media spots were released in the fall of 2015 spotlighting successful alumni. These spots aired mainly on 2 networks and were targeted toward sweeps weeks on television when new shows are released. A round of targeted advertising on Pandora streaming radio was also released around the same time.

Rules for the front page content of the university website were established using the main page more for marketing and recruiting purposes rather than news. The rules took effect during the roll out of the new site in December of 2015.

This objective will be **closed** after this year due to newly established goals set forth by LSUE's new Chancellor.

2. Program Function: Visibility: Objective 2: All internal and external communication and marketing collateral maintain a consistent image.

Action taken: For AY 2015-2016 the objective was met. During year monitoring of the logo usage continued. A webpage was setup with links to the university colors and logo usage policy. The links to these pages can be found under the Faculty Staff page of the LSUE website. Any vendor using the logo is encouraged to sign up with Learfield Licensing. LSU Trademark and Branding Office encourages LSUE to use only licensed vendors to guarantee proper usage of the logo.

This objective will be **closed** after this year due to newly established goals set forth by LSUE's new Chancellor.

Planning Unit: Student Affairs & Enrollment Services

Assessment Year: 2015-2016
Person responsible: Jerrett Phillips

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

Objective: Maintain or increase the number of non-white students enrolled.

In AY 2015-16, the Race/Ethnicity distribution for the Fall 2016 semester was:

- American Indian/Alaskan – 15 (0.52%)
- Asian – 20 (0.69%)
- Black/African American – 737 (25.36%)
- Hawaiian/Pacific Islander – 1 (0.03%)
- Hispanic – 47 (1.62%)
- Nonresident Alien – 10 (0.34%)
- Race/Ethnicity Unknown – 41 (1.41%)
- Two or More Races – 55 (1.89%)
- White – 1980 (68.13%)

Result: Based on the data, the non-white student population represented 32% of the total enrollment at the census date [September 9, 2016] of the Fall 2016 semester and met the objective for AY 2015-16 since the observed 32% > five year historical average of 31%.

Improvement: none

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

Objective: Student Development will satisfactorily utilize Orientation to provide parents/spouses of incoming freshmen an opportunity to learn about services available at LSU Eunice.
Because of a change in the orientation format, the Parent Orientations were eliminated.

Result: Objective was not met.

Improvement Plan:

In AY 2016-17, the Division of Enrollment Management plans to incorporate a Parent Orientation program as part of the orientation/registration process. More details will be outlined in the Strategic Enrollment Plan that will be developed in AY 2016-17.

Director of IE's Note: No separate report for Career Services, Registrar's Office, or Admissions since they are now under Enrollment Management.

V. Cabinet's Meeting Minutes May 9, 2017

MINUTES
CHANCELLOR'S CABINET MEETING
MAY 9, 2017

The Chancellor's Cabinet met at 9:00 a.m. on May 9, 2017. Present were: Dr. Kimberly Russell, Ms. Arlene Tucker, Dr. Renee Robichaux, and Mr. Jerrett Phillips. Linda Thomas recorded the minutes.

Dr. Russell—

- The search committee has narrowed the number of applicants for Dean of Student Affairs position down to eight candidates. Skype interviews will be held next week.
- Degree audit timeline is needed regarding discussion on training, advising, etc.
- Received St. Landry Parish agreements for student for the LSUE Academy. Sondra has about 60 applications for the fall semester.
- Radiologic Technology Pinning Ceremony is Wednesday, May 10, 2017.
- Senate Education Committee Dinner is next Tuesday, May 16, 2017 in Baton Rouge.

Dr. Robichaux—

- Meeting with the future Academic Super Center staff on Thursday for best fit of location.
- Library Staff meeting is Thursday. Will open the Search for Library Director again.
- Liberal Arts telephone interviews will be Thursday. Fourteen to fifteen more applications were received.
- A grade appeal is coming from Nursing.
- Cabinet accepted the Institutional Effectiveness Summaries which had been distributed for review prior to the meeting. Based on the Institutional Effectiveness Summaries, LSU Eunice is meeting its strategic goals and mission.

Mr. Phillips—

- YTD, May 7, applications for fall is flat, and summer applications are up.
- Continuing students registered for this fall is 966 compared to 906 last fall.
- 648 students in the pipeline applied but had not paid fees yet.
- Mailers were sent to home addresses of students.
- Orientation is May 17th. Chartwell's contract will not be signed until May 17th. May have to serve pizza, etc.
- Resigning from LSUE but will work through June 15, 2017. Will work through getting the search on the way.

Ms. Tucker—

- We're transitioning from CLV to LSUE running housing.
- Director for Bengal Village position has been accepted by Stephen Howard. He will begin on May 29th.
- Contract was signed with StaRez for Bengal Village.
- Several Title IX cases are ongoing.
- Michael Broussard and his crew are moving Campus Security to the MX Building.
- Renovations to the Financial Aid area are being done.
- Internal Auditors are coming for risk assessment meeting.

VI. Assessment Plan Goals and Objectives by Institutional and Strategic Goal

1. Students complete associate degree or certificate programs prepared to enter the work force.

Related Items

1 15-16 Developmental Coursework: 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
Progress: Completed

1.1 15-16 Developmental English (ENGL 0001)
Progress: Completed
1.2 15-16 Developmental Math (MATH 0001)
Progress: Completed
1.3 15-16 Developmental Math (MATH 0002)
Progress: Completed
1.4 15-16 Developmental Orientation to University Studies (UNIV 1005)
Progress: Completed
1.5 15-16 Developmental College Reading (UNIV 0008)
Progress: Completed

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

1.1 Data-Course Evaluation
Progress: Completed

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

1.1 Visibility-Name Recognition
Progress: Completed
1.2 Visibility - Focus Groups
Progress: Canceled

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
Progress: Completed

1.1 Grant Training
Progress: Delayed
1.2 Grant Submissions
Progress: Delayed
1.3 Perkins CTE Grant
Progress: Completed

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

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

1 Maintain an effective Associate of Science Louisiana Transfer Program
Provided By: AS/LT
Progress: Completed

1.1 Associate of Science Louisiana Transfer
Progress: Completed

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

1.1 DMS Professional Competency
Progress: Delayed

1.2 DMS Retention
Progress: Delayed
1.3 DMS Employment
Progress: Delayed

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

1.1 Emergency Response Training
Progress: Delayed

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

1.1 Career Decision Making and Experiential Education
Progress: Completed

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

1.1 Increase achievement of SLOs in MATH 0001 and MATH 0002
Progress: Completed
1.2 Increase the Cognitive Ability of Students in MATH 0001 and MATH 0002
Progress: Completed
1.3 Increase Mathematics Scores on the CAAP
Progress: Canceled

2 Ensure compliance with State and Federal laws and University policies related to Title IX in relation to campus climate, response, prevention and accountability.
Provided By: Affirmative Action/Equal Employment Opportunity
Progress: Completed

2.1 Title IX Campus Climate
Progress: Completed

2.2 Title IX Prevention Efforts
Progress: Completed
2.3 Title IX Response to Complaints
Progress: Completed
2.4 Campus Accountability and Advocacy
Progress: Completed

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

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
Progress: Completed

Reference to Gen Ed See general education
Progress: Completed

2 Improve the efficiency of degree checkouts.
Provided By: Registrar / Admissions
Progress: Completed

2.1 Degree Checkout Returns
Progress: Completed

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

2.1 Grant Guidelines
Progress: Completed
2.2 Adherence to Grant Guidelines
Progress: Completed

2 Maintain an effective Associate of Arts, Louisiana Transfer Program
Provided By: AA/LT

Progress: Delayed

2.1 Maintain an effective Associate of Arts, Louisiana Transfer program
Progress: Delayed

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

2.1 Criminal Justice Professional Competency
Progress: Completed
2.2 CJ Placement
Progress: Completed
4.6 Maintain Fall to Fall retention of all students declaring their chosen major as Criminal Justice.
Progress: Completed

2 Maintain an effective nursing program
Provided By: Nursing
Progress: Completed

2.1 Nursing Professional Competency
Progress: Completed
2.2 Nursing Retention
Progress: Completed
2.3 Nursing Employment
Progress: Completed

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

2.1 Patrol
Progress: Completed
2.2 Parking
Progress: Completed

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

Progress: Completed

2.1 Job Search-Resume Approval
Progress: Completed
2.2 Job Search - Resume Writing
Progress: Completed

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
Progress: Completed

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

2.1 Articulation Agreements
Progress: Completed

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

3.1 IE-SACSCOC Compliance
Progress: Completed
3.2 IE-QEP Outcomes
Progress: Completed

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
Progress: Completed

3.1 Program Completion
Progress: Completed
3.2 Fall to Spring Retention
Progress: Completed

3.3 Fall to Fall Retention
Progress: Completed

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

3.1 Radiologic Technology Professional Competency
Progress: Completed
3.2 Radiologic Technology Retention
Progress: Completed
3.3 Radiologic Technology Employment
Progress: Completed

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

3.1 Employment Services-Renamed Graduates' Utilization of CCN
Progress: Completed
3.2 Employment Services - Placement
Progress: Completed

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
Progress: Completed

3.1 Professional Development
Progress: Completed
3.2 Increase Retention and Completion of Developmental and General Education Mathematics
Progress: Completed
3.3 Reduce the Amount of Time in Developmental Mathematics
Progress: Completed

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

4.1 Instructional Program Satisfaction
Progress: Completed

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

4.1 Respiratory Care Professional Competency
Progress: Completed
4.2 Respiratory Care Retention
Progress: Completed
4.3 Respiratory Care Employment
Progress: Completed

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

4.0 Retention- Aggregated Liberal Arts Majors
Progress: Completed

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

4.2 One Year Retention
Progress: Completed

5 Communication, Humanities, Social Sciences, and Art (see General Education)
Provided By: Liberal Arts
Progress: Completed

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

5.1 Fire and Emergency Services - Professional Competency
Progress: Completed

5.2 Fire and Emergency Services Employment
Progress: Completed

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

5.1 Fire and Emergency Services - Professional Competency
Progress: Canceled
5.2 Fire and Emergency Services Employment
Progress: Canceled

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

6.1 CIT Professional Competency
Progress: Completed
6.4 CIT Placement
Progress: Completed

7 Maintain an effective management program
Provided By: Management
Progress: Completed

7.1 Management Professional Competency
Progress: Completed
7.4 MGMT Placement
Progress: Completed

8 15-16 Maintain an effective CTS, Chemical Technician Program
Provided By: Science & Mathematics
Progress: Completed

8.1 15-16 CTS, Chemical Technician
Progress: Completed

9 General Education Competency in the Social Sciences

Provided By: Health Sciences & Business Technology
Progress: Canceled

2. Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.

Related Items

1 15-16 Developmental Coursework: 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
Progress: Completed

- **1.1 15-16 Developmental English (ENGL 0001)**
  Progress: Completed
- **1.2 15-16 Developmental Math (MATH 0001)**
  Progress: Completed
- **1.3 15-16 Developmental Math (MATH 0002)**
  Progress: Completed
- **1.4 15-16 Developmental Orientation to University Studies (UNIV 1005)**
  Progress: Completed
- **1.5 15-16 Developmental College Reading (UNIV 0008)**
  Progress: Completed

1 Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.
Provided By: Affirmative Action/Equal Employment Opportunity
Progress: Completed

- **1.1 Completion and Approval of Annual Affirmative Action Plan**
  Progress: Completed
- **1.2 Annually Provide Training on AA/EEO topics to faculty & staff**
  Progress: Completed
- **1.3 Assess Campus Climate**
  Progress: Completed

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

1.1 Visibility-Name Recognition
Progress: Completed
1.2 Visibility - Focus Groups
Progress: Canceled

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
Progress: Completed

1.1 Grant Training
Progress: Delayed
1.2 Grant Submissions
Progress: Delayed
1.3 Perkins CTE Grant
Progress: Completed

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

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

1 Maintain an effective Associate of Science Louisiana Transfer Program
Provided By: AS/LT
Progress: Completed

1.1 Associate of Science Louisiana Transfer

Progress: Completed

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

1.1 DMS Professional Competency
Progress: Delayed
1.2 DMS Retention
Progress: Delayed
1.3 DMS Employment
Progress: Delayed

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

1.1 Emergency Response Training
Progress: Delayed

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

1.1 Career Decision Making and Experiential Education
Progress: Completed

1 To increase retention and graduation rates for project participants
Provided By: Tutoring and Disability Services
Progress: Canceled

1.1 Persistence
Progress: Canceled
1.2 Academic Standing
Progress: Canceled

1.3 Graduation
Progress: Canceled

1.4 Transfer (4-year)
Progress: Canceled

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
Progress: Completed

1.1 Bookstore-Faculty Satisfaction
Progress: Completed
1.2 Bookstore-Student Satisfaction
Progress: Completed

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

1.1 Student Learning and GPA
Progress: Completed

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

1.1 Increase achievement of SLOs in MATH 0001 and MATH 0002
Progress: Completed
1.2 Increase the Cognitive Ability of Students in MATH 0001 and MATH 0002
Progress: Completed
1.3 Increase Mathematics Scores on the CAAP
Progress: Canceled

1a temporary To provide Academic Tutoring
Provided By: Tutoring and Disability Services
Progress: Completed

1.1a temporary Selection and Tutoring
Progress: Completed

2 Ensure compliance with State and Federal laws and University policies related to Title IX in relation to campus climate, response, prevention and accountability.
Provided By: Affirmative Action/Equal Employment Opportunity
Progress: Completed

2.1 Title IX Campus Climate
Progress: Completed
2.2 Title IX Prevention Efforts
Progress: Completed
2.3 Title IX Response to Complaints
Progress: Completed
2.4 Campus Accountability and Advocacy
Progress: Completed

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

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
Progress: Completed

Reference to Gen Ed See general education
Progress: Completed

2 Maintain an effective Associate of Arts, Louisiana Transfer Program
Provided By: AA/LT
Progress: Delayed

2.1 Maintain an effective Associate of Arts, Louisiana Transfer program
Progress: Delayed

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

2.1 Criminal Justice Professional Competency
Progress: Completed
2.2 CJ Placement
Progress: Completed
4.6 Maintain Fall to Fall retention of all students declaring their chosen major as Criminal Justice.
Progress: Completed

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

2.1 Patrol
Progress: Completed
2.2 Parking
Progress: Completed

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
Progress: Completed

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

2.1 Articulation Agreements
Progress: Completed

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

3.1 IE-SACSCOC Compliance
Progress: Completed

3.2 IE-QEP Outcomes
Progress: Completed

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
Progress: Completed

3.1 Program Completion
Progress: Completed
3.2 Fall to Spring Retention
Progress: Completed
3.3 Fall to Fall Retention
Progress: Completed

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

3.1 Radiologic Technology Professional Competency
Progress: Completed
3.2 Radiologic Technology Retention
Progress: Completed
3.3 Radiologic Technology Employment
Progress: Completed

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
Progress: Completed

3.1 Professional Development
Progress: Completed
3.2 Increase Retention and Completion of Developmental and General Education Mathematics
Progress: Completed
3.3 Reduce the Amount of Time in Developmental Mathematics
Progress: Completed

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

Progress: Completed

4.1 Instructional Program Satisfaction
Progress: Completed

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

4.0 Retention- Aggregated Liberal Arts Majors
Progress: Completed

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

4.2 One Year Retention
Progress: Completed

5 Student Placement
Provided By: Science & Mathematics
Progress: Completed

5.1 Assessment of Entering Students
Progress: Completed

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

6.1 CIT Professional Competency
Progress: Completed
6.4 CIT Placement
Progress: Completed

7 Maintain an effective management program
Provided By: Management
Progress: Completed

7.1 Management Professional Competency
Progress: Completed
7.4 MGMT Placement
Progress: Completed

7 Sequential Courses
Provided By: Science & Mathematics
Progress: Completed

7.1 MATH 0002 to college-level mathematics
Progress: Completed
7.2 BIOL 1001 to BIOL 1160 (Previously named ZOOL 1011)
Progress: Completed

9 General Education Competency in the Social Sciences
Provided By: Health Sciences & Business Technology
Progress: Canceled

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.

Related Items

1 15-16 Developmental Coursework: 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
Progress: Completed

1.1 15-16 Developmental English (ENGL 0001)
Progress: Completed
1.2 15-16 Developmental Math (MATH 0001)
Progress: Completed
1.3 15-16 Developmental Math (MATH 0002)
Progress: Completed
1.4 15-16 Developmental Orientation to University Studies (UNIV 1005)

Progress: Completed

1.5 15-16 Developmental College Reading (UNIV 0008)
Progress: Completed

1 Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.
Provided By: Affirmative Action/Equal Employment Opportunity
Progress: Completed

1.1 Completion and Approval of Annual Affirmative Action Plan
Progress: Completed
1.2 Annually Provide Training on AA/EEO topics to faculty & staff
Progress: Completed
1.3 Assess Campus Climate
Progress: Completed

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

1.1 Visibility-Name Recognition
Progress: Completed
1.2 Visibility - Focus Groups
Progress: Canceled

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
Progress: Completed

1.1 Grant Training
Progress: Delayed
1.2 Grant Submissions
Progress: Delayed
1.3 Perkins CTE Grant
Progress: Completed

1 Maintain an effective Associate of Science Louisiana Transfer Program

Provided By: AS/LT
Progress: Completed

1.1 Associate of Science Louisiana Transfer
Progress: Completed

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

1.1 Emergency Response Training
Progress: Delayed

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

1.1 Student Learning and GPA
Progress: Completed

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

1.1 Increase achievement of SLOs in MATH 0001 and MATH 0002
Progress: Completed
1.2 Increase the Cognitive Ability of Students in MATH 0001 and MATH 0002
Progress: Completed
1.3 Increase Mathematics Scores on the CAAP
Progress: Canceled

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

1.1 Academic Advising-Faculty

Progress: Completed

1.2 Academic Advising-Students
Progress: Completed

2 Ensure compliance with State and Federal laws and University policies related to Title IX in relation to campus climate, response, prevention and accountability.
Provided By: Affirmative Action/Equal Employment Opportunity
Progress: Completed

2.1 Title IX Campus Climate
Progress: Completed

2.2 Title IX Prevention Efforts
Progress: Completed

2.3 Title IX Response to Complaints
Progress: Completed

2.4 Campus Accountability and Advocacy
Progress: Completed

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

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
Progress: Completed

Reference to Gen Ed See general education
Progress: Completed

2 Maintain an effective Associate of Arts, Louisiana Transfer Program
Provided By: AA/LT
Progress: Delayed

2.1 Maintain an effective Associate of Arts, Louisiana Transfer program
Progress: Delayed

2 Provide for the safety and security of all members of the university community

Provided By: Campus Security
Progress: Completed

2.1 Patrol
Progress: Completed
2.2 Parking
Progress: Completed

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
Progress: Completed

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

2.1 Articulation Agreements
Progress: Completed

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

3.1 IE-SACSCOC Compliance
Progress: Completed
3.2 IE-QEP Outcomes
Progress: Completed

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
Progress: Completed

3.1 Program Completion
Progress: Completed
3.2 Fall to Spring Retention

Progress: Completed

3.3 Fall to Fall Retention
Progress: Completed

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

3.1 Honors learning community environment
Progress: Overdue

3.2 Honors leadership experiences
Progress: Overdue

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
Progress: Completed

3.1 Professional Development
Progress: Completed

3.2 Increase Retention and Completion of Developmental and General Education Mathematics
Progress: Completed

3.3 Reduce the Amount of Time in Developmental Mathematics
Progress: Completed

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

4.1 Instructional Program Satisfaction
Progress: Completed

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

4.0 Retention- Aggregated Liberal Arts Majors
Progress: Completed

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

4.2 One Year Retention
Progress: Completed

5 Communication, Humanities, Social Sciences, and Art (see General Education)
Provided By: Liberal Arts
Progress: Completed

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

5.1 Fire and Emergency Services - Professional Competency
Progress: Canceled
5.2 Fire and Emergency Services Employment
Progress: Canceled

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

5.1 Fire and Emergency Services - Professional Competency
Progress: Completed
5.2 Fire and Emergency Services Employment
Progress: Completed

5 Student Placement
Provided By: Science & Mathematics
Progress: Completed

5.1 Assessment of Entering Students
Progress: Completed

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
Progress: Completed

5.1 Policies and Procedures-Faculty
Progress: Completed
5.2 Policies and Procedures-Academic Council
Progress: Completed

9 General Education Competency in the Social Sciences
Provided By: Health Sciences & Business Technology
Progress: Canceled

1. Communication
Progress: Ongoing

1.4 DMS - Communication Oral Communication
Progress: Delayed
2.1 Mathematics 15-16 Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra
Progress: Completed
2.2 Mathematics Competency in Mathematics - Statistics (MATH 1425)
Progress: Completed
2.3 Mathematics Competency in Mathematics - Plane Trigonometry (MATH 1022)
Progress: Completed
2.3b Mathematics Competency in Mathematics - Calculus with Business and Economic Applications (MATH 1431)
Progress: Completed
2.4 Biological Science 15-16 Competency in Biology
Progress: Completed
2.4 Nursing - Communication Nursing Communication
Progress: Completed
3.4 Radiologic Technology - Communication
Progress: Completed
4.4 Respiratory Care - Communication
Progress: Completed
5.3 15-16 GE-Speech Communication

Progress: Completed

- **5.3 Fire and Emergency Services - Communication**
  Progress: Canceled
- **5.3 Fire and Emergency Services - Communication**
  Progress: Canceled
- **5.4 15-16 GE-Written Communication**
  Progress: Completed
- **5.7 GE-Information Literacy**
  Progress: Completed
- **6.3 CIT Communication CIT - Communication**
  Progress: Completed
- **7.2 MGMT - Communication of MGMT topics**
  Progress: Completed
- **Communication - Dev Ed (2.1) General Education English after Developmental Education English (ENGL 1001 after ENGL 0001)**
  Progress: Completed
- **Information Literacy - Library (7.2) Training in library digital resources based ACRL information literacy standards for students and faculty**
  Progress: Completed

- **2. Solve Problems and make Effective Decisions**
  Progress: Ongoing

  - **1.5 DMS - Critical Thinking Decision Making (Critical Thinking and Application)**
    Progress: Delayed
  - **2.1 Increase Achievement of SLOs MATH 1015 and MATH 1021**
    Progress: Completed
  - **2.1 Mathematics 15-16 Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra**
    Progress: Completed
  - **2.2 Increase Student Mathematics Scores on the CAAP**
    Progress: Completed
  - **2.2 Mathematics Competency in Mathematics - Statistics (MATH 1425)**
    Progress: Completed
  - **2.3 Mathematics Competency in Mathematics - Plane Trigonometry (MATH 1022)**
    Progress: Completed
  - **2.3a Mathematics Competency in Mathematics - Precalculus (MATH 1023)**
    Progress: Canceled

- **2.3b Mathematics Competency in Mathematics - Calculus with Business and Economic Applications (MATH 1431)**
  Progress: Completed
- **2.4 Biological Science 15-16 Competency in Biology**
  Progress: Completed
- **2.5 Nursing - Critical Thinking Decision Making (formally Critical Thinking)**
  Progress: Completed
- **2.6 Physical Science Competency in Physical Science**
  Progress: Completed
- **3.5 Radiologic Technology - Critical Thinking Decision Making (formally Critical Thinking)**
  Progress: Completed
- **4.5 Respiratory Care - Critical Thinking Decision Making (formally Critical Thinking)**
  Progress: Completed
- **5.4 Fire and Emergency Sev - Critical Thinking Decision Making (Critical Thinking)**
  Progress: Canceled
- **5.4 Fire and Emergency Sev - Critical Thinking Decision Making (formerly Critical Thinking)**
  Progress: Canceled
- **5.5 GE-Critical Thinking**
  Progress: Completed
- **6.2 CIT - Critical Thinking Decision Making (formally Critical Thinking)**
  Progress: Completed
- **7.3 MGMT - Critical Thinking Decision Making (formally Critical Thinking)**
  Progress: Completed
- **Computational - Dev Ed (2.2) General Education Math after Developmental Education Math (MATH 1021 after MATH 0002)**
  Progress: Completed

- **3. Natural Science**
  Progress: Ongoing

  - **2.1 Mathematics 15-16 Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra**
    Progress: Completed
  - **2.2 Mathematics Competency in Mathematics - Statistics (MATH 1425)**
    Progress: Completed
  - **2.3 Mathematics Competency in Mathematics - Plane Trigonometry (MATH 1022)**
    Progress: Completed

- **2.3b Mathematics Competency in Mathematics - Calculus with Business and Economic Applications (MATH 1431)**
  Progress: Completed
- **2.4 Biological Science 15-16 Competency in Biology**
  Progress: Completed
- **2.5 Biology General Education Biology Completion**
  Progress: Completed
- **2.6 Physical Science Competency in Physical Science**
  Progress: Completed

4. Humanities
Progress: Ongoing

- **5.2 15-16 GE-History**
  Progress: Completed
- **5.3 15-16 GE-Speech Communication**
  Progress: Completed
- **Critical Thinking - Dev Ed (2.3) Social science from College Reading (UNIV 0008)**
  Progress: Completed

5. Social Sciences
Progress: Ongoing

- **5.6 15-16 GE-Psychology**
  Progress: Completed
- **5.9 GE-Political Science**
  Progress: Completed
- **5.10 GE-Sociology**
  Progress: Completed
- **7.5 GE Economics General Education Economics**
  Progress: Completed
- **9.1 General Education Economics**
  Progress: Canceled
- **Critical Thinking - Dev Ed (2.3) Social science from College Reading (UNIV 0008)**
  Progress: Completed

6. Art
Progress: Ongoing

5.1 GE-Art
Progress: Completed
5.8 15-16 GE-Art (Music Appreciation)
Progress: Completed

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

Related Items

1 15-16 Developmental Coursework: 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
Progress: Completed

1.1 15-16 Developmental English (ENGL 0001)
Progress: Completed
1.2 15-16 Developmental Math (MATH 0001)
Progress: Completed
1.3 15-16 Developmental Math (MATH 0002)
Progress: Completed
1.4 15-16 Developmental Orientation to University Studies (UNIV 1005)
Progress: Completed
1.5 15-16 Developmental College Reading (UNIV 0008)
Progress: Completed

1 Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.
Provided By: Affirmative Action/Equal Employment Opportunity
Progress: Completed

1.1 Completion and Approval of Annual Affirmative Action Plan
Progress: Completed
1.2 Annually Provide Training on AA/EEO topics to faculty & staff
Progress: Completed

1.3 Assess Campus Climate
Progress: Completed

1 Hire digital services / systems librarian
Provided By: Library
Progress: Delayed

1.1 To hire a digital services / systems librarian
Progress: Delayed

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

1.1 Visibility-Name Recognition
Progress: Completed
1.2 Visibility - Focus Groups
Progress: Canceled

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
Progress: Completed

1.1 Grant Training
Progress: Delayed
1.2 Grant Submissions
Progress: Delayed
1.3 Perkins CTE Grant
Progress: Completed

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

1.1 DMS Professional Competency
Progress: Delayed
1.2 DMS Retention

Progress: Delayed

1.3 DMS Employment
Progress: Delayed

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

1.1 Emergency Response Training
Progress: Delayed

1 To increase retention and graduation rates for project participants
Provided By: Tutoring and Disability Services
Progress: Canceled

1.1 Persistence
Progress: Canceled

1.2 Academic Standing
Progress: Canceled

1.3 Graduation
Progress: Canceled

1.4 Transfer (4-year)
Progress: Canceled

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

1.1 Increase achievement of SLOs in MATH 0001 and MATH 0002
Progress: Completed

1.2 Increase the Cognitive Ability of Students in MATH 0001 and MATH 0002
Progress: Completed

1.3 Increase Mathematics Scores on the CAAP
Progress: Canceled

1a temporary To provide Academic Tutoring
Provided By: Tutoring and Disability Services

Progress: Completed

1.1a temporary Selection and Tutoring
Progress: Completed

2 Ensure compliance with State and Federal laws and University policies related to Title IX in relation to campus climate, response, prevention and accountability.
Provided By: Affirmative Action/Equal Employment Opportunity
Progress: Completed

2.1 Title IX Campus Climate
Progress: Completed
2.2 Title IX Prevention Efforts
Progress: Completed
2.3 Title IX Response to Complaints
Progress: Completed
2.4 Campus Accountability and Advocacy
Progress: Completed

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
Progress: Completed

Reference to Gen Ed See general education
Progress: Completed

2 Maintain an effective Associate of Arts, Louisiana Transfer Program
Provided By: AA/LT
Progress: Delayed

2.1 Maintain an effective Associate of Arts, Louisiana Transfer program
Progress: Delayed

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

2.1 Patrol
Progress: Completed
2.2 Parking
Progress: Completed

2 To select and enroll students who demonstrate academic need and who are eligible to participate in the project.
Provided By: Tutoring and Disability Services
Progress: Canceled

2.1 Student Selection
Progress: Canceled

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
Progress: Completed

3 Course Completion
Provided By: Science & Mathematics
Progress: Completed

3.1 Developmental Mathematics Completion
Progress: Completed

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

3.1 IE-SACSCOC Compliance
Progress: Completed
3.2 IE-QEP Outcomes
Progress: Completed

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
Progress: Completed

3.1 Program Completion
Progress: Completed
3.2 Fall to Spring Retention
Progress: Completed
3.3 Fall to Fall Retention
Progress: Completed

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

3.1 Radiologic Technology Professional Competency
Progress: Completed
3.2 Radiologic Technology Retention
Progress: Completed
3.3 Radiologic Technology Employment
Progress: Completed

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
Progress: Completed

3.1 Professional Development
Progress: Completed
3.2 Increase Retention and Completion of Developmental and General Education Mathematics
Progress: Completed
3.3 Reduce the Amount of Time in Developmental Mathematics
Progress: Completed

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

4.0 Retention- Aggregated Liberal Arts Majors
Progress: Completed

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

4.2 One Year Retention
Progress: Completed

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

5.1 Fire and Emergency Services - Professional Competency
Progress: Canceled
5.2 Fire and Emergency Services Employment
Progress: Canceled

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

5.1 Fire and Emergency Services - Professional Competency
Progress: Completed
5.2 Fire and Emergency Services Employment
Progress: Completed

5 Student Placement
Provided By: Science & Mathematics
Progress: Completed

5.1 Assessment of Entering Students
Progress: Completed

6 Retention
Provided By: Science & Mathematics
Progress: Completed

6.1 General Education Sciences Retention
Progress: Completed

7 Sequential Courses
Provided By: Science & Mathematics
Progress: Completed

7.1 MATH 0002 to college-level mathematics
Progress: Completed
7.2 BIOL 1001 to BIOL 1160 (Previously named ZOOL 1011)
Progress: Completed

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.

Related Items

1 15-16 Developmental Coursework: 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
Progress: Completed

1.1 15-16 Developmental English (ENGL 0001)
Progress: Completed
1.2 15-16 Developmental Math (MATH 0001)
Progress: Completed
1.3 15-16 Developmental Math (MATH 0002)
Progress: Completed
1.4 15-16 Developmental Orientation to University Studies (UNIV 1005)
Progress: Completed
1.5 15-16 Developmental College Reading (UNIV 0008)
Progress: Completed

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

1.1 Networking and Telecom
Progress: Delayed
1.2 Networking and Telecom
Progress: Delayed

1 Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.
Provided By: Affirmative Action/Equal Employment Opportunity
Progress: Completed

1.1 Completion and Approval of Annual Affirmative Action Plan
Progress: Completed
1.2 Annually Provide Training on AA/EEO topics to faculty & staff
Progress: Completed
1.3 Assess Campus Climate
Progress: Completed

1 Hire digital services / systems librarian
Provided By: Library
Progress: Delayed

1.1 To hire a digital services / systems librarian
Progress: Delayed

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

1.1 Data-Course Evaluation
Progress: Completed

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

1.1 Visibility-Name Recognition
Progress: Completed
1.2 Visibility - Focus Groups

Progress: Canceled

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
Progress: Completed

1.1 Grant Training
Progress: Delayed
1.2 Grant Submissions
Progress: Delayed
1.3 Perkins CTE Grant
Progress: Completed

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

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

1 Maintain an effective Associate of Science Louisiana Transfer Program
Provided By: AS/LT
Progress: Completed

1.1 Associate of Science Louisiana Transfer
Progress: Completed

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

1.1 DMS Professional Competency

Progress: Delayed

1.2 DMS Retention
Progress: Delayed

1.3 DMS Employment
Progress: Delayed

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

1.1 Counseling Services - Satisfaction of Availability
Progress: Completed

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

1.1 Financial Aid-Information
Progress: Completed

1.2 Financial Aid Resources
Progress: Completed

1.3 Financial Aid-Scholarships
Progress: Completed

1.4 Financial Aid Counseling
Progress: Completed

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

1.1 Bengal Day
Progress: Completed

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

1.1 Emergency Response Training
Progress: Delayed

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

1.1 Recruiting
Progress: Completed
1.2 Recruiting Collaboration
Progress: Delayed

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

1.1 Decreasing processing time of admission applications
Progress: Canceled

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

1.1 Career Decision Making and Experiential Education
Progress: Completed

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
Progress: Completed

1.1 Correspondences-Human Resources
Progress: Completed
1.2 Human Resources- Audit
Progress: Completed

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
Progress: Completed

1.1 Purchasing-Timing and Budget
Progress: Completed
1.2 Purchasing-Audit
Progress: Completed

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

1.1 Student Learning and GPA
Progress: Completed

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

1.1 Immunizations
Progress: Completed

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

1.1 Increase achievement of SLOs in MATH 0001 and MATH 0002
Progress: Completed
1.2 Increase the Cognitive Ability of Students in MATH 0001 and MATH 0002
Progress: Completed
1.3 Increase Mathematics Scores on the CAAP
Progress: Canceled

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

Provided By: Academic Affairs
Progress: Completed

1.1 Academic Advising-Faculty
Progress: Completed
1.2 Academic Advising-Students
Progress: Completed

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

2.1 Enrollment of students that were assisted with pre-enrollment information
Progress: Completed

2 Ensure compliance with State and Federal laws and University policies related to Title IX in relation to campus climate, response, prevention and accountability.
Provided By: Affirmative Action/Equal Employment Opportunity
Progress: Completed

2.1 Title IX Campus Climate
Progress: Completed
2.2 Title IX Prevention Efforts
Progress: Completed
2.3 Title IX Response to Complaints
Progress: Completed
2.4 Campus Accountability and Advocacy
Progress: Completed

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
Progress: Completed

Reference to Gen Ed See general education
Progress: Completed

2 Improve the efficiency of degree checkouts.

Provided By: Registrar / Admissions
Progress: Completed

2.1 Degree Checkout Returns
Progress: Completed

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

2.1 Grant Guidelines
Progress: Completed
2.2 Adherence to Grant Guidelines
Progress: Completed

2 Maintain an effective Associate of Arts, Louisiana Transfer Program
Provided By: AA/LT
Progress: Delayed

2.1 Maintain an effective Associate of Arts, Louisiana Transfer program
Progress: Delayed

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

2.1 Criminal Justice Professional Competency
Progress: Completed
2.2 CJ Placement
Progress: Completed
4.6 Maintain Fall to Fall retention of all students declaring their chosen major as Criminal Justice.
Progress: Completed

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

2.1 Recruiting TOPS
Progress: Completed
2.2 Recruiting Minority Students
Progress: Completed

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

2.2 Annual Report to Donors and Annual Giving Campaign
Progress: Canceled

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

2.1 Parent Orientation
Progress: Canceled

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

2.1 Patrol
Progress: Completed
2.2 Parking
Progress: Completed

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

2.1 Orientation
Progress: Completed

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

2.1 Job Search-Resume Approval
Progress: Completed

2.2 Job Search - Resume Writing
Progress: Completed

2 To select and enroll students who demonstrate academic need and who are eligible to participate in the project.
Provided By: Tutoring and Disability Services
Progress: Canceled

2.1 Student Selection
Progress: Canceled

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
Progress: Completed

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

2.1 Articulation Agreements
Progress: Completed

3 Course Completion
Provided By: Science & Mathematics
Progress: Completed

3.1 Developmental Mathematics Completion
Progress: Completed

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

3.1 IE-SACSCOC Compliance
Progress: Completed
3.2 IE-QEP Outcomes
Progress: Completed

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
Progress: Completed

3.1 Program Completion
Progress: Completed
3.2 Fall to Spring Retention
Progress: Completed
3.3 Fall to Fall Retention
Progress: Completed

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

3.1 Honors learning community environment
Progress: Overdue
3.2 Honors leadership experiences
Progress: Overdue

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

3.1 Radiologic Technology Professional Competency
Progress: Completed
3.2 Radiologic Technology Retention
Progress: Completed
3.3 Radiologic Technology Employment
Progress: Completed

3 To assist students in obtaining part-time/full-time employment.

Provided By: Career Services
Progress: Completed

3.1 Employment Services-Renamed Graduates' Utilization of CCN
Progress: Completed
3.2 Employment Services - Placement
Progress: Completed

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
Progress: Completed

3.1 Professional Development
Progress: Completed
3.2 Increase Retention and Completion of Developmental and General Education Mathematics
Progress: Completed
3.3 Reduce the Amount of Time in Developmental Mathematics
Progress: Completed

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

4.2 One Year Retention
Progress: Completed

5 Communication, Humanities, Social Sciences, and Art (see General Education)
Provided By: Liberal Arts
Progress: Completed

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

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

5 Student Placement
Provided By: Science & Mathematics
Progress: Completed

5.1 Assessment of Entering Students
Progress: Completed

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
Progress: Completed

5.1 Policies and Procedures-Faculty
Progress: Completed
5.2 Policies and Procedures-Academic Council
Progress: Completed

6 Retention
Provided By: Science & Mathematics
Progress: Completed

6.1 General Education Sciences Retention
Progress: Completed

7 Sequential Courses
Provided By: Science & Mathematics
Progress: Completed

7.1 MATH 0002 to college-level mathematics
Progress: Completed
7.2 BIOL 1001 to BIOL 1160 (Previously named ZOOL 1011)
Progress: Completed

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.

Related Items

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

1.1 Student Activities CAB
Progress: Completed
1.2 Student Government Association
Progress: Completed

1 Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.
Provided By: Affirmative Action/Equal Employment Opportunity
Progress: Completed

1.1 Completion and Approval of Annual Affirmative Action Plan
Progress: Completed
1.2 Annually Provide Training on AA/EEO topics to faculty & staff
Progress: Completed
1.3 Assess Campus Climate
Progress: Completed

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

1.1 Emergency Response Training
Progress: Delayed

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
Progress: Canceled

1.1 Develop a program in partnership with Office of Student Affairs for Community Service Opportunities for students
Progress: Canceled

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

1.1 Student Learning and GPA
Progress: Completed

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

1.1 Academic Advising-Faculty
Progress: Completed
1.2 Academic Advising-Students
Progress: Completed

2 Ensure compliance with State and Federal laws and University policies related to Title IX in relation to campus climate, response, prevention and accountability.
Provided By: Affirmative Action/Equal Employment Opportunity
Progress: Completed

2.1 Title IX Campus Climate
Progress: Completed
2.2 Title IX Prevention Efforts
Progress: Completed
2.3 Title IX Response to Complaints
Progress: Completed
2.4 Campus Accountability and Advocacy
Progress: Completed

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

Progress: Completed

2.1 Enhance use of library "Information Commons" as well as other public spaces for students and patrons
Progress: Completed

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

2.2 Annual Report to Donors and Annual Giving Campaign
Progress: Canceled

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

2.1 Patrol
Progress: Completed
2.2 Parking
Progress: Completed

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

2.1 Student Activities - Number
Progress: Completed
2.2 Student Activities - Satisfaction
Progress: Completed

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

2.1 Maintain a winning percentage
Progress: Completed

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

3.1 IE-SACSCOC Compliance
Progress: Completed
3.2 IE-QEP Outcomes
Progress: Completed

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

3.1 Honors learning community environment
Progress: Overdue
3.2 Honors leadership experiences
Progress: Overdue

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

3.1 Radiologic Technology Professional Competency
Progress: Completed
3.2 Radiologic Technology Retention
Progress: Completed
3.3 Radiologic Technology Employment
Progress: Completed

4 Continue to offer community literacy and library leadership for St. Landry Parish and building out a larger more comprehensive library network that can assist parish students and supplement their information needs when in their local communities.
Provided By: Library
Progress: Completed

4.1 External and Community Services - Offer various library programs for community
Progress: Completed

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

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

4.2 One Year Retention
Progress: Completed

5 Communication, Humanities, Social Sciences, and Art (see General Education)
Provided By: Liberal Arts
Progress: Completed

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
Progress: Completed

5.1 Policies and Procedures-Faculty
Progress: Completed

5.2 Policies and Procedures-Academic Council
Progress: Completed

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

Related Items

1 Hire digital services / systems librarian
Provided By: Library
Progress: Delayed

1.1 To hire a digital services / systems librarian
Progress: Delayed

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

1.1 Data-Course Evaluation
Progress: Completed

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
Progress: Completed

1.1 Grant Training
Progress: Delayed
1.2 Grant Submissions
Progress: Delayed
1.3 Perkins CTE Grant
Progress: Completed

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

1.1 DMS Professional Competency
Progress: Delayed
1.2 DMS Retention
Progress: Delayed

1.3 DMS Employment
Progress: Delayed

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

1.1 Emergency Response Training
Progress: Delayed

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

1.1 Food Service-Faculty Satisfaction
Progress: Completed
1.2 Food Service-Staff Satisfaction
Progress: Completed
1.3 Food Service-Student Satisfaction
Progress: Completed

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

1.1 Building and Grounds-Faculty Satisfaction
Progress: Completed
1.2 Building and Grounds-Staff
Progress: Completed
1.3 Building and Grounds-Student Satisfaction
Progress: Completed

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
Progress: Completed

1.1 Purchasing-Timing and Budget

Progress: Completed

1.2 Purchasing-Audit
Progress: Completed

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

1.1 Student Learning and GPA
Progress: Completed

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

1.1 Academic Advising-Faculty
Progress: Completed

1.2 Academic Advising-Students
Progress: Completed

2 Ensure compliance with State and Federal laws and University policies related to Title IX in relation to campus climate, response, prevention and accountability.
Provided By: Affirmative Action/Equal Employment Opportunity
Progress: Completed

2.1 Title IX Campus Climate
Progress: Completed

2.2 Title IX Prevention Efforts
Progress: Completed

2.3 Title IX Response to Complaints
Progress: Completed

2.4 Campus Accountability and Advocacy
Progress: Completed

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

2.1 Overall Data Gathering and Reporting
Progress: Completed
2.2 Reduce Open Time of Service Requests
Progress: Completed

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
Progress: Completed

2.1 Enhance use of library "Information Commons" as well as other public spaces for students and patrons
Progress: Completed

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

2.1 Grant Guidelines
Progress: Completed
2.2 Adherence to Grant Guidelines
Progress: Completed

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

2.2 Annual Report to Donors and Annual Giving Campaign
Progress: Canceled

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

2.1 User Services-Staff Technology
Progress: Completed

2.2 User Services-Staff Support
Progress: Completed
2.3 User Services-Faculty Support
Progress: Completed
2.4 User Services-Faculty Technology
Progress: Completed

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

2.1 Patrol
Progress: Completed
2.2 Parking
Progress: Completed

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

2.1 Student Activities - Number
Progress: Completed
2.2 Student Activities - Satisfaction
Progress: Completed

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

2.1 Maintain a winning percentage
Progress: Completed

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
Progress: Completed

3 IE-Compliance with SACSCOC standard that apply to Institutional Effectiveness

Provided By: Institutional Research and Effectiveness
Progress: Completed

3.1 IE-SACSCOC Compliance
Progress: Completed
3.2 IE-QEP Outcomes
Progress: Completed

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

3.1 Radiologic Technology Professional Competency
Progress: Completed
3.2 Radiologic Technology Retention
Progress: Completed
3.3 Radiologic Technology Employment
Progress: Completed

3 Provide students with access to the technology they need to be successful in meeting their academic goals.
Provided By: Information Technology
Progress: Completed

3.1 User Services-Student Support
Progress: Completed
3.2 User Services-Improvements
Progress: Canceled

3 Secure funding for annual LOUIS institutional membership fee
Provided By: Library
Progress: Completed

3.1 Library administrative services / budgeting - secure annual LOUIS membership funding based on LOUIS fee projections
Progress: Completed

4 Continue to offer community literacy and library leadership for St. Landry Parish and building out a larger more comprehensive library network that can assist parish students and supplement their information needs when in their local communities.
Provided By: Library
Progress: Completed

4.1 External and Community Services - Offer various library programs for community
Progress: Completed

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

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

4.0 Retention- Aggregated Liberal Arts Majors
Progress: Completed

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

4.2 One Year Retention
Progress: Completed

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

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

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

5.1 Fire and Emergency Services - Professional Competency
Progress: Completed
5.2 Fire and Emergency Services Employment
Progress: Completed

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

5.1 Fire and Emergency Services - Professional Competency
Progress: Canceled
5.2 Fire and Emergency Services Employment
Progress: Canceled

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
Progress: Completed

5.1 Policies and Procedures-Faculty
Progress: Completed
5.2 Policies and Procedures-Academic Council
Progress: Completed

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

6.1 CIT Professional Competency
Progress: Completed
6.4 CIT Placement
Progress: Completed

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.

Related Items

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

1.1 Budget Preparation
Progress: Completed

1 15-16 Developmental Coursework: 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
Progress: Completed

1.1 15-16 Developmental English (ENGL 0001)
Progress: Completed
1.2 15-16 Developmental Math (MATH 0001)
Progress: Completed
1.3 15-16 Developmental Math (MATH 0002)
Progress: Completed
1.4 15-16 Developmental Orientation to University Studies (UNIV 1005)
Progress: Completed
1.5 15-16 Developmental College Reading (UNIV 0008)
Progress: Completed

1 Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.
Provided By: Affirmative Action/Equal Employment Opportunity
Progress: Completed

1.1 Completion and Approval of Annual Affirmative Action Plan
Progress: Completed
1.2 Annually Provide Training on AA/EEO topics to faculty & staff
Progress: Completed
1.3 Assess Campus Climate

Progress: Completed

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

1.1 Visibility-Name Recognition
Progress: Completed
1.2 Visibility - Focus Groups
Progress: Canceled

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
Progress: Completed

1.1 Grant Training
Progress: Delayed
1.2 Grant Submissions
Progress: Delayed
1.3 Perkins CTE Grant
Progress: Completed

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

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

1 Maintain an effective Associate of Science Louisiana Transfer Program
Provided By: AS/LT
Progress: Completed

1.1 Associate of Science Louisiana Transfer
Progress: Completed

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

1.1 DMS Professional Competency
Progress: Delayed
1.2 DMS Retention
Progress: Delayed
1.3 DMS Employment
Progress: Delayed

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

1.1 Emergency Response Training
Progress: Delayed

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
Progress: Completed

1.1 Non Credit-Personal Enrichment
Progress: Completed
1.2 Non Credit-Workforce Training
Progress: Completed
1.3 Non Credit-Youth
Progress: Completed

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

1.1 Academic Advising-Faculty
Progress: Completed
1.2 Academic Advising-Students
Progress: Completed

2 Ensure compliance with State and Federal laws and University policies related to Title IX in relation to campus climate, response, prevention and accountability.
Provided By: Affirmative Action/Equal Employment Opportunity
Progress: Completed

2.1 Title IX Campus Climate
Progress: Completed
2.2 Title IX Prevention Efforts
Progress: Completed
2.3 Title IX Response to Complaints
Progress: Completed
2.4 Campus Accountability and Advocacy
Progress: Completed

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
Progress: Completed

Reference to Gen Ed See general education
Progress: Completed

2 Maintain an effective Associate of Arts, Louisiana Transfer Program
Provided By: AA/LT
Progress: Delayed

2.1 Maintain an effective Associate of Arts, Louisiana Transfer program
Progress: Delayed

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

2.1 Criminal Justice Professional Competency
Progress: Completed
2.2 CJ Placement
Progress: Completed
4.6 Maintain Fall to Fall retention of all students declaring their chosen major as Criminal Justice.
Progress: Completed

2 Maintain an effective nursing program
Provided By: Nursing
Progress: Completed

2.1 Nursing Professional Competency
Progress: Completed
2.2 Nursing Retention
Progress: Completed
2.3 Nursing Employment
Progress: Completed

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
Progress: Completed

2.1 Visibility-Communication
Progress: Completed

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

2.2 Annual Report to Donors and Annual Giving Campaign
Progress: Canceled

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

2.1 Patrol
Progress: Completed
2.2 Parking
Progress: Completed

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
Progress: Completed

2.1 Credit Offerings-After Hours/Off-campus Courses
Progress: Completed
2.2 Credit Offerings: Extension Programs and Special Services
Progress: Completed
2.3 Student Learning Outcomes in Coursework
Progress: Canceled

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

2.1 Budget Review-Faculty
Progress: Completed
2.2 Budget Review Committee
Progress: Completed
2.3 Budget Control
Progress: Completed

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
Progress: Completed

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

3.1 IE-SACSCOC Compliance
Progress: Completed
3.2 IE-QEP Outcomes
Progress: Completed

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
Progress: Completed

3.1 Program Completion
Progress: Completed

3.2 Fall to Spring Retention
Progress: Completed
3.3 Fall to Fall Retention
Progress: Completed

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

3.1 Honors learning community environment
Progress: Overdue
3.2 Honors leadership experiences
Progress: Overdue

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

3.1 Radiologic Technology Professional Competency
Progress: Completed
3.2 Radiologic Technology Retention
Progress: Completed
3.3 Radiologic Technology Employment
Progress: Completed

3 Secure funding for annual LOUIS institutional membership fee
Provided By: Library
Progress: Completed

3.1 Library administrative services / budgeting - secure annual LOUIS membership funding based on LOUIS fee projections
Progress: Completed

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
Progress: Completed

3.1 Administer post-event evaluative surveys.
Progress: Completed

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

4.0 Retention- Aggregated Liberal Arts Majors
Progress: Completed

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

4.1 Employment Services-Employer Satisfaction
Progress: Completed

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

5.1 Fire and Emergency Services - Professional Competency
Progress: Completed
5.2 Fire and Emergency Services Employment

Progress: Completed

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

5.1 Fire and Emergency Services - Professional Competency
Progress: Canceled
5.2 Fire and Emergency Services Employment
Progress: Canceled

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
Progress: Completed

5.1 Policies and Procedures-Faculty
Progress: Completed
5.2 Policies and Procedures-Academic Council
Progress: Completed

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

6.1 CIT Professional Competency
Progress: Completed
6.4 CIT Placement
Progress: Completed

9 General Education Competency in the Social Sciences
Provided By: Health Sciences & Business Technology
Progress: Canceled

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

Related Items

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

1.1 Student Activities CAB
Progress: Completed
1.2 Student Government Association
Progress: Completed

1 Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.
Provided By: Affirmative Action/Equal Employment Opportunity
Progress: Completed

1.1 Completion and Approval of Annual Affirmative Action Plan
Progress: Completed
1.2 Annually Provide Training on AA/EEO topics to faculty & staff
Progress: Completed
1.3 Assess Campus Climate
Progress: Completed

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

1.1 Visibility-Name Recognition
Progress: Completed
1.2 Visibility - Focus Groups
Progress: Canceled

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

1.1 Emergency Response Training
Progress: Delayed

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
Progress: Completed

1.1 Non Credit-Personal Enrichment
Progress: Completed
1.2 Non Credit-Workforce Training
Progress: Completed

1.3 Non Credit-Youth
Progress: Completed

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
Progress: Canceled

1.1 Develop a program in partnership with Office of Student Affairs for Community Service Opportunities for students
Progress: Canceled

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

1.1 Student Learning and GPA
Progress: Completed

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

1.1 Academic Advising-Faculty

Progress: Completed

1.2 Academic Advising-Students
Progress: Completed

2 Ensure compliance with State and Federal laws and University policies related to Title IX in relation to campus climate, response, prevention and accountability.
Provided By: Affirmative Action/Equal Employment Opportunity
Progress: Completed

2.1 Title IX Campus Climate
Progress: Completed

2.2 Title IX Prevention Efforts
Progress: Completed

2.3 Title IX Response to Complaints
Progress: Completed

2.4 Campus Accountability and Advocacy
Progress: Completed

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
Progress: Completed

2.1 Visibility-Communication
Progress: Completed

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

2.2 Annual Report to Donors and Annual Giving Campaign
Progress: Canceled

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

2.1 Patrol

Progress: Completed

2.2 Parking
Progress: Completed

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
Progress: Completed

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

2.2 Credit Offerings: Extension Programs and Special Services
Progress: Completed

2.3 Student Learning Outcomes in Coursework
Progress: Canceled

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

3.1 IE-SACSCOC Compliance
Progress: Completed

3.2 IE-QEP Outcomes
Progress: Completed

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
Progress: Completed

3.1 Administer post-event evaluative surveys.
Progress: Completed

4 Continue to offer community literacy and library leadership for St. Landry Parish and building out a larger more comprehensive library network that can assist parish students and supplement their information needs when in their local communities.

Provided By: Library
Progress: Completed

4.1 External and Community Services - Offer various library programs for community
Progress: Completed

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

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
Progress: Completed

5.1 Policies and Procedures-Faculty
Progress: Completed

5.2 Policies and Procedures-Academic Council
Progress: Completed

VIII. Academic Year 2015-2016 All Departments – Detail for Goals and Objectives

From Objectives to Institutional Goals

Academic Affairs

1.1 Academic Advising-Faculty

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Academic Affairs
Participants: Vice Chancellor for Academic Affairs (Robichaux, Renee)

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. This is a historical benchmark based on last year's results.

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)
The objective was not met in AY 2014-15. Improvements and training was documented in AY 2014-15 planning documents.

The objective was not met in AY 2015-16.

For AY 2015-16, the score was 3.6 out of 5 with a standard deviation of 1. This however is a slight improvement over the rating last year which was 3.4 out of 5 with a standard deviation of 1.03 (34% response rate). The response rate continues to be a problem with only 19/63 (30%) faculty members responding to the survey.

- Objective 1.1 faculty survey spring 2016

Improvement Plan/ Changes Made
The former plan of moving to FlightPath has been abandoned for several reasons including the loss of IT staff and the implementation of Workday. LSUE consulted LSU Baton Rouge to determine what software is being used on the main campus for the purpose of degree auditing and see if it would be feasible for our campus to use the same since we are one LSU. However, they are using a

customized version that was designed in-house. Based on the information received, it is possible that we will move toward using the student module of Workday since the financial and HRS modules are already in use by the LSU campuses.

Training continues to be offered to faculty during the first week faculty return for the fall semester.

- Convocation FA 2016
- Degree audit software

Related Items

1. Academic Advising To have a high degree of student and faculty satisfaction with the academic advising system.
Progress: Completed
Provided By: Academic Affairs
Participants: Vice Chancellor for Academic Affairs (Robichaux, Renee)
Budget Information: no additional funds were requested
Start: 11/1/2015
End: 10/31/2016

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Progress: Completed

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

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

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

1.2 Academic Advising-Students

Start: 11/1/2015

End: 10/31/2016
Progress: Completed
Provided By: Academic Affairs
Participants: Vice Chancellor for Academic Affairs (Robichaux, Renee)

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 Noel Levitz Student Opinion Survey for two-year colleges.

Students will rate their satisfaction with advising at or above the national average which fluctuates year to year. This year's national average was 5.47.

Assessment/Evaluation Results (Progress Report)
The objective was met in AY 2014-15.

The objective was met in AY 2015-16.

For AY 2015-16, students rated their satisfaction with the effectiveness of academic advising (page 6) at 5.64 with a standard deviation (SD) of 1.26 as compared to the average of 5.47 with a SD of 1.34 for National Community Colleges. Students also rated their advisor to be knowledgeable about program requirements (page 7) at 5.84 with a SD of 1.48 compared to 5.71 with a SD of 1.54 (no statistically significant difference). Academic advisors were rated to be knowledgeable about transfer requirements (page 7) of their schools at 5.74 with SD of 1.48 compared to the national average of 5.40 with SD of 1.61 which is statistically different at the .001 level. Advisors were found to help students apply their program (page 8) of study to career goals at 5.70 with SD 1.58 compared to 5.47 with SD of 1.65 which is statistically significant at the .01 level. Advisors were also found to be available when students needed help (page 8) and rated 5.62 with SD of 0.55 compared to the national average of 5.51 with SD of 1.58 which was not statistically significant.

- Objective 1.2 SSI Advising 2016

Improvement Plan/ Changes Made
Although the objective was met, we continue to implement training to assist advisors in providing quality assistance to students.

- Convocation Week Schedule

Related Items

1. Academic Advising To have a high degree of student and faculty satisfaction with the academic advising system.
Progress: Completed
Provided By: Academic Affairs
Participants: Vice Chancellor for Academic Affairs (Robichaux, Renee)
Budget Information: no additional funds were requested
Start: 11/1/2015
End: 10/31/2016

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Progress: Completed

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

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

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

2.1 Articulation Agreements

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Academic Affairs
Participants: Vice Chancellor for Academic Affairs (Robichaux, Renee)

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)
The objective was met in AY 2014-15.

The objective was met in AY 2015-16.

For AY 2015-16, as courses have been added to the Statewide Articulation Matrix, they were removed from the individual articulation agreements with UL Lafayette (2014-15 still active) and McNeese State University. Common Course numbers were added as courses were included in the catalog.

- Matrix-Alpha-Jan-2016-2016-0127
- McNeese Articulation Index
- ULL Articulation Matrix

Improvement Plan/ Changes Made
No changes are planned. The Chief Articulation Officer is responsible for maintaining the updates.

Related Items

2 Course Articulation To enhance the transfer of courses between the main receiving institutions of LSUE transfer students.

Progress: Completed
Provided By: Academic Affairs
Participants: Vice Chancellor for Academic Affairs (Robichaux, Renee)
Budget Information: No additional funds requested
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.

Progress: Completed

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

3.1 Curriculum Development

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Academic Affairs
Participants: Vice Chancellor for Academic Affairs (Robichaux, Renee)

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 not 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)
The objective was met in AY 2014-15.

Only 19/63 faculty responded to the survey which is 30%. Of those who responded, 15/19 indicated they agreed (7) or strongly agreed (8) that they had a role in curricular development, change and review which is 79%. Three faculty were neutral and one disagreed that they had an adequate role.
As a result, the objective was not met.

- Faculty Survey Q8 2016

Improvement Plan/ Changes Made
The low survey response rate continue to be an issue. With the recent change in leadership, I think faculty will be more willing to express their opinions. The importance of faculty to the curriculum development process continues to be emphasized. Since the Courses and Curriculum Committee is a standing committee of the Faculty Senate, the Senate will be asked to not only address this issue but also to examine the membership to determine if representation is needed from additional academic areas.

We continue to assess whether the benchmark is appropriate but hesitate to make any changes due to the low response rate.

- Courses and Curricula Committee

Related Items
There are no related items.

4.1 Instructional Program Satisfaction

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Academic Affairs
Participants: Vice Chancellor for Academic Affairs (Robichaux, Renee)

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 not 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)
The objective was met in AY 2014-15.

The objective was met in AY 2015-16.

In fall 2015, 68 graduating students responded to the survey. 100% responded that LSUE had prepared them very well (78%) and somewhat well (22%) in the area of written communication; 100% responded that LSUE had prepared them very well (78%) and somewhat well (22%) in the area of spoken communication; 99% responded that LSUE had prepared them very well (81%) and somewhat well (18%) for their career/educational goals.

In spring 2016, 134 graduating students responded to the survey. 99% responded that LSUE had prepared them very well (73%) and somewhat well (26%) in the area of written communication; 98% responded that LSUE had prepared them very well (68%) and somewhat well (30%) in the area of spoken communication; 98% responded that LSUE had prepared them very well (80%) and somewhat well (18%) for their career/educational goals.

- fall 2015 graduating student survey 4.1
- spring graduating student survey 2016 4.1

Improvement Plan/ Changes Made
No changes planned at this time. Data is still being collected to address whether to change the benchmark or revise the outcome.

Related Items

3. Curriculum Development To ensure that faculty understand and participate in curriculum development.
Progress: Completed
Provided By: Academic Affairs
Participants: Vice Chancellor for Academic Affairs (Robichaux, Renee)
Budget Information: no additional funds requested
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

4.2 One Year Retention

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Academic Affairs
Participants: Vice Chancellor for Academic Affairs (Robichaux, Renee)

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)
The objective was met in AY 2014-15.

The objective was met in AY 2015-16.

Freshman retention from Fall 2014-15 to Fall 2015-16 was 66.4% which was greater than a 1% increase over the baseline year.

- Freshman Student Retention

Improvement Plan/ Changes Made
Although the objective was met, we continue to collect information on student resignations. We are in the process of establishing a Student Success Center which should also aid in retention.

Related Items

4. Institutional Effectiveness To foster academic success through instructional effectiveness.
Progress: Completed
Provided By: Academic Affairs
Participants: Vice Chancellor for Academic Affairs (Robichaux, Renee)
Budget Information: no additional funds requested
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Progress: Completed

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

5.1 Policies and Procedures-Faculty

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Academic Affairs
Participants: Vice Chancellor for Academic Affairs (Robichaux, Renee)

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 not 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)
The objective was not met in AY 2014-15. Informational discussion took place at Faculty Senate documented in the last planning year.

The objective was not met in AY 2015-16.

In AY 2015-16, 84% of the faculty responding to the faculty survey stated that the dismissal, suspension, and resignation policies are clearly defined; 79% were satisfied with faculty's role in curricular development; 58% indicated that employment and evaluation policies are clearly communicated to them; 58% of the faculty indicated that the promotion and tenure policies were carefully followed. The average satisfaction was 70%.

- Faculty Survey 2016 5.1

Improvement Plan/ Changes Made
Unfortunately, the response rate continues to decline although the importance of these surveys has been stressed. In conversations and discussions, the feedback I have received is that newer faculty do not know where the policies are found and have not read them. Locating the policies should be easier now since there is a link on our LSUE webpage. There has not been a link in the past.

We continue to collect data to determine whether the benchmark is appropriately set. However, I hesitate to make any changes given the low response rate.

- LSUE Web page

Related Items

5. Policies and Procedures To ensure that academic policies and procedures are reviewed annually for clarity and conformity to national good practices.
Progress: Completed
Provided By: Academic Affairs
Participants: Vice Chancellor for Academic Affairs (Robichaux, Renee)
Budget Information: no additional funds requested
Start: 11/1/2015
End: 10/31/2016

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Progress: Completed

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

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

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

5.2 Policies and Procedures-Academic Council

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Academic Affairs
Participants: Vice Chancellor for Academic Affairs (Robichaux, Renee)

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)
The objective was met in 2014-15.
The objective was not met in 2015-16.
Although the majority of the policy statements under the purview of Academic Affairs were reviewed by Academic Council, two will need almost complete rewrites due to changes in processes and organizational structure. The policy statement dealing with search process for hiring personnel (PS 11) will need to be rewritten in light of the new human resource management system that has been implemented. The policy statement which deals with the appeal process (PS 8) will also need to be revised since the Office of Student Affairs and Enrollment Services has been restructured.

- Academic Council 3-10
- Academic Council 7-18
- Policy Statement Review sept. 2016
- Summary of review of policy statements 2-16

Improvement Plan/ Changes Made
Unfortunately, LSU was unable to take on the task of reviewing and assisting us in revising our policy statements. However, the plan is to align our policy statements with those of LSU since LSUE is part of one LSU. We will begin with PS 11 and PS 8 since they both require major revisions.

Related Items

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

Progress: Completed
Provided By: Academic Affairs
Participants: Vice Chancellor for Academic Affairs (Robichaux, Renee)
Budget Information: no additional funds requested
Start: 11/1/2015
End: 10/31/2016

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Progress: Completed

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

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

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

Career Services

1.1 Career Decision Making and Experiential Education

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Career Services
Participants: Director of Career Services (Wright, Atina)

Objective With Intended Outcomes
1.0 Career Decision Making - CTE (Career and Technical Education) 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 CCN (College Central Network) 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 2013-14 and AY 2014-15, Career Services will strive to achieve above 50% Kuder utilization from CTE students in AY 2015-16. 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 2015-16. 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 2013-14 and AY 2014-15. Career Services will strive to achieve above 50% 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 2015-16.

Assessment/Evaluation Results (Progress Report)
1.0 Career Decision Making - In AY 2014-15, Kuder utilization from CTE students scored above the 50% benchmark set in AY 2012-13 with 61% utilization. In AY 2015-16 Kuder utilization from CTE students also scored above the 50% benchmark. During AY 2015-16, results indicated 325 students took the online Kuder Career assessments. Of the 325 students who took the Kuder assessments, 215 students (66.2%) were classified as CTE (16.2% above benchmark set at 50%). Based on these results, this objective was met in AY 2015-16.
Result: Objective was met.

1.1 Experiential Education - In AY 2014-15, CCN utilization from CTE students scored above the 50% benchmark set in AY 2012-13 with 94.6% utilization. In AY 2015-16 CCN utilization from CTE students also scored above the 50% benchmark. During AY 2015-16, results indicated 42 out of 51 students (82.4%) of students who utilized CCN were classified as CTE students (32.4% above benchmark set at 50%). Based on these results, this objective was met in AY 2015-16.
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. Career Services will also adjust the benchmark to reflect the average Kuder utilization percentage based on the last three consecutive academic years (50% in AY 2013-14; 61% in AY 2014-15 and 66% in AY 2015-16). Therefore, the new benchmark percentage for AY 2016-17 will be 59%.

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. Career Services will also adjust the benchmark to reflect the average CCN utilization percentage based on the last three consecutive academic years (89% in AY 2013-14; 95% in AY 2014-15 and 82% in AY 2015-16). Therefore, the new benchmark percentage for AY 2016-17 will be 89%.

Related Items

1 To assist students in declaring a major and exploring job opportunities.
Progress: Completed
Provided By: Career Services
Participants: Director of Career Services (Wright, Atina)
Budget Information: $2,938.00 (Kuder Renewal, CCN, and Career Fairs) - Carl Perkins and Career Services Foundation
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

2.1 Job Search-Resume Approval

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Career Services
Participants: Director of Career Services (Wright, Atina)

Objective With Intended Outcomes
Students who utilize the online College Central Network (CCN) will register and upload their resume with CCN for approval.

Assessment/Evaluation/Measures/Strategies
Benchmark: CCN resume upload of above 14%. This benchmark was set as a result of achieving 14% of students who registered and uploaded their resume online with CCN (College Central Network) in AY 2012-13, 2% above the AY 2011-12 objective.

The benchmark is a result of achieving over 14% of students who registered and uploaded their resume online with CCN during AY 2012-2013.

Career Service will use data collected from CCN online system to track the number students who register and upload a resume online.

Assessment/Evaluation Results (Progress Report)
Objective was achieved in AY 2013-2014 (43% resume upload) and AY 2014-15 (36% upload). For AY 2015-16, results from CCN data indicated 57 students registered with CCN; of these students 15 uploaded their resume for approval. Based on results from CCN data, this objective has been met by achieving 26% of registered CCN students who uploaded their resume for approval (12% above the 14% benchmark). Based on these results, this objective was met in AY 2015-16.
Result: Objective was met.

- CCN Report - Registration and Resume Uploads

Improvement Plan/ Changes Made
Career Services will continue to encourage students to register with CCN via email, flyers, Career Service website and social media. Career Services will also provide resume writing assistance by offering resume writing presentations and workshops during convenient times and locations (i.e. at noon on MWF in the Acadian Center and during evening hours on weekdays/weekends at Bengal Village). In addition, the benchmark for this objective will be adjusted to reflect the average CCN resume upload percentage based on the last three consecutive academic years (43% in AY 2013-14; 36% in AY 2014-15 and 26% in AY 2015-16). Therefore, the new benchmark percentage for AY 2016-17 will be 35%.

Related Items

2 To assist students in sharpening their job search skills.
Progress: Completed
Provided By: Career Services
Participants: Director of Career Services (Wright, Atina)
Budget Information: $1,688.00 (CCN and Career Fairs) - Carl Perkins
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

2.2 Job Search - Resume Writing

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Career Services
Participants: Director of Career Services (Wright, Atina)

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% "effective" resume approval rating. This benchmark was established in AY 2012-13 based on the total number of registered participants who received an "effective" rating by using a resume rubric as an evaluation tool. The total number of registered participants who uploaded a resume during AY 2015-16 was 15.

Career services will use a rubric to evaluate the resume format: education section, experience section, and honors/activities to determine if the resume should effectively land the student an interview.

- Resume Writing Rubric

Assessment/Evaluation Results (Progress Report)
This objective was not met in AY 2014-15 with an 11.1% "effective" resume approval rating. During AY 2015-16, Career Services was able to reached out to faculty who taught entry level (BADM1001) and capstone (EDCI2900) courses to encourage students to seek resume writing and job interviewing assistance before graduating and applying for internship programs. In addition, Career Placement Workshops were offered during SP 2016 and SU 2016 to students (including prospective graduates and those applying for internship programs).

Based on AY 2015-16 resume rubric evaluation results, 4 out of 15 students (26.7%) who uploaded resumes received an approval rating. The rubric evaluation results indicated 4 resumes (26.7%) rated **effective** *(should effectively land an interview)*, 0 resumes (0%) rated **borderline effective** *(could land an interview)*, 5 resumes (33.3%) rated **average** *(needs improvement to rise to the "top of stack")* and 6 resumes (40%) rated **poor** *(needs significant improvement; would be discarded during screening)*. In AY 2015-16, the objective of at least 20% of students who submitted resumes should effectively land a job interview was met.

Result: Objective was met.

CCN resume upload report and results as well as a completed rubric evaluation and resume are attached as documentation.

- CCN Resume Upload Report
- CCN Resume Upload Results

- Resume Rubric Evaluation Tool
- Student Resume Evaluation
- Student Resume (Approved)
- Entry Level Course - BADM 1001
- Capstone Course - EDCI 2900
- Career Placement Workshop - SP 2016
- Career Placement Workshop - SU 2016
- Capstone Course - EDCI 2900
- Career Placement Workshop - SP 2016
- Career Placement Workshop - SU 2016
- CCN Resume Upload Report
- CCN Resume Upload Results
- Entry Level Course - BADM 1001
- Rubric Evaluation Tool
- Student Resume - Approved
- Student Resume Evaluation

Improvement Plan/ Changes Made
Career Services will continue reaching out to faculty who teach capstone and entry level courses; as well as encourage students to attend Career Placement Workshops to receive resume writing/job interviewing assistance before graduating or applying for internship programs. Additionally, Career Services will contact and provide further assistance to all students who did not upload a revised resume after receiving a borderline effective, average or poor rating.

Related Items

2 To assist students in sharpening their job search skills.

Progress: Completed
Provided By: Career Services
Participants: Director of Career Services (Wright, Atina)
Budget Information: $1,688.00 (CCN and Career Fairs) - Carl Perkins
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.

Progress: Completed

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

3.1 Employment Services-Renamed Graduates' Utilization of CCN

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Career Services
Participants: Director of Career Services (Wright, Atina)

Objective With Intended Outcomes
Career Services will track the number of graduating students who utilize online College Central Network (CCN) employment services to assist in enhancing the institution's placement rate.

Assessment/Evaluation/Measures/Strategies
Benchmark: 10% - 15% CCN graduate utilization.

This objective measures the number of graduating students who utilize online College Central Network (CCN) employment services. Based on an increase in the number of graduating students who utilized CCN during AY 2012-13, the benchmark was set at 10% to 15% graduate utilization.

Career Services will run a computer generated report which collects data from CCN online system which tracks the number of graduating students who register and utilize the online employment services. Therefore, data will be collected from the CCN online tracking system.

- CCN Graduate Utilization Report

Assessment/Evaluation Results (Progress Report)
Objective was met in AY 2014-15 with an 18% graduate utilization rate and in AY 2013-14 (24.3% graduate utilization).

Results from CCN data indicated 51 graduating students registered with CCN and utilized online job placement services. A total of 51 out of 312 (16.3%) graduating students utilized job placement services during AY 2015-16. The percentage rate (16.3% of graduating students who registered and utilized job placement services) is 1.3% above the 10% to 15% benchmark range set during AY 2012-13. Based on these results, this objective was met in AY 2015-16.

Result: Objective was met.

Documentation/Cognos Report for summer 2015 and fall 2015 graduates.
Documentation/Cognos Report for spring 2016 graduates.

- CCN Graduate Utilization Report
- FA 2015 Graduates - Cognos Report
- SPR 2016 Graduates - Cognos Report
- SU 2015 Graduates - Cognos Report
- CCN Graduate Utilization Report
- FA 2015 Graduates - Cognos Report
- SPR 2016 Graduates - Cognos Report
- SU 2015 Graduates - Cognos Report

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.

Related Items

3 To assist students in obtaining part-time/full-time employment.
Progress: Completed
Provided By: Career Services
Participants: Director of Career Services (Wright, Atina)
Budget Information: 1,688.00 (CCN and Career Fairs) - Carl Perkins and Career Services Foundation
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

3.2 Employment Services - Placement

Start: 11/1/2015
End: 10/31/2016
Progress: Completed

Provided By: Career Services
Participants: Director of Career Services (Wright, Atina)

Objective With Intended Outcomes
This objective measures the number of graduating students who were able to find full-time employment within six months after graduating.

Assessment/Evaluation/Measures/Strategies
Benchmark: Benchmark established in AY 2014-15 Improvement Plan has been adjusted since this objective did not exist during AY 2013-14. Career Services will adjust the benchmark to reflect the average placement rate percentage based on the last three consecutive academic years (95% in AY 2014-15 and 90% in AY 2015-16). Therefore, a new benchmark percentage will be established after receiving the placement rate for AY 2016-17.

Career Services will run a computer generated report from Institutional Research that identifies students who graduated during a given academic semester(SU & FA 2014; SPR 2015), to include their contact information. Career Services will contact each graduate via email and/or phone to obtain their employment status. For compliance outcomes assessment reporting purposes, employment results for the previous academic year will be reported for the current academic year, due to the actual date that collection of employment data begins (six months after graduation). For example, data collection for SP 2016 graduates will begin November 2016. Since this data collection time frame occurs after the deadline for completing the outcomes assessment report for AY 2015-16, results from the previous year will be reported.

- FA 2014 Cognos Report
- SPR 2015 Cognos Report
- SU 2014 Cognos Report

Assessment/Evaluation Results (Progress Report)
This objective was met during AY 2014-2015.

Using the raw results from AY 2014-15 graduate responses (SU '14, FA '14 & SPR '15), the data indicated that of the total number of summer, fall and spring graduates (322), 139 (53.5%) were employed; 96 (37%) were continuing their education; 25 (9.6%) were unemployed; and 62 (19.3%) were unreachable. A placement rate of 90.4% was achieved ((139+96)/(322-62)=235/260=90.4). Based on these results, this objective was met in AY 2015-16.

Result: Objective was met.

- FA 2014 Employment Response
- FA 2014 Employment Data

- SPR 2015 Employment Response
- SPR 2015 Employment Data
- SU 2014 Employment Response
- SU 2014 Employment Data
- FA 2014 Employment Data
- FA 2014 Employment Response
- SPR 2015 Employment Data
- SPR 2015 Employment Response
- SU 2014 Employment Data
- SU 2014 Employment Response

Improvement Plan/ Changes Made
Each semester/academic year, Career Services will continue to collect employment data from students who have graduated to track post-collegiate career outcomes (job placement - graduates who are employed and continuing their education).

Career Services will also adjust the benchmark to reflect the average placement rate percentage based on the last three consecutive academic years (95% in AY 2014-15; 90% in AY 2015-16; awaiting percentage for AY 2016-17). Therefore, a new benchmark percentage will be established for AY 2017-18, after receiving the placement rate in AY 2016-17.

Related Items

3 To assist students in obtaining part-time/full-time employment.
Progress: Completed
Provided By: Career Services
Participants: Director of Career Services (Wright, Atina)
Budget Information: 1,688.00 (CCN and Career Fairs) - Carl Perkins and Career Services Foundation
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

4.1 Employment Services-Employer Satisfaction

Start: 11/1/2015

End: 10/31/2016
Progress: Completed
Provided By: Career Services
Participants: Director of Career Services (Wright, Atina)

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 employer satisfaction rate of at least 90% was set AY 2013-14 due to a 15% increase above the 85% benchmark set in AY 2012-13.

Assessment/Evaluation Results (Progress Report)
In AY 2014-15 and 2013-14, this objective (100% satisfaction rate) was met.

In AY 2015-16, employers who participate in the career fair events completed an Employer Satisfaction Survey with an overall satisfaction rating of at least 90%.

AY 2015-16 data collected from the Employer Satisfaction Surveys indicated 28 employers (100%) who participated in the Health Sciences and All Majors career fairs completed the surveys. Employers who completed the Health Sciences Survey rated the event as follows: 13 employers were very satisfied with the overall experience/environment of the career fair event and 15 employers who completed the All Majors Survey 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 was met by achieving an employer satisfaction rating of 100% from both Health Sciences and All Majors Career Fair events (same rating was received for both events in the previous two years) in AY 2015-16.

Result: Objective was met.

- All Majors Employer Satisfaction Survey
- Health Sciences Employer Satisfaction Survey
- Sample of Employer Satisfaction Surveys

Improvement Plan/ Changes Made

Career Services 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 2016-17.

Related Items

4 To develop partner relationships with employers and monitor employer satisfaction.
Progress: Completed
Provided By: Career Services
Participants: Director of Career Services (Wright, Atina)
Budget Information: 1,688.00 (CCN and Career Fairs) - Carl Perkins and Career Services Foundation
Start: 11/1/2015
End: 10/31/2016

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

Continuing Education

1.1 Non Credit-Personal Enrichment

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Continuing Education
Participants:

Objective With Intended Outcomes
Enroll an optimum number of community learners in personal enrichment/leisure learning classes.

- Continuing_Ed_definition_of_optimum

Assessment/Evaluation/Measures/Strategies
Simple headcount of learners enrolled compared to three-year enrollment averages in similar classes.

Assessment/Evaluation Results (Progress Report)
This objective was met in 14-15.

Three Year Analysis for Leisure Learning:
2013 220
2014 344
2015 247

3 Year Enrollment Average: 270
2015-16 Enrollment: 247

For AY 2015-2016, twelve (12) Leisure Learning courses were offered with 247 participants.

Objective met.

- Leisure Learning 15-16

Improvement Plan/ Changes Made
For AY 16-17, the Office of Continuing Education will undergo major transitions, due to the changes in institutional needs and reorganization and reorganization. As a result, Continuing Education staff will continue to schedule non-credit courses; however, the institutional priorities will emphasize for credit courses and workforce development.

Related Items

1 The Office of Continuing Education will provide non-credit learning experiences that meet the needs of a wide variety of community learners.
Progress: Completed
Provided By: Continuing Education
Participants:
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

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

Progress: Completed

1.2 Non Credit-Workforce Training

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Continuing Education
Participants:

Objective With Intended Outcomes
Offer an optimum number of workforce development courses that meet workforce training needs.

- Continuing Ed definition of optimum

Assessment/Evaluation/Measures/Strategies
Simple count of total course enrollment compared to three-year course enrollment averages in workforce training classes.

Assessment/Evaluation Results (Progress Report)
Objective was met last year in 14-15

Three Year Enrollment Analysis for Workforce Training according to reported data:
2013 140
2014 174
2015 339

3 Year Average enrollment: 218
2015-16 enrollment: 339

Objective met.

- WFD15-16

Improvement Plan/ Changes Made
For AY 2016-2017, the Office of Continuing Education will undergo major transitions, due to the changes in institutional needs and reorganization and reorganization.

Related Items

1 The Office of Continuing Education will provide non-credit learning experiences that meet the needs of a wide variety of community learners.
Progress: Completed
Provided By: Continuing Education
Participants:
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

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

1.3 Non Credit-Youth

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Continuing Education
Participants:

Objective With Intended Outcomes
Enroll an optimum number of grade-aged youth learners in enrichment, leisure, and personal development courses/activities.

- Continuing Ed definition of optimum

Assessment/Evaluation/Measures/Strategies
Simple headcount of youth learners enrolled compared to three-year enrollment averages in similar courses.

Assessment/Evaluation Results (Progress Report)
This objective was met in 14-15.

Three Year Enrollment Analysis for Non-Credit Youth according to reported data:
2013 235
2014 118
2015 50

3 Year Average: 134

2015-16 Enrollment: 50
Due to the loss of one full-time position within the Office of Continuing Education, we were forced to shift our focus to increasing our "for credit" programs.

Objective met.

- Youth15-16

Improvement Plan/ Changes Made
For AY 16-17, the Office of Continuing Education will undergo major transitions, due to the changes in institutional needs and reorganization and reorganization.

Related Items

1 The Office of Continuing Education will provide non-credit learning experiences that meet the needs of a wide variety of community learners.
Progress: Completed
Provided By: Continuing Education
Participants:
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

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

2.1 Credit Offerings-After Hours/Off-campus Courses

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Continuing Education
Participants:

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.

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.

Assessment/Evaluation Results (Progress Report)
This objective was met in 14-15. The Director of Continuing Education continues to confer with Division Heads in meetings of the Academic Council and during schedule planning times directed by the Office of Academic Affairs to identify courses that should be scheduled to meet needs. Few night classes continue to be offered as demand has declined, evidenced by low enrollment numbers in both fall and spring semesters. Evidence of fall 2015 and spring 2016 after hours classes are provided.
The objective was met in 15-16.

- EveFA15
- EveSP16

Improvement Plan/ Changes Made
For AY 16-17, the Office of Continuing Education will undergo major transitions, due to the changes in institutional needs and reorganization and reorganization.

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.
Progress: Completed
Provided By: Continuing Education

Participants:
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

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

2.2 Credit Offerings: Extension Programs and Special Services

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Continuing Education
Participants:

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.

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.

Assessment/Evaluation Results (Progress Report)
Objective met in 14-15. Enrollments at the LSU Alexandria campus through the LSUE/LSUA Collaborative declined. High school student enrollment in dual credit courses declined as funding from the State was reduced by the Dept. of Education through the Supplemental Course Academy allocations.

Evidence of off-campus courses.

Objective met.

- FA15SP16DE Course Offerings1

Improvement Plan/ Changes Made
We will continue to grow our course offerings at our offsite locations. Funding by the state via SCA remains influx from year to year.

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.
Progress: Completed
Provided By: Continuing Education
Participants:
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

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

2.3 Student Learning Outcomes in Coursework

Start: 11/1/2015
End: 10/31/2016
Progress: Canceled
Provided By: Continuing Education
Participants:

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)
This objective cannot be measured for 14-15 since the Office of Continuing Education is not provided this data. The objective is no longer relevant to the Office of Continuing Education. Dual credit sections report student learning outcomes to the Divisions.

Improvement Plan/ Changes Made
This measurement will not be included in the 16-17 outcome reporting.

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.
Progress: Completed
Provided By: Continuing Education
Participants:
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

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

3.1 Administer post-event evaluative surveys.

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Continuing Education
Participants:

Objective With Intended Outcomes

The Continuing Education staff will request all participants to complete a post-event evaluative survey at the end of each course/program/event.

Assessment/Evaluation/Measures/Strategies
The staff will maintain copies of completed surveys maintained in either hard or electronic files within the Office for all community service programs and non-credit courses. A blank example is included.

- Post_Event_Evaluation

Assessment/Evaluation Results (Progress Report)
Objective met in 14-15. Objective met. See data set attached. Files are available for inspection in the Continuing Education Office for courses and programs. Tabulated summaries are here attached showing over 90% of respondents were either satisfied or highly satisfied, and files are available for viewing and inspection in the Continuing Education Office.

Objective met.

- Data Set

Improvement Plan/ Changes Made
The following question will now be used as the measurement:

Based on your learning experience in this course or program, how likely will attend another course or program through LSU Eunice Continuing Education?

___ Very likely ___ Somewhat likely ___ Not sure ___ Somewhat unlikely ___ Very unlikely

Related Items

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.

Progress: Completed
Provided By: Continuing Education
Participants:
Budget Information: Not applicable
Start: 11/1/2015
End: 10/31/2016

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

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

3.2 Courses or programs will meet clients' needs/interests.

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Continuing Education
Participants:

Objective With Intended Outcomes
Respondents to post-event surveys will strongly agree or agree to the statement that the course or program met their needs/interests.

Assessment/Evaluation/Measures/Strategies
Ninety per cent of respondents will indicate strongly agree or agree to this statement on the post-event evaluation.

- Post_Event_Evaluation

Assessment/Evaluation Results (Progress Report)
Objective was met in AY 2014-2015.

For AY 2015-2016, over 90% of respondents indicated "strongly agree" or "agree" on the surveys.
See representative samples of completed surveys attached. Files are available for inspection in the Continuing Education Office for courses and programs.

Hard copy files of completed evaluations are on file for 2015-16 non-credit/community service activities and events. Tabulated summaries are here attached showing results of all surveys.
Objective met.

- AG Camp

- Data Set
- Making King Cakes
- Praxis Prep Course

Improvement Plan/ Changes Made
For AY 16-17, the Office of Continuing Education will undergo major transitions, due to the changes in institutional needs and reorganization and reorganization.

Related Items

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.
Progress: Completed
Provided By: Continuing Education
Participants:
Budget Information: Not applicable
Start: 11/1/2015
End: 10/31/2016

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

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

3.3 Clients will recommend Continuing Education courses or programs to others.

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Continuing Education
Participants:

Objective With Intended Outcomes
Respondents to post-event surveys will strongly agree or agree to the statement that they would recommend the same course or program to others.

Assessment/Evaluation/Measures/Strategies
Ninety per cent of respondents will indicate strongly agree or agree to this statement on the post-event evaluation.

- Post_Event_Evaluation

Assessment/Evaluation Results (Progress Report)
Objective met in AY 2014-2015.
In AY 2015-2016, over 90% of respondents indicated "strongly agree" or "agree" on the surveys. See representative samples attached. Files are available for inspection in the Continuing Education Office for courses and programs. Hard copy files of completed evaluations are on file for 2015-16 non-credit/community service activities and events. Tabulated summaries are here attached showing results of all surveys. Objective met in AY 2015-2016.

- AG Camp
- Data Set
- Making King Cakes
- Praxis Prep Course

Improvement Plan/ Changes Made
For AY 2016-2017, the Office of Continuing Education will undergo major transitions, due to the changes in institutional needs and reorganization and reorganization.

Related Items

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.

Progress: Completed
Provided By: Continuing Education
Participants:
Budget Information: Not applicable

Start: 11/1/2015
End: 10/31/2016

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

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

3.4 Clients will consider participation in Continuing Education classes and community service programs/events a worthwhile investment of time and/or money.

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Continuing Education
Participants:

Objective With Intended Outcomes
Respondents to post-event surveys will strongly agree or agree to the statement that participating in the course or event was a worthwhile investment of time and/or money.

Assessment/Evaluation/Measures/Strategies
Ninety per cent of respondents will indicate strongly agree or agree to this statement on the post-event evaluation.

- Post_Event_Evaluation

Assessment/Evaluation Results (Progress Report)
Objective met in AY 2014-2015.

In AY 2015-2016, over 90% of respondents indicated "strongly agree" or "agree" on the surveys. See representative samples of completed surveys attached. Files are available for inspection in the Continuing Education Office for courses and programs. Hard copy files of completed evaluations are on file for 2015-2016 non-credit/community service activities and events. Tabulated summaries are here attached showing results of all surveys.

Objective met in AY 2015-2016.

- AG Camp
- Data Set
- Making King Cakes
- Praxis Prep Course

Improvement Plan/ Changes Made
For AY 16-17, the Office of Continuing Education will undergo major transitions, due to the changes in institutional needs and reorganization and reorganization.

Related Items

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.

Progress: Completed
Provided By: Continuing Education
Participants:
Budget Information: Not applicable
Start: 11/1/2015
End: 10/31/2016

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.

Progress: Completed

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

Progress: Completed

Developmental Education

1.1 15-16 Developmental English (ENGL 0001)

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Developmental Education
Participants: Developmental Education Director (Fowler, Paul)

Objective With Intended Outcomes
Developmental education students (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 AY 2015-2016, the outcomes will be directly assessed and analyzed through an internally developed 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, and online students.

The faculty constructed a 25 question multiple choice examination paralleling the primary objectives for the course. The SLOs for ENGL 0001 as stated in the syllabus are:
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.

Indirect Assessment
An indirect measure is also included from institutional research data using the success rate for the ENGL 0001 course over the AY 2015-2016. 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 dept syllabus FA15

Assessment/Evaluation Results (Progress Report)
This objective was met in AY 2014-2015.

For AY 2015-2016, there were a total of 339 students enrolled in ENGL 0001 for Fall 2015 and 145 enrolled for Spring 2016 totaling
- 15 sections in fall with 12 at LSUE, 2 at LSUA, 2 Dual Credit, and 1 Online
- 8 sections in spring with 5 at LSUE, 1 at LSUA, 1 Dual Credit, and 1 Online.

Direct **Assessment**
All students attending during the last week of class were assessed with the 25 questions multiple choice instrument. This accounted for a total of 347 (75%) of the 484 students. The data in Table 1 summarizes the results for student achievement of the SLOs during AY 2015-2016. Students performed at 77% overall with an 80% on A, 85% on B, and a 73% on C. As Table 1 indicates, Dual Credit and Online students outperformed students at LSUE and LSUA keeping in mind that there were a total of 7 Dual Credit students for the academic year. Regardless, all sites performed at or above 70% on all SLOs.

Table 2 details the longitudinal data since Spring 2011 indicating that student achievement has been relatively stable since AY 2012-2013. Next, Table 3 presents the data for Pathways students compared to Non-Pathways students- both performing relatively the same during AY 2015-2016. Finally, Table 4 presents an item analysis through the Remark Software used for all students except those who took the course Online. The item analysis indicates that the students had the most difficulty with questions 16 and 17 on tense and punctuation. This information will be shared with the English Coordinator.

Indirect Assessment
The indirect assessment is represented by the success rate achieved by students during AY 2015-2016. As Table 5 indicates, the overall raw success rate was 72% and the NCDE adjusted rate removing the withdrawals and failures due to absences was 87% with LSUA at 95% and LSUE at 86%. The raw success rate nearly met the NCDE rate of 73%; however, the Online success rate had a 27% withdraw rate compared to 15% overall. In addition, only 17 (57%) of the Online students were successful compared to 71% overall.

Given that the direct assessment SLO rate of 77% > the established benchmark of 70% and
given that the indirect assessment student success 87% > NCDE benchmark of 73%,
Objective 1.1 is met.

- ENGL 0001 Learning Outcomes Exam NEW FINAL VERSION
- T1 ENGL 0001 Sites

- T2 ENGL 0001 Longitudinal
- T3 PWAY V Non PWAY
- T4 ENGL 0001 Item Analysis
- T5 ENGL 0001 Indirect Rates

Improvement Plan/ Changes Made
No changes planned. Student difficulty on questions 16 and 17 along with the high withdrawal rate / low success rate for Online sections will be shared with the English Coordinator.

Emailed to faculty on 6-7-16 for input.

The English Coordinator emailed the faculty on June 7, 2016 for their input. Input may not return until the beginning of fall 2016 since some faculty are out for the summer.

The ENGL 0001 online instructor responded to the email on June 9, 2016. Her email description essentially mirrors what was seen in other classes during Spring 2016. Many students simply stopped coming to class or stopped doing the course work.

- ENGL 0001 Online email
- ENGL 0001 request on 16 and 17 from coordinator

Related Items

1 15-16 Developmental Coursework: 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.

Progress: Completed
Provided By: Developmental Education
Participants: Developmental Education Director (Fowler, Paul)
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

Selected Tables

Table 1. AY 15-16 ENGL 0001 SLO Results by Site

ENGL 0001 SLO Description	Overall	LSUE	Dual Credit	LSUA	Online
Overall	77	78	80	75	78
A. Using clear topic sentences	80	80	86	78	89
B. Using evidence to support a topic sentence	85	84	77	86	89
C. Using proper grammar and punctuation	73	75	79	70	71
Total number of students	347	260	7	63	17

Table 2. ENGL 0001 Longitudinal Results since Spring 2011.							
ENGL 0001 SLO Description	SP 2011	AY 11-12	AY 12-13	FA 13	AY 14-15	AY 15-16	Change
Overall	72	76	79	80	78	77	-1
A. Using clear topic sentences	79	85	87	85	84	80	-4
B. Using evidence to support a topic sentence	87	87	89	88	87	84	-3
C. Using proper grammar and punctuation	61	69	72	76	74	73	-1
Total number of students	123	463	419	260	381	347	
weighted averages due to online							
COMPASS used during spring 2014							

Table 3. AY 15-16 ENGL 0001 Pathways Results Compared to Non-Pathways Results			
ENGL 0001 SLO Description	Pathways	Non-Pathways	Overall
Overall	76	79	77
A. Using clear topic sentences	79	82	80
B. Using evidence to support a topic sentence	82	87	85
C. Using proper grammar and punctuation	73	75	73
Total number of students	189	158	347

Table 5. AY 15-16 ENGL 0001 Success Rates (Indirect Measures)					
Description	LSUA	Dual Credit	LSUE (wo online)	Online	Totals
Total n	75	7	372	30	484
No. of Ws	8	0	59	8	75
No. violation of attendance policy	2	0	10	0	12
Grade of A, B, C only	62	6	261	17	346
Percent raw success	83	86	70	57	71.5
Percent success using NCDE	95	86	86	77	87.2

1.2 15-16 Developmental Math (MATH 0001)

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Developmental Education
Participants: Developmental Education Director (Fowler, Paul), Division Head - Sciences (Hamlin, John)

Objective With Intended Outcomes
Developmental education students (Pathways and non Pathways) 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 2015 and spring 2016 semesters will be assessed (i.e. no sampling). Assessment will include LSU Eunice and LSU Alexandria site students, modular students, dual credit students, and online students. The final exam for modular math students is both multiple choice and free response. Questions parallel the student learning outcomes for all other sections.

The student learning outcomes in MATH 0001 are:

The student, upon successful completion of this course, will:

1.1.1 Manipulate the order of operations on the real numbers.
1.1.2 Perform basic algebraic operations with expressions and linear equations.
1.1.3 Analyze and compute measurements for different geometric figures.

These outcomes are contained in the MATH 0001 course syllabus for both fall 2015 and spring 2016.

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 completion rate for the MATH 0001 course over the 15-16 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 0001 only) are removed from the total n.

The national benchmark according to the NCDE is 68%.

- MATH 0001 SYLLABUS fall 2015

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, Outcome 1.2 was met.

Direct Assessment
Table 1 details the SLO data for the 424 students who took the final exam over AY 2015-2016. In all, there were 30 sections of the course at five different sites or methodologies. Data was reported for four of the five sites. The accelerated site was a special population of four students of prison guards at a local correctional institution. No data was collected from the site since there were only four students and it was the instructor's first time teaching the course.

As Table 1 demonstrates, students scored a 74% overall with all four sites reporting scoring within five percentage points of each other. Students scored an 80% on outcome 1.1.1 and 74% on outcome 1.1.2. Students scored a 67% on outcome 1.1.3; the geometry outcome continues to be an issue in the course. Modular students scored a 62% in AY 2015-2016 which is two percentage points higher than AY 2014-2015. In fact, the longitudinal data presented in Table 2 indicates that student performance increased on all course outcomes with 1.1.3 increasing from 62% to 67%.

Table 3 presents the item analysis for all face-to face sections with the most troublesome problem being number 50 in outcome 1.1.3 which was calculating the perimeter of a simple rectangle (see the final exam for AY 2015-2016). Evidently, students are forgetting the formula. Table 4 presents the item analysis for modular sections. Problems 46 and 47, both associated with outcome 1.1.3, only had a probability of success in the mid 20%. They are both similar problems dealing with finding an unknown in a geometric figure.

Given that the observed student performance is 74% (see Table 1) > the benchmark of 70%, this part of objective 1.2 is met.

Indirect Assessment

Finally, student success rates are compared to the NCDE's established success rates for developmental mathematics nationally. Table 5 details the rates for 599 students that were enrolled on the census day for fall 2015 or spring 2016. [Note that a total of 428 (71%) out of the 599 students took the final exam.] Overall, the raw success rate for MATH 0001 was 63% for AY 2015-2016 with modular students outperforming all other sites other than the four accelerated students. LSUA students performed at a corrected rate of 84% while LSUE students performed at a corrected rate of 62% In addition, modular students withdrew from MATH 0001 at a rate of 10% while face to face students at the LSUA and LSUE sites withdrew at a rate of nearly 15%. While modular students have difficulty with outcome 1.1.3, more of them complete MATH 0001.

To compare the success rates in MATH 0001 to the NCDE national rate, the withdraws and failures due to attendance issues are removed from the total n. Do so yields a 73% success rate overall (see Table 5).

Since the observed success rate of 73% > the NCDE's national rate of 68%, this section of objective 1.2 is met.

Given that the direct assessment and indirect assessment are both met, Objective 1.2 is met for AY 2015-2016.

- Final Exam MATH 0001 AY 15-16
- T1 MATH 0001 SLO Summary by Site AY 15-16
- T2 MATH 0001 SLO Longitudinal Results
- T3 Face-to-Face Item Analysis MATH 0001 AY 15-16
- T4 Modular Math 0001 Item Analysis AY 15-16
- T5 Course Success Rates for MATH 0001 AY 15-16

Improvement Plan/ Changes Made

No changes are planned for objective 1.2 given the fact it was met overall.
The two issues with the item analysis

- #50 on the face to face exam dealing with perimeter
- #46 and #47 on the modular exam dealing with finding an unknown of a geometric figure

will be discussed with the mathematics faculty to determine if anything can be done to assist students in mastering these problems.
Sent to the math faculty on 7/12/16 for their input.

Request for information from the MATH 0001 final exam committee in the math faculty meeting of 9-16-16 (highlighted).
The math faculty met on October 3, 2016 and discussed actions that could be taking to help students perform better on problems where the success rate was less than 50%.

- MATH 0001 Final Exam Committee Meetings
- Math Dept mtg 9-16-16 Minutes MATH 0001

Related Items

1 15-16 Developmental Coursework: 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.

Progress: Completed
Provided By: Developmental Education
Participants: Developmental Education Director (Fowler, Paul)
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

Progress: Completed

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.

Progress: Completed

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.

Progress: Completed

Table 1. MATH 0001 SLO Results AY 2015-2016 Aligned to QEP.							
MATH 0001 SLO Description	Overall	Modular	LSUE	Dual Credit	LSUA	Online	Accelerated
Overall	74	74	75		75	70	
1.1.1. Manipulate order of operations with real numbers	80	82	79		81	71	
1.1.2. Perform basic algebraic operations with expressions and linear equations	74	73	72	None	79	69	No Data
1.1.3. Geometry	67	62	72		69	71	
Total number of students tested	428	205	114		73	32	4
Total number of sections for AY	30	13	8		6	2	1

Table 2. Longitudinal SLO Results MATH 0001							
MATH 0001 Student Learning Outcomes: All Sections	Sp 11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	Change
Overall	63	71	73	73	71	74	3
1.1.1. Manipulate order of operations with real numbers	68	77	78	78	75	80	5
1.1.2. Perform basic algebraic operations with expressions and linear equations	58	66	68	71	70	74	4
1.1.3. Geometry	x	64	67	64	62	67	5
Total number of students tested	259	714	608	512	483	424	

Table 5. AY 15-16 MATH 0001[1] Course Success Rates.							
Description	LSUA	Dual Credit	LSUE[2]	Modular	Online	Accelerated	Totals
Total n	90		163	298	44	4	599
No. of Ws	13	none	24	29	6	0	72
No. violation of attendance policy	4		7	2	0	0	13
Grade of A, B, C only	61		82	203	27	4	377
Percent raw success	68		50	68	61	100	62.9
Percent success using NCDE	84		62	76	71	100	73.3
1. Includes all students at all sites both Pathways and NonPathways.							
2. Modular and online students not included in this number.							

1.3 15-16 Developmental Math (MATH 0002)

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Developmental Education
Participants: Developmental Education Director (Fowler, Paul), Division Head - Sciences (Hamlin, John)

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 internally by the mathematics faculty using the textbook publisher's Testgen program. All students taking the final exam in fall 2015 and spring 2016 will be assessed (i.e. no sampling). Assessment includes LSUE and LSUA face-to-face students, dual credit students, modular, and online students. Students enrolled in the modular program have both multiple choice and free response in their version of the final exam. The student learning outcomes in MATH 0002 are:

Upon successful completion of this course, the student, will:
1.1.4 Perform basic algebraic operations.
1.1.5 Perform basic operations involving the rectangular coordinate system.

These outcomes are contained in the MATH 0002 course syllabus for both fall 2015 and spring 2016.

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 completion rate for MATH 0002 course over the 2015-2016 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 course completion rate established by the NCDE using this method of calculation is 68%.

- MATH 0002 SYLLABUS fall2015

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, objective 1.3 was not met. The focus last year was on the face to face students not meeting SLOs. This was discussed in a meeting of math faculty held on March 9, 2016. It was decided that the final exam review needed to be replaced since it was out of date. A new review was posted on April 6, 2016.

Direct Assessment
For 2015-2016, 349 students across 27 different sections across all methodologies took the final exam (see Table 1). Students taking the final exam worked the embedded SLO questions scoring 69% overall, outcome A, and outcome B. As Table 1 indicates, dual credit performed the best, then online, and LSUA - all performing above the 70% benchmark. Students at the LSUE site performed at 69% overall and modular performed at 65% overall. Note that dual credit face to face students gave an incorrect version of the final exam. As a result, the data was eliminated from consideration. However, there were a total of seven modular students enrolled in two sections. Their results are shown in the dual credit column of Table 1. A copy of the final exam for AY 2015-2016 is here for reference.

Longitudinally, the performance on SLOs increased by one percentage point from AY 2014-2015 (see Table 2). The performance in AY 2015-2016 is up from 62% in spring 2011.

Table 3 contains an item analysis for the face to face students at the LSUE site only since LSUA met the overall outcome benchmark. The item analysis yields the following information on questions where students had less than a 50% chance of answering the question correctly:

- Question 20: Students factoring $xy^2 + 3y^2 - 16x - 48$ had a 40% of success. Interestingly enough, 40% of the students had a version of the answer, but did not factor the $y^2 - 16$ (see Table 3a).
- Question 26: Students solving a problem involving a square root had a 37% chance of success. Many students had the correct set of prospective answers, but did not check their answer. Had they done so, an additional 28% of the students would have obtained the correct answer (see Table 3a).
- Questions 29: Rectangle problem with a 44% chance of success. Students might have guessed here since the chance of answering A was 16%, C was 27%, and D was 13%.
- Question 30: Finding numbers for which a rational expression is undefined only required students to solve $2x - 16 = 0$. A total of 49% were successful; however, 21% of the students attempted to set the numerator equal to zero as well (see Table 3a).
- Question 31: Simplifying a rational express by factoring and keeping track of a negative was one of the most challenging exam questions with only 27% of the students answering it correctly. 40% of the students chose answer B which left the negative in the answer without cancelling the factors (see Table 3a).
- Question 32: This question dealt with the multiplication of a rational expression. An equal amount of students (43%) chose the correctly factored form as did an incorrectly factored form (see Table 3a).
- Question 33: Yet another rational expression dealing with division with 49% answering the problem correctly, but 32% answered with an incorrectly factored form (see Table 3a).
- Question 38: One of the most missed problems on the exam dealing with simplifying a root that involves rationalization of the final result. Only 20% of the students answered it correctly while 47% of the students chose the incorrect answer leaving a factor of 7 in the answer and not rationalizing properly (see Table 3a). NOTE on 38: One faculty member mentioned that she was given a version of the final exam that did not include this problem so she decided to concentrate on other material during the final week of classes. As a result her students were not prepared to deal with the topic.

An item analysis was also completed for modular mathematics (see Table 4). The exam is a computerized version that parallels the face to face version. The exam is both multiple choice and free response.

- Question 6: This question on exponential expressions was one of the most missed questions on the final and only had a 29% success rate. Evidently, many students were leaving negatives exponents in the answer.
- Question 18: This question on factoring $ax^2 + bx + c$ was also one of the most missed questions on the exam with only 26% of the students answering it correctly.
- Question 21: Students had a 46% success rate on this solving quadratics by factoring. It appears that issues in problem number 18 also caused issues with problem 21.
- Question 23: 42% of the students answered this question correctly dealing with solving quadratics using the quadratic formula. Students will often use their calculators to solve a problem of this type trying to enter the entire problem at once (often not keying the problem in correctly according to the calculator's logic and order of operations).

- Questions 24 and 25: These two problems with 45% and 44% respectfully deal with simplifying rational expressions. Often time's students will multiply by the LCD properly, but not simply correctly or check their answer(s).
- Question 28: This problem dealing with motion problems was one of the most missed problems at 25%. Students often will often skip this problem in order to spend time on more familiar problems. This was evident by the number of "inc" shown in the data.
- Question 29: This application problem about area has typically with 45% of the student answering correctly is usually the result of students forgetting the formula needed to actually solve the problem.

In comparing the two Tables dealing with the item analysis, it is apparent that face to face students had issues with factoring, solving and simplifying square roots, and rational expressions. Modular students had difficulty with simplifying exponential expressions, motion problems, factoring and solving quadratics, and rational expressions. The common problem type for both seem to be factoring, solving quadratics, and simplifying rational expressions.

As the observed overall SLO measure is 69 < the set benchmark of 70%, this part of objective 1.3 is not met.

Indirect Assessment

Next, the course success rate was examined across all methodologies (see Table 5). Note that only 349 (57%) of the students actually took the final exam out of 613 originally enrolled on the 14th day of the fall 2015 or spring 2016 semester. The raw success rate was 53%. The raw success rates - dual credit at 97%, online at 63%, LSUA at 57%, modular at 50%, and then LSUE at 43% - leave something to be desired. The NADE corrected success rate removing the failures due to absences and withdrawals was 67% which is one percentage point below the national benchmark of 68%. Only LSUA, Dual Credit Students, and Online students met or exceeded the national benchmark. It should be noted that quite a few student in spring 2016 simply stopped attending. Faculty members did mention that they attempted to talk to the students to caution them about being behind or not attending class, but gave up in many cases because students would simply not listen. This affected the performance of all students except dual credit. Below are three emails to students from one modular mathematics faculty member notifying students that they are falling behind and need to attend class.

- MATH 0001 email example,
- MATH 0002 email example number 1 and email example number 2.

Since the indirect assessment yielded an observed value of 67% < the NCDE rate of 68%, this section of objective 1.3 is not met.

Looking at longitudinal data in Table 6 and Table 7, it is worth noting that the performance on SLOs for modular versus all other forms of instruction (AFI) are nearly identical with modular scoring 69% for 422 students and AFI scoring 68% with 922 students. In a slightly different comparison using indirect measures, Table 8 indicates that 56% based of the 694 students since fall 2013, complete modular math. For face to face only (eliminating dual credit and online), only 52% of the 1,163 students successfully completed MATH 0002 since fall 2013 (see Table 9).

Overall, given the results of the direct and indirect assessments, objective 1.3 is not met.

- Final exam review 0002-2016
- MATH 0002 final
- Math Dept Mtg 3-9-16 Minutes
- T1 MATH 0002 SLOs by Site AY 15-16
- T2 Longitudinal SLO Data for MATH 0002
- T3 LSUE Site only F-F Item Analysis MATH 0002 SLO AY 15-16
- T3a Detailed MATH 0002 AY 15-16 Item Analysis for LSUE Site Only
- T4 Modular MATH 0002 Item Analysis AY 15-16
- T5 Success Rates using Grades MATH 0002 AY 15-16
- T6 Longitudinal Results for Modular Math 0002 by SLOs
- T7 Longitudinal Results for OFI MATH 0002 by SLOs
- T8 Modular MATH 0002 Indirect Assessment using Grades
- T9 MATH 0002 Indirect Assessment using Grades for AFI
- Vidrine email 1 Spring 2016
- Vidrine email 2 Spring 2016
- Vidrine email 3 Spring 2016

Improvement Plan/ Changes Made

While the results have been improving for MATH 0002, the direct and indirect assessment benchmarks are still not met. One specific issue that has affected the modular mathematics is the change in books in summer 2015 as Table 6 and Table 8 point out.

The data will be presented to the mathematics faculty to determine what can be done to increase success and performance on SLOs.

Sent to the mathematics faculty on 7/12/16 for their input.

Ms Thibodeaux mentioned that some of the problems discussed were relied on the answer from the problem before it. She created independent problems for most of those problems that students were having difficulty with in the modular sections (see highlighted section of the 9-16-16 meeting minutes).

The math faculty met on October 4, 2016 and discussed actions that could be taking to help students perform better on problems where the success rate was less than 50% on the face-to-face final.

Evidence of meeting on 11-11-16 for curriculum changes affecting all students (including LSUA).
Evidence of meeting on 11-18-16 for curriculum changes affecting all students (including LSUA).
Evidence of forwarding meeting minutes to the LSUE math instructor at LSUA.
Evidence of input from the LSUE math instructor at LSUA.

- 11-11-16 Math Meeting Minutes
- 11-18-16 email exchange about math meeting minutes
- 11-18-16 Math Meeting Minutes
- 11-18-16 math meeting minutes forwarded to Grace
- MATH 0002 Final Exam Committee Meetings
- Math Dept mtg 9-16-16 Minutes Modular MATH 0002
- T6 Longitudinal Results for Modular Math 0002 by SLOs
- T8 Modular MATH 0002 Indirect Assessment using Grades

Related Items

1 15-16 Developmental Coursework: 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.
Progress: Completed
Provided By: Developmental Education
Participants: Developmental Education Director (Fowler, Paul)
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

Table 1. MATH 0002 SLO Results by Site AY 15-16						
MATH 0002 SLO Description	Overall	Modular	LSUE	Dual Credit	LSUA	Online
Overall	69	65	69	90	70	78
1.1.4. Perform basic algebraic operations	69	65	69	92	70	78
1.1.5. Perform operations with the rectangular coordinate system	69	65	70	78	71	80
Total number of students tested	349	172	75	7	60	35
Total number of sections in AY	27	13	6	2	4	2
Dual Credit shown are modular from spring 2016. A total of 28 dual credit in three sections from fall 2015 gave an incorrect version of the final exam. As a result, the three sections were removed from the data.						

Table 2. Longitudinal SLO Data for MATH 0002.							
OVERALL MATH 0002 Student Learning Outcomes	Sp 11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	Change
Overall	62	66	65	67	68	69	1
1.1.4. Perform basic algebraic operations	62	66	64	67	68	69	1
1.1.5. Perform operations with the rectangular coordinate system	60	67	69	64	67	69	3
Total number of students tested	306	533	534	492	474	349	

Table 5. Indirect Assessment using Grades for MATH 0002 AY 15-16[1]						
Description	LSUA	Dual Credit	LSUE[2]	Modular[3]	Online	Totals
Total n	87	35	121	322	48	613
No. of Ws	18	0	28	65	4	115
No. violation of attendance policy	4	0	4	1	0	9
Grade of A, B, C only	50	34	52	160	30	326
Percent raw success	57	97	43	50	63	53.2
Percent success using NCDE	77	97	58	63	68	66.7

1. Includes all students at all sites both Pathways and NonPathways.
2. Modular and online students not included in this number.
3. Includes 14 modular students completing MATH 0002 in Intersession and alternate semesters.

Table 6. MATH 0002 Direct Assessment using SLOs in Percentages						
Modular Mathematics	Semester					
outcome	Fa 13 - SP 14	Su 14	Fa 14 - Sp 15	Su 15	Fa 15 - Sp 16	Weighted Averages
Overall	76	79	71	57	66	69.3
1.1.4. Perform basic algebraic operations	78	81	71	58	66	69.6
1.1.5. Perform operations with the rectangular coordinate system	64	70	70	49	66	66.7
Total number of students tested	48	23	153	19	179	422

Table 7. MATH 0002 Direct Assessment using SLOs in Percentages						
All other forms of instruction	Semester					
outcome	Fa 13 - SP 14	Su 14	Fa 14 - Sp 15	Su 15	Fa 15 - Sp 16	Weighted Averages
Overall	66	71	67	83	71	67.8
1.1.4. Perform basic algebraic operations	66	71	67	84	71	67.9
1.1.5. Perform operations with the rectangular coordinate system	64	70	65	75	72	66.2
Total number of students tested	444	27	321	30	170	992

Table 8. Indirect Assessment of MATH 0002 indirect using Grades						
Modular only						
Description	Fa 13 - Sp 14	Su 14	Fa 14 - Sp 15	Su 15	Fa 15 - Sp 16	Totals
Total n	68	27	250	27	322	694
No. of Ws	5	1	22	4	65	97
No. violation of attendance policy	3	0	12	0	1	16
No grade of A, B, C only	48	21	142	19	160	390
Percent raw success	71	78	57	70	50	56
Percent success using NCDE	80	81	66	83	63	67
Percent withdraw	10	5	15	21	41	25

Table 9. Indirect Assessment of MATH 0002 using Grades for Face to Face Sections Only						
FF only does NOT include any dual credit sections or online sections						
Description	Fa 13 - Sp 14	SU 14	Fa 14 - Sp 15	Su 15	Fa 15 - Sp 16	Totals
Total n	558	34	344	19	208	1163
No. of Ws	91	6	56	2	46	201
No. violation of attendance policy	7	0	5	0	8	20
No grade of A, B, C only	280	24	180	16	102	602
Percent raw success	50	71	52	84	49	52
Percent success using NCDE	61	86	64	94	66	64
Percent Withdraw	16	18	16	11	22	17

1.4 15-16 Developmental Orientation to University Studies (UNIV 1005)

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Developmental Education
Participants: Developmental Education Director (Fowler, Paul)

Objective With Intended Outcomes
Developmental Education students (Pathways and non-Pathways) will successfully complete their developmental coursework gaining 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 through an internally created 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' student learning. All students remaining in the course in fall 2015 and spring 2016 were assessed (i.e. no sampling) including the LSU Eunice and LSU Alexandria sites. The course is not offered online or through dual credit. The student learning outcomes according to the UNIV 1005 syllabus are:
Upon successful completion of this course, the student will:

1. Locate and access LSU Eunice resources.
2. Demonstrate various transferable 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 and will be the success rate for the course over the 2015-2016 academic year. The success rates 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 (both the raw and NCDE rates will be calculated) for each site or methodology. The rate nationally 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.

- UNIV 1005 Syllabus FA 15

Assessment/Evaluation Results (Progress Report)
In AY 2014-2015, this objective was met.

In AY 2015-2016, a total of 18 UNIV 1005 sections were offered with 343 students enrolled on the census day for both fall and spring (11 sections in Fall 2015 with 216 students and 7 sections in spring 2016 with 127 students). Students taking the final exam were assessed using questions related to the two SLOs for UNIV 1005 (see attached). There were a total of 216 students at the LSUE site and 62 students at the LSUA site for a total of 278 students representing 86% of the 323 originally enrolled.

Direct assessment
Table 1 details the results for UNIV 1005 SLOs over AY 2015-2016. The results indicate that LSUE students outperformed the LSUA site students; however, both sites met the overall 70% benchmark established.

Table 2 indicates that the SLO results for the UNIV 1005 course have been relatively consistent since AY 2012-2013. Table 3 indicates that the non-Pathways students (students with higher ACT scores) tend to outperform the regular Pathways students. That said, the Pathways students did exceed the stated benchmark of 70%.

Next, Table 4 details the item analysis for the UNIV 1005 courses during AY 2015-2016. The item analysis indicates that students had some difficulty with question number one which is a question dealing with midterm grades.

Indirect Assessment
Finally, Table 5 presents the indirect data for the UNIV 1005 course. Students at the LSUA site scored a raw success rate of 83% and an NCDE adjusted rate of 98%. Students at the LSUE site scored a raw success rate of 74% and an NCDE adjusted rate of 87%. Overall, considering all students enrolled on the census day for fall 2015 and spring 2016, 76% were successful at completing

UNIV 1005. The adjusted rate of 90% removes the 36 students who withdrew and 16 who were failed due to the attendance policy per NCDE procedures.

Given that the overall observed direct rate of 84% > the stated benchmark of 70%;
Given that the observed indirect rate of 90% > the stated NCDE rate of 76%,
Objective 1.4 is met.

- T1 UNIV 1005
- T2 UNIV 1005
- T3 UNIV 1005
- T4 UNIV 1005
- T5 UNIV 1005
- UNIV 1005 SLO outcome questions

Improvement Plan/ Changes Made
No changes planned. This data will be shared with the faculty teaching the course so they may emphasize where students find their grades online (related to question one).

Sent to faculty on 6-5-16 for input. Faculty accepted at the 8-17-16 meeting (see highlighted passages on the question 1 issue). Evidence that meeting minutes were emailed to LSUA personnel (Ms. Brown-LSUE instructor; Dr. Halpin-LSUA Director of Advising; Ms. Robertson-Smith-LSUA Advisor).

See comments from Ms. Wiltz.

- 8-17-16 UNIV 1005 meeting minutes
- 8-19-16 email on UNIV Meeting
- Wiltz letters UNIV 1005

Related Items

1 15-16 Developmental Coursework: 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.

Progress: Completed
Provided By: Developmental Education
Participants: Developmental Education Director (Fowler, Paul)
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

Table 1. AY 15-16 UNIV 1005 Student Learning Outcomes Site Summary					
UNIV 1005 SLO Description	Overall	LSUE	Dual Credit	LSUA	Online
Overall	84	85		79	
1. Locate and access LSU Eunice resources	84	86	none	79	none
2. Demonstrate various transferrable academic skills	82	84		78	
Total number of students	278	216		62	

Table 2. UNIV 1005 Student Learning Outcome Longitudinal Results Since Spring 2011							
UNIV 1005 SLO Description	SP 11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	Change
Overall	70	74	82	81	83	84	1
1. Locate and access LSU Eunice resources	82	80	86	84	85	84	-1
2. Demonstrate various transferrable academic skills	60	68	78	78	80	82	2
Total number of students	131	399	341	320	313	278	

Table 3. AY 15-16 UNIV 1005 Student Learning Outcome Results by Pathways and Non-Pathways			
UNIV 1005 SLO Description	Pathways	Non-Pathways	Overall
Overall	82	88	84
1. Locate and access LSU Eunice resources	83	89	84
2. Demonstrate various transferrable academic skills	81	87	82
Total number of students	199	79	278

Table 5. AY 15-16 UNIV 1005 Success Rates (Indirect Measure)					
Description	LSUA	Dual Credit	LSUE	Online	Totals
Total n	72	none	271	none	343
No. of Ws	7		29		36
No. violation of attendance policy	4		12		16
Grade of A, B, C only	60		201		261
Raw success rate	83		74		76
Percent success using NCDE	98		87		90

1.5 15-16 Developmental College Reading (UNIV 0008)

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Developmental Education
Participants: Developmental Education Director (Fowler, Paul)

Objective With Intended Outcomes
Developmental education 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 an internally 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 2015 and spring 2016 will be 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.

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 2015-2016 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 are removed from the total n. The rate calculated by the NCDE is 76%.

- UNIV 0008 Syllabus

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, Objective 1.5 was met. The novel was changed from Gaines' A Lesson Before Dying to Hauser, Brooke (2011). New Kids: Big Dreams and Brave Journeys at a High School for Immigrant Teens. (see the course syllabus for Fall 2015).

For AY 2015-2016, there were four sections of UNIV 0008 offered (three at the LSUE site and one at the LSUA site) in Fall 2015 with a total of 73 students enrolled on the census day. In Spring 2016, there were seven sections of UNIV 0008 offered (six at the LSUE site and one at the LSUA site) with a total of 116 students enrolled on the census day. As a result, there were a total of 11 sections with 189 students enrolled.

Direct Assessment
Each student taking the final exam (SLO section only) answered embedded questions dealing with both SLOs. A total of 173 (92%) students took the final exam scoring 75% overall with outcome A at 76% and outcome B at 71% (see Table 1). LSUA students scored higher on the SLO questions than did LSUE students. Nevertheless, students at both sites exceeded the benchmark of 70%.

The data in Table 2 represents the results longitudinally since AY 2011-2012. The results indicate that student performance for UNIV 0008 has been relatively consistent since AY 2013-2014. Next, Table 3 breaks out the data for Pathways versus Non-Pathways students taking the course during AY 2015-2016. Here, the data indicates that the Non-Pathways students - students with higher ACT reading scores - outperform the Pathways to Success students.

An item analysis is contained in Table 4 - created from the Remark Software used to generate the results. It indicates that students had difficulty with questions 9 (author style), 13 (transitional words), and 15 (parts of graphical data). This data will be shared with

the faculty so they may decide a course of action. They may wish to merely emphasize these topics in class or decide to replace the SLO section of the final exam.

Indirect Assessment
Table 5 details the indirect success rates for students at both the LSUE and LSUA sites. The overall raw success rate including the fate for all 203 student was 75%. The adjusted rate for the NCDE - removing the withdrawals and failures due to absences - was 84%. The raw rate of 75% nearly exceeds the NCDE rate of 76%. The adjusted rate of 84% exceeds the NCDE standard of 76%.

Given that the observed direct rate of 75% > the benchmark rate of 70%;
Given that the observed indirect rate of 84% > the NCDE's benchmark rate of 76%,
Objective 1.5 is met.

- T1 UNIV 0008 Sites
- T2 UNIV 0008 Longitudinal
- T3 UNIV 0008 Comparisons
- T4 UNIV 0008 Item Analysis
- T5 UNIV 0008 Indirect
- UNIV 0008 SLO Copy
- UNIV 0008 Syllabus

Improvement Plan/ Changes Made
The faculty intend on working toward changing the SLOs for the UNIV 0008 reading course and changing the SLO assessment during AY 2016-2017.

Sent to faculty on 6-5-16 for input. Faculty accepted report at the 8-17-16 meeting and gave an update on the time line for changes. Evidence that meeting minutes were emailed to LSUA personnel (Ms. Brown-LSUE instructor; Dr. Halpin-LSUA Director of Advising; Ms. Robertson-Smith-LSUA Advisor).
See Ms. Wiltz's comments.

- 8-17-16 UNIV 0008 meeting minutes

- Wiltz Letter UNIV 0008

Related Items

1 15-16 Developmental Coursework: 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.

Progress: Completed
Provided By: Developmental Education
Participants: Developmental Education Director (Fowler, Paul)
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

Table 1. UNIV 0008 SLO Results for AY 15-16 by Site					
UNIV 0008 SLO Description	Overall	LSUE	Dual Credit	LSUA	Online
Overall	75	74	none	82	none
A. Correctly identify the meaning of topic, main idea, supporting details, and unfamiliar words in paragraphs, essays, textbook chapters, and visual media.	76	75		84	
B. Employ critical reading comprehension strategies.	71	71		70	
Total number of students	173	147		26	

Table 2. UNIV 0008 Longitudinal Student Learning Outcome Results since AY 11-12						
UNIV 0008 SLO Description	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	Change
Overall	69	75	75	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	76	76	0
B. Employ critical reading comprehension strategies.	56	65	73	70	71	1
Total number of students	254	209	199	209	173	

Table 3. UNIV 0008 Comparisons for AY 15-16 Pathways versuses Non-Pathways.			
UNIV 0008 SLO Description	Pathways	Non Pathways	Overall
Overall	73	81	75
A. Correctly identify the meaning of topic, main idea, supporting details, and unfamiliar words in paragraphs, essays, textbook chapters, and visual media.	73	83	76
B. Employ critical reading comprehension strategies.	71	72	71
Total number of students	124	49	173

Table 5. UNIV 0008 Course Success Rates (Indirect Measure)					
Description	LSUA	Dual Credit	LSUE	Online	Totals
Total n	31	none	172	none	203
No. of Ws	3		13		16
No. violation of attendance policy	1		3		4
Grade of A, B, C only	27		126		153
Raw success rate	87		73		75
Percent success using NCDE	100		81		84

3.1 Program Completion

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Developmental Education
Participants: Developmental Education Director (Fowler, Paul)

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 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 2015, fall 2015, spring 2016, and summer 2016 cohorts are eliminated from consideration. Data for this objective typically runs one year behind in order to allow students to complete the program. Results of at least 30% completion for the students will be considered success.

In AY 2014-2015, the report that generates the data being updated to include all transfer students using information from Louisiana's

GRAD Act. The GRAD Act tracks all transfer students to their next institution. However, the data only tracks graduation in which case the student completed their developmental education coursework. Unfortunately, the additional information provided by the GRAD Act does not provide information on whether the student was able to complete their developmental education coursework if they did not graduate. Institutional Research has informed this office that the GRAD Act Data is downloaded once per year. As a result, the decision was made to track data one year behind the report date for completeness.

Assessment/Evaluation Results (Progress Report)
In AY 2014-2015, objective 3.1 was met.

For AY 2015-2016, data was obtained on August 4, 2016 and was analyzed on August 8, 2016. The program completion rate for 3,929 students is a total of 1,363 (35%) (see Table 1). This encompasses fall 2004 through spring 2015. The 1,363 is well within the 30-40% sited by Bailey, Joeng, & 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).

The slight increase over last year (33-34%) represents the ability to now account for students transferring to other institutions. The students that have transferred have, no doubt, completed their developmental education courses in order to graduate.

Some additional statistics are:

- The mean GPA at the time of program completion is 2.784;
- The standard deviation at the time of program completion is 0.640;
- The mean length to program completion is 1.309 years;
- The median length to program completion is 0.930 years (using the median is a better measure of completion since many student stop out for several semesters and then return);
- A total of 219 (5.6%) out of the 3,929 Pathways students graduated;
- The mean time to graduation is 4.157 years;
- The median time to graduation is 3.730 years, and;
- The standard deviation to graduation is 1.429 years.

It should be noted that Bailey's et al. (2008) completion rate deals with all developmental students, not just those who need developmental coursework in all areas. In comparison, last year's overall mean completion rate was 33.58% compared to this year's 34.69%.

Since the observed completion rate of 34.69% is between 30 - 40% specified by the Community College Research Center and the Lumina Foundation, Objective 3.1 is met.

- T1 Program Completion Based on New FF

Improvement Plan/ Changes Made
No changes planned; however, it is worth noting that LSUE is undergoing a reorganization as a result of initiatives developed by the new Chancellor. While the changes will no doubt be positive for students and the good for LSUE, the changes will take time.

Developmental education has lost both advising positions. The two positions will be placed within a success center under Student Enrollment. As a result, the Director currently has 400 advisees (about 200 of which are active). Given this situation, service to students will no doubt be impacted in fall 2016 while the searches take place.

The Vice Chancellor for Academic Affairs has been notified that the following items will be effected for fall 2016.

- There will be one advising visit instead of three;
- Midsummer 2016 phone calls did not take place;
- Early intervention phone calls during the first week of fall 2016 will not take place;
- Midterm letters and phone calls will not take place;
- Registration demonstrations will be taken care of by the faculty in the UNIV courses;
- Sending out tutoring warning letters will not take place, and
- Summarizing data at the end of fall will not take place.

These efforts are expected to continue when advisors are hired and trained.

Sent to faculty on August 14, 2016 for input. Faculty accepted at the 8-17-16 meeting and revised the student download materials to reflect the program changes.

- 8-17-16 UNIV 1005 and 0008 meeting minutes

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.

Progress: Completed
Provided By: Developmental Education
Participants: Developmental Education Director (Fowler, Paul)
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

Table 1. Program Completion based on the Number of New First Time Freshmen.

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	14-15	Total	Median
No. in cohort	329	333	320	364	406	408	431	399	329	294	316	3929	333
No. completing	97	130	118	125	134	113	159	134	118	112	123	1363	123
Percent	29.48	39.04	36.88	34.34	33.00	27.70	36.89	33.58	35.87	38.10	38.92	34.69	35.87

3.2 Fall to Spring Retention

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Developmental Education
Participants: Developmental Education Director (Fowler, Paul)

Objective With Intended Outcomes
Of the new first time freshmen enrolled in the Pathways to Success program, at least 76% overall will be retained from fall to spring.

Assessment/Evaluation/Measures/Strategies
The indirect measure of 76% was generated using a 10 year average (2005-2006 to 2014-2015) 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)
For AY 2014-2015, this objective was not met. Developmental Education continued to call students and send out midterm grade warnings and letters for students who had not scheduled for the next semester. The department also made phone calls and sent emails to students not attending during the first week of classes.

For 2015-2016, the retention rate for all Pathways students was 82%; LSUE was 81%, and LSUA was 85%. Data was collected from the query tools on June 1, 2016 (see attached summary).

Since 82% > 76%, Objective 3.2 is met.

- Email to Student not Attending Beginning SP 16
- F-S Retention
- Midterm Grades
- Not Registered
- Phone Call List for Students not Attending First Week
- Phone Calls About Midterms

Improvement Plan/ Changes Made
Continue to monitor retention.

Developmental education has lost both advising positions. The two positions will be placed within a success center under Student Enrollment. As a result, the Director currently has 400 advisees (about 200 of which are active). Given this situation, service to students will no doubt be impacted in fall 2016 while the searches take place.

The Vice Chancellor for Academic Affairs has been notified that the following items will be effected for fall 2016.

- There will be one advising visit instead of three;
- Midsummer 2016 phone calls did not take place;
- Early intervention phone calls during the first week of fall 2016 will not take place;
- Midterm letters and phone calls will not take place;
- Registration demonstrations will be taken care of by the faculty in the UNIV courses;
- Sending out tutoring warning letters will not take place, and
- Summarizing data at the end of fall will not take place.

These efforts are expected to continue when advisors are hired and trained.

The faculty accepted the report and updated the download materials at the 8-17-16 meeting.

- 8-17-16 UNIV 1005 and 0008 meeting minutes

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.
Progress: Completed
Provided By: Developmental Education
Participants: Developmental Education Director (Fowler, Paul)
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.

Progress: Completed

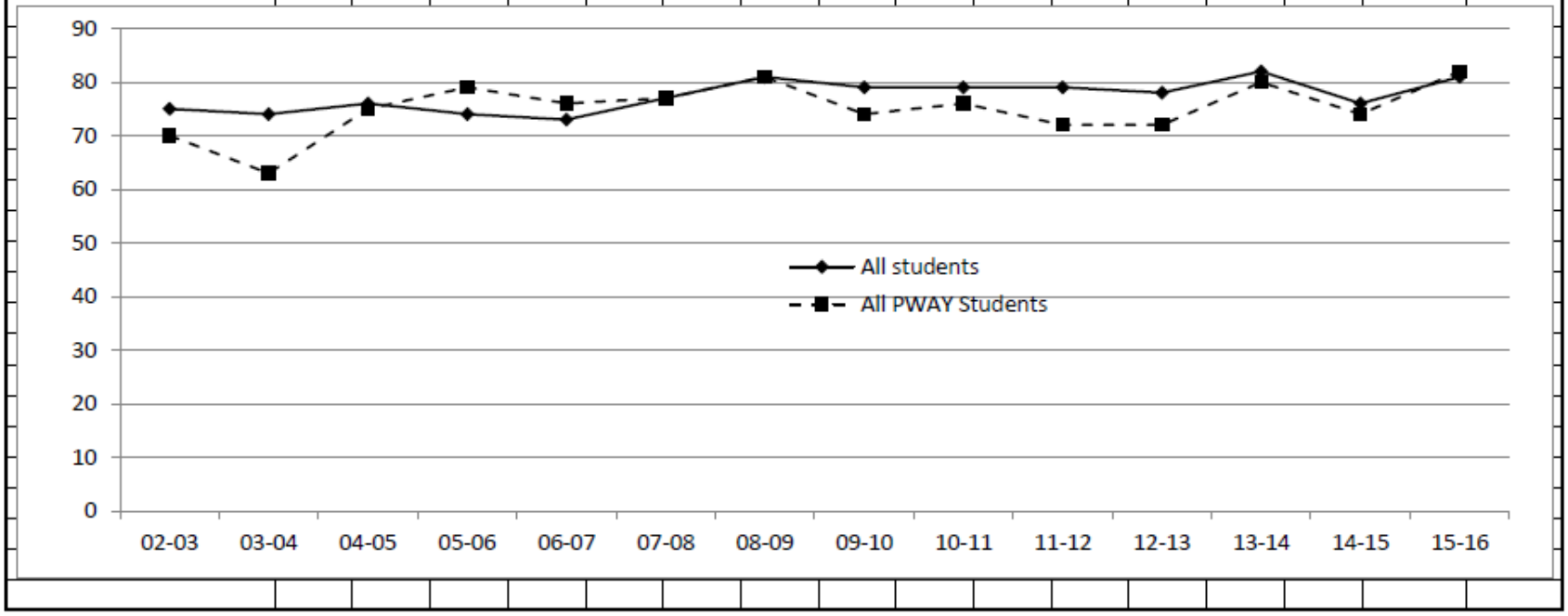
8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.

Progress: Completed

Selected Tables

Fall to Spring Retention Rates for First Time Freshmen Only
2000-2016 (updated 6/1/16)

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	14-15	15-16	Mean	Mdn
All students	75	74	76	74	73	77	81	79	79	79	78	82	76	81	77	78
All PWAY Students	70	63	75	79	76	77	81	74	76	72	72	80	74	82	75	76



3.3 Fall to Fall Retention

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Developmental Education
Participants: Developmental Education Director (Fowler, Paul)

Objective With Intended Outcomes
Of the new first time freshmen enrolled in the Pathways to Success program, at least 45% 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 45% was calculated as being the 10 year average from 2004-2005 through 2013-2014 and thus will be used as the benchmark.

The 2014-2015 Pathways retention will be calculated for all new first-time freshmen students in the Pathways to Success Program using the Institutional Research Query Tools.

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, this objective was met.

For 2015-2016, the fall 2014 to fall 2015 Pathways retention was calculated on June 1, 2016 from Institutional Research using their Query Tools. The overall Pathways retention was 44%; LSUE retention was 43%; and LSUA retention was 47%.
The actual retention was 44.4% < benchmark retention of 45.3% (see the attached summary). In June 2015, the Board of Regents changed the developmental course policy so that Regional Four Year Institutions could accept students needing one developmental course. This, in turn, affected the overall retention at both LSUE and LSUA since the change in policy allowed students to leave LSUE and enroll at LSUA (and other four year regional institutions).

For this reason, objective 3.3 is being classified as tentatively met.

- F-F Retention

Improvement Plan/ Changes Made
Continue to monitor fall to fall retention to determine how the new Board of Regents Policy has affected the operation of the developmental education program at the LSUA site.

Developmental education has lost both advising positions. The two positions will be placed within a success center under Student Enrollment. As a result, the Director currently has 400 advisees (about 200 of which are active). Given this situation, service to students will no doubt be impacted in fall 2016 while the searches take place.

The Vice Chancellor for Academic Affairs has been notified that the following items will be effected for fall 2016.

- There will be one advising visit instead of three;
- Midsummer 2016 phone calls did not take place;
- Early intervention phone calls during the first week of fall 2016 will not take place;
- Midterm letters and phone calls will not take place;
- Registration demonstrations will be taken care of by the faculty in the UNIV courses;
- Sending out tutoring warning letters will not take place, and
- Summarizing data at the end of fall will not take place.

These efforts are expected to continue when advisors are hired and trained.

The faculty accepted the report at the 8-17-16 meeting and updated the UNIV download materials.

- 8-17-16 UNIV 1005 and 0008 meeting minutes

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.

Progress: Completed
Provided By: Developmental Education
Participants: Developmental Education Director (Fowler, Paul)
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

Progress: Completed

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.

Progress: Completed

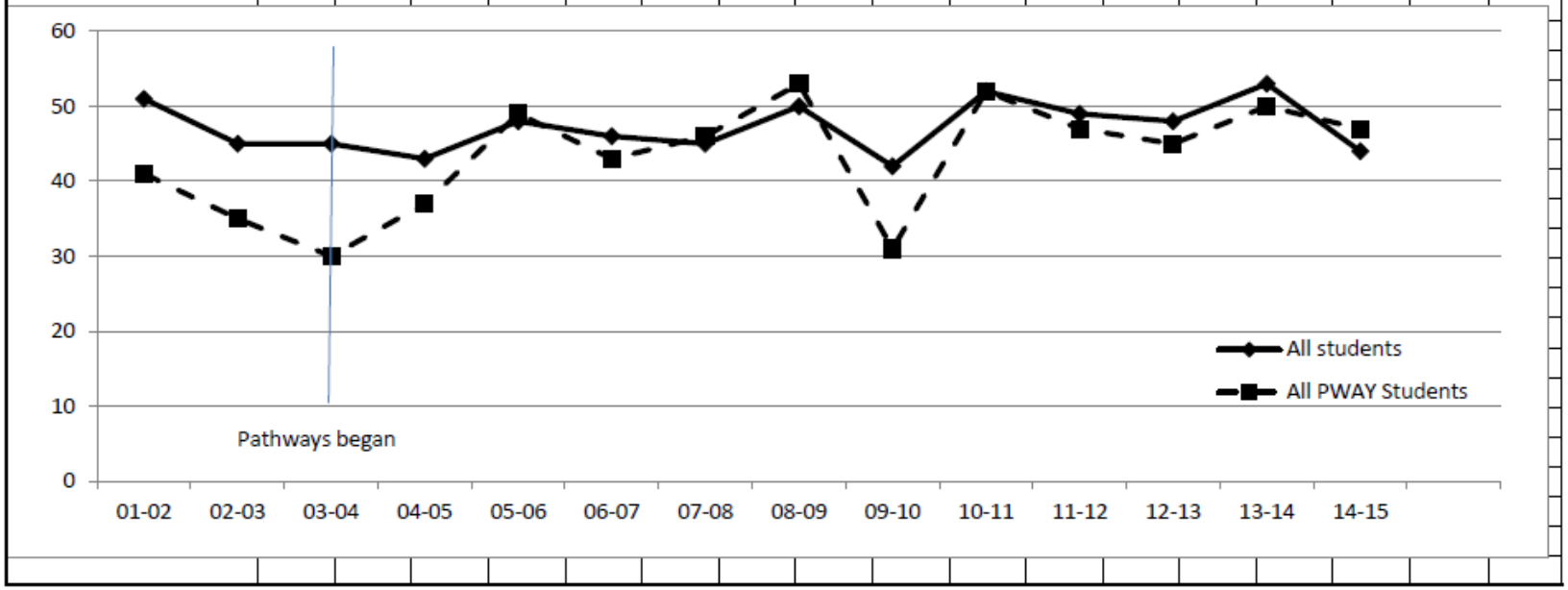
8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.

Progress: Completed

Selected Tables

Fall to Fall Retention Rates for First Time Freshmen Only
2000-2015 (updated 6/1/16)

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	13-14	14-15		Mean	Mdn
All students	51	45	45	43	48	46	45	50	42	52	49	48	53	44		47	47
All PWAY Students	41	35	30	37	49	43	46	53	31	52	47	45	50	47		43	46



Reference to Gen Ed See general education

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Developmental Education
Participants: Developmental Education Director (Fowler, Paul)

Objective With Intended Outcomes
Refer to general education outcomes 2.1, 2.2, and 2.3 that relate to the completion of the first general education courses after the completion of developmental coursework.

Related Items

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.
Progress: Completed
Provided By: Developmental Education
Participants: Developmental Education Director (Fowler, Paul)
Budget Information: student fee for CAAP and associated reporting
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

Grants

1.1 Grant Training

Start: 11/1/2015
End: 10/31/2016
Progress: Delayed
Provided By: Grants
Participants: Director of Grants (Cilano, Joe)

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)
Nothing to report. The Director of Grants retired on June 30, 2015 and the position has not yet been filled. In addition, this area is under reorganization.

Related Items

1 LSU Eunice faculty and staff will pursue public, private, and institutional grant and research opportunities to enhance academic programs and services.
Progress: Completed
Provided By: Grants
Participants: Director of Grants (Cilano, Joe)
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

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

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

1.2 Grant Submissions

Start: 11/1/2015
End: 10/31/2016
Progress: Delayed
Provided By: Grants
Participants: Director of Grants (Cilano, Joe)

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)
Nothing to report. The Director of Grants retired on June 30, 2015 and the position has not yet been filled. In addition, this area is under reorganization.

Related Items

1 LSU Eunice faculty and staff will pursue public, private, and institutional grant and research opportunities to enhance academic programs and services.
Progress: Completed
Provided By: Grants
Participants: Director of Grants (Cilano, Joe)
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

- **1. Students complete associate degree or certificate programs prepared to enter the work force.**
  Progress: Completed
- **2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.**
  Progress: Completed
- **3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.**
  Progress: Completed
- **4. Students who need developmental instruction acquire the knowledge and skills to prepare them for collegiate study.**
  Progress: Completed
- **5. Students receive support and assistance in reaching academic, personal, career, and employment goals.**
  Progress: Completed
- **7. Students find facilities and resources adequate in classrooms, laboratories, the library, and recreational areas.**
  Progress: Completed
- **8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.**
  Progress: Completed

1.3 Perkins CTE Grant

Start: 11/1/2015
End: 10/31/2016

Progress: Completed
Provided By: Grants
Participants: Director of Grants (Cilano, Joe)

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)
For AY 2014-2015, this objective was met.

For AY 2015-2016, the Carl Perkins Basic grant was awarded and was allocated to support the Nursing and Allied Health Sciences in the amount of $143,825.85 for equipment, supplies, professional development, etc., and Computer Information Technology for Lab expansion in the amount of $45,230.00. A portion was allocated to Career Services and promoting CTE in the service area for career fairs, professional development, placement for CTE students. The carryover grant served as an extension for enhancing and meeting the goals of the LAP for CTE programs. All reports were filed in a timely manner and keep on file in the accounting office on campus in the science building room 138.

The Objective was met.

- Carl Perkins Basic Summary Cluster 2015-2016 IE

Improvement Plan/ Changes Made
To improve grant administration LCTCS has plans to move to an electronic grant portal for 2016-2017 Letter of Application. LCTCS will also begin to have training for the new CTE Perkins instructor to ensure CTE teacher are ready for the classroom especially those who come from industry. LCTCS will also provide workshops on Pell/WIA allocations for all Perkins Coordinator and CAR reporting workshops. The Coordinator will receive certification as a Certified Carl Perkins Coordinator.

Related Items

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

Progress: Completed
Provided By: Grants
Participants: Director of Grants (Cilano, Joe)
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

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

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

2.1 Grant Guidelines

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Grants
Participants: Director of Grants (Cilano, Joe)

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.

- Expenditures
- Grants Policy Statement
- Modular Math Contract/Guidelines

Assessment/Evaluation Results (Progress Report)
Objective met in AY 2014-2015.

For AY 2015-2016, Principal Investigators (PI) received contracts and balance statements for their grants. The LEQSF for the modular mathematics is presented as documentation
April status memo
Account Balance Recap
Subsidy Summary Ledger

Objective met for AY 2015-2016.

- 636-10-4003 Apr 16 ABR
- 636-10-4003 Apr 16 S&D
- 636-10-4003 Memo

Improvement Plan/ Changes Made
This area is under reorganization.

Completed by Paul Fowler on 9/30/16.

Related Items

2 LSU Eunice sponsored programs will operate within the guidelines of funding entities and federal, state, system, and institutional policy.
Progress: Completed
Provided By: Grants
Participants: Director of Grants (Cilano, Joe)
Budget Information: None (existing)
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

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

2.2 Adherence to Grant Guidelines

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Grants
Participants: Director of Grants (Cilano, Joe)

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)
For AY 2014-2015, the objective met.

For AY 2015-2016, there were no findings in the area of grants by the LSU Financial Controls Review.

As a result, the objective was met.

Financial Controls Review

Improvement Plan/ Changes Made
This area is under reorganization.

Completed by Paul Fowler on 9/30/16.

Related Items

2 LSU Eunice sponsored programs will operate within the guidelines of funding entities and federal, state, system, and institutional policy.
Progress: Completed
Provided By: Grants
Participants: Director of Grants (Cilano, Joe)
Budget Information: None (existing)
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

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

Health Sciences & Business Technology

Computer Information Technology

6.1 CIT Professional Competency

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Computer Information Technology
Participants: Division Head, HSBT (McDonald, Dottie)

Objective With Intended Outcomes
Upon successful completion of the program students will demonstrate the knowledge base and application to work as an entry-level computer information technician.

This outcome is assessed using:
CSC 2230 - (web base) (fall 2015) Upon successful completion of the is course students will be able to demonstrate knowledge of operating systems concepts, the installation and upgrading Operating systems and the ability to apply course principles to related assignments, Operating Systems Concepts.

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 computer information and computer science related courses.

CSC 2230 - (web base) (fall 2015) - 13 students enrolled in the course for fall 2015. **Only section offered for the fall 2015 semester.** All students in this course were evaluated. Evaluation of this course is done in the following manner: Class Discussion Board Questions and Collective combination of Hands-On Projects, Case Projects, Exercises and Video Learning Sessions (Syllabus)

- SLO_CSC2230Syllabus

Assessment/Evaluation Results (Progress Report)
For AY 2014 - 2015 Objective met.

For AY 2015-2016, CSC 2230 - (web base) (fall 2015) - (12.87 of 13 students) 99% of the students successfully demonstrated their knowledge base of operating systems concepts, the installation and upgrading Operating Systems. **Objective Met**.

For AY 2015-2016, CSC 2230 - (web base) (fall 2015) - (12.22 of 13 students) **94**% of the Students demonstrated the ability to apply course principles to related assignments in the Operating Systems Concepts. **Objective Met**.

Improvement Plan/ Changes Made
CSC2230 - Improve students understanding of a larger variety of operating systems such as for mobile devices (cell phones and tablets) by establishing a virtualization environment. Give more individual hands-on assignments.

Related Items

6 Maintain an effective computer information technology (CIT) program.
Progress: Completed
Provided By: Computer Information Technology
Participants: Division Head, HSBT (McDonald, Dottie)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

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

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

6.4 CIT Placement

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Computer Information Technology
Participants: Division Head, HSBT (McDonald, Dottie)

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 set at 50% (the sum of those placed in the field and those continuing their education) from Fall 2014 through spring 2015 data.

Fall 2014 - Career Services Employment Data, Spring 2015 - Career Services Employment Data, Summer 2014 - Career Services Employment Data

Fall 2014 - Career Services Employment Data

Spring 2015 - Career Services Employment Data

Summer 2014 - Career Services Employment Data

Assessment/Evaluation Results (Progress Report)
For AY 2014 - 2015 Objective met

For the AY 2015-2016 planning cycle, the placement rates of graduates from AY 2014-2015 was examined (see the Career Services Employment Data). Overall, 13 student graduated from the CIT program in AY 2014-2015 with 46% of them being employed in the field and 7.6% of them continuing their education. As a result, a total of 7 (54%) of the 13 students were either employed in the field or continuing their education.

Since the observed value (employed in field or continuing education) is 55% > the benchmark of 50%, **Objective 6.4 is met.**

Improvement Plan/ Changes Made
Have faculty discuss and encourage students during advising, the importance of continuing their education and work with industry to increase the number of students entering the work force.

Related Items

6 Maintain an effective computer information technology (CIT) program.
Progress: Completed

Provided By: Computer Information Technology
Participants: Division Head, HSBT (McDonald, Dottie)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

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

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

Diagnostic Medical Sonography

1.1 DMS Professional Competency
Start: 11/1/2015
End: 10/31/2016
Progress: Delayed
Provided By: Diagnostic Medical Sonography
Participants: Division Head, HSBT (McDonald, Dottie)

Objective With Intended Outcomes
1.10 Graduates of 2013-2014 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 2013-2014 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.

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.

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.

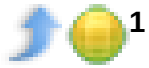
1.12 Data acquired via ARDMS exam results (annual report from the ARDMS). Based on four year period within five year accreditation cycle (from 2009-2013), some (JRCDMS does not specify a minimum number) graduates have earned both abdomen and ob/gyn ARDMS credentials.

JRC-DMS Surveys

Employer survey blank

Graduate survey blank

Assessment/Evaluation Results (Progress Report)
Director of IE's Note: The DMS program did not operate in AY 15-16. The new coordinator is in the process of working with accreditation to start the program again in 2017.

Related Items
 **1 Maintain an effective Diagnostic Medical Sonography Program**
Progress: Delayed
Provided By: Diagnostic Medical Sonography
Participants: Division Head, HSBT (McDonald, Dottie)
Budget Information: none (Existing)
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

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

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

1.2 DMS Retention

Start: 11/1/2015
End: 10/31/2016
Progress: Delayed
Provided By: Diagnostic Medical Sonography
Participants: Division Head, HSBT (McDonald, Dottie)

Objective With Intended Outcomes
For students who began the program in 2013-2014, total attrition, including attrition due to Academic Dismissal, Clinical Dismissal, Student Withdrawal, will be maintained within limits set by JRC-DMS Policies.

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.

Assessment/Evaluation Results (Progress Report)
Director of IE's Note: The DMS program did not operate in AY 15-16. The new coordinator is in the process of working with accreditation to start the program again in 2017.

Related Items

1 Maintain an effective Diagnostic Medical Sonography Program
Progress: Delayed
Provided By: Diagnostic Medical Sonography
Participants: Division Head, HSBT (McDonald, Dottie)
Budget Information: none (Existing)
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

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

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

1.3 DMS Employment

Start: 11/1/2015
End: 10/31/2016
Progress: Delayed

Provided By: Diagnostic Medical Sonography
Participants: Division Head, HSBT (McDonald, Dottie)

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.

Assessment/Evaluation/Measures/Strategies
1.30 Data obtained via employer and 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.

- EmployerSurvey_blank
- GraduateSurvey_blank

Assessment/Evaluation Results (Progress Report)
Director of IE's Note: The DMS program did not operate in AY 15-16. The new coordinator is in the process of working with accreditation to start the program again in 2017.

Related Items

1 Maintain an effective Diagnostic Medical Sonography Program
Progress: Delayed
Provided By: Diagnostic Medical Sonography
Participants: Division Head, HSBT (McDonald, Dottie)
Budget Information: none (Existing)
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

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

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

Fire and Emergency Services

5.1 Fire and Emergency Services - Professional Competency

Start: 11/1/2015
End: 10/31/2016
Progress: Canceled
Provided By: Fire and Emergency Services
Participants: Division Head, HSBT (McDonald, Dottie)

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

Assessment/Evaluation Results (Progress Report)
Goals and Objectives for EEMS moved to Liberal Arts as the program now reports to that Division Head.

Improvement Plan/ Changes Made
None

Related Items

5 Maintain an effective fire science program
Progress: Canceled
Provided By: Fire and Emergency Services
Participants: Division Head, HSBT (McDonald, Dottie)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

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

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

5.2 Fire and Emergency Services Employment

Start: 11/1/2015
End: 10/31/2016
Progress: Canceled
Provided By: Fire and Emergency Services
Participants: Division Head, HSBT (McDonald, Dottie)

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 set at 65% from spring 2010 through spring 2013 academic year data.

Assessment/Evaluation Results (Progress Report)
Goals and Objectives for EEMS moved to Liberal Arts as the program now reports to that Division Head.

Improvement Plan/ Changes Made
None

Related Items

5 Maintain an effective fire science program
Progress: Canceled
Provided By: Fire and Emergency Services
Participants: Division Head, HSBT (McDonald, Dottie)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

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

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

Management

7.1 Management Professional Competency

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Management
Participants: Division Head, HSBT (McDonald, Dottie)

Objective With Intended Outcomes
Upon the conclusion of the curriculum the students will be prepared for entry-level managerial positions.

This will be assessed using data from MGMT 2999 (Principles of Management) (web based, spring 2016) - This course has essentially been used as a capstone course for the management program.

Student Learning Outcomes:
As a result of successful completion of this course the student will be able to:
Students will be able to discuss and apply basic business concepts and terminology.
Understand best practices and principles associated with business management concepts.
Apply business management concepts and terminology to assignments.

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.

MGMT 2999 (Principles of Management) (web base, spring 2016) - 6 students were scheduled for this course (all students were evaluated) and this was the only web base section offered.

Instruction and Assessment Tools:
The instructor will utilize Power Point presentations, assigned readings, forum discussions, online chapter tests in various forms, videos, and a mid-term and final exam. Outcomes will be assessed by the successful completion of the chapter tests, forum discussions, mid-term and final exam, individual and group projects. MGMT2999 Syllabus

MGMT2999 Syllabus

Assessment/Evaluation Results (Progress Report)

For AY 2014-2015, Objective met.

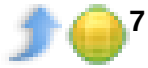
For AY 2015-2016, MGMT 2999 (Principles of Management) (web base, spring 2016) - This was the only web base section offered.

Assessment Results
(6 of 6 students) 100% demonstrated their ability to apply business management concepts and terminology to assignments through critical thinking exercises.
(6 of 6 students) 100% of students the ability to discuss and apply basic business concepts and terminology through forum discussion.
(6 of 6 students) 100% of the students demonstrated their ability understand best practices and principles associated with business management concepts through a group project.

Objective met.

Improvement Plan/ Changes Made
Keep students engaged throughout the semester online class forums, critical thinking exercises, quizzes, group and individual projects.
The Division Head, Program Director, and faculty are preparing to go through program accreditation within the next year. To better asses the management program and our students, the program director and faculty are researching Educational Testing Service to provide a national test for our graduating students

Related Items



7 Maintain an effective management program
Progress: Completed
Provided By: Management
Participants: Division Head, HSBT (McDonald, Dottie)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

7.4 MGMT Placement

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Management
Participants: Division Head, HSBT (McDonald, Dottie)

Objective With Intended Outcomes
Upon graduation, Management majors will either be employed in the field or will continue their education.

Assessment/Evaluation/Measures/Strategies
Benchmark is set at 47.7%. Benchmark is reflective of the average placement rate and/or continuing education of students based on the last three years: AY 2012 -2013 (45.8%); AY 2013-2014 (47.3%); and AY 2014 - 2015 (50%).
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.

Assessment/Evaluation Results (Progress Report)
For AY 2014 - 2015, Objective was met.

For the AY 2015-2016 planning cycle, the placement rates of graduates from AY 2014-2015 was examined. Overall, 56 student graduated from the Management program in AY 2014-2015 with 27% of them being employed in the field and 43% of them continuing their education. As a result, a total of 39 (70%) of the 56 students were either employed in the field or continuing their education. Since the observed 70% > benchmark of 47.5%, the **Objective is Met.** Summer 2014 - Career Services Employment Data; Fall 2014 - Career Services Employment Data; Spring 2015 - Career Services Employment Data.

Fall 2014 - Career Services Employment Data

Spring 2015 - Career Services Employment Data

Summer 2014 - Career Services Employment Data

Improvement Plan/ Changes Made
No changes planned at this time.

Related Items

7 Maintain an effective management program
Progress: Completed
Provided By: Management
Participants: Division Head, HSBT (McDonald, Dottie)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

Nursing

2.1 Nursing Professional Competency

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Nursing
Participants: Division Head, HSBT (McDonald, Dottie)

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. Graduate 6 months

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. Employer 6 months

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 Director of 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.

- graduate 6 months
- Sample of employer survey

Assessment/Evaluation Results (Progress Report)
2.10 **Objective met for the last planning year.**
For AY 2015-2016: Based on results of graduate surveys the Objective was met. **All 38 graduates were surveyed, however, only one student responded to the survey**. The one student that responded, responded that they were prepared to enter the work force as an entry level health care professional. Please review completed 6 month graduate survey. GRADUATE SURVEY 2015, 2016 Graduate Survey

2.11 Objective met for the last planning year.
For AY 2015-2016, Results of Employer Survey indicated objective was met. **All employers were** surveyed. 14 employers responded. 54% the employers that responded that the graduates rated Average and 31% rated above average totaling to 85%

stating the students were prepared as entry level health care professionals. Please review completed 6 month employer survey. REPORT EMPLOYER SURVEY 2015

2.12 **Objective met for the last planning year.**
For AY 2015-2016, based on the 2015 NCLEX report Objective was met. 38 nursing graduates took the NCLEX exam. (35 of 38) 92% pass the NCLEX exam on the first attempt. Please review Percent of Graduates Passing and Test Plan Performance from the 2015 NCLEX program report. **Results are based on all students taking the NCLEX exam.** NCLEX2015, Program results NCLEX 2.

- 2016_08_09_11_22_26
- 2016_10_14_10_00_43
- GRADUAE SURVEY 2015
- NCLEX2015
- Program results NCLEX 2
- REPORTEMPLOYER SURVEY2015

Improvement Plan/ Changes Made
Historically it has been difficult to get students to respond to the survey. The Program Director has begun to do an exit survey with all graduates. Based on ACEN standards we are required to follow up with a 6 month survey.
Program Director and faculty will thoroughly review Test Plan Performance Report to determine weak content areas. Enhance lecture content, remediation, and laboratory skills to improve weak content areas of the program.

Related Items

2 Maintain an effective nursing program
Progress: Completed
Provided By: Nursing
Participants: Division Head, HSBT (McDonald, Dottie)
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

2.2 Nursing Retention

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Nursing
Participants: Division Head, HSBT (McDonald, Dottie)

Objective With Intended Outcomes
2.20 65% of the students admitted to the nursing program will graduate within six semesters.

2.21 90% percent of LPN's entering through advanced standing will graduate within one year.

Note that ACEN states this objective in this way.

Assessment/Evaluation/Measures/Strategies
2.20 2014 - 2016 cohort. Benchmark changed 75% to 65%**.** Benchmark of 75%, historically, benchmark was determined by the Program Director and faculty based on criteria mandated by ACEN. Benchmark changed to 65% based on recommendation from ACEN. Compare list of students admitted to the Nursing Program for a given year to list of graduates of that class to determine retention rates.

2.21 2015 - 2016 cohort. Benchmark of 90% based on criteria mandated ACEN. 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.

Assessment/Evaluation Results (Progress Report)
For the AY 2014-2015 planning year, Outcome 2.20 was not met for the 2012 - 2014 cohort: 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.

For the AY 2015-2016 planning year, outcome 2.20 assesses the **2014** - 2016 cohort. Fall of 2013 60 new students selected and started the Nursing program. At the end of the fourth and final semester of the program 31 students successfully completed and graduated The attrition for the 2013 - 2015 cohorts = 48% and Retention was 52%. **Objective not met** for the 2013 - 2015 cohorts. ATTRITION RATES 2013 - 2015 (3)

2.21 Objective not met. 2014 - 2015 Attrition and Retention

2.21 2015 - 2016 LPN to RN cohort. 9 LPN students began the program in summer of 2014. Of the 9 starting only 5 successfully completed and graduated from the program. The attrition rate for this cohort was 37% and the retention was 63%. **Objective not met.** ATTRITION RATES 2013 - 2015 (3)

- ATTRITION RATES 2013 - 2015 (3)

Improvement Plan/ Changes Made

2.20 The new Nursing Program Director will attend lecture courses to ensure that lecture content is comprehensive and reflects course content and testing. In addition, the Director will visit all clinical facilities to ensure students are receiving appropriate level of clinical experience. In addition, monitoring pre-nursing students closely and if needed scheduling students in UNIV1005 (this course teaches time management and study skills) and/or UNIV0008 (enhance reading skills and comprehension. More nursing faculty are being trained to do appropriate advising.
Have faculty monitor potential weak students and begin remediation as soon as possible.

2.21
The new Nursing Program Director will attend lecture courses to ensure that lecture content is comprehensive and reflects course content and testing. In addition, the Director will visit all clinical facilities to ensure students are receiving appropriate level of clinical experience. In addition, monitoring pre-nursing students closely and if needed scheduling students in UNIV1005 (this course teaches time management and study skills) and/or UNIV0008 (enhance reading skills and comprehension. More nursing faculty are being trained to do appropriate advising.
Have faculty monitor potential weak students and begin remediation as soon as possible.

Related Items

2 Maintain an effective nursing program
Progress: Completed
Provided By: Nursing

Participants: Division Head, HSBT (McDonald, Dottie)
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

2.3 Nursing Employment

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Nursing
Participants: Division Head, HSBT (McDonald, Dottie)

Objective With Intended Outcomes
Graduates who seek employment will be employed in nursing within six months of graduation.

Assessment/Evaluation/Measures/Strategies
Benchmark is 95% and was determined by faculty and program director based on historical data.
Exit student interview prior to graduation. Sample of 6 month graduate survey

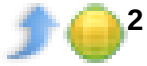
Sample of 6 month graduate survey

Assessment/Evaluation Results (Progress Report)
Objective met for the 2014 - 2015 academic year.
For AY 2015-2016, limited data (n = 1) was gathered from the 6 month graduate survey, information was also gathered through direct questioning of the students prior to graduation. All students were surveyed. All students had received full time employment contracts. 100% graduate employment rate. **Objective met**. GRADUATE SURVEY 2015, REPORT GRADUATE SURVEY 6 mos 2015

- GRADUAE SURVEY 2015
- REPORT GRADUATE SURVEY 6 mos 2015

Improvement Plan/ Changes Made
No change at this time, however, plan is to stay interactive with clinical sites to ensure their employment needs.

Related Items



2 Maintain an effective nursing program
Progress: Completed
Provided By: Nursing
Participants: Division Head, HSBT (McDonald, Dottie)
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

Radiologic Technology

3.1 Radiologic Technology Professional Competency

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Radiologic Technology
Participants:

Objective With Intended Outcomes
3.10 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 **all** graduates 1 year post graduation as recommended by JRCERT (accreditation body). Graduate Survey Form

3.11 Benchmark is 80% set by the program faculty members based on the JRCERT Standards. Employer survey sent to **all** employers 1 year post graduations recommended by JRCERT (accreditation body). Employer Survey Form

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. All students must be evaluated. Final Competency Evaluation Form and RADT 2093 Clinical Evaluation Form

Employer Survey Form

Final Competency Evaluation Form

Graduate Survey Form

RADT 2093 Clinical Evaluation Form

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, outcomes 3.10, 3.11, and 3.12 were all met.

For AY 2015-2016:
3.10 Graduate Survey: The surveys continue to reveal that 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. This is consistent with the results from 2014. **Benchmark was met**. (Graduate Survey Sample Class of 2015) After further investigation, feedback revealed that all of the 2015 graduates who sought employment were hired within 6 months post-graduation.

3.11 Employer Survey: The surveys revealed that the employers rated the overall quality of the graduates in preparation for hire as good, very good, or excellent. This consistent with the results from 2014. **Benchmark was met.** (Employer Survey Sample)

3.12 Final Competency Form and Clinical Evaluation Form (RADT 2093): All of the students (19 of 19) achieved a class average score of ≥ 85% on their first attempt in demonstrating clinical skills while performing diagnostic procedures with appropriate supervision as document on the Final Competency Forms. This is consistent with the results from 2014. **Benchmark was met.** (Final Comp Eval Sample Class of 2015 and RADT 2093 Clinical Evaluation Sample Class of 2015) This was also evident in the Outcomes Assessment Plan. (Outcomes Assessment Plan Class of 2015) The Clinical Evaluation Form again revealed that all of the students achieved an "above average" or "good" rate in this area.

Employer Survey Sample Class of 2015

Final Comp Eval Sample Class of 2015

Graduate Survey Sample Class of 2015

Outcomes Assessment Plan Class of 2015

RADT 2093 Clinical Evaluation Sample Class of 2015

Improvement Plan/ Changes Made
3.10: Even though the **benchmark was met,** only 5 of the 19 Graduate Surveys were returned; a 26% return rate. This is a slight improvement in the return rate from 2014, however, will discuss with program faculty members and solicit strategies as to continue improvement in the return rate for future assessments. (Outcomes Assessment For Class 2015) This was also noted in the Program Effectiveness Plan. (Program Effectiveness Plan for Class of 2015)

3.11: Even though the **benchmark was met,** only 2 of the 19 Employer Surveys were returned; an 11% return rate. This was a noticeable decline from the return rate in 2014. Also, not all graduates sought employment. A few had entered advanced imaging schools and did not seek employment. This was noted in the Program Effectiveness Plan. (Program Effectiveness Plan for Class of 2015)

3.12: Even though the **benchmark** was met, all 19 students achieved a class average score of ≥ 85% on the first attempt. This as consistent with the results from 2014. Will discuss with program faculty members and solicit strategies as to continue consistency with students practicing radiation protection.

Outcomes Assessment Plan Class of 2015

Program Effectiveness Plan Class of 2015

Related Items

3 Maintain an effective radiologic technology program
Progress: Completed
Provided By: Radiologic Technology
Participants: Division Head, HSBT (McDonald, Dottie)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Progress: Completed

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

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

3.2 Radiologic Technology Retention

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Radiologic Technology
Participants: Division Head, HSBT (McDonald, Dottie)

Objective With Intended Outcomes
The program will retain students in accordance with JRCERT Standards.

Assessment/Evaluation/Measures/Strategies
3.2 Benchmark is 75% retention (or 25% attrition) of the total number of students in the enrollment cohort. Program completion rate is defined as the number of students who complete the program within 150% of the stated program length. The program must establish a benchmark for its program completion rate. The program specifies the entry point (e.g., required orientation date, final drop/add date, final date to drop with 100% tuition refund, official class roster date, etc.) used in calculating program's completion rate. (JRCERT Rights & Responsibilities of Sponsors and JRCERT Standard 5 Program Effectiveness)

- JRCERT Rights & Responsibilities of Sponsors
- JRCERT Standard 5 Program Effectiveness

Assessment/Evaluation Results (Progress Report)
This objective was met in the 2014-15 planning year.
Ninety-five percent (19 of 20) of the original Class of 2015 completed the Program in Spring 2015. **Benchmark was met.** (Program Effectiveness Plan Class of 2015, Radiography Program Effectiveness Data 2015)

- Program Effectiveness Plan Class of 2015
- Radiography Program Effectiveness Data 2015

Improvement Plan/ Changes Made
The attrition rate for the Class of 2015 was 5%. Benchmark has been met. Will discuss with faculty members and solicit input as needed since 5% attrition rate is sometimes difficult to maintain consistently each year.

Related Items

3 Maintain an effective radiologic technology program
Progress: Completed
Provided By: Radiologic Technology
Participants: Division Head, HSBT (McDonald, Dottie)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Progress: Completed

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

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

3.3 Radiologic Technology Employment

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Radiologic Technology
Participants: Division Head, HSBT (McDonald, Dottie)

Objective With Intended Outcomes
3.30 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 average credentialing pass rate will not be less than the stated benchmark within six months of graduation on the first attempt of the American Registry of Radiologic Technologists (ARRT) Exam based on the JRCERT Standards.

3.32 Over a five-year period, the average job placement rate will not be less than the stated benchmark within twelve months of graduation based on the JRCERT Standards.

- Employer Survey Form
- Graduate Survey Form

Assessment/Evaluation/Measures/Strategies
3.30 Benchmark-80%. Benchmark is set by the program faculty members based on the JRCERT Standards. **All employers are surveyed.** 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 strength and deficiencies are noted. Results will be utilized for program improvement. The Division Head and Advisory Committee will be apprised of the results. (Employer Survey Form, JRCERT Rights & Responsibilities of Sponsors, JRCERT Standard 5 Program Effectiveness)

3.31 Over a five year average, credentialing pass rates will not be less 75% within six months of graduation on the first attempt of the ARRT exam as determined by the 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. **Results are based on all students attempting the national Accreditation examination.** (JRCERT Rights & Responsibilities of Sponsors, JRCERT Standard 5 Program Effectiveness)

3.32 Over a five year average, the job placement rate will not be less than 75% within twelve months of graduation as determined by the JRCERT. Graduate and Employer Surveys are mailed one year post-graduation by the Program Director. The surveys are designed to determine how many graduates have obtained employment during the previous 12 months. **All graduates and employers are surveyed.** The results are evaluated by the Program Director. Note: Employer Surveys are sent based on other means of communication in seeking employment of the graduates. The returned data helps in providing a more accurate job placement rate. (JRCERT Rights & Responsibilities of Sponsors, JRCERT Standard 5 Program Effectiveness)

- Employer Survey Form

- JRCERT Rights & Responsibilities of Sponsors
- JRCERT Standard 5 Program Effectiveness

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, 3.30, 3.31, and 3.33 were met.

For AY 2015-2016,
3.30: Eleven percent (2 of 19) of the Employer surveys were received. Both surveys revealed that the employers were satisfied with the overall program. **Benchmark was met**. This was consistent with the results from 2014 even though the number of surveys received was notably less. Will discuss with faculty members and solicit strategies as to improve the return rate of these surveys for future assessments. (Employer Survey Sample Class of 2015)

3.31: The five-year average credentialing pass rate for the first attempt on the ARRT Board Exam in Radiography was 95.6%. **Benchmark was met**. The 2015 credentialing pass rate for the first attempt on the ARRT Exam was 95%. Will discuss with faculty members and solicit strategies as to maintain this level of achievement consistently. (Program Effectiveness Plan Class of 2015, ARRT Annual Program Summary Report 2015, ARRT Candidate Exam Results Class of 2015, ARRT National Comparison Report Class of 2015, Radiography Program Effectiveness Data 2015)

3.32: Twenty-six percent (5 of 19) of the Graduate Surveys and 11% (2 of 19) of the Employer Surveys were received. These surveys, along with additional communication strategies, revealed that the graduates who sought employment were hired within 12 months post-graduation. After further investigation, feedback revealed that all of the 2015 graduates who sought employment were hired within 6 months of completing the program. Last year, graduates who sought employment were all hired with 3 months. The 5-year employment rate post 12 months graduation still remains at 99%. **Benchmark was met.** (Graduate Survey Sample Class of 2015, Employer Survey Sample Class of 2015)

- ARRT Annual Program Summary Report 2015
- ARRT Candidate Exam Results Class of 2015
- ARRT National Comparison Report Class of 2015
- Employer Survey Sample Class of 2015
- Graduate Survey Sample Class of 2015

- Program Effectiveness Plan Class of 2015
- Radiography Program Effectiveness Data 2015
- Radiography Program Effectiveness Data 2015

Improvement Plan/ Changes Made
3.30: Even though the benchmark was met, only 11% (2 of 19) of the Employer Surveys were received. This return rate was a notable decline since 2014 which had a 60% return rate. 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 for 2015. (Program Effectiveness Plan Class of 2015)

3.31: Even though the benchmark was met, will discuss with faculty members and solicit strategies as to maintain this level of achievement consistently. This was not in the Assessment Plan for the Class of 2015. (Outcomes Assessment Plan Class of 2015)

3.32: Even though the benchmark was met, only 26% (5 of 19) of the Graduate surveys and 11% (2 of 19) of the Employer surveys were received. This return rate was a notable decline from last year's (2014) return rates. Will discuss with faculty members 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 2014.

- Outcomes Assessment Plan Class of 2015
- Program Effectiveness Plan Class of 2015

Related Items

3 Maintain an effective radiologic technology program
Progress: Completed
Provided By: Radiologic Technology
Participants: Division Head, HSBT (McDonald, Dottie)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Progress: Completed

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

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

Respiratory Care

4.1 Respiratory Care Professional Competency

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Respiratory Care
Participants: Division Head, HSBT (McDonald, Dottie)

Objective With Intended Outcomes
4.10 80% of returned graduate and employer surveys will have an overall satisfaction rating of 3 or higher on a 5-point Likert scale (5 = Strongly Agree, 4 = Generally Agree, 3 = Neutral (acceptable), 2 = Generally Disagree, and 1 = Strongly Disagree).

4.11 Annually, at least 80% of the graduates will pass the National Board of Respiratory Care (NBRC) examination for recognition as a Certified Respiratory Therapist (CRT).

- CoARC Thresholds

Assessment/Evaluation/Measures/Strategies

4.10. Most current data is from 2014-2015, data runs one year behind. The Program Director will distribute surveys to employers and graduates within six months after graduation. See CoARC Thresholds for justification of the 80% benchmarks.

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. See CoARC Thresholds for justification of 80% benchmark.

- CoARC Employer Survey blank
- CoARC Graduate Survey blank
- CoARC Thresholds

Assessment/Evaluation Results (Progress Report)

AY 2014 - 2015, Objective met.

4.10 Employer: 100% (9 of 9) 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. CoARC Thresholds Objective met. CoARC Employer Survey completed results 2014-2015 cohort page 1 of 2, CoARC Employer Survey completed results 2014-2015 cohort page 2 of 2

4.10 Graduate: 100% (9 of 9) 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. **CoARC Thresholds Objective met.** CoARC Graduate Survey completed results 2014.2015 cohort page 1 of 2, CoARC Graduate Survey completed results 2014.2015 cohort page 2 of 2

4.11 100% (10 of 10) graduates achieved a passing score on the National Board for Respiratory Care credentialing examination. All 10 graduates passed on 1st attempt. Objective met. NBRC CoARC Outcomes CRT Credentialing results 2014.2015 cohort; NBRC Summary Report 2014.2015 cohort. **Objectives met.** CoARC Outcomes NBRC CRT Credentialing 2014-2015, NBRC Annual School Summary. 2015-2016 annual report. 2014-2015 outcomes

- CoARC Employer Survey completed results 2014.2015 cohort page 1 of 2

- CoARC Employer Survey completed results 2014.2015 cohort page 2 of 2
- CoARC Graduate Survey completed results 2014.2015 cohort page 1 of 2
- CoARC Graduate Survey completed results 2014.2015 cohort page 2 of 2
- CoARC Outcomes Overall Graduate Satisfaction 2014.2015
- CoARC_Outcomes_NBRC_CRT_Credentialing_2014_2015
- CoARC_Outcomes_Overall_Employer_Satisfaction_2014_2015
- CoARC_Thresholds
- NBRC Annual School Summary. 2015.2016 annual report. 2014.2015 outcomes

Improvement Plan/ Changes Made

4.10 Although objective was met, plan to continue to monitor to ensure that objectives are met. At this time no changes to the curriculum is necessary.

4.11 Although objectives were met, plan to continue to monitor to ensure that objectives are met. At this time no changes to the curriculum is necessary.

Related Items

4 Maintain an effective program in respiratory care.

Progress: Completed
Provided By: Respiratory Care
Participants: Division Head, HSBT (McDonald, Dottie)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.

Progress: Completed

4.2 Respiratory Care Retention

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Respiratory Care
Participants: Division Head, HSBT (McDonald, Dottie)

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).

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 (non-survey) respiratory care core coursework and have left for academic or non-academic 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. See CoARC Thresholds for justification of benchmarks. CoARC Thresholds

- CoARC_Thresholds

Assessment/Evaluation Results (Progress Report)
The objective was met in the 2014 - 2015 academic year.
The program produced a 35.7% attrition of the total number of students in the enrollment cohort (2014-2015). There were 14 new students with one re-entry. 5 of the 14 new students did not continue with the program yet the re-entry did complete the program; therefore there were 10 graduates total. The percent attrition average between 2013 and 2015 is 19.5%. This falls within the CoARC threshold of 40% (3-year average). **Objective met.** CoARC Outcomes Attrition.Retention 2014.2015

- CoARC_Outcomes_Attrition_Retention_2014_2015

Improvement Plan/ Changes Made
4.2 Program faculty will continue to assess student progression and provide remediation as necessary.

Related Items

4 Maintain an effective program in respiratory care.
Progress: Completed
Provided By: Respiratory Care
Participants: Division Head, HSBT (McDonald, Dottie)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

4.3 Respiratory Care Employment

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Respiratory Care
Participants: Division Head, HSBT (McDonald, Dottie)

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.

Assessment/Evaluation/Measures/Strategies
For AY 2014 - 2015, Objective met.
As of November 21, 2015, the minimum threshold of 70% for positive (job) placement has been eliminated. Positive (job) placement is now defined as "a graduate who, within the three year reporting period, is employed utilizing skills within the scope of practice of the respiratory care profession (i.e., full-time, part-time, or per diem)." CoARC Changes to JP Outcome - 11.21.15, CoARC Thresholds
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.

- CoARC Changes to JP Outcome - 11.21.15

- CoARC_Thresholds

Assessment/Evaluation Results (Progress Report)
For AY 2014 - 2015, Objective met.
As of June 2016, (6 months post-graduation), all 10 graduates from the 2014.2015 cohort (100%) were employed either full-time; part-time; or PRN. **Objective met.** **CoARC Graduate Survey Entry 7-15-3**, **CoARC Outcomes Positive Placement 2014-2015**

- CoARC Graduate Survey Entry 7-15-3
- CoARC Outcomes Positive Placement 2014-2015

Improvement Plan/ Changes Made
4.3 Faculty will continue to ensure a close relationship with the clinical affiliates in order to provide the students a secure route of employment upon graduation. The faculty will provide guidance to the student during the final semester in order to assist with the interview process required prior to employment.

Related Items

4 Maintain an effective program in respiratory care.
Progress: Completed
Provided By: Respiratory Care
Participants: Division Head, HSBT (McDonald, Dottie)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

Liberal Arts

3.1 Honors learning community environment

Start: 11/1/2015
End: 10/31/2016
Progress: Overdue
Provided By: Liberal Arts
Participants:

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)
This objective was met in AY 2014-2015, even though the rubric was not developed or used.

For AY 2015-2016, no data was presented for this objective. Data that was supplied for BIOL 1503 lecture and BIOL 1503 lab did not seem to fit any of the Honors objectives. Further, no student learning outcomes or methodology to assess those outcomes was provided.

- Biol 1503-01 SP 16 Lab
- Biol 1503-01-SP 16 lecture

Improvement Plan/ Changes Made
The lack of measurable outcomes, data, or plan to gather data in the future was referred to the Vice Chancellor for Academic Affairs during the week of April 24, 2017.

Related Items

3 Maintain an effective Honors Program
Progress: Overdue
Provided By: Liberal Arts
Participants: Division Head, Liberal Arts (Narby, Doug)
Budget Information: none (existing)

Start: 11/1/2015
End: 10/31/2016

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Progress: Completed

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

3.2 Honors leadership experiences

Start: 11/1/2015
End: 10/31/2016
Progress: Overdue
Provided By: Liberal Arts
Participants:

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)
For AY 2014-2015, no data was collected.

For AY 2015-2016, no data was collected in the courses specified above.

Given the lack of information and lack of familiarity with what faculty is trying to do with students, whether or not this objective was met cannot be determined.

Improvement Plan/ Changes Made
The lack of measurable outcomes, data, or plan to gather data in the future was referred to the Vice Chancellor for Academic Affairs during the week of April 24, 2017.

Related Items

3 Maintain an effective Honors Program
Progress: Overdue
Provided By: Liberal Arts
Participants: Division Head, Liberal Arts (Narby, Doug)
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Progress: Completed

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

4.0 Retention- Aggregated Liberal Arts Majors

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Liberal Arts
Participants: Division Head, Liberal Arts (Unassigned)

Objective With Intended Outcomes
Maintain Fall to Fall retention of all students declaring a major within the Liberal Arts Division.

Assessment/Evaluation/Measures/Strategies
Method from AY 2014-2015:
The Student Retention Profile derived from the Institutional Research Query Tools Database was used to set a preliminary benchmark using a running average from 2001-2002 to 2012-2013 calculating both the mean and median for all students enrolled in the following programs.

General Studies:	mean = 37%	median = 35%
Education Undecided:	mean = 48%	median = 48%
LA Arts Transfer	mean = 27%	median = 30%
Psychology	mean = 43%	median = 40%
Sociology	mean = 44%	median = 41%
Overall	mean = 45.8%	median = 40%

Method for AY 2015-2016:
Because it was taking too much time to generate the benchmark using the method above, the Director of IE decided to compare Liberal Arts retention to LSU Eunice historical retention for five years.
09-10 - 39.91%
10-11 - 37.91%
11-12 - 42.59%
12-13 - 41.55%
13-14 - 41.41%
Overall: 40.67%

While it is not necessarily comparing apples to apples, it is at least a benchmark established by institutional data. This is only the third year for the aggregated data calculation shown below and it simply was not enough data to establish a benchmark having only three years' of retention data for Liberal Arts.

As a result, the benchmark was established using an average retention for all students attending LSUE. As a result, a value of 40.67% will be established as the retention benchmark for this year. 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.

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, objective 4.0 was met.

For AY 2015-2015, Retention was calculated using Liberal Arts majors for all students attending in the initial semester of fall 2014 being retained to fall 2015. Overall, Liberal Arts retention was 57.14% (see Table 1).

Table 1. Fall 2014 to Fall 2015 retention for Liberal Arts.

Major	Initial Fa 14	Retained to Fa 15	Percent
Arts LA Trfr Mass Communication	9	4	44.44
Arts Transfer Fine Arts	8	3	37.50
Assc Arts LA Transfer Business	39	14	35.90
Assc Arts LA Transfer Humanities	5	4	80.00
Assc Arts LA Transfer Social Science	11	5	45.45
Associate of General Studies	121	38	31.40
Education - Undecided	25	5	20.00
Sociology	7	3	42.86
Psychology	40	12	30.00
Totals	265	88	33.21
No. of graduates in these programs for spring 15		111	
total retention subtracting graduates for spring 15		57.14	percent

Since the observed retention rate of 57.14% > the established benchmark of 40.67%, Objective 4.0 is met.

Improvement Plan/ Changes Made
Continue establishing the benchmark for Liberal Arts from LSUE's retention until enough data exists to use Liberal Arts data only.

Completed by Paul Fowler on 10/14/16.

Related Items

4 Retention of Liberal Arts Majors
Progress: Completed
Provided By: Liberal Arts
Participants: Division Head, Liberal Arts (Narby, Doug)
Budget Information: existing
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

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

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

AA/LT

2.1 Maintain an effective Associate of Arts, Louisiana Transfer program

Start: 11/1/2015
End: 10/31/2016
Progress: Delayed
Provided By: AA/LT
Participants:

Objective With Intended Outcomes
Outcomes and SLOs have yet to be established specifically for the AA/LT. The former Division Head was to do so, but took another job in Summer 2016.
LSUE continues to rely on the general education information for this program.

Assessment/Evaluation/Measures/Strategies
The preliminary benchmark established for the learning outcomes is 70% which is the lowest acceptable "average grade" according to the LSU Eunice Catalog. The 70% is also the minimum "average grade" that may transfer to a four-year institution should the student wish to transfer applicable courses. This benchmark may be adjusted as needed based on student data.

Assessment/Evaluation Results (Progress Report)

Improvement Plan/ Changes Made

Related Items

2 Maintain an effective Associate of Arts, Louisiana Transfer Program
Progress: Delayed
Provided By: AA/LT
Participants:
Budget Information: existing
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

Care and Development of Young Children

1.1 CDYC Competence

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Care and Development of Young Children
Participants:

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.

A spring 2016 syllabus is attached.

EDCI 2900 SYLLABUS sp16

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:
Knowledge of Child Development/Early Childhood Practices

Professionalism
Relationships; Guidance
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)
For AY 2014-2015, the objective was met.

For AY 2015-2016, all students were assessed in the one section of EDCI 2900 (n = 5). Each of the five students were observed and graded with a rubric on the following

Outcome	n=	# questions	Mean	S.D.
Knowledge of child development and early childhood practices	5	3	4.71	0.4688
Professionalism	5	5	5	0
Relationships	5	5	4.78	0.4128
Guidance	5	6	4.6	0.6455
Professional Development	5	4	4.76	0.5623
Overall			4.77	0.41788

Since the overall observed measure of 4.77 > the established benchmark of 3.0, Objective 1.1 is met.

- 2900 rubric sample paul

- CDYC SLO Data Sp 16

Improvement Plan/ Changes Made
No changes planned for this course.

The Director of Institutional Effectiveness notes that at least one additional measure is needed to assess the program. Please plan to expand the assessment during AY 2016-2017.

Completed by Paul Fowler on 10/17/16.

Related Items

1 Maintain a Care and Development of Young Children program.
Progress: Completed
Provided By: Care and Development of Young Children
Participants: Division Head, Liberal Arts (Narby, Doug)
Budget Information: No additional funds requested
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

1.2 CDYC Placement

Start: 11/1/2015
End: 10/31/2016
Progress: Completed

Provided By: Care and Development of Young Children
Participants: Division Head, Liberal Arts (Narby, Doug)

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 set at 49.7% from spring 2010 through spring 2014 data and is in the process of being established due to the limited number of graduates in the program. The 49.7% represents students placed in the field or continuing education.

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. Director of IE's note: As of Fall 2016, the program is still undergoing revision by the State of Louisiana.

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, this objective was met.
For AY 2015-2016, a total of 11 student graduated between fall 2014 and spring 2015. A total of 6 (54%) were either employed in the field or were continuing their education (see Table 1).

Table 1. Placement rate for CDYC majors.

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
FA 13 - SP 14	No.	11	0	5	2	1	3
	%		0	45	18	9	27
FA 14 - SP 15	No.	11	0	5	2	1	3
	%		0	45	18	9	27
Mean	n	6.2	1.2	2.8	0.4	0.4	1.4
	%		25.5	43.9	3.6	5.8	21.1
					Average for all students:	49.7	percent

Since the observed placement of 54% > the benchmark of 49.7%, Objective 1.2 is met.

Improvement Plan/ Changes Made
No changes planned. Update program per State of Louisiana as they revise curriculum.

Completed by Paul Fowler on 10/14/16.

Related Items

1 Maintain a Care and Development of Young Children program.
Progress: Completed

Provided By: Care and Development of Young Children
Participants: Division Head, Liberal Arts (Narby, Doug)
Budget Information: No additional funds requested
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

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

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Care and Development of Young Children
Participants:

Objective With Intended Outcomes
Maintain Fall to Fall retention of all students declaring their chosen as major as Care and Development of Young Children.

Assessment/Evaluation/Measures/Strategies
The Student Retention Profile derived from the Institutional Research Query Tools Database was used to set the benchmark as a 2007-2008 to 2013-2014 running average of retention calculating both the mean and median for all students in the CDYC program (see Table 1 below).

Table 1 below indicates that a 44-45% 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.

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, Objective 4.5 was met.

For AY 2015-2016, a total of 34 students were enrolled as of the census date of fall 2014. One year retention was calculated at 50% meaning that 17 students were retained to fall 2015. However, since retention is being calculated on all students, it is important to note that 9 students graduated in spring 2015. Subtracting the 9 from the 34 students enrolled in the program from fall 2014 leaves 25 students. Therefore, the retention rate is 17 out of 25 or 68% (See Table 1).

Table 1. Retention for CDYC majors.

Initial Year	% Retained Fall	No of initial students
2007	40	38
2008	54	41
2009	46	61
2010	39	54
2011	47	43
2012	44	36
2013	44	48
2014	50	34
mean	44.9	45.9
median	44	43
s.d.	5.0	9.0

Since the observed retention rates 50% and 68% (corrected) < the established benchmark of 45% to 45%, Objective 4.5 is met.

Improvement Plan/ Changes Made
No changes planned for retention; however, it is interesting to note how the publicity for state mandated changes have affected the program. For example, fall 2013 enrollment was 48 while fall 2014 enrollment was 34 - a decrease of 29%.

Completed by Paul Fowler on 10/14/16.

Related Items

1 Maintain a Care and Development of Young Children program.
Progress: Completed
Provided By: Care and Development of Young Children
Participants: Division Head, Liberal Arts (Narby, Doug)
Budget Information: No additional funds requested
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

General Studies

6.1 Maintain an effective general studies program

Start: 11/1/2015
End: 10/31/2016
Progress: Delayed
Provided By: General Studies
Participants:

Objective With Intended Outcomes
Developing of outcomes for the General Studies Program was to take place in AY 2015-2016; however, due to the resignation of the former Division head, the work was not accomplished.
LSUE continues to rely on the general education outcomes for SLOs related to this transfer degree.

Assessment/Evaluation/Measures/Strategies

Assessment/Evaluation Results (Progress Report)

Improvement Plan/ Changes Made

Related Items
There are no related items.

Public Safety and Protection CJ and FES

Criminal Justice

2.1 Criminal Justice Professional Competency

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Criminal Justice
Participants:

Objective With Intended Outcomes
Upon the completion of the Criminal Justice program, graduates will possess the knowledge necessary to be successful in entry level positions.

This outcome will be assessed using the student learning outcomes (SLOs) from CJ 1107 Introduction to Criminal Justice Course (Spring 2016 face-to-face section) and CJ 2200 Introduction to Criminology Course (Spring 2016 face-to-face section)
CJ 1107 (syllabus)
Upon the completion of the CJ 1107 course, the student will:

1. Write reasoned responses to various topics within the American criminal justice system that clearly articulates why the student takes a position and the justification for that position.
2. Correctly answer questions regarding the American criminal justice system to include, historical foundations; technological influences; laws, policies, and procedures; policing process; judicial process; correctional process; and juvenile adjudicatory processes.

3. Effectively provide a perspective regarding special topics through oral class discussions and demonstrate an understanding of positions that differ.

CJ 2200 (syllabus)
Upon the completion of the CJ 2200 course, the student will:

1. Differentiate between the major perspectives of criminology, schools of thought, and rationales for contemporary criminological theories.
2. Create a research paper following APA rules for writing that includes a chosen offender, the offender's background, criminological theories that apply to chosen offender's behaviors and conclusions learned from the research.
3. Create a presentation (power point, handout, flyer, poster board, etc.) as a visual informative display of chosen offender as well as orally present findings and information regarding chosen offender to others.

CJ 1107-1

CJ 2200-1

Assessment/Evaluation/Measures/Strategies
All students in the randomly selected sections will be assessed by the following:

CJ 1107
Power point presentations, lectures, assigned readings and media presentations.
Provided five section examinations and a comprehensive final examination; all containing multiple choice questions.
Assigned 14 written assignments in which students had to analyze information regarding a topic and provide a well-reasoned and articulated position utilizing whatever sources they could find to provide evidence of support.

CJ 2200
Power point presentations, lectures, assigned readings and media presentations.
Comprehensive Final Examination
Capstone Paper & Presentation
Benchmark to establish success for the purpose of this outcome is 70%. It is typically the lowest average grade according to the LSUE Catalog. In addition, as the courses transfer to four-year institutions, the 70% is the lowest average accepted by those institutions.

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, Objective 2.1 was met.

For AY 2015-2016, a total of 70 students were enrolled in two face-to-face sections, one accelerated section, and one full 16 week online section of CJ 1107. The Coordinator chose one face-to-face section to assess outcomes. That spring 2016 section had 14 students enrolled in it on the census date. As a result, the 20% 70 of the students were assessed resulting in the following:

- 9 out of 14 students = 64.3% Questions on sectional examinations
- 8 out of 14 students = 57.1 % Questions on Comprehensive Final
- 10 out of 14 students = 71.4% Assignment submissions

Next, for CJ 2200, there was one face-to-face section in spring 2016 with a total of 9 students enrolled on the census date with all 9 (100%) being assessed. The results were:

- 5 out of 9 students = 55.6% Questions on Comprehensive Final
- 8 out of 9 students = 88.9% Capstone Paper
- 8 out of 9 students = 88.9% Capstone Presentation

Based on the fact that 3 out of the 6 objectives achieved the 70% benchmark, the overall objective is tentatively met.
The Outcomes Assessment Form for CJ 1107 and CJ 2200 are attached.

CJ1107 Form Spring 2016

CJ2200 Form Spring 2016

Improvement Plan/ Changes Made
A continual effort will be made to enhance student success via instruction and review and stress the completion and submission of required assignments on time.

Completed on October 14, 2016 by Paul Fowler.

Director of IE's note: This set of outcomes is from the Faculty member's second year at LSUE. I've asked him about perhaps completing SLOs for all sections of CJ 1107 or another course so that the results better represent the population of students in his program.

Related Items

2 Maintain an effective criminal justice program.

Progress: Completed
Provided By: Criminal Justice
Participants: Division Head, Liberal Arts (Narby, Doug)
Budget Information: no additional funds requested
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

2.2 CJ Placement

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Criminal Justice
Participants: Division Head, Liberal Arts (Narby, Doug)

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 currently set at 41.1% (the sum of those placed in field and those continuing education) from spring 2010 through spring 2014 data and is in the process of being established due to the limited number of graduates in the program.

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, Objective 2.2 was not met. The program had just hired a new director. Over AY 2015-2016, the instructor has tried to build the program and work with student to complete and obtain jobs.

For AY 2015-2016, a total of 13 criminal justice majors graduated. In all, six (46%) of them were either employed in the filed or continuing their education (see Table 1).

Table 1. Employment rate for criminal justice majors.

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
FA 13 - SP 14	n	16	3	2	1	6	4
	%		19	13	6	38	25
FA 14 - SP 15	n	13	3	2	1	4	3
	%		23	15	8	31	23
Mean	n	13.8	5.0	3.6	0.6	2.2	2.4
	%		35.3	27.7	3.5	13.4	20.1
			Average for all students:			41.1	percent

Since the observed placement rate of 46% > the benchmark of 41.1%, objective 2.2 is met.

Improvement Plan/ Changes Made
No changes planned.

Completed by Paul Fowler on 10/14/16.

Related Items

2 Maintain an effective criminal justice program.
Progress: Completed
Provided By: Criminal Justice
Participants: Division Head, Liberal Arts (Narby, Doug)
Budget Information: no additional funds requested
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

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

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Criminal Justice
Participants:

Objective With Intended Outcomes
Maintain Fall to Fall retention of all students declaring their chosen as major as Criminal Justice determined by historical standards.

Assessment/Evaluation/Measures/Strategies
The Student Retention Profile derived from the Institutional Research Query Tools Database was used to set the benchmark as a running average from 2004-2005 to 2013-2014 retention calculating both the mean and median for all students enrolled in the program.

The historical average indicates that a 42-43% 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.

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, Objective 4.6 was met.

For AY 2015-2016, a total of 58 students were enrolled in the Criminal Justice (Associate) program in fall 2014. A total of 19 (33%) were retained to fall 2015. In spring 2015; however, there were 14 graduates. Correcting retention for the graduates yields 44 students and 19/44 yields 43% (see Table 1).

Table 1. Retention Rates for Criminal Justice Majors.

Initial Year	% Retained Fall	No of initial students
2004	35	91
2005	42	72
2006	50	62
2007	39	71
2008	60	60
2009	42	79
2010	44	80
2011	44	75
2012	37	79
2013	32	71
2014	33	58
mean	42.5	74.0
median	42	73.5
s.d.	8.0	9.1

Given that the corrected retention value of 43% > 42% historical median, Objective 4.6 is met.

Improvement Plan/ Changes Made
Monitor numbers since enrollment has been fluctuating. Fall 2016 enrollment for LSUE increased by 15% so a larger n will be available when the fall 2016 to fall 2017 retention is calculated.

Completed by Paul Fowler on 10/14/16.

Related Items

2 Maintain an effective criminal justice program.
Progress: Completed
Provided By: Criminal Justice
Participants: Division Head, Liberal Arts (Narby, Doug)
Budget Information: no additional funds requested
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

Fire and Emergency Services

5.1 Fire and Emergency Services - Professional Competency

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Fire and Emergency Services
Participants:

Objective With Intended Outcomes
Upon successful completion of the curriculum, students will demonstrate the technical knowledge and skills as a Fire and Emergency Service professional.

This outcome will be assessed using the course outcomes for FSCI 1001 (Principles of Emergency Services) and FSCI 2210 (Fire Prevention and Inspection) for AY 2015-2016.

Course Outcomes for FSCI 1001 (Principles of Emergency Services) - syllabus

Letter/number	Outcomes
1. – 1, 3, 7[1]	Illustrate and explain the history and culture of the fire service including the scope, purpose and organizational structure as well as differentiating between training and education.
2. – 2	Analyze the basic components of fire chemistry, physics, and behavior.
3. – 4, 6	List and describe the major organizations that provide emergency response service including national, State, and local support organizations and illustrate how they interrelate.
4. – 5	Identify fire protection and emergency service careers in both the public and private sector.
5. – 8, 9	Compare and contrast effective management concepts for various emergency situations and include descriptions of common types of facilities, equipment and apparatus.
6. – 10, 11	Recognize the components of career preparation and goal setting including fire prevention careers and identify the primary responsibilities of the various careers in fire prevention.
7. – 12	Describe the importance of wellness and fitness as it relates to emergency services.

Course Outcomes for FSCI 2210 (Fire Prevention and Inspection) - syllabus

Letter/number	Actual Outcomes as they appear in the syllabus
1. – 1	Define the national fire problem and role of fire prevention.
2. – 3	Identify and describe fire prevention organizations and associations.
3. – 5	Define laws, rules, regulations, and codes and identify those relevant to fire prevention as well as jurisdictional authority.
4. – 2	Define the functions of a fire prevention bureau.
5. – 5	Describe inspection practices and procedures.
6. – 4	Identify and describe the standards for professional qualifications for Fire Marshal, Plans Examiner, Fire Inspector, Fire and Life Safety Educator, and Fire Investigator.
7. – 7	List opportunities in professional development for fire prevention personnel.
8. – 8, 9	Describe the history and philosophy of fire prevention.

[1] The second numbers in each case represent the outcome number from the syllabus.

SP_2016_FSCI 1001 SP Introduction to Fire Science 2016 Section 25 (4)

SP_2016_FSCI_2210_fire_prevention_syllabus_1.1_(4)

Assessment/Evaluation/Measures/Strategies

For FSCI 1001:
The faculty used mixed methods for each outcome.
Power point presentations, assigned readings, assignments, discussions, quizzes and media presentations.
Provided fourteen section examinations and a comprehensive final examination; all containing multiple choice questions.
Assigned 14 written assignments in which students had to analyze information regarding various topics and provide a well-reasoned answer form course materials and/or other sources.
Provided 14 discussion topics current in emergency services in which the student must take a stand and defend his/her position on that topic use of outside resources are encouraged.

For FSCI 2210:
The faculty member used mixed methods for each outcome.
Power point presentations, assigned readings, assignments, discussions, quizzes, research project and media presentations.
Provided 6 section examinations and a comprehensive final examination; all containing multiple choice questions.
Assigned 6 written assignments in which students had to analyze information regarding various topics and provide a well-reasoned answer form course materials and/or other sources.

70% was chosen as the minimal level of competency since it is required by the Fire and Emergency Services Higher Education (FESHE) national recognition agency for the Fire and Emergency Services Program.

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, there was no report as the Coordinator had resigned.

For AY 2015-2016, there was one section of FSCI 1001 offered online for the full 15 week spring 2016 semester with 7 students being registered on the census day. There was also one section of FSCI 2210 offered online in an accelerated eight week session during the first half of the semester (1/19/16 - 3/11/16) with 19 students enrolled on the census day.

The outcomes for FSCI 1001 were (summary form):

Letter number	Data	How was each outcome assessed?	Was the outcome met (Y/N)?
	5 out of 7 = 71.4%	Questions on module examinations	Y
	6 out of 7 = 85.7%	Questions on Comprehensive Final	Y
	7 out of 7 = 100%	Assignment submissions	Y
	3 out of 7 = 42.9%	Discussion grade	N
Overall	5.25 out of 7 = 75%		Y

Since the observed value of 75% > the benchmark of 70%, this portion of the objective is met. (Note that the instructor mentions that four of the students did not participate in the discussion questions.)

The outcomes for FSCI 2210 were (summary form)

Letter number	Data	How was each outcome assessed?	Was the outcome met (Y/N)?
	15 out of 19 =78.9%	Questions on module examinations	Y
	18 out of 19 = 94.7%	Questions on Comprehensive Final	Y
	17 out of 19 = 89.5%	Assignment submissions	Y
	17 out of 19 = 89.5%	Discussion grade	Y
	17 out of 19 = 89.5%	Research Paper	Y
Overall	16.8 out of 19 = 88.4%		Y

Since the observed value of 88.4% > the benchmark of 70%, this portion of the objective is met. Overall, the objective is met.

Director of IE's note: The instructor prepared the SLO data by method as opposed to by outcome.

Liberal Arts Outcomes Assessment for FSCI 1001-2015

Liberal Arts Outcomes Assessment for FSCI 2210-2016 SP

Improvement Plan/ Changes Made
The instructor noted that a specific effort will be made to encourage participation in the discussion forums for FSCI 1001.

He also noted that a continual effort will be made to enhance student success via instruction and review and stress the completion of required assignments on time.

Director of IE's note: The faculty member has also been asked to report data by the outcome as opposed to the method of assessment. I did not see any need to have him reformat the data for AY 2015-2016.

Related Items

5 Maintain an effective fire science program
Progress: Completed
Provided By: Fire and Emergency Services
Participants:
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

- **1. Students complete associate degree or certificate programs prepared to enter the work force.**
  Progress: Completed
- **3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.**
  Progress: Completed
- **4. Students who need developmental instruction acquire the knowledge and skills to prepare them for collegiate study.**
  Progress: Completed
- **7. Students find facilities and resources adequate in classrooms, laboratories, the library, and recreational areas.**
  Progress: Completed
- **8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.**

Progress: Completed

5.2 Fire and Emergency Services Employment

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Fire and Emergency Services
Participants:

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 set at 70.2% from spring 2010 through spring 2014 academic year data.

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, objective 5.2 was met.

For AY 2015-2016, a total of 30 students graduated from fire and emergency services from fall 2014 and spring 2015. A total of 26 (87%) of the students were either employed in the field or continuing their education (see Table 1).

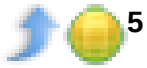
Table 1. Placement for fire and emergency services majors.

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
FA 13 - SP 14	n	33	2	30	0	0	1
	%		6	91	0	0	3
FA 14 - SP 15	n	30	0	21	2	5	2
	%		0	70	7	17	7
Mean	n	29.2	4.4	21.0	0.4	0.0	3.2
	%		14.8	70.2	1.1	0.0	13.3
			Average for all students:			70.2	percent

Since the observed placement rate of 87% > the benchmark of 70.2%, Objective 5.2 is met.

Improvement Plan/ Changes Made
No changes planned.

Related Items



5 Maintain an effective fire science program
Progress: Completed
Provided By: Fire and Emergency Services
Participants:
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

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

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

Library

1.1 To hire a digital services / systems librarian

Start: 11/1/2015
End: 10/31/2016
Progress: Delayed
Provided By: Library
Participants: Director of the Library (Unassigned)

Objective With Intended Outcomes
Objective is to hire a digital services / systems librarian; once the position is filled, library will have complete staff and can better accommodate the growing use of information technology.

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)
Director of IE's note:

Nothing to report as the position has not been filled.

Improvement Plan/ Changes Made
None

Related Items

1 Hire digital services / systems librarian
Progress: Delayed
Provided By: Library
Participants: Director of the Library (Unassigned)
Budget Information: Including two staff retirements this year, there still remain no institutional budget to fill this position.
Start: 11/1/2015
End: 10/31/2016

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

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

2.1 Enhance use of library "Information Commons" as well as other public spaces for students and patrons

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Library
Participants: Director of the Library (Unassigned)

Objective With Intended Outcomes

Library does continue with efforts to consider converting specific library space based on various information, comments and conversation into more attractive and useful student focused venues like a coffee café. Renovation and upgrade of library space like coffee café is approach to attracting more students and becoming a revenue stream and generator for library.

Assessment/Evaluation/Measures/Strategies
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 as a benchmark. The 12-13 statistics are here: 47,255/12 = an average of 3937.9 per month The 13-14 statistics are here: 50,987/12 = an average of 4248.9 per month.

The 14 -15 gate count was 41, 232.

The three year average will be used as a preliminary benchmark with a total count of 98242/24 months = an average of 4093.4. An average gate count that meets or exceeds this average in AY 15-16 will be considered as a success in meeting the objective.

- LibraryPatronGateCount20122013
- obj2.1 gatecount report 1314
- obj2.1gatecount 2014 215

Assessment/Evaluation Results (Progress Report)
The objective was met in 2014 - 2015.

For AY 2015 - 2016, the patron gate count was 50,776, with a monthly average of 6,347 exceeding the benchmark established. This gate count data supports the objective being met.

obj2.1 gate count 2015 2016

Improvement Plan/ Changes Made
In communication with administration and based on changing needs, the LeDoux library will continue to look at space planning alternatives and examine various options that complement library services, attract more end users and provide the campus community with contemporary lifestyle options found on typical college campuses.

Related Items

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

Progress: Completed
Provided By: Library
Participants: Director of the Library (Unassigned)
Budget Information: Specific Foundation funds are being considered to meet the physical space changes needed for students in the LeDoux Library.
Start: 11/1/2015
End: 10/31/2016

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Progress: Completed

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

3.1 Library administrative services / budgeting - secure annual LOUIS membership funding based on LOUIS fee projections

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Library
Participants: Director of the Library (Unassigned)

Objective With Intended Outcomes
As prescribed in budget process, LeDoux library continues to seek budget funding for annual LOUIS membership funding 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
The benchmark for the success of this important objective is, very simply, is to fund LOUIS and students and faculty can continue to access and retrieve library information. This is particularly important for online classes, distance students and distance education going forward.

Assessment/Evaluation Results (Progress Report)

The objective was met in 2014 - 2015.

LOUIS membership paid in full for AY 2015 - 2016, with 50% of the funding coming from the Student Technology Fees funds and the other 50% coming from library budget.

Improvement Plan/ Changes Made
For budget year 2015 - 16, administration decided to pay LOUIS membership fee from Student Technology fees as well as library budget which is a change from previous budget years.

Related Items

3 Secure funding for annual LOUIS institutional membership fee
Progress: Completed
Provided By: Library
Participants: Director of the Library (Unassigned)
Budget Information: Routinely discuss with VCAA membership fee; update VCAA on the annual status of LOUIS consortium funding which is predicated on funding from Board of Regents as well as Louisiana Legislature
Start: 11/1/2015
End: 10/31/2016

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

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

4.1 External and Community Services - Offer various library programs for community

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Library
Participants: Director of the Library (Unassigned)

Objective With Intended Outcomes
Objective is to provide specific library programs that attracts, students, faculty and the community to the LeDoux Library.

Assessment/Evaluation/Measures/Strategies
LeDoux Library program feedback forms are utilized to assess the library programs.

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.

Secondary information, comments and related strategy 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.

obj4.1 2015 libprogs feedback forms

obj4.1 libprogs2015 strategies

Assessment/Evaluation Results (Progress Report)
The objective was met in 2014 - 2015.

For AY 2015-2016:
LeDoux Library continues to offer various programs for students, faculty and Eunice community. Program evaluation/planning documentation and publicity as to three programs is noted:

Bobcat Refuge program, Holiday Cooking & Food Coach and Poetry Reading.

A total of 3 programs were conducted in the LeDoux Library.

Analysis of your survey results for all events: Review of program survey largely indicates that largely all programs were deemed successful, informative and thought provoking.

Analysis of number people attending for all events: Program attendance varied, depending upon topic and general appeal to the university community as well as the Eunice community. Attendance was adequate to continue these efforts.

Individual program evaluations, Bobcat program, Food Coach program and poetry reading, as well as direct observations and antidotal information gleaned from participants provides a mixed bag of responses as to subject likes, interests or programming ideas.
The library stills reviews the assessment data and uses suggestions to make changes and choose new program subjects to explore and present.

The objective was met.

obj4.1bobcatprogFall2015

obj4.1foodcoachprogFall2015

obj4.1poetryreadingSpring2016

Improvement Plan/ Changes Made

Based on a challenging local and small town population that is difficult to attract to institutional events as well as the annual library program feedback forms and consecutive years of other successful library programs, the library will continue to offer such programs when possible and based on the same model of program selection, promotion and marketing and the program feedback obtained after each particular program. See program assessments with comments.

obj4.1 2015 program feedback forms with suggestions

Related Items

4 Continue to offer community literacy and library leadership for St. Landry Parish and building out a larger more comprehensive library network that can assist parish students and supplement their information needs when in their local communities.

Progress: Completed
Provided By: Library
Participants: Director of the Library (Unassigned)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.

Progress: Completed

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

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

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

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Library
Participants: Director of the Library (Unassigned)

Objective With Intended Outcomes
This objective is 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 currently in St. Landry Parish.

Assessment/Evaluation/Measures/Strategies
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.
Assessment/Evaluation Results (Progress Report)
This objective was met in 2014 - 2015.

For AY 15-16:
St. Landry Parish President Bill Fontenot once again in 2016 went to the parish governing body to propose a parish wide public library system and vowed that he will continue in his efforts to establish a parish wide public library system. Library Director Gerald Patout still consults with Mr. Fontenot on his efforts to establish this system which would ultimately benefit the Eunice community and LSU Eunice as an institution build around a strong information network.

With a new mayor in the City of Eunice and dwindling municipal library funds, the support for a parish public library situation is becoming less likely. The mayor's lack of an in-depth understanding of today's public libraries and information technology made up of collaborations and will certainly make it challenging to muster support municipal for a parish library system.

The outcome was that St. Landry parish government will continue to try and persuade
Parish leaders that a collaborative and joint parish wide public library system is a more effective and stronger public library option as opposed to each individual municipality within the parish system of government attempting to offer their own brand of public libraries and library services. LeDoux Library administration will continue to provide leadership, research and data that informs
all government officials and practitioners of best practices in libraries and library services that best serve the consuming public's interests.

Outcome tentatively met - discussions continue.

obj4.2eunicelibrary2016

obj4.2parishlib2016

Improvement Plan/ Changes Made
The LSUE Library director will continue to work with and communicate with the Parish President and the Mayor of Eunice in an effort to provide adequate, cost effective and accessible library services that meet the needs of the area as well as the growing appetite for the changing information technology delivery methods and digital resources that make building new physical spaces (new library buildings) a challenge.

Related Items

4 Continue to offer community literacy and library leadership for St. Landry Parish and building out a larger more comprehensive library network that can assist parish students and supplement their information needs when in their local communities.

Progress: Completed
Provided By: Library
Participants: Director of the Library (Unassigned)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.

Progress: Completed

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

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

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

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Library
Participants: Director of the Library (Unassigned)

Objective With Intended Outcomes
Provide specific library instruction, library support and related information technology assistance via various programs, new resources offerings and implementation methods (via workshops) during the academic year that assists and helps students and faculty in becoming more successful in their respective endeavors.

obj5.1newresource2015

obj5.1resorcesimplemenassistance2015

Assessment/Evaluation/Measures/Strategies
In addition to direct observation of students routinely utilizing library resources, asking for assistance and other antidotal information, various statistical usage reports are reviewed periodically to analyze what resources are being used and to what extent. All of these factors, in addition to periodic institutional matters like course offerings, enrollment statistics as well as LOUIS consortium priorities are factored into decisions about the value of library resources.

Direct assessment will be through 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. Effective this writing, CREDO statistics will be summarized each month in order to establish a benchmark for usage. The summary page is here.

Average number of sessions 13-14 (over 12 months): 23.8
Average number of searches 13-14: 63.3
Average number of entries viewed 13-14: 28.9
Average number of pages viewed: Not calculated

With 2014 - 2015 data included, a benchmark of around 200 search sessions in Credo reference is the benchmark.

Indirect assessment will be through Participant feedback of faculty and students as to their likes and dislikes.

obj5.1 Credo 2014 2015

obj5.1 Credo Report August 2013 July 2014

obj5.1varioususagereports2015

Assessment/Evaluation Results (Progress Report)
The objective was met in AY 2014 - 2015.

For AY 2015-2016,
The objective was accomplished in 2015 -16 and on-going efforts will continue aimed at effective use of the library's digital resources. Over 273 search sessions were conducted in Credo.

obj5.1 Credo 2015 2016

Improvement Plan/ Changes Made
In addition to working more closely with information vendors like Credo Reference on specific techniques for improving usage and effective applications, library will attempt different strategies that focus users on resources not frequently utilized or simply misunderstood in terms of their applications and specific content offered.

Related Items

5 Enhance and improve use of library digital resources, "e-book" collections and online resources
Progress: Completed
Provided By: Library
Participants: Director of the Library (Unassigned)
Budget Information: Annual library materials budget is required to meet needs of distance learners as well as changing demographics of student population.

Start: 11/1/2015
End: 10/31/2016

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

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

Quality Enhancement Plan

1.1 Increase achievement of SLOs in MATH 0001 and MATH 0002

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Quality Enhancement Plan
Participants:

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 2015-2016 syllabus for MATH 0001 and MATH 0002 are provided as documentation.

MATH 0001 SYLLABUS fall 2015 Modular

MATH 0002 SYLLABUS fall2015 Modular

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 AY 2014-2015, Objective 1.1 was tentatively met given that four of the seven objectives met or exceeded their targets. This was discussed in a meeting of math faculty at the beginning of fall 2015 in which it was noted that the modular book had changed. It was discussed again at a meeting held on March 9, 2016 where it was noted that the final exam review needed to be replaced for face to face students since it was out of date. A new review was posted on April 6, 2016.

MATH 0001

Table 2 details the SLO data for the 424 students who took the final exam over AY 2015-2016. In all, there were 30 sections of the course at five different sites or methodologies. Data was reported for four of the five sites. The accelerated site was a special population of four students of prison guards at a local correctional institution. No data was collected from the site since there were only four students and it was the instructor's first time teaching the course.

As Table 2 demonstrates, students scored a 74% overall with all four sites reporting scoring within five percentage points of each other. Students scored an 80% on outcome 1.1.1 and 74% on outcome 1.1.2. Students scored a 67% on outcome 1.1.3; the geometry outcome continues to be an issue in the course. Modular students scored a 62% in AY 2015-2016 which is two percentage points higher than AY 2014-2015. A MATH 0001 final exam used for the face to face sections is attached for reference.

MATH 0002

For 2015-2016, 349 students across 27 different sections across all methodologies took the final exam (see Table 3). Students taking the final exam worked the embedded SLO questions scoring 69% overall, outcome A, and outcome B. As Table 3 indicates, dual credit performed the best, then online, and LSUA - all performing above the 70% benchmark. Students at the LSUE site performed at 69% overall and modular performed at 65% overall. Note that dual credit face to face students gave an incorrect version of the final exam. As a result, the data was eliminated from consideration. However, there were a total of seven modular students enrolled in two sections. Their results are shown in the dual credit column of Table 3. A copy of the final exam for AY 2015-2016 is here for reference.

Item Analysis

Table 4 presents the item analysis for all face-to face MATH 0001 sections with the most troublesome problem being number 50 in outcome 1.1.3 which was calculating the perimeter of a simple rectangle (see the MATH 0001 final exam for AY 2015-2016). Evidently, students are forgetting the formula. Table 5 presents the item analysis for the MATH 0001 modular sections. Problems 46 and 47, both associated with outcome 1.1.3, only had a probability of success in the mid 20%. They are both similar problems dealing with finding an unknown in a geometric figure.

Table 6 contains an item analysis for the MATH 0002 face to face students at the LSUE site only since LSUA met the overall outcome benchmark. The item analysis yields the following information on questions where students had less than a 50% chance of answering the question correctly:

- Question 20: Students factoring xy + 3y - 16x - 48 had a 40% of success. Interestingly enough, 40% of the students had a version of the answer, but did not factor the y - 16 (see Table 3a).
- Question 26: Students solving a problem involving a square root had a 37% chance of success. Many students had the correct set of prospective answers, but did not check their answer. Had they done so, an additional 28% of the students would have obtained the correct answer (see Table 3a).
- Questions 29: Rectangle problem with a 44% chance of success. Students might have guessed here since the chance of answering A was 16%, C was 27%, and D was 13%.

- Question 30: Finding numbers for which a rational expression is undefined only required students to solve 2x - 16 = 0. A total of 49% were successful; however, 21% of the students attempted to set the numerator equal to zero as well (see Table 3a).
- Question 31: Simplifying a rational express by factoring and keeping track of a negative was one of the most challenging exam questions with only 27% of the students answering it correctly. 40% of the students chose answer B which left the negative in the answer without cancelling the factors (see Table 3a).
- Question 32: This question dealt with the multiplication of a rational expression. An equal amount of students (43%) chose the correctly factored form as did an incorrectly factored form (see Table 3a).
- Question 33: Yet another rational expression dealing with division with 49% answering the problem correctly, but 32% answered with an incorrectly factored form (see Table 3a).
- Question 38: One of the most missed problems on the exam dealing with simplifying a root that involves rationalization of the final result. Only 20% of the students answered it correctly while 47% of the students chose the incorrect answer leaving a factor of 7 in the answer and not rationalizing properly (see Table 3a).

An item analysis was also completed for modular mathematics (see Table 7). The exam is a computerized version that parallels the face to face version. The exam is both multiple choice and free response.

- Question 6: This question on exponential expressions was one of the most missed questions on the final and only had a 29% success rate. Evidently, many students were leaving negatives exponents in the answer.
- Question 18: This question on factoring ax + bx + c was also one of the most missed questions on the exam with only 26% of the students answering it correctly.
- Question 21: Students had a 46% success rate on this solving quadratics by factoring. It appears that issues in problem number 18 also caused issues with problem 21.
- Question 23: 42% of the students answered this question correctly dealing with solving quadratics using the quadratic formula. Students will often use their calculators to solve a problem of this type trying to enter the entire problem at once (often not keying the problem in correctly according to the calculator's logic and order of operations).
- Questions 24 and 25: These two problems with 45% and 44% respectfully deal with solving rational expressions. Often times students will multiply by the LCD properly, but not simply correctly or check their answer(s).
- Question 28: This problem dealing with motion problems was one of the most missed problems at 25%. Students often will often skip this problem in order to spend time on more familiar problems. This was evident by the number of "inc" shown in the data.
- Question 29: This application problem about area has typically with 45% of the student answering correctly is usually the result of students forgetting the formula needed to actually solve the problem.

In comparing the two Tables dealing with the item analysis, it is apparent that face to face students had issues with factoring, solving and simplifying square roots, and rational expressions. Modular students had difficulty with simplifying exponential expressions, motion problems, factoring and solving quadratics, and rational expressions. The common problem type for both seem to be factoring, solving quadratics, and simplifying rational expressions.

Given the difficulties of students, the results follow:
Given that:

- Modular MATH 0001 students scored 74% < 75% for Objective 1.1;
- Modular MATH 0001 students scored 82% > 80% for Objective 1.1.1;
- Modular MATH 0001 students scored 73% > 70% for Objective 1.1.2;
- Modular MATH 0001 students scored 62% < 70% for Objective 1.1.3;
- Modular MATH 0002 students scored 65% < 70% for Objective 1.1;

Modular MATH 0002 students scored 65% < 70% for Objective 1.1.4, and;
Modular MATH 0002 students scored 65% < 70% for Objective 1.1.5,
The data suggests that Outcome 1.1 is not met given that two out of the seven met or exceeded the stated targets.

FE MATH0001 Fa 15 - Sp 16

Final exam review 0002-2016

MATH 0002 Fa 15 - Sp 16

Math Dept Mtg 3-9-16 Minutes

Math Dept Mtg 8-21-15Minutes

T2 MATH 0001 SLO Results AY 15-16 for QEP

T3 MATH 0002 SLO Results AY 15-16 for QEP

T4 QEP Face-to-Face Item Analysis MATH 0001 AY 15-16

T5 QEP Item Analysis MATH 0001 Modular AY 15-16

T6 QEP LSUE Site only F-F Item Analysis MATH 0002 SLO AY 15-16

T7 QEP Item Analysis Modular Math 0002 AY 15-16

Improvement Plan/ Changes Made
The data will be shared with the Coordinator of the QEP and the mathematics faculty teaching in the program.
Completed 7/16/16
Coordinator of the QEP notified of completion and consulted for input on 8/4/16.
One comment that was made during summer 2016 was that some faculty are permitting students to take a retest without the proper intervention. The QEP coordinator spoke with everyone to remind them that an intervention was to take place prior to a password being given. Unfortunately, a meeting was not held due to the area receiving 22 inches of rain in 48 hours. As the QEP coordinator and the Director of IE meet on 10/13/16, the QEP coordinator noted that she has seen less 2nd retests being given in the lab.

Per the item analysis for modular mathematics, the QEP Coordinator made some minor changes to both the modular MATH 0001 and MATH 0002 final exams according to her October 14, 2016 email. After some conversations with the Coordinator, the math faculty, and the Director of IE, the result was to be conservative with any changes and see what happens for AY 2015-2016.

Math faculty began laying the preliminary groundwork for examining the material contained in the developmental math sequence to determine if all of it is needed (see meeting minutes from 9/16/16).

10-14-16 email from QEP Coordinator

Math Dept mtg 9-16-16 Minutes No 8 highlighted

Related Items

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

Progress: Completed
Provided By: Quality Enhancement Plan
Participants: Developmental Education Director (Fowler, Paul)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.

Progress: Completed

- **2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.**
  Progress: Completed
- **3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.**
  Progress: Completed
- **4. Students who need developmental instruction acquire the knowledge and skills to prepare them for collegiate study.**
  Progress: Completed
- **5. Students receive support and assistance in reaching academic, personal, career, and employment goals.**
  Progress: Completed

Table 2. MATH 0001 SLO Results AY 2015-2016 Aligned to QEP.

MATH 0001 SLO Description	Overall	Modular	LSUE	Dual Credit	LSUA	Online	Accelerated
Overall	74	74	75		75	70	
1.1.1. Manipulate order of operations with real numbers	80	82	79		81	71	
1.1.2. Perform basic algebraic operations with expressions and linear equations	74	73	72	None	79	69	No Data
1.1.3. Geometry	67	62	72		69	71	
Total number of students tested	428	205	114		73	32	4
Total number of sections for AY	30	13	8		6	2	1

Table 3. MATH 0002 SLO Results by Site AY 15-16						
MATH 0002 SLO Description	Overall	Modular	LSUE	Dual Credit	LSUA	Online
Overall	69	65	69	90	70	78
1.1.4. Perform basic algebraic operations	69	65	69	92	70	78
1.1.5. Perform operations with the rectangular coordinate system	69	65	70	78	71	80
Total number of students tested	349	172	75	7	60	35
Total number of sections in AY	27	13	6	2	4	2
Dual Credit shown are modular from spring 2016. A total of 28 dual credit in three sections from fall 2015 gave an incorrect version of the final exam. As a result, the three sections were removed from the data.						

1.2 Increase the Cognitive Ability of Students in MATH 0001 and MATH 0002

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Quality Enhancement Plan
Participants:

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)
For AY 2014-2015, this objective was tentatively met and in the process of being benchmarked. Per the improvement plan, MATH 0002 data was collected. It was decided to collect only pre and post test data for MATH 0002 allowing it to catch up with the data obtained in MATH 0001. (Very simply - it was confusing on which sections of which courses were being tested so everyone decided to test only MATH 0002.)

For AY 2015-2016, this data is repeated from AY 2014-2015 for MATH 0001 since no additional data was collected. For MATH 0001, a total of 924 students were pre and post tested from fall 2013 to spring 2015. However, complete data was only available for 760 (82%) students (see MATH 0001 pre and post test data). Of the 760 students, 497 were from face-to-face sections and 243 were from modular sections (20 additional online students were omitted since this data compares modular to traditional face to face instruction). Specifically, Table 1 comparing modular mathematics results to traditional face-to-face sections, the MATH 0001 data indicates that:

- mean of the modular posttest (71%) > mean of the modular pretest (26%),
- mean of the modular posttest (71%) < mean of the face-to-face posttest (73%).

Even though the gain score of the modular students (45 percentage points) outpaced the gain score of the face-to-face students (28 percentage points), the modular mathematics students were not able to outperform the face-to-face students on the post test. This is probably due to the fact that the results for Outcome C needed to be improved for both the face-to-face and modular sections. For example, modular students scored a 60% on outcome C while face-to-face sections scored a 59% during AY 14-15. The new modular mathematics book adopted for summer 2015 should correct the difficulty with modular math students achieving the desired results since it has a specific chapter dealing with geometric figures.

Given that the two MATH 0001 groups performed almost identically on the post test, (71% versus 73%), the MATH 0001 portion of this objective is tentatively met.

For MATH 0002, there a total of 822 students tested in modular and face to face sections from fall 2014 through spring 2016. However, as Table 2 demonstrates, a total of 552 (67%) of the students had both a pre and posttest. Of the 552 students, 346 (63%) were face to face students and 206 (37%) were enrolled in modular sections. No online sections of MATH 0002 were considered since this objective compares modular to face to face students only. The data in Table 2 for MATH 0002 indicates that the:

- mean of the modular posttest (67.82%) > mean of the modular pretest (19%)
- mean of the modular posttest (68.82%) > mean of the face to face posttest (67.51%)

Given the results for MATH 0002, Objective 1.2 is met.

Given that three out of four of the observed values in Objective 1.2 > preliminary benchmarks, this objective is tentatively met.

T1 MATH 0001 Pre and Post Test Data Summary

T2 MATH 0002 Pre and Post Test Data Summary

Improvement Plan/ Changes Made
Discuss the results with the Coordinator of the QEP in order to finalize benchmarks based on the sample and to continue pre and post testing modular mathematics students in AY 16-17. A determination will need to be made to either combine modular data with existing data or separate it out by AY (not determined by the QEP document).

Coordinator of QEP and Director of IE met on 10/13/16 and decided to continue collecting data for AY 16-17.

Completed 7/16/16.
Coordinator of the QEP notified of completion and consulted for input on 8/4/16.

Related Items

1. The QEP seeks to increase student learning in developmental mathematics using innovative techniques of instruction.
Progress: Completed
Provided By: Quality Enhancement Plan
Participants: Developmental Education Director (Fowler, Paul)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.

Progress: Completed

Table 1. MATH 0001 Pre and Post Test Data Summary

All

Statistic	All Students Sampled Pretest Results FA 13 - SP 15	All Students Sampled Posttest Results FA 13 - SP 15	Difference
mean	37.59	72.56	34.97
median	36.67	73.08	36.41
s.d.	16.74	13.42	-3.32
n	760	760	

Face-to-Face

Statistic	All Students Sampled Pretest Results FA 13 - SP 15	All Students Sampled Posttest Results FA 13 - SP 15	Difference
mean	44.89	73.02	28.13
median	43.33	75.00	31.67
s.d.	11.79	13.50	1.71
n	497	497	

Modular

Statistic	All Students Sampled Pretest Results FA 13 - SP 15	All Students Sampled Posttest Results FA 13 - SP 15	Difference
mean	26.39	71.34	44.95
median	20.00	72.55	52.55
s.d.	18.85	12.99	-5.86
n	243	243	

Table 2. MATH 0002 Pre and Post Test Data Summary

All

Statistic	All Students Sampled Pretest Results FA 14 - SP 16	All Students Sampled Posttest Results FA 14 - SP 16	Difference
mean	28.47	67.63	39.16
median	27.78	68.90	41.12
s.d.	15.22	14.97	-0.25
n	552	552	

Face-to-Face

Statistic	All Students Sampled Pretest Results FA 14 - SP 16	All Students Sampled Posttest Results FA 14 - SP 16	Difference
mean	34.20	67.51	33.31
median	33.33	68.89	35.56
s.d.	10.92	10.92	0
n	346	346	

Modular

Statistic	All Students Sampled Pretest Results FA 14 - SP 16	All Students Sampled Posttest Results FA 14 - SP 16	Difference
mean	18.84	67.82	48.98
median	13.85	69.01	55.16
s.d.	16.54	16.11	-0.43
n	206	206	

1.3 Increase Mathematics Scores on the CAAP

Start: 11/1/2015
End: 10/31/2016
Progress: Canceled
Provided By: Quality Enhancement Plan
Participants:

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)
Obtaining this data from ACT proved very difficult since no sort mechanism existed to determine if a student had developmental (DE) mathematics (let alone if the student had the course through face-to-face or modular methodologies). One possible suggestion was to have the students self-identify and use a date coding system for CAAP; however, this was attempted for another purpose and was found to be so unreliable that miss-coded data adversely affected the statistics.
As a result, this objective was cancelled.

Improvement Plan/ Changes Made
None

Related Items

1. The QEP seeks to increase student learning in developmental mathematics using innovative techniques of instruction.
Progress: Completed
Provided By: Quality Enhancement Plan
Participants: Developmental Education Director (Fowler, Paul)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

3.1 Professional Development

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Quality Enhancement Plan
Participants:

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)
For AY 2014-2015, this objective was met.

For AY 2015-2016, two additional faculty members were undergoing professional development in order to teach modular mathematics 0002 during the spring 2016 semester - both at dual credit sites at area high schools.

First, A. Manuel taught one section in Jeff Davis Parrish and completed part one of the professional development training, but did not complete part two.

Next, C. Klein also taught a section in spring 2016 in St Landry Parrish. She completed both part one and part two and is now teaching as Fall 2016 begins.

As a result, Objective 3.1 is tentatively met.

Klein - Part One
Manuel - Part One
Manuel - Part Two

Improvement Plan/ Changes Made
Faculty members who do not complete the professional development are not permitted to teach modular mathematics in the future.

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.
Progress: Completed
Provided By: Quality Enhancement Plan
Participants: Developmental Education Director (Fowler, Paul)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

3.2 Increase Retention and Completion of Developmental and General Education Mathematics

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Quality Enhancement Plan
Participants:

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 first time freshmen and continuing students with repetition) from AY 2007-2008 through 2011-2012.

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

For all students enrolling in MATH 0002 (with first time freshmen)

- 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)
For the 2014-2015 Academic Year, Objective 3.2 was tentatively met given that the success rate for students starting in MATH 0002 was slightly (<1%) below the target. Data continues to be monitored.

For AY 2015-2016, the data for this objective was analyzed from AY 2013-2014 to AY 2014-2015 to allow students to complete their general education (GE) coursework. Table 1 presents the data for first time freshmen instead of all students with repetition. This was included to better reflect the entering classes from AY 2013-2014 and 2014-2015. The first four columns represent raw data from both academic years while the blue numbers in the last three columns calculate the completion percentage for both the traditional face to face and modular students. Table 2 includes all students beginning in MATH 0001 and includes repetition for student completion over two complete years. The internal report from Institutional Research logs a 1 if the student completes the math course in one semester and a 0.5 if the student the course prior to the semester ending. As a result, student who complete two math courses in one semester are logged as completing both in 0.5 semester. Students who complete math 0001 during the semester and begin math 0002 in the same semester, but complete MATH 0002 in an intersession are logged as 1 for the first course and 0.5 for the second.

As Table 1 indicates, from AY 2013-2014 to AY 2014-2015 for first time students beginning in MATH 0001
138/217 (84%) of the modular mathematics students completed MATH 0001 > 68% historical benchmark.
107/217 (49%) of the modular mathematics students then completed MATH 0002 > 37% historical benchmark.
50/217 (23%) of the modular mathematics students then completed GE mathematics > 20% historical benchmark.
The completion of GE math increased to 23% < the 25% desired.
Table 1 indicates that increased completion for traditional face-to-face students was also noted. Table 2 notes that the completion of GE math for modular students increased to 27% if additional multiple attempts are considered. In this respect the increased completion of GE math was 27% > the 25% historical benchmark.

Next, Table 3 tracks first time freshmen students starting with MATH 0002. As Table 3 indicates, from AY 2013-2014 to AY 2014-2015 for first time students beginning in MATH 0002
25/29 (86%) of the modular mathematics students completed MATH 0002 > 66% historical benchmark.
13/29 (45%) of the modular mathematics students then completed GE mathematics > 35% historical benchmark.
Continuing data for students beginning in MATH 0002 was not calculated since it included students beginning in MATH 0001.

Since the observed scores from internal data > the historical data in all calculations but one, Objective 3.2 is met.

T1 FF MATH 0001 Success and Time to Completion 1314 to 1415

T2 All MATH 0001 Student Success and Time to Completion 1314 to 1415

T3 FF MATH 0002 AY1314 to 1415 Success and Time to Completion

Improvement Plan/ Changes Made

No changes planned. The QEP Coordinator intends on having a meeting to discuss operations prior to fall 2016 classes beginning. The Director of IE recommends monitoring data.

Coordinator of the QEP notified of completion and consulted for input on 8/4/16.

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.
Progress: Completed
Provided By: Quality Enhancement Plan
Participants: Developmental Education Director (Fowler, Paul)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

Table 1. AY 13-14 to 14-15 MATH 0001 success and time to completion broken out by method (FF students only).										
MATH 0001 Type	Total Register for MATH 0001	Total Complete MATH 0001	Total Complete MATH 0002	Total Complete GEN ED MATH	Average of Number Semesters Math 0001	Average of Number Semesters MATH 0002	Average of Number Semesters Gen Ed MATH	Percent Complete MATH 0001	Percent Complete MATH 0002	Percent Complete Gen Ed
Face-to-face	614	438	265	155	1.178	1.162	1.303	71.336	43.160	25.244
Modular	217	183	107	50	0.959	1.052	1.200	84.332	49.309	23.041
Total	831	621	372	205	1.113	1.130	1.278	74.729	44.765	24.669

Table 2. AY 13-14 to 14-15 MATH 0001 success and time to completion broken out by method (includes all students with repetition).										
MATH 0001 Type	Total Register for MATH 0001	Total Complete MATH 0001	Total Complete MATH 0002	Total Complete GEN ED MATH	Average of Number Semesters Math 0001	Average of Number Semesters MATH 0002	Average of Number Semesters Gen Ed MATH	Percent Complete MATH 0001	Percent Complete MATH 0002	Percent Complete Gen Ed
Face-to-face	744	531	325	184	1.178	1.198	1.279	71.371	43.683	24.731
Modular	294	243	147	80	0.953	1.024	1.241	82.653	50.000	27.211
Total	1038	774	472	264	1.107	1.144	1.267	74.566	45.472	25.434

Table 3. AY 13-14 to 15-16 MATH 0002 success and time to completion by method (includes FF Only).							
Row Labels	Total Register for MATH 0002	Total Complete MATH 0002	Total Complete Gen Ed Math	Average of Number Semesters Math 0002	Average of Number Semesters Gen Ed Math	Percent Complete MATH 0002	Percent Complete Gen Ed Math
Face-to-face	162	109	68	1.220	1.162	67.28	41.98
Modular	29	25	13	1.080	1.308	86.21	44.83
Total	191	134	81	1.194	1.185	70.16	42.41

3.3 Reduce the Amount of Time in Developmental Mathematics

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Quality Enhancement Plan
Participants:

Objective With Intended Outcomes
The QEP will reduce the amount of student time spent in developmental mathematics.

Assessment/Evaluation/Measures/Strategies
Method: 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)
In AY 2014-2015, Objective 3.3 was tentatively met. The time to developmental education (DE) and general education (GE) mathematics completion for students beginning in modular MATH 0002 was 2.964 exceeding the historical benchmark of 2.500. Faculty believed that students had some difficulty transitioning back to a traditional face to face or strictly online GE mathematics course since no modular option existed. However, a modular MATH 1015 was piloted in spring 2016 for the first time and will be implemented with multiple sections during fall 2016.

For AY 2015-2016, completion data for MATH 0001, MATH 0002, and GE mathematics was analyzed for AY 2013-2014 to AY 2014-2015. The internal report from Institutional Research counts each regular semester (fall, spring, and summer) as a 1. It counts intersession or accelerated semesters as a 0.5 since the time is less than a typical semester. Students who complete a math course in a regular semester are logged as a 1. Students completing in an accelerated format are logged as 0.5. Modular students completing two courses in one semester are reported as a 0.5 for each. Finally, students completing one modular class in a

semester and beginning the second in the same semester, but finishing in an intersession are reported as a 1 for the first course and a 0.5 for the second.

Table 1 presents the data for AY 2013-2014 to 2014-2015 for first time freshmen beginning their coursework in MATH 0001. For these modular students (in the second row)

- the observed time to completion of DE math courses was 2.011 (0.959 + 1.052) < the historical completion time of 2.6 semesters.
- the observed time to completion of GE math courses was 3.211 (0.959 + 1.052 + 1.200) < the historical completion time of 4.1 semesters.

The time to completion for traditional face to face students enrolling in MATH 0001 decreased as well to 2.340 for DE and 3.643 for GE - both being less than the historical average (see Table 1).

For informational purposes only, Table 2 presents the data for students taking modular MATH 0001 during the same time period. Completion of DE math was 1.977. With GE math, the time to completion was 3.218. Both results are less than the historical benchmarks. Traditional face to face students completed their DE math coursework in 2.376 semesters and completed their GE coursework in 3.655 semesters - both less than historical benchmarks.

Next, first time freshmen beginning in MATH 0002 from AY 2013-2014 to 2014-2015 is considered in Table 3.
Modular students completed MATH 0002 in 1.080 semesters < the historical completion time of 1.6 semesters.
Modular students completed both DE and GE math courses in 2.388 semesters < historical completion time of 2.5 semesters.
Traditional face to face students completed DE math course in 1.220 semesters and then went on to complete their GE math course in 2.382 semesters - both being less than the historical averages.
Given that the modular mathematics are completing their DE and GE courses at rates less than the historical averages, Objective 3.3 is met.

T1 FF MATH 0001 Success and Time to Completion 1314 to 1415

T2 All MATH 0001 Student Success and Time to Completion 1314 to 1415

T3 FF MATH 0002 AY1314 to 1415 Success and Time to Completion

Improvement Plan/ Changes Made
As the objective was met, no changes are planned. The QEP Coordinator had individual meetings with all modular faculty the first week of classes. Unfortunately, the meeting with all faculty together did not take place because of 22 inches of rain in less than 24 hours just prior to classes beginning. The Director of IE recommends monitoring data.

Coordinator of the QEP notified of completion and consulted for input on 8/4/16.

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.
Progress: Completed
Provided By: Quality Enhancement Plan
Participants: Developmental Education Director (Fowler, Paul)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

Table 1. AY 13-14 to 14-15 MATH 0001 success and time to completion broken out by method (FF students only).										
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Face-to-face	744	531	325	184	1.178	1.198	1.279	71.371	43.683	24.731
Modular	294	243	147	80	0.953	1.024	1.241	82.653	50.000	27.211
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Table 3. AY 13-14 to 15-16 MATH 0002 success and time to completion by method (includes FF Only).							
Row Labels	Total Register for MATH 0002	Total Complete MATH 0002	Total Complete Gen Ed Math	Average of Number Semesters Math 0002	Average of Number Semesters Gen Ed Math	Percent Complete MATH 0002	Percent Complete Gen Ed Math
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Modular	29	25	13	1.080	1.308	86.21	44.83
Total	191	134	81	1.194	1.185	70.16	42.41

Registrar / Admissions

1.1 Decreasing processing time of admission applications

Start: 11/1/2015
End: 10/31/2016
Progress: Canceled
Provided By: Registrar / Admissions
Participants: Registrar (Elliott, Ken)

Objective With Intended Outcomes
The Office of Admissions will decrease the number of days, on average, between the date that an application fee has been paid and the date that the application is processed.

Assessment/Evaluation/Measures/Strategies
The Director of Admissions will provide data showing the number of days each application took to be processed after the application fee was paid and an average of all applications. The average number of days from paid to processed application will be determined. In light of that information in comparison with other information in each record of the report, specific strategies will be developed to reduce the average number of days from paid to processed application.

Assessment/Evaluation Results (Progress Report)
For AY 14-15, this objective was delayed.

For AY 15-16, this objective was further delayed due to priorities and reorganization associated with new personnel (Chancellor and Vice Chancellor for Enrollment Management). During this time of transition, staffing challenges in Information Technology and Registrar's Office/Admissions Office have resulted in increased workload for those remaining. This area is in the processed of being removed from the Registrar's Office.
A Strategic Enrollment Plan is in the process of being developed so some form of this objective will result.

Improvement Plan/ Changes Made
None

Related Items

1 The Office of Admissions will decrease turnaround time for processing of paid applications.
Progress: Canceled
Provided By: Registrar / Admissions
Participants: Registrar (Elliott, Ken)
Budget Information: No additional funds requested
Start: 11/1/2015

End: 10/31/2016

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.

Progress: Completed

2.1 Degree Checkout Returns

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Registrar / Admissions
Participants: Registrar (Elliott, Ken)

Objective With Intended Outcomes
The Registrar's Office will reduce the rate of degree checkout returns to division heads by 5%.

Assessment/Evaluation/Measures/Strategies
There is currently no data on the rate of which degree checkouts for graduating students are returned to division heads because the student is not eligible to graduate based on the criteria of the University. The Office of the Registrar will collect data to benchmark the rate of returns, beginning mid-way through the process in the Fall 2015 semester. The reasons for the returns will also be noted and coded. This data collection will continue through the Summer 2016 semester.

It is expected that a couple simple improvements will achieve our objective of reducing the number of degree checkout returns to division heads by 5% as early as the Spring 2017 semester.

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, the Registrar was new and was formulating meaningful goals and objectives for the office.

At the beginning of the planning and evaluation cycle for Academic Year 2015-2016, the number of returned Degree Checkout Sheets for graduation candidates had not been tracked. Anecdotally, the Registrar believed there were excessive numbers of forms returned to the head of the academic divisions because of errors in the degree audit.

With a view to enumerating the causes of these returns and reducing their number, tracking returns of the Degree Checkout Sheets began in the middle of the Fall 2015 degree checkout cycle. Rather than wait for the Spring 2016 semester, the Registrar began collecting data immediately to begin establishing a baseline measurement for Outcomes Goal 2 and Outcomes Objective 2.1 in AY 2016-17. For each student and degree, the Registrar tracked the dates and reasons that each Degree Checkout Sheet was returned. When the corrected Degree Checkout Sheets were returned, corrected, and deemed “good” – that is, free of errors and

able to move forward in the process – the date was noted. Sometimes degree checkouts had to be returned twice, and occasionally contained more than one problem.

The following degree checkouts sheets were excluded from use:

1. Those that were either returned or deemed "good" before the start of the data collection process, since there was no reliable data associated with these degree checkout sheets;
2. Degree audits for those students who were simply deemed ineligible for graduation by advisors or division heads, since these students did not have Degree Checkout Sheets associated with them;

What remained for Fall 2015 and Spring 2016 was 257 records (45 for fall and 212 for spring). Of those, 73 (28.4%) were returned at least once. There were nine degree checkouts (3.5%) returned a second time. None were returned more than twice. The reasons for the returns were then numbered and counted. (See Table 1 and Table 2).

Although we plan to collect data for two years to gather a robust picture of the return trends in Degree Checkout Sheets, at least one of the results has been striking so far. It appeared that the most prevalent problem with the Degree Checkout Sheets was that the Degree Checkout Sheets were submitted without an attached special permission form authorizing the substitution of one class for another. There were 20 occurrences of such a problem (See Table 3). The second most pervasive problem with the degree checkout sheets – that transfer courses on the degree checkout sheet were not equivalent to required LSUE courses – was also associated with the missing special permission form. Of the seven times that degree checkouts were returned for non-equivalent classes, the special permissions form was omitted four times. After one and a half semesters of data collection, initial analysis suggests that missing special permission forms contributed to a large number of returns.

Even though a benchmark had not been set, this objective is met because it has gathered rather important data on the subjective of degree checkouts.

Table 1

Table 2

Table 3

Improvement Plan/ Changes Made

In AY 2016-17, we will continue to collect data and on the number of returns and implement plans to reduce their number. However, in the interest of improvement we will, for Spring 2017, implement measures to reduce the rate of returns of degree checkout sheets due to missing special permission forms for course substitutions. By that time, we will have accrued a larger sample of degree checkout returns and we can begin measuring what effects our improvements will make on the rate of returns.

Related Items

2 Improve the efficiency of degree checkouts.
Progress: Completed
Provided By: Registrar / Admissions
Participants: Registrar (Elliott, Ken)
Budget Information: No Additional Funds Requested
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

Science & Mathematics

3.1 Developmental Mathematics Completion

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Science & Mathematics
Participants: Division Head - Sciences (Hamlin, John)

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)

This objective was not met in AY 2014-2015. See Developmental Education 2014-2015 report and 2015-2016 report for actions taken.

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.

Related Items

3 Course Completion
Progress: Completed
Provided By: Science & Mathematics
Participants: Division Head - Sciences (Hamlin, John)
Budget Information: no additional funds requested
Start: 11/1/2015
End: 10/31/2016

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

5.1 Assessment of Entering Students

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Science & Mathematics
Participants: Division Head - Sciences (Hamlin, John)

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. Expansion of the modular math offerings and co-requisite college-level math offerings were explained to faculty (see attachment).

Math Placement

Assessment/Evaluation Results (Progress Report)
During the AY 14-15 planning year, this objective was met.
For AY 15-16, faculty were trained at divisional meetings in the Fall and Spring semesters about advising changes. 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.

Faculty were updated on best practices for advising students on initial placement into developmental, supplemental, or college-level courses.

This objective is met.

DIVISION OF SCIENCES AGENDA FA15(DRAFT)

Improvement Plan/ Changes Made
Building degree specific pathways for the various disciplines advised by this division appears to have limited the mistakes that could hinder student progress. This practice will continue to be expanded. The division continues to build Concentration Guides to the two transfer degrees, ALST-Biological Sciences and ALST-Physical Sciences, in several disciplines for transfer to four year institutions.

Related Items

5 Student Placement
Progress: Completed
Provided By: Science & Mathematics
Participants: Division Head - Sciences (Hamlin, John)
Budget Information: No additional funds requested
Start: 11/1/2015
End: 10/31/2016

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

6.1 General Education Sciences Retention

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Science & Mathematics
Participants: Division Head - Sciences (Hamlin, John)

Objective With Intended Outcomes
Students enrolled in entry (first of a series, if there are prerequisites) general education sciences courses in the fall semester will remain enrolled in the University during the spring semester.

Assessment/Evaluation/Measures/Strategies
The number of students that attempted a general education science course 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 2015 and retained to spring 2016 is calculated by the spring 2016 enrollment.

The benchmark of 74.8% 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 four years, therefore only that data was incorporated).

Retention 6.1

Assessment/Evaluation Results (Progress Report)
In AY 14-15 planning year, this objective was not met. The Division Head is still trying to figure out a way to remove students that have graduated from this total, but I have not been able to yet. Nothing new was done. (Director of IE's Note: LSUE has been without a Director of IT and IR since July 2016. A search was held, but did not yield any viable candidates.)

For AY 15-16, institutional data generated indicated that 345 out of 447 (77.2%) of students were retained in spring 16 after taking general education science courses in fall 2015.

The retention for fall 2015 to spring 2016 of 77.2% does exceed the benchmark of the five year average of 74.8%.

Objective 6.1 is met.

Improvement Plan/ Changes Made
At this time no changes will be made. The retention benchmark will be updated to reflect up to the five year mean of all entry level science courses.

Related Items

6 Retention
Progress: Completed
Provided By: Science & Mathematics
Participants: Division Head - Sciences (Hamlin, John)
Budget Information: No additional funds requested
Start: 11/1/2015
End: 10/31/2016

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

7.1 MATH 0002 to college-level mathematics

Start: 11/1/2015
End: 10/31/2016
Progress: Completed

Provided By: Science & Mathematics
Participants: Division Head - Sciences (Hamlin, John)

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)
For AY 14-15, this objective was not met. Discussion were planned, and held, with math faculty to address course content. Evaluation of success in subsequent college-level mathematics based on the method of delivery is still in the planning phase.

For AY 15-16, successful completion of MATH 1015 (Applied College Algebra) or MATH 1021 (College Algebra) after completing MATH 0002 was determined for each course and the results summed. 232 of 432 (54%) 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.

Objective 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%) than in college algebra (48.5%), there is still an apparent gap between MATH 0002 content and these courses. Math faculty are reviewing course content in developmental math courses to determine in additional credit hours, additional courses, or realignment of course content will help to address this deficiency. See math meeting minute from 11-4-16 and 11-11-16.

Math Meeting Minutes 11-4-16

Preliminary Math Meeting Minutes 11-11-16

Related Items

7 Sequential Courses
Progress: Completed
Provided By: Science & Mathematics
Participants: Division Head - Sciences (Hamlin, John)
Budget Information: No additional funds requested
Start: 11/1/2015
End: 10/31/2016

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

7.2 BIOL 1001 to BIOL 1160 (Previously named ZOOL 1011)

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Science & Mathematics
Participants: Division Head - Sciences (Hamlin, John)

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)
In AY 14-15 planning year, this objective was met. .For AY 15-16, successful completion of BIOL 1160 (Human Anatomy) after completing BIOL 1001 was determined. 78 of 167 (46.7%) students passed human anatomy on their first attempt. This does not meet the benchmark established by LSUE.
This objective is not met.

BIOL 1160 completion

Improvement Plan/ Changes Made
Additional faculty need to be recruited to help with faculty workloads. Continuing to maintain a full faculty roster of competent biologist will be a priority. Training of new faculty is on-going.

Related Items

7 Sequential Courses
Progress: Completed
Provided By: Science & Mathematics
Participants: Division Head - Sciences (Hamlin, John)
Budget Information: No additional funds requested
Start: 11/1/2015
End: 10/31/2016

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

8.1 15-16 CTS, Chemical Technician

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Science & Mathematics
Participants: Division Head - Sciences (Hamlin, John)

Objective With Intended Outcomes
The student awarded the certificate will demonstrate the ability to

1. conduct basic manual laboratory procedures accurately, using prescribed laboratory procedures (linked to objectives 1 and 3).
2. communicate the results of laboratory procedures clearly, concisely, and correctly in the written, spoken, and visual form (linked to objective 2 and 3).
3. perform all assigned work in compliance with occupational health, safety, and environmental law, legislation, and regulations; established policies and procedures; and in accordance with ethical principles (linked to objectives 1 and 3).
4. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals (link to objectives 2 and 3).

Assessment/Evaluation/Measures/Strategies
The preliminary benchmark established for the learning outcomes is 70% which is the lowest acceptable “average grade” according to the LSU Eunice Catalog. The 70% is also the minimum “average grade” that may transfer to a four-year institution should the student wish to transfer applicable courses. This benchmark may be adjusted as needed based on student data.

Specifics on assessment are still being worked out.

Assessment/Evaluation Results (Progress Report)
To date, no students have completed this new certificate program. Therefore there is no assessment/evaluation of results are available.

Improvement Plan/ Changes Made
Increasing participation through advertisement and outreach will be necessary to increase public awareness of this offering.

Related Items

8 15-16 Maintain an effective CTS, Chemical Technician Program
Progress: Completed
Provided By: Science & Mathematics
Participants: Division Head - Sciences (Hamlin, John)
Budget Information: existing
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

AS/LT

1.1 Associate of Science Louisiana Transfer

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: AS/LT
Participants: Division Head - Sciences (Hamlin, John)

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: 90% of students will meet or exceed the national average.

Assessment/Evaluation Results (Progress Report)
For the AY 14-15 planning year, this objective was met.
For AY 15-16, 14 of 14 AS/LT degree graduating students took the CAAP exam for Critical Thinking and Science.

Critical Thinking: 14/14 (100%) of students were at or above the national average.

Science: 14/14 (100%) of students were at or above the national average.

Objective is met.

The CAAP Student Roster report is attached.

CAAP Student Roster

Improvement Plan/ Changes Made
No improvements are planned at this time.

Related Items

1 Maintain an effective Associate of Science Louisiana Transfer Program
Progress: Completed
Provided By: AS/LT
Participants: Division Head - Sciences (Hamlin, John)
Budget Information: no additional funds requested
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

Tutoring and Disability Services

1.1 Persistence

Start: 11/1/2015
End: 10/31/2016
Progress: Canceled
Provided By: Tutoring and Disability Services
Participants: Director of Academic Assistance Programs (Unassigned)

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 2013-2014 academic year (see Prior experience Objective A in attachment StandardObjectives13).

StandardObjectives13

Assessment/Evaluation/Measures/Strategies
Benchmark is 80%. This 80% persistence rate is determined by the grantee's funded SSS grant proposal to achieve each project year on the Annual Performance Report 2013-14. See prior experience persistence rate in A StandardObjectives13)
Project Records/APR
Academic Records
Enrollment Records
SSS Student Database

StandardObjectives13

Assessment/Evaluation Results (Progress Report)
Director of IE's note:
Objective cancelled due to reorganization. Temporary goals and objectives are posted for AY 15-16 and new goals/objectives will be established for AY 16-17.

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Improvement Plan/ Changes Made
The Director is in a reorganization Process of Student Support Services.

Related Items

1 To increase retention and graduation rates for project participants
Progress: Canceled
Provided By: Tutoring and Disability Services
Participants: Director of Academic Assistance Programs (Unassigned)
Budget Information: Institution Funded
Start: 11/1/2015
End: 10/31/2016

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

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

1.1a temporary Selection and Tutoring

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Tutoring and Disability Services
Participants:

Objective With Intended Outcomes
Student will be selected for tutorial services on the basis of self-disclosure or teacher referral.

Assessment/Evaluation/Measures/Strategies
100% of all student who self-disclose or are referred for tutoring services will be provided on campus tutoring on a walk in basis and provided referrals to free online campus tutoring (SmartThinking) as well as open educational resources such as Kahn Academy and Louisiana Homework sites.

Assessment/Evaluation Results (Progress Report)
For the academic year of 2015-2016 all students who self-disclosed or were referred for tutoring received services. The Tutors Sign In Sheets revealed 280 sessions were provided totaling 308.75 hours. A sample of the sign in sheet is provided. The completed sheets were not posted for student privacy. The objective was met.

Tutorial Sign In sheet IE2015-2016

Improvement Plan/ Changes Made
The Student Support Services (SSS) department is in a transitional state from being grant funded to institutionally funded. The over-arching goal is to build an Academic Success Center that will provide advising, tutorial services and academic services within a Structured First Year for incoming freshman. The Director is in the process of hiring a staff to facilitate the new program and expand academic services.

Related Items

1a temporary To provide Academic Tutoring
Progress: Completed
Provided By: Tutoring and Disability Services
Participants:
Budget Information: existing
Start: 11/1/2015
End: 10/31/2016

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

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

1.2 Academic Standing

Start: 11/1/2015
End: 10/31/2016
Progress: Canceled
Provided By: Tutoring and Disability Services
Participants: Director of Academic Assistance Programs (Unassigned)

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 prior experience objective B in documentation attached)

StandardObjectives13

Assessment/Evaluation/Measures/Strategies

Benchmark is 80%. The good academic standing rate is determined by the grantee's funded grant proposal. The outcome is determined by the SSS Annual Performance Report 2013-14. See attachment prior experience good academic standing rate B in StandardObjectives13

Project Records

Academic Records (Jenzebar)

Blumen SSS database

StandardObjectives13

Assessment/Evaluation Results (Progress Report)

Director of IE's note:

Objective cancelled due to reorganization. Temporary goals and objectives are posted for AY 15-16 and new goals/objectives will be established for AY 16-17.

Improvement Plan/ Changes Made

The Director is in a reorganization process of SSS. New goals/objectives will be established.

Related Items

1 To increase retention and graduation rates for project participants

Progress: Canceled
Provided By: Tutoring and Disability Services
Participants: Director of Academic Assistance Programs (Unassigned)
Budget Information: Institution Funded
Start: 11/1/2015
End: 10/31/2016

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.

Progress: Completed

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

Progress: Completed

1.3 Graduation

Start: 11/1/2015
End: 10/31/2016
Progress: Canceled
Provided By: Tutoring and Disability Services
Participants: Director of Academic Assistance Programs (Unassigned)

Objective With Intended Outcomes
New participants cohort served each year will graduate with an associate degree or certificate within four (4) years. (see prior experience objective C.1 in the attachment document StandardObjectives13)

StandardObjectives13

Assessment/Evaluation/Measures/Strategies
Benchmark is 40%. This percent is determined by the grantee's funded grant proposal. The cohort is determined by the number of SSS participants who enrolled in the program in the 2010-2011 academic year. Note: This cohort differs from LSUE's 2010 enrollment cohort. The outcome is determined from the Annual Performance Report. See prior experience objective percent in C.1 in attachment StandardObjectives13
SSS Student Access Database
National Clearinghouse Database
LSU Eunice Registrar's Office

StandardObjectives13

Assessment/Evaluation Results (Progress Report)
Director of IE's note:
Objective cancelled due to reorganization. Temporary goals and objectives are posted for AY 15-16 and new goals/objectives will be established for AY 16-17.

Improvement Plan/ Changes Made
The Director is in a reorganization process for SSS.

Related Items

1 To increase retention and graduation rates for project participants
Progress: Canceled
Provided By: Tutoring and Disability Services
Participants: Director of Academic Assistance Programs (Unassigned)
Budget Information: Institution Funded
Start: 11/1/2015
End: 10/31/2016

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

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

1.4 Transfer (4-year)

Start: 11/1/2015
End: 10/31/2016
Progress: Canceled
Provided By: Tutoring and Disability Services
Participants: Director of Academic Assistance Programs (Unassigned)

Objective With Intended Outcomes
New participants served who graduated with an associate degree or received a certificate WILL transfer from a 2-year to a 4-year institution within four years. (see prior experience C.2 in the attachment StandardObjectives13)

StandardObjectives13

Assessment/Evaluation/Measures/Strategies
Benchmark is 40% of the graduate/Certificate subset who transfer to a 4-year institution The percent is determined by the grantee's funded grant proposal. This outcome is determined from the Annual Performance Report using the 2010-2011 SSS participant cohort of 161 students. Note: This cohort differs from that of LSUE's 2010 incoming cohort of students. (see prior experience percent in objective C.2 in attachment StandardObjectives13)
SSS Student Blumen Database
2010-2011 Cohort Graduates/Certificate Earners as per enrolled SSS participants
National Clearinghouse Database

StandardObjectives13

Assessment/Evaluation Results (Progress Report)
Director of IE's note:
Objective cancelled due to reorganization. Temporary goals and objectives are posted for AY 15-16 and new goals/objectives will be established for AY 16-17.

Improvement Plan/ Changes Made
None

Related Items

1 To increase retention and graduation rates for project participants
Progress: Canceled
Provided By: Tutoring and Disability Services
Participants: Director of Academic Assistance Programs (Unassigned)
Budget Information: Institution Funded
Start: 11/1/2015
End: 10/31/2016

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

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

2.1 Student Selection

Start: 11/1/2015
End: 10/31/2016
Progress: Canceled
Provided By: Tutoring and Disability Services
Participants: Director of Academic Assistance Programs (Unassigned)

Objective With Intended Outcomes
Eligible students to be served by the project will be identified upon walk-in basis for tutoring.

Tutorial Pathways Sign In Sheet IE 2015-2016

Tutorial Sign In sheet IE2015-2016

Assessment/Evaluation/Measures/Strategies
Director of IE's note:
Objective cancelled due to reorganization. Temporary goals and objectives are posted for AY 15-16 and new goals/objectives will be established for AY 16-17.

Assessment/Evaluation Results (Progress Report)

Improvement Plan/ Changes Made
Hire a full-time tutorial Coordinator/Advisor to advise and coach students to increase good academic standing and increase retention.

Related Items

2 To select and enroll students who demonstrate academic need and who are eligible to participate in the project.
Progress: Canceled
Provided By: Tutoring and Disability Services
Participants: Director of Academic Assistance Programs (Unassigned)
Budget Information: Grant funded
Start: 11/1/2015
End: 10/31/2016

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

Affirmative Action/Equal Employment Opportunity

1.1 Completion and Approval of Annual Affirmative Action Plan

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Affirmative Action/Equal Employment Opportunity
Participants:

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/EEO Officer develops the plan and submits it to the State. The plan is available in the AA/EEO Officer's office.
The Affirmative Action Plan was submitted and approved to the Department of Civil Service on 5/04/16.

EEO-AA 2016 Report Approval Letter

Assessment/Evaluation Results (Progress Report)
Objective 1.1 was met for AY 14-15

Based on the availability and incumbent data, LSUE underutilized female and minority persons in the job groups defined on page 49 of the 2016 EEO/AA Report.

Objective was met for AY 15-16

EEO-AA 2016 Report LSU Eunice-05052016085505

Improvement Plan/ Changes Made
LSUE continues to work diligently in its effort to recruit and hire qualified peoples from a diverse populous. To insure equal employment opportunity for all individuals on the LSUE campus without regard to race, color, creed, sex, national origin, age, handicap, marital status, religion, sexual orientation, or veteran's status the Affirmative Action/Equal Opportunity Committee established the following action steps:

1. Pursue minority faculty/staff recruitment and employment strategies. LSUE includes the mailing of position announcements to predominantly black institutions as well as incorporate the use of the discipline-specific internet

discussion lists and bulletin boards. All positions are also advertised on the LSUE website (http://www.lsue.edu/jobs) until they are filled or until the end of the application period, whichever comes first.
2. Monitor each personnel search and hire to ensure compliance with AA/EEO guidelines. The AA/EEO Chair continues to attend the initial search committee meeting to verify search procedures to ensure equality of opportunity in all aspects of the employment process. During the initial search meeting the AA/EEO Officer advises the committee to select the best qualified candidate regardless of race, color, creed, national origin, sex, age, disability, sexual orientation, religion, marital status or veteran's status. When an AA/EEO committee member serves on a search committee, the committee member should be aware of the AA/EEO issues and bring any concerns to the AA/EEO committee. Additionally, each search committee member is given a written handout outlining the search process and a list of questions to avoid while conducting their search.
3. Continue to present awareness workshops concerning issues dealing with affirmative action/equal opportunity and other diversity issues.
4. Continue to develop new strategies and recommendations for identifying, recruiting, hiring, and retaining a diverse faculty and staff. The AA/EEO Officer will work to implement some of the recommended recruiting techniques, etc.
5. Help coordinate compliance with ADA regulations.
6. Review all relevant policies yearly to ensure applicability and compliance.

LSUE Jobs page

Related Items

1 Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.
Progress: Completed
Provided By: Affirmative Action/Equal Employment Opportunity
Participants:
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Progress: Completed

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

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

1.2 Annually Provide Training on AA/EEO topics to faculty & staff

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Affirmative Action/Equal Employment Opportunity
Participants:

Objective With Intended Outcomes
LSU Eunice will annually provide AA/EEO education/training/information at the Faculty-Staff Fall/Spring Workshop.

Assessment/Evaluation/Measures/Strategies
Sexual Harassment and Ethics training completed in compliance with state law for all state employees.

Assessment/Evaluation Results (Progress Report)
Objective 1.2 was met for AY 14-15.
Training's were provided to the entire faculty and staff in the Spring of 2016 and the Fall of 2016.

Objective was met for AY15-16

The Fall 2016 Convocation Presentation (PDF)

What_is_Cultural_Competence2

Improvement Plan/ Changes Made
Continue to provide bi-annual training for faculty and staff to ensure compliance with State and Federal laws and University policies related to discrimination and campus participation opportunities.

Related Items

1 Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.
Progress: Completed
Provided By: Affirmative Action/Equal Employment Opportunity
Participants:
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Progress: Completed

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

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

1.3 Assess Campus Climate

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Affirmative Action/Equal Employment Opportunity
Participants:

Objective With Intended Outcomes
LSU Eunice will annually assess faculty, staff, and student campus climate concerning fair and equitable treatment for the campus community.

Assessment/Evaluation/Measures/Strategies
This objective will be assessed indirectly using the following surveys:
LSU Eunice Faculty survey: Meet or exceed spring 2015 results of 3.5 out of 5.00.
LSU Eunice Staff survey. Meet or exceed spring 2015 results of 3.5 out of 5.00.
Noel Levitz SSI. Meet or exceed spring 2015 results of 5.89 out of 7.

Assessment/Evaluation Results (Progress Report)
The objective was met in AY 14-15

The Faculty Survey given in spring 2016 (N=19 out 63) yielded a mean of 3.5 out of 5, **which did meet the benchmark** from the previous year of 3.5. (see question #10)
It is important to note that only 3 faculty members disagreed with the statement: “There is a fair and equitable process for recruiting and employing qualified faculty.”

The Staff Survey given in the Spring of 2016 (N=43 out of 85) yielded a mean of 3.3 out of 5, **which did not meet the benchmark** from the previous year of 3.5 out of 5. (see question #7)
It is important to note that 6 staff members strongly disagreed with the statement: “There is a fair and equitable process for recruiting and employing qualified staff.”

The Student Noel Levitz Survey given in the spring of 2016 (n=361) yielded a mean of 5.87 out of 7, **which did not meet the benchmark** compared to the previous year’s mean of 5.86.(see pg.3)
It is important to note that the Climate Survey is used to evaluate students’ perception of campus staff accessibility, safety, and diversity.

2016 Faculty Survey results
2016 Staff Survey results
NL_ Demographics

Improvement Plan/ Changes Made
Currently, this objective uses 2 different types of surveys to measure campus climate.
It is important to identify one mutual survey that is applicable to students, faculty, and staff in order to get a clear and concise picture of the outcomes. It is the EEO/AA coordinator's intention to identify a new survey that will clearly capture viable data to measure the outcomes for diversity and inclusion among the entire campus community.

The following questions from the Campus Climate Survey (large file size) that will be assessed for AY 16-17 are as follows:

Q#17: The faculty, Staff, and Administrators at this school treat students fairly. (PG 18)
-Reduce the total percentage of students that 'Strongly Disagree' or 'Disagree' by 2 percentage points. (From total of 5.61% to 3.61% or lower)

Q#18: School officials handle negative incident in a fair and responsible manner. (PG 20)
-Increase the total percentage points of students that 'agree' and 'strongly agree' by 5 percentage points. (From total of 39.8% to 44.8%)

The EEO/AA officer will continue to attempt to increase the number of faculty, staff and students that respond to the survey in spring of 2017.

It is also required by Louisiana Law and Board of Regents Policy that a state-wide detailed plan to implement student/faculty/staff climate surveys are used to gain a better statistical picture of the data used to determine if this objective is met. There is only one question in the current survey that pertains to campus climate.

In the future, use the current surveys should be used in collaboration with the Board of Regents campus climate survey because it will contain research that is more detailed and aligned with the AA/EEO and Title IX.

In conjunction with the mandatory campus climate survey, the following improvements to LSUE's campus should also be implemented to engage the LSUE community to create a culture intolerant of discriminating behavior.
Active leadership- by promoting intrusive leadership to promote inclusiveness on-campus

Reduce vulnerabilities associated with affirmative action and equal employment opportunities through appropriate leadership oversight, cohesion on campus, social responsibility, clearly established norms of social behavior
Improve collaboration to ensure coordination of training new and current employees
Eliminate the stigma of reporting AA/EEO complaints and seeking support if a violation occurs

BOR_Sexual_Misconduct_Policy_2_24_151

Campus Climate Survey

Guidebook___Sexual_Assault_Campus_Climate_Survey__1_

LA_BofR__Campus_Climate_Survey_Implementation_Overview

SB_255

Related Items

1 Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.
Progress: Completed
Provided By: Affirmative Action/Equal Employment Opportunity
Participants:
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Progress: Completed

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

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

2.1 Title IX Campus Climate

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Affirmative Action/Equal Employment Opportunity
Participants:

Objective With Intended Outcomes
-Engage the LSUE community to eliminate sexual violence. Implement Campus Climate Survey (large file size) and review results of the Campus Climate Survey to gauge effectiveness of response, prevention, and accountability.

Campus Climate Survey

Assessment/Evaluation/Measures/Strategies
This objective will be assessed using the following questions from the Campus Climate Survey (large file size) data summary taken from year 2014-2015.

- Q#19 2.2 If someone were to report a sexual assault to administrators at your school, Administrators would support the person making the report. (PG 21) "response"
- Q#19 2.2 If someone were to report a sexual assault to administrators at your school, Administrators would take the report seriously (PG 21) "response/reporting'
- Q#18: 2.3 My school does enough to protect the safety of students (PG 20) "prevention"
- Q#17: 2.3 I feel safe at this school. (PG 19) "Prevention"
- Q#20: 2.3 if someone were to report a sexual assault to administrators at your school, how likely is it that: Administrators would take corrective action against the offender. (PG 22) "Response"
- Q#17: 2.4 the faculty, Staff, and Administrators at this school treat students fairly. (PG 18) "A/A"

- Q#21: 2.4 the availability of confidential on-campus resources to help victims of sexual assault. (PG 23) “Counseling”

Campus Climate Survey

Assessment/Evaluation Results (Progress Report)
This objective did not exist in AY 14-15.

Climate Actions and Assessments
· Conduct & Evaluate climate surveys to identify deficient areas
· Evaluate climate surveys, provide recommendations for improvement based on findings
· Support and encourage participation at all levels- internal and external
· Analyze training curricula and reports of investigation to ensure correct classification of incidents (sexual violence vs. sexual harassment)

-LSUE utilizes the resources of the community as well as the resources of LSU-BR to assist in providing services to students, faculty and staff. LSUE sub-committee has developed MOUs with local law enforcement and service providers but they have not yet been approved.

LSUE is also in the process of updating their policies to be in compliance with new Louisiana Law SB255.

The objective for AY15-16 was met, although the process will be completed/implemented will completed implemented in AY 16-17.

Improvement Plan/ Changes Made
The LSUE Title IX Coordinator will implement the new Board of Regents Survey and compile the data and use it to make necessary protective and preventive measures on-campus and also develop training topics and educational articles to address identified weaknesses or issues.

The Title IX coordinator will evaluate the surveys, trainings and the incident reports to develop trainings to meet the needs of the LSUE campus.

LA_BofR__Campus_Climate_Survey_Implementation_Overview

Related Items

2 Ensure compliance with State and Federal laws and University policies related to Title IX in relation to campus climate, response, prevention and accountability.
Progress: Completed

Provided By: Affirmative Action/Equal Employment Opportunity
Participants:
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Progress: Completed

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

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

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

2.2 Title IX Prevention Efforts

Start: 11/1/2015

End: 10/31/2016
Progress: Completed
Provided By: Affirmative Action/Equal Employment Opportunity
Participants:

Objective With Intended Outcomes
Eliminate sexual violence by establishing a preventive environment though identifying and addressing behaviors that encourage sexual violence and the bystander intervention initiative (Employee Student Education.)

Employee_Student_Education (PDF)

Assessment/Evaluation/Measures/Strategies
Prevention Actions and Assessments
-Establish an LSUE campus consulting team (Task Force)
-Train LSUE leadership (Executive Committee)
-The New Title IX Coordinator and Chancellor will develop a new Executive Committee to address pertinent policy and procedures from the Federal, State, and Campus Level.
-Measure compliance and evaluate the effectiveness of training- adjust as needed
-Assess the effectiveness of bystander intervention training through case reviews
-Develop training programs for mandatory reporters at all levels
-Partner with other services to enhance awareness efforts
-Utilize Campus Climate Data to asses and evaluate effectiveness of prevention efforts.

This objective will be assessed using the following questions from the 2014-2015 Campus Climate Survey data summary and compared to the 2015-2016 Campus Climate Survey data.

Q#19 2.2 If someone were to report a sexual assault to administrators at your school, Administrators would support the person making the report. (PG 21) “Response”
-Increase the total percentage points of students who believe that Administrators are ‘very likely’ and ‘moderately likely’ to support persons making a report by 5 percentage points. (from 65.52 % to 70.52%)

Q#19 2.2 If someone were to report a sexual assault to administrators at your school, Administrators would take the report seriously (PG 21) “response/reporting’
-Maintain the percentage of 0% for the response ‘not at all likely’. Increase the student response of ‘very likely’ and ‘moderately likely’ by 5 percentage points. (from 65.91% to 70.91%)

Campus Climate Survey

Assessment/Evaluation Results (Progress Report)
This objective was met for AY 14-15.

-For AY-15-16, the campus executive consulting team consists of each of the Vice-chancellors, the athletic director and the Title IX Coordinator.
-The VCs, the athletic director and the division heads attended training on Title IX compliance and investigator training.
-LSUE will use the reported number of reports in 2015-2016 of alleged violations compared to the reported number of 2016-2017 reports of violations to evaluate how the effectiveness of bystander education. The Title IX coordinator can immediately assess the effectiveness by conducting case reviews.
- Employee/Student Education will be provided to all faculty, staff, student workers via email and the mandatory personnel meetings. The Ohio State University bystander video was used in year 2015-2016, but the American University will be used starting in 2016-2017. The YouTube video 9 things about Title IX in 89 seconds is also posted on the website. In addition, The Thames Valley Police video 'Consent and Tea' will also be added for the 2016-2017 year. Videos are available to all students on their myLSUE login page. All new students have been educated via the title nine handout provided during orientation on bystander intervention and Circle of Six. Each faculty, staff and student worker must complete a yearly online sexual harassment training and pass with an 80% or retake the course until passed.
-LSUE has developed a working relationship with LSUE PD, the Eunice Police Department and other community resources. These resources will be utilized on a case by case basis. Currently MOUs are being developed, and will be completed and implemented by October 15, 2016.
LSUE has developed handouts to be given to all complainants and respondents regarding Title IX rights and procedures and a list of community resources.
-Policies and procedures have been updated and continue to be updated to reflect new laws and compliance.
-The objective for AY15-16 was met, however with the arrival of a new Title IX Coordinators, the project is expected to be completed in AY 16-17

Community Resources
Educational Handouts-Title_IX_Rights&Procedure (PDF)
Employee_Student_Education (PDF)
Handouts (Title Nine Handout Orientation)
MEMORANDUM OF UNDERSTANDING LSUE EPD
Title IX Investigator Training

Improvement Plan/ Changes Made
The following description serves as a template for the Title IX Coordinator as it relates to Prevention Efforts:

-The Title IX Coordinator will inform the executive administration of the changes with federal mandates, LA law, and Board of Regent's requirements.

- The Title IX Coordinator will assist the Task Force with making changes to the LSUE policy statements to ensure compliance with Federal laws, Louisiana Laws, Board of Regents Policy and LSU policy.

-The Title IX Coordinator will assist the campus administration with implementation and assessment of the mandatory Board of Regents Campus Climate Survey.

-The Title IX coordinator will utilize the mandatory bi-annual training to inform all faculty and staff on bystander intervention, trauma informed response and any changes to policy or trends to improve title IX response and prevention efforts.

-The Title IX Coordinator will monitor, encourage and reinforce mandated reporters to report incidents when they become aware.

-The Title IX Coordinator will work with local domestic violence and sexual assault advocacy organizations to promote best-practices on-campus.

-LSUE will utilize the skills and training of partnering agencies to assist with training the LSUE community.

-The Title IX Coordinator will conduct periodic case reviews to assess effectiveness of training and campus trends.

-The Title IX Coordinator will track all reported violations to assess effectiveness of training and campus trends.

-The Title IX Coordinator will track attendance of all training offered along with material presented to ensure a qualitative and quantitative analysis.

-The Title IX Coordinator will participate in orientation by publically speaking about Title IX and place an educational handout on Title IX in the orientation packet and promote the Circle of Six App.

-The Title IX coordinator will begin a campus flyer campaign to remind the LSUE community daily of their reporting options and services available.
-The Title IX Coordinator will assist executive management with coordinating and completing the MOUs with local law enforcement and service providers.

-The Title IX Coordinator will send out email educational articles to educate the LSUE campus community on title IX updates and further their education on the topic.

-The Title IX Coordinator will also continue to provide training to Bengal Village residents, athletes, and student leadership every regular semester.

-LSUE will also increase campus security and training.

-It should be noted that this plan is to be used as guidance for LSUE to remain in compliance with federal laws, state laws, Board of Regents mandates and LSU Permanent Memoranda.

-The Title IX Coordinator will also assist with completing the required MOUs with local service providers and law enforcement.

Related Items

2 Ensure compliance with State and Federal laws and University policies related to Title IX in relation to campus climate, response, prevention and accountability.
Progress: Completed
Provided By: Affirmative Action/Equal Employment Opportunity
Participants:
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

- **1. Students complete associate degree or certificate programs prepared to enter the work force.**
  Progress: Completed
- **2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.**
  Progress: Completed
- **3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.**
  Progress: Completed
- **4. Students who need developmental instruction acquire the knowledge and skills to prepare them for collegiate study.**
  Progress: Completed
- **5. Students receive support and assistance in reaching academic, personal, career, and employment goals.**
  Progress: Completed

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Progress: Completed

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

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

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

2.3 Title IX Response to Complaints

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Affirmative Action/Equal Employment Opportunity
Participants:

Objective With Intended Outcomes
Improve the availability and quality of response support for complainants and respondents. Empower victims, inform/reprimand respondents, and eliminate the stigma of reporting.

Assessment/Evaluation/Measures/Strategies
-Effectively protect the rights and interests of all parties, lessen stigma regarding reporting and ensure appropriate services are made available.
-Enforce mandated training on reporting and proper protocol.
-Promote familiarity with investigatory process with mandatory reporters and general training.
-Provide preventing sexual misconduct training to faculty, staff, and campus community
-Provide bystander training to faculty, staff, and campus community
-Identify trends associated with complaints
-Analyze case reports to insure system efficiency
-Utilize Campus Climate Data to asses and evaluate effectiveness of LSUE's response to complaints

-Utilize Campus Climate (large file size) Data from year 2014-2015 to asses and evaluate effectiveness of prevention and response to complaints.

Q#18: 2.3 My school does enough to protect the safety of students (PG 20) “prevention”
-Maintain the percentage of students that strongly disagree at 0%. Decrease the percentage of students that disagree by 4 percentage points. (From 6.19% to 2.19% or lower)

Q#17: 2.3 I feel safe at this school. (PG 19) “Prevention”
-**Maintain the percentage of students that ‘strongly disagree’ at 0%. Decrease the percentage of students that ‘disagree’ by 2 percentage points. (From 3.74% to 1.74% or lower)**

Q#20: 2.3 If someone were to report a sexual assault to administrators at your school, how likely is it that: Administrators would take corrective action against the offender. (PG 22) “response”
-Increase the total percentage points of students who believe that Administrators are ‘very likely’ and ‘moderately likely’ to take corrective action by 5 percentage points. (From 67.44% to 72.44% or greater)

Campus Climate Survey

Assessment/Evaluation Results (Progress Report)
-All LSU and LSUE policies and procedures are in the process of being updated with the new LA Law SB255 and the Board of Regents policy.PM73 has an informal and a formal process for investigations.

-LSUE is in the process of updating the **online sexual harassment training** download from van to reflect contact information to the new Title IX Coordinator as well as upgraded community resources. This sexual harassment training is specific to the LSUE campus and can track completion and passing rates of all LSUE **Fall 2016 Faculty, Staff & Student Workers** through my Courses. An 80% is required of all employees or they must retake the course until they score an 80%. A tracking system was set up through myCourses to notify the Title IX coordinator via email of when an employee completes the course with an 80% or above, the number of attempts of each employee and who has not completed and passed the course annually. Employees are expected to have this training completed for the calendar year before December 1st 2016.

-The Fall 2016 **LSUE Faculty and staff** (attendance) received preventing sexual misconduct training during the fall 2016 convocation presentation.

-The Campus coordinator has provided training to the Bengal Village Community (Fall 2016 Bengal Village Presentation Attendance) as well as training to all of the Athletes.

-An anonymous online reporting and tracking system has been created on the main website and myLSUE to protect all parties and reduce the stigma of reporting or filing complaints. Complaints can also be submitted in-person to the Title IX Coordinator or any campus personnel or by emailing the Title IX Coordinator
-The Title IX Coordinator will notify the campus community of reporting procedures via email educational articles and handouts.

-Utilize the timeline for completing investigations promptly.

-The title IX coordinator established a process for documenting incidents in formal case files to track the types of violations, invalid and valid & informal and formal resolutions and document the process and the outcome of each incident to ensure that LSUE effectively protects the rights and interests of all parties. The forms include a timeline, initial complaint questions, investigation protocol checklist, formal report for counsel, including information on community resources and Title IX procedure for all parties.
-All LSUE faculty and staff were trained on Title IX processes in the Fall 2016 faculty/staff meeting.

-All Campus Security authorities will be trained by local domestic violence and sexual harassment specialist on trauma informed response and as potential bystanders.

-The Chancellor has been successful in organizing counseling on campus. LSUE expects to have part time councilors on campus by the end of the 2016 calendar year.

-The Title IX Coordinator will also assist with completing the required MOUs with local service providers and law enforcement.

-The Title IX Coordinator was successful in identifying 4 confidential advisors. Their information will be posted on the LSUE webpage in order to increase confidential reporting options for students, faculty and staff.

This project was developed in 2014-2015 year, and will continue to into 2016-2017, as a result, the results are inconclusive.

BOR_Sexual_Misconduct_Policy_2_24_151

Community Resources

Educational Handouts (Title_IX_procedure)(PDF)

Employee_Student_Education_5_1_15 (1)(PDF)

Fall 2016 Bengal Village Presentation Attendance

Fall 2016 Bengal Village Presentation(PDF)

Fall 2016 Faculty and Staff Attendance
Fall 2016 Faculty, Staff & Student worker list (plain)(PDF)
Formal Report For Counsel
Handouts (Title Nine Handout Orientation)
initial_complaint_questions
INVESTIGATION_PROTOCOL_CHECKLIST
MEMORANDUM OF UNDERSTANDING LSUE EPD
PM73-Title-IX-and-Sexual-Misconduct-Policy
SB_255
The Fall 2016 Convocation Presentation (PDF)
TIMELINE
Title IX Training For Athletics Fall 2016(PDF)

Improvement Plan/ Changes Made
The following description serves as a template for the Title IX Coordinator as it relates to Response to Complaints:

-LSUE will follow and incorporate any changes in and enforce Federal Law, new Louisiana State Law, new Board of Regents policy, and the LSU Permanent Memorandum-73 and LSUE policies when an alleged violation occurs.

-The Title IX Coordinator will notify and consult with a LSUE investigator and the LSU chief Title IX Coordinator, Jennie Stewart, when violations are reported or deemed to be in violation of PM-73.

-The Title IX Coordinator will track the competency of the faculty, staff and student workers by monitoring the passing and completion rates of the mandatory sexual harassment training.

-The Title ix coordinator will implement the same in person training to Faculty, staff, athletes, and campus community for the spring and fall 2017 academic year.

-The Title IX Coordinator will track the workload by monitoring the number of reported violations and the type of violation and consult with the Chief Title IX Coordinator, Jennie Stewart, when needed to be sure each case receives proper attention, equal and fair treatment and adequate resolution.

-The Title IX Coordinator will provide bi-annual in-person training at the spring and fall faculty/staff meeting to educate on Title IX and any changes in law or policy.

-The Title IX Coordinator will track and analyze the types of reported incidents to assist in developing training and protocol specific to LSUE's needs

-LSUE will have training for their security and improve the presence of security/police on campus.

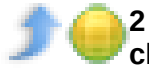
-LSUE will coordinate with LSU-BR to improve response to incidents and training for the Title IX Coordinator.

-The LSUE Title IX Coordinator will participate in the LSU system committee to improve PM-73 and report any changes to the LSUE chancellor so that changes can be incorporated into LSUE policy and procedures.

-The Title IX Coordinator will also assist with completing the required MOUs with local service providers and law enforcement.

-The LSUE Title IX Coordinator will follow the legislative hearings on the legislative website and participate via online when possible/necessary to continue to be aware of upcoming changes and improvements to incorporate them into training for personnel and students.

Related Items



2 Ensure compliance with State and Federal laws and University policies related to Title IX in relation to campus climate, response, prevention and accountability.

Progress: Completed
Provided By: Affirmative Action/Equal Employment Opportunity
Participants:
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Progress: Completed

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

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

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

2.4 Campus Accountability and Advocacy

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Affirmative Action/Equal Employment Opportunity
Participants:

Objective With Intended Outcomes

-Accountability- ensure those who commit violations are held accountable. Improve capability and capacity for reporting, investigation and elevate mandatory reporter engagement in response to sexual violence.

-Advocacy- provide counselling services and education to complainants and respondents of misconduct

-Establish communication with Judicial Affairs to guarantee swift, impartial, and appropriate outcomes for complainants and respondents of behavioral misconduct.

Assessment/Evaluation/Measures/Strategies
-Utilize Campus Climate Data (large file size) to asses and evaluate effectiveness of Accountability and Advocacy.
This objective will be assessed using the following questions from the Campus Climate Survey data summary taken from year 2014-2015 and compared to 2015-2016 Campus Climate Survey data.

Q#17: 2.4 The faculty, Staff, and Administrators at this school treat students fairly. (PG 18) “Advocacy”
-Reduce the total percentage of students that ‘Strongly Disagree’ or ‘Disagree’ by 2 percentage points. (From total of 5.61% to 3.61% or lower)

Q#21: 2.4 While you have been a student at this school, how useful did you find training you’ve received in the following areas related to sexual assault: The availability of confidential on-campus resources to help victims of sexual assault. (PG 23) “Counseling and Confidential Advisors”
-Increase the total percentage of students that find training moderately useful and very useful by 5 percentage points.(From 40% to 45% or higher)

-Impartially conduct prompt and thorough investigations of every formal or informal report.
-Ensure all cases are disposed at an appropriate level.
-Provide means to detect if cases are not being handled per policy
-Monitor and assess trends in dispositions as well as length of time from initial report to resolution.
-Ensure early coordination between Title IX Coordinator, victim’s advocates, and investigators to improve timeliness, thorough reporting, and impartial investigation.
-Quality assurance visits to ensure compliance with policy
-Evaluate resource allocation
-Establish victim advocates that can provide assistance to victims and communicate this information to campus community.
-Establish Counseling services on campus that can provide assistance to victims and communicate this information to campus community.

Campus Climate Survey

Assessment/Evaluation Results (Progress Report)
The campus climate survey did not exist until this year. The results will be evaluated in the following survey.

-LSUE Title IX coordinator will ensure fair and equal treatment of each case.
-The Title IX Coordinator will work in conjunctions with Judicial Affairs to provide counseling arrangements for complainants and respondents as needed on a case by case basis.
-Each investigation will be prompt, thorough and impartial and follow a timeline that will ensure coordination between all parties and service providers. Each investigation will follow PM73 and PS30.
-The Title IX coordinator will periodically review case files to determine trends and compliance.
-LSUE will coordinate with other universities and conduct research to access best practices.
-The campus Title IX Coordinator and the System Title IX coordinator can determine if a case meets Title IX requirements and an investigation is needed according to PM73 and PS30.
-The Title IX coordinator will assist in assessing the incident and each person involved during an investigation.
The objective for AY 15-16 was met, although the process will ultimately be completed in AY 16-17.

PM73-Title-IX-and-Sexual-Misconduct-Policy

PS-30

TIMELINE

Improvement Plan/ Changes Made
-The Title IX Coordinator will continue to notify and consult with the LSUE chancellor and the LSU chief Title IX Coordinator, Jennie Stewart, when alleged violations are reported.

-The Title IX Coordinator is expected to attend Civil Rights Investigator Training with ATIXA in Philadelphia, Pennsylvania from October 3rd to October 8th.

-The Title IX Coordinator will track and analyze the types of reported incidents to assist in developing training and protocol specific to LSUE's needs.

-LSUE will have training for their security and improve the presence of security/police on campus. The Title IX Coordinator will meet with the security/police on-campus regularly to update them on any changes or improvements to Title IX.

-The LSUE Title IX Coordinator will follow the legislative hearings on the legislative website and participate via online when possible/necessary to continue to be aware of upcoming changes and improvements to incorporate them into training for personnel and students.

-The Title IX Coordinator will continue to encourage all students to download the Circle of Six application to their android or iPhone.

-The LSUE Title IX coordinator will continue to collaborate with all campus officials and provide access to training for all personnel and students via email educational articles, myLSUE, myCourses, campus flyer campaign and public speaking engagements.

-The Title IX Coordinator will work closely with the PR Department on campus to create resource posters of how to Recognize, Report, and Prevent sexual misconduct and sexual harassment. In addition, the PR department will develop a LSUE campus specific, 'We're Committed', poster that displays community resources that are available to student body. These posters will be incorporated to the ongoing campus flyer campaign.

-It should be noted that this is a guide for LSUE to maintain compliance with the current laws and policies in place and to monitor upcoming legislative changes and to incorporate them into policy when they occur.

Circle of Six

committed-poster-updated (LSU)

Investigator-Level-One-Certification-Sample-Agenda

Poster-Recognize-report-Prevent

Related Items

2 Ensure compliance with State and Federal laws and University policies related to Title IX in relation to campus climate, response, prevention and accountability.

Progress: Completed
Provided By: Affirmative Action/Equal Employment Opportunity
Participants:
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.

Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.

Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Progress: Completed

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

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

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

Athletics

1.1 Student Learning and GPA

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Athletics
Participants: Director of Athletics (Willis, Jeff)

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.

Last year's GPAs were:
Women's Softball Team - 3.42
Men's Baseball Team - 3.15
Women's Basketball Team - 3.09

Assessment/Evaluation Results (Progress Report)
Objective was met last year 14-15 (FY 15)

The Women's Softball Team and Men's Baseball team both attained the goal of an overall team 2.80 GPA:

* Women's Softball Team Achieved a 3.27
* Men's Baseball Team Achieved a 3.18

Both the Women's Softball Team and Men's Baseball Team achieved the National Junior College Association (NJCAA) Academic Team of the Year Award.

The Women's Basketball Team did not meet the goal of an overall team 2.80 GPA:

* Women's Basketball Team Achieved a 2.68

Although the overall GPA of the Athletic Department was met (3.12), the Women's Basketball Program did not meet the objective (2.68 < 2.8)

As a result, Objective 1.1 was tentatively met.

2015-2016 Baseball Team GPA - Outcomes

2015-2016 Basketball Team GPA - Outcomes

2015-2016 Softball GPA -Outcomes

Improvement Plan/ Changes Made
No changes recommended for Softball and Baseball.

The Basketball Team will have more of a focus on Group and Individual Study Halls.

Related Items

1 To support academic achievement and progress of student athletes
Progress: Completed
Provided By: Athletics
Participants: Director of Athletics (Willis, Jeff)
Budget Information: no additional funds requested
Start: 11/1/2015
End: 10/31/2016

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Progress: Completed

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

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

2.1 Maintain a winning percentage

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Athletics
Participants: Director of Athletics (Willis, Jeff)

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)
Objective was tentatively met last year. Softball and Baseball Program met the objective while the Women's Basketball Program did not, but the program did increase their winning percentage by 7.1 %.

The Softball Program finished with a 58-8 record and an 87.9% winning percentage while winning the Program's 4th National Championship. Objective was met.

The Baseball Program finished with a 51-6 record and an 89.5% winning percentage while participating in the NJCAA Region 23 Tournament. Objective was met.

The Women's Basketball Program finished with a 9-19 record and a 32.1% winning percentage which was a 7.1% better winning percentage than the previous season. Objective not met.

The overall record of the Athletic Department was 118-33 for a 78.1% winning percentage. The Softball Program's National Championship makes for a total of 9 National Championships (Softball - 4, Baseball - 5 in the last eleven years).

Although the overall record winning percentage objective for the Athletic Department was met (i.e. 78.1% > 67%), the Women's Basketball Program did not meet the objective (32.1% < 67%).

As a result, Objective 2.1 was tentatively met.

Improvement Plan/ Changes Made
No changes recommended for Softball and Baseball.

Due to the Women's Basketball Coaching Staff having the new freedom to allocate their scholarship funds with Room & Board Scholarships, recruiting should improve for the incoming team.

Related Items

2 To be successful on the field of play.
Progress: Completed
Provided By: Athletics
Participants: Director of Athletics (Willis, Jeff)
Budget Information: no additional funds requested
Start: 11/1/2015
End: 10/31/2016

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Progress: Completed

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

Business Affairs
Accounting
1.1 Budget Preparation
Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Accounting
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)

Objective With Intended Outcomes
The FY 2015-16 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)
Objective was met in FY 2014-15.
For 2015-16, the budget was prepared and submitted to the LSU System by the deadline. Objective was met.

LSU Eunice BOR 1-6 2015-16

Improvement Plan/ Changes Made
Create a webpage with the current budget and notify campus.

Related Items

1 To prepare an annual budget which reflects the mission of the university and supports institutional priorities.
Progress: Completed
Provided By: Accounting
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

2.1 Budget Review-Faculty

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Accounting
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)

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. The Faculty Survey will be administered during the Spring 2016 semester.

Assessment/Evaluation Results (Progress Report)
Objective was met for FY 2014-15. To improve, faculty representatives on the Budget Review Committee were to inform and involve their faculty colleagues more in the budget review process. Last year, faculty rated their satisfaction with the budget review process at 3.3.

For 2015-16, faculty (19 out of 63) rated their satisfaction with their involvement with the budget review process at 3.4 (Q: 40) which is below the 4.0 rating of agreeable.

Objective was met.

2016 Faculty Survey results

Budget memo

Improvement Plan/ Changes Made
Faculty representatives on the Budget Review Committee will continue to inform and involve their faculty colleagues in the budget review process.

Related Items

2 To plan a budget to meet the needs of the departments based on their goals and objectives.
Progress: Completed
Provided By: Accounting
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

2.2 Budget Review Committee

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Accounting
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)

Objective With Intended Outcomes

The Budget Review Committee will meet three to four times annually. The committee will plan and review all departmental requested budgets for FY 2016-17 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)
Objective for FY2014-15 was met.

Budget Review Committee met on September 17, 2015, February 11, 2016, March 3, 2016, and April 14, 2016.

Minutes from the four meetings including those on planning the budget for FY 2016-17 were distributed via email and recommendations were submitted to the Chancellor.

Objective was met.

Budget Review Committee Minutes-- March 3 2016
Budget Review Committee Minutes--April 14 2016
Budget Review Committee Minutes--February 11 2016
Budget Review Committee Minutes--September17 2015
Budget review distribution for 2-11-16

Improvement Plan/ Changes Made
No action required.

Related Items

2 To plan a budget to meet the needs of the departments based on their goals and objectives.
Progress: Completed
Provided By: Accounting
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.

Progress: Completed

2.3 Budget Control

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Accounting
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)

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. Monthly budget statements are emailed to department heads for their review and decision making.

Assessment/Evaluation Results (Progress Report)
Objective for FY 2014-15 was met.

The FY 2015-16 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. Semi-annual financial reports were submitted to LSU 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.

Financial Statements

Semi-Annual Financial Reports

Improvement Plan/ Changes Made

No action required.

Related Items

2 To plan a budget to meet the needs of the departments based on their goals and objectives.
Progress: Completed
Provided By: Accounting
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

Bookstore

1.1 Bookstore-Faculty Satisfaction

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Bookstore
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)

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. The Faculty Survey will be administered during the Spring 2016 semester.

Assessment/Evaluation Results (Progress Report)
Objective was met for FY 2014-15. Last year, faculty rated their satisfaction with the bookstore at 4.2.

For FY 2015-16, faculty (19 out of 63) rated their satisfaction with the bookstore at 4.1 on a 5.0 scale. (see question number 30).

Objective was met.

2016 Faculty Survey results

Improvement Plan/ Changes Made
No action required.

Related Items

1 To operate as an auxiliary enterprise to support the academic mission of LSUE by providing educational books and supplies, and other merchandise.
Progress: Completed
Provided By: Bookstore
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

1.2 Bookstore-Student Satisfaction

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Bookstore
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)

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 2016 semester to students enrolled in math or English courses. Benchmark is somewhat satisfied (5.0) or higher.

Assessment/Evaluation Results (Progress Report)
The objective for FY 2014-15 was met.

In FY 2015-16, students' satisfaction with the bookstore (361 responded) was 6.11 on a 7.0 point scale. The bookstore ranked 4 out of 50 items surveyed for satisfaction. (see 44. Campus item 4)

Objective was met.

Student Survey Bookstore

Improvement Plan/ Changes Made
No action required.

Related Items

1 To operate as an auxiliary enterprise to support the academic mission of LSUE by providing educational books and supplies, and other merchandise.
Progress: Completed
Provided By: Bookstore
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

Cafeteria

1.1 Food Service-Faculty Satisfaction

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Cafeteria
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)

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. The Faculty Survey will be administered during the Spring 2016 semester.

Assessment/Evaluation Results (Progress Report)
Objective for FY 2014-15 was not met. Last year, faculty rated their satisfaction with the cafeteria at 3.9. Evening meals and a juice bar were added to the cafeteria offerings.

For 2015-16, faculty (19 out of 63) rated their satisfaction with the cafeteria (question 33) at 3.7 on a 5.0 scale.

Objective was not met.

2016 Faculty Survey results

EveningMeals

juice_machine

Improvement Plan/ Changes Made
Evaluation and selection of a food service vendor for fall, 2017 will be made. Renovation of existing cafeteria facilities will be completed during summer, 2017.

Related Items

1 To provide a high quality dining experience for students, faculty, and staff.
Progress: Completed
Provided By: Cafeteria
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

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

1.2 Food Service-Staff Satisfaction

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Cafeteria
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)

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. The Staff Survey will be administered during the Spring 2016 semester.

Assessment/Evaluation Results (Progress Report)
The objective for FY 2014-15 was not met. Last year, staff rated their satisfaction with the cafeteria at 3.9. Evening meals and a juice bar were added to the cafeteria offerings.

For FY 2015-16, staff (43 out of 85) rated their satisfaction with the cafeteria (see question 26) at 3.7 on a 5.0 scale.

Objective was not met.

2016 Staff Survey results

EveningMeals

juice_machine

Improvement Plan/ Changes Made
Evaluation and selection of a food service vendor for fall, 2017 will be made. Renovation of existing cafeteria facilities will be completed during summer, 2017.

Related Items

1 To provide a high quality dining experience for students, faculty, and staff.
Progress: Completed

Provided By: Cafeteria
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

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

1.3 Food Service-Student Satisfaction

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Cafeteria
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)

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 2016 semester to students enrolled in math or English courses.

Assessment/Evaluation Results (Progress Report)
Objective for FY 2014-15 was met.

For FY 2015-16, students' satisfaction was 5.52 on a 7.0 scale (n = 361). (see 47. Campus item 7) Students living at Bengal Village did purchase an 80 meal plan and evening meals were served Monday through Thursday.

Objective was met.

Student Survey Food Service

Improvement Plan/ Changes Made
Evaluation and selection of a food service vendor for fall, 2017 will be made. Renovation of existing cafeteria facilities will be completed during summer, 2017.

Related Items

1 To provide a high quality dining experience for students, faculty, and staff.
Progress: Completed
Provided By: Cafeteria
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

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

Human Resources

1.1 Correspondences-Human Resources

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Human Resources
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)

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)
Objective for FY 2014-15 was met.

For FY 2015-16, at least 40 email correspondences were sent to faculty and staff during the year. The Faculty Handbook was updated for FY 2015-16. Ethics Training was conducted at the 2015 fall faculty/staff workshop per the Ethics Training Policy. Workday for the HR system went live July 1.

Objective was met.

Ethics Training

HR Reminders

Improvement Plan/ Changes Made
Ethics training will be conducted during 2016. Workday training will be conducted.

Related Items

1 To provide a reliable personnel record system which respects confidentiality and meets legal requirements, and to provide information on a comprehensive benefits package.
Progress: Completed
Provided By: Human Resources
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

1.2 Human Resources- Audit

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Human Resources
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)

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)
Objective for FY 2014-15 was met.

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.

LSU Internal Auditors conducted an audit related to on-boarding and termination procedures at LSU Eunice. The information was provided and there were no findings.

In March, 2016, LASERS requested information from various employees' files to audit. The information was provided and there were no findings.

Objective was met.

Lasers Audit 2016

Onboarding and Termination Audit 2016

Improvement Plan/ Changes Made
No action required.

Related Items

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

Progress: Completed
Provided By: Human Resources
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

Physical Plant

1.1 Building and Grounds-Faculty Satisfaction

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Physical Plant
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)

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. The Faculty Survey will be administered during the Spring 2016 semester.

Assessment/Evaluation Results (Progress Report)
Objective for FY 2014-15 was met. Last year, faculty rated their satisfaction with the campus buildings and grounds at 4.7.

For FY 2015-16, faculty (19 out of 63) rated their satisfaction with the campus buildings and grounds at 4.4 on a 5.0 scale (see question 32). This question received the highest rating. 4373 work orders were scheduled/completed by Physical Plant employees.

The replacement of the HPE roof was completed.

Objective was met.

2016 Faculty Survey results

Scheduled_CompletedWorkOrders

Improvement Plan/ Changes Made
The Acadian Center central area for enrollment management, admissions, and registrar's office will be renovated.

Related Items

1 To provide clean and well maintained facilities and grounds.
Progress: Completed
Provided By: Physical Plant
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

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

1.2 Building and Grounds-Staff

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Physical Plant
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)

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. The Staff Survey will be administered during the Spring 2016 semester.

Assessment/Evaluation Results (Progress Report)
Objective for FY 2014-15 was met. Last year, staff rated their satisfaction with the campus buildings and grounds at 4.4.

For FY 2015-16, staff (43 out of 85) rated their satisfaction with the campus buildings and grounds at 4.0 on a 5.0 scale (see question 25).

Objective was met.

2016 Staff Survey results

Improvement Plan/ Changes Made
The Acadian Center central area for enrollment management, admissions, and registrar's office will be completed.

Related Items

1 To provide clean and well maintained facilities and grounds.
Progress: Completed
Provided By: Physical Plant
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

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

1.3 Building and Grounds-Student Satisfaction

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Physical Plant
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)

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 2016 semester to students enrolled in math or English courses.

Assessment/Evaluation Results (Progress Report)
Objective for FY 2014-15 was met.

Students' satisfaction with maintenance of the campus was 6.1 on a 7.0 scale (n = 361). The Physical Plant ranked 5th out of 50 items surveyed, for satisfaction at LSU Eunice. The rating of 6.1 was greater than the 6.08 satisfaction rating of other National Community Colleges. (see question 39. On the whole, the campus is well-maintained).

Objective was met.

Student Survey Buildings and Grounds

Improvement Plan/ Changes Made
The Acadian Center central area for enrollment management, admissions, and registrar's office will be completed.

Related Items

1 To provide clean and well maintained facilities and grounds.
Progress: Completed
Provided By: Physical Plant
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

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

Purchasing

1.1 Purchasing-Timing and Budget

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Purchasing
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)

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. The Faculty Survey will be administered during the Spring 2016 semester.

Assessment/Evaluation Results (Progress Report)
Objective for FY 2014-15 was not met. Last year, faculty rated their satisfaction with the Business Office/Purchasing at 3.6. The purchasing module in Workday went live July 1, 2016. Workday training was provided for departments.

For FY 2015-16, faculty (19 out of 63) rated their satisfaction with the Business Office/Purchasing at 3.8 on a 5.0 scale (see question 41). The Purchasing Office has no verbal or written complaints from faculty regarding their orders. A total of 1403 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 not met.

2016 Faculty Survey results

PO 2016

Workday training

Improvement Plan/ Changes Made
Additional training of the purchasing module in Workday will be provided.

Related Items

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.
Progress: Completed
Provided By: Purchasing
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

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

1.2 Purchasing-Audit

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Purchasing
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)

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)
Objective for FY 2014-15 was met.

For FY 2015-2016, LaCarte training was conducted. The Purchasing Office conducted on-campus audits of purchases made with the LaCarte procurement card.

LSU Internal auditors conducted a Financial Controls Review and had several findings and recommendations for purchasing.

Louisiana Legislative Auditors evaluated controls that LSUE uses to ensure accurate financial reporting, compliance with applicable laws and regulations, and overall accountability over public funds. Purchasing was included in the procedural audit but had no findings.

Objective was not met.

FinancialControlsReview

LaCarteTraining

ProceduralAudit

Procurement

Improvement Plan/ Changes Made
Based on the internal auditor's recommendations, purchasing procedures were revised and implemented. A follow-up audit by internal auditors will approve of purchasing procedures implemented.

Related Items

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.
Progress: Completed
Provided By: Purchasing
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

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

Campus Security

1.1 Emergency Response Training

Start: 11/1/2015
End: 10/31/2016
Progress: Delayed
Provided By: Campus Security
Participants: Director of Police (Lalonde, Cory)

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)
Due to reorganization and other priorities, this specific objective has been delayed until other officers are hired which will be underway shortly.

Improvement Plan/ Changes Made
Will identify areas of need in addition to First Aid, CPR and AED response techniques and prioritize accordingly.
Other areas of emergency response, such as response to active violence situation and weather related emergencies, are key areas to increase awareness and education to Faculty, Staff and Students.
Video based training which already exists on the LSUPD.com website for training in reference to active shooter/violence response, as well as mitigation.
Identify other sources or methods of training to be utilized for preparedness.
This will include reference resources that can be referred to in print and/or via webpage.

Note that the Chief of Police at LSU will be contacted for his input when updating goals and objectives for AY 2016-2017.

Related Items

1 Provide regular training in emergency response procedures to campus personnel
Progress: Delayed
Provided By: Campus Security
Participants: Director of Police (Lalon, Cory)
Budget Information: existing
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.

Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Progress: Completed

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

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

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

2.1 Patrol

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Campus Security
Participants: Director of Police (Lalonde, Cory)

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.

Objective updated to: The campus community will be satisfied with campus security. Objective was updated to be measurable through existing tools.

Assessment/Evaluation/Measures/Strategies
The Noel Levitz Student Satisfaction Survey results questions 4 and 13 will be used. Both of these items will be compared to the national average of the current year of the survey to be used as a preliminary benchmark.

The staff survey and faculty survey results will also be used. Since this is the first year that these surveys will be used, a preliminary benchmark will be set for 2015-2016 using the 2014-2015 survey results.

Assessment/Evaluation Results (Progress Report)
For AY 14-15, this objective was met.
For AY 15-16:
The Noel Levitz Student Satisfaction Survey results showed the following satisfaction ratings:
Institutional Summary: Overall Safety and Security received a rating 5.75 local > 5.50 nationally
Security staff responds quickly to calls for assistance: 5.62 local > 5.45 nationally
The campus is safe and secure for all students: 6.08 local > 6.02 nationally.
The staff and faculty survey results for Spring of 2016 indicated that when asked if security was adequate, that staff responded with a 3.8 average which was up from 3.2 previously and faculty responded with a 4.1 average which was up from 3.8 previously.
Objective met.

Spring 2016 Faculty Survey

Spring 2016 Staff Survey

Spring 2016 Student Satisfactory NLIS_By_Area

Improvement Plan/ Changes Made
Beginning in October of 2015, the addition of an armed and commissioned police officer from the LSU Police Department on a temporary basis, enhanced the existing security personnel and added the element of consistent law enforcement operations on campus.

In January of 2016, that police officer became permanent on the campus, with supervisory responsibility of the existing security staff, and plans to expand with additional officers are currently underway.
A marked police vehicle was added as well, to assist with law enforcement operations and increase presence and visibility throughout campus.

In September of 2016, 17 security cameras have been installed in various locations (interior and exterior) on campus and are run through a web based monitoring system with limited access only by select personnel. Additional cameras and locations will be added in phases each year. These cameras will be an added deterrence to criminal activity and a useful tool in investigations of incidents that would occur.

For AY 2016-2017:
Expand the number of police officers on campus to continue to enhance existing staff.
Engage the campus community to educate on crime prevention and encourage timely reporting of incidents through:
Community Outreach activities.

Public Awareness campaign and distribution of printed materials throughout campus.
Periodic communications through broadcast email.

Note that the Chief of Police at LSU will be contacted for his input when updating goals and objectives for AY 2016-2017.

LSUE Director of Police

Related Items

2 Provide for the safety and security of all members of the university community
Progress: Completed
Provided By: Campus Security
Participants: Director of Police (Lalon, Cory)
Budget Information: Part-time salary for an officer in the student housing area
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Progress: Completed

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

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

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

2.2 Parking

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Campus Security
Participants: Director of Police (Lalonde, Cory)

Objective With Intended Outcomes
Campus Security will patrol and monitor parking areas.

Students will be satisfied with parking and monitoring. (Objective was updated to be measurable.)

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.
The Noel Levitz Student Satisfaction Survey will be used to compare the local average to the national average. The national average changes from year to year and is reported on the survey documents.

Assessment/Evaluation Results (Progress Report)

For AY 14-15, this objective was met.
For AY 15-16:
The number of tickets issued for the first half of fall 2015 was 560.
2016 Student Satisfaction Survey shows:
Parking lots well-lighted and secure: 5.73 local > 5.60 nationally
The amount of student parking space is adequate: 5.55 local > 4.92 nationally

Objective met.

Spring 2016 Student Satisfactory Parking NLIS By Area

Improvement Plan/ Changes Made
During the Summer 2016 signage and parking decal identification were implemented to designate specific parking areas throughout campus for student military veterans in an effort initiated by Veteran Affairs.
For AY 2016-2017:
Explore the ways to improve efficiency of the tracking and distribution of parking decals for Students Faculty and Staff.

Related Items

2 Provide for the safety and security of all members of the university community
Progress: Completed
Provided By: Campus Security
Participants: Director of Police (Lalon, Cory)
Budget Information: Part-time salary for an officer in the student housing area
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Progress: Completed

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

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

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

Information Technology

1.1 Networking and Telecom

Start: 11/1/2015
End: 10/31/2016
Progress: Delayed
Provided By: Information Technology
Participants: Interim IT Director (Heyward, Stephen)

Objective With Intended Outcomes
Create the means for students to change email passwords immediately. This provides students instant access to email and eliminates the security flaw of transferring student email credentials in a file across the internet.

Assessment/Evaluation/Measures/Strategies
Coding complete, tested and implemented.

Assessment/Evaluation Results (Progress Report)
This objective was not updated because the Director of Information Technology Resigned effective June 30, 2016. A search is currently underway.

Improvement Plan/ Changes Made

None

Related Items

1 Enhance network security by keeping up with industry supported standards.
Progress: Delayed
Provided By: Information Technology
Participants: Interim IT Director (Heyward, Stephen)
Budget Information: OIT No New Funds Needed
Start: 11/1/2015
End: 10/31/2016

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

1.2 Networking and Telecom

Start: 11/1/2015
End: 10/31/2016
Progress: Delayed
Provided By: Information Technology
Participants: Interim IT Director (Heyward, Stephen)

Objective With Intended Outcomes
Upgrade Primary and Secondary Domain Controllers to Domain 2012 R2 for added security features

Assessment/Evaluation/Measures/Strategies
Completion of 2 primary and 2 secondary domain controllers will show success.

Assessment/Evaluation Results (Progress Report)
This objective was not updated because the Director of Information Technology Resigned effective June 30, 2016. A search is currently underway.

Improvement Plan/ Changes Made
None

Related Items

1 Enhance network security by keeping up with industry supported standards.
Progress: Delayed
Provided By: Information Technology
Participants: Interim IT Director (Heyward, Stephen)
Budget Information: OIT No New Funds Needed
Start: 11/1/2015
End: 10/31/2016

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

2.1 User Services-Staff Technology

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Information Technology
Participants: Interim IT Director (Heyward, Stephen)

Objective With Intended Outcomes
Staff will agree that lab and office computer equipment will meet their needs.

Assessment/Evaluation/Measures/Strategies
A score of 3.80 on the 2016 Annual Staff Survey will indicate success. The benchmark of 3.80 is the average from last year.
Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, this objective was not met. The Director of IT was to monitor; however, he resigned to take another position in the summer of 2016.

For AY 2015-2016, 43 responses (54%) were obtained on the staff survey from the 79 faculty members. Overall score was a 3.7. Since 3.7 < 3.8, the objective was not met for AY 2015-2016.

2016 Staff Survey for IT 2-1

Improvement Plan/ Changes Made

The new Director of IT will need to decide if the benchmark is set too high or if there is a problem with meeting staff needs.

Completed by Paul Fowler on 9/30/16.

Related Items

2 Provide Faculty and Staff with the technology and support required to produce successful students.
Progress: Completed
Provided By: Information Technology
Participants: Interim IT Director (Heyward, Stephen)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

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

2.2 User Services-Staff Support

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Information Technology
Participants: Interim IT Director (Heyward, Stephen)

Objective With Intended Outcomes
Staff will agree that computer support services from OIT are adequate.

Assessment/Evaluation/Measures/Strategies
Benchmark: 3.80 or higher on the Annual Staff Survey will indicate success. This benchmark was determined using last year's average.

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, this objective was not met. The Director of IT was to monitor; however, he resigned to take another position in the summer of 2016.

For AY 2015-2016, 43 responses (54%) were obtained on the staff survey from the 79 faculty members. Overall score was a 3.8. Since 3.80 = 3.80, the objective is met for AY 2015-2016.

2016 Staff Survey for IT 2-2

Improvement Plan/ Changes Made
When hired, the new Director of IT will need to decide how the benchmark is to be set in the future.

Related Items

2 Provide Faculty and Staff with the technology and support required to produce successful students.
Progress: Completed
Provided By: Information Technology
Participants: Interim IT Director (Heyward, Stephen)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

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

2.3 User Services-Faculty Support

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Information Technology
Participants: Interim IT Director (Heyward, Stephen)

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 2015 Annual Faculty Survey will indicate success. This benchmark is historical.

Assessment/Evaluation Results (Progress Report)

For AY 2014-2015, this objective was not met. The Director of IT was to monitor; however, he resigned to take another position in the summer of 2016.
For AY 2015-2016, 19 responses (15%) were obtained on the faculty survey from the 126 faculty members. Overall score was a 3.8. Since 3.80 > 3.75, the objective is met for AY 2015-2016.

2016 Faculty Survey for IT 2-3

Improvement Plan/ Changes Made
When hired, the new Director of Information Technology will need to decide how the benchmark should be set in the future.

Related Items

2 Provide Faculty and Staff with the technology and support required to produce successful students.
Progress: Completed
Provided By: Information Technology
Participants: Interim IT Director (Heyward, Stephen)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

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

2.4 User Services-Faculty Technology

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Information Technology
Participants: Interim IT Director (Heyward, Stephen)

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 3.70 on the 2016 Annual Faculty Survey in the area of available office and lab technology will indicate success. The 3.70 is the average from last year.

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, this objective was not met. The Director of IT was to monitor; however, he resigned to take another position in the summer of 2016.
For AY 2015-2016, 19 responses (15%) were obtained on the faculty survey from the 126 faculty members. Overall score was a 3.70. Since 3.70 = 3.70, the objective is met for AY 2015-2016.

2016 Faculty Survey for IT 2-4

Improvement Plan/ Changes Made
When hired, the Director of Information Technology will need to decide if the benchmark is properly set or if it should be altered for the future.

Related Items

2 Provide Faculty and Staff with the technology and support required to produce successful students.
Progress: Completed
Provided By: Information Technology
Participants: Interim IT Director (Heyward, Stephen)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

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

3.1 User Services-Student Support

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Information Technology
Participants: Interim IT Director (Heyward, Stephen)

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. The Noel Levitz Student Satisfaction Assessment is given to students in ENGL 1002 and MATH 1021 courses each spring semester.

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, this objective was met.
For AY 2015-2016, 361 took the Noel Levitz survey with mean satisfaction = 6.23 and s.d. = 1.17. The national mean = 5.94 with s.d. = 1.33. Since observed LSUE mean = 6.23 > national mean = 5.94, the objective is met.

NL Student Survey for IT

Improvement Plan/ Changes Made
When hired, the new Director of Information Technology will decide if using the national average is appropriate.

Related Items

3 Provide students with access to the technology they need to be successful in meeting their academic goals.
Progress: Completed
Provided By: Information Technology
Participants: Interim IT Director (Heyward, Stephen)
Budget Information: Technology Fee
Start: 11/1/2015
End: 10/31/2016

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

3.2 User Services-Improvements
Start: 11/1/2015

End: 10/31/2016
Progress: Canceled
Provided By: Information Technology
Participants: Interim IT Director (Heyward, Stephen)

Objective With Intended Outcomes
Identify services by which technology can increase service productivity and accessibility, and apply that technology.

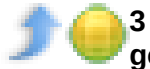
The Office of Information Technology has acquired licensing for Office 365 for Faculty, Staff and Students. The license is valid for as long as the individual is a student or employee of LSU Eunice.

Assessment/Evaluation/Measures/Strategies
Licenses available at portal.office.com and auto assigned will mean objective met.

Assessment/Evaluation Results (Progress Report)
This objective was not updated because the Director of Information Technology Resigned effective June 30, 2016. Note that the Director of IE cancelled the Objective given that the new Director of IT will have his or her own priorities.

Improvement Plan/ Changes Made
None

Related Items



3 Provide students with access to the technology they need to be successful in meeting their academic goals.

Progress: Completed
Provided By: Information Technology
Participants: Interim IT Director (Heyward, Stephen)
Budget Information: Technology Fee
Start: 11/1/2015
End: 10/31/2016

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

Progress: Completed

Institutional Development / LSUE Foundation

1.1 Develop a program in partnership with Office of Student Affairs for Community Service Opportunities for students

Start: 11/1/2015
End: 10/31/2016
Progress: Canceled
Provided By: Institutional Development / LSUE Foundation
Participants:

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)
The Director of Development retired in spring 2016. As a result there is nothing to report. This area is under reorganization.

Improvement Plan/ Changes Made
None

Related Items

1 To foster civic learning and community service, which includes opportunities for student volunteerism, civic engagement and interaction with public officials.
Progress: Canceled
Provided By: Institutional Development / LSUE Foundation
Participants:
Budget Information: Donor supported through the LSUE Foundation
Start: 11/1/2015
End: 10/31/2016

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Progress: Completed

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

2.2 Annual Report to Donors and Annual Giving Campaign

Start: 11/1/2015
End: 10/31/2016
Progress: Canceled
Provided By: Institutional Development / LSUE Foundation
Participants:

Objective With Intended Outcomes
The primary objective 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 2015 Annual Giving Campaign and accompanying Annual Report for 2014-15, which will be again be made available only as an online report at the end of 2015.

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

Additionally, the LSUE Foundation makes public its Annual Audit for donors and potential donors.

Annual Audit of the LSUE Foundation

Assessment/Evaluation Results (Progress Report)
The Director of Development retired in spring 2016. As a result there is nothing to report. This area is under reorganization.

Improvement Plan/ Changes Made
None

Related Items

2 Promote the educational mission of the LSU Eunice campus within the community-at-large.
Progress: Canceled
Provided By: Institutional Development / LSUE Foundation
Participants:
Budget Information: Funds from LSUE Foundation General Support Account, $2000
Start: 11/1/2015
End: 10/31/2016

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Progress: Completed

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

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

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

Institutional Research and Effectiveness

1.1 Data-Course Evaluation

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Institutional Research and Effectiveness
Participants: Interim IT Director (Heyward, Stephen)

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.

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, this objective was met.
For AY 2015-2016, the Office of Information Technology notified the Director of Institutional Effectiveness that all evaluations were posted within standard time lines with the exception of Spring intersession 2016.
As a result, objective 1.1 is tentatively met.

10-17-16 email from OIT for 1-1

Improvement Plan/ Changes Made
It is important to note that three IT staff members left LSUE at almost the same time in summer 2016. Searches are currently underway to fill all three positions which should help with minimize any delays in posting data.

Completed by Paul Fowler on 10/17/16.

Related Items

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

Participants: Interim IT Director (Heyward, Stephen)
Budget Information: Evaluation software paid through IE budget.
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

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

2.1 Overall Data Gathering and Reporting

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Institutional Research and Effectiveness
Participants: Interim IT Director (Heyward, Stephen)

Objective With Intended Outcomes
Post semester enrollment data to internal and external agencies by the mandated deadlines

Assessment/Evaluation/Measures/Strategies
Scheduled tasks listing for IR will show when the reports were published/released.

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, this objective was met.
For AY 2015-2016, personnel in OIT sent the Director of IE an email noting that the regular semester data was posted on time; however, the intersessions were late.
As a result, the objective was tentatively met.

10-17-16 email from OIT for 2-1

Improvement Plan/ Changes Made
It is important to note that three IT staff members left LSUE at almost the same time in summer 2016. Searches are currently underway to fill all three positions which should help with minimize any delays in posting data.

Completed by Paul Fowler on 10/17/16.

Related Items

2 IR-Provide the campus at large with access to timely reporting information.
Progress: Completed
Provided By: Institutional Research and Effectiveness
Participants: Interim IT Director (Heyward, Stephen)
Budget Information: None
Start: 11/1/2015
End: 10/31/2016

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

2.2 Reduce Open Time of Service Requests

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Institutional Research and Effectiveness
Participants: Interim IT Director (Heyward, Stephen)

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 averaged from AY 2011-2012 through AY 2014-2015. An average time of 30.07 or less hours would be success.

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, this objective was met.
For AY 2015-2016, the time to complete SR requests increased to 46 hours (see attached).

Since the observed 46 hours > 30 hours benchmarked from the last three years, Objective 2.2 is not met.

SR Benchmark 1516

Improvement Plan/ Changes Made
It is important to note that three IT staff members left LSUE at almost the same time in summer 2016. Searches are currently underway to fill all three positions which should help with minimize any delays in posting data. Monitor data as a new staff is hired. Completed by Paul Fowler on 10/17/16.

Related Items

2 IR-Provide the campus at large with access to timely reporting information.
Progress: Completed
Provided By: Institutional Research and Effectiveness
Participants: Interim IT Director (Heyward, Stephen)
Budget Information: None
Start: 11/1/2015
End: 10/31/2016

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

3.1 IE-SACSCOC Compliance

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Institutional Research and Effectiveness
Participants:

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. This includes the posting of Institutional Obligations for Public Disclosure.

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. Institutional Obligations for Public Disclosure will be posted prior to the end of Spring semester each year.

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, this objective was met.

For AY 2015-2016, The Fall 2015 Institutional Obligation for Public Disclosure was posted on August 10, 2016.
There have been a number of resignations along with some reorganization. For example, the following resigned or retired:

- Director of Information Technology - outcomes completed to the degree possible
- Director of Continuing Education - outcomes completed by interim director
- Vice Chancellor for Student Affairs - outcomes completed by the new Vice Chancellor
- Director of Grants - outcomes completed to the degree possible
- Director of Development - outcomes delayed to allow for a new director to be hired and set a new direction for the area
- Division Head, Liberal Arts - outcomes completed by the Director of IE and Interim Division Head
- Reorganization is currently underway and has affected some reporting lines:
- Student Affairs
- Student Support Services
- Continuing Education
- Campus Police

These areas will be updated in the organizational tree in Compliance Assist to reflect the changes for AY 2016-2017. The Director of IE expects these changes to take place over a few years.

Given the amount of change happening on campus, some student learning outcomes for off-campus sites were not collected and reported. This will be corrected as time moves forward, especially given the fact that LSUA and LSU Lab School are now officially off-campus sites where 50% or more of a program can be obtained. The SACSCOC prospectus for each site was completed with approval from SACSCOC as fall 2016 began.
Prospectus for LSUA and SACSCOC response
Prospectus for LSU Lab School and SACSCOC response
A SACSCOC Site Visit will be scheduled for the two off-campus sites in Spring 2017.

Given the amount of reorganization and the number of changes for AY 2015-2016, this outcome is tentatively met.

8-10-16 Fall 2015 disclosure final

Belle Wheelan Response to LSUA SC 50+

Belle Wheelan Response to offer 50+ at LSU Lab

FINAL LPG 5-9-16 LSUA Prospectus SC

LPG 5-9-16 FINAL LSU Lab Prospectus SC

Improvement Plan/ Changes Made
Monitor the progress of reorganization and update IE Compliance Assist Platform as required.

Related Items

3 IE-Compliance with SACSCOC standard that apply to Institutional Effectiveness
Progress: Completed
Provided By: Institutional Research and Effectiveness
Participants:
Budget Information: Note that a budget was created for IE for Compliance Assist and Remark during 2014-2015
Start: 11/1/2015
End: 10/31/2016

- **1. Students complete associate degree or certificate programs prepared to enter the work force.**
  Progress: Completed
- **2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.**
  Progress: Completed
- **3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.**
  Progress: Completed
- **4. Students who need developmental instruction acquire the knowledge and skills to prepare them for collegiate study.**
  Progress: Completed
- **5. Students receive support and assistance in reaching academic, personal, career, and employment goals.**
  Progress: Completed

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Progress: Completed

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

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

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

3.2 IE-QEP Outcomes

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Institutional Research and Effectiveness
Participants:

Objective With Intended Outcomes
The Director of IE will file a report on the goals and objectives contained in the QEP Document prior to October 1 of each year.

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)
For AY 2014-2015, this objective was met.

For AY 2015-2016, there were a number of resignations which forced the Director of IE to fill out a number of IE related documents for many departments. As a result, the QEP report was not a priority and was not completed. All QEP and math related outcomes (from which the report is based) were completed.

As a result, Objective 3.2 was tentatively met.

Improvement Plan/ Changes Made
Attempt to file the QEP for 16-17.

Related Items

3 IE-Compliance with SACSCOC standard that apply to Institutional Effectiveness
Progress: Completed
Provided By: Institutional Research and Effectiveness
Participants:
Budget Information: Note that a budget was created for IE for Compliance Assist and Remark during 2014-2015
Start: 11/1/2015
End: 10/31/2016

- **1. Students complete associate degree or certificate programs prepared to enter the work force.**
  Progress: Completed
- **2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.**
  Progress: Completed
- **3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.**
  Progress: Completed
- **4. Students who need developmental instruction acquire the knowledge and skills to prepare them for collegiate study.**
  Progress: Completed
- **5. Students receive support and assistance in reaching academic, personal, career, and employment goals.**
  Progress: Completed
- **6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.**
  Progress: Completed
- **7. Students find facilities and resources adequate in classrooms, laboratories, the library, and recreational areas.**
  Progress: Completed
- **8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.**
  Progress: Completed
- **9. Citizens experience cultural enrichment and personal development through participating in programs offered as a community service.**
  Progress: Completed

Public Affairs

1.1 Visibility-Name Recognition

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Public Affairs
Participants: Director of Public Relations (Reed, Van)

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)
This objective was met in AY 2014-2015.
For AY 2015-2016 the objective was met. A mix of 15- and 30-second television and social media spots were released in the fall of 2015 spotlighting successful alumni. These spots aired mainly on 2 networks and were targeted toward sweeps weeks on television when new shows are released. A round of targeted advertising on Pandora streaming radio was also released around the same time.
Rules for the front page content of the university website were established using the main page more for marketing and recruiting purposes rather than news. The rules took effect during the roll out of the new site in December of 2015.

20160920-screenshot-of-LSUE homepage

KATC AD RUN

Improvement Plan/ Changes Made
This objective will be closed after this year due to newly established goals set forth by LSUE's new Chancellor.

Related Items

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

Provided By: Public Affairs
Participants: Director of Public Relations (Reed, Van)
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

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

1.2 Visibility - Focus Groups

Start: 11/1/2015
End: 10/31/2016
Progress: Canceled
Provided By: Public Affairs
Participants:

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)
This work was completed in 2014-15.

Improvement Plan/ Changes Made
None

Related Items

1 Increase campus visibility to strengthen enrollment, recruitment and fund-raising efforts.
Progress: Completed
Provided By: Public Affairs
Participants: Director of Public Relations (Reed, Van)
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

1. Students complete associate degree or certificate programs prepared to enter the work force.
Progress: Completed

2 Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Progress: Completed

3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Completed

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

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.

Progress: Completed

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Progress: Completed

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

2.1 Visibility-Communication

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Public Affairs
Participants: Director of Public Relations (Reed, Van)

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 was met in 2014-2015.
For AY 2015-2016 the objective was met. During year monitoring of the logo usage continued. A webpage was setup with links to the university colors and logo usage policy. The links to these pages can be found under the Faculty Staff page of the LSUE website. Any vendor using the logo is encouraged to sign up with Learfield Licensing. LSU Trademark and Branding Office encourages LSUE to use only licensed vendors to guarantee proper usage of the logo.

20160920-screenshot-of-LSU-logo

Improvement Plan/ Changes Made
This objective will be closed after this year due to newly established goals set forth by LSUE's new Chancellor.

Related Items

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

Progress: Completed
Provided By: Public Affairs
Participants: Director of Public Relations (Reed, Van)
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.

Progress: Completed

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

Progress: Completed

Student Affairs and Enrollment Services

1.1 Immunizations

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Student Affairs and Enrollment Services
Participants: VCEM (Phillips, Jerrett), SA, Administrative Assistant (Oubre, Tina)

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)
The objective was met in 2014-2015.

All newly enrolled students for the 2015-2016 year provided documentation of immunization or had completed waivers and were able to schedule classes. Immunization policy attached for reference.
Result: The objective for 2015-2016 was met.

Immunization Form

Improvement Plan/ Changes Made
The current process is functioning very well and is expected to continue in its current format.

Related Items

1 Track Student Immunization records to assure that all new students meet health requirements.
Progress: Completed
Provided By: Student Affairs and Enrollment Services
Participants: VCEM (Phillips, Jerrett)
Budget Information: None
Start: 11/1/2015
End: 10/31/2016

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

2.1 Orientation

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Student Affairs and Enrollment Services
Participants: VCEM (Phillips, Jerrett), SA, Administrative Assistant (Oubre, Tina)

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. Because no prior benchmark was set, 2012-2013 will be used as a benchmark. This establishes a 4.3 on a 5 point scale for the in-house orientation surveys and a 6.06 on a 7 point scale for the Noel Levitz Student Satisfaction Inventory.

Assessment/Evaluation Results (Progress Report)
This objective was not met for 2014-2015.
The online survey previously used was changed to reflect a modification in orientation. Because of this, a new benchmark was set based on the survey results from the 2015-2016 orientations.
The orientation surveys show an overall Likert score of 4.3 on a 5 point scale (n=236) for the in-hours orientation survey.
The Noel-Levitz Student Satisfaction Inventory (n=361) shows the satisfaction rating of 6.06 on a 7 point scale for orientation satisfaction. This rating compares to a rating of 5.8 for 2014-2015 and 5.97 for 2013-2014.
Since 6.06 for AY 2015-2016 > benchmark of 5.97 for AY 2013-2014, this objective was met for 2015-2016.

Noel Levitz Satisfaction Survey Orientation

Orientation Survey Results

Improvement Plan/ Changes Made
Changes continue to be made to orientation. Development of different delivery systems for the orientation material is being discussed. The discussion of an online orientation for distance students is ongoing.

Orientation Meeting_09152016

Related Items

2 Provide orientation for new students to acquaint themselves with the university.
Progress: Completed
Provided By: Student Affairs and Enrollment Services
Participants: VCEM (Phillips, Jerrett), SA, Administrative Assistant (Oubre, Tina)
Budget Information: $15 Orientation fee per new student
Start: 11/1/2015
End: 10/31/2016

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

Financial Aid

1.1 Financial Aid-Information

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Financial Aid
Participants: VCEM (Phillips, Jerrett), Director of Financial Aid (Lachapelle, Jackie)

Objective With Intended Outcomes
Prospective students and parents will have access to and 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 2016
Meeting objective will be exceeding or meeting the national average for current year.

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, the objective was met due to satisfaction exceeding the national average. The average rating was 5.40 as compared to the national average of 5.31.

During the academic year of 2015-2016, we conducted 8 financial aid presentations. Noel-Levitz Student Satisfactory Survey results for Spring 2016 (N=361) showed responses in the area of satisfaction as follows:

*Satisfaction - Average rate of 5.44 on a 7.0 scale which was greater than the national average of 5.36 on a 7.0 scale. n = 361.

Since the university satisfaction average exceeded the national average for Spring 2016, as a result, objective 1.1 was met.

Noel Levitz Page 12 2016

Improvement Plan/ Changes Made
The financial aid office along with the enrollment management recruiting staff will continue to offer financial aid workshops both on and off campus to promote the importance of applying early for financial aid. The financial aid office will also continue working with IT to further streamline process, especially in the area of batch awarding.

Related Items

1 Provide financial resources for eligible students in support of their educational/career goals.
Progress: Completed
Provided By: Financial Aid
Participants: VCEM (Phillips, Jerrett), Director of Financial Aid (Lachapelle, Jackie)
Budget Information: Federal/State Funds and Recurring funds from the LSU Eunice Foundation for Scholarships
Start: 11/1/2015
End: 10/31/2016

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

1.2 Financial Aid Resources

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Financial Aid
Participants: VCEM (Phillips, Jerrett), Director of Financial Aid (Lachapelle, Jackie)

Objective With Intended Outcomes
The institution will help students identify resources to finance their education.

Assessment/Evaluation/Measures/Strategies
Noel Levitz Student Satisfaction Survey results from question number 23 from Spring 2016
Meeting objective will be either meeting or exceeding the national average for current year.

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, the objective was met due to satisfaction exceeding the national average. The average rating was 5.56 as compared to the national average of 5.28.

For AY 2015-2016, Noel Levitz Student Satisfaction Survey results (N=361) from question number 23 for Spring 2016 reveals the following:

Satisfaction - Average university rating of 5.51 on a 7.0 scale which was higher than the national average of 5.34 on a 7.0 scale. n = 361

Since the University's satisfaction rating exceeded the national average, objective 1.2 was met.

Noel Levitz Page 12 2016

Improvement Plan/ Changes Made
We will continue to find ways to inform students of sources of financial assistance and university scholarships.

Related Items

1 Provide financial resources for eligible students in support of their educational/career goals.
Progress: Completed
Provided By: Financial Aid
Participants: VCEM (Phillips, Jerrett), Director of Financial Aid (Lachapelle, Jackie)
Budget Information: Federal/State Funds and Recurring funds from the LSU Eunice Foundation for Scholarships
Start: 11/1/2015
End: 10/31/2016

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

1.3 Financial Aid-Scholarships

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Financial Aid
Participants: VCEM (Phillips, Jerrett), Director of Financial Aid (Lachapelle, Jackie)

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 will be the average of the total amount of scholarships disbursed for the 5 prior years which is $152,328.

Scholarship Fact Book 2014-2015

Assessment/Evaluation Results (Progress Report)
The objective was met for 2014-2015 as the amount of scholarships disbursed was $169,525.

The amount of scholarships disbursed by the LSU Eunice Scholarship Committee for 2015-2016 was $165,386 and supported 149 students. Even though the amount of scholarships disbursed decreased from the 2014-2015 amount, the dollars disbursed in AY 2015-2016 was greater than average for the prior 5 years.

The objective was tentatively met for 2015-2016 since more students were assisted (149 in 15-16 and 141 in 14-15).

Scholarship Fact Book 2015-2016

Improvement Plan/ Changes Made
The LSU Eunice Scholarship Committee will continue working with the LSUE Foundation in the pursuit of additional funding for scholarships. The Executive Director of the LSUE Foundation position was vacated due to retirement during the 2015-16 year. The position is currently open for search. Because of the transition, the scholarship committee has not met with the LSUE Foundation to identify new/increased funding streams.

Related Items

1 Provide financial resources for eligible students in support of their educational/career goals.
Progress: Completed
Provided By: Financial Aid
Participants: VCEM (Phillips, Jerrett), Director of Financial Aid (Lachapelle, Jackie)
Budget Information: Federal/State Funds and Recurring funds from the LSU Eunice Foundation for Scholarships
Start: 11/1/2015
End: 10/31/2016

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

1.4 Financial Aid Counseling

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Financial Aid
Participants: VCEM (Phillips, Jerrett), Director of Financial Aid (Lachapelle, Jackie)

Objective With Intended Outcomes
Financial aid counseling is available to students as needed

Assessment/Evaluation/Measures/Strategies
Noel Levitz Student Satisfaction Survey results from question number 15 from Spring 2016.
Meeting objective will be either meeting or exceeding the national average for current year.

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, the objective was met due to satisfaction exceeding the national average. The average rating was 5.56 as compared to the national average of 5.28.

For AY 2015-2016, Noel-Levitz Student Satisfactory Survey (N=361) results for Spring 2015 showed responses in the area of satisfaction as follows:

*Satisfaction - Average rating of 5.66 was higher than the national average of 5.60

The objective was met because the University average exceeded the national average.

Noel Levitz Page 12 2016

Improvement Plan/ Changes Made
We will continue with making the Cost of Attendance available to all students and will work with admissions to include in the admissions acceptance letter.

Related Items

1 Provide financial resources for eligible students in support of their educational/career goals.
Progress: Completed
Provided By: Financial Aid
Participants: VCEM (Phillips, Jerrett), Director of Financial Aid (Lachapelle, Jackie)
Budget Information: Federal/State Funds and Recurring funds from the LSU Eunice Foundation for Scholarships

Start: 11/1/2015
End: 10/31/2016

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

High School Relations

1.1 Recruiting

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: High School Relations
Participants: High School Relations (Unassigned), VCEM (Phillips, Jerrett)

Objective With Intended Outcomes
Recruiters will continue to collect prospective student information, track contacts made with each student, and identify targets used to send appropriate communication to the appropriate cohorts.

Assessment/Evaluation/Measures/Strategies
The number of new student enrolled will be used to measure recruiting efforts with the 5-year average being the benchmark. For AY 2015-2016, using data from the *Enrollment Report Archives*, the number for First-time in College (FTIC) students registering for the fall semester was set as the baseline goal. Using a five year average [2011-2015], the baseline metric for this outcome was 761 new students. This outcome does not measure other student types (e.g., Transfer, Reentry, Continuing, or Preparatory).

Distribution of registered students 5 year

Assessment/Evaluation Results (Progress Report)
This objective was not met for 2014-2015.
In the Fall 2015 semester, changes were implemented to increase the number of First-Time in College (FTIC) for AY 2016-17. An updated inquiry form was placed on the LSUE website allowing all requests to be imported into the Hobson's Radius software for assignment to a communication plan. Additionally, LSUE recruiters began using digital scanners to collect lead data at college fairs which was also uploaded into Radius. LSUE also updated the website using LSU's platform in an effort to extend the LSU brand and increase interest in our campus.

Chancellor Russell arrived in September 2015 and soon evaluated the enrollment service units and formed regular planning/feedback sessions. The sessions led to the AY 2016-17 strategic enrollment plan. In February 2016, LSUE hired a Vice Chancellor for Enrollment Management and the University realigned enrollment focused departments into a division focused on strategic enrollment, retention, and completion goals. Because the arrival of the new Vice Chancellor (04/01/2016) was during the peak registration cycle, the collection of field data was delayed until AY 2016-17. A division retreat was held over the summer to review past activity/plans and create a strategic enrollment service vision.

For AY 2015-2016: At the fall 2016 census reporting date [September 9, 2016], the enrollment for FTIC students was 872 and represented 30% of the total enrollment (N=2,906). The increase was 110 students (14.4%) above the baseline for this objective.
Result: The objective for AY 2015-16 was met.

Agenda

Distribution_of_all_registered_students_Fall2016

Hobsons__Radius

LSU Eunice

Request Information

STRATEGIC ENROLLMENT MANAGEMENT PLAN

Improvement Plan/ Changes Made
In the spring 2016 semester, LSUE prioritized enrollment planning and reallocated resources to meet future enrollment goals. The Division of Student Affairs & Enrollment Services was restructured to develop the Division of Enrollment Management.

In July 2016, LSUE opened two new positions, Admissions Counselors, for the purpose of expanding our territorial reach and maximizing the promotion of the LSUE brand. Total recruitment FTE is at 2.5 with support from various faculty.

The division restructure, added resources, and overall commitment to achieving increased enrollment will assist with the objective of increasing the diversity of our student profile.
After the new Strategic Enrollment Plan is approved, it will be uploaded to this section.

Admission Counselor_08112016

STRATEGIC ENROLLMENT MANAGEMENT PLAN

Related Items

1 Provide upgraded printed materials and expand our capacity to interact with and respond to prospective students

Progress: Completed
Provided By: High School Relations
Participants: High School Relations (Unassigned), VCEM (Phillips, Jerrett)
Budget Information: $5,600 for software from Perkins & Departmental funds
Start: 11/1/2015
End: 10/31/2016

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.

Progress: Completed

1.2 Recruiting Collaboration

Start: 11/1/2015
End: 10/31/2016
Progress: Delayed
Provided By: High School Relations
Participants: High School Relations (Unassigned), VCEM (Phillips, Jerrett)

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.

Number of adult students enrolled
Number of CALL students enrolled

Assessment/Evaluation Results (Progress Report)
The objective not met for AY 2015-16.

Changes in personnel and assigned responsibilities prevented a focused recruiting collaboration. Although some inroads were made with regard to expanding partnerships with area high schools through dual enrollment and increased recruitment, no efforts were expended to build relationships with area employers and other agencies that might increase the enrollment of adult students.
Result: Objective deferred

Improvement Plan/ Changes Made
In AY 2016-17, the Division of Enrollment Management will author a comprehensive, multi-year Strategic Enrollment Plan (SEP). The plan will address the recruitment of all student types and will include a focus on supporting adult learning.
Upon approval by the LSUE campus community, the SEP will be uploaded to this objective (AY 2016-17).

Related Items

1 Provide upgraded printed materials and expand our capacity to interact with and respond to prospective students
Progress: Completed
Provided By: High School Relations
Participants: High School Relations (Unassigned), VCEM (Phillips, Jerrett)
Budget Information: $5,600 for software from Perkins & Departmental funds
Start: 11/1/2015
End: 10/31/2016

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

2.1 Recruiting TOPS

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: High School Relations
Participants: High School Relations (Unassigned), VCEM (Phillips, Jerrett)

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
The measure will be the number of students receiving TOPS. The benchmark will be the average number of students receiving TOPS for the last 5 years. That average is 471.

Scholarship Fact Book 2014-2015 TOPS

Assessment/Evaluation Results (Progress Report)
The objective for 2014-2015 was met.
The number of TOPS recipients for the 2015-2016 year was 466. This number was less than the average number for the last 5 years which is 471. Although, the legislature was unable to fund AY 2015-16 awards at 100% of the allocation, LSUE subsidized the gap in funding. The funding uncertainty developed after the beginning of the Fall 2015 semester and had no bearing on the metric for this objective.
Result: The objective was not met for 2015-2016.

TOPS 2015-2016

Improvement Plan/ Changes Made
LSU Eunice will continue to recruit TOPS eligible students.
One factor that could influence the number of TOPS recipients was the legislative changes to the funding formula for the TOPS program. Because LSUE's tuition/fees is lower that other institutions in our market, the reduction in AY 2016-17 TOPS funding could have a positive influence on the number if LSUE students receiving a TOPS award from the State of Louisiana.

TOPS AY2017 PRO-RATA ESTIMATED TOPS PAYMENT AMOUNTS

Related Items

2 Maintain or increase the current level of TOPS recipients and minority students on campus
Progress: Completed
Provided By: High School Relations
Participants: High School Relations (Unassigned), VCEM (Phillips, Jerrett)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

2.2 Recruiting Minority Students

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: High School Relations
Participants: VCEM (Phillips, Jerrett)

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.

A new benchmark will be the 5 year average for minority enrollment. From Fall 2009 until Fall 2013, the 5 year average for non-white student enrollment is 981 which represent 31% of the students enrolled.

Minority enrollment past

Assessment/Evaluation Results (Progress Report)
The objective for 2014-2015 was met.

According to the *LSUE Factbook 2015*, the percentage of non-white students for the Fall 2015 semester was 32% which exceeded this outcome for AY 2014-15.
In AY 2015-16, the Race/Ethnic Distribution for the Fall 2016 semester was:

- American Indian/Alaskan - 15 (0.52%)
- Asian - 20 (0.69%)
- Black/African American - 737 (25.36%)
- Hawaiian/Pacific Islander - 1 (0.03%)
- Hispanic - 47 (1.62%)
- Nonresident Alien - 10 (1.41%)
- Race/Ethnicity Unknown - 41 (1.41%)
- Two or More Races - 55 (1.89%)
- White - 1980 (68.13%)

Based on this data, the non-white student population represented 32% of the total enrollment at the census reporting data [September 9, 2016] of the Fall 2016 semester and met the objective for AY 2015-16.
Result: Objective was met

Race-Ethnicity Report

Improvement Plan/ Changes Made
LSUE is committed to increasing the cultural diversity of the campus. AY 2016-17 recruitment strategies are focused specifically in geographic regions (in-state and out-of-state) that will support the objective of increasing a more ethnically diverse student profile.

Related Items

2 Maintain or increase the current level of TOPS recipients and minority students on campus
Progress: Completed
Provided By: High School Relations
Participants: High School Relations (Unassigned), VCEM (Phillips, Jerrett)
Budget Information: none
Start: 11/1/2015
End: 10/31/2016

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

Institutional Liaison Officer

1.1 Bengal Day

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Institutional Liaison Officer
Participants: Institutional Liaison Officer (Jones, Chad), VCEM (Phillips, Jerrett)

Objective With Intended Outcomes

Prospective students will indicate a satisfaction percentage of at least 70% 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.

Assessment/Evaluation Results (Progress Report)
Object in 2014-2015 was met.

Bengal Day 1:
86% of the 70 respondents to question 4 indicated they would be more likely to attend LSU Eunice after Bengal Day experience. 70 out of 75 people (93%) responded to question 5 (5 did not respond because they were either parents, guardians or visitors). Of the 70 respondents, 86% indicated they are more likely to enroll at LSU Eunice (see Bengal Day Survey).

Bengal Day 2:
100% of the 50 respondents to question 4 indicated they would be more likely to attend LSU Eunice after Bengal Day experience. 50 out of 62 people (81%) responded to question 5 (12 did not respond because they were either parents, guardians or visitors). Of the 50 respondents, 100% indicated they are more likely to enroll at LSU Eunice (see Bengal Day Survey).

Bengal Day 3:
88% of the 56 respondents to question 4 indicated they would be more likely to attend LSU Eunice after Bengal Day experience. 56 out of 65 people (86%) responded to question 5 (9 did not respond because they were either parents, guardians or visitors). Of the 56 respondents, 88% indicated they are more likely to enroll at LSU Eunice (see Bengal Day Survey).

Results: Objective was met for 2015-2016. Satisfaction percentage of at least 70% was achieved for each Bengal Day during AY 2015-16 (Bengal Day 1 - 86%; Bengal Day 2 - 100%; Bengal Day 3 - 88%).

Bengal Day 1 Survey

Bengal Day 2 Survey

Bengal Day 3 Survey
Question 4 - Bengal Day 1
Question 4 - Bengal Day 2
Question 4 - Bengal Day 3

Improvement Plan/ Changes Made
The Institutional Liaison Office will continue to use the satisfaction survey to measure the students' overall Bengal Day experience. However, upon completion, a Likert Scale will be used to measure the overall experience at Bengal Day for AY 2015-16.

Related Items

1 Provide opportunities for prospective students to acquaint themselves with university requirements, personnel and services.
Progress: Completed
Provided By: Institutional Liaison Officer
Participants: Institutional Liaison Officer (Jones, Chad), VCEM (Phillips, Jerrett)
Budget Information: Activities supported by Student Affairs & Enrollment Services
Start: 11/1/2015
End: 10/31/2016

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

2.1 Enrollment of students that were assisted with pre-enrollment information

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Institutional Liaison Officer
Participants: Institutional Liaison Officer (Jones, Chad), VCEM (Phillips, Jerrett)

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 2016.

Assessment/Evaluation/Measures/Strategies

Benchmark: A new benchmark of at least a 1% increase of prospective student enrollment was set in AY 2014-15 due to the possibility of a decline in enrollment from fall to fall.

The prospective students listed in Hobsons database that indicated a contact by the Institutional Liaison Officer will be compared to NTR (New, Transfer, and Re-entry) students who enrolled during FA 2015. FA 2016 NTR enrollment percentage is 10.3% increase as compared to FA 2015. Enrollment will be verified through LSU Eunice system database (myLSUE).

2015-16 New, Transfer, Re-Entry (NTR) Enrollment Report

Assessment/Evaluation Results (Progress Report)
In AY 2014-15 the objective was met. The Institutional Liaison Officer met with 68 prospective students. Of those 68 prospects, 53% (36 out of 68) enrolled at LSU Eunice during FA 2015 as compared to 51% enrollment during FA 2014. As a result, there was a 2% prospective student enrollment increase during AY 2014-15.

Of the prospective students listed in the Hobsons database, the Institutional Liaison Officer met with a total of 94 prospects on campus during AY 2015-16 (from 10/30/15 to 8/05/2016). Of the 94 prospects, 51% (48 out of 94) enrolled at LSU Eunice (enrollment verified in myLSUE) as compared to 53% enrollment during FA 2015. As a result, compared to FA 2015 (51% - 53%), there was a 2% prospective enrollment decrease. Therefore, since the new benchmark is at least 1% increase, this objective was not met.

Results: Objective was not met.

Prospective Student List

Improvement Plan/ Changes Made
On campus recruitment and enrollment efforts for prospective students will be analyzed for continuous improvement. For AY 2016-17, the benchmark will be adjusted to reflect the average enrollment percentage based on the last three consecutive academic years (i.e. 51% in AY 2013-14; 53% in AY 2014-15 and 51% in AY 2015-16). Therefore, the new benchmark percentage for AY 2016-17 will be 51%.

Related Items

2 Assisting with the enrollment process
Progress: Completed
Provided By: Institutional Liaison Officer
Participants: Institutional Liaison Officer (Jones, Chad), VCEM (Phillips, Jerrett)
Budget Information: existing
Start: 11/1/2015
End: 10/31/2016

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

Student Activities

1.1 Student Activities CAB

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Student Activities
Participants: VCEM (Phillips, Jerrett)

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 three CAB officers through an application and interview process. All CAB leadership positions were filled.

Assessment/Evaluation Results (Progress Report)
As in 2014-2015, this objective was met.

For 2015-2016, all leadership positions for the Campus Activities Board were filled. Objective met for 2015-2016.

CAB Officers

Improvement Plan/ Changes Made
No improvement planned.

Related Items

1 Enhance Role of Student Government and Student Activities
Progress: Completed
Provided By: Student Activities
Participants: VCEM (Phillips, Jerrett)
Budget Information: Current levels of student assessed fees are sufficient to support goals.
Start: 11/1/2015
End: 10/31/2016

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Progress: Completed

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

1.2 Student Government Association

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Student Activities
Participants: VCEM (Phillips, Jerrett)

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.

For 2015-2016 outcomes, a 3 year average of ballots cast will be the benchmark.

Assessment/Evaluation Results (Progress Report)
Objective was met for 2014-2015.

Elections were held for Student Government Association freshman, sophomore and unclassified senators on September 9th and 10th. 133 ballots were cast in the election. The average of ballots cast in the past 3 year is 169.

Objective was not for 2015-2016.

SGA Elections

SGA Senator Election Results

Improvement Plan/ Changes Made
Discussion are continuing to improving voter turnout and to accommodate off-campus and online students.

Related Items

1 Enhance Role of Student Government and Student Activities
Progress: Completed
Provided By: Student Activities
Participants: VCEM (Phillips, Jerrett)
Budget Information: Current levels of student assessed fees are sufficient to support goals.
Start: 11/1/2015
End: 10/31/2016

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Progress: Completed

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

2.1 Student Activities - Number

Start: 11/1/2015
End: 10/31/2016
Progress: Completed

Provided By: Student Activities
Participants: VCEM (Phillips, Jerrett)

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)
As in AY 2014-2015, this objective was met.

For AY 2015-2016, at total of 78 student activities were offered. This included 7 social events, 13 service events, 24 recreational events, and 15 leadership development events.

Objective met for AY 2015-2016.

Leadership Events

Summary of CAB Activities

Improvement Plan/ Changes Made
No improvement planned.

Related Items

2 Provide student activities that promote peer engagement and retention
Progress: Completed
Provided By: Student Activities
Participants: Student Activities (Jackson, Althea), VCEM (Phillips, Jerrett)
Budget Information: Current student assessed fees are sufficient to meet the goal
Start: 11/1/2015
End: 10/31/2016

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Progress: Completed

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

Progress: Completed

2.2 Student Activities - Satisfaction

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Student Activities
Participants: Student Activities (Jackson, Althea), VCEM (Phillips, Jerrett)

Objective With Intended Outcomes
Students at LSU Eunice will be satisfied with the activities presented and the number of activities offered to them.

Assessment/Evaluation/Measures/Strategies
The Noel-Levitz Student Satisfaction Inventory and internal surveys will be used to assess student satisfaction. As this is a new item, it has not been benchmarked.

Assessment/Evaluation Results (Progress Report)
This objective was met for 2014-2015.

Internal surveys from eight events show student survey results ranging from 4.43 to 5.0 on a 5-point scale (n=159). The most recent Noel-Levitz Student Satisfaction Survey (n=361) shows a satisfaction rating of 5.69 on a 7 point scale for extra-curricular and recreational activities.

The objective was met for 2015-2016.

Noel Levitz Satisfaction Survey Page 22

Student Activities Surveys

Improvement Plan/ Changes Made
No improvement planned.

Related Items

2 Provide student activities that promote peer engagement and retention
Progress: Completed

Provided By: Student Activities
Participants: Student Activities (Jackson, Althea), VCEM (Phillips, Jerrett)
Budget Information: Current student assessed fees are sufficient to meet the goal
Start: 11/1/2015
End: 10/31/2016

6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Progress: Completed

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

Student Development Services

1.1 Counseling Services - Satisfaction of Availability

Start: 11/1/2015
End: 10/31/2016
Progress: Completed
Provided By: Student Development Services
Participants: VCEM (Phillips, Jerrett)

Objective With Intended Outcomes
The availability of counseling services to students at LSU Eunice will be rated as satisfactory.

Assessment/Evaluation/Measures/Strategies
Benchmark: The Noel-Levitz Student Satisfaction Survey will be used. The benchmark will be the national average for the current year.

Assessment/Evaluation Results (Progress Report)
Objective for 2014-2015 was met.

The 2015-2016 Noel-Levitz Student Satisfaction Inventory (n=361) for counseling services indicated a satisfaction rating of 5.58. The national average is 5.46.

Since the LSUE average of 5.58 is greater than the national average of 5.46, the objective was met for 2015-2016.

Noel Levitz Satisfaction Survey Counseling

Improvement Plan/ Changes Made
University counseling services were removed during the 2014-2015 at the LSU Eunice campus. Services were limited to assessment without any treatment planning for students. On September 28, 2016, LSUE will meet with Compass Behavioral Services to review a proposal to contract a counselor/therapist for on-site support. The signed proposal will be uploaded into the 2016-17 planning year and this objective will be modified.

Related Items

1 Provide counseling services to students
Progress: Completed
Provided By: Student Development Services
Participants: VCEM (Phillips, Jerrett)
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

2.1 Parent Orientation

Start: 11/1/2015
End: 10/31/2016
Progress: Canceled
Provided By: Student Development Services
Participants: VCEM (Phillips, Jerrett)

Objective With Intended Outcomes
Student Development will satisfactorily utilize Orientation to provide parents/spouses of incoming Freshmen an opportunity to learn about services available at LSU Eunice.

Assessment/Evaluation/Measures/Strategies

Benchmark: A Benchmark overall score of 4.60 was obtained Parent Orientation Surveys collected between 04/01/2014 and 08/20/2014 (last planning year). Data is based on a 5-point Likert Scale, with 5 being considered "Excellent" and 1 being considered "Poor." The survey was amended for 2014-2015 to better align with the new format, and now yields only an overall rating. Success on this objective is to meet or exceed the benchmark of 4.6.

Sample Eval's

Assessment/Evaluation Results (Progress Report)
Because of a change in the orientation format, the Parent Orientations were eliminated.

Improvement Plan/ Changes Made
In AY 2016-17, the Division of Enrollment Management plans to incorporate a Parent Orientation program as part of the orientation/registration process. More details will be outlined in the Strategic Enrollment Plan that will be developed in AY 2016-17.

Related Items

2 Provide for Parent Orientations
Progress: Canceled
Provided By: Student Development Services
Participants: VCEM (Phillips, Jerrett)
Budget Information: none (existing)
Start: 11/1/2015
End: 10/31/2016

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
Progress: Completed

X. 2015-2016 General Education Objectives and Outcomes

Louisiana State University Eunice
Office of Institutional Research
Outcomes Assessment Plan

Assessment Year: 2015-2016

February 11, 2017

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.

General Education Committee Minutes from February 20, 2017

Members present: Timothy Trant, Chair, Billy Fontenot, Nikki May, John Hamlin, Doug Narby, Paul Fowler

The meeting was called to order at 12:00 pm.

Only one item was on the agenda: Review of a draft of the General Education Outcomes Report for Assessment Year: 2015-2016 prepared by The Office of Institutional Research.

Dr. Fowler briefly summarized the contents of the report. Discussion ensued. Dr. Fontenot provided Dr. Fowler with several stylistic corrections which will be incorporated into the final report.

Dr. Fontenot moved that “The report be accepted (with stylistic corrections) by the committee and that the report indicates that LSUE is successfully meeting its general education objectives.”

Ms. May seconded the motion.

The motion was unanimously approved.

Respectfully submitted

Timothy J. Trant, Ph.D.

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 contained in each General Education Objective 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 Objectives. Those not met, however, should have an improvement plan in order to increase student learning in the next planning cycle.

1. An LSU Eunice graduate will demonstrate effective communication of complex knowledge and ideas.	2. An LSU Eunice graduate will use processes, procedures, data, or evidence to solve problems and make effective decisions.	3. An LSU Eunice graduate will apply knowledge of natural science to the exploration and analysis of natural phenomena.	4. 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 concepts.	5. An LSU Eunice graduate will demonstrate an understanding of human behavior and the relationship between individuals and their societies.	6. An LSU Eunice graduate will demonstrate an aesthetic and historical understanding of the arts.
pp. 6 – 39	pp. 40 – 86	pp. 87 – 91	pp. 92 – 97	pp. 98 – 116	pp. 117 – 122
DMS Program not active in AY 15-16	DMS Program not active in AY 15-16	MATH 1015 & 1021 SLOs All methods Met	HIST 1001, 1003, 2055, 2057, & 2071 All methods and sites (no data from dual credit) Met	PSYC 2000, 2070, 2060 LSUE F-F, LSUA F-F, Web Met	ART 1440 & 1441 All methods Some online sections not assessed Instructor did not turn in data Met
MATH 1015 & 1021 met	QEP MATH 1015 MATH 1021 SLOs All methods met	MATH 1425 All Methods Met	CMST 1061 F-F LSUE LSUA & online Met	POLS 2051 8 week accelerated Met	MUS 1751 LSUE F-F, Online (LSUA not assessed) Met
MATH 1425 met	MATH 1015 & 1021 SLOs All methods Met	MATH 1022 F-F & Dual Credit Met		SOCL 2001 F-F, Online, Dual Credit Met	

MATH 1022 Met		MATH 1431 F-F Met		ECON 2000 & 2010 LSUE, Online Met	
MATH 1431 met	QEP MATH 1015 & 1021 CAAP Results LSUE Site Method Changed Tentatively met	BIOL 1001 F-F FT faculty only Met		ECON Canceled Moved under MGMT	
BIOL 1001 met	MATH 1425 All Methods Met	BIOL 1001 & 1002 completion All Methods Met		Critical Thinking Dev Ed Reading to All Methods Social Science CAAP Course Completion met	
NURS 1130 & 2430 F-F Met	MATH 1022 F-F & Dual Credit Met	PHSC 1001 F-F & online Met			
RADT 1092 & 1093 Clinical Met	MATH 1023 F-F Not offered in AY 15-16				
RC 1001 F-F (50% web) Met	MATH 1431 F-F Met				
CMST 1061 met	BIOL 1001 F-F FT faculty only Met				
Fire Em Services Communication Canceled	NURS 1130 NURS 2430 F-F, Clinical SLOs				

Both B & % and Liberal Arts	met				
ENGL 1001 & 1002 CAAP F-F, Online, Accelerated, LSUA, Dual Credit Tentatively met	PHSC 1001 F-F & online Met				

Information Literacy ENGL 1002 LSUE, LSUA, DC Inconclusive	RADT 1092 RADT 1093 Clinical met				
CIT CSC 2255 F-F Met	RC 2016 F-F & Clinical met				
BADM 1001 F-F, Online Met	Fire and EM Services Cancelled				
ENGL 1001 after ENGL 0001 CAAP All methods Tentatively Met	CSC 2250 F-F CSC 2255 Web Met				
Information Literacy Library Assessment Not completed Goals changed Canceled	ISDS 2100 F-F Met				
	GE Math after DE Math GE after MATH 0002				

	All methods Met				
	Critical Thinking CAAP F-F Met				

Tables contained in each of the outcomes are included in this document for most outcomes. Some Tables including most of those that contain an item analysis were not included in the print out because they are several pages long. In addition, the details of the CAAP reports, various syllabi, and supporting documentation were not included in the document due to their length. Personnel with login credentials to Compliance Assist may view any of the documents linked to this report.

1. Communication

Relationship to Institutional Goal: Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Ongoing

Related Items

1.4 DMS - Oral Communication
Progress: Delayed
Provided By: Diagnostic Medical Sonography

Objective With Intended Outcomes
Students will demonstrate proper professional communication to patients, peers and other health care professionals in a clinical setting.

Assessment/Evaluation/Measures/Strategies
The program director resigned and did not provide current data.

Assessment/Evaluation Results (Progress Report)
Director of IE's Note: The DMS program did not operate in AY 15-16. The new coordinator is in the process of working with accreditation to start the program again in 2017.

Improvement Plan/ Changes Made

2.1 Mathematics 15-16 Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra (see GE #2)

2.2 Mathematics Competency in Mathematics - Statistics (MATH 1425) (see GE #2)

2.3 Mathematics Competency in Mathematics - Plane Trigonometry (MATH 1022) (see GE #2)

2.3b Mathematics Competency in Mathematics - Calculus with Business and Economic Applications (MATH 1431) (see GE #2)

2.4 Biological Science 15-16 Competency in Biology (see GE #3)

2.4 Nursing - Nursing Communication
Progress: Completed
Provided By: Nursing

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) - 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 2430 (face-to-face) - 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: NURS2430 SYLL FA2015; ; NURS2430_2450_FINAL_FA15ss
NURS1130SYLFA2015
NURS2430 SYLL FA2015
NURS2430_2450_FINAL_FA15ss
Nursing_1130_Exam_One_Fall_2015_with_rationales
Nursing_1130_Final_Exam_Fall_2015_with_rationales

Assessment/Evaluation Results (Progress Report)
AY 2014 - 2015 – Objective was met.

NURS1130 (face to face) Fall 2015- 52 students were scheduled for this course. All students were evaluated. This was the only section offered. On exam 1 (47 out of 52) 90.72% of the students demonstrated proficiency and on the final exam (48 of 52 students) 92.6% demonstrated Proficiency in Communication skills. All students in the class were evaluated. **Objective met. exam 1 results, exam results**

NURS 2430 (**face to face)** Fall 2015- 38 students were scheduled for this course. All students were evaluated. This was the only section offered. On exam 1 (35 out of 38) 92.7% demonstrated proficiency (35 of 38 students) 92.6% demonstrated Proficiency in Communication skills on the final exam. All students in the class were evaluated.

Objective met. exam 1 results, exam results
exam 1 results
exam results
Improvement Plan/ Changes Made

NURS1130 - Faculty will continue to work with all students to refine communications skills and remediate individual students as needed with basic therapeutic communication techniques.

NURS2430 - Although objective was met Nursing faculty will remediate students as needed and refine students' basic therapeutic communication skills.

3.4 Radiologic Technology - Communication

Progress: Completed
Provided By: Radiologic Technology

Objective With Intended Outcomes
Students will demonstrate appropriate communication skills.

Assessment/Evaluation/Measures/Strategies
RADT 1092 (fall; first-year clinical course) – End of semester clinical evaluation form. Average of ≥2 (above average) on a scale of 3. Evaluated through direct observation. RADT 1092 Course Syllabus FA 2015, Clinical Comp Eval Form 2015, and RADT 1092 Clinical Evaluation Form.

RADT 1093 (spring; first-year clinical course) - End of semester clinical evaluation form. Average of ≥2 (above average) on a scale of 3. Evaluated through direct observation. RADT 1093 Course Syllabus SP 2016, Clinical Comp Eval Form 2015, and RADT 1093 Clinical Evaluation Form.

Clinical Comp Eval Form 2015
RADT 1092 Clinical Evaluation Form
RADT 1092 Course Syllabus FA 2015
RADT 1093 Clinical Evaluation Form
RADT 1093 Course Syllabus SP 2016

Assessment/Evaluation Results (Progress Report)
This objective was met in the 2014-15 planning year for all sections.
RADT 1092 (fall clinical) Section 91: One hundred percent (9 of 9) of the students scored a class average of ≥ 2 on the final clinical evaluations. **Benchmark was met.** (RADT 1092 Clinical Evaluation Sample Fall 2015) This showed a slight improvement from Fall 2014 and was based on the grading rubric form. (RADT 1092-91 Clinical Comp Sample FA 2015).

RADT 1092 (fall clinical) Section 92: One hundred percent (8 of 8) of the students scored a class average of ≥ 2 on the final clinical evaluations. **Benchmark was met.** (RADT 1092 Clinical Evaluation Sample Fall 2015) This was consistent with the results from fall 2014 and was based on the grading rubric form. (RADT 1092-92 Clinical Comp Sample FA 2015)

RADT 1092 (fall clinical) Section 93: One hundred percent (6 of 6) of the students scored a class average of ≥ 2 on the final clinical evaluations. **Benchmark was met.** (RADT 1092 Clinical Evaluation Sample Fall 2015) This was the initial semester for this section of the course and was based on the grading rubric form. (RADT 1092-93 Clinical Comp Sample FA 2015)

RADT 1093 (spring clinical) Section 91: One hundred percent (8 of 8) of the 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. **Benchmark was met.** (RADT 1093 Clinical Evaluation Sample Spring 2016) This was consistent with the results from spring 2015 and was based on the grading rubric form. (RADT 1093-91 Clinical Comp Sample SP 2016)

RADT 1093 (spring clinical) Section 92: One hundred percent (8 of 8) of the 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. **Benchmark was met.** (RADT 1093 Clinical Evaluation Sample Spring 2016) This was consistent with the results from spring 2015 and was based on the grading rubric form. (RADT 1093-92 Clinical Comp Sample SP 2016)

RADT 1093 (spring clinical) Section 92: One hundred percent (6 of 6) of the 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. **Benchmark was met.** (RADT 1093 Clinical Evaluation Sample Spring 2016) This was the initial semester for this section of the course and was based on the grading rubric form. (RADT 1093-93 Clinical Comp Sample SP 2016)

RADT 1092 Clinical Evaluation Sample Fall 2015
RADT 1092-91 Clinical Comp Sample FA 2015
RADT 1092-92 Clinical Comp Sample FA 2015
RADT 1092-93 Clinical Comp Sample FA 2015
RADT 1093 Clinical Evaluation Sample Spring 2016
RADT 1093-91 Clinical Comp Sample SP 2016
RADT 1093-92 Clinical Comp Sample SP 2016
RADT 1093-93 Clinical Comp Sample SP 2016

Improvement Plan/ Changes Made

RADT 1092 (fall clinical, all sections): Overall good communication skill. The results were consistent with the results of 2014. Students are good with patient interactions and ask appropriate questions with staff technologists. However, there were two students that were not able to communicate well while conducting patient interactions or with other colleagues. They did not complete the fall semester course therefore were not part of the outcomes assessment. Will continue to provide additional scenario-based instruction and professional behavior regarding patient interaction to show improvement in communications skills with students and their colleagues. Additional criteria to better measure the communication skills in the future are explained in the Committee Minutes October 21 2015 and the Committee Minutes Addendum to October 21, 2015 Meeting (pgs. 3-5) from the Radiologic Technology Assessment Planning Committee.

RADT 1093 (spring clinical, all sections): The students did demonstrate a slight improvement with their communication skills from the fall semester. The results are still consistent with the spring 2015 data for the same course. Will continue to provide additional scenario-based instruction regarding patient interaction and professional behavior to show improvement in communications skills with students and their colleagues. Additional criteria to better measure the communication skills in the future are explained the Committee Minutes October 21 2015 and the Committee Minutes Addendum to October 21, 2015 Meeting (pgs. 3-5) from the Radiology Technology Assessment Planning Committee.

Committee Minutes Addendum to October 21, 2015 Meeting

Committee Minutes October 21 2015

4.4 Respiratory Care - Communication

Progress: Completed

Provided By: Respiratory Care

Objective With Intended Outcomes

Students will be able to effectively communicate via oral and written communication.

RC 1001 (50% web Base) Exhibit the knowledge of the roles and responsibilities of a Respiratory Therapist via written journal and oral communication

The two outcomes assessed from RC 1001 are:
Exhibit the knowledge of the roles and responsibilities of a Respiratory Therapist via written journal and oral communication.
Display an understanding and identification of the medical terminology used within the field of medicine.

LSU Eunice Course Syllabus RC 1001 fall 2015 new template. pdf

LSU Eunice Course Syllabus RC 1001 fall 2015 new template. pdf

Assessment/Evaluation/Measures/Strategies

Students must score at least a 77%, in order to be considered as eligible for admission into the clinical portion of the Respiratory Care Program.

RC 1001 (50% web-based) (Fall 2015) 18 students scheduled for this course. All students were evaluated. This was the only section offered this semester. Course is assessed by multiple choice examinations, class assignments, and, observation journal. observation diary and rules

observation diary and rules

Assessment/Evaluation Results (Progress Report)

AY 2014 - 2015, Objective met.

RC 1001 (50% web base) (18 of 18 students) 100% demonstrated proficiency. **Objective met**.

Observation page 1
Observation page 2
observation diary. pdf page 1 of 2 fall 2015
observation diary. pdf page 2 of 2 fall 2015

Improvement Plan/ Changes Made
Program Director will continue to encourage and engage student in more verbal contact with the medical staff and patients. Provide class time for class discussion relating to their experiences in the health care setting.

5.3 15-16 GE-Speech Communication (see GE #4)

5.3 Fire and Emergency Services - Communication
Progress: **Canceled** (Business and Technology)
Provided By: Fire and Emergency Services

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.

Assessment/Evaluation/Measures/Strategies

Assessment/Evaluation Results (Progress Report)
Goals and Objectives for EEMS moved to Liberal Arts as the program now reports to that Division Head.

Improvement Plan/ Changes Made
None

5.3 Fire and Emergency Services - Communication
Progress: **Canceled** (Liberal Arts)
Provided By: Fire and Emergency Services
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.

Assessment/Evaluation/Measures/Strategies
Since the former coordinator left, the emphasis has been on SLOs within the program.

Assessment/Evaluation Results (Progress Report)

Improvement Plan/ Changes Made
None

5.4 15-16 GE-Written Communication
Progress: Completed
Provided By: Liberal Arts

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
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.
Develop clear topic sentences that include the main idea of the paragraph.
Develop paragraph bodies with substantial support: evidence, details, and facts.
Use proper grammar, punctuation, mechanics, and usage throughout their writing.
These remain unchanged from AY 2014-2015.

Updated SLOs for ENGL 1002 effective fall 2015 are: Upon successful completion of this course, the student will
Identify clearly defined thesis statements, proper essay organization and development, and clarity in the essay writing process—on a more advanced level than ENGL 1001.
Demonstrate an understanding of the proper use of library research tools, quoting, paraphrasing, and citing from both primary and secondary sources pertaining to research documentation.
These two SLOs replaced the two below effective fall 2015. This was done to create agreement with LSU, to better meet the needs of the students, and to increase success on the ENGL 1002 SLOs.
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.
Use library research tools, quote, paraphrase, and cite from both primary and secondary sources to produce a documented essay or project.

Fall 2015 sample course syllabus for ENGL 1001 used during AY 2015-2016
Fall 2015 sample course syllabus for ENGL 1002 used during AY 2015-2016
ENGL 1001 dept syllabus FA15
ENGL 1002 dept syllabus FA15

Assessment/Evaluation/Measures/Strategies
Internal Direct Assessment
The assessments of student learning for ENGL 1001 and ENGL 1002 represent direct internal measures using the professional judgement 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, AY 2015-2016 continued the pilot from spring 2015 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. All face-to-face sections at the LSUE site, LSUA, and dual credit sites are used to gather data for the SLOs. Online and accelerated sections are not assessed during the pilot assessment period.

For ENGL 1002, both outcomes are assessed using a multiple choice exam given toward the end of the semester. This assessment was also being piloted and was given to all face-to-face sections at LSUE, LSUA, and dual credit sites.

A tentative 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.

External Direct Assessment (LSUA entire section)
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 Report is obtained each summer for students who took the CAAP during the previous academic year. For example, the current summer 2016 report was obtained at the beginning of August for students who took the writing section of the CAAP during the fall 2015 and spring 2016 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 61.8.

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 indicates 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 national 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 55%
- Basic grammar and usage 62%
- Sentence structure 58%
- Strategy 53%
- Organization 52%
- Style 56%

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)
Objective 5.4 was not met in AY 2014-2015. The plan was to redesign the post test for ENGL 1001, which was accomplished. A second strategy was to have the Division Head speak to the students prior to taking the CAAP, which Dr. Esters did. See the revised ENGL 1001 Pre and Post Test. The new assessment added items 56-60 in outcome 1. Also, see item 4 from the Meeting Minutes of October 2, 2015.

AY 2015-2016 ENGL 1001 Pretest and Post Test Results
For AY 2015-2016, the ENGL 1001 pretest was given to 657 students and the post test was given to 635 students. The pretest students scored 65% overall with outcome 2 and 3 scoring quite high at 80% and 77% respectively (see Table 1). A 63% was achieved for outcome 4. For the post test, the 635 students scored a 71% overall, increasing their scores on all three outcomes to 83% for outcome 2, 82% for outcome 3, and 69% for outcome 4 (see Table 1).

Table 1. ENGL 1001 Pre and Post Test Results AY 2015-2016		
Outcome	Pretest	Posttest
Overall Results	65	71
2. Clear topic Sentences	80	83
3. Paragraph with substantial support	77	82
4. Proper grammar, punctuation, and word usage	63	69
n	657	635

A t test for repeated measures was then completed on a total of 501 scores at α = 0.05, removing incomplete pairs either missing a pretest or a post test score. The paired t test indicated that the treatment of the ENGL 1001 course was statistically significant (paired t (df = 500) = t-value one-tail 1.6479, p = 0.000 (see Table 2)). On average, the mean difference was 2.476%, s.d. difference = 11.066% (see Table 3).

Table 2. t-Test: Paired Two Sample for Means for ENGL 1001 Pre and Post Test		
Statistic	Pretest Score	Post Test Score
Mean	67.75662493	70.23273453
Variance	192.7353719	191.9866495
Observations	501	501
Pearson Correlation	0.68167684	
Hypothesized Mean Difference	0	
df	500	
t Stat	-5.008183168	
P(T<=t) one-tail	3.81572E-07	
t Critical one-tail	1.647906854	
P(T<=t) two-tail	7.63144E-07	
t Critical two-tail	1.964719837	

Table 3. Descriptive Statistics for ENGL 0001 Difference in Means (Post - Pre) AY 2015-2016.	
Statistic	Result
Mean	2.476109599
Standard Error	0.494412747
Median	1.821818182
Mode	0
Standard Deviation	11.066455
Sample Variance	122.4664263
Kurtosis	1.785408499
Skewness	0.429328783
Range	87.27636364
Minimum	-30.90909091
Maximum	56.36727273
Sum	1240.530909
Count	501
Confidence Level (95.0%)	0.971382532

Since the observed SLO value is 75% > the benchmark of 70%, the section of Objective 5.4 is met.

AY 2015-2016 ENGL 1001 SLO Results by Site

Next, the ENGL 1001 post test results were analyzed by site as shown in Table 4. Overall, students scored a 75%. Students scored an 87% on the essay, 84% on topic sentences, 84% on evidence, and a 70% on grammar and punctuation. The one dual credit section with complete data showed results that slightly outpaced those from LSUE and LSUA. Note that three other sections of dual credit had incomplete data and were not included in the data. There were a total of 58 students with a 64% on Outcome B, 62% on Outcome C, and 71% on Outcome D. Upon inspection of the Scantrons, the Director of IE found that many of the 23 students in section D9 "Christmas Treed" the Scantron (not taking the assessment seriously), thus pulling down the results from the other dual credit sections.

Table 4. AY 2015-2016 ENGL 1001 SLO Posttest Results by Site							
Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	75	74	80	71	inc		
1. Write an essay of five paragraphs with well-defined thesis statement	87	85	100	98	not reported	No data collected during pilot	
2. Use clear topic sentences	84	84	85	80	96		
3. Use evidence to support the topic sentence	84	83	93	81	94		
4. Use proper grammar and punctuation	70	69	71	60	94		
Total number of students tested	577	468	10	62	37		
Total number of sections	34	28	1	4	1		
inc is incomplete data							

The data seems to suggest that the instructor at LSUA was overstating student ability on the essay given the poor performance on grammar and punctuation. The instructor at LSUA no longer works for LSUE at LSUA. An item analysis was also completed for fall 2015 and spring 2016. The analysis was completed separately since the assessment was updated in spring 2016. The results indicated that several questions score consistently under 50% correct. These were 6, 8, 15, 37, 38, 43, 48, and 50. It is recommended that each question be examined to determine exactly what the issue is because students in both semesters had difficulty with them. In fact, students in spring 2016 only had a 26% chance of answering question 6 correctly and a 22% of answering question 38 correctly.

While the LSU Lab School data was incomplete for the one section offered in spring 2016 (note that ENGL 1001 for fall 2015 was not analyzed due to an n = 1), the 37 students did quite well on the multiple choice section for Outcomes 2-4, scoring a 96% on Outcome B, a 94% on Outcome C, and a 94% on Outcome D.

Since the overall observed score of 75% > the benchmark score of 70%, this section of the objective is met.

AY 2015-2016 ENGL 1002 SLO Results by Site

For ENGL 1002, 481 students were directly assessed using a multiple choice instrument created by the faculty to be used at the conclusion of the semester. Table 5 contains the data for ENGL 1002; however, it suggests that none of the SLOs were met. This includes students at the LSUA site. Note that the one student in ENGL 1002 at the LSU Lab School in spring 2016 was not assessed (n = 1). Given the results, the question becomes is the material being taught adequately or does the assessment need some additional work since it is still being piloted? To partially answer this, an item analysis was completed for the ENGL 1002 assessment. It indicates that questions 4, 14, 15, 18, 20, and 25 need some additional work since students have a success rate below 50% on them. These questions represent 24% of the entire assessment. It is the opinion of the Director of IE that the ENGL 1002 SLO Assessment be revised due to the problematic questions.

Table 5. AY 2015-2016 ENGL 1002 SLO Results by Site in Percentages						
Description	Overall	LSUE	Dual Credit	LSUA	Online	Accelerated
Overall	65	66	66	57		
1. Critical Thinking	69	69	73	61	not	not
2. Use of Library Research Tools	60	62	57	51	assessed	assessed
Total number of students tested	481	366	68	47		
Total number of sections	35	20	5	4	4	2

Since the observed score of 65% < the benchmark of 70%, this section of Objective 5.4 is not met.

CAAP Linkage Report and Content Area Analysis Report
In August 2016, the CAAP Linkage Report was received from ACT for both LSUE and LSUA students. This external direct assessment of writing compared LSU Eunice student to nationally normed two year students. The results were:
Nationally Normed Group: n = 4,235; mean = 61.8; s.d. = 4.9
LSU Eunice Students: n = 342; mean = 61.4; s.d. = 4.6 (see Table 2 in the Linkage Report)

Table 2 from the CAAP Writing Linkage Report.

Table 2. Frequencies, Means, and Standard Deviations for Your Matched Students Compared to the Reference Group on the ACT and CAAP

ACT English				CAAP Writing Skills			
	N	Mean	S.D.		N	Mean	S.D.
Reference Group:	4,235	19.7	5.1	Reference Group:	4,235	61.8	4.9
Your Matched Students:	342	19.6	4.4	Your Matched Students:	342	61.4	4.6

LSU Eunice students scored slightly below the national average and have traditionally done so according to Table 6. However, one could also argue that the 0.4 is due to random error and that the two scores are close enough to argue that they are equal. Regardless, Table W-1 in the Content Area Analysis Report Summary indicates that LSU Eunice students are meeting, if not exceeding, the national average in writing. Table 7 summarizes the data and indicates that there is only a moderate

departure from the nationally normed group in basic grammar and usage and indicated by the -1. Scores at 0 meet the national average and scores above 0 exceed the national average.

Table W-1 from the CAAP Writing Content Report.

Table W-1: Writing Skills Comparison Highlights			
	Local-Normative Group Differences in Percent Correct		
Content Category	Bottom 25%	Middle 50%	Top 25%
Punctuation	11%	11%	4%
Basic Grammar and Usage	3%	- 1%	- 1%
Sentence Structure	11%	10%	3%
Strategy	9%	7%	2%
Organization	7%	8%	7%
Style	11%	9%	6%

Table 6. CAAP Writing Linkage Results					
Statistic	12-13	13-14	14-15	15-16	Mean
National mean	62.0	62.0	61.8	61.8	61.9
LSU Eunice's mean	61.6	60.9	60.3	61.4	61.3
n	343	380	361	342	356.5

Table 7. Writing Skills Comparison Highlights in Percentages for the CAAP Writing Content Report Table W-1					
Content Category	Bottom 25%	Middle 50%	Top 25%		Mean
Punctuation	11	11	4		8.667
Basic Grammar & Usage	3	-1	-1		0.333
Sentence Structure	11	10	3		8.000
Strategy	9	7	2		6.000
Organization	7	8	7		7.333
Style	11	9	6		8.667
n = 483					

The Content Area Analysis Report also separates out the scores for punctuation, basic grammar and usage, sentence structure, strategy, organization, and style. The national averages are noted in Table 8, while LSU Eunice student averages are noted in Table 9. Table 10 subtracts the national score from LSU Eunice students score so that negatives in Table 10 denote results below the national average. LSU Eunice students performed much better in AY 2015-2016 than they did in AY 2014-2015. In addition, in only one area - basic grammar and usage - did LSU Eunice students perform just below the national average.

Collegiate Assessment of Academic Proficiency - Writing							
Table 8. Writing Skills Comparison Highlights from Content Report Figure 1 - Figure 6 NATIONAL AVERAGE % CORRECT							
Content Category	10-11	11-12	12-13	13-14	14-15	15-16	Mean
Punctuation	59	57	58	54	59	55	57.0
Basic Grammar & Usage	63	64	63	65	61	62	63.0
Sentence Structure	62	60	60	61	62	58	60.5
Strategy	58	56	58	59	58	53	57.0
Organization	57	55	57	55	56	52	55.3
Style	62	60	63	60	61	56	60.3

Table 9. Writing Skills Comparison Highlights from Content Report Figure 1 - Figure 6 LSU EUNICE AVERAGE % CORRECT							
Content Category	10-11	11-12	12-13	13-14	14-15	15-16	Mean
Punctuation	48	64	57	67	46	63	57.5
Basic Grammar & Usage	63	63	61	49	59	61	59.3
Sentence Structure	53	66	66	59	51	66	60.2
Strategy	49	61	53	46	46	59	52.3
Organization	52	59	49	54	51	60	54.2
Style	57	66	56	60	54	65	59.7
	437	398	374	477	446	483	435.8

Table 10. Writing Skills Comparison Highlights from Content Report Figure 1 - Figure 6 DIFFERENCE IN PERCENTAGE POINTS							
Content Category	10-11	11-12	12-13	13-14	14-15	15-16	Mean
Punctuation	-11	7	-1	13	-13	8	0.5
Basic Grammar & Usage	0	-1	-2	-16	-2	-1	-3.7
Sentence Structure	-9	6	6	-2	-11	8	-0.3
Strategy	-9	5	-5	-13	-12	6	-4.7
Organization	-5	4	-8	-1	-5	8	-1.2
Style	-5	6	-7	0	-7	9	-0.7

Differences that are negative mean that LSU Eunice students performed below the nationally normed mean. Differences that are positive indicate that LSU Eunice students performed above the nationally normed mean. Differences that are equal to zero indicate that students performed at the nationally normed mean.

Given that the observed score of 61.4 approximates the national score of 61.8, this section of Objective 5.4 is tentatively met. Given that the observed scores in five of the six content areas exceed the national average, this section of 5.4 is met.

Weighting the external assessment because they allow comparisons to national averages, Objective 5.4 is tentatively met.

ENGL 1001 Pre and Post Test
English Department Meeting Minutes 10-2-15
Item Analysis ENGL 1002 AY 15-16
Item Analysis Fall 2015 ENGL 1001
Item Analysis Spring 2016 ENGL 1001
LSUE AY 15-16 CAAP Writing Content Report
LSUE AY 15-16 CAAP Writing Linkage Report
T1 Overall E1001 Pre and Post Test Results AY 15-16
T2 and T3 t-Test and Descriptive Stats E1001 AY 15-16
T4 ENGL 1001 SLO Results AY 15-16
T5 ENGL 1002 SLO Results AY 15-16
T6 T7 CAAP Linkage and Content Summaries
T8 T9 T10 Content Summary Writing AY 15-16

Improvement Plan/ Changes Made

Examine the assessments for those questions listed for both ENGL 1001 and ENGL 1002. Continue to encourage students to do well on the SLO assessment and the CAAP. Obtain complete information from all faculty members at all sites.
Results from a September 23, 2016 English faculty meeting are detailed in the attached minutes:
Revise the problematic questions in ENGL 1001 to have ready for all sections in fall 2016 (including online and dual credit).
Revise the entire assessment tool for ENGL 1002 to have ready for spring 2017 face-to-face only.
Sent to the English Composition Coordinator on 8/16/16 for input and to disseminate to faculty. Faculty responded in the September 23, 2016 meeting that the report was accurate. Faculty revised the ENGL 1001 SLO Assessment for fall 2016.
ENGL Meeting 9-23-16--SLO 1001 and 1002 Assessment Discussion

5.7 GE-Information Literacy
Progress: Completed
Provided By: Liberal Arts

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 face-to-face sites will be assessed while the new assessment instrument is being piloted.

Old Method from AY 2014-2015:
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.

Revised Method from AY 20150-2016

The process was updated from AY 2014-2015 due to the time it was taking the English faculty to grade the essays with the rubric. Much of the methodology of the course remains the same, including the essay. However, faculty created a multiple choice assessment using their professional judgement, the MLA style, and objectives in the book. Faculty also revised the SLOs for fall 2016.

Upon successful completion of this course, the student will

1. Identify clearly defined thesis statements, proper essay organization and development, and clarity in the essay writing process—on a more advanced level than ENGL 1001.
2. Demonstrate an understanding of the proper use of library research tools, quoting, paraphrasing, and citing from both primary and secondary sources pertaining to research documentation.

The benchmark of 70% has been removed during pilot testing of the new assessment.
The ENGL 1002 syllabus from spring 2016 is attached.
ENGL 1002 dept syllabus SP16

Assessment/Evaluation Results (Progress Report)

For AY 2014-2015, Objective 5.7 was met.

For AY 2015-2016, 481 students were directly assessed in the ENGL 1002 course using a multiple choice instrument created by the faculty to be used at the conclusion of the semester. Since the assessment instrument is still being pilot tested, only face-to-face sections are being tested. Table 1 contains the data for ENGL 1002, indicating that students approached the typical "C" grade for critical thinking, but did not for outcome 2, which is the primary concern for this objective. As a result, the question becomes is the material being taught adequately or does the assessment need some additional work since it is still being piloted? To partially answer this, an item analysis was completed for the ENGL 1002 assessment (see Table 2). It indicates that questions 4 (outcome 1), 14 (outcome 2), 15 (outcome 2), 18 (outcome 1), 20 (outcome 2), and 25 (outcome 2) need some additional work since students have a success rate below 50% on each of them. These questions represent 24% of the entire assessment. The analysis was re-run without questions that had a score lower than 50%. The results are a little better, with students scoring in the typical "C" range, showing that learning is taking place. (see Table 3).

Table 1. AY 2015-2016 ENGL 1002 SLO Results by Site in Percentages						
Description	Overall	LSUE	Dual Credit	LSUA	Online	Accelerated
Overall	65	66	66	57		
1. Critical Thinking	69	69	73	61	not	not
2. Use of Library Research Tools	60	62	57	51	assessed	assessed
Total number of students tested	481	366	68	47		
Total number of sections	35	20	5	4	4	2

Table 3. AY 2015-2016 ENGL 1002 SLO Results by Site in Percentages without Questions 4, 14, 15, 18, 20, and 25						
Description	Overall	LSUE	Dual Credit	LSUA	Online	Accelerated
Overall	74	74	78	64		
1. Critical Thinking	74	74	79	66	not	not
2. Use of Library Research Tools	74	75	75	60	assessed	assessed
Total number of students tested	481	366	68	47		
Total number of sections	35	20	5	4	4	2

Since no benchmark was established for Objective 5.7, the results are inconclusive.

11-20-14 English 1002 SLO Exam pilot
T1 ENGL 1002 SLO Results AY 15-16 FF Only
T2 Item Analysis ENGL 1002 AY 15 16
T3 ENGL 1002 SLO Without Questions below 50 Percent

Improvement Plan/ Changes Made

Faculty intend on updating the assessment since the MLA style was recently revised. They will also examine the questions with scores less than 50% to assist in increasing their validity.

Completed by Paul Fowler on September 18, 2016. Sent to the Division Head and English Coordinator for their input. Both approved.

6.3 CIT - Communication

Progress: Completed
Provided By: Computer Information Technology

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.

CSC 2255 (web based) - Upon completion of this course students will be able to describe object-oriented modeling and the Unified Modeling Language.

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 computer information technology courses and their related courses.

CSC 2255 (web based) - Only section of this course offered this semester. 13 students scheduled for this course. All students were evaluated. Evaluation of this course is done through online discussions, projects, and quizzes.
CSC2255_COURSE SYLLABUS.sp16
CSC2255_COURSE SYLLABUS.sp16

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, Objective met

For AY 2015-2016, CSC 2255 (web base)- (11 of 13 students)77% of the students demonstrated appropriate communication skills in describing object o-oriented modeling and Unified Modeling Language. **OBJECTIVE MET.**

Improvement Plan/ Changes Made
Plan to use more team projects and online discussion.

7.2 MGMT - Communication of Management topics

Progress: Completed
Provided By: Management

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.

This is assessed using the BADM 1001 course's first course outcome: 1. Demonstrate effective communication of business theories and concepts.

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 1001 web based Fall 2015 - Book review, Cumulative quiz grade, Combined midterm and final grade. BADM 1001 Fall 2015 Course Syllabus Patton
BADM 1001 face-to-face Spring 2016 - Book review, Cumulative quiz grade, Combined midterm and final grade. Syllabus Spring 2016 BADM 1001, Book Review Guide BADM 1001
BADM 1001 Fall 2015 Course Syllabus Patton
Book Review Guide BADM 1001
Syllabus Spring 2016 BADM 1001

Assessment/Evaluation Results (Progress Report)
For AY 2014 - 2015 Objective met

For AY 2015-2016, BADM 1001- Web Based - 17 out of 21 students (80.9%) demonstrated proficiency in effective, interpersonal, and written communication. BADM1001 book report 2 **Objective met.**
BADM 1001 - face to face - 17 out of 19 (89.4%) demonstrated proficiency in effective, interpersonal, and written communication. Book Review Guide BADM 1001. Student 1. **Objective met.**
Book Review Guide BADM 1001
Student 1

Improvement Plan/ Changes Made
Although the Objective was met, a continual effort will be made to enhance student success via instruction and review.

Communication - Dev Ed (2.1) General Education English after Developmental Education English (ENGL 1001 after ENGL 0001)
Progress: Completed
Provided By: Developmental Education

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 external direct assessment of student learning will use 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 Report is obtained each summer for students who took the CAAP during the previous academic year. For example, the summer 2016 report was obtained at the beginning of August for students who took the writing section of the CAAP during the fall 2015 and spring 2016 semesters. The rationale for using the CAAP Linkage Report is that it 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 rate of 61.8.

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 indicates 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 report 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 differences 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)
In AY 2014-2015, Objective 2.1 was tentatively met. It appeared as if the English courses were not rigorous enough when compared to national averages; however, the faculty targeted skills that were deficient in AY 2014-2015 to help students achieve the national average in AY 2015-2016. In addition, students were asked by the division head to take the CAAP seriously since LSU Eunice was being compared nationally to other two year institutions. The division head spoke to all ENGL 1002 sections prior to them taking the CAAP.

External Direct Assessment
CAAP Linkage Report
In AY 2015-2016, the CAAP was given to ENGL 1002 students toward the end of the course. The CAAP Linkage Report was then obtained from ACT at the beginning of August 2016 to compare LSU Eunice's student performance to the national results from two year institutions. The results were:
National: n = 4,275, mean = 61.8, s.d. = 4.9
LSU Eunice n = 342, mean = 61.4, s.d. = 4.6 (see Table 2 in the Linkage Report)

Table 2 from the CAAP Writing Linkage Report.

Table 2. Frequencies, Means, and Standard Deviations for Your Matched Students Compared to the Reference Group on the ACT and CAAP

ACT English				CAAP Writing Skills			
	N	Mean	S.D.		N	Mean	S.D.
Reference Group:	4,235	19.7	5.1	Reference Group:	4,235	61.8	4.9
Your Matched Students:	342	19.6	4.4	Your Matched Students:	342	61.4	4.6

While LSU Eunice students scored 0.4 below the mean, they gained 0.9 to significantly close the gap on the national average in just one year (see Table 1). In addition, given the small difference between LSU Eunice and the nationally normed group, it could be argued that the difference is due to random error. As a result, this section of Objective 2.1 is tentatively met.

Table 1 CAAP Linkage Results					
Statistic	12-13	13-14	14-15	15-16	Mean
National mean	62.0	62.0	61.8	61.8	61.9
LSU Eunice's mean	61.6	60.9	60.3	61.4	61.3
n	343	380	361	342	356.5

CAAP Content Area Analysis

Next, the CAAP Content Analysis Report was obtained for AY 2015-2016. This report contains comparison between the nationally normed group and the LSU Eunice average for each specific content area where 0 represents equal to the nationally normed group and positive numbers mean that LSU Eunice students outperformed students from the nationally normed group. In every content area except one - Basic Grammar and Usage - LSU Eunice students performed moderately or substantially above the nationally normed group (See Table 2).

Table 2. Writing Skills Comparison Highlights in Percentages for the bottom 25% from Table W-1					
Content Category	12-13	13-14	14-15	15-16	Mean
Punctuation	6	6	-17	11	1.500
Basic Grammar & Usage	0	-9	-4	3	-2.500
Sentence Structure	3	-3	-5	11	1.500
Strategy	-6	-8	-10	9	-3.750
Organization	-6	2	0	7	0.750
Style	-8	-1	-1	11	0.250
n	374	477	466	483	450

In addition, students out performed students in terms of raw percentages as shown in Table 3 (national scores), Table 4 (LSU Eunice scores), and Table 5 (the difference with positive numbers representing that the LSU Eunice students did better). Not only did LSU Eunice students outperform the nationally normed group, they also outperformed the last year's LSU Eunice group. Given these results, this section of Objective 2.1 is met.

Collegiate Assessment of Academic Proficiency - Writing

Table 3. Writing Skills Comparison Highlights from Content Report Figure 1 - Figure 6
NATIONAL AVERAGE % CORRECT

Content Category	10-11	11-12	12-13	13-14	14-15	15-16	Mean
Punctuation	59	57	58	54	59	55	57.0
Basic Grammar & Usage	63	64	63	65	61	62	63.0
Sentence Structure	62	60	60	61	62	58	60.5
Strategy	58	56	58	59	58	53	57.0
Organization	57	55	57	55	56	52	55.3
Style	62	60	63	60	61	56	60.3

Table 4. Writing Skills Comparison Highlights from Content Report Figure 1 - Figure 6 LSU
EUNICE AVERAGE % CORRECT

Content Category	10-11	11-12	12-13	13-14	14-15	15-16	Mean
Punctuation	48	64	57	67	46	63	57.5
Basic Grammar & Usage	63	63	61	49	59	61	59.3
Sentence Structure	53	66	66	59	51	66	60.2
Strategy	49	61	53	46	46	59	52.3
Organization	52	59	49	54	51	60	54.2
Style	57	66	56	60	54	65	59.7
	437	398	374	477	446	483	435.8

Table 5. Writing Skills Comparison Highlights from Content Report Figure 1 - Figure 6
DIFFERENCE IN PERCENTAGE POINTS

Content Category	10-11	11-12	12-13	13-14	14-15	15-16	Mean
Punctuation	-11	7	-1	13	-13	8	0.5
Basic Grammar & Usage	0	-1	-2	-16	-2	-1	-3.7
Sentence Structure	-9	6	6	-2	-11	8	-0.3
Strategy	-9	5	-5	-13	-12	6	-4.7
Organization	-5	4	-8	-1	-5	8	-1.2
Style	-5	6	-7	0	-7	9	-0.7

Differences that are negative mean that LSU Eunice students performed below the nationally normed mean. Differences that are positive indicate that LSU Eunice students performed above the nationally normed mean. Differences that are equal to zero indicate that students performed at the nationally normed mean.

Internal Indirect Assessment

Overall, for AY 2014-2015 (data runs one year behind), LSU Eunice students did well with 82% (137/167) of the Pathways students, 80% (115/143) of the non-Pathways students, and 81% (252/310) overall successfully completing the first general education English composition course after completing their developmental education course (see Table 6). While the methodology from the NCDE allows the withdrawals to be subtracted from the total n, this was not done with this data. The fractions used to generate the percentages represent the raw numbers. Given that the observed value of 81% > the NCDE benchmark of 64%, this section of Objective 2.1 is met.

Table 6. Percentage of Students Successfully Completing College Level English after Completing Developmental English.

Start 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	77.0	74.9	76.1
2008	74.5	76.2	75.2
2009	71.0	73.2	71.9
2010	76.0	72.0	74.2
2011	82.8	83.3	83.0
2012	79.3	82.7	80.9
2013	78.8	84.0	81.0
2014	82.0	80.4	81.3
Mean	78.36	78.56	78.39
s.d.	3.85	4.03	3.56

Overall, Objective 2.1 is met given the increase in Content Report scores, Linkage Report scores, and the strong indirect evidence that better than 80% of the students beginning in developmental English composition do go on to take and successfully complete their first general education English composition course.

LSUE AY 15-16 CAAP Writing Content Report
LSUE AY 15-16 CAAP Writing Linkage Report
T1. Longitudinal Results for CAAP Writing Linkage
T2 Content Report Highlights from Table W-1
T3 T4 T5 Content Categories Summary
T6 Indirect Assessment

Improvement Plan/ Changes Made
No changes planned, monitor data.

Sent to the English Coordinator for input on August 21, 2016.

Information Literacy - Library (7.2) Training in library digital resources based ACRL information literacy standards for students and faculty

Progress: Completed
Provided By: Library

Objective With Intended Outcomes
Promote "information literacy" via electronic resources use and implementation for students and faculty.
Student Learning Outcomes (SLOs) to support this objective from Association of College and Research Libraries (ACRL) Standards.

1. The information literate student determines the nature and extent of the information needed.
2. The information literate student accesses needed information effectively and efficiently.

Information Literacy Standards

Assessment/Evaluation/Measures/Strategies
Direct Assessment:
Library personnel, using their information literacy plan, will directly assess student learning through an internally created student library quiz that students take upon completion of the information literacy session with library personnel. This assessment is based on the ACRL Information Literacy standards that are guidelines for measuring what students should achieve. These information literacy standards and outcomes will be integrated into 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.

Students will be given an informal Library Quiz to assess learning upon the conclusion of the library session. All students attending a library session will be assess (i.e. no sampling). A sample is included for reference. Library personnel will then score the sheet for correct answers creating a frequency count for each question over all sections assessed. A pilot will be conducted in fall 2014 in order to determine the effectiveness of instruction and of the quiz used to evaluate students. As a result, no benchmark is set during the pilot testing. The pilot began in 2014 and is ending fall 2016.

Indirect Assessment:
In an effort to insure that the library is meeting the information literacy needs of students, after specific library instruction is completed, there is open library staff discussion as to information literacy instructions, student responses or the challenges and various options for improving.

GE Info Literacy Plan 2014
GenEd7.2quizforlibrarymaterials
Information Literacy Standards

Assessment/Evaluation Results (Progress Report)
This objective was not met in 2014 - 2015; however, the data is still in the pilot stage.

For AY 2015-2016:
As LSU Eunice's General Education Objectives changed effective Fall 2015 and as the Association of College and Research Libraries (ACRL) continues to grapple with the framework for and application of information literacy standards parallel to evolving digital resources and expectations, the library assessment instrument utilized this year and the data collected was inadequate and inconclusive in meeting this objective.

Since the institutional general education information literacy outcome was eliminated, content, student learning outcome and assessment were modified. Modification is also related to the fact that Association of College and Research Libraries (ACRL) replaced its information literacy standards with a framework for information literacy.

The institutional information literacy goal became much more general and broadened and were less focused on specific information literacy processes/expectations from previous years; the evaluation instruments and methods for collecting data have to be changed and other measures considered. IL instruction has to consider these changes and better reflect what is trying to be measured here.

Data is included in the attached report of Dr. Patricia Brown, Reference and Instruction Librarian for the Arnold LeDoux Library.

The objective was not met for AY 2015 -16; however, this objective will need to undergo a revision in light of the new focus.

GenEd7.2 2015-16 Instruction Assessment Report
obj7.2ACRLInfoLitstandards2015

obj7.2GenEdobjectivesFall2015

Improvement Plan/ Changes Made
The LeDoux Library will continue to employ a revised instrument for data collection with questions to adequately measure student leaning outcomes based on direct information literacy instruction. Other non-direct measures like observations, anecdotal information, and data collected from larger institutional surveys will be utilized in assessing outcomes.
obj7.2InfoLitProposedInstrumentfor2016-17

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2. Solve Problems and make Effective Decisions

Relationship to Institutional Goal: Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Ongoing

Related Items

1.5 DMS - Critical Thinking Decision Making (Critical Thinking and Application)
Progress: **Delayed**
Provided By: Diagnostic Medical Sonography

Objective With Intended Outcomes
In a clinical setting (DMS 1093) students will be able to:
Verify that they have the correct patient
Verify if patient was properly prepared for the exam
Identify and report, when appropriate, if there are contraindications for performing the procedure
Provide safe storage for patient's personal belongings
Provide appropriate assistance to table, based on patient's condition
Maintain patient's dignity and modesty
Talk to patient in a concerned, professional manner
Apply standard universal precautions
Provide proper instructions for moving and breathing
Observe patient's condition at regular intervals
Ensure the patient's comfort and physical safety
Choosing correct transducer
Correctly label and identify anatomical parts on the image.
Adjusting technical factors that affect image quality in real time (focal zone(s), depth, TGC-time gain compensation)

Evaluate quality of images.
Identify what may need improvement and execute such changes to produce more optimal images in the future.
Identify the correct patient and obtain an accurate history.
Evaluate the requisition and verify the physician's order for correctness in reference to the requested area of interest.
Help to position the patient.
Make necessary adjustments to gain, focal zones, etc. to obtain images that best depict the anatomical part.
Upon completion of image acquisition, review with the supervising Sonographer for approval.
Turn in the completed exam with necessary reports filled out to the physician/radiologist for reading.
Additional information on critical thinking is here.

Assessment/Evaluation/Measures/Strategies
Program director resigned and did not provide current data.

DMS Clinical Competency
CLINICAL COMP
CRITERIA FOR COMP GRADING

Assessment/Evaluation Results (Progress Report)
Director of IE's Note: The DMS program did not operate in AY 15-16. The new coordinator is in the process of working with accreditation to start the program again in 2017.

Improvement Plan/ Changes Made
None

2.1 QEP - Increase Achievement of SLOs MATH 1015 and MATH 1021
Progress: Completed
Provided By: Quality Enhancement Plan

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 and inequalities algebraically and graphically.
Outcome 2.1.2: The student, upon successful completion of this course, will solve inequalities algebraically and graphically. **Cancelled (combined with 2.1.1).**
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 (GE) 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 (DE) sections will be compared to those who took other methods of instruction in their developmental courses.

Benchmark: AY 13-14 was the first time the MATH 1015 course was offered. During the same AY, the curriculum for MATH 1021 was revamped to better align the course with needs of four year institutions. The comprehensive final exams for both courses contain embedded SLO questions which are then computer scored using Scantrons and Remark software. The Remark software allows the examination of the SLOs. Modular sections of MATH 1015 electronically reported the SLO results per student.

Preliminary benchmarks for the performance on SLOs in both MATH 1015 and MATH 1021 in AY 14-15 were established using the results from students who had completed a developmental mathematics course prior to taking MATH 1015 or MATH 1021 in a traditional face-to-face setting (see Table 1). This was updated as AY 15-16 concluded to include students who completed their GE courses in AY 14-15. As a result, Table 1 includes data from AY 13-14 to 14-15. Student performance for the modular developmental mathematics in AY 15-16 was then compared to the updated benchmarks.

Table 1. AY 1314 to 1415 Benchmark and Observed SLO Performance

MATH 1015 and 1021 SLO Description	MATH 1015 Preliminary Benchmark from AY 13-14 to 14-15	Observed MATH 1015 Performance by Modular Mathematics Students during AY 15-16	MATH 1021 Preliminary Benchmark from AY 13-14 to 14-15	Observed MATH 1021 Performance by Modular Mathematics Students during AY 15-16
Overall	76	73	61	63
A. Solve Equations and Inequalities Algebraically and Graphically	76	72	60	74
B. Evaluate and Interpret Function Values	77	78	78	87
C. Graph Functions	75	71	59	55
Total number of students tested	187	77	174	23
Overall results calculated by remark. F-F sections only. Online not included since data is not analyzed by student.				

Target: Modular mathematics students will meet or exceed the benchmarked value for developmental students who took other methods of DE mathematics. The QEP Committee and mathematics faculty feel that this target is realistic given the current institutional resources.

T1 Benchmark and Observed GE SLO Performance

Assessment/Evaluation Results (Progress Report)

For AY 14-15, Objective 2.1 was met.

For AY 15-16, data for the final exams with embedded SLO questions for MATH 1015 and MATH 1021 were sorted twice. The first sorting was to determine if the student entered general education (GE) mathematics directly or if they took developmental MATH 0002 prior to taking the GE course. Developmental students were then sorted into groups for this objective based on the methodology of the developmental course. Table 2 details the results for MATH 1015 and Table 3 details the results for MATH 1021 during AY 15-16.

Table 2. AY 15-16 Results for MATH 1015 SLOs for Developmental Students coming from:

MATH 1015 SLO Description	Overall	Took Modular Math	Took Face to Face	Online
Overall	73	73	75	62
A. Solve Equations and Inequalities Algebraically and Graphically	72	72	72	62
B. Evaluate and Interpret Function Values	77	78	76	66
C. Graph Functions	72	71	76	58
Total number of students tested	139	77	57	5

Table 3. AY 15-16 MATH 1021 SLO Results for Developmental Students Taking:

MATH 1021 SLO Description	Overall	Modular Math Students	Traditional Face to Face	Online
Overall	63	63	63	70
A. Solve Equations and Inequalities Algebraically and Graphically	69	74	66	81
B. Evaluate and Interpret Function Values	83	87	80	100
C. Graph Functions	59	55	60	61
Total number of students tested	88	23	61	4

As shown in Table 1 and Table 2, the 77 students taking a modular developmental mathematics course prior to taking MATH 1015 scored a 73% overall < the preliminary benchmark of 76% based on 187 students who had a face to face developmental class prior to taking MATH 1015.

Next, Table 1 and Table 3 shows that the 23 students taking a modular developmental mathematics course prior to taking MATH 1021 scored a 63% overall > the preliminary benchmark of 61% based on the 174 students who had a face to face developmental class prior to taking MATH 1021.

As a result, Objective 2.1 is tentatively met.

T1 Benchmark and Observed GE SLO Performance
T2 MATH 1015 DE Outcomes 15-16
T3 MATH 1021 DE Outcomes 15-16

Improvement Plan/ Changes Made

While the observed 73% obtained in MATH 1015 from DE modular mathematics students is less than the 76% from face to face students, it is greater than a 70% which is typically the lowest average grade for students in a GE mathematics course. Faculty believe that the results should be monitored for another year in order to complete the benchmarking process allowing for a greater n. In addition, the added time will allow more data to be collected from the modular sections implemented in spring 2016.

Beyond that, even though the results were tentatively met, the faculty believe that it is more important to 1) perform at a rate that approximates the face to face number in both cases and 2) perform above 70%. Given the n of 23 for modular students progressing to MATH 1021, the math faculty believe that it would be prudent to collect more information for an additional year.

It is a well-known fact that developmental students typically struggle through their math requirements. Regardless, LSU Eunice set a 70% as a minimum level of average competence for SLOs in the first GE mathematics course. Given the two issues, it is generally understood that DE students perform below students placing directly into GE courses; however, DE students should still meet the 70% threshold. Table 4 shows exactly this scenario for MATH 1015. DE students are performing below the 87% scored by students not taking DE courses; however, they are performing a 73% overall. The data in Table 5 for MATH 1021 shows a similar scenario in that students not taking DE courses scored a 73% while those taking DE courses scored a 63%. Given this situation, a conversation should begin about whether DE mathematics is meeting the needs of students needing MATH 1021. A meeting took place to lay the groundwork to examine developmental math material and what is needed to move into both MATH 1015 and 1021 (see item 8 of the 9-16-16 meeting minutes).

Table 4. AY 15-16 MATH 1015 SLO Performance (Percentages) Based on if the Student:			
MATH 1015 SLO Description	Overall	Did Take DE	Did Not Take DE
Overall	79	73	87
A. Solve Equations and Inequalities Algebraically and Graphically	77	72	83
B. Evaluate and Interpret Function Values	83	77	90
C. Graph Functions	79	72	88
Total number of students tested	242	139	103
Online MATH 1015 students are not included since their data is not broken out individually			

Table 5. AY 15-16 MATH 1021 SLO Performance (Percentages) Based on if the Student:			
MATH 1021 SLO Description	Overall	Did Take DE	Did Not Take DE
Overall	70	63	73
A. Solve Equations and Inequalities Algebraically and Graphically	72	69	74
B. Evaluate and Interpret Function Values	79	83	77
C. Graph Functions	68	59	72
Total number of students tested	301	88	213
F-F sections only. Online not included since we do not have data by student.			

Completed 8/5/16. Sent to the Coordinator of the QEP for input on 8/5/16.

Math Dept mtg 9-16-16 Minutes No 8 highlighted

T4 MATH 1015 SLOs based on DE v NONDE

T5 MATH 1021 SLOs based on DE v NONDE

2.1 Mathematics 15-16 Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra

Progress: Completed
Provided By: Science & Mathematics

Objective With Intended Outcomes
Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics.

Assessment/Evaluation/Measures/Strategies

Internal Direct Assessment:
The objective will be directly assessed from a standardized multiple choice assessment containing internally developed directly assessed student learning outcomes (SLOs) for all students who take the MATH 1015 and MATH 1021 final exams at all sites and all delivery methods.

The syllabus for MATH 1015, Applied College Algebra meant for terminal two-year degrees, and the syllabus for MATH 1021, and 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 and inequalities algebraically and graphically.
B. Evaluate and interpret function values.
C. Graph functions.

Benchmark=70% which is the lowest average grade that will typically transfer to four-year institutions.

External Direct Assessment
Two assessments from ACT will be used to compare LSUE student performance to other two year college performance across the United States. First, the Collegiate Assessment of Academic Proficiency (CAAP) exam will compare the local cohort (LSUE) students to the national normative group. LSUE students will meet or exceed the national norm on the CAAP Linkage Report. The established benchmark for AY 2015-2016 is 56.9 which is determined by ACT as a three year average of 4,875 students.

Second, student performance on the CAAP will also be examined using ACT's Content Analysis Report. Based on LSUE student performance, success is determined as having a difference ≥ -5 on four of the six content categories from the normative group meaning that the differences between LSUE students and the normed group are negligible.

MATH 1015 SYLLABUS fall 2015

MATH 1021 SYLLABUS fall 2015

Assessment/Evaluation Results (Progress Report)
In AY 2014-2015, Objective 2.1 was met.

Internal Direct Assessment
In AY 2015-2016, a total of 678 students were assessed in sections representing all students taking the final exam in both MATH 1015 and MATH 1021 at all sites and methodologies (see Table 1). Students scored a 73 overall, 74 on outcome A, 78 on outcome B, and 72 on outcome C. Students in MATH 1015 outperformed MATH 1021 students slightly with a 77% overall compared to 70%. Table 2 presents the longitudinal data for the two college algebra courses indicating a slight decrease in success in performance compared to AY 2014-2015, but still exceeding the benchmark of 70% for each outcome.

Table 1. SLO results for college algebra AY 15-16 in percentages.

AY 14-15 MATH 1021 SLO Description	Overall for both College Algebra Courses	Overall MATH 1015	Overall MATH 1021
Overall	73	77	70
A. Solve Equations and Inequalities Algebraically & Graphically	74	76	73
B. Evaluate and Interpret Function Values	78	80	76
C. Graph Functions	72	77	68
Total number of students tested	678	322	356

Table 2. Combined MATH 1021 and MATH 1015 SLO Results

SLO	Combined AY 13-14	Combined AY 14-15	Combined AY 15-16	Difference
Overall	71	74	73	-1
A. Solve Equations and Inequalities Algebraically & Graphically	73	75	74	-1
B. Evaluate and Interpret Function Values	70	82	78	-4
C. Graph Functions	74	74	72	-2
Total number of students tested	594	763	678	

Table 3 presents the overall results for the 322 students in 18 sections of MATH 1015 for AY 2015-2016 (Note that no sections of MATH 1015 were offered at LSUA and LSU Lab School). Students scored 77% overall, 76% on outcome A, 80% on outcome B, and a 77% on outcome C. Face to face students at the Eunice site scored the best, then the one fall co-requisite section, then the new modular sections in spring 2016 followed by the two online sections, then accelerated. The students in the two accelerated sections fell just below the 70% benchmark. Their performance could be related to the speed at which students must learn the material. Even though the benchmark was met in all but the accelerated, an item analysis was prepared for each methodology for comparison purposes.

Table 3. SLO results for MATH 1015 only AY 15-16 in percentages.

AY 14-15 MATH 1015 SLO Description	Overall	LSUE	Co-Req	Modular	LSUA	Online	Accelerated
Overall	77	80	76	73		73	69
A. Solve Equations and Inequalities Algebraically and Graphically	76	77	72	74	none	77	70
B. Evaluate and Interpret Function Values	80	84	85	74		72	67
C. Graph Functions	77	80	74	71		71	70
Total number of sections	18	11	1	2		2	2
Total number of students tested	322	200	11	31		39	41

Table 4 is an item analysis for the 46 students taking the face-to-face students at the Eunice site in spring 2016. The math faculty changed tests midyear so the spring semester item analysis was run as a matter of convenience. As Table 4 indicates, students had a relatively good probability of success with each question on the exam. Only three questions - 20, 22, and 27 were at or below 50%.

Table 5 presents the item analysis for new modular MATH 1015 course. These questions paralleled the face-to-face course and both questions 22 and 27 appear again as issues with students answering them correctly less than 50% of the time. The modular students also had issues with problems 19, 34, and 38. Given that the two sections were a pilot for the modular course, the faculty are quite satisfied with the results.

The data in Table 6 represents the item analysis for the two online sections (one fall and one spring). Generally, students were successful on most questions with only 7, 13, 27, and 28 having success rates around 50%.

Lastly, the data in Table 7 details the item analysis for the 47 students in the two accelerated eight week sections of MATH 1015. Again, as with the other methodologies, there were a handful of questions that caused students issues (enough to pull down the results in this category) - namely - questions 13, 18, 20, and 27.

Next, Table 8 details the results for the 356 students in the more rigorous MATH 1021 course (note that two sections were offered at LSUA and none were offered at LSU Lab School). Students scored a 70% overall with a 73% on outcome A, 76% on outcome B, and a 68% on outcome C. Here, Accelerated students scored the highest, then dual credit, co-requisite, LSUE face to face students, online, and finally LSUA face to face students. As with the applied course, an item analysis was run on each methodology.

Table 8. SLO results for MATH 1021 (college algebra) only AY 15-16 in percentages.

MATH 1021 SLO Description	Overall	LSUE	Dual Credit	LSUA	Online	Co-Req	Accelerated	Modular
Overall	70	69	75	63	67	73	93	
A. Solve Equations and Inequalities Algebraically and Graphically	73	72	75	65	72	80	97	none
B. Evaluate and Interpret Function Values	76	81	75	72	58	84	80	
C. Graph Functions	68	67	75	62	66	68	91	
Total number of sections	18	8	3	2	3	1	1	
Total number of students tested	356	169	68	39	50	25	5	

First, Table 9 presents the item analysis for all face to face sections at LSUE, LSUA, dual credit, and co-requisite (n = 301 total). While the probability of answering a few questions were in the 60s only two were in the 50s - namely questions 15, 16, and 24.

Next, the item analysis for the three online and one accelerated section were split up by instructor since their exams covered the same SLOs, but were slightly different. First, Ms. Maggio's item analysis is shown in Table 10. Her 38 students had issues with question 3, 6, 19, and 24 with all of them having a probability of success less than 50%. In addition, several other questions - namely 4, 13, 14, 15, and 16 were in the mid-60s. Next, Ms. Martel's item analysis is detailed in Table 11 for her one accelerated section in the fall intersession and one 15 week online section in spring 2016. Her students did fairly well on all questions contained in the SLOs.

As the data demonstrates, students are performing at a rate that exceeds the established benchmark. As a result, since the observed rate of 73% from Table 1 > the benchmark of 70%, this section of Objective 2.1 is met.

External Direct Assessment (entire section for LSUA)
In AY 2015-2016, two direct external assessments were conducted, both related to ACT's CAAP for students at the LSUE and LSUA sites. The first was the linkage report where LSU Eunice students scored higher than the national average given that LSU Eunice students lower than the national average on the mathematics section of the ACT:

- LSUE students: n = 207, mean score = 57.2, s.d. = 2.7
- National norm: n = 4,857, mean score = 56.9, s.d. = 3.5 (see Table 2 of the CAAP Mathematics Linkage Report)

Table 2 from the CAAP Mathematics Linkage Report.

Table 2. Frequencies, Means, and Standard Deviations for Your Matched Students Compared to the Reference Group on The ACT and CAAP

ACT Mathematics				CAAP Mathematics			
	N	Mean	S.D.		N	Mean	S.D.
Reference Group:	4,875	19.6	3.9	Reference Group:	4,875	56.9	3.5
Your Matched Students:	207	18.9	3.0	Your Matched Students:	207	57.2	2.7

Table 12 shows the math linkage report results since AY 2010-2011. LSU Eunice students exceeded their own average over that time span by 0.1.

Table 12. Longitudinal CAAP Mathematics Linkage Results							
Statistic	10-11	11-12	12-13	13-14	14-15	15-16	Mean
National mean	56.8	56.8	56.7	56.7	56.7	56.9	56.8
LSU Eunice's mean	57.3	57.2	57.1	56.9	57.1	57.2	57.1
n	425	455	462	316	332	207	366.2

Next, Table 13 shows the mathematics broken out by content in the Content Analysis Report. Table 13 shows that LSU Eunice students found the pre-algebra questions to be of substantial difficulty when compared to the normative group as noted by the -12 overall. However, Table 13 also shows that LSU Eunice students found the elementary algebra questions moderately easier than the normative group. In addition, LSU Eunice student performance on intermediate algebra was essentially the same as the normative group while performance on coordinate geometry was moderately better and performance on college algebra was substantially better than the normative group. Finally, LSU Eunice student performance on trigonometry was essentially the same as the normative group.

Table 13. Mathematics Skills Comparison Highlights from Table M-1.				
Content Category	Bottom 25%	Middle 50%	Top 25%	Mean
Pre-algebra	-7	-15	-14	-12.0
Elementary Algebra	25	17	6	16.0
Intermediate Algebra	5	0	-3	0.7
Coordinate Geometry	20	16	-2	11.3
College Algebra	4	13	12	9.7
Trigonometry	2	2	-2	0.7
n = 266				

Table 14 breaks out the data longitudinally by national average and Table 15 breaks out the data by student performance at LSU Eunice over the same time span. Table 16 subtracts the national score from the LSU Eunice score with negative numbers meaning that LSU Eunice students had more difficulty on the subject. As noted above, LSU Eunice students had a rather dramatic drop in their performance on pre-algebra. However, the substantial gains in elementary algebra, coordinate geometry, and college algebra seem to suggest that student know the pre-algebra because they would not be able to perform the operations in the other subjects.

Collegiate Assessment of Academic Proficiency - Mathematics							
Table 14. Math Skills Comparison Highlights from Content Report Figure 1 - Figure 6 NATIONAL AVERAGE % CORRECT							
Content Category	10-11	11-12	12-13	13-14	14-15	15-16	Mean
Pre-algebra	70	72	68	68	70	75	70.5
Elementary Algebra	65	64	63	64	67	65	64.7
Intermediate Algebra	46	44	45	44	47	43	44.8
Coordinate Geometry	44	43	46	46	44	41	44.0
College Algebra	24	24	25	25	23	24	24.2
Trigonometry	22	21	21	22	21	21	21.3

Table 15. Math Skills Comparison Highlights from Content Report Figure 1 - Figure 6 LSU EUNICE AVERAGE % CORRECT							
Content Category	10-11	11-12	12-13	13-14	14-15	15-16	Mean
Pre-algebra	67	63	78	73	67	62	68.3
Elementary Algebra	61	77	80	77	61	80	72.7
Intermediate Algebra	47	44	49	50	49	43	47.0
Coordinate Geometry	54	57	45	36	51	52	49.2
College Algebra	30	32	22	23	31	34	28.7
Trigonometry	22	22	23	17	22	21	21.2
	476	498	535	404	401	266	430.0

Table 16. Math Skills Comparison Highlights from Content Report Figure 1 - Figure 6 DIFFERENCE IN PERCENTAGE POINTS							
Content Category	10-11	11-12	12-13	13-14	14-15	15-16	Mean
Pre-algebra	-3	-9	10	5	-3	-13	-2.2
Elementary Algebra	-4	13	17	13	-6	15	8.0
Intermediate Algebra	1	0	4	6	2	0	2.2
Coordinate Geometry	10	14	-1	-10	7	11	5.2
College Algebra	6	8	-3	-2	8	10	4.5
Trigonometry	0	1	2	-5	1	0	-0.2

Differences that are negative mean that LSU Eunice students performed below the nationally normed mean. Differences that are positive indicate that LSU Eunice students performed above the nationally normed mean. Differences that are equal to zero indicate that students performed at the nationally normed mean.

Since the observed score on the Linkage Report for LSU Eunice students > the national normative group and since five categories on the Content Analysis Report > -5, this part of the objective is met.

Given the information the internal direct and external direct assessment, Objective 2.1 is met.

LSUE AY 15-16 CAAP Math Content Report

LSUE AY 15-16 CAAP Math Linkage Report

T1 Combined SLO Results for MATH 1021 and 1015 AY 15-16

T10 AY 15-16 Item Analysis for Online MATH 1021 - Maggio
T11 Item Analysis for Online MATH 1021 - Martel
T12 Longitudinal CAAP Math Linkage Results
T13 CAAP Math Content Analysis Report Comparison
T14 - T16 CAAP Math Content Area Report
T2 Combined MATH 1015 and 1021 Longitudinal Results
T3 MATH 1015 SLO Results by Site AY 15-16
T4 F-F Sp 16 MATH 1015 Test Item Stats
T5 Item Analysis Modular Math 1015 Sp 16
T6 Item Analysis Online MATH 1015 Sp 16
T7 Item Analysis MATH 1015 Sp 16 Accelerated Only
T8 MATH 1021 SLO Summaries by Site AY 15-16
T9 M1021 AY 15-16 Item Analysis for Face to Face Sections

Improvement Plan/ Changes Made
Monitor progress on graphing for MATH 1021 (scored the 68%) and monitor progress on the Content Analysis Report for pre-algebra (scoring a -12 overall).

Sent to faculty for input on July 5, 2016 for Internal Direct Assessment.

Sent to faculty on August 15, 2016 for the input on the completed report.

In a meeting with the QEP Coordinator on 10-13-16, she mentioned that the mathematics faculty changed the MATH 1015 book so a new face-to-face final exam (and SLO questions) will need to be created for the fall 2015 final exam. She mentioned that she will be updating modular MATH 1015 to match the new book after fall 2016. As a result, logic dictates that more data be generated from the new MATH 1015 exams over fall 2016 and spring 2017.

The math faculty met on September 29, 2016 and discussed actions that could be taking to help students perform better on problems where the success rate was less than 50% for both MATH 1015 and MATH 1021.

Evidence of meeting on 11-11-16 for curriculum changes affecting all students (including LSUA).
Evidence of meeting on 11-18-16 for curriculum changes affecting all students (including LSUA).
Evidence of forwarding meeting minutes to the LSUE math instructor at LSUA.
Evidence of input from the LSUE math instructor at LSUA.

11-11-16 Math Meeting Minutes

11-18-16 email exchange about math meeting minutes
11-18-16 Math Meeting Minutes
11-18-16 math meeting minutes forwarded to Grace
MATH 1015 and MATH 1021 Final Exam Committee Meetings

2.2 Increase Student 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 Changed: 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. Instead of using the CAAP Content Analysis Report for Mathematics, the Linkage Report will be used beginning summer 2016. This method will permit the analysis of the Linkage Score between face-to-face, modular, those who entered directly in to general education mathematics, and the nationally normed group. However, the Linkage Report is one score while the Content Report breaks out the data by topic such as pre-algebra, elementary algebra, intermediate algebra, and the like. This change was due to the obtaining the Content Report sorted by the developmental education course that the student took prior to entering applied college algebra (MATH 1015) or college algebra (MATH 1021).

Benchmark and Target: Modular mathematics students will exceed the national average CAAP Linkage Score. For students who require developmental mathematics, students taking modular MATH 0002 will score greater than or equal to student in the face-to-face sections.

The QEP Coordinator and the Director of Institutional Effectiveness feel that this target is realistic given the current institutional resources.

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, this objective was delayed because LSU Eunice personnel were still attempting to obtain the Mathematics Content Analysis Report sorted by whether a student took developmental (DE) mathematics by a face-to-face or modular methodology. This proved more difficult than expected and relied on the student to remember which methodology was used in their final DE mathematics course. As a result, the QEP Coordinator and the Director of Institutional Effectiveness

discussed the situation and decided that some reliable data through the use of the CAAP Mathematics Linkage Report was better than eliminating this objective.

For AY 2015-2016, a total of 261 CAAP Mathematics data points were obtained with 57 students taking DE mathematics through face-to-face means. Another 48 student took DE mathematics through modular means and 156 students took no DE math entering the first general education mathematics directly (see Table 1).

Table 1. Statistical Results for the CAAP Linkage Report AY 2015-2016 based on the Method of Instruction for MATH 0002.

Method	n	Mean	Median	s.d.
National (from ACT)	4875	56.9	--	3.5
DE Face-to-Face	57	55.7	56	2.39
DE Modular	48	55.5	56	2.67
None (Direct Entry)	156	57.9	58	2.33
Overall	261	57.0	57	2.41

Table 1 indicates that the average scores for face-to-face and modular methodologies are essentially the same with:

- Means: 55.7 for face-to-face and 55.5 for modular
- medians: 56 for face-to-face and 56 for modular
- s.d.: 2.39 for face-to-face and 2.67 for modular

Table 1 also shows that the students entering general education mathematics seems to perform slightly better than student taking DE mathematics with a median of 58 versus a median of 56. Since the observed score for the modular students is essentially equal to the score of the face-to-face students, this part of Objective 2.2 is met.

Table 1 also indicates that both DE methodologies performed slightly below the national average with 55.7 and 55.5 compared to the national average of 56.9. However, compared to the nationally normed group (and direct entries for that matter), students who have had DE mathematics and then went on to take college algebra have a low n. It might be wise to monitor this part of the objective into next year as students progress to the first general education mathematics course. As a result, since the observed score on the CAAP for modular mathematics of 55.5 < the nationally, normed CAAP score of 56.9, this section of Objective 2.2 is not met.

Overall, since the

- internal comparison between modular DE mathematics and face-to-face DE mathematics was met and;
- external comparison between modular DE mathematics and the national average was not;

Objective 2.2 is tentatively met.

T1 CAAP Linkage Results by DE Method

Improvement Plan/ Changes Made
Monitor the CAAP test results for developmental mathematics students.

2.2 Mathematics Competency in Mathematics - Statistics (MATH 1425)
Progress: Completed
Provided By: Science & Mathematics

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 objective will be directly assessed from a standardized multiple choice assessment containing student learning outcomes for all students who take the MATH 1425 final exam at all sites and all delivery methods.

The 2015-2016 syllabus for MATH 1425 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 judgement in deciding SLOs and specific problems to be placed on the SLO assessment.

A benchmark of 70%, which is the lowest average grade that will typically transfer to other institutions, was established in AY 2013-2014. This benchmark is now considered to be appropriate for the MATH 1425 course based on student performance from the last two years.

MATH 1425 SYLLABUS fall2015

Assessment/Evaluation Results (Progress Report)

Objective 2.2 was met in AY 2014-2015 subject to the monitoring of student learning in the online sections.

For AY 2015-2016, there were a total of 283 students in a total of 11 sections of MATH 1425 (see Table 1). This represents all students taking the final exam at all sites and all methodologies. The vast majority of the students (217) were enrolled in the face-to-face sections at the Eunice site. An additional 21 students were enrolled in one online section spanning 15 weeks. There were also 45 students enrolled in two accelerated eight week sections. Table 1 indicates that students performed at 74% overall, 78% for outcome A, and 67% for outcome B. Eunice face-to-face students met the benchmark with all three outcomes while online and accelerated students did not. Table 2 indicates that the longitudinal results are essentially the same comparing AY 2014-2015 and AY 2015-2016.

Table 1. AY 15-16 MATH 1425 SLO Results by Site.

MATH 1425 SLO Description	Overall	LSUE	Dual Credit	LSUA	Online	Accelerated
Overall	74	77			64	65
A. Organize and summarize data using descriptive techniques that are both mathematical and pictorial	78	80	none	none	78	44
B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters	67	72			52	68
Total number of sections	11	8	0	0	1	2
Total number of students tested	283	217	0	0	21	45

Table 2. MATH 1425 Longitudinal SLO Results

MATH 1425 SLO Description	13-14	14-15	15-16	Change
Overall	73	70	74	4
A. Organize and summarize data using descriptive techniques that are both mathematical and pictorial	76	72	78	6
B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters	72	68	67	-1
Total number of students tested	314	289	283	

Since there is a major difference in performance, an item analysis was completed for each type of instruction. First, Table 3 details the item analysis for the SLOs contained on face-to-face final exam at the Eunice site. Except for question 35 in outcome B, the probability of answering all other questions was above 50%. In contrast, Table 4, the item analysis for the accelerated sections, indicates that the probability of answering questions 7, 15, 25, and 26 for outcome A and 34 for outcome B were below 50%. In addition, many other questions in outcome B had just over a 50% probability of being answered correctly (questions 41, 42, 44, and 45). Next, Table 5, the item analysis for spring 2016 section 25 (online for the full 15 weeks), indicates that questions students had below a 50% chance of answering questions 41, 44, 46, 48, 49, 51, 33, and 38 for outcome B correctly. This constitutes half of the questions for outcome B. In addition, questions 9, 17, and 30 for outcome A and 47 for outcome B had just over 50% chance of being answered successfully.

One possible solution is the explanation given by the Coordinator of Mathematics in an email from August 21, 2015 (see highlighted passages). Very simply, the difference in performance between the online and face-to-face sections may be an insolvable problem for the time being unless the textbook is changed or the publisher updates the online materials. Online faculty, as the email demonstrates, attempt to eliminate the issue through the advisement of students in the online sections; however, their advice has not necessarily been accepted by the students.
Given that the observed value objective 2.2 is 74% > the benchmark of 70%, the objective is met subject to attempting to improve the performance of online and accelerated students.

Comments on Success Rates for Online Sections

T1 MATH 1425 AY 15-16 SLOs by Site

T2 MATH 1425 SLO Longitudinal Results

T3 MATH 1425 Face to Face SLO Item Analysis AY 15-16

T4 item analysis 1425 Accelerated Sections AY 15-16

T5 Item analysis MATH 1425 15 Week Online Sp 16

Improvement Plan/ Changes Made
Sent to the faculty for input on July 4, 2016.

The math faculty met on September 26, 2016 and discussed actions that could be taking to help students perform better on problems where the success rate was less than 50% for both MATH 1425.

MATH 1425 Final Exam Committee Meetings

2.3 Mathematics Competency in Mathematics - Plane Trigonometry (MATH 1022)
Progress: Completed
Provided By: Science & Mathematics

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 assessment for all learning outcomes. All students who take the final exam, regardless of mode of delivery, will be assessed (i.e. no sampling). The 2015-2016 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 judgement in deciding SLOs and specific problems to be placed on the assessment. As AY 2013-2014 was the first year to measure outcomes, a preliminary benchmark of 70%, which is the lowest average grade that transfers to other institutions, was established while data is being gathered. This benchmark will be continued through AY 2015-2016.

MATH 1022 SYLLABUS fall 2015

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, this objective was met subject to examining question 30 since it had a low success rate.

For AY 2015-2016, question 30 was eliminated from the official results because some sections ran out of time prior to teaching the concept. A total of 141 students were registered in MATH 1022 on the 14th day with

- one section at the LSUE site in Fall 2015 with 31 students and
- five sections (two at the LSUE site and three Dual Credit) in Spring 2016 with 110 students.

A total of 125 (89%) of the 141 students were assessed through SLO questions embedded in the multiple choice final exam.

Table 1 indicates that all sections at all sites met 70% benchmark. The overall score was 77% with Outcome A equal to 79%, and Outcome B equal to 74%. The results for the LSUE and Dual Credit students were similar with SLO scores ranging from 70% to 80%. Table 2 presents the longitudinal data indicating that the results on outcome B have fluctuated since Spring 2014. Table 3 details the item analysis for the 125 students through the Remark Software used to analyze the results. All questions but number 17 score were in the 50s and higher.

Table 4 presents the data from an item analysis for the Dual Credit sections only since they were able to cover the material for question 30. The item analysis indicates that the dual credit students had difficulty with the question much like the students from the last academic year. Please keep in mind that question 30 is the last question on the assessment and students might just be guessing at the answer. Given the results, question 30 should still be examined given the results.

Table 1. MATH 1022 SLO Results for AY 15-16 by Site

MATH 1022 SLO Description	Overall	LSUE	LSUA	Dual Credit	Online	Accelerated
Overall	77	79		75		
A. Evaluate trig functions and manipulate their graphs	79	80	none	78	none	none
B. Solve trig equations and applications	74	77		71		
total number of sections	6	3	0	3	0	0
Total number of students tested	125	61	0	64	0	0

Table 2. MATH 1022 SLO Longitudinal Results

MATH 1022 SLO Description	SP 14	14-15	15-16	Change
Overall	77	75	75	0
A. Evaluate trig functions and manipulate their graphs	78	79	78	-1
B. Solve trig equations and applications	76	69	71	2
Total number of students tested	33	134	125	

Since the overall observed score of 75% > the benchmark of 70%, Objective 2.3 is met.

1022 Final Exam SP16

T1 MATH 1022 by Site

T2 MATH 1022 Longitudinal

T3 MATH 1022 Item Analysis

T4 MATH 1022 Item Analysis for Dual Credit Students Only

Improvement Plan/ Changes Made
Examine questions number 17 and 30 to improve student performance. This could include altering the question (if the faculty believe that it needs to be improved) or using targeted instruction to better cover the concept.

Write up emailed to faculty on 6-7-16 for input.

Wayne Escude, the math faculty member primarily responsible for teaching the MATH 1022, responded to my email on June 7, 2016 mentioning that number 17 is a difficult concept and that he recommends spending a little more time on it. He also noted that number 30 is one of the last concepts taught in the course. The exam question is the students' first time seeing it on a test so improving the score might prove difficult.

MATH 1022 explanation on 17 and 30

2.3a Mathematics Competency in Mathematics – Pre calculus (MATH 1023)
Progress: **Canceled**
Provided By: Science & Mathematics

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 objective will be directly assessed from a standardized multiple choice assessment containing student learning outcomes for all students who take the MATH 1023 final exam at all sites and all delivery methods. The 2014-2015 (left in

as a reference) syllabus for MATH 1023 contains the following student learning outcomes. The student, upon successful completion of this course will:
A. Solve equations algebraically and graphically.
B. Solve inequalities algebraically and graphically.
C. Evaluate and interpret function values.
D. Graph algebraic functions.
E. Evaluate trigonometric functions and manipulate their graphs.
F. Solve trigonometric equations and applications.
The faculty used the outcomes from textbook and their professional judgement in deciding SLOs and specific problems to be placed on the SLO assessment. As 2014-15 was the first year to measure outcomes, a preliminary benchmark of 70%, which is the lowest average grade that will transfer to other institutions.

MATH 1023 SYLLABUS MAY 2013

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, Objective 2.3a was tentatively met. Some questions had a low success rate that needed to be addressed.

Objective 2.3a was cancelled for AY 2015-2016 because MATH 1023 was not offered.

Improvement Plan/ Changes Made
None

2.3b Mathematics Competency in Mathematics - Calculus with Business and Economic Applications (MATH 1431)
Progress: Completed
Provided By: Science & Mathematics

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 objective will be directly assessed from a standardized multiple choice assessment containing student learning outcomes for all students who take the MATH 1431 final exam at all sites and all delivery methods. The 2015-2016 syllabus for MATH 1431 contains the following student learning outcomes. The student, upon successful completion of this course will:

A. Evaluate and simplify elementary limits and apply the intuitive concept of continuity.
B. Apply various techniques of differentiation and integration on elementary, exponential, logarithmic and rational functions.
C. Solve applied business optimization problems.

The faculty used the outcomes from textbook and their professional judgement in deciding SLOs and specific problems to be placed on the SLO assessment. As AY 2014-2015 was the first year to measure outcomes in MATH 1431, a preliminary benchmark of 70%, which is the lowest average grade that will transfer to other institution, was used. This will be maintained for AY 2015-2016.

MATH 1431 SYLLABUS fall2015

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, Objective 2.3b was met.

For AY 2015-2016, there were a total of two sections offered - one each for fall and spring semesters - with a total of 30 students (see Table 1). Students taking the final exam were directly assessed with embedded SLO questions. Overall, students did very well scoring a 78% overall (see Table 1). Students scored a 77% on Outcome A and an 81% on outcome B, both exceeding the benchmark of 70%. For Outcome C, students scored a 65%.

Table 1. SLO Results for MATH 1431 AY 2015-2016 by Site.

AY 15-16 MATH 1431 SLO Description	Overall	LSUE	LSUA	Dual Credit	Online	Accelerated
Overall	78	78				
A. A. Evaluate and simplify limits and apply the intuitive concept of continuity.	77	77	none	none	none	none
B. B. Apply various techniques of differentiation and integration on elementary, exponential, logarithmic and rational functions.	81	81				
C. Solve applied business optimization problems.	65	65				
total number of sections	2	2	0	0	0	0
Total number of students tested	30	30	0	0	0	0

The instructors used two different versions of the final exam so individual an item analysis was run for fall 2015 separately from spring 2016. The fall item analysis shows that students had difficulty with question 10 dealing with limits and continuity and question number 27 dealing with applications. The spring 2016 item analysis shows that students had

difficulty with question 10 dealing with limits and continuity and question 30 dealing with applications. The issue is that there were only two questions related to applications. With students missing one of the questions, the success rate fell quickly to 57% for that semester.

Given that the overall observed SLO score of 78% > the benchmark of 70%, Objective 2.3b is met.

Fall 2015 MATH 1431 Item Analysis

SP 16 MATH 1431 Item Analysis

T1 SLO Results for AY 15-16 by Site

Improvement Plan/ Changes Made
No changes planned. It is recommended that the instructor add to the application SLO questions (item C).

Sent to faculty on 8/23/16 for their input. See math coordinator's response on 8/24/16.

8-24-16 email from math coordinator

2.4 Biological Science 15-16 Competency in Biology (see GE #3)

2.5 Nursing - Decision Making (formally Critical Thinking)
Progress: Completed
Provided By: Nursing

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 1130 (face-to-face) - Assessed through unit examinations, comprehensive final examination with questions specific to critical thinking. 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: NURS1130SYLFA2015, Nursing 1130 Exam One Fall 2015 with rationales, Nursing 1130 Final Exam Fall 2015 with rationales

NURS 2430 (face-to-face) - Assessed through unit examinations, comprehensive final examination with questions specific to critical thinking. 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: NURS2430 SYLL FA2015, NURS2430 EXAM1 MH FA15, NURS2430.2450 FINAL FA15ss

NURS1130SYLFA2015

NURS2430 EXAM1 MH FA15

NURS2430 SYLL FA2015

NURS2430.2450 FINAL FA15ss

Nursing 1130 Exam One Fall 2015 with rationales

Nursing 1130 Final Exam Fall 2015 with rationales

Assessment/Evaluation Results (Progress Report)
AY 2014 - 2015 Objective met

NURS1130 (Face - to Face) Fall 2015 - 52 students were scheduled for this course. All students were evaluated. This was the only section offered this semester. On exam 1 (46 out of 52 students) 89.36% of students demonstrated proficiency and on the final examination (48 out of 52) 91.8% of first year students demonstrated Proficiency in Critical thinking skills. **Objective met.** exam 1 results, exam results

NURS 2430 (Face - to Face) Fall 2015 - 38 students were scheduled for this course. All students were evaluated. This was the only section offered this semester. On exam 1 (35 out of 38 students) 92.27 % of students demonstrated proficiency and on the final examination (36 out of 38) 95% of first year students demonstrated Proficiency in Critical thinking skills. **Objective met.** exam 1 results, exam results

exam 1 results

exam results

Improvement Plan/ Changes Made
NURS1130 - Faculty will continue to work with all students to enhance Critical thinking skills and remediate individual students as needed didactically, laboratory, and clinical setting.

NURS2430 - Faculty will continue to work with all students to enhance Critical thinking skills and remediate individual students as needed didactically, laboratory, and clinical setting.

2.6 Physical Science Competency in Physical Science (see GE #3)

3.5 Radiologic Technology - Decision Making (formally Critical Thinking)
Progress: Completed
Provided By: Radiologic Technology

Objective With Intended Outcomes
The students will demonstrate computational (formally critical thinking) skills.

Assessment/Evaluation/Measures/Strategies
RADT 1092 (fall; first-year clinical course) – Competency evaluation form- critical thinking skills. Minimum of 85% on 4 competencies. Evaluated through direct observation. (RADT 1092 Course Syllabus FA 2015, Clinical Comp Eval Form 2015, and RADT 1092 Clinical Evaluation Form)

RADT 1093 (spring; first-year clinical course) – Competency evaluation form- critical thinking skills. Minimum of 85% on 4 competencies. Evaluated through direct observation. (RADT 1093 Course Syllabus SP 2016, Clinical Comp Eval Form 2015, and RADT 1093 Clinical Evaluation Form)
Clinical Comp Eval Form 2015
RADT 1092 Clinical Evaluation Form
RADT 1092 Course Syllabus FA 2015
RADT 1093 Clinical Evaluation Form
RADT 1093 Course Syllabus SP 2016

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, Objective 3.5 was met.

For AY 2015-2016,
RADT 1092 (fall clinical) Section 91: One hundred percent (9 of 9) of the students scored a class average of 85% on the items designated to critical thinking and problem solving skills. **Benchmark was met.** (RADT 1092 Clinical Evaluation Sample Fall 2015) This showed a definite improvement from Fall 2014 and was based on the grading rubric form. (RADT 1092-91 Clinical Comp Sample FA 2015) The lowest score on a student in this area was an 88%.

RADT 1092 (fall clinical) Section 92: One hundred percent (10 of 10) of the students scored a class average of 85% on the items designated to critical thinking and problem solving skills. **Benchmark was met.** (RADT 1092 Clinical Evaluation

Sample Fall 2015) Results were consistent with those from fall 2014 based on the grading rubric form. (RADT 1092-92 Clinical Comp Sample FA 2015) Overall, the results showed good critical thinking skills on the competency evaluations.

RADT 1092 (fall clinical) Section 93: One hundred percent (10 of 10) of the students scored a class average of 85% on the items designated to critical thinking and problem solving skills. **Benchmark was met.** (RADT 1092 Clinical Evaluation Sample Fall 2015) This was the initial semester for this section of the course and was based on the grading rubric form. (RADT 1092-93 Clinical Comp Sample FA 2015)

RADT 1093 (spring clinical) Section 91: One hundred percent (8 of 8) students scored at least a class average of 85% on the items designated to critical thinking. **Benchmark was met.** (RADT 1093 Clinical Evaluation Sample Spring 2016) The results were consistent from spring 2015; however, the data revealed that image evaluation seems to be a weakness based on the grading rubric form. (RADT 1093-91 Clinical Comp Sample SP 2016)

RADT 1093 (spring clinical) Section 92: One hundred percent (8 of 8) students scored a class average of 85% on the items designated to critical thinking and problem solving skills. **Benchmark was met.** (RADT 1093 Clinical Evaluation Sample Spring 2016) The results were consistent with the data from spring 2015 based on the grading rubric form. (RADT 1093-92 Clinical Comp Sample SP 2016) Will discuss with faculty and solicit input as needed.

RADT 1093 (spring clinical) Section 93: All of the students in this course section performed above the class average benchmark of 85% on the items designated to critical thinking and problem solving skills. **Benchmark was met.** (RADT 1093 Clinical Evaluation Sample Spring 2016) This was the initial semester for this section of the course and was based on the grading rubric form. (RADT 1093-93 Clinical Comp Sample SP 2016) However, the data was consistent from the previous semester, fall 2015.

RADT 1092 and RADT 1093 (All Sections and all students) The reasoning behind the benchmark of 85% on clinical practicums is because of the radiation safety of the patient, radiographer, and the general public. Even though this "standard" is more a programmatic decision throughout JRCERT accredited programs, this is an accepted (minimum) level of achievement when practicing radiation safety and is supported by item #7 on the ASRT Code of Ethics in the Radiologic Technology profession.

ASRT Code of Ethics
RADT 1092 Clinical Evaluation Sample Fall 2015
RADT 1092-91 Clinical Comp Sample FA 2015
RADT 1092-92 Clinical Comp Sample FA 2015
RADT 1092-93 Clinical Comp Sample FA 2015
RADT 1093 Clinical Evaluation Sample Spring 2016
RADT 1093-91 Clinical Comp Sample SP 2016

RADT 1093-92 Clinical Comp Sample SP 2016
RADT 1093-93 Clinical Comp Sample SP 2016

Improvement Plan/ Changes Made
RADT 1092 (fall clinical, section 91): Academically, this was a much stronger class this semester. The result showed a definite improvement from Fall 2014 and was based on the grading rubric form. (RADT 1092-91 Clinical Comp Sample FA 2015) Will discuss with faculty members and solicit input as needed. Otherwise, the results were consistent with the other sections of this course. The students appeared to be academically stronger and more adaptable in transferring the knowledge to the clinical setting. Will continue to provide additional scenario-based instruction and implement the steps in critical thinking and problem solving skills in everyday situations. Additional criteria to better measure critical thinking skills in the future are explained in the Committee Minutes October 21 2015 and the Committee Minutes Addendum to October 21, 2015 Meeting (pgs. 4-5) from the Radiologic Technology Assessment Planning Committee.

RADT 1093 (spring clinical, all sections): The students were consistent with their clinical thinking skills from the (previous) fall 2015 semester. Even though the challenges were advanced, the students were consistent in their performances. Will continue to provide additional scenario-based instruction and implement the steps in critical thinking and problem solving skills in everyday situations. Additional criteria to better measure critical thinking skills in the future are explained in the Committee Minutes October 21 2015 and Committee Minutes Addendum to October 21, 2015 Meeting (pgs. 4-5) from the Radiologic Technology Assessment Planning Committee.
Committee Minutes Addendum to October 21, 2015 Meeting
Committee Minutes October 21 2015

4.5 Respiratory Care - Decision Making (formally Critical Thinking)
Progress: Completed
Provided By: Respiratory Care

Objective With Intended Outcomes
RC 2016 (face to face-clinical) spring 2016 -Apply procedures for mechanical ventilation; identify and assemble necessary equipment for mechanical ventilation; and state clinical goals for mechanical ventilation. LSU Eunice Course Syllabus RC 2016 spring 2016. new template.
LSU Eunice Course Syllabus RC 2016 spring 2016. new template.

Assessment/Evaluation/Measures/Strategies
In order to successfully demonstrate proficiency with critical thinking skills the student must score no less than 77%
RC 2016 (face to face-clinical) spring 2016 - 2 sections offered this semester totaling 12 students in both sections. All students were evaluated. Completion of selected clinical practicums, evaluations, and observation.

Assessment/Evaluation Results (Progress Report)
For AY 2014 - 2015 Objective met.
RC 2016 (face to face-clinical) spring 2016 - (12 of 12 students) 100% of the students demonstrated proficiency.
clinical_evaluation_completed__spring_2016,
mechanical_ventilation_check_off_blank__critical_thinking_outcome,
mechanical_ventilation_check_off_completed__critical_thinking_outcome,
spring_2016_clinical_mid_term_completed.

Objective met.
clinical_evaluation_completed__spring_2016
mechanical_ventilation_check_off_blank__critical_thinking_outcome
mechanical_ventilation_check_off_completed__critical_thinking_outcome
spring_2016_clinical_mid_term_completed

Improvement Plan/ Changes Made
The program faculty will continue to assess student's performance and continue to utilize physician interaction records to assist the student to better understand the disease process and the importance of critical thinking.

5.4 Fire and Emergency Services - Decision Making (Critical Thinking)
Progress: **Canceled**
Provided By: Fire and Emergency Services

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.

Assessment/Evaluation/Measures/Strategies

Assessment/Evaluation Results (Progress Report)
Goals and Objectives for EEMS moved to Liberal Arts as the program now reports to that Division Head.

Improvement Plan/ Changes Made
None

5.4 Fire and Emergency Services - Decision Making (formerly Critical Thinking)
Progress: **Canceled**
Provided By: Fire and Emergency Services

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.

Assessment/Evaluation/Measures/Strategies
Since the former Coordinator resigned, the focus on program SLOs became an emphasis.

Assessment/Evaluation Results (Progress Report)

Improvement Plan/ Changes Made
None

6.2 CIT - Decision Making (formally Critical Thinking)
Progress: Completed
Provided By: Computer Information Technology

Objective With Intended Outcomes
Upon completion of the curriculum, students will demonstrate critical thinking skills to be able to perform system analysis and programming.

CSC 2250(face-to-face Spring 2016)- Upon completion of this course students will be able to demonstrate critical thinking skills

CSC 2255 (web-based Spring 2016) - Upon completion of this course students will be able to create information systems for businesses.

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 computer information technology courses and their related courses.

CSC 2250(face-to-face Spring 2016) - CSC 2250- (face to face) All students in this course were evaluated. Only one section of this course for the semester. Evaluation of this course is done in the following manner: Classroom Discussion, homework, and end of chapter quizzes. Evaluation of this course is done in the following manner: Classroom Discussion, homework, and end of chapter quizzes. CSC2250_COURSE_SYLLABUS.sp16

CSC 2255 (web-based Spring 2016) - CSC 2250- (face to face) All students in this course were evaluated. Only one section of this course offered for the semester. Evaluation of this course is done in the following manner: Classroom Discussion,

homework, and end of chapter quizzes. Assessment of critical thinking skills is done through online discussions, projects, and quizzes. CSC2255_COURSE SYLLABUS.sp16
CSC2250_COURSE_SYLLABUS.sp16
CSC2255_COURSE SYLLABUS.sp16

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, Objective Met

CSC 2250 - (face-to-face Spring 2016) (7 of 8 students) 87% of students demonstrated proficiency in the concept of creating a database form a data model. **OBJECTIVE MET**.

CSC 2255 - (web base spring 2016) (11 of 13 students) 86% of the students demonstrated proficiency in creating information systems for businesses. **OBJECTIVE MET.**

Improvement Plan/ Changes Made
The plan of action is to have more team projects in order to further the understanding of making information systems.

7.3 MGMT - Decision Making (formally Critical Thinking)
Progress: Completed
Provided By: Management
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 onions.

Upon successful completion of this course (ISDS 2100), students will be able to:
1) Create and format professional documents using Microsoft Word;
2) Enter, analyze, and present quantitative data using Microsoft Excel;
3) Create a collection of slides containing text, charts, pictures, sound, movies, and other multimedia components using Microsoft PowerPoint.

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.

ISDS 2100 (face to face) (spring 2016) - 26 students enrolled in this course for the spring semester. No other sections offered this semester. This course is assessed via pre and posttest. ISDS2100 syllabus SP16,LO #1 Word Exam, LO #3 PowerPoint Exam, LO #2 Excel Exam,
ISDS2100 syllabus SP16

LO #1 Word Exam
LO #2 Excel Exam
LO #3 PowerPoint Exam

Assessment/Evaluation Results (Progress Report)
For AY 2014 - 2015, Objective met

1. For AY 2015-2016, ISDS 2100 (Face to Face spring 2016) - For exam #1 Word Exam (19 students were assessed) (15 of the 19 students) 79% of students demonstrated proficiency by scoring 70% or greater on the pre-test; and (19 of 19) 100 % of students demonstrated proficiency by scoring 70% or greater on post test questions. **Objective Met.**

2. Exam #2 Excel Exam (16 students were assessed) (9 of the 16 students) 56% of students demonstrated proficiency by scoring 70% or greater on the pre-test; and (16 of 16) 100 % of students demonstrated proficiency by scoring 70% or greater on post test questions. **Objective Met.**

3. Exam #3 (15 students were assessed) (13 of the 15 students) 86.6% of students demonstrated proficiency by scoring 70% or greater on the pre-test; and (16 of 16) 100 % of students demonstrated proficiency by scoring 70% or greater on post test questions. **Objective Met.**

Improvement Plan/ Changes Made
Encourage and engage students to participate in all activities.

Computational - Dev Ed (2.2) General Education Math after Developmental Education Math (MATH 1021 after MATH 0002)
Progress: Completed
Provided By: Developmental Education

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 taking the CAAP during the previous academic year. For example, the current summer 2016 report will be obtained in August for students who took the mathematics section of the CAAP during the fall 2015 and spring 2016 semesters. The rationale for using the CAAP Mathematics 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 rate of 56.9 which is a three year average established by ACT.

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 (GE) mathematics course (MATH 1015/1021) after completing the developmental education (DE) mathematics course (MATH 0002) using a report provided by institutional Research. The report tabulates various metrics tracking students from MATH 0001 through college-level mathematics regardless whether a student took the course face-to-face or online and 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)

In AY 2014-2015, Objective 2.2 was met.

Direct External Assessment

CAAP Linkage Report

In AY 2015-2016, the CAAP Assessment was given to all face to face students taking MATH 1015 and MATH 1021 at the LSU Eunice and LSU Alexandria sites. Dual credit sites are not assessed due to test security issues. The CAAP is a paper

and pencil exam. As a result, it is not feasible to give it to online students. The Linkage Report was obtained at the beginning of August 2016 for AY 2015-2016 with students scoring:
National: n = 4,875; mean = 56.9%; s.d. = 3.5
LSU Eunice: n = 207; mean 57.2%; s.d. = 2.7 (see Table 2 in the Math Linkage Report)
LSU Eunice students performed 0.1% above last academic year and slightly above the mean since AY 2010-2011 (see Table 1). Since the observed score of 57.2% > the national benchmark of 56.9%, this part of Objective 2.2 is met.

Table 1. Longitudinal CAAP Mathematics Linkage Results

Statistic	10-11	11-12	12-13	13-14	14-15	15-16	Mean
National mean	56.8	56.8	56.7	56.7	56.7	56.9	56.8
LSU Eunice's mean	57.3	57.2	57.1	56.9	57.1	57.2	57.1
n	425	455	462	316	332	207	366.2

CAAP Content Analysis Report
The second direct external measure of student performance was also obtained in August 2016 for AY 2015-2016. A total of 266 students were included in the analysis with the bottom 25% scoring above the national average (a score of 0) in every subject category except pre-algebra (see Table M-1 in the Mathematics Content Report). Students were moderately below the national average (-7). However, the data seems to suggest that students are forgetting some of the easier material since they scored 25% above the national average on elementary algebra. Students also scored 5% above the national average on intermediate algebra. Accomplishing either subject without an understanding of pre-algebra would be difficult (if not impossible). While students scoring below the national average in pre-algebra is a concern, it should be noted that the scores typically fluctuate from year to year (see Table 2). As a result, it is wise to simply monitor the individual scores.

Table 2. Mathematics Skills Comparison Highlights in Percentages for the bottom 25% taken from Table M-1.

Content Category	10-11	11-12	12-13	13-14	14-15	15-16	Mean
Pre-algebra	-4	-11	7	11	2	-7	-0.3
Elementary Algebra	3	14	11	20	-1	25	12.0
Intermediate Algebra	5	-5	30	9	-1	5	7.2
Coordinate Geometry	12	16	-3	-6	10	20	8.2
College Algebra	1	3	-4	0	2	4	1.0
Trigonometry	3	0	-2	-4	-3	2	-0.7
n	476	498	535	404	401	266	430.0

Next, Table 3 presents the national data for each subject while Table 4 presents the data for LSU Eunice students. Table 5 presents the data by subtracting the national numbers from the LSU Eunice students score with negative numbers representing deficiencies. This is a different representation of the same pre-algebra issue above. Given that the observed scores on five of the six topics > -5, this section of Objective 2.2 is met.

Table 3. Math Skills Comparison Highlights from Content Report Figure 1 - Figure 6
NATIONAL AVERAGE % CORRECT

Content Category	10-11	11-12	12-13	13-14	14-15	15-16	Mean
Pre-algebra	70	72	68	68	70	75	70.5
Elementary Algebra	65	64	63	64	67	65	64.7
Intermediate Algebra	46	44	45	44	47	43	44.8
Coordinate Geometry	44	43	46	46	44	41	44.0
College Algebra	24	24	25	25	23	24	24.2
Trigonometry	22	21	21	22	21	21	21.3

Table 4. Math Skills Comparison Highlights from Content Report Figure 1 - Figure 6
LSU EUNICE AVERAGE % CORRECT

Content Category	10-11	11-12	12-13	13-14	14-15	15-16	Mean
Pre-algebra	67	63	78	73	67	62	68.3
Elementary Algebra	61	77	80	77	61	80	72.7
Intermediate Algebra	47	44	49	50	49	43	47.0
Coordinate Geometry	54	57	45	36	51	52	49.2
College Algebra	30	32	22	23	31	34	28.7
Trigonometry	22	22	23	17	22	21	21.2
	476	498	535	404	401	266	430.0

Table 5. Math Skills Comparison Highlights from Content Report Figure 1 - Figure 6 DIFFERENCE IN PERCENTAGE POINTS							
Content Category	10-11	11-12	12-13	13-14	14-15	15-16	Mean
Pre-algebra	-3	-9	10	5	-3	-13	-2.2
Elementary Algebra	-4	13	17	13	-6	15	8.0
Intermediate Algebra	1	0	4	6	2	0	2.2
Coordinate Geometry	10	14	-1	-10	7	11	5.2
College Algebra	6	8	-3	-2	8	10	4.5
Trigonometry	0	1	2	-5	1	0	-0.2

Differences that are negative mean that LSU Eunice students performed below the nationally normed mean. Differences that are positive indicate that LSU Eunice students performed above the nationally normed mean. Differences that are equal to zero indicate that students performed at the nationally normed mean.

Internal Indirect Assessment

Finally, the data for completing the first general education (GE) mathematics course after completing the highest level developmental (DE) mathematics course is presented in Table 6 for AY 2014-2015 (one year behind). In terms of raw numbers, students scored:

- Pathways: 52/99 = 52%
- Non-Pathways: 116/178 = 65%
- All Students: 168/277 = 61%

As a result, 61% of the students successfully completed the first GE course after completing the DE coursework. However, the NCDE subtracts those students who withdrew from the GE course so the corrected calculation is:

- Pathways: 52/(99-25) = 52/74 = 70.3%
- Non-Pathways: 116/(178-33) = 116/145 = 80%
- All Students: 168/
- (277-58) = 168/219 = 76.7% (see Table 6)

Table 6. Percentages of Students Registering and Completing GE Math			
Start 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	66.0	70.5	69.2
2011	51.3	69.9	63.5
2012	48.9	61.7	57.2
2013	59.8	80.9	71.9
2014	70.3	80.0	76.7
Mean	59.14	70.18	66.68
s.d.	6.36	5.45	4.94

Whether one agrees with the subtraction of the withdrawals or not, it is necessary to compare results for LSU Eunice students to the NCDE national completion rate of 58%. The data indicates that every category of student, except the raw number for Pathways students, exceeded the national average. The subtraction of the withdrawals increase the successful completion for Pathways students to 70% thus exceeding the national rate. Table 6 also shows that a substantial increase took place for Pathways students since AY 2013-2014. Regardless of the how the calculation is performed, since both observed scores of 61% and 77% > the national number set down by the NCDE of 58%, this section of Objective 2.2 is met.

As a result, since all three parts of Objective 2.2 was met, Objective 2.2 itself is met for AY 2015-2016.

LSUE AY 15-16 CAAP Math Content Report
LSUE AY 15-16 CAAP Math Linkage Report
T1 CAAP Longitudinal Results
T2 Math Content Report Summary for Bottom 25 Percent
T3 T4 T5 CAAP Content Results Longitudinal
T6 Indirect Evidence DE to GE

Improvement Plan/ Changes Made
No changes planned. Monitor the CAAP pre-algebra score and the success rates for Pathways students.

Sent to the mathematics coordinator and QEP coordinator for input on August 21, 2016.

The QEP Coordinator noted that the math faculty changed the face to face book for fall 2016. As a result, some modifications of the modular math program for MATH 1015 will occur after fall 2016.

5.5 GE-Critical Thinking

Progress: Completed
Provided By: Liberal Arts

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 59%
- Evaluation of Arguments 50%

- Extension of Arguments 53%

Objective 5.5 will be will be considered successful if the LSU Eunice students score greater than or equal to the nationally normed group in two of the three categories.

Assessment/Evaluation Results (Progress Report)
In AY 2014-2015, Objective 5.5 was met.

In AY 2015-2016, the CAAP Critical Thinking Assessment was given to 164 graduating students (see the CAAP Critical Thinking Content Analysis Report). Overall, students scored quite well with only one group scoring below -5 (the top 25% in Evaluation of Arguments (see Table C-1 in the CAAP Content Report). The remaining groups, as indicated by Table C-1, show that they were either equal to or exceeded the nationally normed group scores. Since only one subgroup was below the -5 required, this part of Objective 5.5 is met.

Next, the means for the nationally normed group was compared to the performance of LSU Eunice students. The results, as noted in Figures C-1 through C-3 of the CAAP Critical Thinking Content Analysis Report), were as follows:

- Analysis of Arguments: LSUE observed score 61% > Nationally normed score 59%
- Evaluation of Arguments: LSUE observed score 47% < Nationally normed score 50%
- Extension of Arguments: LSUE observed scored 54% > Nationally normed score 53%

In terms of longitudinal performance since AY 2010-2011, Table 2 details the national scores, Table 3 details the LSU Eunice scores, and Table 4 subtracts national scores from LSU Eunice scores. As a result, a positive difference in Table 4 indicates that LSU Eunice students outperformed the national group. While there LSU Eunice students have moderately scored below the national average (-10 through-5) in some areas, the overall averages show that LSU Eunice students have performed just above the national scores over the entire time period. Since the LSU Eunice observed score > the nationally normed score in two of three categories, this part of Objective 5.5 is met.

Table 2. Critical Thinking Comparison Highlights from Content Report Figure 1 - Figure 3
NATIONAL AVERAGE % CORRECT

Content Category	10-11	11-12	12-13	13-14	14-15	15-16	Mean
Analysis of Arguments	58	58	58	58	59	59	58.3
Evaluation of Arguments	51	51	50	52	49	50	50.5
Extension of Arguments	54	54	53	53	52	53	53.2

Table 3. Critical Thinking Comparison Highlights from Content Report Figure 1 - Figure 3 LSU EUNICE AVERAGE % CORRECT							
Content Category	10-11	11-12	12-13	13-14	14-15	15-16	Mean
Analysis of Arguments	59	66	60	60	61	61	61.2
Evaluation of Arguments	57	53	47	46	59	47	51.5
Extension of Arguments	57	56	44	51	61	54	53.8
n	136	131	48	117	127	164	120.5

Table 4. Critical Thinking Comparison Highlights from Content Report Figure 1 - Figure 3 DIFFERENCE IN PERCENTAGE POINTS							
Content Category	10-11	11-12	12-13	13-14	14-15	15-16	Mean
Analysis of Arguments	1	8	2	2	2	2	2.8
Evaluation of Arguments	6	2	-3	-6	10	-3	1.0
Extension of Arguments	3	2	-9	-2	9	1	0.7

Differences that are negative mean that LSU Eunice students performed below the nationally normed mean. Differences that are positive indicate that LSU Eunice students performed above the nationally normed mean. Differences that are equal to zero indicate that students performed at the nationally normed mean.

Overall Objective 5.5 is met.

LSUE AY 15-16 CAAP Critical Thinking Content Report

T2 T3 T4 CAAP Critical Thinking Longitudinal

Improvement Plan/ Changes Made

No changes planned. Continue to administer the assessment as students apply for graduation.

Completed by Paul Fowler on 9/2/16.

OK email on CT

3. Natural Science

Relationship to Institutional Goal: Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Ongoing

Related Items

- **2.1 Mathematics 15-16 Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra** (see GE #2)

- **2.2 Mathematics Competency in Mathematics - Statistics (MATH 1425)** (see GE # 2)

- **2.3 Mathematics Competency in Mathematics - Plane Trigonometry (MATH 1022)** (see GE #2)

- **2.3b Mathematics Competency in Mathematics - Calculus with Business and Economic Applications (MATH 1431)** (see GE #2)

- **2.4 Biological Science 15-16 Competency in Biology**
  Progress: Completed
  Provided By: Science & Mathematics

  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 AUGUST 2015

Assessment/Evaluation Results (Progress Report)
This objective was not met in the 2014-2015 planning year. Faculty were made aware of the deficiencies and encouraged to address these shortcomings via email.

All face to face sections at LSUE were directly assessed by permanent faculty using multiple choice questions for BIOL 1001 during the 2015-2016 academic year. Total n=352 over 9 sections for both fall 2015 and spring 2016. The 9 sections represents 56% of the 16 sections offered. However, the 352 students represents 70% of the 502 students enrolled on the last day of classes. The intention was to assess all classes in AY 2015-2016, however circumstances with coordinating with adjuncts (including LSUA) made this too difficult for this year. For each of the SLO the average scores of students were calculated. For SLO 1 the average was 77.61% (AY 14-15 = 75.58%) of questions were answered correctly. For SLO 2 the average was 73.13% (AY 14-15 = 68.35%). And the average for SLO 3 was 74.20% (AY 14-15 = 64.24%).
The Objective is met.
BIOL1001 email
BIOL1001 SLO analysis

Improvement Plan/ Changes Made
The results include all LSUE students that took face to face classes with permanent faculty. All SLO benchmarks were maintained at 70% for AY15-16. Faculty were made aware of the AY14-15 data and the areas that needed improvement, especially SLO 2 and SLO 3. The efforts to improve instruction appear to have been successful. No further changes are planned.

For AY 2016-2017 the analysis will try to capture SLO data from all sections of BIOL 1001, including part-time and early start (dual-enrollment) faculty, as well as online sections.

2.5 Biology General Education Biology Completion

Progress: Completed
Provided By: Science & Mathematics

Objective With Intended Outcomes
Students will successfully complete Biology I and II.
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 2015-2016.

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 2015
SYLLABUS_BIOL_1002_OCTOBER_2015

Assessment/Evaluation Results (Progress Report)
During the AY 14-15 planning year, this objective was met.

For AY 2015-2016: Of the 728 students that took BIOL 1001, 455 passed with a grade of C or better (62.5%). Of the 195 students that took BIOL 1002, 126 passed with a grade of C or better (64.6%).

This objective was met.
BIOL1001 Grade Distribution
BIOL1002 Grade Distribution

Improvement Plan/ Changes Made
For 16-17, this objective will be removed and will be replaced by the assessment of BIOL 1002 student learning outcomes. Spring 2017 face-to-face courses will be assessed as a pilot.

2.6 Competency in Physical Science
Progress: Completed
Provided By: Science & Mathematics

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 courses at LSUE taught by LSUE permanent faculty will be analyzed.

According to the syllabus, the student, upon successful completion of this course, will 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 SP16

Assessment/Evaluation Results (Progress Report)
In AY 14-15 planning year, this objective was not met. We planned to collect data for a third year and include online courses and all face-to-face courses taught by permanent LSUE faculty to collect more data for a better analysis of success. That data is reported here.

For AY 2015-2016, one face-to-face and three online sections at LSUE were directly assessed using multiple choice questions for PHSC 1001. This was made up of 10 face-to-face students and three online section with 59 student's total. For each of the SLO the average score of students were calculated for face-to-face (F), online (O), and course totals (T).

For SLO 1 the averages were 76% (F), 73.6% (O), 73.9% (T) of questions were answered correctly.
For SLO 2 the averages were 82% (F), 78.3% (O), 78.8% (T).
And the averages for SLO 3 were 78% (F), 84.4% (O), 83.5% (T).

For all delivery methods and for the course total each average was above 70%.

This objective was met.
PHSC1001 All Sect AY15-16
PHSC1001 F2F AY15-16
PHSC1001 Online AY15-16

Improvement Plan/ Changes Made
The results include all LSUE students that took classes with permanent faculty. This is the third AY during which we have reported on PHSC 1001. We are encouraged that we have met the benchmark on all SLOs this year. Faculty appear to have address shortcoming from AY14-15. We will continue to monitor this data in future reports. No corrective actions are being taken at this time.

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4. Humanities

Relationship to Institutional Goal: Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Ongoing
Related Items

5.2 15-16 GE-History

Progress: Completed
Provided By: Liberal Arts

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, 2057 and HIST 2071. Students will

- recognize major events, theories, and issues.
- recognize major figures and specific movements.
- 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.

The syllabus for HIST 2057 from Spring 2016 is attached for evidence. The syllabi for HIST 1001, HIST 1003, HIST 2055, and HIST 2071 were incorrect for AY 2015-2016. The instructors had not updated the General Education Outcomes to the new outcomes that went into effect for fall 2015.

Hist 2057 Spring 2016

Assessment/Evaluation/Measures/Strategies

The population of students remaining in each of the courses above at the end of the course at each site will be assessed using the final exam (i.e. no sampling).

Outcome
Ten questions on the final exam addressed major historical events, theories, and issues.
Ten questions on the final exam addressed identification of major figures and movements in history.
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)

For AY 2014-2015, Outcome 5.2 was met.

For AY 2015-2016, there were a total of 777 students enrolled in various sections of history. One section of history was not a general education course (GE) so it was not assessed as part of the GE outcomes. Subtracting the students enrolled in that course leaves 762 students enrolled in GE history courses during AY 2015-2016. A total of 21 (81%) of the 26 sections were assessed for a total of 628 students (see Table 1). There were five dual credit sections that did not report outcomes for 116

students. For the 21 sections, there were at total of 646 students enrolled as of the last day to withdraw from courses. As a result, 626 (97%) of the 646 students were assessed through the multiple questions and the book review.

Table 1. HIST 1001/1003/2055/2057/2071 SLO Results by Site AY 15-16 in Percentages						
History SLO Description	Overall	LSUE	Accelerated	Dual Credit	LSUA	Online
Overall	83	78	94		74	90
1. Recognize major events, theories, and issues	85	79	95		69	95
2. Recognize major figures and movements	83	77	95		66	94
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	80	79	92	No data reported	86	80
Total Number of Students:	628	380	41		15	192
Total Number of Sections:	21	10	2		1	8

As Table 1 indicates, students scored quite well at all sites with all outcomes above 70% except #1 and #2 at LSUA. Given that, the overall performance of the students at LSUA still exceeded the benchmark of 70%. Also, keep in mind that the LSUA site had an n = 15 so the results are problematic from a statistical point of view (i.e. low n; normality requires a larger number of students approaching 30). Table 2 presents the data longitudinally for the history outcomes. The data presented suggests that the results have remained relatively the same since AY 2012-2013.

Table 2. HIST 1001/1003/2055/2057/2071 Longitudinal SLO Results in Percentages					
History SLO Description	12-13	13-14	14-15	15-16	Mean
Overall	80	82	85	83	82.5
1. Recognize major events, theories, and issues	81	83	84	85	83.25
2. Recognize major figures and movements	79	83	85	83	82.5
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	80	79	86	80	81.3
Total Number of Students:	195	421	498	628	435.5

Data is reported by faculty members on standardized forms:
HIST 2055 C6 Accelerated from Fall 2015

HIST 2055 26 Online from Spring 2016
HIST 2057 sections 1 and 2 Face to Face from Spring 2016.
HIST 2055 section A1 LSUA from Fall 2015.

Given that the observed rate of 83% > the benchmark of 70%, Objective 5.2 is met.

HIST 2055 C6 SLO Accelerated SLO Data Fall 2015
HIST 2055 A1 LSUA FA 15 SLOs
HIST 2055 Section 26 Online SLO Spring, 2016
Outcomes HIST 2057-01-02 Face to Face Spring 2016
T1 HIST Outcomes by Site AY 15-16
T2 HIST Longitudinal Results Since AY 12-13

Improvement Plan/ Changes Made
No changes planned. The faculty member at LSUA did contact the Director of Institutional Effectiveness during September 2016 to discuss methodology only. He might shift to assessing his outcomes on the final exam. He was the only one using individual assessments to capture data.

Next, the dual credit sections need to turn in their data. There was a plan in place at the end of Spring 2016; however, there was no follow up because the division head accepted another job out of state.

Finally, the Interim Division Head and the Director of IE will work with faculty to have the correct GE Outcomes inserted into the syllabi for the courses.

Completed on 9/20/16 and sent to the faculty for review. All three faculty members have read and believe the information to be accurate.

5.3 15-16 GE-Speech Communication
Progress: Completed
Provided By: Liberal Arts
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, will

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 fall 2015.
FALL 2015 Syllabus CMST 1061 Rockenschuh

Assessment/Evaluation/Measures/Strategies
The CMST 1061 course represents the student learning outcomes for oral communication since it typically has the majority of students enrolled in it.

All students enrolled in the CMST 1061 course will be directly assessed using an internal assessment developed by the faculty regardless of the methodology of instruction.

Faculty will calculate the grade on the informative outline for outcome A and informative speech for outcome B. Outcome C will be assessed based on the group project. Rubrics will be used to grade each.
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)
For AY 2014-2015, this objective was met.

For AY 2015-2016, there were 716 students registered in 29 different sections for the three different speech courses across all LSUE sites. A total of 415 (57.9%) of the students were enrolled in sections of CMST 1061. As Table 1 indicates, this resulted in 303 (73%) of the 415 students being assessed from 16 different sections taking the SLO assessments throughout the semester. As Table 1 indicates, all 14 sections from the LSUE site, one online section (spring 2016 only), and one out of two sections (spring 2016 only) from the LSUA site were assessed.

Table 1. CMST 1061 SLO Results by Site AY 15-16						
	Overall	LSUE	LSUA	LSU Lab	Dual Credit	Online
Overall	85.4	85.7	75.3	none	none	100
A. Research for speeches…write outline with bibliography	79.7	79.3	64.0	none	none	100
B. Deliver speeches orally	88.8	89.2	78.3	none	none	100
C. Effectively participate in group problem solving activities	88.1	90.0	78.7	none	none	--
Total number of students tested	303	267	21	0	0	15
Total number of sections in AY	16	14	1	0	0	1

As Table 1 demonstrates, all outcomes were met with the overall score being 85%. Outcome A based on the outline for the informative speech was 80%, B based on the informative speech was 89%, and C based on the group project was 88%. The online students did exceptionally well scoring 100% overall. Note, however, that the instructor was not able to determine an effective way of assessing the group problem solving speech through online means. LSUE students scored 86% overall while LSUA students scored 75%. The only area scoring below the benchmark of 70% was LSUA's outline assignment. The faculty member mentioned that many students simply did not complete the assignment correctly despite being detailed instructions being given.

Examples of completed Informative Speech Rubrics used at the LSUE and LSUA sites are attached as documentation. Other speeches were assigned such as the persuasive speech. Completed Persuasive Speech Rubrics are attached for the LSUE and LSUA sites are included as documentation, but the data was not included in this year's assessment.

Given that the overall observed score of 85% > the established benchmark of 70%, Objective 5.3 is met.

LSUA Informative Speech Complete Rubric
LSUA Persuasive Speech Complete Rubric
LSUE Informative Speech Completed Rubric
LSUE Persuasive Speech Completed Rubric

Improvement Plan/ Changes Made
No changes planned for the future; however, the instructor at the LSUA site will emphasize the importance of the outline for her students.

Completed by Paul Fowler on November 28, 2016 and sent to faculty for their input. Faculty responded that the text was fine.

Critical Thinking - Dev Ed (2.3) Humanities from College Reading (UNIV 0008) (see GE #5)

5. Social Sciences

Relationship to Institutional Goal: Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Ongoing
Related Items

5.6 15-16 GE-Psychology
Progress: Completed
Provided By: Liberal Arts
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 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 (see attached syllabus)

The 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 (see attached syllabus)

The SLOs for Educational Psychology PSYC 2060 are:
Upon the conclusion of this course, students will demonstrate knowledge of
1. Major theoretical perspectives in educational psychology

2. How various psychological factors impact the educational process
3. Critical concepts in educational psychology (see attached syllabus)

GE Syllabus PSYC2000 FA 15
GE Syllabus PSYC2060 SP 16
GE Syllabus PSYC2070 AY 15-16

Assessment/Evaluation/Measures/Strategies
The PSYC 2000 (Introduction to Psychology), PSYC 2060 (Educational Psychology), and PSYC 2070 (Developmental Psychology of the Life Span) were selected to assess students since the majority enrolling in psychology courses take one or two of them.

Students will be directly assessed through internally developed SLO questions embedded in specific exams 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 benchmarks were established during the 2013-2014 and 2014-2015 academic years. Faculty decided to use the lowest acceptable grade to transfer the course(s) to a four-year institution - 70%.

During AY 2013-2014, LSUE sections of PSYC 2000/2070 were assessed. In AY 2014-2015, assessment was extended to online sections of PSYC 2000 and PSYC 2070. LSUA sections were assessed in AY 2015-2016. PSYC 2060 was not assessed in AY 2013-2014, but it was assessed in AY 2014-2015. PSYC 2060 results will be benchmarked against the 70% as well.
Students from all sections will be assessed regardless of course methodology (i.e. no sampling).

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, Objective 5.6 was met.

For AY 2015-2016, a total of 904 students took psychology. The following totals indicate the number of students enrolled in each general education (GE) psychology course on the 14th day of the fall 2015 or spring 2016 semesters.
Total for
Total for PSYC 2000 = 398; Total assessed = 355 (89%) in 11 sections (see Table 1).
Total for PSYC 2070 = 460; Total assessed = 455 (98%) in 10 sections (see Table 2).
Total for PSYC 2060 = 47; Total assessed = 39 (83%) in 2 sections (see Table 3).
Total for PSYC 2076 = 27; not assessed

Table 1. PSYC 2000 SLO Results AY 2015-2016 by Site in Percentages.						
PSYC 2000 SLO Description	Overall	LSUE	Dual Credit	LSUA	Accelerated	Online
Overall	86	85		87	86	no
1. Major theoretical perspectives in psychology	87	86	no	93	87	full term
2. Knowledge of major fields of study in psychology	84	82	sections	87	86	sections
3. Major goals of the study of psychology	85	86		82	86	offered
Total number of students tested	355	225		52	78	
Total number of sections	11	6		2	3	

Table 2. PSYC 2070 SLO Results by Site AY 2015-2016 in Percentages.						
PSYC 2070 SLO Description	Overall	LSUE	Dual Credit	Accelerated	LSUA	Online
Overall	87	87			85	88
1. major theoretical perspective in developmental psychology	89	88	no	no	79	94
2. critical concepts in developmental psychology	85	85	sections	sections	87	86
3. the relative contributions of heredity and environment to critical phenomena in developmental psychology	84	84	offered	offered	88	84
Total number of students tested	455	284	0	0	30	141
Total number of sections	10	6	0	0	1	3

Table 3. PSYC 2060 SLO Results by Site AY 2015-2016 in Percentages.						
PSYC 2060 SLO Description	Overall	LSUE	Dual Credit	Accelerated	LSUA	Online
Overall	71	71				
1. Major theoretical perspectives in educational psychology	81	81	No sections offered			
2. Knowledge of various psychological factors affecting the educational process	80	80				
3. Critical concepts in educational psychology	51	51				
Total number of students tested	39	39	0	0	0	0
Total number of sections	2	2	0	0	0	0

For PSYC 2000, each site had 80%+ of the students scoring above the 70% benchmark for each of the three outcomes (see Table 1). As a result, the overall mean for each was above 80% as well. PSYC 2000 was offered face-to-face on the LSUE and LSUA sites with both scoring similarly, and through accelerated eight week online courses. No full-term online courses of PSYC 2000 were offered during AY 2015-2016. Since the overall observed score of 86% > the benchmark of 70%, this section of Objective 5.6 is met.

Next, PSYC 2070 students were directly assessed in much the same way. Overall 87% of the students scored above the 70% benchmark for all sections with 80%+ of the students scoring above the benchmark for most of the outcomes (see Table 2). Face-to-face sections were offered at the LSUE and LSUA sites with both sites scoring similarly; there were also three sections offered for the full term online. Since the observed score of 87% > the benchmark of 70%, this section of Objective of 5.6 is met.

Finally, students in the two face-to-face sections of PSYC 2060 at the LSUE site were also directly assessed using the same methodology. Overall, 71% of the students scored above the 70% benchmark. Here, 81% scored above the benchmark for outcome 1 while 80% scored above the benchmark for outcome 2 and only 51% scored above the benchmark for outcome three (see Table 3). Since the overall observed score of 71% > the benchmark of 70%, this section of Objective 5.6 is met.

Faculty typically report their outcomes to the division head of Liberal Arts through the use of reporting forms:
Report from LSUA for PSYC 2000;
Report from LSUE for PSYC 2070.
Report from LSUE for PSYC 2060.
Report from online and accelerated sections

Overall, since the observed scores for each course > the benchmark, Objective 5.6 is met.

Cumulative SLO Report from Dr. Narby
PSYC 2000 LSUA Reporting Form Outcomes FA 2015
PSYC 2060 Face to Face Reporting Form Outcomes SP 16
PSYC 2070 Face to Face Reporting Form Outcomes FA15
T1 PSYC 2000 SLO Summary by Site AY 15-16
T2 PSYC 2070 SLO Results by Site AY 15-16
T3 PSYC 2060 SLO Results by Site AY 15-16

Improvement Plan/ Changes Made

For the third outcome in PSYC 2060, the instructor noted that he would increase instructional time and alter the presentation medium to try to assist students in obtaining the 70%. It is worth noting that the 51% was mostly an issue in the Spring 2016 section with 20 students. Only 4 (20%) of them met the benchmark of 70% while 17 (81%) did in fall 2015.

In addition, a discussion needs to take place about what x% of the students met the benchmark of 70% really means given that no other statistics were available. The Director of Institutional Effectiveness will discuss the matter with the faculty to ask if an overall mean score with the standard deviation and the number of students might provide better data. An alternate would be to present the data as is, but include a mean for each category as well.

Completed by Paul Fowler on 10/13/16 and sent to the psychology faculty for their input. Both faculty members approved. No resolution on the statistical matter has presented itself as of 12/21/16.

PSYC 2060 Face to Face Reporting Form Outcomes SP 16

5.9 GE-Political Science

Progress: Completed

Provided By: Liberal Arts

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 (updated in fall 2015).

Upon successful completion of this course, students will:

A. Identify the roles and powers of the Executive, Legislative, and Judicial branches of government.
B. Correctly answer questions related to theories, events, and issues covered in class.
C. Demonstrate the ability to analyze historic material.

The fall 2015 syllabus is attached for reference.

POLS 2051 Fall 2015 Call A Course Syllabus 8.16.15 (1)

Assessment/Evaluation/Measures/Strategies

All students (i.e. no sampling) will be directly assessed using an internally created document using the professional judgement of the faculty member through 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. midterm exam.
C. comprehensive final exam.
A 70% benchmark is set as this is the lowest "average" or "C" grade that is typically transferred to other institutions of higher education for degree credit.

POLS 2051 was chosen to represent student learning because POLS 2051 and POLS 2060 are the only two general education Political Science courses. POLS 2060 was not taught in AY 2015-2016.

Assessment/Evaluation Results (Progress Report)
Objective 5.9 was met in AY 2014-2015.

For 2015-2016, a total of 45 students were enrolled in two online accelerated (eight week) sections of POLS 2051 - one in fall 2015 and one in spring 2016.

Based on the fall 2015 and spring 2016 assessment reports, the students were assessed for each outcome in the course and scored a 98% overall. The breakdown was as follows:

Overall: 122/125 = 97.6%
Outcome A: 36/37 = 97.3% on an class assignment,
Outcome B: 43/45 = 95.6% on the midterm exam, and
Outcome C: 43/43 = 100% on the comprehensive final exam.

In each case, the benchmark was met. Overall, since the observed score of 97.6% > the benchmark of 70%, Objective 5.9 is met.
POLS 2051 Fall 2015 Liberal Arts Reporting Form Learning Outcomes
POLS 2051 Spring 2016 Liberal Arts Reporting Form Learning Outcomes

Improvement Plan/ Changes Made
While no specific changes are needed, the instructor reports that there will be an effort to:

- stress to students the importance of completing and submitting assignments,
- stress the need to review the material,
- review and enhance instruction in an effort to help students.

Completed by Paul Fowler on June 27, 2016. Faculty member approved.

5.10 GE-Sociology
Progress: Completed

Provided By: Liberal Arts

Objective With Intended Outcomes
Students will successfully complete their general education coursework developing competencies in the sociology of their choice.

This objective is measured by the student learning outcomes (SLOs) in the SOCL 2001 and the SOCL 2501 courses having the same outcomes which are: Upon, the completion of this course, the student will demonstrate knowledge of data and foundations supporting:
A. Theoretical perspectives in sociology
B. Application and critical thinking in sociology
REVISED SOCL 2001 summer 2016 syllabus
REVISED syllabus sociology 2501 Summer 2016

Assessment/Evaluation/Measures/Strategies
An internal direct assessment will take place in all sections of SOCL 2001 and SOCL 2501 whether they are offered online, through dual credit, or face-to-face.

All students who enrolled in SOCL 2001 and SOCL 2501 courses when the exams are given will be assessed (i.e. no sampling). Both SOCL 2001 and SOCL 2501 were chosen to assess outcomes for AY 2015-2016 since they have the largest enrollment of all Sociology courses offered.

The syllabus for SOCL 2001 and SOCL 2501 indicates that SLO assessments will take place by (VIII. Assessment Tools) The lecture exams will assess the student learning outcomes with multiple choice examinations. NOTE: In changing to the new General Education Objectives for fall 2015, the instructor inadvertently deleted the student learning outcomes from the fall 2015 syllabi. By Summer 2016, both SOCL 2001 and the SOCL 2501 syllabi were updated to include both the correct GE outcomes and the SLOs.

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.
REVISED SOCL 2001 summer 2016 syllabus
REVISED syllabus sociology 2501 Summer 2016
syllabus sociology 2001 Fall 2015
syllabus sociology 2501 Fall 2015

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, Objective 5.10 was met.

For AY 2015-2016, there were 310 students enrolled in all Sociology courses between the fall and spring semesters. A total of 236 were registered for SOCL 2001 and an additional 42 were registered for SOCL 2501 on the 14th day of fall and spring semesters, both with the same SLOs to measure Objective 5.10. Students were directly assessed through the use of multiple choice examinations in the two courses.

In the SOCL 2001 course, a total of 190 (81%) of the 236 students were directly assessed (see Table 1) while the SOCL 2501 had 36 (86%) of the 42 assessed (see Table 2). This represents 226 (73%) of the 310 taking Sociology during AY 2015-2016. Students scored quite well in SOCL 2001 achieving a 95% overall (see Table 1). Students at the LSU Eunice site, dual credit site, and online environment all scored a 90%+ on the outcomes, despite having little knowledge of the subject beforehand as the pretest scores indicate. Since the observed score of 95% > the benchmark of 70%, this part of Objective 5.10 is met.

Table 1. SOCL 2001 SLO Statistics AY 15-16 in Percentages by Site.

Description	Statistic	LSUA	LSUE (wo online) Pretest	LSUE (wo online) Post Test	Gain	Online (15 week course) Pretest	Online (15 week course) Post Test	Gain	Dual Credit Pretest	Dual Credit Post Test	Gain	Overall Pretest	Overall Post Test	Gain
Outcome A	Total n	none	105	89		69	71		30	30		72	190	
	Mean (in %)		--	94		--	99		--	100		--	97	
	No of sections		4	4		2	2		1	1		2	2	
Outcome B	Total n	none	105	89		69	71		30	30		72	190	
	Mean (in %)		--	93.0		--	92.4		--	93.0		--	93.0	
	No of sections		4	4		2	2		1	1		2	2	
Overall	Total n	none	105	89		69	71		30	30		72	190	
	Mean (in %)		2.22	93.5	91.3	16.0	95.7	79.7	0.0	96.5	96.5	9.3	95.0	85.7
	No of sections		4	5		2	2		1			2	2	

Next, students enrolled in the online section of SOCL 2501 for spring 2016 scored an 86% overall with outcome A at 94% and outcome B at 78% (see Table 2). Students in the SOCL 2501 course were assessed through the use of multiple choice exams with embedded SLO questions in a similar fashion to the SOCL 2001 course. Since the observed score of 86% > the benchmark of 70%, this part of Objective 5.10 is met.

Table 2. SOCL 2501 SLO Statistics AY 15-16 in Percentages by Site.										
Description	Statistic	LSUA	LSUE	Online (15 week course) Pretest	Online (15 week course) Post Test	Gain	Dual Credit	Overall Pretest	Overall Post Test	Gain
Outcome A	Total n	none	none	36	36		none	36	36	
	Mean (in %)			--	94			--	94	
	No of sections			1	1			1	1	
Outcome B	Total n	none	none	36	36		none	36	39	
	Mean (in %)			--	78.0			--	78.0	
	No of sections			1	1			1	1	
Overall	Total n	none	none	36	36		none	36	36	
	Mean (in %)			0.0	86.0	86.0		0.0	86.0	86.0
	No of sections			1	1			1	1	

As a result, since the observed scores for both SOCL 2001 and SOCL 2501 > the benchmark, Objective 5.10 is met.
T1 SOCL 2001 SLO Results for AY 15-16
T2 SOCL 2501 SLO Results for AY 15-16

Improvement Plan/ Changes Made
No changes planned for AY 2016-2017.

Completed by Paul Fowler on 8/25/16 and sent to faculty members for input. Response received the same day via email.
SOCL response

7.5 GE Economics
Progress: Completed
Provided By: Management

Objective With Intended Outcomes
Students will successfully complete their general education coursework developing competencies in cultural understanding through the use of economics.

This objective will be assessed using student learning outcomes (SLOs) from ECON 2000 (Principles of Microeconomics) and ECON 2010 (Principles of Macroeconomics). The SLOs for ECON 2000 are upon successful completion of this course, the student will
A. Demonstrate knowledge of demand and supply.
B. Demonstrate knowledge of production costs and market structures.

The SLOs for ECON 2010 are upon successful completion of this course, the student will
A. Demonstrate knowledge of macroeconomic fundamentals.
B. Demonstrate knowledge of fiscal policy (Keynesian model) and the public sector.
C. Demonstrate knowledge of money, banking, and monetary policy.

Assessment/Evaluation/Measures/Strategies
The outcomes will be directly assessed an internally created assessment using the comprehensive post-test / final exam. A pretest will be given after registration closes in order to assess baseline knowledge. Only students who completed both the pre and post test will be included in the data. All students in both courses will be directly assessed regardless of method of instruction and data will be broken out by site and type of instruction. For AY 2015-2016 face-to-face sections existed for ECON 2000. Face-to-face and online sections existed for ECON 2010.A 70% or higher will be considered as successful. The 70% was chosen since it is typically the minimum level of "average" (C) competency needed to transfer to a four year institution.

ECON 2000 (Face to Face) (Fall 2015) - 19 students were scheduled for this course and all students were evaluated. This was the only face to face section offered this semester. Evaluation of this course is done by Pre-test and Posttest. ECON 2000 syll Fa2015

ECON 2000 (web based) (Fall 2015) - 16 students were scheduled for this course and all students were evaluated. This was the only face to face section offered this semester. Evaluation of this course is done by Pre-test and Posttest. ECON 2000-25 Syllabus FL15

ECON 2010 (face to face) (spring 2016) - 20 students were scheduled for this course and all students were evaluated. This was the only section offered for fall 2015. Evaluation of this course is done by Pre-test and Posttest. ECON 2010 syll Fa2015

ECON 2010 (Web Based) (fall 2015) - 24 students were scheduled for this course and all students were evaluated. This was the only web base section offered this semester. Evaluation of this course is done by Pre-test and Posttest. ECON 2010-25 Syllabus SP16

2000-25 Syllabus FL15
2010-01 Syllabus SP16
2010-25 Syllabus FL15
Econ 2000 syll Fa2015

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, Objective met

For AY 2015-2016, there were 153 students enrolled in 5 online sections and 3 sections of traditional face-to-face Economics courses. There were 114 students enrolled in ECON 2000 and ECON 2010 during the academic year and 39 students enrolled in ECON 2030. As with last planning year, the assessment was completed on the two most demanded Economics courses.

ECON 2000 (face to face) (fall 2015) -
A. (7 out of 19 students) 40% of students demonstrated proficiency by scoring 70% or greater on the pre-test questions and (15 out of 17 students) 87% demonstrated proficiency with their knowledge of demand and supply on the posttest supply. **Objective Met.**

B. (6 out of 19 students) 32% of students demonstrated proficiency by scoring 70% or greater on the pre-test questions and (14 out of 19 students) 74% demonstrated proficiency with their knowledge of production and market structures on the post test. **Objective met**

Econ 2000 (on-line) (Fall 2015) -
A. (5 out of 16 students) 33% of students demonstrated proficiency by scoring 70% or greater on the pre-test questions and (13 out of 16 students) 85% demonstrated proficiency with their knowledge of demand and supply on the posttest supply. **Objective Met.**

B. (5 out of 16 students) 32% of students demonstrated proficiency by scoring 70% or greater on the pre-test questions and (14 out of 16 students) 92% demonstrated proficiency with their knowledge of production and market structures on the post test. **Objective met**

ECON 2010 (Face to face) (fall 2015) -
A. (8 out of 20 students) 40% of students demonstrated proficiency by scoring 70% or greater on the pre-test questions and (18 out of 20 students) 89% demonstrated proficiency in the knowledge of macroeconomic fundamental on the post test. **Objective met.**

B. (6 out of 20 students) 32% of students demonstrated proficiency by scoring 70% or greater on the pre-test questions and (17 out of 20 students) 86% demonstrated proficiency in their knowledge of fiscal policy (Keynesian model) and the public sector **Objective met.**

C. (7 out of 20 students) 33% of students demonstrated proficiency by scoring 70% or greater on the pre-test questions and (17 out of 20 students) 86% demonstrated proficiency in their knowledge of money, banking, and monetary policy on the post test. **Objective met.**

ECON 2010 (web based) (spring 2016)-
A. (8 out of 23 students) 36% of students demonstrated proficiency by scoring 70% or greater on the pre-test questions and (20 out of 23 students) 88% demonstrated proficiency in the knowledge of macroeconomic fundamental on the post test. **Objective met**

B. (6 out of 23 students) 27% of students demonstrated proficiency by scoring 70% or greater on the pre-test questions and (20 out of 23 students) 88% demonstrated proficiency in their knowledge of fiscal policy (Keynesian model) and the public sector **Objective met.**

C. (7 out of 20 students) 27% of students demonstrated proficiency by scoring 70% or greater on the pre-test questions and (20 out of 23 students) 87% demonstrated proficiency in their knowledge of money, banking, and monetary policy on the post test. **Objective met.**

Overall: Objective 5.4 is met since each of its individual parts were met.

Improvement Plan/ Changes Made
ECON 2000 - Enhance use of CENGAGE's Mind Tap on-line learning system.
ECON2010- Enhance use of CENGAGE's Mind Tap on-line learning system.

9.1 General Education Economics
Progress: **Canceled** (moved within the department)
Provided By: Health Sciences & Business Technology
Objective With Intended Outcomes

Assessment/Evaluation/Measures/Strategies

Assessment/Evaluation Results (Progress Report)
This GE Objective has been moved so that it is under management.

Improvement Plan/ Changes Made

Critical Thinking - Dev Ed (2.3) Social science from College Reading (UNIV 0008)
Progress: Completed
Provided By: Developmental Education

Objective With Intended Outcomes

Developmental students, both Pathways and Non Pathways, will successfully complete their first general education social science courses after developmental reading at rates that approximate the averages established by the National Center for Developmental Education (NCDE).

Assessment/Evaluation/Measures/Strategies
Direct Assessment
The direct assessment of student learning will take 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 indicates 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, with repetition, 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 National Center for Developmental Education (NCDE). The NCDE rate is 69% and will be used as the benchmark for the indirect assessment.

Assessment/Evaluation Results (Progress Report)
In AY 2014-2015, Objective 2.3 was met.

For AY 2015-2016, direct external assessment took place and several internal indirect assessments took place.

Direct Assessment through CAAP
The direct assessment of critical thinking is accomplished by giving students the CAAP upon graduation. During AY 2015-2016, 164 students took the CAAP critical thinking scoring at or above the national mean (see Table 1 (C1) in the attached CAAP critical thinking report). This objective specifically examines the results for the bottom 25% in Table 1 since those students would have been Pathways students during their first semesters at LSU Eunice. These students scored:
Analysis of Arguments = 5%
Evaluation of Arguments = 0%

Extension of Arguments = 6%.
Table C-1 from the CAAP Critical Thinking Content Report.

Table C-1: Critical Thinking Comparison Highlights			
	Local-Normative Group Differences in Percent Correct		
Content Category	Bottom 25%	Middle 50%	Top 25%
Analysis of Arguments	5%	4%	- 1%
Evaluation of Arguments	0%	1%	- 9%
Extension of Arguments	6%	2%	1%

While Table 2 indicates that the Evaluation of Arguments is quite a bit below the figure for AY 2014-2015 and the Extension of Arguments is slightly less than the same time period, each of the three categories was at the national average (0%) or above the national average (+5% and +6%). As a result, since the observed scores for the bottom 25% ≥ the national averages, this external direct assessment of critical thinking is met.

Table 2. Critical Thinking Skills Comparison Highlights in Percentages for the bottom 25%.					
Content Category	12-13	13-14	14-15	15-16	Mean
Analysis of arguments	1	4	5	5	3.75
Evaluation of Argument	10	-5	14	0	4.75
Extension of Arguments	-5	-1	9	6	2.25
n	82	117	127	164	122.5

Indirect Assessment
First, the indirect assessment through course success rates indicate that the success rates for Pathways students completing general education social science courses after completing UNIV 0008 (College Reading) is 76%; up from 74% at the end of spring 2015 (see Table 3). The calculation is 700/(1,054-129) representing 700 total A, B, and Cs divided by 1,054 being the total number of students subtracting out 129 withdrawals. Non-Pathways students fell one percentage point to 77% completion (calculated by 106/(151-13)) while the overall increased from 74% upon the completion of spring 2015 to 76% after the completion of spring 2016 (calculated by 806/(1,205-142)) (see Table 3).

Table 3. Developmental Reading to Social Science Success Rates (in Percentages) through Last Year Named.			
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
2015	74	78	74
2016	76	77	76
Mean	72.0	76.5	75.2
s.d.	5.2	2.7	1.8
Note: Low n (n < 20) so statistics were not calculated.			

Since all three metrics associated with this indirect measure exceed the NCDE's rate of 69%, this part of Objective 2.3 is met.

Next, additional information is gained from the number of students who test out of UNIV 0008 and enter a general education social science directly from UNIV 1005. Pathways students who take ACT's COMPASS at the end of their first semester and score an 83 or higher are permitted to skip UNIV 0008 and take a general education social science. The results indicate that 70% of the Pathways students who attempt the social science course right out of UNIV 1005 are successful at the course (see Table 4). This calculation is completed by taking the 223 students that successfully completed divided by the total number of students 433 minus several special conditions. Results for students with special conditions are subtracting from the total including those for which no action was taken because they took other courses (59), not enrolled (35), taken out of the program (13), or took UNIV 0008 (one) leaving a total of 325. As a result 223/325 = 0.68615. Typically, ACT recommends that roughly 70% of the students should be successful in the course. As a result, this indirect measure suggests that Objective 2.3 is met.

Table 4. Results in GE Courses after Testing Out of UNIV 0008 through Spring 2016.		
Description of Action	n	%
successfully completed GE after testing out of UNIV 0008	223	51.5
Did not successfully complete GE, must take UNIV 0008	102	23.6
No action taken	59	13.6
Not enrolled	35	8.1
Taken out of program due to high reading score	13	3.0
Took UNIV 0008 even though tested out	1	0.2
Grand Total	433	100.0
Percent completing GE Social Science based on those attempting the course after testing out of UNIV 0008.		69.82

Overall Objective 2.3 is met since each of the sub-parts is met.
LSUE AY 15-16 CAAP Critical Thinking Content Report
T2 Longitudinal Results for CT Bottom 25 Percent
T3 UNIV 0008 to SS Success Rates (Indirect)
T4 UNIV 0008 SS Results after Testing Out

Improvement Plan/ Changes Made
No major changes planned; however, the faculty met on April 28, 2016 to discuss the future of the UNIV 0008 course. The decision was made to begin updating some aspects of the UNIV 0008 course during AY 2016-2017 if time permits (see items 2, 3, and 4 in the meeting minutes).

Sent to UNIV faculty for their input on 8/14/16. Faculty accepted report at the 8-17-16 meeting and gave an update on the timeline to change the UNIV 0008 SLOs and SLO assessment.
4-28-16 meeting minutes and agenda

6. Art

Relationship to Institutional Goal: Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Progress: Ongoing

Related Items

5.1 GE-Art

Progress: Completed
Provided By: Liberal Arts

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.

The three student learning outcomes are based on those given in the syllabi
ART 1440-01 Spring 2016 face to face at the LSU Eunice Site
ART 1441-C6 Spring 2016 online eight week accelerated course
No ART 1440 or 1441 courses were offered through dual credit or at the LSUA site in fall 2015 or spring 2016.
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.

These objectives are based on the art faculty's professional judgement with the use of the textbooks used in the courses.
ART1440 Syllabus SP 2016
ART1441.C6 Syllabus Spring 2016

Assessment/Evaluation/Measures/Strategies
Each of the outcomes below will be assessed through the use of an internally created direct assessment.
Outcome 1- This outcome is assessed through multiple choice items on the final exams in each course.

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.

Art 1440 and 1441 were chosen to analyze student learning outcomes in order to encompass the largest number of students in the study of art.

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 posttest exceeding the pretest is considered successful.

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, Objective 5.1 was met.

For AY 2015-2016, students were again assessed with a pretest at the beginning of the course and the final exam being used as the post test. A total of 170 (50%) of the 342 art students were assessed in ART 1440 and ART 1441. There were a total of three face-to-face sections and four accelerated (8 week) sections during the fall 2015 and spring 2016 semesters. The one Fall 2015 (full 15 week) section with 29 students enrolled was not assessed since the instructor did not report any data.

As Table 1 indicates AY 2015-2016, the overall score was 87%. The LSUE site scored an 84% overall with the accelerated group scoring a 90% overall. Outcomes 1 and 2 were both above 80% for both sites.

Table 1. ART 1440 and 1441 SLO Results by Site AY 15-16 in Percentages

ART SLO Description	Overall	LSUE	Accelerated	Dual Credit	LSUA	Online
Overall	87	84	90			
1. Correctly identify by period, culture, and style works of art covered in lectures.	91	87	94	no sections	No sections	Data not reported
2. Correctly identify the works of art and architecture covered in lectures.	84	81	88			
Total number of students tested	177	84	93	0	0	0
Total number of sections in AY	7	3	4	0	0	0

Next, Table 2 shows the data for the 170 students taking the pretest and 177 students taking the post test at each site. From pretest to post test, there was a 54 percentage point gain overall with outcome 1 gaining 53 percentage points and outcome 2 gaining 54 percentage points. Each individual site listed made similar gains. While a t test for repeated measures was not

completed, it surely would have been statistically significant. The instructor and students should be commended for their good work. The data matrix for the pretest and posttest (final exam) with the last names and student ID numbers removed are included for convenience. The results are binary with a 1 meaning the answer was correct, 0 meaning that the answer was incorrect, and -- meaning that the student did not answer the question and the data was not included.

Table 2. Outcome 3. Demonstration of Increased Knowledge of Art History in Percentages by Site AY 15-16

Site	Overall			LSUE			Accelerated		
Description	Pretest	Post Test	Gain	Pretest	Post Test	Gain	Pretest	Post Test	Gain
Overall	33	87	54	32	84	52	35	90	55
1. Correctly identify by period, culture, and style works of art covered in lectures.	38	91	53	35	87	52	40	94	54
2. Correctly identify the works of art and architecture covered in lectures.	30	84	54	30	81	51	30	88	58
n	170	177		83	84		87	93	
Number of sections	7	7		3	3		4	4	

Given that the overall observed score of 87% > the benchmark of 70% and that the observed average score on the post test of 87% > the observed score of 33% on the pretest, Objective 5.1 is met.

ART 1440 and 1441 Combined Pre Test AY 15-16
AY 15-16 Post Test Combined ART 1440 and 1441.pdf
T1 ART Outcomes by Site AY 15-16
T2 Results for Outcome 3 ART AY 15-16

Improvement Plan/ Changes Made

No changes planned. Note that Dr. Randy Esters, the Division Head for Liberal Arts, left LSU Eunice at the end of June 2016. The interim Division Head in place as this was written did not know what arrangements had been made with the online ART 1440 instructor in Fall 2015.

The Director of Institutional Effectiveness has asked the Interim Division Head to contact the online instructor as two sections are being taught in fall 2016.

Completed on 8/31/16 and sent to the art faculty for their input. Ms. Noble responded on 9/21/16 that it was ok.

5.8 15-16 GE-Art (Music Appreciation)
Progress: Completed
Provided By: Liberal Arts

Objective With Intended Outcomes
Students will successfully complete their general education coursework developing competencies in art as required by their curriculum.

In this case, students have elected to take the Music Appreciation Course (MUS 1751). This general education outcome is supported by the SLOs in the MUS 1751 course. Upon successful completion of this course, the student will:
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 Spring 2016 is provided for MUS 1751. Note that the instructor has the old General Education Objectives in the syllabus. This will need to be corrected for AY 2016-2017.
Syllabus Spring 2016

Assessment/Evaluation/Measures/Strategies
Each of the SLOs will be assessed using a final exam. Each faculty member will code questions particular to the outcomes to determine the percentage correct. As a result, all students in both online and face-to-face sections taking the final exam will be assessed (i.e. no sampling) in order to complete the direct internal assessment of student learning.

The benchmark for each outcome is 70%. This is a historic metric and the lowest C for transfer purposes.

Assessment/Evaluation Results (Progress Report)
For AY 2014-2015, no report was filed because the data was received in format that was not usable.

For AY 2015-2016, a total of 208 (78%) students of the 267 enrolled as of the 14th day of each semester were assessed using the SLO questions on the final exam. This internal direct assessment of student learning was completed for the 49 students in the three face to face sections at the LSU Eunice site and the 159 students in the four online sections (see Table 1). The 54 students enrolled in the four sections at LSU Alexandria were not assessed. However, that particular instructor is no longer employed by LSU Eunice.

As Table 1 indicates the direct assessment of student learning in percentages showed very positive results with students scoring a 92% success overall. Results on the individual SLOs were all above 90%.

Table 1. MUS 1751 SLO Results by Site AY 2015-2016						
AY 15-16 MUS 1751 SLO Description by Site	Overall	LSUE	Dual Credit	LSUA	Online	Accelerated
Overall	92	89	none	not assessed	93	none
1. Develop a fundamental music vocabulary	91	91			91	
2. Recognize the effect of music on society and history	94	91			95	
3. Identify general characteristics of the major music style periods	93	85			95	
Total number of sections	7	3			4	
Total number of students tested	208	49			159	

An item analysis for the two of the face to face sections was completed as a matter of procedure. The data indicates that very few questions had success rates below 70%.

Since the observed score of 92% > the benchmark of 70%, Objective 5.8 is met for AY 2015-2016.

Evans SLO Test Item Analysis AY 15-16

T1 MUS 1751 SLO Results AY 15-16

Improvement Plan/ Changes Made

Although Objective 5.8 was met, two items need to be improved. The first is that the instructors need to update their syllabi to reflect the updated general education objectives for LSU Eunice. Second, the LSU Alexandria site needs to be assessed. The Director of Institutional Effectiveness will ask the Interim Division Head to address both issues.

Completed by Paul Fowler on 8/25/16 and sent to faculty members for their input. Mr. Jones and Mr. Evans responded during the week of September 15 to verify that the write up was ok. Both also updated their syllabi for Fall 2017.