



February 4, 2019

Compiled by Paul Fowler ([pfowler@lsue.edu](mailto: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.

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## About this Document

This summary of LSU Eunice's institutional effectiveness documents details 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.

- The October 30, 2018 Administrative Council Meeting Minutes indicating the purpose was to review institutional effectiveness summary documents from each planning unit on page 8.
- The transmission of the summaries from the Administrative Council Meeting to the Cabinet for discussion on page 9.
- The planning summaries themselves as transmitted to the Chancellor's Cabinet beginning on page 11.
- The November 13, 2018 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 34.
- The next section details with the Strategic Goals of LSU Eunice and the linkages to each unit goal and unit objective beginning on page 35. This section is a summary for each unit's Goals and Objectives and how they related to each of LSU Eunice's Strategic Goals. Specific language for 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 Strategic Goals are detailed in the next section beginning on page 128. 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 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 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 details the General Education Outcomes and how each relates to each Strategic Goal beginning on page 533. Next, is their acceptance by the General Education Committee on October 29, 2018 affirming that LSU Eunice is meeting the stated General Education Objectives. The meeting minutes are on page 551 while the detailed objectives and related student learning outcomes begin on page 556. 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](mailto:pfowler@lsue.edu) or 337-550-1433.

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# I. Administrative Council Meeting Agenda October 30, 2018

Administrative Council Meeting  
Tuesday, October 30, 2018, 3:00 p.m.  
Community Education Building, C-210

## AGENDA

- A. Appointment of Secretary (Jeff Willis)
- B. Approval of Minutes of February 8, 2018
- C. Chancellor's Comments
- D. New Business
  - 1. Institutional Effectiveness Summaries from AY 2017-2018
    - a. Academic Affairs
    - b. Continuing Education (and Economic Development)
    - c. LSUE Academy
    - d. Developmental Education
    - e. Grants
    - f. Health Science and Business Technology
    - g. Liberal Arts
    - h. LSU Police
    - i. Library
    - j. Quality Enhancement Plan (QEP)
    - k. Sciences and Mathematics
    - l. Title IX and Equal Employment Office
    - m. Athletics
    - n. Business Affairs
    - o. Information Technology
    - p. University Advancement/LSUE Foundation
    - q. Institutional Research
    - r. Institutional Effectiveness
    - s. Public Affairs
    - t. Student Affairs
    - u. Student Success Services
  - 2. New SACSCOC Standards and Implications to Institutional Effectiveness
- E. Old Business
- F. Adjournment

## II. Administrative Council Meeting Minutes October 30, 2018

Administrative Council Meeting  
Meeting Minutes – October 30, 2018, 3:00 PM

Chancellor Kimberly Russell called the meeting to order at 3:00 PM. The following individuals were present: Dr. Kimberly Russell, Stephen Heyward, Dr. Paul Fowler, Jeff Willis, Van Reed, Cory Lalonde, Dr. Kyle Smith, Donnie Thibodeaux, Joseph Cilano, Angela Greaud, Amy Greagoff, Arlene Tucker, Dr. Renee Robichaux, Carey Lawson, Cassie Jobe-Ganucheau, Brianna Williams, Dr. Jessica Jones, Dr. Billy Fontenot, Sondra Cormier, Angel McGee, Michael Broussard, Dr. Sandra Mahoney, Dr. John Hamlin, and Barbara Batiste.

Mr. Jeff Willis appointed as secretary.

A motion was made by Jeff Willis to approve the minutes of February 8, 2018. Dr. Renee Robichaux seconded the motion. The motion passed unanimously.

Dr. Paul Fowler, Director of Institutional Research, explained that units wrote a summary from the institutional effectiveness document and each unit would present those to the Administrative Council today. The purpose explained by Dr. Paul Fowler is to demonstrate that “we are meeting our current mission and goals”. The following planning summaries for 2017-2018 were presented:

1. Academic Affairs
2. Athletics
3. Business Affairs
4. Continuing Education and Economic Development
5. Developmental Education
6. Enrollment Management
7. Office of Grants
8. Health Science and Business Technology
9. Institutional Effectiveness and Institutional Research
10. Office of Information Technology
11. Liberal Arts
12. Library
13. LSUE Academy
14. LSU Police
15. Public Affairs
16. Quality Enhancement Plan
17. Sciences and Mathematics
18. Student Affairs
19. Student Success Center
20. Title IX and AA/EEO
21. University Advancement/LSUE Foundation

Upon the conclusion of the presentations, Fowler reminded the council of the following:

- Justify all benchmarks
- Improvement plans are required, even if the objective was met
- Please do not “cut and paste” improvement plans
- Please consult with Fowler about deleting any goal or objective. Typically, they are left as cancelled for a period of one year in the system.
- IE documents in Compliance will be rolled from AY 17-18 to AY 18-19 very soon. One or two issues were being taken care of prior to AY 18-19 being populated.

Meeting adjourned at 4:10  
Respectfully Submitted,  
Jeff Willis



### III. Transmittal of Planning Summaries to Chancellor's Cabinet

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

Date: November 1, 2018  
To: Dr. Kimberly Russell, Chancellor  
From: Dr. Paul Fowler, Director of Institutional Effectiveness  
Re: 2017-2018 Institutional Effectiveness Summaries

Attached as a PDF you will find the 2017-2018 Institutional Effectiveness Summaries as presented at the October 30, 2018 meeting of the Administrative Council.

The following Divisions/Departments are included:

1. Academic Affairs
2. Athletics
3. Business Affairs
4. Continuing Education and Economic Development
5. Developmental Education
6. Enrollment Management
7. Office of Grants
8. Health Sciences and Business Technology
9. Institutional Effectiveness and Research
10. Information Technology
11. Liberal Arts
12. LeDoux Library
13. LSUE Academy
14. LSU Police
15. Public Affairs
16. Quality Enhancement Plan
17. Division of Sciences and Mathematics
18. Student Affairs
19. Student Success Center
20. Title IX and Equal Employment Office
21. University Development / LSUE Foundation

I ask that you accept these summaries and present them in Cabinet in order to document in the meeting minutes that LSU Eunice is meeting its mission and strategic goals from AY 2017-2018.

I also ask that the Cabinet Meeting Minutes be transmitted in Word so I may include them in the printed IE document.

Please contact me if you have any questions.

Thank you.

***Assembled Planning Summaries  
2017-2018***



***For the  
Administrative Council Meeting  
October 30, 2018***

The Office of Institutional Effectiveness  
Dr. Paul Fowler, Director

**Planning Unit: Academic Affairs**

Assessment Year: 2017-2018  
 Person responsible: S. Renee Robichaux

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

Objective 4.1: Graduating students will be very satisfied or somewhat satisfied with their instructional program.

Strategy: Based on the historical data, it was decided that a benchmark of 95% would be established given the narrow range between 98% to 100% and that not every student will be completely satisfied with their preparation.

Progress Report: In AY 2016-2017, this objective was met. In fall 2017, 62 graduating students responded to the survey. 100% responded that LSUE had prepared them very well (69%) and somewhat well (31%) in the area of written communication (question 12); 100% responded that LSUE had prepared them very well (50%) and somewhat well (50%) in the area of spoken communication (question 13); 100% responded that LSUE had prepared them very well (77%) and somewhat well (23%) for their career/educational goals (question 14).

In spring 2018, 148 graduating students responded to the survey. 96% responded that LSUE had prepared them very well (70%) and somewhat well (26%) in the area of written communication (question 12); 96% responded that LSUE had prepared them very well (70%) and somewhat well (26%) in the area of spoken communication (question 13); 97% responded that LSUE had prepared them very well (74%) and somewhat well (23%) for their career/educational goals (question 14).

Since the observed average of the three questions in Fall 2017 = 100% and the average of the three questions in Spring 2018 = 96.33% > the historical benchmark of 95%, the objective was met in AY 2017-2018.

Improvement: For AY 2018-2019, a new full-time speech teacher was hired and the English faculty began opened a Writing Lab to help students in written communication.

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

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

Strategy: The benchmark is the grand mean weighting each percentage based on the number of respondents – mean of 83.53.

Progress Report: For AY 2016-2017, this objective was met. For AY 2017-2018, a total of 15/57 (26%) of the faculty surveyed responded to the survey. Of those who responded, 11/15 (73.33%) indicated they agreed (6) or strongly agreed (5) they had a role in curricular development, change and review which is 73%. Since the observed value of 73.33% < the four-year historic benchmark of 83.53, this objective was not met.

The Vice Chancellor of Academic Affairs is at a loss to explain the reasons behind this drop in satisfaction expressed by faculty. Faculty elected by their divisions serve on the Course and Curricula Committee (page 5), a committee report is provided at the Faculty Senate Meeting, and the minutes of the committee are distributed to the Faculty Council through email.

Improvement Plan: The plan is to work with the academic deans to improve the response and to also survey the faculty to determine why they do not think they have a role in curricular development, change, and review. The low survey response continues to be a problem so the importance of participation and feedback will be communicated.

**Planning Unit:        Athletics**

Assessment Year:        2017 - 2018

Person responsible:     Jeff Willis

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

Goal 1: To support academic achievement and progress of student athletes.

Objective 1.1: Student Learning and GPA

Each athletic team (women's basketball, softball, baseball) will attain the GPA established by the Athletic Director of a 2.8 Team GPA.

The Women's Softball Team, Men's Baseball Team, and Women's Basketball Team all attained the goal of an overall team 2.80 GPA: Softball achieved a 3.24 GPA, Baseball achieved a 3.16 GPA, and Women's Basketball achieved a 2.81 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 overall GPA of the Athletic Department was 3.12.

As a result, Objective 1.1 was met.

Action Taken: A focus of Tutoring and Study Halls will continue.

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 49-20 record and a 71.0% winning percentage while finishing fourth at the Women's Junior College World Series. Objective was met.

The Baseball Program finished with a 59-6 record and a 90.8% winning percentage while winning the Program's sixth National Championship. Objective was met.

The Women's Basketball Program finished with a 22-4 record and an 84.6% winning percentage while winning the Miss/Lou Conference Championship. Objective was met.

The overall record of the Athletic Department was 130-30 for an 81.3% winning percentage. The Baseball Program's National Championship makes for 11 National Championships (6 – Baseball, 5 – Softball) in the last thirteen years.

Action Taken: Continue to monitor winning percentage.

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

All objectives were met.

**Planning Unit: Business Affairs**

Assessment Year: 2017-2018  
 Person responsible: Arlene Tucker

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

Goal 1: To provide clean and well maintained facilities and grounds.

Objective 1: Faculty will rate their satisfaction with campus buildings and grounds as agreeable or higher on the Faculty Survey. Benchmark is agreeable (4.0) or higher. Last year, faculty rated their satisfaction at 4.6. For FY 2017-2018, faculty (15 out of 57) rated their satisfaction with the campus buildings and grounds at 4.6 on a 5.0 scale -- the highest rating. 4,335 work orders were completed by Physical Plant employees. The Health Technology roof and the Ledoux Library roof were replaced. Objective was met.

Action Taken: No action required.

Objective 2: Staff will rate their satisfaction with campus buildings and grounds as agreeable or higher on the Staff Survey. Benchmark is agreeable (4.0) or higher. Last year, staff rated their satisfaction at 4.5. For FY 2017-2018, staff (40 out of 109) rated their satisfaction with the campus buildings and grounds at 4.6 on a 5.0 scale. This question received the highest rating. The Health Technology roof and Ledoux Library roof were replaced. Objective was met.

Action Taken: No action required.

Objective 3: 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. Students' satisfaction with maintenance of the campus was 6.19 on a 7.0 scale. The Physical Plant ranked 2nd out of 50 items surveyed for satisfaction. The rating of 6.19 was greater than the 6.11 satisfaction rating of other National Community colleges. At LSUA, the maintenance of the campus was rated 5.94, while the Lab School survey was not administered because there were only three students enrolled for the academic year. Objective was met.

Action taken: No action required.

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

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

Objective 1: Faculty will rate their satisfaction with food service as agreeable or higher on the Faculty Survey. Benchmark is agreeable (4.0) or higher. Objective for FY 2016-2017 was not met. Chartwells began as the new food service vendor in fall 2017. A Starbucks Coffee Shop was opened in October, 2017. For FY 2017-2018, faculty (15 out of 57) rated their satisfaction with the cafeteria at 3.7 on a 5.0 scale. Objective was not met.

Action taken: Faculty and staff can purchase a 10-meal plan for \$50. Also, a "to go" plate and free refillable beverage cup combo for \$15 is available.

Objective 2: Staff will rate their satisfaction with the cafeteria as agreeable or higher on the Staff Survey. Benchmark is agreeable (4.0) or higher. Objective for FY 2016-2017 was not met. Chartwells began as the new food service vendor in fall 2017. A Starbucks Coffee Shop was opened in October, 2017. For FY 2017-2018, staff (40 out of 109) rated their satisfaction with the cafeteria at 3.8 on a 5.0 scale. Objective was not met.

Action taken: Faculty and staff can purchase a 10-meal plan for \$50. Also, a "to go" plate and free refillable beverage cup combo for \$15 is available.

**Planning Unit: Continuing Education and Economic Development**

Assessment Year: 2017-2018  
 Person responsible: L. Patton Griffith

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

Objective 1.1: 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: Print-out of class schedule each semester after 14<sup>th</sup> class day showing course offerings and enrollment in sections offered to third-party constituents.

Progress: LSUE/LSUA Enrollment: For AY 2017-2018, enrollments at the LSU Alexandria campus through the LSUE/LSUA collaborative have increased.

- AY 2015-2016: SU 2016 = 45, FA 2016 = 148, SP 2017 = 187, for a total of 379 students.
- AY 2016-2017: SU 2017 = 60, FA 2017 = 209, SP 2018 = 170, for a total of 439 students.
- AY 2017-2018 of 439 > than AY 2016-2017 of 379.

Dual Enrollment: For AY 2017-2018, high school student enrollment in dual credit courses increased from 499 (Fall 2016) to 567 for fall 2017 and from 649 (Spring 2017) to 591 for spring 2018. Overall, AY 2017-2018 headcount was 1,158 - AY 2016-2017 headcount of 1,148 (1,158 - 1,148 = 10)

Objectives met for AY 2017-2018.

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

For AY 2017-2018, the Office of Continuing Education and Economic Development did offer non-credit courses; however, the institutional priorities focused on credit courses. As LSUE continues to undergo changes in institutional needs and reorganization, goals/objectives will be adjusted. Furthermore, all objectives /goals were met for AY 2017-2018.

## Planning Unit:      Developmental Education

Assessment Year:      2017-2018  
 Person responsible:   Paul Fowler

Note that this is the last report for Developmental Education as it was decentralized to the Divisions in October 2017.

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

Objective 1.1 (Liberal Arts): 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.

Strategy: An internally constructed 25 question multiple choice examination paralleling the primary objectives for the course will directly assess all students at all sites during the last week of the course. Benchmark is 70% which is the lowest average C grade for the course.

Progress Report: The objective was met in AY 2016-2017. For AY 2017-2018, the student learning outcomes (SLOs) and the results follow. Upon successful completion of this course, the student will:  
 Overall (74%)

Write a clear topic sentence that includes the main idea of the paragraph. (76%)

Develop the body of the paragraph with substantial support: evidence, details, and facts. (79%)

Use proper grammar and punctuation throughout their writing. (71%)

N = 334 from 35 sections from LSUE, LSUA, dual credit, and online separated in a table.

Objective was met.

Improvement: Because Pathways students scored 67% (close to but not quite reaching 70%) the Coordinator of Freshman English will discuss the exam with ENGL 0001 instructors (in person and via email) to determine how skills can be further reinforced in the classroom. If too little improvement or no improvement is seen in the forthcoming SLO exam score for Pathways students (AY 2018-2019), the SLO exam will have to be reviewed to identify if any problem items need to be edited for skill appropriateness.

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

Objective 1.1 (Sciences): Developmental education students (Pathways and non-Pathways) will successfully complete their developmental coursework gaining competencies in computational and elementary algebra skills (MATH 0001-Prealgebra).

Strategy: Students will be directly assessed on the internally created final exam with those not taking the exam excluded. Benchmark 70% since it is typically the lowest average C grade. The student learning outcomes in MATH 0001 (Pre-algebra) are below.

Progress Report: For AY 2016-2017, this objective was met. For AY 2017-2018, student learning outcomes and results: The student, upon successful completion of this course, will:  
 Overall (67%)

1.1.1 Manipulate the order of operations on the real numbers. (67%)

1.1.2 Perform basic algebraic operations with expressions and linear equations. (65%)

1.1.3 Analyze and compute measurements for different geometric figures. (69%)

N = 565 from 35 sections including LSUE, LSUA, online, and modular sections separated in a table.

Objective not met.

Improvement: An item analysis was completed for all sites. Questions were examined, reviewed, and updated for all questions that had less than a 50% success rate.

## Planning Unit: Enrollment Management

Assessment Year: 2017-2018  
 Person responsible: L. Patton Griffith

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

Objective 3.1: Students will be satisfied with orientation.

Assessment: Feedback from the online orientation survey and results from the Noel Levitz Student Satisfaction Inventory will be used as a measurement.

A 4.3 on a 5-point scale for the in-house orientation surveys will be used while a three-year average of 5.94 (5.95 for AY 17-18, 6.06 for AY 15-16, and 5.8 for AY 14-15) on a 7-point scale for the Noel Levitz Student Satisfaction Inventory.

This is a LSUE site based question. As a result, there is no national average.

Progress: For AY 2017-2018, LSUE asks one consistent question of the students Overall Experience at Orientations. A random selection of a LSUE Orientation was selected to review, 8/9/2017. Responses (n=21) yield

11 - Very Satisfied, 8 - Satisfied, 1 - Neutral, 1 - Dissatisfied, and 0 - Very Dissatisfied.

Over 90% of the students said they were satisfied or very satisfied with the overall orientation experience. Only 5% of the students were dissatisfied or very dissatisfied with their experience.

In addition, question number 42 from the Noel Levitz Student Satisfaction Inventory indicated the following:

Overall: 5.92 (n = 485)

LSUE students: 5.92 (n = 430) LSUE/LSUA students: 6.00 (n = 55) LSU Lab School students: 0.

Given that the observed value of 5.92 < the benchmark of 5.94 on the Noel Levitz Student Satisfaction Inventory. Objective 3.1 is tentatively met for two reasons. First, the internal data at LSUE points to satisfaction and very satisfied (n = 19). Second, the difference of 0.02 between the observed score of 5.92 and benchmark of 5.94 is likely due to random error.

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

Objective 1.1: Enrollment Management seeks to increase overall enrollment at LSUE and its various sites.

Assessment: Target for this enrollment increase is a 5% increase compared to the following fall semester. Enrollment is based on the 14th day census.

Progress: Fall 2016 enrollment was 2,906 according to the 14th day census. Fall 2017, enrollment was 3,044 according to the 14th day census, resulting in an increase of 138 students for an increase of 4.75%. Because 4.75% is < than 5.00%, objective of 5.0% or more not met.

Improvement: Recruiters will continue to visit local high schools promoting LSUE to increase overall enrollment. Also, the implementation of Workday Student will allow for more efficient and effective enrollment campaigns to recruit potential students.



**Planning Unit: Office of Grants**

Assessment Year: 2017-2018  
 Person responsible: Joseph Cilano

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

Objective with Intended Outcomes: (1.1 – Grant Training) 100% of faculty and staff members will have access to grant development training.

Strategy: For AY 2016-2017, this objective was met exceeding the previous benchmark, reaching thirty-four (34) faculty and staff members. Information about potential grant sources was provided to 100% faculty members. This objective is met if these numbers are met or exceeded.

Progress Report: During AY 2017-2018, the Director of Grants provided guidance and direction to thirty-eight (38) faculty and staff members on various grants. RFPs, proposal announcements, e.g., Board of Regents, were provided to 100% of LSUE's faculty via email. Faculty members inquiring about program enhancement funding were provided information on grant opportunity options. Grant development information and reference materials are also available to faculty and university staff on the recently updated Office of Grants website. The Director of Grants / Carl Perkins Coordinator provided a Grants Writing Workshop to thirteen (13) faculty, staff, and CTE grant program directors. Objective met.

Improvement plan: The Director of Grants will continue to update the grants website with current resources and make available the grant search engine called SPIN to faculty and staff.

Objective with intended outcomes: (Grant Submissions 1.3) The Carl Perkins Basic and Carryover grants will provide support to enhance three to four Career and Technical Education programs annually.

Strategy: Spring and fall Perkins budget development process will identify needed and allowable equipment, supplies, travel, professional services, and operating services for all Perkins CTE programs (eight); 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 are designed to implement the annual Local Application Plan.

Progress Report: In AY 2017-2018, the Director of Grants / Carl Perkins Coordinator facilitated the fulfillment of the FY 2017-2018 Local Application Plan (LAP) and developed the FY 2018-2019 Carl Perkins LAP Basic grant during spring of 2018. It was submitted on June 5, 2018 based on essential program needs in accordance to allocation provided which has not been at previous levels due to formula changes. Objective met.

Improvement plan: The Director of Grants will work closely with the Dean of Student Affairs to ensure students are fully informed on WIOA financial aid from the Louisiana Workforce Commission to help increase the number of eligible students for the Perkins allocation count.

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

All goals / objectives were met.

**Planning Unit: Health Science and Business Technology**

Assessment Year: 2017-2018

Person responsible: Dotty McDonald

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

**Respiratory Care Objective 4.1:** For the AY 2017 – 2018 planning cycle Respiratory Care students will demonstrate competency as an entry level Respiratory Care Professional by successfully passing the National Board of Respiratory Care Exam (NBRC).

**Assessment:** Each student must successfully pass the exam prior to becoming licensed as a Respiratory Care Professional in the state of Louisiana. The benchmark for success is students passing the exam and is set at 80% on a 3-year average. This was adopted by faculty paralleling the 80% used by National Board of Respiratory Care Exam (NBRC). This is determined by following the thresholds set by the accrediting body known as the Commission on Accreditation for Respiratory Care (CoARC). During AY 2017-2018, 12 (100%) out of 12 successfully passed the exam. Objective met

**Action:** Even though all 17 student learning outcomes of the TMC examination exceeded the national mean; there were a few areas that scored near the percent of national mean such as "Recommend Diagnostic Procedures" and "Gather Clinical Information". In order to assist the students in remediation, the faculty designed a new course within the curriculum titled "RC 2026- Critical Care and Other Related Topics in Respiratory Care" to supplement an existing course titled RC 2025 "Professional Review Seminar Lab". The new course is tailored to meet each student's needs and performance.

**Nursing Objective 2.1:** Graduating nursing students will pass the licensure exam.

**Assessment:** For AY 2017-2018, based on the 2017 NCLEX report, a total of Fifty-Two (52) entered the nursing class with a total of Thirty-Seven (37) (71%) being assessed using the NCLEX-RN. Students scored the following.

1. Management of care-55% > 49%
2. Safety and infection control-60% > 49%
3. Health promotion and maintenance-50% > 49%
4. Psycho social Integrity-58% > 49%
5. Basic Care and Comfort-60% > 49%
6. Pharmacological and Parenteral Therapies-60% > 49%
7. Reduction of Risk Potential-61% > 50%
8. Physiological Adaptation-54% > 49%

In addition, 32 out of 37 (86%) of the students passed the NCLEX.

**Action:** Although the program met the objective, the plan of action is to increase faculty workshops on enhancing teaching skills in the classroom, laboratory, and clinical setting. A Program Director and faculty will assess new test matrix to ensure content matches new testing requirements.

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

None reported

**Planning Unit: Institutional Effectiveness and Institutional Research**

Assessment Year: 2017-2018

Person responsible: Paul Fowler and Stephen Heyward

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

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.

Strategy: Helpdesk software will log the amount of time a service request is open. This objective was benchmarked using a report from the Helpdesk software and based on the average time open of the 15 longest service request categories over the prior three-year period. An average time of 45 or less hours would be success.

Progress Report: For AY 2016-2017, this objective was not met given that three IT members left at almost the same time in summer 2016. Those positions have mostly been filled. For AY 2017-2018, the time to complete Service Requests averaged out at 43.05 hours. Since the observed hours 43.05 hours < 45 hours benchmarked, Objective 2.2 was met.

Improvement: It is important to note that OIT still has one vacant position as of August 2018 that the team is working to fill. Once this person is in place and becomes familiar with the environment, we would expect that service response time would continue to be below the benchmark along with further improvements.

IE Objective 3.2: Complete Substantive Changes required in AY 2017-2018 in accordance with the SACSCOC Substantive Change Policy.

Strategy: Completion of the Substantive Changes by the SACSCOC stated deadlines is considered as success.

Progress Report: In AY 2016-2017, this objective did not exist. For AY 2017-2018, documentation filed as follows:

- New Cyber Security not a Substantive Change as it did not rise to the definition of significant departure. Documented through email and filed.
- Closing LCRP site sent October 2, 2017. SACSCOC responded March 14, 2018.
- Positive decision on the LSU Lab School, new off-site location, was rendered at the Annual meeting.
- New off-site location at Lafayette General Hospital filed in December 2017. SACSCOC approved on June 25, 2018. Narrative will be in the SACSCOC Resource Room at the annual meeting.
- Closing of the Certificate in DMS filed February 8, 2018. SACSCOC approved July 27, 2018.
- Moving the clinical portion of Surgery Technology to Lafayette General Hospital was investigated as a substantive change. It was noted that moving an approved program to an approved off-campus site is not a substantive change. Rationale documented by email.

Objective was met.

Improvement: Monitor LSUE Courses and Curriculum, continue to serve on SACSCOC Reaffirmation Teams, and attend the SACSCOC Annual Meeting.

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

All objectives were met in IE and IR.

**Planning Unit: Office of Information Technology**

Assessment Year: 2017-2018

Person responsible: Stephen Heyward

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

- Implementation of the new Cisco campus firewall – The prior firewall was an open-source product with limited functionality and no support. The new solution provides the ability to report on and more easily block malware and suspect websites on campus. In addition, the product provides the ability for real-time failover to our backup internet connection put in place last year, which helps limit internet access issues for the campus – and this was utilized multiple times during the past year.
- Business Process Mapping sessions in preparation for Workday – Working together with LSU and 3<sup>rd</sup> party partners, we as a campus have completed the mapping of business processes for 8 required areas - Academic Records, Admissions, Advising, Bursar Operations, Financial Aid, Recruiting, Registrar, and Student Registration – in preparation for the move over to the new student ERP / Workday.

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

- We are still working on the migration of the last few servers/services off the old server environment and into the new virtual environment. This is primarily a resource constraint item where we had hoped to be finished by the end of July 2018, but some more time has been proven out to be needed given other priorities that continue to come about.

**Planning Unit: Liberal Arts**

Assessment Year: 2017-2018

Person responsible: Dr. Sandra Mahoney

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

**Objective: Professional Competency:** Upon the completion of the Associate of Science in Care and Development of Young Children the program, graduates will possess the knowledge necessary to be successful as entry-level child care teachers.

**Strategy:** This outcome is assessed using the student learning outcomes (SLOs) from EDCI 2900 Practicum in Early Childhood Education and EDCI 2020, Development and Methods in Early Childhood, and EDCI 2027 Fostering Literacy in Young Children. **EDCI 2900:** Using a Likert Scale, students scored from 1-5 with 1 indicating very low/weak criterion performance and 5 very high/strong; or CJ (Cannot Judge) Success is defined as a 3 or higher. **EDCI 2020:** Questions from online chapter tests on the stages of young children's development, a portfolio documenting 20 hours of observation and 7 observation reports documenting (DAP) Success is defined as 70% or better. **EDCI 2027** used questions from a take home tests and an Assessment Project assessing the literacy development of a young child. Success is defined as 70% or better.

**Progress Report: EDCI 2900** For AY 2017-2018, (N=7) with (n=6) evaluated. The Supervisor's Evaluation form the mean is 4.92. For AY 2017-2018, (n= 9) **EDCI 2020** with 7 students evaluated. For the first objective, the overall mean is 77.35%. For objective 2, the overall mean is 87.75%. For AY 2017-2018, (n= 5) students in **EDCI 2027 with 5** were evaluated. For objectives 1 and 2, the mean was 100%; objective 3, the mean 92%, and objective 4 the mean is 97%. Overall, objectives met.

**Improvement: EDCI 2900:** The improvement plan for spring 2019 includes formalizing Outcome 1 by having all students complete and assess section VI. **EDCI 2020:** The improvement plan for fall 2018 includes more instruction (lecture and video) on the cognitive domain. **EDCI 2027:** The improvement plan for spring 2019 includes incorporating videos aligned with text topics that demonstrate the teaching of Reading skills and strategies in school-based Pre-K through 3 classrooms.

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

**Objective: Communication Studies:** Students in the AALT program will communicate effectively using written language to construct a message that demonstrates the communicator has established clear goals and has considered his or her audience.

**Strategy:** This outcome is assessed using the student learning outcomes (SLOs) from ENGL 1002 (Second Semester English Composition). Students were asked 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. Students complete the SLO Multiple Choice Exam.

**Success is defined as 70% or better**

**Progress Report:** The results were: n = 34 (Overall, 32 students were from the LSUE site, and two were from dual credit sites that declared AALT as a major. Due to the low n, the dual credit students were combined with the LSUE site students. For SLO 2, the mean was 66.54%.

**Improvement:** To foster better student performance on questions 4, 14, 15, 16, 20, and 25 of the internal direct assessment multiple choice exam, two strategies will be employed beginning fall 2018. First, it is clear that the problem item answers contain too many distractors. These distractors will be replaced. Also, the questions themselves will be reviewed again and adjusted, if necessary, for skill level appropriateness. Next, the skills tested by the revised problem questions undoubtedly will be addressed in the new Writing Lab (beginning fall 2018).

**Planning Unit: Library**

Assessment Year: 2017-2018

Person responsible: Cassie Jobe-Ganucheau

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

**Objective 2.1: Increase the number of library visits.** This objective assessed library traffic based on the library's electronic gate counter. The benchmark was 10% higher than the previous year. With 47,126 visitors in AY 2016-2017, the benchmark was 51,839 visitors. For AY 2017-2018, the electronic gate counter data shows a total of 55,742 library visitors. This is an increase of 18.2%. Objective met. Improvement is to participate in orientation in an effort to promote the library.

**Objective 4.1: Increase the number of Bibliographic Instructional Sessions.** The Reference and Instruction Librarian resigned early in the spring of 2017, so there were no data compiled to compare AY 2016-2017 BI sessions to AY 2017-2018. Due to this, the data from spring 2016 set the benchmarks for this outcome. During spring 2016, the Library held eight BI sessions reaching 171 students. The benchmark is a 10% increase: nine BI sessions and 188 students. Spring 2018 saw an increase in both the number of BI sessions and students reached, holding 11 BI sessions for 283 students. Objective met. Improvement is to increase BI sessions.

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

**Objective 2.2: Increase the Number of Items Circulated.** This objective assessed library circulation of all physical holdings: audio, books, DVD/Video, and reserves. The benchmark was an increase of 10% from previous year. In AY 2016-2017 there were 1,450 items circulated from the library's holdings. The benchmark for AY 2017-2018 is 1,595 items circulated. For AY 2017-2018, a total of 1,266 items were circulated. This is a decrease of 184 items circulated, or 20.6% less than our goal. Objective not met. In an effort to increase library circulation, the library will begin to promote borrowing privileges, highlight recent additions on the front page of the new catalog, and make more interesting/attractive displays in attempt to garner more interest in checking items out. Next year, we intend to include our digital usage, such as article downloads and eBook usage.

**Planning Unit: LSUE Academy**

Assessment Year: 2017-2018

Person responsible: Sondra Cormier

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

LSUE Academy Goal 1: Maintain an effective LSUE Academy

LSUE Academy Objective 1.1 Increase Enrollment: The LSUE Academy will increase new student enrollment for fall 2018 over the initial fall 2017 semester.

Benchmark and Assessment: The benchmark is for the fall 2018 enrollment to exceed the fall 2017 enrollment of 64 students enrolled in 693 credit hours.

Progress: In Fall 2018, the academy had 84 students admitted and enrolled in 953 course hours. Given that

- the observed number of students = 84 > than the benchmark of 64 students and
- the observed number of credit hours = 953 > the benchmark of 693

this objective was met.

Improvement: Purchase statistical data from ACT earlier, evaluate the data, and generate a list of students who met the entry qualifications for the LSUE Academy at an early date than February. Continue to mail an LSUE Academy postcard to all students identified from the list as qualifying for admission. Hold LSUE Open Houses for administrators and district staff to visit the campus, meet with staff who service DE students, and discuss fostering stronger partnerships and increasing enrollment at an earlier date this year.

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

All goals for AY 17-18 were met for the LSUE Academy.

**Planning Unit: LSU Police**

Assessment Year: 2017-2018

Person responsible: Capt. Cory Lalonde

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

Objective 1.2: Hire an additional Police officer to enhance the existing staff.

Strategy: This objective is met if the additional staff members are hired during 2017-2018.

Progress Report: For AY 2016-2017, this objective was not met and therefore continued for 2017-2018. For AY 2017-2018, the position being hired was reevaluated and re-advertised as a Sergeant position which was successful in hiring a suitable candidate in November 2017. Objective met.

Improvement: For AY 2018-2019 the continual expansion of Police Staff will be ongoing with the goal of hiring additional officer positions.

Objective 1.1: Install surveillance cameras to meet campus safety needs.

Strategy: The benchmark was to complete the installation of an additional 19 cameras by the end of the AY 2017-2018.

Progress Report: For AY 2016-2017, this objective was tentatively met. The prioritization and evaluation took place. Eight of the ten cameras were added. For AY 2017-2018, the remaining 8 cameras were successfully added to the existing system. These completed the project along with the additional 12 cameras that were added to the surveillance camera system in the housing complex located on the campus. The added cameras were in the Police Building, the Ledoux Library, and the Health and Physical Education Building, which upon completion will bring the total number of cameras on campus to a total 37 throughout campus. Objective met.

Improvement: The goal of adding an additional 10 cameras to the system for AY 2018-2019 is currently still being evaluated.

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

Objective 3.1: Train appropriate personnel in emergency response procedures.

Strategy: Completion of training by identified groups.

Progress Report: For AY 2016-2017, this objective was met. For AY 2017-2018, Active Shooter/Violence Response Training began in the form of two separate 20-minute training videos ("Shots Fired" and "Flashpoint") that are currently hosted on line for both student and employees to access. Additional interactive training is being planned for the future. Objective tentatively met.

Improvement: Police staff have trained jointly with local law enforcement (Eunice Police) in advanced response techniques for Active Shooter/Violence response. A continuing process for mutual agency response protocols and planning is ongoing currently. Planning is continuing to provide additional training for selected campus employees to assist in medical emergencies or in the event of a mass casualty event.



**Planning Unit: Public Affairs**

Assessment Year: 2017-2018

Person responsible: Van Reed

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

Goal 1: Develop and implement a comprehensive marketing and advertising plan during the AY 2017-2018 for the 2018-2019 academic year.

Objective 1.1: Begin the process of creating and implementing a marketing and advertising plan for LSUE to meet its enrollment and retention goals. Include specific strategies that target prospective students, current students, alumni and friends of the university to encourage enrollment, participation and philanthropic support to LSUE.

Strategy: Creation of the plan and beginning to implement it will constitute success. Note that this is a long term objective and will span over several years due to the amount and variability of programs at LSUE, the fact that programs are being added, and the various number of marketing strategies that will prove effective. During AY 2017-2018 for Fall 18, specific targets was 900 new first-time students. This was decided by the chancellor given the current environmental and market conditions.

Progress Report: For AY 2016-2017 this objective was not met due to change in the dean of enrollment management. An interim dean was selected.

For AY 2017-2018, a marketing and recruiting plan was created and implemented on a short time frame that originally planned. Instead of year-long plan, a plan for March through August was created in a hurried attempt to reach the 900 new student benchmark set by the Chancellor. The Public Relations office took over management of the recruiting staff and implemented the shorter plan. Given that the observed 920 new students enrolled on census day > the benchmark of 900 established by the chancellor, this objective is met.

Improvement: A shorter version of the plan was created and implemented, however the plan needs to be revisited and expanded to a whole AY with input from the enrollment management staff.

All objectives were met or tentatively met.



**Planning Unit: Quality Enhancement Plan (QEP)**

Assessment Year: 2017-2018

Person responsible: Jamie Thibodeaux 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/completion in developmental (DE) and general education (GE) math sequence.

QEP Objective 3.3: The QEP will reduce the amount of student time spent in DE mathematics.

Strategy: Data will be obtained from Institutional Research each academic year. Benchmark for Objective 3.2 is an increase of five percent over historical values. Benchmark for Objective 3.3 is time spent in DE and GE mathematics will be less than historical values.

Progress Report: For AY 2016-2017, Objective 3.2 and 3.3 was met.

AY 13-14 to 16-17 MATH 0001 success and time to completion broken out by method (includes all students with repetition)											
MATH 0001 Type	Total Reg MATH 0001	Total Comp MATH 0001	Total Comp MATH 0002, 0015, 0021	Total Comp GEN ED MATH	Average of No Sem Math 0001	Average of No Sem MATH 0002, 0015, 0021	Average of No Sem GEN ED MATH	No of Sem to Complete DE and GE MATH	Percent Comp MATH 0001	Percent Comp MATH 0002, 0015, 0021	Percent Comp GE
Face-to-face	1345	936	557	322	1.154	1.179	1.348	3.681	69.591	41.413	23.941
Modular	864	666	391	254	0.993	1.058	1.366	3.417	77.083	45.255	29.398
Online	170	120	74	42	1.071	1.125	1.143	3.339	70.588	43.529	24.706
Total	2379	1722	1022	618	1.086	1.129	1.341	3.556	72.383	42.959	25.977
Historical Data from AY 0708 to 1112	3978	2687	1455	793	1.23	1.39	1.57	4.190	67.547	36.576	19.935



AY 13-14 to 16-17 MATH 0002, 0015, 0021 success and time to completion by method (includes FF Only)									
MATH 0001, 0015, 0021 Type	Total Reg MATH 0002, 0015, 0021	Total Comp MATH 0002, 0015, 0021	Total Comp GEN ED MATH	Average of No. Sem Math 0002, 0015, 0021	Average of No. Sem GEN ED MATH	No. of Sem to complete DE and GE Math	Percent Comp MATH 0002, 0015, 0021	Percent Comp GE	
Face-to-face	251	176	112	1.114	1.402	2.516	70.12	44.62	
Modular	119	95	57	1.221	1.351	2.572	79.83	47.90	
Online	20	16	10	1.125	1.100	2.225	80.00	50.00	
Total	390	287	179	1.150	1.369	2.519	73.59	45.90	
Historical Data from AY 0708 to 1112	2787	1839	975	1.600	2.500	4.100	66	35	



Both Objectives 3.2 and 3.3 are met.

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

QEP Objective 1.1: The QEP seeks to increase achievement of student learning outcomes in MATH 0001 and MATH 0002/0015/0021.

Strategy: Student Learning Outcomes (SLOs) will be assessed on the final exam for each course. Benchmark (Targets) are in the Table below. All students will be assessed regardless of the site or methodology.

Progress Report:

Table 2. SLO Results Compared to Historical Benchmarks as Percentages.								
Description	Outcome	Historical Benchmark	Target	AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18
Overall MATH 0001	1.1	71	75	70	70	74	75	71
Order of operations	1.1.1	76	80	73	72	82	80	72
Basic algebraic operations	1.1.2	65	70	74	71	73	70	68
Geometric figures	1.1.3	65	70	54	60	62	70	75
n	--	1581	--	70	193	205	261	262
Overall MATH 0002/0015/0021	1.1	66	70	77	71	65	66	67
Basic algebraic operations	1.1.4	64	70	78	71	65	67	67
Rectangular coordinate system	1.1.5	66	70	64	70	65	66	70
n	--	1373	--	48	153	172	227	191
Note: The historical benchmark n's are from Spring 2011 through Spring 2013 SLO data.								
Note: Data for MATH 0002 is MATH 0015 and MATH 0021 combined beginning AY 17-18.								



For AY 2017-2018, selected sites scored the following for SLOs:

Course	Modular	LSUE Face-to-Face	Online
MATH 0001	71% (n = 262)	61% (n = 158)	67% (n = 26)
MATH 0015	67% (n = 161)	59% (n = 69)	58% (n = 17)
MATH 0021	69% (n = 30)	57% (n = 40)	79% (n = 16)

Given that five of the observed scores on the direct assessment were < the established targets in Table 2, Objective 1.1 is not met.

Improvement: Final exam reviews will become mandatory for all sites and all methodologies (they were already mandatory for modular). An item analysis was completed on questions with less than a 50% success rates. All questions not meeting the 50% were then examined and updated.

**Planning Unit:        Sciences and Mathematics**

Assessment Year:     2017-2018  
Person responsible:   John Hamlin

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

Student success in the second college level mathematics course that is required for their degree was measured for the first time. Successful completion of MATH 1022 or MATH 1425 after completing MATH 1015 or MATH 1021 was determined for each course and the results summed. 130 of 172 (75.6%) students passed MATH 1022 on their first attempt after passing MATH 1021. 126 of 184 (68.5%) students passed MATH 1425 on their first attempt after passing MATH 1021. 153 of 219 (69.9%) students passed MATH 1425 on their first attempt after passing MATH 1015. Calculated across all sections of MATH 1022 and MATH 1425, 409 of 575 (71.1%) students successfully completed the subsequent mathematics course after passing the first college-level algebra. This meets the 70 % benchmark established by LSUE.

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

Student success in non-science major's chemistry (Chem1001) was measured for the first time. Two sections were offered in AY 2017-2018. There were 29 students registered in the two face-to-face sections. No sections were offered at LSUA, online, or at the LSU Lab School. Students were directly assessed by using multiple choice questions on the CHEM 1001 cumulative final exam.

Overall, students scored:

Mean = 59.3%  
SLO 1 = 51.0%  
SLO 2 = 69.0%  
SLO 3 = 58.0%  
n =29

Overall, students scored an average of 59.3% for the 29 students. Given that the observed score of 59.3% < the benchmark of 70%, the objective was not met.

Plan of Action:

Due to this being the first year of measurement and the low N we will study the results of AY 2018-2019 to determine if major changes are needed. In the meantime, the results will be shared with the chemistry faculty to begin working on increases these scores. Director of IE's note: As mentioned in the objective itself, there has been quite a bit of turnover in science faculty within the last couple of years that may have contributed to the SLO results.

**Planning Unit: Student Affairs**

Assessment Year: 2017-2018  
 Person responsible: Dr. Kyle Smith

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

**Student Life**

**Goal 2.** Support prospective and current student organizations

**Objective 2.1.** Streamline the new and returning student organization registration process. To create and host web forms that allow new and continuing student organizations to upload required documents and input required information electronically from a computer/tablet via the Student Organizations website, which will make the registration process easier for new and continuing student organizations.

**Progress:** For AY 2016-2017, this objective did not exist. For AY 2017-2018, forms for new and continuing student organizations to submit electronically were created and hosted on the LSUE Student Organizations website. The log of form submissions shows the first form submission was received on August 7, 2018. This objective was met.

**Improvement** Although the target date was missed, the implementation of these online forms has significantly improved and streamlined the new and continuing student organization registration process.

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

**Student Judicial Affairs**

**Goal 2.** Streamline and standardize the conduct process

**Objective 1.2.** Purchase and implement a system for managing student case files for conduct cases and students of concern. To manage student cases by electronically logging and tracking correspondence, incident reports, conduct officer notes, template letters, prior case history, and all other student conduct processes.

**Progress:** For AY 2016-2017, this objective did not exist. For AY 2017-2018, a system for electronic student case management was not purchased by the target date of May 1, 2018. There are two reasons for this failure to meet this objective

- 1) Office of Information and Technology (OIT) is working with LSU to try to implement an enterprise-wide solution for a case management system that all of the LSU campuses can utilize.
- 2) LSUE is undergoing an implementation of a new student information system (Workday). As a result, OIT has suspended any new integrations with the outgoing student information system (Jenzabar).

This objective was not met.

**Improvement:** Student Affairs will continue to work collaboratively with OIT and LSU IT Governance to emphasize the importance of the implementation of a case management system to organize and streamline case management for conduct, students of concern, and other case resolution needs.

**Planning Unit:        Student Success Center**

Assessment Year:        2017-2018  
 Person responsible:    Dr. Jessica J. Jones

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

Disabilities Objective 1.1: To host electronic, fillable forms on the Disability Services website, and streamline the registration process for students seeking to secure disability accommodations.

Strategy: This objective will be met if these forms are posted and available on the Disability Services website and if a Disability Services electronic communication system is created by no later than the end of the Spring 2018 semester.

Progress Report: For AY 2016-2017, objective did not exist. For AY 2017-2018, electronic forms made available via LSUE website. Objective is met.

Improvement: To increase efficacy, a Disability Services e-mail address will be created so students and faculty can submit confidential documents and communicate with coordinator.

Advising Objective 1.2: To create a more comprehensive advisor training manual which includes best practices for establishing the important relationship between advising, student success, and retention.

Strategies: The objective will be met if the advisor training handbook is developed by March 1st.

Progress Report: For AY 2016-2017, this objective did not exist. For AY 2017-2018, an advisor training manual was completed by March 1, 2018. The objective is met.

Improvement: The director will develop one-hour training workshops for advisors to improve in the areas of advising best practices based on national advising standards (NACADA).

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

Career Services Objective 3.1: Career Services will increase the number of workforce development partnerships for LSUE through College Central Network.

Strategies: The report will list all employers who registered with CCN during a given academic year. Career Services will then determine the number of employers on the list who are new registrants in constant contact with LSUE to provide employment/internship opportunities for LSUE students. A benchmark will be established after receiving an average of three consecutive years of data beginning with AY 2016-2017.

Progress Report: For AY 2016-2017, the objective did not exist. For AY 2017-2018, nine (9) new employers registered via College Central Network. Objective not met.

Improvement Plan: College Central Network will no longer be utilized to establish/measure workforce development partnerships. This objective will be cancelled. Data were not being collected and managed accurately due to College Central Network inactivity for the entire year of 2017 and partially of 2018. The Career Services division is undergoing restructuring and alternative resources such as Career Coach, a self-managing system and collaboration efforts with Institutional Advancement are underway for improved efficacy in workforce development.

**Planning Unit: Title IX and AA/EEO**

Assessment Year: 2017-2018  
 Person responsible: Brianna Williams

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

Objective 2.2: Deliver centralized training for first-time students at LSUE in compliance with federal law.

Strategy: The Title IX and AA/EEO Office was able to implement MyStudentBody, which covers sexual violence, alcohol, and drug training in compliance with Campus SaVE Act.

Progress Report: For AY 2016-2017, this objective was not met since there was not a Coordinator for much of the year. For AY 2017-2018, MyStudentBody training was offered to all first-year students who attend orientation.

Improvement: Ensure that Academy and Dual credit students have the exact same training.

Objective 1.1: 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.

Strategy: AA/EEO Officer develops the plan and sends it to the State. Approval of the plan constitutes the objective being met.

Progress Report: For AY 2016-2017, this objective was met. For 2018 (January – December 2017), the Title IX and AA/EEO Office submitted LSU Eunice's affirmative action plan, which was successfully approved by the Louisiana Civil Service.

Improvement: Pursue minority faculty/staff recruitment and employment strategies. Monitor each personnel search and hire to ensure compliance with AA/EEO guidelines. Continue to present awareness workshops concerning issues dealing with affirmative action/equal opportunity and other diversity issues. Continue to develop new strategies and recommendations for identifying, recruiting, hiring, and retaining a diverse faculty and staff.

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

All objectives were met.

Related to Objective 2.2: While the Title IX and AA/EEO Office did successfully implement MyStudentBody, the Title IX and AA/EEO would like the training to be centralized to include all dual enrollment students.



**Planning Unit: University Advancement/LSUE Foundation**

Assessment Year: 2017-2018  
Person responsible: Carey Lawson

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

Objective 2.1: Increase annual revenue for expendable and endowment accounts in the LSUE Foundation by at least 10% by June 30, 2018.

Strategy: The LSUE Foundation exceeded contribution totals from FY 2016-2017 (334,668.76) by greater than 10% (\$355,985.87).

Progress Report: For AY 2016-2017, this objective was met. For AY 2017-2018, the Foundation secured \$376,212.26 in contributions. New Projects \$65,000+ in cash donations from Iberia Medical Center and Opelousas General Hospital for Surgical Technology Program. Over \$100,000 in donated surgical supplies from Iberia Medical Center, Lafayette General Surgical Hospital, and New Iberia Surgery Center. We have not previously received any funding from Iberia Medical Center so the new relationship has been significant for LSUE.

Improvement: The Foundation did not hit strategy target of 10 new endowed scholarship accounts. LSUE is holding an event December 1st of 2018 to focus on scholarship growth (see below as well).

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

Related to Objective 2.1: The objective to obtain ten Endowed Scholarships was not met during 2017-2018 Fiscal year. We did complete Heart of Nursing and started John L Couvillion Memorial Scholarship. For FY 2018-2019 we are hosting a Scholarship Fundraising Event and moving into a campaign with LSU to drive resources that publically launches March 2019. The Foundation is currently creating a pipeline for scholarship requests and growing endowed scholarships.

**V. Cabinet Meeting Minutes November 13, 2018**  
**Minutes**  
**Chancellor's Cabinet Meeting**  
**November 13, 2018 – 9:00 AM**  
**(edited for space)**

**Present:** Dr. Kimberly Russell, Dr. Renee Robichaux, Dr. Kyle Smith, Mr. Patton Griffith, Ms. Arlene Tucker. Linda Thomas recorded minutes.

Discussion ensued regarding number of students registered as compared to previous semesters/years. Looked at Summary Page from Spring as we stand today; continuing students eligible to register is 1470; and, the pool last year was 2,105 if that's correct. Pushing to get students registered and filling housing.

**Mr. Griffith—**

- Eighty-four registered for orientation today.
- Doing dual enrollment testing today for the upcoming semester.
- Bengal Day is next week. We have 63 currently signed up.

**Dr. Smith—**

- McKensie Comeaux, SGA Vice President, will be there.

**Dr. Russell—**

- Dr. Kim Hunter Reed, Commissioner of Higher Education, is coming to speak at graduation.

**Ms. Tucker—**

- LSU Internal Audit has begun. They are doing an audit on employee travel and reimbursements. They sent a list of questions to be answered.
- Electrical shutdown is scheduled for Saturday, December 1, for maintenance-type issues.
- Staff Senate is Christmas Event in December for staff after faculty and students are gone. It's called the End of Semester Bash.

**Dr. Robichaux—**

















- It was moved by Dr. Robichaux and seconded by Ms. Arlene Tucker that Cabinet formally accept and approve the Institutional Effectiveness Goals and Objectives from AY 2017-2018. Based on the summaries distributed and reviewed during the October 30, 2018 Administrative Council Meeting, LSU Eunice is accomplishing the stated mission. Accepted by Cabinet.
- With LSU Online, the next step in the process is to gather information. So, there are focus groups for students, focus groups for faculty/staff, and focus groups for administration.

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

### Strategic Goals

- ☆1. **Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

#### Related Items

- 

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

**1.1 Budget Preparation**  
**Progress:** Completed  
**Provided By:** Budgeting
  
- 

**1 17-18 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:** Liberal Arts  
**Progress:** Completed
  
- 

**1.1 Developmental English (ENGL 0001)**  
**Progress:** Completed  
**Provided By:** Liberal Arts
  
- 

**1.2 Orientation to University Studies (UNIV 1005)**  
**Progress:** Completed  
**Provided By:** Liberal Arts
  
- 

**1.3 College Reading (UNIV 0008)**  
**Progress:** Completed  
**Provided By:** Liberal Arts
  
- 

**1 Advise students across academic disciplines within the Student Success Center**  
**Provided By:** Academic Advising  
**Progress:** Completed
  
- 

**1.1 Form Steering Committee**  
**Progress:** Completed  
**Provided By:** Academic Advising

🌐 1.2 **Create a more structured and thorough advisor training program**

**Progress:** Completed

**Provided By:** Academic Advising

🌐 1.3 **Student Satisfaction with Academic Advising**

**Progress:** Completed

**Provided By:** Academic Advising

🌐 1 **Complete Construction and Initiate a New Testing Center as a new Auxiliary**

**Provided By:** Testing Center

**Progress:** Completed

🌐 1 **Initiate a Testing Center**

**Progress:** Completed

**Provided By:** Testing Center

🌐 1 **Constituencies at LSUE will be satisfied with library operations.**

**Provided By:** Library

**Progress:** Completed

🌐 1.1 **Faculty Satisfaction with the Library**

**Progress:** Completed

**Provided By:** Library

🌐 1.2 **Staff Satisfaction with the Library**

**Progress:** Completed

**Provided By:** Library

🌐 1.3 **Student Satisfaction with the Library**

**Progress:** Completed

**Provided By:** Library

🌐 1 **Develop and implement a comprehensive marketing and advertising plan during the AY 2017-2018 for the 2018-2019 academic year.**












**Provided By:** Public Affairs

**Progress:** Completed


🌐 1.1 **Marketing and Advertising**

**Progress:** Completed

**Provided By:** Public Affairs

- 
**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  
**Provided By:** Affirmative Action/Equal Employment Opportunity
  - 
**1.2 Annually Provide Training on AA/EEO topics to faculty & staff**  
**Progress:** Completed  
**Provided By:** Affirmative Action/Equal Employment Opportunity
  
- 
**1 In working to maintain an effective developmental education program, students will be provided the necessary support for the successful completion of their developmental coursework.**  
**Provided By:** Science & Mathematics  
**Progress:** Completed
  - 
**1.1 Developmental Math (MATH 0001)**  
**Progress:** Completed  
**Provided By:** Science & Mathematics
  - 
**1.2 Developmental Math (MATH 0015)**  
**Progress:** Completed  
**Provided By:** Science & Mathematics
  - 
**1.3 Developmental Math (MATH 0021)**  
**Progress:** Completed  
**Provided By:** Science & Mathematics
  - 
**Delete old 1.2a Developmental Math (MATH 0002)**  
**Progress:** Canceled  
**Provided By:** Science & Mathematics
  
- 
**1 Increase overall unduplicated enrollment headcount**  
**Provided By:** Enrollment Management  
**Progress:** Completed
  - 
**1.1 Increase unduplicated enrollment headcount**  
**Progress:** Completed  
**Provided By:** Enrollment Management
  
- 
**1 Maintain a Care and Development of Young Children program.**


**Provided By:** Care and Development of Young Children  
**Progress:** Completed

-  **1.1 CDYC Professional Competency**  
**Progress:** Completed  
**Provided By:** Care and Development of Young Children
-  **1.2 CDYC Placement**  
**Progress:** Completed  
**Provided By:** Care and Development of Young Children
-  **1.3 CDYC - Retention**  
**Progress:** Completed  
**Provided By:** Care and Development of Young Children












 **1 Maintain an Effective Criminal Justice Program.**  
**Provided By:** Criminal Justice  
**Progress:** Completed

-  **1.1 Criminal Justice Professional Competency**  
**Progress:** Completed  
**Provided By:** Criminal Justice
-  **1.2 CJ Retention**  
**Progress:** Completed  
**Provided By:** Criminal Justice
-  **1.3 CJ Placement**  
**Progress:** Completed  
**Provided By:** Criminal Justice

 **1 Maintain an Effective First Year Experience Program.**  
**Provided By:** First Year Experience  
**Progress:** Completed

-  **1.1 Develop a peer-led mentoring program**  
**Progress:** Completed  
**Provided By:** First Year Experience

 **1 Maintain an effective Associate of Arts, Louisiana Transfer Program**  
**Provided By:** AA/LT  
**Progress:** Completed

- ▶  **1.1 Associate of Arts Louisiana Transfer Program Competency**  
Progress: Completed  
Provided By: AA/LT
- ▶  **1.2 AALT Retention**  
Progress: Completed  
Provided By: AA/LT
  
- ▶  **1 Maintain an effective Associate of Science Louisiana Transfer Program**  
Provided By: AS/LT  
Progress: Completed
  - ▶  **1.1 Associate of Science Louisiana Transfer**  
Progress: Canceled  
Provided By: AS/LT
  - ▶  **1.1a Associate of Science Louisiana Transfer Program Outcomes**  
Progress: Completed  
Provided By: AS/LT
  - ▶  **1.2 Associate of Science Louisiana Transfer Retention**  
Progress: Completed  
Provided By: AS/LT
  
- ▶  **1 Maintain an effective Diagnostic Medical Sonography Program**  
Provided By: Diagnostic Medical Sonography  
Progress: Completed
  - ▶  **1.1 DMS Professional Competency**  
Progress: Completed  
Provided By: Diagnostic Medical Sonography
  - ▶  **1.2 DMS Completion Rate**  
Progress: Completed  
Provided By: Diagnostic Medical Sonography
  - ▶  **1.3 DMS Employment**  
Progress: Completed  
Provided By: Diagnostic Medical Sonography
  
- ▶  **1 Maintain an effective General Studies Program**  
Provided By: General Studies  
Progress: Completed

🌐 1.1 **General Studies Program Outcome**

**Progress:** Completed

**Provided By:** General Studies

🌐 1.2 **GSA - Retention**

**Progress:** Completed

**Provided By:** General Studies

🌐 1 **Maintain an effective LSUE Academy**

**Provided By:** LSUE Academy

**Progress:** Completed

🌐 1.1 **Increase Enrollment**

**Progress:** Completed

**Provided By:** LSUE Academy

🌐 1.2 **Assessment of Incoming Students**

**Progress:** Completed

**Provided By:** LSUE Academy

🌐 1.3 **LSUE Academy Fall to Spring Retention**

**Progress:** Completed

**Provided By:** LSUE Academy

🌐 1.4 **LSUE Academy Fall to Fall Retention**

**Progress:** Completed

**Provided By:** LSUE Academy

🌐 1.5 **Compare New FF Academy Students to new FF LSUE Students**

**Progress:** Completed

**Provided By:** LSUE Academy

🌐 1 **Maintain an effective Surgical Technology Program**

**Provided By:** Surgical Technology

**Progress:** Ongoing

🌐 1.1 **Surgical Technology Professional Competency based on CST Exam**

**Progress:** Ongoing

**Provided By:** Surgical Technology

🌐 1.2 **Surgical Technology Professional Competency based on Clinical Results**


**Progress:** Ongoing

**Provided By:** Surgical Technology

🌐 1.3 **Surgical Technology Graduation Rate**


**Progress:** Ongoing



 **1.4 Surgical Technology Employment**  
**Provided By:** Surgical Technology  
**Progress:** Ongoing  
**Provided By:** Surgical Technology

 **1 Maintain effective Honors Classes**

**Provided By:** Honors  
**Progress:** Completed


 **1.1 Honors learning community environment**  
**Progress:** Completed  
**Provided By:** Honors

 **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  
**Provided By:** Financial Aid


 **1.2 Financial Aid Resources**  
**Progress:** Completed  
**Provided By:** Financial Aid











 **1.3 Financial Aid-Scholarships**  
**Progress:** Completed  
**Provided By:** Financial Aid

 **1.4 Financial Aid Counseling**  
**Progress:** Completed  
**Provided By:** Financial Aid

 **1 Provide opportunities for prospective students to acquaint themselves with university requirements, personnel and services.**

**Provided By:** Admissions and Recruitment  
**Progress:** Completed

 **1.1 Bengal Day**  
**Progress:** Completed  
**Provided By:** Admissions and Recruitment

- 
**1 Streamline disability accommodations registration process.**  
**Provided By:** Disability Services  
**Progress:** Completed
- 
**1.1 To host disability accommodations request forms online.**  
**Progress:** Completed  
**Provided By:** Disability Services
- 
**1 The Office of Admissions will decrease turnaround time for processing of paid applications.**  
**Provided By:** Registrar  
**Progress:** Completed
- 
**1.1 Decreasing processing time of admission applications**  
**Progress:** Completed  
**Provided By:** Registrar
- 
**1 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:** Economic Development and Continuing Education  
**Progress:** Completed
- 
**1.1 Credit Offerings: Extension Programs and Special Services**  
**Progress:** Completed  
**Provided By:** Economic Development and Continuing Education
- 
**1 To operate as an auxiliary enterprise to support the academic mission of LSUE by providing educational books, supplies, and other merchandise.**  
**Provided By:** Bookstore  
**Progress:** Completed
- 
**1.1 Bookstore-Faculty Satisfaction**  
**Progress:** Completed  
**Provided By:** Bookstore
  - 
**1.2 Bookstore-Student Satisfaction**  
**Progress:** Completed  
**Provided By:** Bookstore
- 
**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

**Provided By:** Cafeteria

🌐 1.2 **Food Service-Staff Satisfaction**

**Progress:** Completed

**Provided By:** Cafeteria

🌐 1.3 **Food Service-Student Satisfaction**

**Progress:** Completed

**Provided By:** Cafeteria

🌐 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

**Provided By:** Human Resources

🌐 1.2 **Human Resources-Audit**

**Progress:** Completed

**Provided By:** Human Resources

🌐 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

**Provided By:** Physical Plant

🌐 1.2 **Building and Grounds-Staff**

**Progress:** Completed

**Provided By:** Physical Plant

🌐 1.3 **Building and Grounds-Student Satisfaction**

**Progress:** Completed

**Provided By:** Physical Plant

🌐 1.4 **Capital Improvements**

**Progress:** Completed  
**Provided By:** Physical Plant

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

**Provided By:** Purchasing  
**Progress:** Completed

- 🌐 1.1 Purchasing- Faculty Satisfaction

**Progress:** Completed  
**Provided By:** Purchasing

- 🌐 1.2 Purchasing-Audit

**Progress:** Completed  
**Provided By:** Purchasing

- 🌐 1 To support academic achievement and progress of student athletes

**Provided By:** Athletics  
**Progress:** Completed

- 🌐 1.1 Student Learning and GPA

**Progress:** Completed  
**Provided By:** Athletics

- 🌐 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 0002/0015/0021

**Progress:** Completed  
**Provided By:** Quality Enhancement Plan

- 🌐 1.2 Increase the Cognitive Ability of Students in MATH 0001 and MATH 0002


**Progress:** Completed  
**Provided By:** Quality Enhancement Plan





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



**Provided By:** Academic Affairs  
**Progress:** Completed



- 1.1 Academic Advising-Faculty  
Progress: Completed  
Provided By: Academic Affairs
  - 1.2 Academic Advising-Students  
Progress: Completed  
Provided By: Academic Affairs
  
- 17-18 Temp Create the Associate of Applied Science in Diagnostic Medical Sonography  
Provided By: Diagnostic Medical Sonography  
Progress: Completed
  - 17-18 Temp Implement the AAS in DMS class for Fall 2018  
Progress: Completed  
Provided By: Diagnostic Medical Sonography
  
- 17-18 Temp Create the Associate of Applied Science in Surgical Technology  
Provided By: Surgical Technology  
Progress: Completed
  - 17-18 Temp Implement Surgical Technology  
Progress: Completed  
Provided By: Surgical Technology
  
- 1a Implement the LSUE Academy  
Provided By: LSUE Academy  
Progress: Canceled
  - 1.1a Recruitment  
Progress: Canceled  
Provided By: LSUE Academy
  
- 2 Assist with the enrollment process  
Provided By: Admissions and Recruitment  
Progress: Completed
  - 2.1 Enrollment of students that were assisted with pre-enrollment information  
Progress: Completed  
Provided By: Admissions and Recruitment
  - 2.2 Student Satisfaction with Admissions

**Progress:** Completed  
**Provided By:** Admissions and Recruitment

-  **2 Expand campus outreach efforts to educate the campus community on services available for students with disabilities**  
**Provided By:** Disability Services  
**Progress:** Completed

  -  **2.1 Participate in new student and athletics orientation.**  
**Progress:** Completed  
**Provided By:** Disability Services
  -  **2.2 Include Disability Services information on course syllabi**  
**Progress:** Completed  
**Provided By:** Disability Services
  
-  **2 General Education: LSUE will provide students the necessary support for the successful completion of the first general education course in English and social science after the completion of developmental education.**  
**Provided By:** Liberal Arts  
**Progress:** Completed
  
-  **2 Generate FY Increases in Revenue**  
**Provided By:** University Advancement / LSUE Foundation  
**Progress:** Completed

  -  **2.1 Secure resources**  
**Progress:** Completed  
**Provided By:** University Advancement / LSUE Foundation
  
-  **2 Implement a comprehensive social media strategy for LSUE.**  
**Provided By:** Public Affairs  
**Progress:** Completed

  -  **2.1 Marketing and Visibility - Social Media Plan**  
**Progress:** Completed  
**Provided By:** Public Affairs
  
-  **2 Improve the efficiency of degree checkouts.**  
**Provided By:** Registrar  
**Progress:** Completed

 **2.1 Degree Checkout Returns**

**Progress:** Completed

**Provided By:** Registrar

 **2 Library Patron Usage and Traffic will Increase**

**Provided By:** Library

**Progress:** Completed

 **2.1 Increase the Number of Library Visits**

**Progress:** Completed

**Provided By:** Library

 **2.2 Increase the Number of Items Circulated**

**Progress:** Completed

**Provided By:** Library

 **2 Maintain an effective Accounting Technology - Accounting Clerk (CTS) program.**

**Provided By:** Accounting Technology, Account Clerk (CTS)

**Progress:** Completed

 **2.1 Accounting Technology - Accounting Clerk Program (CTS) Professional Competency**

**Progress:** Completed

**Provided By:** Accounting Technology, Account Clerk (CTS)

 **2.4 Accounting Technology - Accounting Clerk (CTS) Placement**

**Progress:** Completed

**Provided By:** Accounting Technology, Account Clerk (CTS)

 **2 Maintain an effective Fire Science Program**

**Provided By:** Fire and Emergency Services

**Progress:** Completed

 **2.1 Fire and Emergency Services - Professional Competency**


**Progress:** Completed

**Provided By:** Fire and Emergency Services

 **2.2 Fire and Emergency Services Retention**

**Progress:** Completed

**Provided By:** Fire and Emergency Services

 **2.3 Fire and Emergency Services - Employment**

**Progress:** Completed

**Provided By:** Fire and Emergency Services

👉🌟 **2 Maintain an effective nursing program**

**Provided By:** Nursing

**Progress:** Completed

👉🌐 **2.1 Nursing Professional Competency based on NCLEX-RN**

**Progress:** Completed

**Provided By:** Nursing

👉🌐 **2.1a Nursing Professional Competency based on Clinical Results**

**Progress:** Completed

**Provided By:** Nursing

👉🌐 **2.2 Nursing Graduation Rate**

**Progress:** Completed

**Provided By:** Nursing

👉🌐 **2.3 Nursing Employment**

**Progress:** Completed

**Provided By:** Nursing

👉🌟 **2 Provide Faculty and Staff with the technology and support required to produce successful students.**

**Provided By:** Information Technology

**Progress:** Completed

👉🌐 **2.1 Staff Satisfaction**

**Progress:** Completed

**Provided By:** Information Technology

👉🌐 **2.2 Faculty Satisfaction**

**Progress:** Completed

**Provided By:** Information Technology

👉🌟 **2 Renovate the Cafeteria Serving Line in the Acadian Center**

**Provided By:** Cafeteria

**Progress:** Completed

👉🌐 **2.1 Renovate Cafeteria Serving Line**

**Progress:** Completed

**Provided By:** Cafeteria



-  **2 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:** Economic Development and Continuing Education

**Progress:** Completed

-  **2.1 Administer post-event evaluative surveys.**


**Progress:** Completed

**Provided By:** Economic Development and Continuing Education

-  **2.2 Courses or programs will meet clients' needs/interests.**


**Progress:** Completed

**Provided By:** Economic Development and Continuing Education

-  **2.3 Clients will recommend Continuing Education courses or programs to others.**

**Progress:** Completed

**Provided By:** Economic Development and Continuing Education

-  **2.4 Clients will consider participation in Continuing Education classes and community service programs/events a worthwhile investment of time and/or money.**

**Progress:** Completed

**Provided By:** Economic Development and Continuing Education

-  **2 To be successful on the field of play.**

**Provided By:** Athletics

**Progress:** Completed

-  **2.1 Maintain a winning percentage**

**Progress:** Completed

**Provided By:** Athletics

-  **2 To plan a budget to meet the needs of the departments based on their goals and objectives.**


**Provided By:** Budgeting

**Progress:** Completed

-  **2.1 Budget Review-Faculty**


**Progress:** Completed

**Provided By:** Budgeting

-  **2.2 Budget Review Committee**

**Progress:** Completed

**Provided By:** Budgeting

-  **2.3 Budget Control**

**Progress:** Completed  
**Provided By:** Budgeting

🌐 **2 Track Student Immunization records to assure that all new students meet health requirements.**

**Provided By:** Enrollment Management  
**Progress:** Completed

🌐 **2.1 Immunizations**

**Progress:** Completed  
**Provided By:** Enrollment Management

🌐 **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 (formerly Goal 3) General Education: Competency in sciences and mathematics**

**Provided By:** Science & Mathematics  
**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  
**Provided By:** Academic Affairs

🌐 **3 Compliance with SACSCOC standard that apply to Institutional Effectiveness and Substantive Change**


**Provided By:** Institutional Research and Effectiveness  
**Progress:** Completed




🌐 **3.1 IE-Prospectuses**



**Progress:** Completed  
**Provided By:** Institutional Research and Effectiveness



🌐 **3.2 Substantive Changes**



**Progress:** Completed  
**Provided By:** Institutional Research and Effectiveness


-  **3 Employ and train an assistant director of marketing and public affairs.**  
**Provided By:** Public Affairs  
**Progress:** Canceled

  -  **3.1 Hire Assistant Director**  
**Progress:** Canceled  
**Provided By:** Public Affairs
-  **3 General Education - Artistic, Cultural, Historic Understanding; Written and Spoken Communication (see General Education Section)**  
**Provided By:** Liberal Arts  
**Progress:** Completed
-  **3 Hire a General Librarian**  
**Provided By:** Library  
**Progress:** Completed

  -  **3.1 Hire General Librarian**  
**Progress:** Completed  
**Provided By:** Library
-  **3 Implement Additional Sports Teams**  
**Provided By:** Athletics  
**Progress:** Completed

  -  **3.1 New Sports Teams**  
**Progress:** Completed  
**Provided By:** Athletics
-  **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:** Pathways to Success  
**Progress:** Completed

  -  **3.1 Program Completion**  
**Progress:** Completed  
**Provided By:** Pathways to Success
  -  **3.2 Fall to Spring Retention**  
**Progress:** Completed

- 
**3.3 Fall to Fall Retention**  
**Progress:** Completed  
**Provided By:** Pathways to Success

- 
**3 Maintain an effective Administrative Technology Specialist (CTS) Program**


- Provided By:** Administrative Technology Specialist (CTS)  
**Progress:** Delayed

- 
**3.1 Administrative Technology Specialist (CTS) Professional Competency**  
**Progress:** Delayed


- 
**3.4 Administrative Technology Specialist (CTS) Placement**  
**Progress:** Delayed  
**Provided By:** Administrative Technology Specialist (CTS)

- 
**3 Maintain an effective Fire Service Technology (CTS) Program**

- Provided By:** Fire Service Technology (CTS)  
**Progress:** Completed

- 
**3.1 Fire Service Technology - Professional Competency**  
**Progress:** Completed

- 
**3.2 Fire Service Technology Employment**  
**Progress:** Completed  
**Provided By:** Fire Service Technology (CTS)

- 
**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 Surveys**  
**Progress:** Completed  
**Provided By:** Radiologic Technology


- 
**3.3 Radiologic Technology Retention**  
**Progress:** Completed

**Provided By:** Radiologic Technology  
 **3.4 Radiologic Technology Employment**  
**Progress:** Completed  
**Provided By:** Radiologic Technology


 **3 Provide orientation for new students to acquaint themselves with the university.**  
**Provided By:** Enrollment Management  
**Progress:** Completed

 **3.1 Orientation**  
**Progress:** Completed  
**Provided By:** Enrollment Management

 **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  
**Provided By:** Information Technology

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

 **3.1 Professional Development**  
**Progress:** Completed  
**Provided By:** Quality Enhancement Plan

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

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

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

🌐 **3.1 Curriculum Development**  
**Progress:** Completed  
**Provided By:** Academic Affairs

🌐 **3 (formerly Goal 6) Retention**  
**Provided By:** Science & Mathematics  
**Progress:** Completed

🌐 **3.1 (formerly 6.1) General Education Sciences Retention**  
**Progress:** Completed  
**Provided By:** Science & Mathematics

🌐 **4 Maintain an effective Human Resource Management (CTS) program**  
**Provided By:** Human Resources Management (CTS)  
**Progress:** Completed

🌐 **4.1 Human Resources Management program (CTS) Professional Competency**  
**Progress:** Completed  
**Provided By:** Human Resources Management (CTS)

🌐 **4.2 (formerly 4.4) Human Resources Management Program (CTS) Placement**  
**Progress:** Completed  
**Provided By:** Human Resources Management (CTS)

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

🌐 **4.1 Respiratory Care Professional Competency**  
**Progress:** Completed  
**Provided By:** Respiratory Care

🌐 **4.2 Respiratory Care Retention**  
**Progress:** Completed  
**Provided By:** Respiratory Care

🌐 **4.3 Respiratory Care Employment**  
**Progress:** Completed  
**Provided By:** Respiratory Care

🌐 **4 Retention of EDUN, PSYC, and SOCL Liberal Arts Majors**

**Provided By:** Liberal Arts  
**Progress:** Completed


 **4.1 Retention- Aggregated Liberal Arts Majors of EDUN, PSYC, and SOCL**  
**Progress:** Completed  
**Provided By:** Liberal Arts

 **4 The Library will provide guidance and instruction in library skills and information literacy.**  
**Provided By:** Library  
**Progress:** Completed


 **4.1 Increase the number of Bibliographic Instructional Sessions**  
**Progress:** Completed  
**Provided By:** Library


 **4 Update IT Infrastructure**  
**Provided By:** Information Technology  
**Progress:** Completed


 **4.1 Update IT Infrastructure**  
**Progress:** Completed  
**Provided By:** Information Technology

 **4.2 Implementation of new student system**  
**Progress:** Completed  
**Provided By:** Information Technology

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

 **4.1 Instructional Program Satisfaction**  
**Progress:** Completed  
**Provided By:** Academic Affairs

 **4.2 One Year Retention**  
**Progress:** Completed  
**Provided By:** Academic Affairs

 **4.3 Graduation**  
**Progress:** Completed  
**Provided By:** Academic Affairs

- ▶ **4 (formerly Goal 7) Sequential Courses**
  - Provided By:** Science & Mathematics
  - Progress:** Completed
  - ▶ **4.1 (formerly 7.1) College-level mathematics sequence**
    - Progress:** Completed
    - Provided By:** Science & Mathematics
  - ▶ **4.2 (formerly 7.2) BIOL 1001 to BIOL1160**
    - Progress:** Completed
    - Provided By:** Science & Mathematics
  
- ▶ **5 Maintain an effective Medical Coding and Billing (CTS) Program**
  - Provided By:** Medical Coding and Billing (CTS)
  - Progress:** Completed
  - ▶ **5.1 Medical Coding and Billing Program (CTS) Professional Competency**
    - Progress:** Completed
    - Provided By:** Medical Coding and Billing (CTS)
  - ▶ **5.2 Medical Coding and Billing Program (CTS) Placement**
    - Progress:** Completed
    - Provided By:** Medical Coding and Billing (CTS)
  
- ▶ **5 Student Placement**
  - Provided By:** Science & Mathematics
  - Progress:** Canceled
  - ▶ **Delete old 5.1 Assessment of Entering Students**
    - Progress:** Canceled
    - Provided By:** Science & Mathematics
  
- ▶ **6 Maintain an effective Computer Information Technology (CIT) program.**
  - Provided By:** Computer Information Technology
  - Progress:** Completed
  - ▶ **6.1 CIT - Program Professional Competency**
    - Progress:** Completed
    - Provided By:** Computer Information Technology
  - ▶ **6.2 CIT Placement**



**Progress:** Completed

**Provided By:** Computer Information Technology

 **6.3 Computer Information Technology Retention**

**Progress:** Completed

**Provided By:** Computer Information Technology

 **7 Maintain an effective Management program**


**Provided By:** Management

**Progress:** Completed

 **7.1 Management - Program Professional Competency**

**Progress:** Completed

**Provided By:** Management

 **7.2 Management - Placement**


**Progress:** Completed

**Provided By:** Management

 **7.3 Management Retention**


**Progress:** Completed

**Provided By:** Management

 **8 Maintain an effective CTS, Chemical Technician Program**

**Provided By:** Chemical Technician (CTS)

**Progress:** Completed

 **8.1 Chemical Technician CTS**


**Progress:** Completed

**Provided By:** Chemical Technician (CTS)

 **9 General Education Competency in the Social Sciences**

**Provided By:** Management

**Progress:** Completed

 **Delete old Goal 3 Course Completion**






**Provided By:** Science & Mathematics

**Progress:** Canceled

 **Delete old 3.1 Developmental Mathematics Completion**

**Progress:** Canceled

**Provided By:** Science & Mathematics

-  **Delete old goal 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: Science & Mathematics  
 Progress: Canceled
-  **Temp 17-18 Initiate a Center for Student Success**  
 Provided By: Student Success Center  
 Progress: Completed
-  **Temp 17-18 Staffing Student Success Center**  
 Progress: Completed  
 Provided By: Student Success Center
-  **Temp 17-18 1 Implement a First Year Experience Program**  
 Provided By: First Year Experience  
 Progress: Completed
-  **Temp 17-18 1.1 Academic and Social Development**  
 Progress: Completed  
 Provided By: First Year Experience

 **2. Student Success to serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

**Related Items**

-  **1 To prepare an annual budget which reflects the mission of the university and supports institutional priorities.**  
 Provided By: Budgeting  
 Progress: Completed
-  **1.1 Budget Preparation**  
 Progress: Completed  
 Provided By: Budgeting
-  **1 17-18 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: Liberal Arts

**Progress:** Completed

🌐 1.1 **Developmental English (ENGL 0001)**

**Progress:** Completed

**Provided By:** Liberal Arts

🌐 1.2 **Orientation to University Studies (UNIV 1005)**

**Progress:** Completed

**Provided By:** Liberal Arts

🌐 1.3 **College Reading (UNIV 0008)**

**Progress:** Completed

**Provided By:** Liberal Arts

🌐 1 **Advise students across academic disciplines within the Student Success Center**

**Provided By:** Academic Advising

**Progress:** Completed

🌐 1.1 **Form Steering Committee**

**Progress:** Completed

**Provided By:** Academic Advising

🌐 1.2 **Create a more structured and thorough advisor training program**

**Progress:** Completed

**Provided By:** Academic Advising

🌐 1.3 **Student Satisfaction with Academic Advising**

**Progress:** Completed

**Provided By:** Academic Advising

🌐 1 **Complete Construction and Initiate a New Testing Center as a new Auxiliary**

**Provided By:** Testing Center

**Progress:** Completed

🌐 1 **Initiate a Testing Center**

**Progress:** Completed

**Provided By:** Testing Center

🌐 1 **Constituencies at LSUE will be satisfied with library operations.**

**Provided By:** Library

**Progress:** Completed

🌐 1.1 **Faculty Satisfaction with the Library**

- Progress:** Completed
  - Provided By:** Library
  - 🌐 1.2 **Staff Satisfaction with the Library**
  - Progress:** Completed
  - Provided By:** Library
  - 🌐 1.3 **Student Satisfaction with the Library**
  - Progress:** Completed
  - Provided By:** Library
  
- 🌟 1 **Create a vibrant atmosphere of student life on campus at LSUE**
- Provided By:** Student Life
- Progress:** Completed
  
- 🌐 1.1 **Increase the quantity and quality of campus activities planned and sponsored by the Office of Student Activities**
- Progress:** Completed
- Provided By:** Student Life
- 🌐 1.2 **Implement outcomes-based campus activities**
- Progress:** Delayed
- Provided By:** Student Life
- 🌐 1.3 **Increase satisfaction with campus activities**
- Progress:** Completed
- Provided By:** Student Life
  
- 🌟 1 **Develop and implement a comprehensive marketing and advertising plan during the AY 2017-2018 for the 2018-2019 academic year.**
- Provided By:** Public Affairs
- Progress:** Completed
  
- 🌐 1.1 **Marketing and Advertising**
- Progress:** Completed
- Provided By:** Public Affairs
  
- 🌟 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

- Provided By: Affirmative Action/Equal Employment Opportunity  
 🌐 1.2 **Annually Provide Training on AA/EEO topics to faculty & staff**  
 Progress: Completed  
 Provided By: Affirmative Action/Equal Employment Opportunity

- 🌐 1 **Establish the CARE team**

Provided By: Student Judicial Affairs  
 Progress: Completed

- 🌐 1.1 **Schedule and host bi-weekly CARE team meetings**

Progress: Completed

Provided By: Student Judicial Affairs

- 🌐 1.2 **Purchase and implement a system for managing student case files for conduct cases and student of concern cases.**

Progress: Completed

Provided By: Student Judicial Affairs

- 🌐 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

Provided By: Institutional Research and Effectiveness

- 🌐 1 **In working to maintain an effective developmental education program, students will be provided the necessary support for the successful completion of their developmental coursework.**

Provided By: Science & Mathematics

Progress: Completed

- 🌐 1.1 **Developmental Math (MATH 0001)**

Progress: Completed

Provided By: Science & Mathematics

- 🌐 1.2 **Developmental Math (MATH 0015)**












Progress: Completed

Provided By: Science & Mathematics


- 🌐 1.3 **Developmental Math (MATH 0021)**





Progress: Completed





Provided By: Science & Mathematics



- ▶  **Delete old 1.2a Developmental Math (MATH 0002)**  
            **Progress:** Canceled  
            **Provided By:** Science & Mathematics
- ▶  **1 Increase awareness of tutoring services available**  
    **Provided By:** Tutoring  
    **Progress:** Completed
  - ▶  **1.1 Track attendance and usage of tutoring services**  
            **Progress:** Completed  
            **Provided By:** Tutoring
- ▶  **1 Increase the effectiveness of the LSU Police Department on the LSUE campus**  
    **Provided By:** LSU Police and Campus Security  
    **Progress:** Completed
  - ▶  **1.1 Install surveillance cameras**  
            **Progress:** Completed  
            **Provided By:** LSU Police and Campus Security
    - ▶  **1.2 Hire Second Full-Time Police Officer**  
            **Progress:** Completed  
            **Provided By:** LSU Police and Campus Security
    - ▶  **1.3 Publish Annual Security and Fire Report (Clery Act)**  
            **Progress:** Completed  
            **Provided By:** LSU Police and Campus Security
- ▶  **1 LSU Eunice faculty and staff will pursue public, private, and institutional grant and research opportunities to enhance academic programs and services.**  
    **Provided By:** Federal/State Grants and Contracts  
    **Progress:** Completed
  - ▶  **1.1 Grant Training**  
            **Progress:** Completed  
            **Provided By:** Federal/State Grants and Contracts
    - ▶  **1.2 Grant Submissions**  
            **Progress:** Completed  
            **Provided By:** Federal/State Grants and Contracts
    - ▶  **1.3 Perkins CTE Grant**  
            **Progress:** Completed

**Provided By:** Federal/State Grants and Contracts

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

  -  **1.1 CDYC Professional Competency**  
**Progress:** Completed  
**Provided By:** Care and Development of Young Children
  -  **1.2 CDYC Placement**  
**Progress:** Completed  
**Provided By:** Care and Development of Young Children
  -  **1.3 CDYC - Retention**  
**Progress:** Completed  
**Provided By:** Care and Development of Young Children
  
-  **1 Maintain an Effective Criminal Justice Program.**  
**Provided By:** Criminal Justice  
**Progress:** Completed

  -  **1.1 Criminal Justice Professional Competency**  
**Progress:** Completed  
**Provided By:** Criminal Justice
  -  **1.2 CJ Retention**  
**Progress:** Completed  
**Provided By:** Criminal Justice
  -  **1.3 CJ Placement**  
**Progress:** Completed  
**Provided By:** Criminal Justice
  
-  **1 Maintain an Effective First Year Experience Program.**  
**Provided By:** First Year Experience  
**Progress:** Completed

  -  **1.1 Develop a peer-led mentoring program**  
**Progress:** Completed  
**Provided By:** First Year Experience
  
-  **1 Maintain an effective Associate of Arts, Louisiana Transfer Program**

**Provided By:** AA/LT  
**Progress:** Completed

 **1.1 Associate of Arts Louisiana Transfer Program Competency**

**Progress:** Completed  
**Provided By:** AA/LT

 **1.2 AALT Retention**

**Progress:** Completed  
**Provided By:** AA/LT

 **1 Maintain an effective Associate of Science Louisiana Transfer Program**


**Provided By:** AS/LT  
**Progress:** Completed

 **1.1 Associate of Science Louisiana Transfer**


**Progress:** Canceled  
**Provided By:** AS/LT

 **1.1a Associate of Science Louisiana Transfer Program Outcomes**

**Progress:** Completed  
**Provided By:** AS/LT

 **1.2 Associate of Science Louisiana Transfer Retention**

**Progress:** Completed  
**Provided By:** AS/LT

 **1 Maintain an effective Diagnostic Medical Sonography Program**

**Provided By:** Diagnostic Medical Sonography  
**Progress:** Completed

 **1.1 DMS Professional Competency**

**Progress:** Completed  
**Provided By:** Diagnostic Medical Sonography

 **1.2 DMS Completion Rate**

**Progress:** Completed  
**Provided By:** Diagnostic Medical Sonography

 **1.3 DMS Employment**

**Progress:** Completed  
**Provided By:** Diagnostic Medical Sonography

 **1 Maintain an effective General Studies Program**



**Provided By:** General Studies  
**Progress:** Completed

 **1.1 General Studies Program Outcome**

**Progress:** Completed  
**Provided By:** General Studies

 **1.2 GSA - Retention**

**Progress:** Completed  
**Provided By:** General Studies

 **1 Maintain an effective LSUE Academy**

**Provided By:** LSUE Academy  
**Progress:** Completed

 **1.1 Increase Enrollment**

**Progress:** Completed  
**Provided By:** LSUE Academy

 **1.2 Assessment of Incoming Students**


**Progress:** Completed  
**Provided By:** LSUE Academy

 **1.3 LSUE Academy Fall to Spring Retention**


**Progress:** Completed  
**Provided By:** LSUE Academy

 **1.4 LSUE Academy Fall to Fall Retention**

**Progress:** Completed  
**Provided By:** LSUE Academy

 **1.5 Compare New FF Academy Students to new FF LSUE Students**


**Progress:** Completed  
**Provided By:** LSUE Academy

 **1 Maintain an effective Surgical Technology Program**

**Provided By:** Surgical Technology  
**Progress:** Ongoing

 **1.1 Surgical Technology Professional Competency based on CST Exam**

**Progress:** Ongoing  
**Provided By:** Surgical Technology

 **1.2 Surgical Technology Professional Competency based on Clinical Results**

**Progress:** Ongoing

**Provided By:** Surgical Technology

 **1.3 Surgical Technology Graduation Rate**


**Progress:** Ongoing

**Provided By:** Surgical Technology

 **1.4 Surgical Technology Employment**


**Progress:** Ongoing

**Provided By:** Surgical Technology

 **1 Maintain effective Honors Classes**

**Provided By:** Honors

**Progress:** Completed

 **1.1 Honors learning community environment**

**Progress:** Completed

**Provided By:** Honors

 **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

**Provided By:** Financial Aid

 **1.2 Financial Aid Resources**


**Progress:** Completed

**Provided By:** Financial Aid

 **1.3 Financial Aid-Scholarships**


**Progress:** Completed

**Provided By:** Financial Aid

 **1.4 Financial Aid Counseling**

**Progress:** Completed

**Provided By:** Financial Aid

 **1 Provide opportunities for prospective students to acquaint themselves with university requirements, personnel and services.**

**Provided By:** Admissions and Recruitment

**Progress:** Completed

- 🌐 1.1 Bengal Day  
Progress: Completed  
Provided By: Admissions and Recruitment

- 🌐 1 Streamline disability accommodations registration process.  
Provided By: Disability Services  
Progress: Completed

- 🌐 1.1 To host disability accommodations request forms online.  
Progress: Completed  
Provided By: Disability Services

- 🌐 1 The Office of Admissions will decrease turnaround time for processing of paid applications.  
Provided By: Registrar  
Progress: Completed

- 🌐 1.1 Decreasing processing time of admission applications  
Progress: Completed  
Provided By: Registrar

- 🌐 1 To assist students in declaring a major.  
Provided By: Career Services  
Progress: Completed

- 🌐 1.1 Career Decision Making  
Progress: Completed  
Provided By: Career Services

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

- 🌐 1.1 Bookstore-Faculty Satisfaction  
Progress: Completed  
Provided By: Bookstore

- 🌐 1.2 Bookstore-Student Satisfaction  
Progress: Completed  
Provided By: Bookstore

🌐🟡 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

**Provided By:** Cafeteria

🌐🟡 1.2 Food Service-Staff Satisfaction

**Progress:** Completed

**Provided By:** Cafeteria

🌐🟡 1.3 Food Service-Student Satisfaction

**Progress:** Completed

**Provided By:** Cafeteria

🌐🟡 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

**Provided By:** Human Resources

🌐🟡 1.2 Human Resources-Audit

**Progress:** Completed

**Provided By:** Human Resources

🌐🟡 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

**Provided By:** Physical Plant


🌐🟡 1.2 Building and Grounds-Staff

**Progress:** Completed

**Provided By:** Physical Plant

🌐🟡 1.3 Building and Grounds-Student Satisfaction

**Progress:** Completed

- 
**1.4 Capital Improvements**  
 Provided By: Physical Plant  
 Progress: Completed  
 Provided By: Physical Plant

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

Provided By: Purchasing  
 Progress: Completed

- 
**1.1 Purchasing- Faculty Satisfaction**

Progress: Completed  
 Provided By: Purchasing

- 
**1.2 Purchasing-Audit**

Progress: Completed  
 Provided By: Purchasing

- 
**1 To support academic achievement and progress of student athletes**


Provided By: Athletics  
 Progress: Completed

- 
**1.1 Student Learning and GPA**


Progress: Completed  
 Provided By: Athletics

- 
**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 0002/0015/0021**

Progress: Completed  
 Provided By: Quality Enhancement Plan

- 
**1.2 Increase the Cognitive Ability of Students in MATH 0001 and MATH 0002**


Progress: Completed  
 Provided By: Quality Enhancement Plan

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


Provided By: Academic Affairs  
 Progress: Completed

- ▶ **1.1 Academic Advising-Faculty**  
    Progress: Completed  
    Provided By: Academic Affairs
  - ▶ **1.2 Academic Advising-Students**  
    Progress: Completed  
    Provided By: Academic Affairs
- ▶ **17-18 Temp Create the Associate of Applied Science in Diagnostic Medical Sonography**  
Provided By: Diagnostic Medical Sonography  
Progress: Completed
- ▶ **17-18 Temp Implement the AAS in DMS class for Fall 2018**  
    Progress: Completed  
    Provided By: Diagnostic Medical Sonography
- ▶ **17-18 Temp Create the Associate of Applied Science in Surgical Technology**  
Provided By: Surgical Technology  
Progress: Completed
- ▶ **17-18 Temp Implement Surgical Technology**  
    Progress: Completed  
    Provided By: Surgical Technology
- ▶ **1a Implement the LSUE Academy**  
Provided By: LSUE Academy  
Progress: Canceled
- ▶ **1.1a Recruitment**  
    Progress: Canceled  
    Provided By: LSUE Academy
- ▶ **2 Assist with the enrollment process**  
Provided By: Admissions and Recruitment  
Progress: Completed
- ▶ **2.1 Enrollment of students that were assisted with pre-enrollment information**  
    Progress: Completed  
    Provided By: Admissions and Recruitment





 **2.1 Secure resources**  
**Progress:** Completed  
**Provided By:** University Advancement / LSUE Foundation

 **2 Implement a comprehensive social media strategy for LSUE.**  
**Provided By:** Public Affairs  
**Progress:** Completed


 **2.1 Marketing and Visibility - Social Media Plan**  
**Progress:** Completed  
**Provided By:** Public Affairs


 **2 Implement a programming model.**  
**Provided By:** Residential Life  
**Progress:** Completed

 **2.1 Plan and implement active programs at Bengal Village**  
**Progress:** Completed  
**Provided By:** Residential Life

 **2.2 Create and publish a schedule of activities.**  
**Progress:** Completed  
**Provided By:** Residential Life

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

 **2.1 Degree Checkout Returns**  
**Progress:** Completed  
**Provided By:** Registrar

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

 **2.1 Grant Guidelines**  
**Progress:** Completed



**Provided By:** Federal/State Grants and Contracts  
🌐 2.2 **Adherence to Grant Guidelines**  
**Progress:** Completed  
**Provided By:** Federal/State Grants and Contracts

🌐 2 **Library Patron Usage and Traffic will Increase**

**Provided By:** Library  
**Progress:** Completed

🌐 2.1 **Increase the Number of Library Visits**  
**Progress:** Completed

**Provided By:** Library

🌐 2.2 **Increase the Number of Items Circulated**  
**Progress:** Completed  
**Provided By:** Library

🌐 2 **Maintain an effective Accounting Technology - Accounting Clerk (CTS) program.**

**Provided By:** Accounting Technology, Account Clerk (CTS)  
**Progress:** Completed

🌐 2.1 **Accounting Technology - Accounting Clerk Program (CTS) Professional Competency**  
**Progress:** Completed

**Provided By:** Accounting Technology, Account Clerk (CTS)

🌐 2.4 **Accounting Technology - Accounting Clerk (CTS) Placement**  
**Progress:** Completed  
**Provided By:** Accounting Technology, Account Clerk (CTS)

🌐 2 **Maintain an effective Fire Science Program**

**Provided By:** Fire and Emergency Services  
**Progress:** Completed

🌐 2.1 **Fire and Emergency Services - Professional Competency**  
**Progress:** Completed

**Provided By:** Fire and Emergency Services

🌐 2.2 **Fire and Emergency Services Retention**  
**Progress:** Completed

**Provided By:** Fire and Emergency Services

🌐 2.3 **Fire and Emergency Services - Employment**  
**Progress:** Completed

**Provided By:** Fire and Emergency Services

🌐 2 **Maintain an effective nursing program**

**Provided By:** Nursing

**Progress:** Completed

🌐 2.1 **Nursing Professional Competency based on NCLEX-RN**

**Progress:** Completed

**Provided By:** Nursing

🌐 2.1a **Nursing Professional Competency based on Clinical Results**

**Progress:** Completed

**Provided By:** Nursing

🌐 2.2 **Nursing Graduation Rate**

**Progress:** Completed

**Provided By:** Nursing

🌐 2.3 **Nursing Employment**

**Progress:** Completed

**Provided By:** Nursing

🌐 2 **Provide Faculty and Staff with the technology and support required to produce successful students.**

**Provided By:** Information Technology

**Progress:** Completed

🌐 2.1 **Staff Satisfaction**

**Progress:** Completed

**Provided By:** Information Technology

🌐 2.2 **Faculty Satisfaction**

**Progress:** Completed

**Provided By:** Information Technology

🌐 2 **Provide academic support for Pathways to Success students.**

**Provided By:** Tutoring

**Progress:** Completed


🌐 2.1 **Require tutoring as an early alert system for Pathways to Success students.**

**Progress:** Completed


**Provided By:** Tutoring

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

**Provided By:** LSU Police and Campus Security  
**Progress:** Completed

 **2.1 Patrol**

**Progress:** Completed  
**Provided By:** LSU Police and Campus Security

 **2.2 Parking**

**Progress:** Completed  
**Provided By:** LSU Police and Campus Security

 **2 Renovate the Cafeteria Serving Line in the Acadian Center**


**Provided By:** Cafeteria  
**Progress:** Completed

 **2.1 Renovate Cafeteria Serving Line**

**Progress:** Completed  
**Provided By:** Cafeteria

 **2 Support prospective and current student organizations**

**Provided By:** Student Life  
**Progress:** Completed

 **2.1 Streamline the new and returning student organization registration process**


**Progress:** Completed  
**Provided By:** Student Life

 **2.2 Provide template and sample materials for prospective student organizations**

**Progress:** Completed  
**Provided By:** Student Life

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

**Provided By:** Career Services  
**Progress:** Completed

 **2.1 Employment Services - Placement**

**Progress:** Completed  
**Provided By:** Career Services

 **2 To be successful on the field of play.**

**Provided By:** Athletics

**Progress:** Completed

 **2.1 Maintain a winning percentage**

**Progress:** Completed

**Provided By:** Athletics

 **2 To plan a budget to meet the needs of the departments based on their goals and objectives.**

**Provided By:** Budgeting

**Progress:** Completed

 **2.1 Budget Review-Faculty**

**Progress:** Completed

**Provided By:** Budgeting

 **2.2 Budget Review Committee**

**Progress:** Completed

**Provided By:** Budgeting

 **2.3 Budget Control**

**Progress:** Completed

**Provided By:** Budgeting

 **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 (formerly Goal 3) General Education: Competency in sciences and mathematics**

**Provided By:** Science & Mathematics

**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

**Provided By:** Academic Affairs

 **3 Compliance with SACSCOC standard that apply to Institutional Effectiveness and Substantive Change**

**Provided By:** Institutional Research and Effectiveness

**Progress:** Completed

 **3.1 IE-Prospectuses**

**Progress:** Completed

**Provided By:** Institutional Research and Effectiveness

 **3.2 Substantive Changes**

**Progress:** Completed

**Provided By:** Institutional Research and Effectiveness

 **3 Employ and train an assistant director of marketing and public affairs.**

**Provided By:** Public Affairs

**Progress:** Canceled

 **3.1 Hire Assistant Director**

**Progress:** Canceled

**Provided By:** Public Affairs

 **3 General Education - Artistic, Cultural, Historic Understanding; Written and Spoken Communication (see General Education Section)**

**Provided By:** Liberal Arts

**Progress:** Completed

 **3 Hire a General Librarian**

**Provided By:** Library

**Progress:** Completed

 **3.1 Hire General Librarian**

**Progress:** Completed

**Provided By:** Library

 **3 Implement Additional Sports Teams**

**Provided By:** Athletics

**Progress:** Completed

 **3.1 New Sports Teams**

**Progress:** Completed

**Provided By:** Athletics


- ▶ **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: Pathways to Success  
 Progress: Completed
  - ▶ **3.1 Program Completion**  
 Progress: Completed  
 Provided By: Pathways to Success
  - ▶ **3.2 Fall to Spring Retention**  
 Progress: Completed  
 Provided By: Pathways to Success
  - ▶ **3.3 Fall to Fall Retention**  
 Progress: Completed  
 Provided By: Pathways to Success
  
- ▶ **3 Maintain an effective Administrative Technology Specialist (CTS) Program**  
 Provided By: Administrative Technology Specialist (CTS)  
 Progress: Delayed
  - ▶ **3.1 Administrative Technology Specialist (CTS) Professional Competency**  
 Progress: Delayed  
 Provided By: Administrative Technology Specialist (CTS)
  - ▶ **3.4 Administrative Technology Specialist (CTS) Placement**  
 Progress: Delayed  
 Provided By: Administrative Technology Specialist (CTS)
  
- ▶ **3 Maintain an effective Fire Service Technology (CTS) Program**  
 Provided By: Fire Service Technology (CTS)  
 Progress: Completed
  - ▶ **3.1 Fire Service Technology - Professional Competency**  
 Progress: Completed  
 Provided By: Fire Service Technology (CTS)
  - ▶ **3.2 Fire Service Technology Employment**  
 Progress: Completed  
 Provided By: Fire Service Technology (CTS)
  
- ▶ **3 Maintain an effective radiologic technology program**  
 Provided By: Radiologic Technology

**Progress:** Completed

 **3.1 Radiologic Technology Professional Competency**

**Progress:** Completed

**Provided By:** Radiologic Technology

 **3.2 Radiologic Technology Surveys**

**Progress:** Completed

**Provided By:** Radiologic Technology

 **3.3 Radiologic Technology Retention**

**Progress:** Completed

**Provided By:** Radiologic Technology

 **3.4 Radiologic Technology Employment**

**Progress:** Completed

**Provided By:** Radiologic Technology

 **3 Provide regular training in emergency response procedures to campus personnel**


**Provided By:** LSU Police and Campus Security

**Progress:** Completed

 **3.1 Emergency Response Training**

**Progress:** Completed

**Provided By:** LSU Police and Campus Security

 **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

**Provided By:** Information Technology

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

**Provided By:** Quality Enhancement Plan

**Progress:** Completed

 **3.1 Professional Development**

**Progress:** Completed

**Provided By:** Quality Enhancement Plan

🌐 **3.2 Increase Retention and Completion of Developmental and General Education Mathematics**

**Progress:** Completed

**Provided By:** Quality Enhancement Plan

🌐 **3.3 Reduce the Amount of Time in Developmental Mathematics**

**Progress:** Completed

**Provided By:** Quality Enhancement Plan

🟡 **3. Curriculum Development: To ensure that faculty understand and participate in curriculum development.**

**Provided By:** Academic Affairs

**Progress:** Completed

🌐 **3.1 Curriculum Development**

**Progress:** Completed

**Provided By:** Academic Affairs

🟡 **3 (formerly Goal 6) Retention**

**Provided By:** Science & Mathematics

**Progress:** Completed

🌐 **3.1 (formerly 6.1) General Education Sciences Retention**

**Progress:** Completed

**Provided By:** Science & Mathematics

🟡 **4 Increase Student Retention**

**Provided By:** Enrollment Management

**Progress:** Completed

🌐 **4.1 Increase Fall to Spring New First-Time Full-Time Student Retention**

**Progress:** Completed

**Provided By:** Enrollment Management

🌐 **4.2 Increase Fall to Fall New First-Time Full-Time Student Retention**

**Progress:** Completed

**Provided By:** Enrollment Management

🟡 **4 Maintain an effective Human Resource Management (CTS) program**

**Provided By:** Human Resources Management (CTS)

**Progress:** Completed

🌐 **4.1 Human Resources Management program (CTS) Professional Competency**



**Progress:** Completed

**Provided By:** Human Resources Management (CTS)

 **4.2 (formerly 4.4) Human Resources Management Program (CTS) Placement**

**Progress:** Completed

**Provided By:** Human Resources Management (CTS)

 **4 Maintain an effective program in respiratory care.**

**Provided By:** Respiratory Care

**Progress:** Completed

 **4.1 Respiratory Care Professional Competency**


**Progress:** Completed

**Provided By:** Respiratory Care

 **4.2 Respiratory Care Retention**

**Progress:** Completed

**Provided By:** Respiratory Care

 **4.3 Respiratory Care Employment**

**Progress:** Completed

**Provided By:** Respiratory Care

 **4 Retention of EDUN, PSYC, and SOCL Liberal Arts Majors**


**Provided By:** Liberal Arts

**Progress:** Completed

 **4.1 Retention- Aggregated Liberal Arts Majors of EDUN, PSYC, and SOCL**

**Progress:** Completed

**Provided By:** Liberal Arts

 **4 The Library will provide guidance and instruction in library skills and information literacy.**

**Provided By:** Library

**Progress:** Completed

 **4.1 Increase the number of Bibliographic Instructional Sessions**

**Progress:** Completed

**Provided By:** Library

 **4 Update IT Infrastructure**

**Provided By:** Information Technology

**Progress:** Completed

- ▶ 4.1 Update IT Infrastructure  
        Progress: Completed  
        Provided By: Information Technology
  - ▶ 4.2 Implementation of new student system  
        Progress: Completed  
        Provided By: Information Technology
- ▶ 4. Institutional Effectiveness To foster academic success through instructional effectiveness.  
    Provided By: Academic Affairs  
    Progress: Completed
  - ▶ 4.1 Instructional Program Satisfaction  
        Progress: Completed  
        Provided By: Academic Affairs
  - ▶ 4.2 One Year Retention  
        Progress: Completed  
        Provided By: Academic Affairs
  - ▶ 4.3 Graduation  
        Progress: Completed  
        Provided By: Academic Affairs
- ▶ 4 (formerly Goal 7) Sequential Courses  
    Provided By: Science & Mathematics  
    Progress: Completed
  - ▶ 4.1 (formerly 7.1) College-level mathematics sequence  
        Progress: Completed  
        Provided By: Science & Mathematics
  - ▶ 4.2 (formerly 7.2) BIOL 1001 to BIOL1160  
        Progress: Completed  
        Provided By: Science & Mathematics
- ▶ 5 Maintain an effective Medical Coding and Billing (CTS) Program  
    Provided By: Medical Coding and Billing (CTS)  
    Progress: Completed
  - ▶ 5.1 Medical Coding and Billing Program (CTS) Professional Competency  
        Progress: Completed

**Provided By:** Medical Coding and Billing (CTS)

**5.2 Medical Coding and Billing Program (CTS) Placement**

**Progress:** Completed

**Provided By:** Medical Coding and Billing (CTS)

**5 Student Placement**

**Provided By:** Science & Mathematics

**Progress:** Canceled

**Delete old 5.1 Assessment of Entering Students**

**Progress:** Canceled

**Provided By:** Science & Mathematics

**6 Maintain an effective Computer Information Technology (CIT) program.**

**Provided By:** Computer Information Technology

**Progress:** Completed

**6.1 CIT - Program Professional Competency**

**Progress:** Completed

**Provided By:** Computer Information Technology

**6.2 CIT Placement**

**Progress:** Completed

**Provided By:** Computer Information Technology

**6.3 Computer Information Technology Retention**

**Progress:** Completed

**Provided By:** Computer Information Technology

**7 Maintain an effective Management program**

**Provided By:** Management

**Progress:** Completed

**7.1 Management - Program Professional Competency**

**Progress:** Completed

**Provided By:** Management

**7.2 Management - Placement**

**Progress:** Completed

**Provided By:** Management

**7.3 Management Retention**

**Progress:** Completed

**Provided By:** Management

**8 Maintain an effective CTS, Chemical Technician Program**

**Provided By:** Chemical Technician (CTS)

**Progress:** Completed

**8.1 Chemical Technician CTS**

**Progress:** Completed

**Provided By:** Chemical Technician (CTS)

**9 General Education Competency in the Social Sciences**

**Provided By:** Management

**Progress:** Completed

**Delete old Goal 3 Course Completion**

**Provided By:** Science & Mathematics

**Progress:** Canceled

**Delete old 3.1 Developmental Mathematics Completion**

**Progress:** Canceled

**Provided By:** Science & Mathematics

**Delete old goal 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:** Science & Mathematics

**Progress:** Canceled

**Temp 17-18 Initiate a Center for Student Success**

**Provided By:** Student Success Center

**Progress:** Completed

**Temp 17-18 Staffing Student Success Center**


**Progress:** Completed

**Provided By:** Student Success Center

**Temp 17-18 1 Implement a First Year Experience Program**

**Provided By:** First Year Experience

**Progress:** Completed

 **Temp 17-18 1.1 Academic and Social Development**

**Progress:** Completed

**Provided By:** First Year Experience

 **3. Partnerships To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**

**Related Items**

 **1 Advise students across academic disciplines within the Student Success Center**

**Provided By:** Academic Advising

**Progress:** Completed

 **1.1 Form Steering Committee**

**Progress:** Completed

**Provided By:** Academic Advising

 **1.2 Create a more structured and thorough advisor training program**

**Progress:** Completed

**Provided By:** Academic Advising

 **1.3 Student Satisfaction with Academic Advising**

**Progress:** Completed

**Provided By:** Academic Advising

 **1 Complete Construction and Initiate a New Testing Center as a new Auxiliary**


**Provided By:** Testing Center

**Progress:** Completed

 **1 Initiate a Testing Center**


**Progress:** Completed

**Provided By:** Testing Center

 **1 Develop and implement a comprehensive marketing and advertising plan during the AY 2017-2018 for the 2018-2019 academic year.**

**Provided By:** Public Affairs

**Progress:** Completed

 **1.1 Marketing and Advertising**

**Progress:** Completed

**Provided By:** Public Affairs

**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

**Provided By:** Affirmative Action/Equal Employment Opportunity

**1.2 Annually Provide Training on AA/EEO topics to faculty & staff**

**Progress:** Completed

**Provided By:** Affirmative Action/Equal Employment Opportunity

**1 Establish the CARE team**

**Provided By:** Student Judicial Affairs

**Progress:** Completed

**1.1 Schedule and host bi-weekly CARE team meetings**

**Progress:** Completed

**Provided By:** Student Judicial Affairs

**1.2 Purchase and implement a system for managing student case files for conduct cases and student of concern cases.**

**Progress:** Completed

**Provided By:** Student Judicial Affairs

**1 In working to maintain an effective developmental education program, students will be provided the necessary support for the successful completion of their developmental coursework.**

**Provided By:** Science & Mathematics

**Progress:** Completed

**1.1 Developmental Math (MATH 0001)**

**Progress:** Completed

**Provided By:** Science & Mathematics

**1.2 Developmental Math (MATH 0015)**

**Progress:** Completed

**Provided By:** Science & Mathematics

**1.3 Developmental Math (MATH 0021)**


**Progress:** Completed

**Provided By:** Science & Mathematics

 **Delete old 1.2a Developmental Math (MATH 0002)**

**Progress:** Canceled

**Provided By:** Science & Mathematics

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

**Provided By:** Federal/State Grants and Contracts

**Progress:** Completed

 **1.1 Grant Training**

**Progress:** Completed

**Provided By:** Federal/State Grants and Contracts

 **1.2 Grant Submissions**

**Progress:** Completed

**Provided By:** Federal/State Grants and Contracts

 **1.3 Perkins CTE Grant**

**Progress:** Completed

**Provided By:** Federal/State Grants and Contracts

 **1 Maintain a Care and Development of Young Children program.**

**Provided By:** Care and Development of Young Children

**Progress:** Completed

 **1.1 CDYC Professional Competency**

**Progress:** Completed

**Provided By:** Care and Development of Young Children

 **1.2 CDYC Placement**

**Progress:** Completed

**Provided By:** Care and Development of Young Children

 **1.3 CDYC - Retention**

**Progress:** Completed

**Provided By:** Care and Development of Young Children

 **1 Maintain an Effective Criminal Justice Program.**

**Provided By:** Criminal Justice

**Progress:** Completed

 **1.1 Criminal Justice Professional Competency**

**Progress:** Completed  
**Provided By:** Criminal Justice

 **1.2 CJ Retention**


**Progress:** Completed  
**Provided By:** Criminal Justice

 **1.3 CJ Placement**

**Progress:** Completed  
**Provided By:** Criminal Justice

 **1 Maintain an Effective First Year Experience Program.**

**Provided By:** First Year Experience  
**Progress:** Completed

 **1.1 Develop a peer-led mentoring program**

**Progress:** Completed  
**Provided By:** First Year Experience

 **1 Maintain an effective Associate of Arts, Louisiana Transfer Program**

**Provided By:** AA/LT  
**Progress:** Completed

 **1.1 Associate of Arts Louisiana Transfer Program Competency**

**Progress:** Completed  
**Provided By:** AA/LT

 **1.2 AALT Retention**


**Progress:** Completed  
**Provided By:** AA/LT

 **1 Maintain an effective Associate of Science Louisiana Transfer Program**

**Provided By:** AS/LT  
**Progress:** Completed

 **1.1 Associate of Science Louisiana Transfer**

**Progress:** Canceled  
**Provided By:** AS/LT

 **1.1a Associate of Science Louisiana Transfer Program Outcomes**

**Progress:** Completed  
**Provided By:** AS/LT


 **1.2 Associate of Science Louisiana Transfer Retention**






**Progress:** Completed  
**Provided By:** AS/LT




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

-  **1.1 DMS Professional Competency**  
**Progress:** Completed  
**Provided By:** Diagnostic Medical Sonography
-  **1.2 DMS Completion Rate**  
**Progress:** Completed  
**Provided By:** Diagnostic Medical Sonography
-  **1.3 DMS Employment**  
**Progress:** Completed  
**Provided By:** Diagnostic Medical Sonography

 **1 Maintain an effective General Studies Program**  
**Provided By:** General Studies  
**Progress:** Completed


-  **1.1 General Studies Program Outcome**  
**Progress:** Completed  
**Provided By:** General Studies
-  **1.2 GSA - Retention**  
**Progress:** Completed  
**Provided By:** General Studies

 **1 Maintain an effective LSUE Academy**  
**Provided By:** LSUE Academy  
**Progress:** Completed

-  **1.1 Increase Enrollment**  
**Progress:** Completed  
**Provided By:** LSUE Academy
-  **1.2 Assessment of Incoming Students**  
**Progress:** Completed  
**Provided By:** LSUE Academy
-  **1.3 LSUE Academy Fall to Spring Retention**


**Progress:** Completed

**Provided By:** LSUE Academy

 **1.4 LSUE Academy Fall to Fall Retention**

**Progress:** Completed

**Provided By:** LSUE Academy

 **1.5 Compare New FF Academy Students to new FF LSUE Students**

**Progress:** Completed

**Provided By:** LSUE Academy

 **1 Maintain an effective Surgical Technology Program**


**Provided By:** Surgical Technology

**Progress:** Ongoing

 **1.1 Surgical Technology Professional Competency based on CST Exam**

**Progress:** Ongoing

**Provided By:** Surgical Technology

 **1.2 Surgical Technology Professional Competency based on Clinical Results**


**Progress:** Ongoing

**Provided By:** Surgical Technology

 **1.3 Surgical Technology Graduation Rate**


**Progress:** Ongoing

**Provided By:** Surgical Technology

 **1.4 Surgical Technology Employment**


**Progress:** Ongoing

**Provided By:** Surgical Technology

 **1 Maintain effective Honors Classes**

**Provided By:** Honors

**Progress:** Completed

 **1.1 Honors learning community environment**

**Progress:** Completed

**Provided By:** Honors

 **1 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:** Economic Development and Continuing Education

**Progress:** Completed

 **1.1 Credit Offerings: Extension Programs and Special Services**

**Progress:** Completed

**Provided By:** Economic Development and Continuing Education

 **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

**Provided By:** Bookstore

 **1.2 Bookstore-Student Satisfaction**

**Progress:** Completed

**Provided By:** Bookstore

 **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

**Provided By:** Cafeteria

 **1.2 Food Service-Staff Satisfaction**

**Progress:** Completed

**Provided By:** Cafeteria

 **1.3 Food Service-Student Satisfaction**


**Progress:** Completed

**Provided By:** Cafeteria

 **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


**Provided By:** Human Resources

- 
**1.2 Human Resources-Audit**  
**Progress:** Completed  
**Provided By:** Human Resources


- 
**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

**Provided By:** Physical Plant


- 
**1.2 Building and Grounds-Staff**  
**Progress:** Completed

**Provided By:** Physical Plant

- 
**1.3 Building and Grounds-Student Satisfaction**  
**Progress:** Completed

**Provided By:** Physical Plant

- 
**1.4 Capital Improvements**  
**Progress:** Completed  
**Provided By:** Physical Plant


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

- 
**1.1 Purchasing- Faculty Satisfaction**  
**Progress:** Completed


**Provided By:** Purchasing



- 
**1.2 Purchasing-Audit**  
**Progress:** Completed  
**Provided By:** Purchasing



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



- 
**1.1 Student Learning and GPA**  
**Progress:** Completed



**Provided By:** Athletics



-  **17-18 Temp Create the Associate of Applied Science in Diagnostic Medical Sonography**  
**Provided By:** Diagnostic Medical Sonography  
**Progress:** Completed



  -  **17-18 Temp Implement the AAS in DMS class for Fall 2018**  
**Progress:** Completed  
**Provided By:** Diagnostic Medical Sonography
-  **17-18 Temp Create the Associate of Applied Science in Surgical Technology**  
**Provided By:** Surgical Technology  
**Progress:** Completed




  -  **17-18 Temp Implement Surgical Technology**  
**Progress:** Completed  
**Provided By:** Surgical Technology
-  **1a Implement the LSUE Academy**  
**Provided By:** LSUE Academy  
**Progress:** Canceled



  -  **1.1a Recruitment**  
**Progress:** Canceled  
**Provided By:** LSUE Academy
-  **2 Expand campus outreach efforts to educate the campus community on services available for students with disabilities**  
**Provided By:** Disability Services  
**Progress:** Completed


  -  **2.1 Participate in new student and athletics orientation.**  
**Progress:** Completed  
**Provided By:** Disability Services
  -  **2.2 Include Disability Services information on course syllabi**  
**Progress:** Completed  
**Provided By:** Disability Services


-  **2 General Education: LSUE will provide students the necessary support for the successful completion of the first general education course in English and social science after the completion of developmental education.**  
**Provided By:** Liberal Arts  
**Progress:** Completed
-  **2 Generate FY Increases in Revenue**  
**Provided By:** University Advancement / LSUE Foundation  
**Progress:** Completed


  -  **2.1 Secure resources**  
**Progress:** Completed  
**Provided By:** University Advancement / LSUE Foundation
-  **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  
**Provided By:** Institutional Research and Effectiveness
  -  **2.2 Reduce Open Time of Service Requests**  
**Progress:** Completed  
**Provided By:** Institutional Research and Effectiveness
-  **2 Implement a comprehensive social media strategy for LSUE.**  
**Provided By:** Public Affairs  
**Progress:** Completed


  -  **2.1 Marketing and Visibility - Social Media Plan**  
**Progress:** Completed  
**Provided By:** Public Affairs
-  **2 LSU Eunice sponsored programs will operate within the guidelines of funding entities and federal, state, system, and institutional policy.**  
**Provided By:** Federal/State Grants and Contracts  
**Progress:** Completed

  -  **2.1 Grant Guidelines**  
**Progress:** Completed

-  **2.2 Adherence to Grant Guidelines**  
**Progress:** Completed  
**Provided By:** Federal/State Grants and Contracts

-  **2 Maintain an effective Fire Science Program**  
**Provided By:** Fire and Emergency Services  
**Progress:** Completed

-  **2.1 Fire and Emergency Services - Professional Competency**  
**Progress:** Completed  
**Provided By:** Fire and Emergency Services
-  **2.2 Fire and Emergency Services Retention**  
**Progress:** Completed  
**Provided By:** Fire and Emergency Services
-  **2.3 Fire and Emergency Services - Employment**  
**Progress:** Completed  
**Provided By:** Fire and Emergency Services

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

-  **2.1 Nursing Professional Competency based on NCLEX-RN**  
**Progress:** Completed  
**Provided By:** Nursing
-  **2.1a Nursing Professional Competency based on Clinical Results**  
**Progress:** Completed  
**Provided By:** Nursing
-  **2.2 Nursing Graduation Rate**  
**Progress:** Completed  
**Provided By:** Nursing
-  **2.3 Nursing Employment**  
**Progress:** Completed  
**Provided By:** Nursing

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

- 2.1 Staff Satisfaction  
**Progress:** Completed  
**Provided By:** Information Technology
- 2.2 Faculty Satisfaction  
**Progress:** Completed  
**Provided By:** Information Technology
- 2 Renovate the Cafeteria Serving Line in the Acadian Center  
**Provided By:** Cafeteria  
**Progress:** Completed
  - 2.1 Renovate Cafeteria Serving Line  
**Progress:** Completed  
**Provided By:** Cafeteria
- 2 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:** Economic Development and Continuing Education  
**Progress:** Completed
  - 2.1 Administer post-event evaluative surveys.  
**Progress:** Completed  
**Provided By:** Economic Development and Continuing Education
  - 2.2 Courses or programs will meet clients' needs/interests.  
**Progress:** Completed  
**Provided By:** Economic Development and Continuing Education
  - 2.3 Clients will recommend Continuing Education courses or programs to others.  
**Progress:** Completed  
**Provided By:** Economic Development and Continuing Education
  - 2.4 Clients will consider participation in Continuing Education classes and community service programs/events a worthwhile investment of time and/or money.  
**Progress:** Completed  
**Provided By:** Economic Development and Continuing Education
- 2 To assist students in obtaining part-time/full-time employment.  
**Provided By:** Career Services  
**Progress:** Completed



  **2.1 Employment Services - Placement**

**Progress:** Completed

**Provided By:** Career Services

  **2 To be successful on the field of play.**

**Provided By:** Athletics

**Progress:** Completed

  **2.1 Maintain a winning percentage**

**Progress:** Completed

**Provided By:** Athletics

  **3 Compliance with SACSCOC standard that apply to Institutional Effectiveness and Substantive Change**

**Provided By:** Institutional Research and Effectiveness

**Progress:** Completed

  **3.1 IE-Prospectuses**

**Progress:** Completed

**Provided By:** Institutional Research and Effectiveness

  **3.2 Substantive Changes**



**Progress:** Completed

**Provided By:** Institutional Research and Effectiveness

  **3 Employ and train an assistant director of marketing and public affairs.**

**Provided By:** Public Affairs

**Progress:** Canceled

  **3.1 Hire Assistant Director**

**Progress:** Canceled

**Provided By:** Public Affairs

  **3 General Education - Artistic, Cultural, Historic Understanding; Written and Spoken Communication (see General Education Section)**

**Provided By:** Liberal Arts

**Progress:** Completed

  **3 Implement Additional Sports Teams**

**Provided By:** Athletics

**Progress:** Completed

🌐 **3.1 New Sports Teams**  
**Progress:** Completed  
**Provided By:** Athletics

🌐 **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:** Pathways to Success  
**Progress:** Completed

🌐 **3.1 Program Completion**  
**Progress:** Completed  
**Provided By:** Pathways to Success

🌐 **3.2 Fall to Spring Retention**  
**Progress:** Completed  
**Provided By:** Pathways to Success

🌐 **3.3 Fall to Fall Retention**  
**Progress:** Completed  
**Provided By:** Pathways to Success




🌐 **3 Maintain an effective Fire Service Technology (CTS) Program**  
**Provided By:** Fire Service Technology (CTS)  
**Progress:** Completed


🌐 **3.1 Fire Service Technology - Professional Competency**  
**Progress:** Completed  
**Provided By:** Fire Service Technology (CTS)


🌐 **3.2 Fire Service Technology Employment**  
**Progress:** Completed  
**Provided By:** Fire Service Technology (CTS)


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

🌐 **3.1 Radiologic Technology Professional Competency**  
**Progress:** Completed  
**Provided By:** Radiologic Technology


-  **3.2 Radiologic Technology Surveys**  
**Progress:** Completed  
**Provided By:** Radiologic Technology
-  **3.3 Radiologic Technology Retention**  
**Progress:** Completed  
**Provided By:** Radiologic Technology
-  **3.4 Radiologic Technology Employment**  
**Progress:** Completed  
**Provided By:** Radiologic Technology



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











-  **3.1 User Services-Student Support**  
**Progress:** Completed  
**Provided By:** Information Technology

-  **3 To develop partner relationships with employers.**  
**Provided By:** Career Services  
**Progress:** Canceled

-  **3.1 Workforce Development Partnerships**  
**Progress:** Canceled  
**Provided By:** Career Services

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

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

- ▶  **4 Retention of EDUN, PSYC, and SOCL Liberal Arts Majors**  
Provided By: Liberal Arts  
Progress: Completed
  - ▶  **4.1 Retention- Aggregated Liberal Arts Majors of EDUN, PSYC, and SOCL**  
Progress: Completed  
Provided By: Liberal Arts
  
- ▶  **4 The Library will provide guidance and instruction in library skills and information literacy.**  
Provided By: Library  
Progress: Completed
  - ▶  **4.1 Increase the number of Bibliographic Instructional Sessions**  
Progress: Completed  
Provided By: Library
  
- ▶  **4 Update IT Infrastructure**  
Provided By: Information Technology  
Progress: Completed
  - ▶  **4.1 Update IT Infrastructure**  
Progress: Completed  
Provided By: Information Technology
  - ▶  **4.2 Implementation of new student system**  
Progress: Completed  
Provided By: Information Technology
  
- ▶  **5 Maintain an effective Medical Coding and Billing (CTS) Program**  
Provided By: Medical Coding and Billing (CTS)  
Progress: Completed
  - ▶  **5.1 Medical Coding and Billing Program (CTS) Professional Competency**  
Progress: Completed  
Provided By: Medical Coding and Billing (CTS)
  - ▶  **5.2 Medical Coding and Billing Program (CTS) Placement**  
Progress: Completed  
Provided By: Medical Coding and Billing (CTS)

 **8 Maintain an effective CTS, Chemical Technician Program**


**Provided By:** Chemical Technician (CTS)

**Progress:** Completed

 **8.1 Chemical Technician CTS**

**Progress:** Completed

**Provided By:** Chemical Technician (CTS)

 **Delete old Goal 3 Course Completion**

**Provided By:** Science & Mathematics

**Progress:** Canceled

 **Delete old 3.1 Developmental Mathematics Completion**

**Progress:** Canceled

**Provided By:** Science & Mathematics

 **Delete old goal 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:** Science & Mathematics

**Progress:** Canceled

 **Temp 17-18 Initiate a Center for Student Success**

**Provided By:** Student Success Center

**Progress:** Completed

 **Temp 17-18 Staffing Student Success Center**


**Progress:** Completed

**Provided By:** Student Success Center

 **Temp 17-18 1 Implement a First Year Experience Program**

**Provided By:** First Year Experience

**Progress:** Completed

 **Temp 17-18 1.1 Academic and Social Development**

**Progress:** Completed

**Provided By:** First Year Experience


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- ★ 4. **Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**





#### **Related Items**




- 🌐 1 **To prepare an annual budget which reflects the mission of the university and supports institutional priorities.**  
**Provided By:** Budgeting  
**Progress:** Completed
- 🌐 1.1 **Budget Preparation**  
**Progress:** Completed  
**Provided By:** Budgeting
- 🌐 1 17-18 **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:** Liberal Arts  
**Progress:** Completed
- 🌐 1.1 **Developmental English (ENGL 0001)**  
**Progress:** Completed  
**Provided By:** Liberal Arts
- 🌐 1.2 **Orientation to University Studies (UNIV 1005)**  
**Progress:** Completed  
**Provided By:** Liberal Arts
- 🌐 1.3 **College Reading (UNIV 0008)**  
**Progress:** Completed  
**Provided By:** Liberal Arts
- 🌐 1 **Advise students across academic disciplines within the Student Success Center**  
**Provided By:** Academic Advising  
**Progress:** Completed
- 🌐 1.1 **Form Steering Committee**  
**Progress:** Completed  
**Provided By:** Academic Advising
- 🌐 1.2 **Create a more structured and thorough advisor training program**  
**Progress:** Completed  
**Provided By:** Academic Advising
- 🌐 1.3 **Student Satisfaction with Academic Advising**  
**Progress:** Completed



**Provided By:** Academic Advising





-  **1 Complete Construction and Initiate a New Testing Center as a new Auxiliary**  
**Provided By:** Testing Center  
**Progress:** Completed







  -  **1 Initiate a Testing Center**  
**Progress:** Completed  
**Provided By:** Testing Center
-  **1 Constituencies at LSUE will be satisfied with library operations.**  
**Provided By:** Library  
**Progress:** Completed





  -  **1.1 Faculty Satisfaction with the Library**  
**Progress:** Completed  
**Provided By:** Library
  -  **1.2 Staff Satisfaction with the Library**  
**Progress:** Completed  
**Provided By:** Library
  -  **1.3 Student Satisfaction with the Library**  
**Progress:** Completed  
**Provided By:** Library
-  **1 Create a vibrant atmosphere of student life on campus at LSUE**  
**Provided By:** Student Life  
**Progress:** Completed





  -  **1.1 Increase the quantity and quality of campus activities planned and sponsored by the Office of Student Activities**  
**Progress:** Completed  
**Provided By:** Student Life
  -  **1.2 Implement outcomes-based campus activities**  
**Progress:** Delayed  
**Provided By:** Student Life
  -  **1.3 Increase satisfaction with campus activities**  
**Progress:** Completed  
**Provided By:** Student Life

-   **1 Develop and implement a comprehensive marketing and advertising plan during the AY 2017-2018 for the 2018-2019 academic year.**  
**Provided By:** Public Affairs  
**Progress:** Completed

  -   **1.1 Marketing and Advertising**  
**Progress:** Completed  
**Provided By:** Public Affairs
  
-   **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  
**Provided By:** Affirmative Action/Equal Employment Opportunity
  -   **1.2 Annually Provide Training on AA/EEO topics to faculty & staff**  
**Progress:** Completed  
**Provided By:** Affirmative Action/Equal Employment Opportunity
  
-   **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  
**Provided By:** Institutional Research and Effectiveness
  
-   **1 Implement Board Policies and Procedures**  
**Provided By:** University Advancement / LSUE Foundation  
**Progress:** Completed

  -   **1.1 Bylaw Revision**  
**Progress:** Completed  
**Provided By:** University Advancement / LSUE Foundation
  -   **1.2 Campus Policy Revisions**  
**Progress:** Completed  
**Provided By:** University Advancement / LSUE Foundation



- 🌐🟡 **1 In working to maintain an effective developmental education program, students will be provided the necessary support for the successful completion of their developmental coursework.**  
**Provided By:** Science & Mathematics  
**Progress:** Completed
  - 🌐🟦 **1.1 Developmental Math (MATH 0001)**  
**Progress:** Completed  
**Provided By:** Science & Mathematics
  - 🌐🟦 **1.2 Developmental Math (MATH 0015)**  
**Progress:** Completed  
**Provided By:** Science & Mathematics
  - 🌐🟦 **1.3 Developmental Math (MATH 0021)**  
**Progress:** Completed  
**Provided By:** Science & Mathematics
  - 🌐🟦 **Delete old 1.2a Developmental Math (MATH 0002)**  
**Progress:** Canceled  
**Provided By:** Science & Mathematics
  
- 🌐🟡 **1 Increase awareness of tutoring services available**  
**Provided By:** Tutoring  
**Progress:** Completed
  - 🌐🟦 **1.1 Track attendance and usage of tutoring services**  
**Progress:** Completed  
**Provided By:** Tutoring
  
- 🌐🟡 **1 Increase the effectiveness of the LSU Police Department on the LSUE campus**  
**Provided By:** LSU Police and Campus Security  
**Progress:** Completed
  - 🌐🟦 **1.1 Install surveillance cameras**  
**Progress:** Completed  
**Provided By:** LSU Police and Campus Security
  - 🌐🟦 **1.2 Hire Second Full-Time Police Officer**  
**Progress:** Completed  
**Provided By:** LSU Police and Campus Security
  - 🌐🟦 **1.3 Publish Annual Security and Fire Report (Clery Act)**


**Progress:** Completed  
**Provided By:** LSU Police and Campus Security

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


**Provided By:** Federal/State Grants and Contracts  
**Progress:** Completed

 **1.1 Grant Training**

**Progress:** Completed  
**Provided By:** Federal/State Grants and Contracts

 **1.2 Grant Submissions**

**Progress:** Completed  
**Provided By:** Federal/State Grants and Contracts

 **1.3 Perkins CTE Grant**


**Progress:** Completed  
**Provided By:** Federal/State Grants and Contracts

 **1 Maintain a Care and Development of Young Children program.**


**Provided By:** Care and Development of Young Children  
**Progress:** Completed

 **1.1 CDYC Professional Competency**

**Progress:** Completed  
**Provided By:** Care and Development of Young Children

 **1.2 CDYC Placement**

**Progress:** Completed  
**Provided By:** Care and Development of Young Children

 **1.3 CDYC - Retention**

**Progress:** Completed  
**Provided By:** Care and Development of Young Children

 **1 Maintain an Effective Criminal Justice Program.**

**Provided By:** Criminal Justice  
**Progress:** Completed

 **1.1 Criminal Justice Professional Competency**

**Progress:** Completed  
**Provided By:** Criminal Justice

- 🌐 1.2 CJ Retention  
Progress: Completed  
Provided By: Criminal Justice
- 🌐 1.3 CJ Placement  
Progress: Completed  
Provided By: Criminal Justice

🌐 1 Maintain an Effective First Year Experience Program.  
Provided By: First Year Experience  
Progress: Completed


- 🌐 1.1 Develop a peer-led mentoring program  
Progress: Completed  
Provided By: First Year Experience

🌐 1 Maintain an effective Associate of Arts, Louisiana Transfer Program  
Provided By: AA/LT  
Progress: Completed

- 🌐 1.1 Associate of Arts Louisiana Transfer Program Competency  
Progress: Completed  
Provided By: AA/LT
- 🌐 1.2 AALT Retention  
Progress: Completed  
Provided By: AA/LT

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

- 🌐 1.1 Associate of Science Louisiana Transfer  
Progress: Canceled  
Provided By: AS/LT
- 🌐 1.1a Associate of Science Louisiana Transfer Program Outcomes  
Progress: Completed  
Provided By: AS/LT
- 🌐 1.2 Associate of Science Louisiana Transfer Retention  
Progress: Completed  
Provided By: AS/LT

 **1 Maintain an effective Diagnostic Medical Sonography Program**

**Provided By:** Diagnostic Medical Sonography

**Progress:** Completed

 **1.1 DMS Professional Competency**

**Progress:** Completed

**Provided By:** Diagnostic Medical Sonography

 **1.2 DMS Completion Rate**

**Progress:** Completed

**Provided By:** Diagnostic Medical Sonography

 **1.3 DMS Employment**

**Progress:** Completed

**Provided By:** Diagnostic Medical Sonography

 **1 Maintain an effective General Studies Program**

**Provided By:** General Studies

**Progress:** Completed

 **1.1 General Studies Program Outcome**

**Progress:** Completed

**Provided By:** General Studies

 **1.2 GSA - Retention**

**Progress:** Completed

**Provided By:** General Studies

 **1 Maintain an effective LSUE Academy**


**Provided By:** LSUE Academy

**Progress:** Completed

 **1.1 Increase Enrollment**


**Progress:** Completed

**Provided By:** LSUE Academy

 **1.2 Assessment of Incoming Students**

**Progress:** Completed

**Provided By:** LSUE Academy

 **1.3 LSUE Academy Fall to Spring Retention**

**Progress:** Completed

**Provided By:** LSUE Academy

🌐 1.4 **LSUE Academy Fall to Fall Retention**

**Progress:** Completed

**Provided By:** LSUE Academy

🌐 1.5 **Compare New FF Academy Students to new FF LSUE Students**

**Progress:** Completed

**Provided By:** LSUE Academy

🌐 1 **Maintain an effective Surgical Technology Program**

**Provided By:** Surgical Technology

**Progress:** Ongoing

🌐 1.1 **Surgical Technology Professional Competency based on CST Exam**

**Progress:** Ongoing

**Provided By:** Surgical Technology

🌐 1.2 **Surgical Technology Professional Competency based on Clinical Results**

**Progress:** Ongoing

**Provided By:** Surgical Technology

🌐 1.3 **Surgical Technology Graduation Rate**

**Progress:** Ongoing

**Provided By:** Surgical Technology

🌐 1.4 **Surgical Technology Employment**

**Progress:** Ongoing

**Provided By:** Surgical Technology

🌐 1 **Maintain effective Honors Classes**

**Provided By:** Honors

**Progress:** Completed

🌐 1.1 **Honors learning community environment**

**Progress:** Completed

**Provided By:** Honors

🌐 1 **Provide opportunities for prospective students to acquaint themselves with university requirements, personnel and services.**


**Provided By:** Admissions and Recruitment



**Progress:** Completed




🌐 1.1 **Bengal Day**



**Progress:** Completed



**Provided By:** Admissions and Recruitment

-  **1 Streamline disability accommodations registration process.**  
**Provided By:** Disability Services  
**Progress:** Completed

  -  **1.1 To host disability accommodations request forms online.**  
**Progress:** Completed  
**Provided By:** Disability Services
  
-  **1 Streamline the housing application process**  
**Provided By:** Residential Life  
**Progress:** Completed

  -  **1.1 Implement online payment integration**  
**Progress:** Completed  
**Provided By:** Residential Life
  -  **1.2 Configure single sign on with StarRez and the Student Information System.**  
**Progress:** Completed  
**Provided By:** Residential Life
  
-  **1 The Office of Admissions will decrease turnaround time for processing of paid applications.**  
**Provided By:** Registrar  
**Progress:** Completed

  -  **1.1 Decreasing processing time of admission applications**  
**Progress:** Completed  
**Provided By:** Registrar
  
-  **1 To operate as an auxiliary enterprise to support the academic mission of LSUE by providing educational books, supplies, and other merchandise.**  
**Provided By:** Bookstore  
**Progress:** Completed

  -  **1.1 Bookstore-Faculty Satisfaction**  
**Progress:** Completed  
**Provided By:** Bookstore
  -  **1.2 Bookstore-Student Satisfaction**  
**Progress:** Completed

**Provided By:** Bookstore

  **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

**Provided By:** Cafeteria

  **1.2 Food Service-Staff Satisfaction**

**Progress:** Completed

**Provided By:** Cafeteria

  **1.3 Food Service-Student Satisfaction**



**Progress:** Completed

**Provided By:** Cafeteria

  **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

**Provided By:** Human Resources

  **1.2 Human Resources-Audit**

**Progress:** Completed

**Provided By:** Human Resources

  **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

**Provided By:** Physical Plant

  **1.2 Building and Grounds-Staff**

**Progress:** Completed

**Provided By:** Physical Plant

  **1.3 Building and Grounds-Student Satisfaction**

**Progress:** Completed  
**Provided By:** Physical Plant

 **1.4 Capital Improvements**


**Progress:** Completed  
**Provided By:** Physical Plant

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

**Provided By:** Purchasing  
**Progress:** Completed

 **1.1 Purchasing- Faculty Satisfaction**

**Progress:** Completed  
**Provided By:** Purchasing

 **1.2 Purchasing-Audit**

**Progress:** Completed  
**Provided By:** Purchasing

 **1 To support academic achievement and progress of student athletes**

**Provided By:** Athletics  
**Progress:** Completed

 **1.1 Student Learning and GPA**

**Progress:** Completed  
**Provided By:** Athletics

 **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 0002/0015/0021**

**Progress:** Completed  
**Provided By:** Quality Enhancement Plan

 **1.2 Increase the Cognitive Ability of Students in MATH 0001 and MATH 0002**

**Progress:** Completed  
**Provided By:** Quality Enhancement Plan

 **17-18 Temp Create the Associate of Applied Science in Diagnostic Medical Sonography**



**Provided By:** Diagnostic Medical Sonography  
**Progress:** Completed

 **17-18 Temp Implement the AAS in DMS class for Fall 2018**

**Progress:** Completed  
**Provided By:** Diagnostic Medical Sonography

 **17-18 Temp Create the Associate of Applied Science in Surgical Technology**

**Provided By:** Surgical Technology  
**Progress:** Completed

 **17-18 Temp Implement Surgical Technology**

**Progress:** Completed  
**Provided By:** Surgical Technology

 **1a Implement the LSUE Academy**

**Provided By:** LSUE Academy  
**Progress:** Canceled

 **1.1a Recruitment**

**Progress:** Canceled  
**Provided By:** LSUE Academy

 **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

 **2.2 Title IX Prevention Efforts**



**Progress:** Completed  
**Provided By:** Affirmative Action/Equal Employment Opportunity









 **2.3 Title IX Response to Complaints**





**Progress:** Completed  
**Provided By:** Affirmative Action/Equal Employment Opportunity







 **2.4 Communicate Effectively to Campus**

**Progress:** Completed  
**Provided By:** Affirmative Action/Equal Employment Opportunity

-   **2 Expand campus outreach efforts to educate the campus community on services available for students with disabilities**  
**Provided By:** Disability Services  
**Progress:** Completed

  -   **2.1 Participate in new student and athletics orientation.**  
**Progress:** Completed  
**Provided By:** Disability Services
  -   **2.2 Include Disability Services information on course syllabi**  
**Progress:** Completed  
**Provided By:** Disability Services
  
-   **2 General Education: LSUE will provide students the necessary support for the successful completion of the first general education course in English and social science after the completion of developmental education.**  
**Provided By:** Liberal Arts  
**Progress:** Completed
  
-   **2 Generate FY Increases in Revenue**  
**Provided By:** University Advancement / LSUE Foundation  
**Progress:** Completed

  -   **2.1 Secure resources**  
**Progress:** Completed  
**Provided By:** University Advancement / LSUE Foundation
  
-   **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  
**Provided By:** Institutional Research and Effectiveness
  -   **2.2 Reduce Open Time of Service Requests**  
**Progress:** Completed  
**Provided By:** Institutional Research and Effectiveness
  
-   **2 Implement a comprehensive social media strategy for LSUE.**  
**Provided By:** Public Affairs  
**Progress:** Completed

🌐 **2.1 Marketing and Visibility - Social Media Plan**

**Progress:** Completed  
**Provided By:** Public Affairs

🌐 **2 Improve the efficiency of degree checkouts.**

**Provided By:** Registrar  
**Progress:** Completed

🌐 **2.1 Degree Checkout Returns**

**Progress:** Completed  
**Provided By:** Registrar

🌐 **2 LSU Eunice sponsored programs will operate within the guidelines of funding entities and federal, state, system, and institutional policy.**

**Provided By:** Federal/State Grants and Contracts  
**Progress:** Completed

🌐 **2.1 Grant Guidelines**

**Progress:** Completed  
**Provided By:** Federal/State Grants and Contracts

🌐 **2.2 Adherence to Grant Guidelines**

**Progress:** Completed  
**Provided By:** Federal/State Grants and Contracts

🌐 **2 Library Patron Usage and Traffic will Increase**

**Provided By:** Library  
**Progress:** Completed

🌐 **2.1 Increase the Number of Library Visits**

**Progress:** Completed  
**Provided By:** Library

🌐 **2.2 Increase the Number of Items Circulated**

**Progress:** Completed  
**Provided By:** Library

🌐 **2 Maintain an effective Accounting Technology - Accounting Clerk (CTS) program.**

**Provided By:** Accounting Technology, Account Clerk (CTS)  
**Progress:** Completed

🌐 **2.1 Accounting Technology - Accounting Clerk Program (CTS) Professional Competency**

**Progress:** Completed

**Provided By:** Accounting Technology, Account Clerk (CTS)

🌐 **2.4 Accounting Technology - Accounting Clerk (CTS) Placement**

**Progress:** Completed

**Provided By:** Accounting Technology, Account Clerk (CTS)

🌐 **2 Maintain an effective Fire Science Program**

**Provided By:** Fire and Emergency Services

**Progress:** Completed

🌐 **2.1 Fire and Emergency Services - Professional Competency**

**Progress:** Completed

**Provided By:** Fire and Emergency Services

🌐 **2.2 Fire and Emergency Services Retention**

**Progress:** Completed

**Provided By:** Fire and Emergency Services

🌐 **2.3 Fire and Emergency Services - Employment**

**Progress:** Completed

**Provided By:** Fire and Emergency Services

🌐 **2 Maintain an effective nursing program**

**Provided By:** Nursing

**Progress:** Completed

🌐 **2.1 Nursing Professional Competency based on NCLEX-RN**

**Progress:** Completed

**Provided By:** Nursing

🌐 **2.1a Nursing Professional Competency based on Clinical Results**

**Progress:** Completed

**Provided By:** Nursing

🌐 **2.2 Nursing Graduation Rate**












**Progress:** Completed

**Provided By:** Nursing

🌐 **2.3 Nursing Employment**

**Progress:** Completed

**Provided By:** Nursing

- ▶  **2 Provide Faculty and Staff with the technology and support required to produce successful students.**  
**Provided By:** Information Technology  
**Progress:** Completed
  - ▶  **2.1 Staff Satisfaction**  
**Progress:** Completed  
**Provided By:** Information Technology
  - ▶  **2.2 Faculty Satisfaction**  
**Progress:** Completed  
**Provided By:** Information Technology
  
- ▶  **2 Provide academic support for Pathways to Success students.**  
**Provided By:** Tutoring  
**Progress:** Completed
  - ▶  **2.1 Require tutoring as an early alert system for Pathways to Success students.**  
**Progress:** Completed  
**Provided By:** Tutoring
  
- ▶  **2 Provide for the safety and security of all members of the university community**  
**Provided By:** LSU Police and Campus Security  
**Progress:** Completed
  - ▶  **2.1 Patrol**  
**Progress:** Completed  
**Provided By:** LSU Police and Campus Security
  - ▶  **2.2 Parking**  
**Progress:** Completed  
**Provided By:** LSU Police and Campus Security
  
- ▶  **2 Renovate the Cafeteria Serving Line in the Acadian Center**  
**Provided By:** Cafeteria  
**Progress:** Completed
  - ▶  **2.1 Renovate Cafeteria Serving Line**  
**Progress:** Completed  
**Provided By:** Cafeteria
  
- ▶  **2 Streamline and standardize the conduct process**

**Provided By:** Student Judicial Affairs  
**Progress:** Completed

🌐 2.1 Hire and train an Administrative Assistant to manage the administration of conduct processes.

**Progress:** Completed

**Provided By:** Student Judicial Affairs

🌐 2.2 Create an online reporting form for behavioral incidents for all LSUE faculty, staff, and students.

**Progress:** Completed

**Provided By:** Student Judicial Affairs

🌐 2 Support prospective and current student organizations

**Provided By:** Student Life

**Progress:** Completed

🌐 2.1 Streamline the new and returning student organization registration process

**Progress:** Completed

**Provided By:** Student Life

🌐 2.2 Provide template and sample materials for prospective student organizations

**Progress:** Completed

**Provided By:** Student Life

🌐 2 To be successful on the field of play.

**Provided By:** Athletics

**Progress:** Completed

🌐 2.1 Maintain a winning percentage

**Progress:** Completed

**Provided By:** Athletics

🌐 2 To plan a budget to meet the needs of the departments based on their goals and objectives.

**Provided By:** Budgeting

**Progress:** Completed

🌐 2.1 Budget Review-Faculty

**Progress:** Completed

**Provided By:** Budgeting

🌐 2.2 Budget Review Committee

**Progress:** Completed

**Provided By:** Budgeting

 **2.3 Budget Control**

**Progress:** Completed  
**Provided By:** Budgeting

 **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 (formerly Goal 3) General Education: Competency in sciences and mathematics**


**Provided By:** Science & Mathematics  
**Progress:** Completed

 **3 Compliance with SACSCOC standard that apply to Institutional Effectiveness and Substantive Change**

**Provided By:** Institutional Research and Effectiveness  
**Progress:** Completed

 **3.1 IE-Prospectuses**

**Progress:** Completed  
**Provided By:** Institutional Research and Effectiveness

 **3.2 Substantive Changes**

**Progress:** Completed  
**Provided By:** Institutional Research and Effectiveness

 **3 Employ and train an assistant director of marketing and public affairs.**

**Provided By:** Public Affairs  
**Progress:** Canceled

 **3.1 Hire Assistant Director**

**Progress:** Canceled  
**Provided By:** Public Affairs

 **3 General Education - Artistic, Cultural, Historic Understanding; Written and Spoken Communication (see General Education Section)**

**Provided By:** Liberal Arts  
**Progress:** Completed

 **3 Hire a General Librarian**


**Provided By:** Library


**Progress:** Completed


 **3.1 Hire General Librarian**  
**Progress:** Completed  
**Provided By:** Library


 **3 Implement Additional Sports Teams**  
**Provided By:** Athletics  
**Progress:** Completed


 **3.1 New Sports Teams**  
**Progress:** Completed  
**Provided By:** Athletics

 **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:** Pathways to Success  
**Progress:** Completed

 **3.1 Program Completion**  
**Progress:** Completed  
**Provided By:** Pathways to Success

 **3.2 Fall to Spring Retention**  
**Progress:** Completed  
**Provided By:** Pathways to Success












 **3.3 Fall to Fall Retention**  
**Progress:** Completed  
**Provided By:** Pathways to Success

 **3 Maintain an effective Administrative Technology Specialist (CTS) Program**  
**Provided By:** Administrative Technology Specialist (CTS)  
**Progress:** Delayed

 **3.1 Administrative Technology Specialist (CTS) Professional Competency**  
**Progress:** Delayed

 **3.4 Administrative Technology Specialist (CTS) Placement**  
**Progress:** Delayed  
**Provided By:** Administrative Technology Specialist (CTS)



- ▶  **3 Maintain an effective Fire Service Technology (CTS) Program**
  - Provided By:** Fire Service Technology (CTS)
  - Progress:** Completed
  - ▶  **3.1 Fire Service Technology - Professional Competency**
    - Progress:** Completed
    - Provided By:** Fire Service Technology (CTS)
  - ▶  **3.2 Fire Service Technology Employment**
    - Progress:** Completed
    - Provided By:** Fire Service Technology (CTS)
- ▶  **3 Maintain an effective radiologic technology program**
  - Provided By:** Radiologic Technology
  - Progress:** Completed
  - ▶  **3.1 Radiologic Technology Professional Competency**
    - Progress:** Completed
    - Provided By:** Radiologic Technology
  - ▶  **3.2 Radiologic Technology Surveys**
    - Progress:** Completed
    - Provided By:** Radiologic Technology
  - ▶  **3.3 Radiologic Technology Retention**
    - Progress:** Completed
    - Provided By:** Radiologic Technology
  - ▶  **3.4 Radiologic Technology Employment**
    - Progress:** Completed
    - Provided By:** Radiologic Technology
- ▶  **3 Provide regular training in emergency response procedures to campus personnel**
  - Provided By:** LSU Police and Campus Security
  - Progress:** Completed
  - ▶  **3.1 Emergency Response Training**
    - Progress:** Completed
    - Provided By:** LSU Police and Campus Security
- ▶  **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

**Provided By:** Information Technology

 **3 To develop partner relationships with employers.**

**Provided By:** Career Services

**Progress:** Canceled

 **3.1 Workforce Development Partnerships**

**Progress:** Canceled

**Provided By:** Career Services

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

**Provided By:** Quality Enhancement Plan

**Progress:** Completed

 **3.1 Professional Development**

**Progress:** Completed

**Provided By:** Quality Enhancement Plan

 **3.2 Increase Retention and Completion of Developmental and General Education Mathematics**


**Progress:** Completed

**Provided By:** Quality Enhancement Plan

 **3.3 Reduce the Amount of Time in Developmental Mathematics**

**Progress:** Completed

**Provided By:** Quality Enhancement Plan

 **3. Curriculum Development To ensure that faculty understand and participate in curriculum development.**


**Provided By:** Academic Affairs

**Progress:** Completed

 **3.1 Curriculum Development**


**Progress:** Completed

**Provided By:** Academic Affairs

 **4 Increase Student Retention**

**Provided By:** Enrollment Management

**Progress:** Completed

 **4.1 Increase Fall to Spring New First-Time Full-Time Student Retention**

**Progress:** Completed

**Provided By:** Enrollment Management

 **4.2 Increase Fall to Fall New First-Time Full-Time Student Retention**

**Progress:** Completed

**Provided By:** Enrollment Management

 **4 Maintain an effective Human Resource Management (CTS) program**


**Provided By:** Human Resources Management (CTS)

**Progress:** Completed

 **4.1 Human Resources Management program (CTS) Professional Competency**

**Progress:** Completed

**Provided By:** Human Resources Management (CTS)

 **4.2 (formerly 4.4) Human Resources Management Program (CTS) Placement**

**Progress:** Completed

**Provided By:** Human Resources Management (CTS)

 **4 Maintain an effective program in respiratory care.**


**Provided By:** Respiratory Care

**Progress:** Completed

 **4.1 Respiratory Care Professional Competency**


**Progress:** Completed

**Provided By:** Respiratory Care

 **4.2 Respiratory Care Retention**

**Progress:** Completed

**Provided By:** Respiratory Care

 **4.3 Respiratory Care Employment**

**Progress:** Completed

**Provided By:** Respiratory Care

 **4 Retention of EDUN, PSYC, and SOCL Liberal Arts Majors**

**Provided By:** Liberal Arts

**Progress:** Completed

 **4.1 Retention- Aggregated Liberal Arts Majors of EDUN, PSYC, and SOCL**

**Progress:** Completed  
**Provided By:** Liberal Arts

**4 The Library will provide guidance and instruction in library skills and information literacy.**

**Provided By:** Library  
**Progress:** Completed

**4.1 Increase the number of Bibliographic Instructional Sessions**

**Progress:** Completed  
**Provided By:** Library

**4 Update IT Infrastructure**

**Provided By:** Information Technology  
**Progress:** Completed

**4.1 Update IT Infrastructure**

**Progress:** Completed  
**Provided By:** Information Technology

**4.2 Implementation of new student system**

**Progress:** Completed  
**Provided By:** Information Technology

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

**Provided By:** Academic Affairs  
**Progress:** Completed

**4.1 Instructional Program Satisfaction**

**Progress:** Completed  
**Provided By:** Academic Affairs

**4.2 One Year Retention**












**Progress:** Completed  
**Provided By:** Academic Affairs

**4.3 Graduation**

**Progress:** Completed  
**Provided By:** Academic Affairs


**5 Maintain an effective Medical Coding and Billing (CTS) Program**


**Provided By:** Medical Coding and Billing (CTS)  
**Progress:** Completed


-  **5.1 Medical Coding and Billing Program (CTS) Professional Competency**  
Progress: Completed  
Provided By: Medical Coding and Billing (CTS)
  -  **5.2 Medical Coding and Billing Program (CTS) Placement**  
Progress: Completed  
Provided By: Medical Coding and Billing (CTS)
-  **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  
Provided By: Academic Affairs
  -  **5.2 Policies and Procedures-Academic Council**  
Progress: Completed  
Provided By: Academic Affairs
-  **6 Maintain an effective Computer Information Technology (CIT) program.**  
Provided By: Computer Information Technology  
Progress: Completed
  -  **6.1 CIT - Program Professional Competency**  
Progress: Completed  
Provided By: Computer Information Technology
  -  **6.2 CIT Placement**  
Progress: Completed  
Provided By: Computer Information Technology
  -  **6.3 Computer Information Technology Retention**  
Progress: Completed  
Provided By: Computer Information Technology
-  **7 Maintain an effective Management program**  
Provided By: Management  
Progress: Completed
  -  **7.1 Management - Program Professional Competency**


**Progress:** Completed  
**Provided By:** Management

 **7.2 Management - Placement**  
**Progress:** Completed  
**Provided By:** Management

 **7.3 Management Retention**  
**Progress:** Completed  
**Provided By:** Management

 **8 Maintain an effective CTS, Chemical Technician Program**  
**Provided By:** Chemical Technician (CTS)  
**Progress:** Completed


 **8.1 Chemical Technician CTS**  
**Progress:** Completed  
**Provided By:** Chemical Technician (CTS)


 **9 General Education Competency in the Social Sciences**  
**Provided By:** Management  
**Progress:** Completed

 **Delete old Goal 3 Course Completion**  
**Provided By:** Science & Mathematics  
**Progress:** Canceled

 **Delete old 3.1 Developmental Mathematics Completion**  
**Progress:** Canceled  
**Provided By:** Science & Mathematics


 **Delete old goal 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:** Science & Mathematics  
**Progress:** Canceled

 **Temp 17-18 Initiate a Center for Student Success**  
**Provided By:** Student Success Center  
**Progress:** Completed

 **Temp 17-18 Staffing Student Success Center**

**Progress:** Completed  
**Provided By:** Student Success Center

 **Temp 17-18 1 Implement a First Year Experience Program**  
**Provided By:** First Year Experience  
**Progress:** Completed

 **Temp 17-18 1.1 Academic and Social Development**  
**Progress:** Completed  
**Provided By:** First Year Experience

## VII. Academic Year 2017-2018 All Departments – Details for Goals and Objectives

### Academic Affairs

#### 1.1: Academic Advising-Faculty

**Start:** 11/1/2017

**End:** 10/31/2018

**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 given each spring semester. 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.

The choices on the faculty survey are

- 1 = strongly disagree
- 2 = disagree
- 3 = neutral
- 4 = agree
- 5 = strongly agree
- in 2018, a n/a or not applicable was added.

#### **Assessment/Evaluation Results (Progress Report)**

Objective 1.1 Academic Advising-Faculty was met in AY 2016-17.

For AY 2017-18, according to the responses to the [2018 Faculty Survey](#), faculty rated their satisfaction with academic advising at 3.5/5.0 with 15 (26%) of faculty responding.

As a result, the objective was not met.

-  [2018 Faculty Survey](#)



## **Improvement Plan/ Changes Made**

### Training

Advisor training continues through the combined efforts of Academic Affairs and the Student Success Center. The advisor training sessions offered during the [Fall 2016](#) Convocation Week were continued and expanded during the [Fall 2017](#) and [Fall 2018](#) Convocation Weeks. Regularly scheduled training sessions ([Advising 101](#), [Student Development Theory/Interpersonal Skills](#)) that focus on advising by the Student Success Center began Fall 2018.













### Resources

An "[Advising Resources](#)" section has been created on the Faculty/Staff page of the LSUE website. An [Advisor Orientation Handbook](#) was authored by the Director of the Student Success Center and was disseminated in Fall 2018.


LSUE was selected to pilot the student modernization system available through Workday ([Geaux Forward Project](#)) of which [academic advising](#) is a critical component. Both Human Resources and Finance for all LSU campuses already utilize Workday. The implementation was to begin Fall 2018, however the process was delayed by LSU until multi-campus functionality questions could be addressed and will begin Fall 2019. This system will aid in the advising process by providing automated degree audits and more complete information to faculty and students which will aid in the advising process.

### Personnel Changes

The reorganization of the former Student Support Services to develop a Student Success Center has progressed. The following personnel are now in place: a Director of Student Success, a Coordinator of Disability Services/Success Advisor, Coordinator of Pathways to Success/ Success Advisor, Coordinator of First Year Experience/Success Advisor, Coordinator of Tutoring Services/Success Advisor ([staff listing](#)). Students with less than 30 hours will be advised by Success Advisors in Student Success Center thereby reducing the need for more intrusive advising by full-time faculty which was often time and resources prohibitive. This not only reduces the workload on faculty, it allows for the students to be better served through a more holistic approach to advising.

-  [20160809-convocation-schedule](#)
-  [20170807-convocation-schedule](#)
-  [20180802-convocation-schedule](#)
-  [Academic Advising Requirements](#)
-  [Advising 101](#)
-  [Advising Resources](#)
-  [Advisor Training Student Development T.](#)
-  [Faculty-advisor Training Sept 13](#)
-  [Fwd Student Systems Modernization Project Fit and Feasib.](#)
-  [Geaux Forward](#)
-  [LSUE FINAL 2018 Advisor Handbook rev August 2018 \(1\)](#)
-  [Student Success Center Staff](#)

### 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:** 11/1/2017

**End:** 10/31/2018

  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

### 1.2: Academic Advising-Students

**Start:** 11/1/2017

**End:** 10/31/2018

**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 5.57 with a standard deviation 1.57.

The Inventory uses the following Likert Scale for the questions asked:

1. Not satisfied at all
2. Not very satisfied

3. Somewhat dissatisfied
4. Neutral
5. Somewhat satisfied
6. Satisfied
7. Very Satisfied

### **Assessment/Evaluation Results (Progress Report)**

Objective 1.2 Academic Advising-Students was met in AY 2016-17.

#### **All LSUE (N=485):**

For AY 2017-18, LSUE students (all sites) rated their satisfaction with the overall effectiveness of academic advising, consisting of the [five items](#) described below, at 5.63 with a standard deviation (SD) of 1.59 as compared to the average of 5.57 with a SD of 1.57 for National Community Colleges. There is no difference when compared to the national average.

Students rated their advisor to be knowledgeable about [program requirements](#) (question 14 on page 1) at 5.86 with a SD of 1.50 compared to 5.78 with a SD of 1.52. The difference is not statistically significant. Academic advisors were rated to be [knowledgeable about transfer requirements](#) (question 22 on page 2) of their schools at 5.67 with SD of 1.56 compared to the national average of 5.52 with SD of 1.58 which is statistically different at the .05 level. Advisors were found to help students [apply their program](#) (question 16 on page 2) of study to career goals at 5.66 with SD 1.69 compared to 5.59 with SD of 1.62 nationally which is not statistically significant. Advisors were also found [to be available](#) (question 3 on page 1) when students needed help and rated 5.59 with SD of 1.63 compared to the national average of 5.61 with SD of 1.54 which was not statistically significant. Students responded that they [received ongoing feedback](#) (question 35 on page 3) about progress toward academic goals with a score of 5.36 with a SD of 1.57 compared to a national score of 5.37 with a SD of 1.61 (no statistically significant difference).

#### **By site:**

##### **LSUE main campus (N=430):**

For AY 2017-18, LSUE students at the main campus rated their satisfaction with the overall effectiveness of academic advising, consisting of the [five items](#) described below, at 5.65 as compared to the average of 5.57 with a SD of 1.57 for National Community Colleges. There was no significant difference between the two scores so satisfaction with academic advising was found to be at the national average for community colleges.

Students at the main campus rated their advisor to be [knowledgeable about program requirements](#) (question 14 on page 2) at 5.91 compared to 5.78 with a SD of 1.52 (no statistically significant difference). Academic advisors were rated to be [knowledgeable about transfer requirements](#) of their schools at 5.72 compared to 5.52 with a SD of 1.58 nationally (question 22 on page 2). Advisors were found to help students [apply their program of study](#) (question 16 on page 2) to career goals at 5.69 compared to 5.59 with SD of 1.63 nationally which is not statistically significant. Advisors were also found [to be available](#) (question 3 on page 1) when students needed help and rated 5.59 compared to the national average of 5.61 with SD of 1.54 which was not statistically different. Students responded that they [received ongoing feedback](#) (question 35 on page 3) about progress toward academic goals with a score of 5.35 compared to a national score of 5.37 with a SD of 1.61 (no statistically significant difference).



**LSUA (N=55):**

For AY 2017-18, LSUE students at the LSUA campus rated their satisfaction with the overall effectiveness of academic advising, consisting of the [five items](#) described below, at 5.40 as compared to the average of 5.57 with a SD of 1.57 for National Community Colleges. There was no significant difference between the two scores so satisfaction with academic advising was found to be at the national average for community colleges.

Students at the LSUA site rated their advisor to be [knowledgeable about program requirements](#) (question 14 on page 2) at 5.46 compared to 5.78 with a SD of 1.52 nationally (no statistically significant difference). Academic advisors were rated to be [knowledgeable about transfer requirements](#) (question 22 on page 2) of their schools at 5.26 compared to the national average of 5.52 with SD of 1.58 nationally. Advisors were found to help students [apply their program of study](#) (question 16 on page 2) to career goals at 5.34 compared to 5.59 with SD of 1.62 nationally which is not statistically significant. Advisors were also found [to be available](#) (question 3 on page 1) when students needed help and rated 5.50 compared to the national average of 5.61 with SD of 1.54 which was not statistically significant. Students responded that they received ongoing feedback about [progress toward academic goals](#) (question 35 on page 3) with a score of 5.42 compared to a national score of 5.37 with a SD of 1.61 (no statistically significant difference).






**LSU Lab School (N = 0):**

For AY 2017-18, there were too few students enrolled in LSUE classes at the LSU Lab School to participate in the survey (n = 3). The objective was met in AY 2017-18.


-  [NLIS by Site](#)
-  [NLIS Summary](#)

**Improvement Plan/ Changes Made**



Although the objective was met, we hope to continue to increase students' satisfaction with the advising process through [continued training](#), development of [advising resources](#) including an [orientation manual](#), the implementation of [Workday Student](#) (student modernization project), and the establishment of a Student Success Center staffed by trained [academic success advisors](#).

-  [Advising 101](#)
-  [Advising Resources](#)
-  [Geaux Forward](#)
-  [LSUE FINAL 2018 Advisor Handbook rev August 2018 \(1\)](#)
-  [Student Success Center Staff](#)

**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:** 11/1/2017  
**End:** 10/31/2018

-  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
-  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

## 2.1: Articulation Agreements

**Start:** 11/1/2017  
**End:** 10/31/2018  
**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.

Objective 2.1 will be revised for AY 2018-2019. It is no longer necessary given the extent of the Statewide Articulation Matrix, Common Course Numbering, and individual 2+2 agreements with McNeese and UL Lafayette.

### **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 2016-2017.

For AY 2017-2018, the [Statewide Articulation Matrix](#) was updated by the LSUE Articulation Officer. The [2018-2019 Statewide Articulation Matrix](#) has also been updated and posted. As courses were included in the Matrix, the Board of Regents published an

updated [Common Course Catalog](#). No changes were made to the individual articulation agreements with UL Lafayette and McNeese State University.

The objective was met in AY 2017-2018.

-  [Articulation-Matrix2017-18](#)
-  [BoR-Matrix-2018-2019](#)
-  [CmnCrsCatalog-2018-19](#)

### Improvement Plan/ Changes Made

Although the objective was met, the articulation of courses with other state colleges and universities is an ongoing process. It is critical that the LSUE Articulation Officer communicate regularly with the Louisiana Board of Regents and the Statewide Articulation Council.

### 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:** 11/1/2017

**End:** 10/31/2018

 **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

 **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

### 3.1: Curriculum Development

**Start:** 11/1/2017

**End:** 10/31/2018

**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**

83.53% of the Faculty will agree they have a role in curricular development as measured by responses to the annual Faculty Survey. This benchmark of 83.53% was calculated using the percentage of faculty choosing Agree or Strongly Agree on the survey from Spring 2014 through Spring 2017.

- Spring 2014 was 19/24 or 79.17%
- Spring 2015 was 19/22 or 86.36%
- Spring 2016 was 15/19 or 78.95%, and
- Spring 2017 was 18/20 or 90.00%.

The benchmark is the grand mean weighting each percentage based on the number of respondents.

The choices on the faculty survey are

- strongly disagree
- disagree
- neutral
- agree
- strongly agree
- in 2018, a n/a or not applicable was added.

### **Assessment/Evaluation Results (Progress Report)**

The objective was met in AY 2016-17.

For AY 2017-2018, a total of 15/57 (26%) of the faculty surveyed responded to the [survey](#). Of those who responded, 11/15 (73.33%) indicated they agreed (6) or strongly agreed (5) they had a role in curricular development, change and review which is 73%.





Since the observed value of 73.33% < the four-year historic benchmark of 83.53, this objective was not met.

-  [2018 Faculty Survey 3.1](#)

### **Improvement Plan/ Changes Made**

The Vice Chancellor of Academic Affairs is at a loss to explain the reasons behind this drop in satisfaction expressed by faculty. Faculty elected by their divisions serve on the [Course and Curricula Committee](#) (page 5), a [committee report](#) is provided at the Faculty Senate Meeting, and the [minutes of the committee](#) are distributed to the [Faculty Council](#) through email.

The plan is to work with the academic deans to improve the response and to also survey the faculty to determine why they do not think they have a role in curricular development, change, and review. The low survey response continues to be a problem so the importance of participation and feedback will be communicated.

-  [C and C minutes to Faculty Council](#)
-  [CC Minutes 12 4 17](#)
-  [FacSenByLaws CC election](#)
-  [LSU Eunice Faculty Senate Minutes CC report](#)

#### 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:** 11/1/2017

**End:** 10/31/2018

 **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

 **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

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#### **4.1: Instructional Program Satisfaction**

**Start:** 11/1/2017

**End:** 10/31/2018

**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**

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 at graduation. The benchmark is a historical value from questions 12, 13, and 14.

- Q12-How well do you think LSUE has prepared you in the area of written communication?
- Q13-How well do you think LSUE has prepared you in the area of spoken communication?
- Q14-How well do you think LSUE has prepared you for your career/educational goals?

Students may choose the following on the survey

- very well
- somewhat
- poorly
- not at all

Benchmark data for the fall semesters is the weighted mean for students choosing somewhat or very well from fall 2013 through fall 2016 (n = 313)

- question 12 = 100%
- question 13 = 98.1%
- question 14 = 98.1%

Benchmark data for the spring semesters is the weighted mean for students choosing somewhat or very well from spring 2014 through spring 2017 (n = 542)

- question 12 = 98.2%
- question 13 = 98.5%
- question 14 = 98.2%

Based on the historical data, it was decided that a benchmark of 95% would be established given the narrow range between 98% to 100% and that not every student will be completely satisfied with their preparation.


### **Assessment/Evaluation Results (Progress Report)**

The objective was met in AY 2016-17.

In fall 2017, 62 graduating students responded to the [survey](#). 100% responded that LSUE had prepared them very well (69%) and somewhat well (31%) in the area of written communication (question 12); 100% responded that LSUE had prepared them very well (50%) and somewhat well (50%) in the area of spoken communication (question 13); 100% responded that LSUE had prepared them very well (77%) and somewhat well (23%) for their career/educational goals (question 14).

In spring 2018, 148 graduating students responded to the [survey](#). 96% responded that LSUE had prepared them very well (70%) and somewhat well (26%) in the area of written communication (question 12); 96% responded that LSUE had prepared them very well (70%) and somewhat well (26%) in the area of spoken communication (question 13); 97% responded that LSUE had prepared them very well (74%) and somewhat well (23%) for their career/educational goals (question 14).

Since the observed average of the three questions in Fall 2017 = 100% and the average of the three questions in Spring 2018 = 96.33% > the historical benchmark of 95%, the objective was met in AY 2017-2018.

-  [LSUE FALL 2017 GRADUATING STUDENT SURVEY RESULTS](#)
-  [LSUE SPRING 2018 GRADUATING STUDENT SURVEY RESULTS](#)

#### **Improvement Plan/ Changes Made**

Although the objective was met, several changes have been made to enhance the areas of written and verbal communication. The Division of Liberal Arts hired an [Instructor of Communication Studies](#) that will also be charged with developing a Speech and Debate Team. The English faculty developed and volunteered to staff the [LSUE Writing Lab](#) to assist students.

-  [CMST Instructor Speech-Debate Coordinator](#)
-  [Writing Lab](#)

#### **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:** 11/1/2017

**End:** 10/31/2018

 **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

 **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

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#### **4.2: One Year Retention**

**Start:** 11/1/2017

**End:** 10/31/2018

**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.

This objective will be revised based on the [LSUE Operational Plan](#).

Revised Objective-Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment.

-  [LSU Eunice FY19\\_20\\_Operational\\_Plan](#)

**Assessment/Evaluation/Measures/Strategies**

Original Objective: Retention will increase at least 1% in comparison to the baseline year according to the data reported in the Board of Regents SSPS report.

Revised by Operational Plan: Retention of the cohort described above will increase by 2 percentage points from the fall 2014 cohort (to fall 2015) baseline level of 47.8% to 49.8% by fall 2020 (retention of fall 2019 cohort). The benchmarks were based on historical performance data.

**Assessment/Evaluation Results (Progress Report)**

The original objective was met in AY 2016-2017.

For AY 2017-2018: Original objective-Freshman [retention](#) from fall 2016 to fall 2017 was 64.62%. Although it is a 6.68% decrease from the previous year, it is still an increase of 4.96% over the baseline year.

Since the observed retention of 4.96% > the 1% benchmark, the original objective was met in AY 2017-2018.



For AY 2017-2018: Revised objective- First-time in college, full-time, associate degree-seeking students [retained at LSUE](#) from fall 2016 to fall 2017 was 46.64%. However, the cohort retained from fall 2017 to fall 2018 increased to 53.77% (15.29% increase) and a 5.97% increase over the baseline level of 47.8%.

Since the observed retention of 5.97% > the 2% benchmark, the revised objective was met in AY 2017-2018.

-  [CExecutive Summary Report Fall 2018](#)
-  [SPSRETN](#)

### Improvement Plan/ Changes Made

Although the objectives were met, it is important to remain focused on retention. The Chancellor distributed the 2017-18 [LSUE Retention Plan](#) (page 2 and 3) to stakeholders. A [Steering Committee on Retention](#) was formed and has started identifying factors that may affect retention.

-  [RE Steering Committee to Improve Retention - Renee Robichaux](#)
-  [Retention Plan 2017 LSUE Russell](#)

### 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:** 11/1/2017

**End:** 10/31/2018

-   1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
-   2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
-   4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

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#### 4.3: Graduation

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Academic Affairs

**Participants:**

#### Objective With Intended Outcomes

LSUE will increase overall Associate Degree and Certificate Attainment.

**Assessment/Evaluation/Measures/Strategies**

Benchmark: Students will complete an Associate's Degree or a Certificate of Technical Studies at a rate that exceeds the average of the previous six years. Average will be the mean or median - whichever is less. Six years is used because it provides enough data to calculate the average and is in the immediate past (as opposed to using 10 or 15 years of data).

Data is obtained from the Louisiana Board of Regents Reporting System published in "LSUE's Fact Book" each December. For

AY	Number of Completers
2010-2011	289
2011-2012	289
2012-2013	337
2013-2014	334
2014-2015	332
2015-2016	310
Mean	315.1
Median	321

the mean was 315 and the median was 321. As a result, the benchmark for planning year 2017-2018 that assesses AY 2016-2017 completers is 315 students.

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met.

For AY 2017-2018, there were 298 students obtaining a credential during AY 2016-2017.

## Associate Degrees

Degree	16/17	15/16	14/15	13/14	12/13	11/12	10/11	Six Year Total
Arts	n/a	n/a	n/a	n/a	0	0	20	20
Arts Transfer	n/a	n/a	n/a	n/a	0	1	0	1
Arts Transfer – Business	18	12	19	4	2	0	n/a	37
Arts Transfer - Criminal Justice	1	n/a	n/a	n/a	n/a	n/a	n/a	0
Arts Transfer –Fine Arts	1	1	0	3	1	0	n/a	5
Arts Transfer – Humanities	1	2	3	2	1	3	n/a	11
Arts Transfer – Mass Communications	1	1	n/a	n/a	n/a	n/a	n/a	1
Arts Transfer – Social Sci.	6	3	3	3	4	2	n/a	15
Care/Dev Young Child	4	5	12	11	5	5	8	46
Computer Info Tech	10	11	13	13	11	8	8	64
Criminal Justice	23	18	19	17	18	19	14	105
Fire Science	n/a	n/a	n/a	n/a	n/a	0	25	25
Fire & Emergency Svc	18	33	35	37	35	32	33	205
General Studies	88	87	86	104	95	78	33	483
Management	20	30	30	48	29	15	28	180
Nursing	37	44	38	43	62	64	57	308
Office Info Systems	n/a	n/a	n/a	n/a	3	8	4	15
Paralegal Studies	n/a	n/a	n/a	n/a	2	4	11	17
Radiologic Technology	20	19	19	20	18	15	18	109
Respiratory Care	12	10	10	11	11	10	11	63
Sciences	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
Science Transfer - Biological	17	12	8	7	10	10	n/a	47
Science Transfer – Physical	1	2	1	0	2	1	n/a	6
Total Degree	278	290	296	323	309	275	270	1763

## Certificates

Credential	16/17	15/16	14/15	13/14	12/13	11/12	10/11	Six Year Total
Acct Tech Acct Clerk	4	7	10	n/a	n/a	n/a	n/a	17
Administrative Technology Specialist	1	n/a	n/a	n/a	n/a	n/a	n/a	0
Arson Investigation	n/a	n/a	n/a	n/a	n/a	0	0	0
Crime Scene Management	n/a	n/a	0	0	0	1	1	2
Diagnostic Med Sonography	0	0	10	8	7	5	6	36
Env & Safety Tech	0	4	2	0	0	1	0	7
Evidence Recovery	n/a	0	0	2	3	3	7	15
Fire Science	n/a	n/a	n/a	n/a	n/a	3	1	4
Fire Service Technology	0	0	4	n/a	n/a	n/a	n/a	4
Fire Science Technology	n/a	n/a	n/a	0	17	0	n/a	17
Human Resources Management	4	4	n/a	n/a	n/a	n/a	n/a	4
Medical Coding and Billing	11	5	n/a	n/a	n/a	n/a	n/a	5
Med Recs & Hlth Info Tech	n/a	0	0	0	1	0	1	2
Office Practice & Proc	n/a	n/a	n/a	1	0	1	3	5
Quality Env Hlth & Sfty Lead	n/a	0	0	0	0	0	0	0
Total	20	20	26	11	28	14	19	118
<b>Overall Total</b>	<b>298</b>	<b>310</b>	<b>322</b>	<b>334</b>	<b>337</b>	<b>289</b>	<b>289</b>	<b>1881</b>

Since the observed value of 298 < the benchmark of 315, this objective is not met.

#### Improvement Plan/ Changes Made

There has been a notable drop in graduates in the Fire and Emergency Services. It was noted that another institution is charging students less and giving them credit for all work. However, this institution is not regionally accredited. It was unsure how this situation was going to be addressed. The DMS program was been re-started and will produce completing students in Spring 2018.

Also, to increase retention and completers, LSUE has implemented a student success center with a [director](#), along with tutoring, advising, disability services, career planning, and a [first year experience](#) (FYE). All of the components were in place by the end of Fall 2017 except the FYE. It is expected to be implemented during fall 2018.

-  [Advisor and Coordinator FYE](#)
-  [Director Student Success Center](#)

#### 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:** 11/1/2017

**End:** 10/31/2018

-  1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
-  2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
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#### 5.1: Policies and Procedures-Faculty

**Start:** 11/1/2017

**End:** 10/31/2018

**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**



74.90% of the respondents to the Faculty Survey will express satisfaction with LSU Eunice's policies and procedures. The survey is given each spring. This benchmark of 74.90% was calculated using the percentage of faculty choosing Agree or Strongly Agree on the survey from Spring 2014 through Spring 2017.

The questions used on the faculty survey used for this assessment follow (question mean response from Spring 2014 to Spring 2017)

- Q6 Dismissal, suspension, readmission, and resignation policies are clearly defined. (mean = 78.80%)
- Q8 Faculty have a role in curricular development, change, and review. (mean = 83.50%)
- Q11 Employment and evaluation policies are clearly communicated to me. (mean = 72.70%)
- Q38 Promotion and tenure policies are carefully followed. (mean = 64.70%)

The choices on the faculty survey are

- strongly disagree
- disagree
- neutral
- agree
- strongly agree
- in 2018, a n/a or not applicable was added.

The overall weighted mean for the four questions is 74.90%. Meeting or exceeding this value will constitute success.

### **Assessment/Evaluation Results (Progress Report)**

The objective was met in AY 2016-2017.

In AY 2017-2018, only 15/57 (26%) of the faculty responded to the survey. 73% (11/15) of the faculty responding to the [faculty survey](#) stated that the dismissal, suspension, and resignation policies are clearly defined (question 6); 73% (11/15) were satisfied with faculty's role in curricular development (question 8); 67% (10/15) indicated that employment and evaluation policies are clearly communicated to them (question 11); 60% (9/15) of the faculty indicated that the promotion and tenure policies were carefully followed (question 38). The average satisfaction was 68.25%. However, in addition to the low number of faculty responding to the survey, many of those who responded chose "neutral" to these questions.

Given that the mean observed value of agree or strongly agree = 68.25% < 74.90%, this objective was not met in 2017-2018.

-  [2018 Faculty Survey 5.1](#)

### **Improvement Plan/ Changes Made**

The Vice Chancellor for Academic Affairs is at a loss for why the satisfaction with policies and procedures decreased so dramatically from the previous year. The policies remained posted on the website. Policies were [reviewed by Academic Council](#) and discussed in Faculty Senate. However, the number of faculty responding to the survey remains very low. Incentives to increase participation will be explored.

A complete review of the policies and procedures are underway. Plans are to remove those policies that are really procedures and place them either on specific sections of the website so they are more visible or to incorporate them into the existing Employee Handbook and/or create a Faculty Handbook. The Faculty Senate will be charged with taking on the task of creating a Faculty Handbook.

-  [Minutes of Academic Council February 2018](#)

#### 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:** 11/1/2017

**End:** 10/31/2018

 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

#### **5.2: Policies and Procedures-Academic Council**

**Start:** 11/1/2017

**End:** 10/31/2018

**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 \(revised\)](#)

#### **Assessment/Evaluation/Measures/Strategies**

In agreement with the [revised policy statement](#), 25% of the policies under the purview of Academic Affairs will be reviewed so that all policy statements are reviewed at least once every four years.

-  [Review of Policy Statements 25%](#)

#### **Assessment/Evaluation Results (Progress Report)**

The objective was not met in AY 2016-2017 because a meeting was held in which LSUE personnel met with LSU personnel to do a comprehensive review of Policy Statements. The meeting was held; however, many of the LSU personnel attending the meeting subsequently took other jobs. As a result, the fate of the project was uncertain.

For AY 2017-2018, more than 25% of the policies under the purview of Academic Affairs were reviewed by [Academic Council](#). The revised objective was met in AY 2017-2018.

-  [Minutes of Academic Council February 2018](#)

#### **Improvement Plan/ Changes Made**

Each of the existing policies were reviewed in conjunction with LSU Human Resources. LSUE will subsequently take one of the following actions in AY 2018-2019 to address policy revisions.

- Rescind obsolete policies,
- Rescind policies that are actually procedural information, or
- Revise the existing policy.

The procedural information removed from policies will be incorporated into either the website or the appropriate handbook.

Once complete, policies will be approved by the pertinent body and posted.

Documentation of email notice of meeting on [September 28, 2018](#) for a discussion on Policy Statements.

-  [9-28-18 Email on Policy Statements](#)

#### **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:** 11/1/2017

**End:** 10/31/2018

 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

## Federal/State Grants and Contracts

### 1.1: Grant Training

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Federal/State Grants and Contracts

**Participants:** Director of Grants (Cilano, Joe)

#### **Objective With Intended Outcomes**

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)**



For AY 2016-2017, this objective was met.

During Academic Year 2017-2018, the Director of Grants [provided guidance and direction](#) to thirty-eight (38) faculty and staff members on various grants including Carl Perkins (Basic and Carryover grant funding), LCTCS Workforce Training Rapid Response grants, Board of Regents grants, National Institute of Health (NIH) grants, National Endowment for the Arts, Louisiana Believes and Prepares grant, Walmart Foundation grant, and other foundation-based grants.

Information about potential grant sources from the Board of Regents was provided to 100% of LSUE's faculty via email during the academic year when the RFPs were released on July 3, 2018. Faculty members who inquired about program enhancement funding were provided information on grant opportunity options. Grant development information and reference materials are also available to faculty and University staff on the recently updated [Office of Grants](#) portion of the LSUE website.

On February 22, 2018, the Director of Grants / Carl Perkins Coordinator provided a [Grants Writing Workshop](#) to [thirteen \(13\) faculty, staff, and CTE grant managers](#) providing information on grant writing processes, funding sources, research resources, and Carl D. Perkins Basic grant funded programs. A [second workshop](#) was held on August 15, 2018.



Since grant information was provided to 100% of the faculty/staff and since consultations took place with 38 faculty and staff > the 25 from last year, this objective was met.

-  [Grant Writing Sign In Sheet August 2018](#)
-  [Grant sign up sheet 2.22.2018](#)
-  [LSUE Grants Workshop PowerPoint 2 22 2018](#)
-  [Objective 1.1 Emails on Grants Training](#)
-  [Office of Grants](#)

#### **Improvement Plan/ Changes Made**

Improvement plans will include offering additional grant workshops to advise faculty and staff on grant development, advising grant recipient program directors, or principle investigator on grant expectations. The Director of Grants will continue to update the grants website with current resources and make available the grant search engine called SPIN to faculty and staff.

#### **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:** Federal/State Grants and Contracts

**Participants:** Director of Grants (Cilano, Joe)

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

  **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**

  **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

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#### **1.2: Grant Submissions**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Federal/State Grants and Contracts

**Participants:** Director of Grants (Cilano, Joe)

**Objective With Intended Outcomes**

Grants will be submitted annual to enhance LSU Eunice academic programs.

**Assessment/Evaluation/Measures/Strategies**

A minimum of three grants will be submitted.

**Assessment/Evaluation Results (Progress Report)**





For AY 2016-2017, two federal / state grants were submitted: 1) Board of Regents – Enhancement STEM grant by Michael Scanlan, submitted October 24, 2016; and, the 2) LCTCS (Louisiana Community and Technical College System) Workforce Training Rapid Response for LGMC (Lafayette General Medical Center) Nursing program grant developed and submitted by Dr. Renee Robichaux on February 20, 2017; and 3), the Director of Grants began working on the FY 2017-2018 Basic Grant in April 2017. As a result, this objective was met in AY 16-17.

For AY 2017-2018, a total of eight (8) grant proposals were submitted as of the time of this reporting. Two proposals were federal grants. These were: the Carl D. Perkins Local Application Plan (LAP) (a federal “pass-through” grant) developed and submitted by the Director of Grants on June 5, 2018 and awarded June 26, 2018; and, a National Institute of Health (NIH) grant, [PAR-17-219](#), by Ms. Shanelle Joseph, submitted November 20, 2017. This grant was not awarded.

Three proposals were state grants. These were two (2) LCTCS Workforce Training Rapid Response grants: the [Diagnostic Medical Sonography](#) program, submitted August 2017 / awarded December 2017; and, the new [Surgical Technology](#) program, submitted November 2017 / awarded March 2018. Additionally, a Board of Regents – [Departmental Enhancement grant](#) was developed and submitted by Dr. Kebede Beshera, submitted November 2017. This grant proposal was not awarded.

Two (2) private foundation grant proposals were developed and submitted by the Director of Grants to the U.S. Soccer Foundation to support the new Men’s and Women’s Soccer programs. One of the two grants were awarded (for Hunter Irrigation supplies) on August 9, 2018. A local community foundation based grant from the [Moncus Family Foundation](#) was also submitted August 30, 2018, to support the new Surgical Technology program.


Objective met.

-  [BoR Beshera Enhancement](#)
-  [DMS Workforce Training Rapid Response RFP FY 2017 2018](#)
-  [Grant Application PA 17 219 SJoseph](#)
-  [Moncus Family Foundation Grant](#)



-  [Revised SURT Workforce Training Rapid Response RFP FY 2017 2018](#)

#### **Improvement Plan/ Changes Made**

The Director of Grants is challenged with convincing faculty to consider writing proposals to support their respective programs. In the beginning of the Academic Year, the Director made a [presentation to faculty](#) on how the Office of Grants can support their grant initiatives. Only a few faculty members took advantage of this resource. The Director of Grants will request to attend additional staff meeting to “market” the concept of how awarded grant proposals can benefit their respective programs.

-  [Grants Training OutlineDoc1](#)

#### **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:** Federal/State Grants and Contracts


**Participants:** Director of Grants (Cilano, Joe)

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

  **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**

  **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

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#### **1.3: Perkins CTE Grant**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Federal/State Grants and Contracts

**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 (CTE) 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)**

In AY 2016-2017, this objective was met.

In AY 2017-2018, the Director of Grants / Carl Perkins Coordinator worked closely with each Career and Technical Education (CTE) Deans, Program Directors, and corresponding staff on developing the [FY 2018-2019 Carl Perkins Local Application Plan \(LAP\) Basic grant](#) (NOTE: GRANT DOCUMENT IN THREE PDF FILES BECAUSE OF SIZE) during the months of April and May of this reporting cycle. The development process began in April-May 2018 as the Director of Grants requested each CTE program director's "wish lists" in developing the LAP budget request. Also, the same program directors were involved with updating the Local Application Plan (LAP) narrative. There are six (6) CTE programs included in the funding request: Nursing; Respiratory Care; Radiologic Technology; Diagnostic Medical Sonography; Computer Information Technology; and, Fire and Emergency Services.

The FY 2018-2019 plan was submitted on June 5, 2018 based on essential program needs. It should be noted that programs were funded based on the state's revised allocation formula and new CTE declared major course of study requirements resulting in a lower CTE student count for the academic year. The FY 2017-2018 Perkins Basic and Carryover budgets were successfully amended to accommodate emerging program needs during AY 2017-2018.

Objective met.

-  [Perkins FY 2018 2019 Basic Part I](#)
-  [Perkins FY 2018 2019 Basic Part II](#)
-  [Perkins FY 2018 2019 Basic Part III](#)


### **Improvement Plan/ Changes Made**

Plans include budget amendments as necessary during AY 2018-2019 to fully utilize Perkins funding. The Perkins Carryover grant funding will be planned accordingly with each CTE program director. The Director of Grants will also work closely with the



Dean of Student Affairs to ensure students are fully informed on Workforce Innovation Opportunity Act (WIOA) financial aid from the Louisiana Workforce Commission to help increase the number of eligible students for the Perkins allocation count.

#### 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:** Federal/State Grants and Contracts



**Participants:** Director of Grants (Cilano, Joe)

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

  **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**

  **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

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#### 2.1: Grant Guidelines

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Federal/State Grants and Contracts

**Participants:** Director of Grants (Cilano, Joe)

#### **Objective With Intended Outcomes**

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, 100% of public and private grant recipients, will receive [contracts](#) (NOTE LARGE FILE SIZE) 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)**

For AY 2016-2017, this objective was met.

During AY 2017-2018 period, there was one (1) ongoing Board of Regents (BoR): Enhancement grant for Department of Physical Science Upgrade for the Education Enhancement and Recruitment of STEM Scholars which was completed on June 30, 2018. The Principle Investigator (PI) received the [BoR contract](#) that outlined reporting responsibilities, allowable expenditures, and management processes. The Director of Grants monitors the BoR LOGAN website weekly to ensure Principle Investigators are notified in a timely manner of all reports and due dates.

The University has a Department of Education grant, Louisiana Believes – Believe and Prepare Early Childhood, where the PI and the Dean of Liberal Arts received grant management guidelines for this program. The Director of Grants [amended the budget](#) as requested by the PI and approved by the Dean of Liberal Arts twice during calendar year 2018 to accommodate emerging needs. The grant ends September 30, 2018.

During AY 2017-2018, the Director of Grants secured two (2) LCTCS Workforce Training Rapid Response grants one for the [Diagnostic Medical Sonography](#) and a second for the new [Surgical Technology](#) program. The Director of Grants provided copies of the proposals to both PIs and reviewed the objectives and budget with each PI. Since quarterly reporting is required, the Grants Director also developed a reporting tool for the Allied Health Program Directors to use for quarterly reporting purposes to LCTCS given that a reporting mechanism did not exist.

All Program Directors received directions on approved Local Application Plan (LAP) requests and amended budget requests for programmatic purchases and conferences from the Carl Perkins Coordinator. The Director of Grants / Carl Perkins Coordinator [sends out reminders](#) on reporting submissions and purchasing due dates to ensure directors understand timelines, allowable amounts, reporting, etc., and the Director reviews and approves all purchases in Workday.

The [Director of Grants / Carl Perkins Coordinator](#) and the Director of Accounting attended EDGAR training on September 20, 2017. Each staff member successfully passed the EDGAR exam as required. The Director of Grants and Director of Accounting attended a second EDGAR training as a refresher on April 19, 2018.

Objective met.

-  [Believe and Prepare Budget Amendment](#)
-  [BoR STEM Enhancement Contract.2017 18 ENH TR 12](#)
-  [EDGAR Test Results Director of Grants 9 20 2017](#)
-  [LCTCS SURT Workforce Training Rapid Response Quarterly Report May 2018](#)
-  [LCTCS Workforce Training Quarterly Report DMS](#)
-  [Objective 2.1 Emails on Providing Grant Guidance](#)

#### Improvement Plan/ Changes Made

The Director of Grants will add an electronic version of the [EDGAR manual](#) to the Office of Grants web-page on the LSUE website as a reference resource.

-  [Education Department General Administrative Regulations \(EDGAR\) and Other Applicable Grant Regulations](#)

#### 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:** Federal/State Grants and Contracts

**Participants:** Director of Grants (Cilano, Joe)

**Budget Information:** None (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

-   **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
  -   **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**
  -   **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**
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## 2.2: Adherence to Grant Guidelines

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Federal/State Grants and Contracts

**Participants:** Director of Grants (Cilano, Joe)

### **Objective With Intended Outcomes**

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, 100%, budgets and planned expenditures of grant resources.




### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met.

During Academic Year 2017-2018, the Director of Grants / Carl Perkins Coordinator reviews and approves all (100%) budget and planned expenditures in Workday and also at the end of each month prior to reimbursement requests from the Louisiana Community and Technical College System (LCTCS) to ensure fiscal matter policies are followed. The Director of Grants / Carl Perkins Coordinator consults with the Director of Accounting to reconcile any reported purchasing differences by grant managers / program directors.

A [tracking spreadsheet](#) was developed to monitor monthly progress of all Perkins related travel and purchases to ensure Local Application (LAP) objectives are met and budget is in compliance according to [LCTCS Policies Manual](#) and EDGAR.


This objective was met given that all grant objectives were fulfilled and purchases made.

-  [Louisiana Post-Secondary Perkins Manual Technical January 2017 \(1\)](#)
-  [Perkins Tracking Basic Carryover 2018](#)
-  [Perkins Tracking Basic 2018 \(1\)](#)




### **Improvement Plan/ Changes Made**

The Director of Grants will begin providing monthly reports to Program Directors on the status of their program purchases.

### **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:** Federal/State Grants and Contracts  
**Participants:** Director of Grants (Cilano, Joe)  
**Budget Information:** None (existing)  
**Start:** 11/1/2017  
**End:** 10/31/2018

-  **2. Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
-  **3. Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
-  **4. Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

## Health Sciences & Business Technology

### Accounting Technology, Account Clerk (CTS)

#### 2.1: Accounting Technology - Accounting Clerk Program (CTS) Professional Competency

**Start:** 10/31/2017

**End:** 10/30/2018

**Progress:** Completed

**Provided By:** Accounting Technology, Account Clerk (CTS)

**Participants:**

#### **Objective With Intended Outcomes**

Upon completion of the Certificate of Technical Studies in Accounting Technology: Account Clerk, the student will receive specialized classroom instruction and practical experiences to prepare for employment as accounting clerks and assistants.

Upon completion of Accounting Technology: Accounting Clerk CTS Program, students will

1. Prepare financial statements.
2. Prepare accounting reports for use by management.
3. Demonstrate the ability to use of accounting software packages.

The student learning outcomes for the program are based on the courses below:

[ACCT 2001](#) (Face-to-Face and Online) Introduction to Financial Accounting - Upon completion of this course, students will

1. Prepare financial statements: income statement, balance sheet, and statement of retained earnings.
2. Journalize transactions.




[ACCT 2101](#) (Face-to-Face and Online) Introduction to Managerial Accounting - Upon completion of this course, students will

1. Prepare a production cost report.
2. Calculate the breakeven point.

[ACCT 2105](#) (Face-to-Face) Quick Books Accounting with Payroll - Upon the completion of this course, students will proficient in using

1. and applying QuickBooks software for Service Companies. Specifically, students will prepare a profit and loss report for a service company.
2. and applying QuickBooks software for Merchandising Companies. Specifically, students will prepare a trial balance for a merchandiser.
3. QuickBooks software to create a company and perform the accounting functions necessary.

Program outcomes updated on April 22, 2018.

-  [Accounting 2105 Syllabus SP18](#)
-  [Acct 2001 SP2018 Syllabus](#)
-  [Acct 2101 SP2018 Syllabus](#)

#### **Assessment/Evaluation/Measures/Strategies**

The program outcomes and student learning outcomes will be directly assessed through embedded questions on internally created assignments and exams in each course regardless if the courses are offered **online or face-to-face**. All students taking the final exams will be assessed (i.e. no sampling).

Given that this is a pilot assessment, the benchmark for the assessment is 70% which is the lowest average grade that will transfer to a four-year institution of higher education.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, an older version of this objective was met.

For AY 2017-2018, there were two sections of ACCT 2001 (Introduction to Financial Accounting) offered in Spring 2018 - one online and one face-to-face at the LSUE site totaling 47 students on the census day. No other sections were offered at any of the other off-site locations. Note that the two fall 2017 ACCT 2001 sections were not assessed in the same manner as this objective was changed in Spring 2018 in order to accommodate the new SACSCOC Principles. In all, 40 (85%) of the 47 students were assessed throughout the course. The results were:

Overall (**Both Sites**) = 87.1%  
 Financial Statements = 85.4%

Journalize Transactions = 88.8%  
n = 47

Overall (LSUE face-to-face only) = 97.4%  
Financial Statements = 96.1%  
Journalize Transactions = 98.6%  
n = 20

Overall (Online only) = 79.5%  
Financial Statements = 77.4%  
Journalize Transactions = 81.5%  
n = 27

As the data indicates, both groups did quite well achieving an 87% overall with the LSUE section at 97% and the online section at 79%. As noted, the online section scores were slightly less than that of the LSUE face-to-face section; however, both sections scored above the required 70%.

For ACCT 2101 (Introduction to Managerial Accounting), there were two sections in Spring 2018 - one at LSUE face-to-face with 20 students and one online section with 26 students on census day. A total of 40 (87%) of the 46 students were assessed throughout the course. There were no other sections offered at any of the other off-site locations. Note that the two fall 2017 ACCT 2101 sections were not assessed in the same manner as this objective was changed in Spring 2018 order to accommodate the new SACSCOC Principles. The results were:

Overall (Both Sites) = 91.0%  
Production Cost Report = 88.3%  
Break Even = 93.8%

Overall (LSUE face-to-face only) = 95.4%  
Production Cost Report = 93.4%  
Break Even = 97.5%

Overall (Online only) = 86.6%  
Production Cost Report = 83.2%  
Break Even = 90.0%

The data indicates that students did very well with the assignments presented to them scoring a 91% overall, an 88.3% on the production cost report, and a 94% for the break-even report. Results for the online course were slightly below the LSUE face-to-face; however, the scores were well above the benchmark of 70% even though they scored lower on the production cost report than the face-to-face (83% versus 93%).

Finally, an assessment took place in ACCT 2105 (QuickBooks Accounting with Payroll). For AY 2017-2018, the course was offered in Spring 2018 only **online** with a total of 14 students enrolled on census day. Note that there were no face-to-face sections or sections offered at any of the off-site locations. A total of 11 (79%) of the 14 students were assessed through an assignment dealing with the specific material. Overall, the results were:

Overall (**online**) = 81.7% (n based on work of all students)

Profit Loss Statement = 78.2% (n = 11 students)

Trial Balance = 87.1% (n = 7 students)

Note that the third outcome was not assessed because it is scheduled to be deleted. It is incorporated into the first two outcomes. As a result, beginning AY 2018-2019, the ACCT 2105 course will have two learning outcomes.

Students performed well for ACCT 2105 scoring an 81.7% overall with a 78% on the profit loss statement assignment and an 87% on the trial balance for a merchandiser.

Given that the observed overall score of

- 87.1% in ACCT 2001 > the preliminary benchmark of 70%,
- 91.0% in ACCT 2101 > the preliminary benchmark of 70%, and
- 81.7% in ACCT 2105 > the preliminary benchmark of 70%

Objective 2.1 is met.

### **Improvement Plan/ Changes Made**

Since this is the first time the outcomes for the Accounting Technology - Accounting Clerk Program (CTS) were assessed in this manner - with specific student learning outcomes - data will be monitored over the next couple of years to determine patterns. In addition, the Dean and The Director of IE will continue working with faculty to better narrow data.

The faculty member noted that there were some 0s for assignments in the online section for ACCT 2101 (see first [highlighted portion in the attached email](#) from 8-23-18). Typically, 0s would be excluded from the SLO analysis if a student had not completed the assignment; however, the faculty member noted that the students did open the assignment therefore receiving a grade and being included in the analysis.

The faculty member also noted that some students in the ACCT 2105 course missed deadlines ([see the second highlighted passage in the attached email](#) from 8-23-18).

- [8-23-18 email from faculty member](#)

### **Related Items**




 **2: Maintain an effective Accounting Technology - Accounting Clerk (CTS) program.**

**Progress:** Completed

**Provided By:** Accounting Technology, Account Clerk (CTS)



**Participants:****Budget Information:** existing**Start:** 11/1/2017**End:** 10/31/2018

-  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
-  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
-  **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

**2.4: Accounting Technology - Accounting Clerk (CTS) Placement****Start:** 10/31/2017**End:** 10/30/2018**Progress:** Completed**Provided By:** Accounting Technology, Account Clerk (CTS)**Participants:****Objective With Intended Outcomes**

Upon graduation, Accounting Technology - Accounting Clerk (CTS) majors will either be employed in the field or will continue their education.

**Assessment/Evaluation/Measures/Strategies**

Graduating students for a give semester are contacted via email survey and/or telephone by Office of Career Services approximately six months after their graduation date. Given the time lag between graduation and the students being placed, data is reported one year behind the current planning year.

Benchmark is set at 49% (sum of those placed in the field and those continuing their education) from fall 2014 through spring 2016 data.

**Assessment/Evaluation Results (Progress Report)**

For AY 2017-2018 examining data from AY 2015-2016, this objective was tentatively met given the low n of 17.

For AY 2017-2018 examining the employment data from AY 2016-2017, a total of 4 students completed the CTS in Accounting Technology (see Table 1). Unfortunately, none could be contacted according to Career Services (see Table 1). As a result, the data is inconclusive.

Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
FA 14 - SP 15	n	10	1	3	2	4	0
	%		10	30	20	40	0
FA 15 - SP 16	n	7	0	1	0	1	0
	%		0	14	0	14	0
FA 16 - SP 17	No.	4	0	0	0	0	4
	%		0	0	0	0	100
Mean	n	8.5	0.5	2.0	1.0	2.5	0.0
	%		5.0	22.1	10.0	27.1	0.0

**Improvement Plan/ Changes Made**

Collect data in such a way that students can be contacted ([see highlighted in attached email](#)).

-  [Email on Collection of Career Services Placement Data](#)

**Related Items**

 **2: Maintain an effective Accounting Technology - Accounting Clerk (CTS) program.**

**Progress:** Completed


**Provided By:** Accounting Technology, Account Clerk (CTS)

**Participants:**

**Budget Information:** existing

**Start:** 11/1/2017

**End:** 10/31/2018

 **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

 **2. Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

 **4. Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

### Administrative Technology Specialist (CTS)

#### **3.1: Administrative Technology Specialist (CTS) Professional Competency**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Delayed

**Provided By:** Administrative Technology Specialist (CTS)

**Participants:**

#### **Objective With Intended Outcomes**

Upon satisfactory completion of this curriculum students will be qualified to enter the business world as an Administrative Assistant. The student will demonstrate the skills to meet the challenges of today's business environment as an Administrative Technology Specialist. The program outcomes are upon the completion of the Administrative Technology Specialist Program, the student will:

1. Utilize typical software as needed in the particular office setting.
2. Prepare professional correspondences.
3. Display professionalism.

This program outcome will be assessed using [ISDS 2100](#) (Microcomputer Applications in Business) - with the following student learning outcomes (SLOs). Upon successful completion of this course in Administrative Technology CTS) Program, students will:

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

The program outcome will also be assessed using [BAS 2300](#) (Business Correspondence) with the following SLOs: Upon the conclusion of this course, the student will:

1. Discuss business communication.
2. Design business messages.
3. Describe professionalism at work.

Program outcomes updated April 22, 2018.

-  [BAS 2300 syllabus FA17](#)

-  [ISDS 2100 SP 18](#)

#### **Assessment/Evaluation/Measures/Strategies**

Student learning outcomes (SLOs) for the program will be assessed in ISDS 2100 and in BAS 2300 using unit tests on each of the topics. All students will be assessed regardless if students take the course **face-to-face or online** (i.e. no sampling).

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.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met.

For AY 2017-2018, there were no students enrolled in this program; therefore, no data was collected.

#### **Improvement Plan/ Changes Made**

Faculty and administration will have to decide if they intend on marketing the program in order to keep it.

#### **Related Items**

##### **3: Maintain an effective Administrative Technology Specialist (CTS) Program**

**Progress:** Delayed




**Provided By:** Administrative Technology Specialist (CTS)

**Participants:**

**Budget Information:** existing

**Start:** 11/1/2017

**End:** 10/31/2018

-  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
-  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
-  **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

**Start:** 11/1/2017  
**End:** 10/31/2018  
**Progress:** Delayed  
**Provided By:** Administrative Technology Specialist (CTS)

**Objective With Intended Outcomes**

Upon graduation, Administrative Technology Specialist 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 email survey and/or 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 47.5% (sum of those placed in the field and those continuing their education) from spring 2010 through spring 2013 data.

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was postponed.

For AY 2017-2018, there were no students enrolled in the program; therefore, no data was collected.

**Improvement Plan/ Changes Made**

Faculty and administration will decide if they wish to market the program in order to keep it.

**Related Items**

  **3: Maintain an effective Administrative Technology Specialist (CTS) Program**

**Progress:** Delayed



**Provided By:** Administrative Technology Specialist (CTS)

**Participants:**

**Budget Information:** existing

**Start:** 11/1/2017

**End:** 10/31/2018

  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

### Computer Information Technology

#### **6.1: CIT - Program Professional Competency**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Computer Information Technology

**Participants:** Dean of 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 programmer or cyber security professional depending on the concentration pursued. The student will:

1. perform the function of a system analyst at an entry level.
2. create an elementary computer program based on requirements.
3. troubleshoot help desk network issues.

These program objectives will be assessed by the following:

The SLOs for [CSC 2253 \(Systems Analysis and Design\)](#) are: Upon the successful completion of the course, students will:

1. Define the role of the systems analyst.
2. Describe the stages of the system development life cycle model.
3. Describe different methodologies and state-of-the-art developments in Systems Analysis and Designs techniques and methods

The SLOs for CSC 2264: (Introduction to C/C++ Programming) are: Upon the successful completion of the course, students will:

1. Define problem-solving processes using variables, constants, strings, and assignment statements.
2. Describe the basic concepts of the C and C++ languages.
3. Design, code, and test small C and C++ programs that meet requirements expressed using the Arduino and Code Blocks, respectively.

Note that the outcomes in the fall 2017 syllabus for CSC 2264 are word slightly differently than in this document. The wording was updated during a spring 2018 meeting to better convey what was being assessed.

The SLOs for CSC 2340 (Network Infrastructure) are: Upon the successful completion of this course, students will:

1. Define and explain the major functions of the OSI and TCP/IP Models.

2. Define the different types of network cabling and connectors.
3. Define Ethernet and ways to extend and enhance Ethernet Networks.

Note that the instructor for this course left LSUE in Summer 2018. The information presented in this objective is the best attempt at reconstructing the data and SLOs after conversations with the former instructor.

- [CSC 2253 Fa 17 Syllabus](#)

### **Assessment/Evaluation/Measures/Strategies**

CSC 2253-Systems Analysis and Design (Web-based) Evaluation of this course will be done in the following manner: Chapter assessments and Collective combination of Team Project, Analysis Tools, and Critical Thinking Challenge Exercises.

For CSC 2264, the outcomes will be assessed using comprehensive multiple choice/fill-in-the-blank quizzes, mid-term and final exams.

For CSC 2340, the outcomes will be assessed using end of chapter tests, quizzes, and hands-on labs.

Note that all students will be assessed regardless if the section is offered online or face-to-face.

Benchmark is set at 70% because it is the lowest average (C) grade at LSUE that might transfer to a four-year institution.

### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this outcome was met.

For the AY 2017-2018, this program objective was assessed using CSC 2253, CSC 2264, and CSC 2340.

For **CSC 2253** (Systems Analysis and Design), there was one LSUE face-to-face section with a total of 8 students enrolled on the census day. There were no online sections or sections offered at other sites. The [results for CSC 2253](#) were:

- Overall (LSUE face-to-face) = 92.0%
- Define role using chapter 1 = 92.95%
- Stages of system development using chapter 2 = 92.5%
- SA&D Techniques using Chapters 3 and 6 along with a hands on exercise = 90.4%
- n = 8.

CSC 2253 students did well in their assessments achieving a 92% overall on their various chapter assessments and laboratory exercises.

The **CSC 2264** (Introduction to C/C++ Programming) course was offered in fall 2017 at LSUE (face-to-face course) only with 6 students. No sections were offered spring 2018 and no online sections were offered and no sections were offered at off-site locations. The [results for CSC 2264](#) were:

- Overall (LSUE face-to-face) = 89.31%

- C++ programs = 87.65%
- Different components of C++ = 82.69%
- Search strings and algorithms = 97.6%
- n = 8.

The results for CSC 2264 indicated that students achieved an 89% overall performing well on their chapter tests and lab work.

The **CSC 2340** (Network Infrastructure) course was offered in Fall 2017 face-to-face at the LSUE site. The course was not offered online or at any other site. On census day, there were six students enrolled in the course. All of them were assessed for SLOs using the exams, quizzes, and hands-on labs. The [results for CSC 2340](#) were:

- Overall (**LSUE face-to-face**) = 80%
- Functions of OSI and TCP/IP Models = 94%
- Network cabling and connectors = 78%
- Ethernet networks = 82%
- n = 8.

Overall, students did well in the CSC 2340 course scoring an 80%.

Given that the overall observed score for

- CSC 2253 = 92.00%,
- CSC 2264 = 89.31%, and
- CSC 2340 = 80.00%

> The established benchmark of 70%, objective 6.1 is met.

- [CSC 2253 FA17 SLO Data](#)
- [CSC 2264 FA 17 SLO Data](#)
- [CSC 2340 FA17 SLO Data](#)

### Improvement Plan/ Changes Made

Improvements to the program outcomes are to add more hands on projects, increased group projects, and broadening the scope of understanding about current events in the programming job market.

### Related Items

 **6: Maintain an effective Computer Information Technology (CIT) program.**

**Progress:** Completed

**Provided By:** Computer Information Technology




**Participants:** Dean of HSBT (McDonald, Dottie)

**Budget Information:** existing

**Start:** 11/1/2017

**End:** 10/31/2018



-  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
-  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
-  **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

## 6.2: CIT Placement

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Computer Information Technology

**Participants:** Dean of 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 email survey and/or telephone by Office of Career Services approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year.

Benchmark is tentatively set at 33.1% (the sum of those placed in the field and those continuing their education) from AY 2012-2013 2015 through AY 2015-2016 data.

### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017 examining AY 2015-2016 placement data, this objective was not met. The plan was to monitor the data due to a low n. The Director of Business Technology was also to streamline the process for degree checkouts and advising; however, that director has resigned and taken a job at another institution.

For AY 2017-2018 examining AY 2016-2017 placement data, a total of 10 students graduated from the program (see Table 1). However, Career Services could not contact any of the students (see Table 1). As a result, the data is inconclusive.

Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
FA 14 - SP 15	n	13	2	4	5	1	1
	%		15	31	38	8	8
FA 15 - SP 16	n	12	2	2	2	3	3
	%		17	17	17	25	25
FA 16 - SP 17	No.	10	0	0	0	0	10
	%		0	0	0	0	100
Mean	n	9.4	2.1	2.1	1.4	1.1	2.6
	%		24.4	22.0	12.4	11.1	30.1

#### Improvement Plan/ Changes Made

Collect the data in such a way that students can be contacted ([see highlighted in attached email](#)).

-  [Email on Collection of Career Services Placement Data](#)

#### Related Items

 **6: Maintain an effective Computer Information Technology (CIT) program.**

**Progress:** Completed



**Provided By:** Computer Information Technology

**Participants:** Dean of HSBT (McDonald, Dottie)

**Budget Information:** existing

**Start:** 11/1/2017

**End:** 10/31/2018

-  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
-  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

 **6.3: Computer Information Technology Retention**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Computer Information Technology

**Objective With Intended Outcomes**

Maintain Fall to Fall retention of new first time students declaring their chosen major as Associate of Applied Science in Computer Information Technology.

**Assessment/Evaluation/Measures/Strategies**

Data will be generated from LSUE's Institutional Research Query Tools Database to determine current retention and the historical benchmark for new first-time students. 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 LSUE Planning and Evaluation Cycle.

In order to generate a historical benchmark, data was averaged over three years (AY 1314-1415 through AY 1516 to 1617) with 35 new first-time students entering the Associate of Applied Science in Computer Information Technology and 21 being retained for a retention value of 60.00% (see Table 1).

Table 1. Computer Information Technology Student Retention for Years Indicated			
Initial Year	Initial Enrollment	Retained One Year	Percent Retention
1314-1415	8	4	50.00
1415-1516	16	8	50.00
1516-1617	11	9	81.82
Totals	35	21	60.00

As a result, the preliminary benchmark is 60% given that this is the first year for this objective.

### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, this objective did not exist.

For AY 2017-2018 examining the retention for students entering in Fall 2016 was studied using reports from Institutional Research. In Fall 2016, 13 students entered the Computer Information Technology Program with 6 of them being retained to Fall 2017 for a current retention rate of 46.15%.

Given that observed retention rate of new first-time students from Fall 2016 to Fall 2017 of 46.15% < the benchmark of 60.00%, Objective 6.3 is not met.

### Improvement Plan/ Changes Made

Given that this is the first year for the retention objective, the plan is to monitor the data. Note that LSUE has now hired a full-time CIT instructor.

### Related Items

#### 6: Maintain an effective Computer Information Technology (CIT) program.

**Progress:** Completed




**Provided By:** Computer Information Technology

**Participants:** Dean of HSBT (McDonald, Dottie)

**Budget Information:** existing

**Start:** 11/1/2017

**End:** 10/31/2018

-  1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
-  2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
-  4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

### Diagnostic Medical Sonography

#### 1.1 : DMS Professional Competency

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Diagnostic Medical Sonography

**Objective With Intended Outcomes**

Diagnostic Medical Sonography (DMS) students will demonstrate competency as an entry practitioners.

Per Joint Review Committee on Diagnostic Medical Sonography (JRCDMS), the student learning outcomes (SLOs) associated with the program are as follows:

Upon the conclusion of the Certificate of Applied Science (CAS) in DMS program, students will:

1. perform sonographic exams on the abdomen, superficial parts, obstetrics, and gynecology
2. maintain patient safety and confidentiality
3. understand and apply sonographic principles and instrumentation.

The student learning outcomes (SLOs) for the program are as follows. Students will:

1. know and understand the basic principles in sonographic imaging of the abdominal cavity.
2. perform sonographic exams under guidance from clinical preceptor on the abdominal viscera with basic skills learned in scan lab.
3. know and understand the basic principles in sonographic imaging of the fetus and extrafetal-intrauterine normal and abnormal anatomy.
4. perform sonographic exams under guidance from clinical preceptor on obstetrical and gynecological patients.
5. demonstrate appropriate behaviors related to patient care.

SLOs 1 and 2 are assessed in [DMS 1091 Clinical Practicum I](#) Fall 2017.

SLOs 3 and 4 are assessed in [DMS 1092 Applied Sonography](#) Spring 2018.

SLOs 1 and 3 tie to program outcome 3

SLOs 2 and 4 tie to program outcome 1

SLO 5 ties to program outcome 2.

-  [DMS 1091, Syllabus Fall 2017](#)
-  [DMS 1092 Syllabus Spring 2018](#)

**Assessment/Evaluation/Measures/Strategies**

Data will be collected and reported the abdomen and obstetrics sections of the program. Note that all students will be assessed (i.e. no sampling) and the LSUE **face-to-face site** is the only site.

Assessment of Program Objective 1 will take place using SLOs 2 and 4 in the clinical environment with the student observed by the clinical preceptor. The clinical evaluation sheet (rubric) mimics the competencies specified by JRCDMS.

Assessment of Program Outcome 2 will take place using SLO 5 in the clinical environment using Student/Patient Interaction, Dependability and Responsibility, Personal Characteristics and Appearance, and Attitude.

Assessment of Program Objective 3 will take place using SLOs 1 and 3 on the comprehensive final exam using the identification of sonographic images.

Benchmark for direct assessment of student learning is 77% for classroom assessment and 80% for clinical assessment. DMS uses a 7-point scale similar to all other allied health programs for classroom assessment, but uses a more stringent 80% in clinicals actually working with patients.

### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, the program was recruiting a new class for AY 2017-2018. No instruction took place.

For AY 2017-2018, there were a total of nine students enrolled in the CAS DMS program. All students were assessed using the methods described above.

The student learning outcomes (SLOs) for the program are as follows. Students will:

1. know and understand the basic principles in sonographic imaging of the abdominal cavity. All students were assessed in the classroom using the final exam. Eight (89%) out of 9 students scored the minimum 77% with a mean = 88%.
2. perform sonographic exams under guidance from clinical preceptor on the abdominal viscera with basic skills learned in scan lab. All students were assessed in the clinical setting. Nine (100%) of the 9 students achieved the 80% benchmark for the clinical evaluation with a mean = 95.33%
3. know and understand the basic principles in sonographic imaging of the fetus and extrafetal-intrauterine normal and abnormal anatomy. All students were assessed in the classroom using the final exam. Eight (89%) of the 9 students scored the minimum 77% with a mean = 81.22%.
4. perform sonographic exams under guidance from clinical preceptor on obstetrical and gynecological patients. All students were assessed in the clinical setting. Nine (100%) out of the 9 students met the 80% benchmark for the clinical evaluation with a mean = 97.15%.
5. demonstrate appropriate behaviors related to patient care. A students were assessed in the clinical setting. Nine (100%) out of 9 students met the 80% benchmark for the clinical evaluation with a mean = 96.52%.

Clinical [form one](#) and clinical [form two](#) are provided for documentation from two different students for outcomes 2, 4, and 5.

[Outcomes Assessment](#) documentation for JRCDMS

Given that the observed score on each program objective > the benchmark of 77% or 80%, this objective and program competency is met.

- [AY 17-18 Diagnostic Medical Sonography Program Outcomes](#)

-  [Evaluation from clinic #1](#)
-  [Evaluation from clinic #2](#)

### Improvement Plan/ Changes Made

As the Certificate of Applied Science in DMS is transitioning to the Associate of Applied Science in DMS, the program director and faculty believe that the clinical assignments and overall scan time along with patient interaction should be monitored.

Expansion of didacticum, such as separated courses of gynecology and obstetrics, within the program demands that students have an overall increase in their scan lab time to enhance their clinical assignments in practicum.

### Related Items

#### 1: **Maintain an effective Diagnostic Medical Sonography Program**

**Progress:** Completed





**Provided By:** Diagnostic Medical Sonography

**Participants:** Dean of HSBT (McDonald, Dottie)

**Budget Information:** none (Existing)

**Start:** 11/1/2017

**End:** 10/31/2018

-  1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
-  2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
-  3. **Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
-  4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

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#### 1.2: **DMS Completion Rate**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Diagnostic Medical Sonography

**Objective With Intended Outcomes**

Students will successfully complete the Certificate of Applied Sciences in Diagnostic Medical Sonography. (Completion is defined as completing all DMS numbered courses with a final score of 77% or greater in the time frame allowed for the program.)

**Assessment/Evaluation/Measures/Strategies**

Per Joint Review Committee on Diagnostic Medical Sonography (JRCDMS), the completion rate of registry exams is 60%. Completion rates will parallel these guidelines, but will reflect 60% of students completing all DMS courses with scores of 77% or greater.

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, the program was selecting students. No instruction took place.

For AY 2017-2018 9/9 students completed all DMS courses with scores of 77% or greater. 100% completion rate.


Since the observed completion rate of 100% > the (JRCDMS) benchmark of 60%, this objective is met.

**Improvement Plan/ Changes Made**

Program will begin Associate of Applied Science in DMS fall 2018, which allows for the separation of teaching gynecology from obstetrics.

Program will expand the teaching of the instrumentation (physics) course to include teaching Doppler techniques in an advanced instrumentation and physics course (spring semester of program).

**Related Items**

 **1: Maintain an effective Diagnostic Medical Sonography Program**

**Progress:** Completed


**Provided By:** Diagnostic Medical Sonography

**Participants:** Dean of HSBT (McDonald, Dottie)

**Budget Information:** none (Existing)


**Start:** 11/1/2017

**End:** 10/31/2018

 **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

 **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**



 **3. Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.

 **4. Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

### 1.3: DMS Employment

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Diagnostic Medical Sonography

#### **Objective With Intended Outcomes**

Students completing the Certificate of Applied Sciences in Diagnostic Medical Sonography will be employed within one year of completion of the program.

#### **Assessment/Evaluation/Measures/Strategies**

Per Joint Review Committee on Diagnostic Medical Sonography (JRCDMS), the benchmark for this objective is 75% employed within a year.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective did not exist because the program had not started instruction.

For AY 2017-2018, As of date 8/28/18, 7/9 students have obtained employment, with 2/9 completing interviews with several employers. This cohort completed the CAS-DMS on 7-31-18. [Employer surveys](#) and [graduate surveys](#) to be distributed in May, 2019. Per JRC-DMS benchmark of 50% return rate of both graduate and employer surveys. Each question on survey should have an average composite score of three or greater on the five-point Likert scale.

Based on the 7/9 employment as of 8/28/18, the observed employment rate is 77.77% > the JRC-DMS benchmark of 75%. As a result, this objective is met.

-  [Employer Survey 2018](#)
-  [Graduate Survey 2018](#)

#### **Improvement Plan/ Changes Made**

Given the lag time between the time the surveys are mailed and the completed, the Director of IE and the Director of DMS will need to decide how best to report data since it will be somewhat confusing to report on outcomes from one class and employment for another.

**A decision will also need to be made on whether the employment data will be included in this objective or if the employer survey data will be included. For the fifth-year report to SACSCOC, it might be best to report on two different cohorts in order to demonstrate that program objectives are being assessed.**

#### Related Items

##### 1: Maintain an effective Diagnostic Medical Sonography Program

**Progress:** Completed









**Provided By:** Diagnostic Medical Sonography

**Participants:** Dean of HSBT (McDonald, Dottie)

**Budget Information:** none (Existing)

**Start:** 11/1/2017

**End:** 10/31/2018

-   1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
-   2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
-   3. **Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
-   4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

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##### 17-18 Temp: Implement the AAS in DMS class for Fall 2018

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Diagnostic Medical Sonography

### Objective With Intended Outcomes

Change the credential from the Certificate of Applied Science in Diagnostic Medical Sonography to the Associate of Applied Science in Diagnostic Medical Sonography so that a class may be accepted in Fall 2018.

### Assessment/Evaluation/Measures/Strategies

Completion of all paperwork and accepting a class for fall 2018 will result in successful completion of this objective.






### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, this objective did not exist.

For AY 2017-2018, the following items were completed:

- Notify JRC-DMS of credential change. Requesting of approval of new Program Director by JRC-DMS's advisory board and acquiring a due date for submission of self-study for 3-year re-accreditation site visit.
- Evaluate and restructure of curriculum to change course titles, credit hours, and semesters courses offered.
- [Submissions of requests for change to Courses and Curriculum committee](#) for approval.
- [Prospectus prepared and sent to SACSCOC](#) on June 27, 2017.
- Obtained [approval from LSU Board of Supervisors](#) on June 22, 2017.
- Obtained [approval from the Louisiana Board of Regents](#) on August 23, 2017.
- Obtained [approval from SACSCOC](#) on November 29, 2017.

Successful completion of this objective will mean that all components required to restart the program will be accomplished.

-  [11-29-17 DMS Approval from SACSCOC](#)
-  [C and C paperwork showing DMS Curriculum Approved 5-1-17](#)
-  [DMS Approval Board of Regents Minutes-2017-08-23](#)
-  [DMS Approval LSU-BOS-Meeting-Minutes-2017-06-22 \(1\)](#)
-  [Submitted SACSCOC DMS Prospectus 6-27-17](#)

### Improvement Plan/ Changes Made

Program implementation completed in fall 2018. The program will develop outcomes as needed to satisfy program accreditation requirements.

### Related Items

 **17-18 Temp: Create the Associate of Applied Science in Diagnostic Medical Sonography**

**Progress:** Completed

**Provided By:** Diagnostic Medical Sonography

**Participants:**

**Budget Information:** existing (no new funds requested)

**Start:** 11/1/2017  
**End:** 10/31/2018

- ★ 1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
- ★ 2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
- ★ 3. **Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
- ★ 4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

### Human Resources Management (CTS)

#### 4.1: Human Resources Management program (CTS) Professional Competency

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Human Resources Management (CTS)

#### **Objective With Intended Outcomes**

Upon completion of the Human Resources Management (CTS) Program the student will

1. decide an organization's staffing needs,
2. evaluate employee performance, and
3. maintain compliance with state and federal laws.

The student learning outcomes for the program are based on the courses below:

[MGMT 2251](#) (Face-to-Face) Supervision - Upon completion of this course, the student will:

1. Define what a supervisor is
2. Describe corporate social responsibility, ethics, and sustainability
3. Explain diversity, it's challenges, and implications

[MGMT 2260](#) (Online) Human Resources Management - Upon completion of this course, the student will:

1. Demonstrate knowledge of HR environment
2. Demonstrate knowledge of HR decision-making

3. Demonstrate knowledge of HR basics  
Program outcomes updated April 22, 2018.

-  [MGMT 2251 Syllabus Fa 17](#)
-  [MGMT 2260 Syllabus Sp 18](#)

#### **Assessment/Evaluation/Measures/Strategies**

Program and student learning outcomes will be directly assessed for MGMT 2251 and MGMT 2260 using internally created tests, assignments, and/or the final exam regardless if the course was taken **online or face-to-face**. All students taking each course will be assessed (i.e. no sampling).

Given that this is a pilot assessment, the benchmark for the assessment is 70% which is the lowest average grade that will transfer to a four-year institution of higher education.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, a different version of this objective was met. In Spring 2018, the program outcomes were updated to include student learning outcomes to conform to the new SACSCOC Principles.

For AY 2017-2018, there were a total of 8 students enrolled in MGMT 2251 at the **LSUE site (face-to-face)** on the census date for the Fall 2017 semester. The course was not offered at any other location or online for Fall 2017. The course was not offered at all for Spring 2018. The student learning outcomes (SLOs) for all 8 students were assessed using the post test. The results were:

Overall: Pretest = 65% Post test = 83%  
 Define supervisor: Pretest = 68% Post test 88%  
 Social responsibility, etc: Pretest = 57% Post test = 78%  
 Diversity: Pretest = 69% Post test 82%  
 n for all SLOs = 8 students

As the data from the LSUE face-to-face class demonstrates, students scored an 83% overall with an 88%, 78%, and 82% respectively on each of the SLOs. Students had an 18 percentage increase in knowledge overall from the pretest to the post test with a 20 percentage point increase in defining supervisor SLO, 21 percentage point increase in the social responsibility SLO, and a 13 percentage point gain in the diversity SLO.

For MGMT 2260, one LSUE (face-to-face) section was offered in Fall 2017 with 10 students enrolled on the census date and one **online** section was offered in Spring 2018 with 10 students enrolled on the census date. The Spring 2018 online section was used for SLO assessment. Students were assessed using quizzes and cases studies for Outcome A, course assignments for Outcome B, and exams for Outcome C. The results were:

Overall = 85.3% n = 10 students

- A. Knowledge of HR = 97.3%
- B. Demonstration of HR Knowledge = 70%
- C. Demonstration of HR Basics = 88.6%

For MGMT 2260, the 10 students performed at an 85.3% overall in the online course scoring a 97.3% on Outcome A, a 70% on Outcome B, and 88.6% on Outcome C. Catherine, can you give me a sentence or detailing why students performed lower on Outcome B? My assumption is that the application was a little more difficult, but I don't want to put that in the write up without your permission.

Since the observed post test score for MGMT 2251 = 83% > the benchmark of 70% and since the observed score in MGMT 2260 = 85.3% > the benchmark of 70%, Objective 4.1 is met.

#### **Improvement Plan/ Changes Made**

MGMT 2251: Try to encourage and further engage students to participate in all activities.

MGMT 2260: The instructor notes that she would like to encourage students to take more of an active role in the course and to study more. The faculty member also noted that the assessment for the second SLO is far more difficult ([8/27/18 email on SLO 2](#)).

-  [8-27-18 email from MGMT 2260 Faculty](#)

#### **Related Items**

##### **4: Maintain an effective Human Resource Management (CTS) program**

**Progress:** Completed




**Provided By:** Human Resources Management (CTS)

**Participants:**

**Budget Information:** existing

**Start:** 11/1/2017

**End:** 10/31/2018

-  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
  -  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
  -  **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**
-

#### 4.2 (formerly 4.4): Human Resources Management Program (CTS) Placement

**Stat:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Human Resources Management (CTS)

##### Objective With Intended Outcomes

Upon graduation, Human Resources Management Program (CTS) 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 email survey and/or 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 75% (sum of those placed in the field and those continuing their education) during AY 2015-2016.

##### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, this objective was met.

For AY 2017-2018 analyzing data from AY 2016-2017, a total of 4 students completed the program and obtained the CTS (see Table 1). Unfortunately, none of the 4 students could be contacted by Career Services (see Table 1). As a result, the data is inconclusive.

Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
FA 15 - SP 16	n	4	0	1	0	2	1
	%		0	25	0	50	25
FA 16 - SP 17	No.	4	0	0	0	0	4
	%		0	0	0	0	100
Mean	n	4.0	0.0	1.0	0.0	2.0	1.0
	%		0.0	25.0	0.0	50.0	25.0

##### Improvement Plan/ Changes Made

Generate the data in such a way that students can be contacted ([see highlighted in attached email](#)).

-  [Email on Collection of Career Services Placement Data](#)

#### Related Items

##### 4: Maintain an effective Human Resource Management (CTS) program

**Progress:** Completed




**Provided By:** Human Resources Management (CTS)

**Participants:**

**Budget Information:** existing

**Start:** 11/1/2017

**End:** 10/31/2018

-  1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
-  2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
-  4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

#### Management

##### 7.1: Management - Program Professional Competency

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Management

**Participants:** Dean of HSBT (McDonald, Dottie)

#### **Objective With Intended Outcomes**

Upon successful completion of the program students will demonstrate the knowledge base and application to work effectively as a Managerial professional. Upon completion of the Management AAS Program, students will

1. Use accounting information to make business decisions.
2. Demonstrate the use of business software applications
3. Demonstrate management and marketing principles.



Student Learning outcomes for the program are based on the courses below:

[ACCT 2001](#) (Face-to-Face and Online) Introduction to Financial Accounting - Upon completion of this course, the student will (Director of IE's note: faculty member did not articulate SLOs on Spring 2018 syllabus and was asked to revise for Fall 2018):

1. Prepare financial statements: income statement, balance sheet, and statement of retained earnings.
2. Journalize transactions.

[ACCT 2101](#) (Face-to-Face and Online) Introduction to Managerial Accounting - Upon completion of this course, the student will (Director of IE's note: faculty member did not articulate course outcomes or SLOs on the Spring 2018 syllabus and was asked to revise for Fall 2018):

1. Prepare a production cost report.
2. Calculate the breakeven point.

[ISDS 2100](#) (Online) Microcomputer Applications in Business - Upon completion of this course, the student will:

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






[MGMT 2999](#) (Face-to-Face) Principles of Management - Upon completion of this course, the student will (Director of IE's note: faculty member was asked to revise syllabus for Fall 2018 to include course objectives):

1. Explain the history of management
2. Describe ethics and social responsibility
3. Summarize global management

[MKTG 2999](#) (Online) Principles of Marketing - Upon completion of this course, the student will (Director of IE's note: Faculty revised syllabus for Fall 2018 to include course objectives and SLOs removing the general education competencies):

1. Describe the basic terms and facts associated with marketing
2. Discuss the concepts and principles associated with marketing
3. Apply marketing principles to related assignments

Program objectives updated April 22, 2018. Note that a revision of SLOs occurred in some courses during Spring 2018 that led to the discrepancies in the SLOs on the syllabus versus the program outcomes.

-  [Acct 2001 SP2018 Syllabus](#)
-  [Acct 2101 SP2018 Syllabus](#)
-  [ISDS2100 Sect. 25 syllabus SP18](#)
-  [MGMT 2999 Sect. 01 syllabus SP18](#)
-  [MKTG 2999 D REED SYLLABUS](#)

**Assessment/Evaluation/Measures/Strategies**

The program outcomes and student learning outcomes will be directly assessed using an internally created capstone assessment. Questions will be developed from:

1. ACCT 2001 Introduction to Financial Accounting - assignments and exams.
2. ACCT 2101 Introduction to Managerial Accounting - assignments and exams.
3. ISDS 2100 Microcomputer Applications in Business - pretest and post test
4. MGMT 2999 Principles of Management - pretest and post test.
5. MKTG 2999 Principles of Marketing - combination of exams (objective and essay) along with final business plan project).

regardless if the students have taken the courses **online or face-to-face**. Given that this is a pilot assessment, the benchmark for the assessment is 70% which is the lowest average grade that will transfer to a four-year institution of higher education.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, an older version of this objective was met. The objective was updated in Spring 2018 in order to comply with the new SACSCOC Principles of Accreditation.

**ACCT 2001:** For AY 2017-2018, there were two sections of ACCT 2001 (Introduction to Financial Accounting) offered in Spring 2018 - one online and one face-to-face at the LSUE site totaling 47 students on the census day. No other sections were offered at any of the other off-site locations. Note that the two fall 2017 ACCT 2001 sections were not assessed in the same manner as this objective was changed in Spring 2018 in order to accommodate the new SACSCOC Principles. In all, 40 (85%) of the 47 students were assessed throughout the course. The results were:

Overall (Both Sites) = 87.1%  
 Financial Statements = 85.4%  
 Journalize Transactions = 88.8%  
 n = 47

Overall (**LSUE face-to-face only**) = 97.4%  
 Financial Statements = 96.1%  
 Journalize Transactions = 98.6%  
 n = 20

Overall (**Online only**) = 79.5%  
 Financial Statements = 77.4%  
 Journalize Transactions = 81.5%  
 n = 27

As the data indicates, both groups did quite well achieving an 87% overall with the LSUE section at 97% and the online section at 79%. As noted, the online section scores were slightly less than that of the LSUE face-to-face section; however, both sections scored above the required 70%.

For **ACCT 2101** (Introduction to Managerial Accounting), there were two sections in Spring 2018 - one at LSUE face-to-face with 20 students and one online section with 26 students on census day. a total of 40 (87%) of the 46 students were assessed throughout the course. There were no other sections offered at any of the other off-site locations. Note that the two fall 2017 ACCT 2101 sections were not assessed in the same manner as this objective was changed in Spring 2018 order to accommodate the new SACSCOC Principles. The results were:

Overall (Both Sites) = 91.0%  
 Production Cost Report = 88.3%  
 Break Even = 93.8%

Overall (LSUE face-to-face only) = 95.4%  
 Production Cost Report = 93.4%  
 Break Even = 97.5%

Overall (Online only) = 86.6%  
 Production Cost Report = 83.2%  
 Break Even = 90.0%

The data indicates that students did very well with the assignments presented to them scoring a 91% overall, an 88.3% on the production cost report, and a 94% for the breakeven report. Results for the online course were slightly below the LSUE face-to-face; however, the scores were well above the benchmark of 70% even though they scored lower on the production cost report than the face-to-face (83% versus 93%).

**ISDS 2100:** During AY 2017-2018, there were a total of 114 students registered on the census days for the two online sections offered in fall and spring semesters. The SLO assessment took place in the spring semester that had 57 students enrolled with 47 (81%) of the spring students being assessed. A pretest post test design was used with 33 taking the pretest and 46 taking the post test. The results were:

Overall: Pretest = 51%, n = 33 (averaged) post test = 82% n = 46 (averaged)  
 Outcome 1: Word: pretest = 58%, n = 43 post test = 85% n = 49  
 Outcome 2: Excel: pretest = 40% n = 31 post test = 84% n = 45  
 Outcome 3: Slides: pretest = 55% n = 35 post test = 78% n = 46

As the data for ISDS 2100 indicates, students gained 31 percentage points overall, 27 percentage points for Outcome 1, 44 percentage points for Outcome 2, and 23 percentage points for Outcome 3. All three outcomes and the overall met the benchmark of 70% for the two sections.

**MGMT 2999:** During AY 2017-2018, two sections of MGMT 2999 were offered, one in Fall 2017 that was not assessed and one in Spring 2018 with 16 students enrolled on the census date at the LSUE site (**face-to-face**). A total of 13-14 students were assessed on the pretest while 15 (94%) students were assessed on the post test. The results were:

Overall: Pretest = 46%, n = 13.5 (averaged) post test = 81%, n = 15  
 Outcome 1: History: pretest = 55%, n = 14 post test = 72%, n = 15  
 Outcome 2: Ethics/social responsibility: pretest = 39%, n = 14 post test = 81%, n = 15  
 Outcome 3: Global management: pretest = 44%, n = 13 post test = 90%, n = 15

Overall, students scored an 81% on the post test gaining 35% percentage points from the pretest. In addition, they scored a 72% - a 17 percentage point gain on Outcome 1; an 81% - a 42 percentage point gain, and a 90% - 46 percentage point gain. While Outcome 1 had the lowest level achievement, it still met the benchmark of 70%. The instructor noted students show little interest in the history section and it is the first exam of the semester so students tend to score lower ([see 8-31-18 email from the faculty member](#)).

**MKTG 2999** For AY 2017-2018, there were two sections of MKTG 2999 with a total of 38 students registered between fall and spring census days. The assessment took place during the Spring 2018 semester that had a total of 19 students registered in an **online course**. Note that the one Fall 2017 section was not assessed in the same manner as this objective was changed in Spring 2018 in order to accommodate the new SACSCOC Principles. A total of 19 (100%) were assessed. The results were:

Overall = 86.6%  
 SLO 1: Terms and facts = 88.4%  
 SLO 2: Concepts and principles = 82%  
 SLO 3: Application = 89.5%  
 n = 19

Students in the online MKTG 2999 course scored an 86.6% overall for the 19 students enrolled in the online course. Students scored above a 70% on each of the outcomes as well.

Summary: Given that the observed score of

- 87.1% for ACCT 2001 > the benchmark of 70%;
- 91% for ACCT 2101 > the benchmark of 70%;
- 82% for ISDS 2100 > the benchmark of 70%, and;
- 86.6% for MKTG 2999 > the benchmark of 70%

objective 7.1 is met.

- [8-31-18 email from MGMT 2999 Faculty Member](#)

### Improvement Plan/ Changes Made

**ACCT 2001:** No comments.

**ACCT 2101:** The faculty member noted that there were some 0s for assignments in the online section for ACCT 2101 (see [first highlighted portion in the attached email](#) from 8-23-18). Typically, 0s would be excluded from the SLO analysis if a student had not completed the assignment; however, the faculty member noted that the students did open the assignment therefore receiving a grade and being included in the analysis.

**ISDS 2100:** The instructor noted that she would like the students to participate in all activities.

**MGMT 2999:** The instructor reported that she would like engage students to participate in all activities and take the time to discuss missed questions in class.

**MKTG 2999:** The instructor reported that he would like to increase class discussions in order to increase participation. He would also like to encourage students to use more outside sources in the course when doing research.

-  [8-23-18 email from faculty member](#)

### Related Items

#### 7: Maintain an effective Management program

**Progress:** Completed







**Provided By:** Management

**Participants:** Dean of HSBT (McDonald, Dottie)

**Budget Information:** existing

**Start:** 11/1/2017

**End:** 10/31/2018

-   **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
-   **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
-   **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

**Start:** 11/1/2017  
**End:** 10/31/2018  
**Progress:** Completed  
**Provided By:** Management  
**Participants:** Dean of 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**

Graduating students for a given semester are contacted via email survey and/or 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 53.8% (sum of those placed in the field and those continuing their education) from spring 2010 through spring 2016 data. Note that only Fall 2014 through Spring 2015 are included in Table 1 in the Progress Report Section.

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017 examining data from AY 2015-2016, this objective was met.

For AY 2017-2018 examining data from AY 2016-2017, there were a total of 20 graduates in the management program. Data indicates 1 (5%) was not employed in the field while 2 (10%) were employed in the field. The remaining 17 (85%) could not be contacted (see Table 1). As a result, the data is inconclusive since Career Services could not contact 85% of the students.

Table 1. Management Placement Rates.							
Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
FA 14 - SP 15	n	29	0	8	5	10	6
	%		0	28	17	34	21
FA 15 - SP 16	n	30	1	13	0	10	6
	%		3	43	0	33	20
FA 16 - SP 17	No.	20	1	2	0	0	17
	%		5	10	0	0	85
Mean	n	26.4	5.1	7.3	1.7	6.9	5.4
	%		19.0	28.6	5.3	25.1	21.3

**Improvement Plan/ Changes Made**



Collect data in a manner in which students will respond in order to obtain accurate data ([see highlighted passage in the attached email](#)).

-  [Email on Collection of Career Services Placement Data](#)

**Related Items**

 **7: Maintain an effective Management program**

**Progress:** Completed  
**Provided By:** Management  
**Participants:** Dean of HSBT (McDonald, Dottie)  
**Budget Information:** existing  
**Start:** 11/1/2017  
**End:** 10/31/2018

-  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
-  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

 **7.3: Management Retention**  
**Start:** 11/1/2017  
**End:** 10/31/2018  
**Progress:** Completed  
**Provided By:** Management

**Objective With Intended Outcomes**

Retain new first-time students declaring majors as the Associate of Applied Science in Management (MGMT) from fall to fall within the Business and Technology Division.

**Assessment/Evaluation/Measures/Strategies**

Data will be generated from LSUE's Institutional Research Query Tools Database to determine current retention and the historical benchmark for new first-time students. 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 LSUE Planning and Evaluation Cycle.

In order to generate a historical benchmark, data was averaged over three years (AY 2013-14 to AY 2015-16) with 126 new first-time students entering the Management with 52 being retained for a retention rate of 41.27%.

Table 1. Management Student Retention for Years Indicated			
Initial Year	Initial Enrollment	Retained One Year	Percent Retention
1314-1415	45	22	48.89
1415-1516	42	16	38.10
1516-1617	39	14	35.90
Totals	126	52	41.27

As a result, the preliminary retention rate benchmark is 41.27% given that this is the first year for this objective.

**Assessment/Evaluation Results (Progress Report)**



For AY 2016-2017, this objective did not exist.

For AY 2017-2018 examining the retention for students entering in Fall 2016 was studied using reports from Institutional Research. In Fall 2016, 26 students entered the Management Program with 13 of them being retained to Fall 2017 for a current retention rate of 50%.

Given that observed retention rate of new first-time students from Fall 2016 to Fall 2017 of 50% > the benchmark of 41.27%, Objective 7.3 is met.

### **Improvement Plan/ Changes Made**

Continue to monitor data as the Management Program is a large transfer program and many students transfer after one year.

### **Related Items**

#### **7: Maintain an effective Management program**

**Progress:** Completed




**Provided By:** Management

**Participants:** Dean of HSBT (McDonald, Dottie)

**Budget Information:** existing

**Start:** 11/1/2017

**End:** 10/31/2018

-  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
-  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
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### **Medical Coding and Billing (CTS)**

#### **5.1: Medical Coding and Billing Program (CTS) Professional Competency**

**Start:** 10/31/2017

**End:** 10/30/2018

**Progress:** Completed

**Provided By:** Medical Coding and Billing (CTS)

### Objective With Intended Outcomes

Upon completion of the Medical Billing and Coding Program, students will become entry level allied health professionals with the knowledge base and technical skills to process and manage

1. patient records,
2. billing, and
3. insurance claims.

### Program Student Learning Outcomes (SLOs)

Upon the conclusion of the Medical Billing and Coding Certificate of Technical Studies Program, students will demonstrate competency in the following:

1. Clinical Classification Systems (assessed in the [ALLH 1615 course](#))
2. Reimbursement Methodologies (assessed in the [ALLH 1620 course](#))
3. Health Records and Data Content (assessed in the [ALLH 1200 course](#))
4. Compliance (assessed in the ALLH 1200 course)
5. Information Technologies (assessed in the ALLH 1200 course)
6. Confidentiality and Privacy (assessed in the [HCM 2650 course](#))

Each of these SLOs tie to each program outcome.

Note: The Medical Billing and Coding Program is an **online program. All SLOs are assessed online.**

- [Fall 2017 ALLH 1615 Syllabus](#)
- [Spring 2018 ALLH 1200 Syllabus](#)
- [Spring 2018 ALLH 1620 Syllabus](#)
- [Spring 2018 HCM 2650 Syllabus](#)

### Assessment/Evaluation/Measures/Strategies

The faculty have established the following procedures to assess the data for SLOs 1-6 above:

1. Clinical Classification Systems - Assessment will take place using the final exam in ALLH 1615 Diagnostic Coding.
2. Reimbursement Methodologies – Assessment will take place using the final exam in ALLH 1620 Health Insurance and Medical Billing.
3. Health Records and Data Content- Assessment will take place using the Chapter 4 test in ALLH 1200 Health Data.
4. Compliance - Assessment will take place using the Chapter 16 test in ALLH 1200 Health Data.
5. Information Technologies - Assessment will take place using Chapter 11 test in ALLH 1200 Health Data.
6. Confidentiality and Privacy - Assessment will take place on the final exam in HCM 2650 Medical Law and Ethics.

The benchmark established is 70% on all assessments. The faculty have established this benchmark based on their own experience and it is considered by LSUE to be the lowest average grade.

**Director of IE's Note:** Ultimately, in addition to course assessment data, the faculty teaching in the program wish students to take the Certified Coding Associate (CCA) exam upon the conclusion of the program. Each student completing the CCA

exam is given a percent correct for each of the six categories and the composite score. The composite score greater to or equal to 300 out of a possible 400 is needed to pass the exam. Students were taking their exams upon the conclusion of the program; however, it is expected that this specific data may have to run one year behind. As a results, adjustments, in terms of data, may need to be made and a benchmark would have to be established.

### **Assessment/Evaluation Results (Progress Report)**

For AY 2016 - 2017, this objective was met and was revamped this year to better articulate SLOs.

For AY 2017-2018, the assessment was carried out using the established plan.



1. Clinical Classification Systems - For census day fall 2017, there were 39 students enrolled in two online sections of ALLH 1615 (Diagnostic Coding). In all, 35 (90%) of the 39 students were assessed using the comprehensive final exam for the course. Overall, students scored a mean = 70.8% on the exam containing questions on the clinical classification systems.
2. Reimbursement Methodologies – For census day spring 2018, there were 30 students enrolled in two online section in ALLH 1620 (Health Insurance and Medical Billing). In all, 28 (93%) of the 30 students enrolled on the 14th day were assessed using the comprehensive final exam for the course. Overall, students scored a mean = 89% on questions related to reimbursement methodologies.
3. Health Records and Data Content - For Census day spring 2018, there were 50 students enrolled in two online sections of ALLH 1200 (Health Data). In all, 49 (98%) of the 50 students were assessed using a test on chapter 4 that contained course content specific to this outcome. Overall, students scored a mean = 82.5% on the test related to Health Records and Data Content.
4. Compliance - The ALLH 1200 Health Data was again used to assess students on this objective. In all, 49 (98%) of the 50 students were assessed using a test on chapter 16 specific to this course content. Overall, students scored a mean = 85.7% on the test related to compliance.
5. Information Technologies - The ALLH 1200 (Health Data) course was again used to assess students on this objective. In all, 49 (98%) of the 50 students were assessed using a test on chapter 11 specific to this course content. Overall, students scored a mean = 79.6% on the test related to Information Technologies.
6. Confidentiality and Privacy - For census day spring 2018, there were 24 students enrolled in one online section of HCM 2650 (Medical Law and Ethics). In all, 23 (96%) of the 24 students were assessed using a comprehensive final exam. Overall, students scored a mean = 82.4% on the exam containing questions on confidentiality and privacy.

Given that each of the SLOs have observed scores > 70%, each of the SLOs are met and, therefore, the program outcomes are met.





### **Improvement Plan/ Changes Made**

The faculty are hoping that the 3M coding program can be made available to the students because it is used by many hospitals.

### **Related Items**

  **5: Maintain an effective Medical Coding and Billing (CTS) Program**

**Progress:** Completed  
**Provided By:** Medical Coding and Billing (CTS)  
**Budget Information:** none (existing)  
**Start:** 11/1/2017  
**End:** 10/31/2018

-  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
-  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
-  **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**
-  **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

#### **5.2: Medical Coding and Billing Program (CTS) Placement**

**Start:** 10/31/2017  
**End:** 10/30/2018  
**Progress:** Completed  
**Provided By:** Medical Coding and Billing (CTS)

##### **Objective With Intended Outcomes**

Upon graduation, Medical Coding and Billing Program (CTS) 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 email survey and/or 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 60% (sum of those placed in the field and those continuing their education) from Fall 2015 through Spring 2016 data (see Table 1 in Progress Section below).

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017 examining placement from AY 2015-2016, this objective was met.

For AY 2017-2018 examining the employment data from AY 2016-2017, a total of 14 completed the program and earned the CTS (see Table 1). As Table 1 indicates, one student (7%) was contacted and was employed in the field. The remaining 13 students (93%) could not be contacted according to Career Services. As a result, the data is inconclusive.

Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
FA 15 - SP 16	n	5	1	2	0	1	1
	%		20	40	0	20	20
FA 16 - SP 17	No.	14	0	1	0	0	13
	%		0	7	0	0	93
Mean	n	5.0	1.0	2.0	0.0	1.0	1.0
	%		20.0	40.0	0.0	20.0	20.0

**Improvement Plan/ Changes Made**


Collect data in such a way that students can be contacted ([see highlighted in attached email](#)).

-  [Email on Collection of Career Services Placement Data](#)

**Related Items**

  **5: Maintain an effective Medical Coding and Billing (CTS) Program**

**Progress:** Completed  
**Provided By:** Medical Coding and Billing (CTS)  
**Participants:**  
**Budget Information:** none (existing)  
**Start:** 11/1/2017  
**End:** 10/31/2018

-  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

- ★ **2. Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
- ★ **3. Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
- ★ **4. Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

## Nursing

### 🌐 **2.1: Nursing Professional Competency based on NCLEX-RN**

**Start:** 10/31/2017

**End:** 10/30/2018

**Progress:** Completed

**Provided By:** Nursing

**Participants:** Dean of HSBT (McDonald, Dottie)

#### **Objective With Intended Outcomes**

Nursing students will demonstrate competency as an entry level nurse practitioner by successfully passing the National Council Licensure Examination (NCLEX-RN).

The exam has the following student learning outcomes. Upon the conclusion of the program, nursing students will demonstrate the following competencies as defined by the NCLEX-RN:

1. Management of care
2. Safety and infection control
3. Health promotion and maintenance
4. Psycho social Integrity
5. Basic Care and Comfort
6. Pharmacological and Parenteral Therapies
7. Reduction of Risk Potential
8. Physiological Adaptation

#### **Assessment/Evaluation/Measures/Strategies**

Students take the NCLEX-RN upon completion of the nursing program. Successful completion of the exam is required prior to obtaining a license to practice nursing in the state of Louisiana.

As per the state definition: The test plan performance is based on the median performance of graduates in each content area ([see attached medians for 2017](#)). Passing performance is the percentage of all questions that maybe administered in a category that is equal to minimum passing performance.

The Louisiana State Board of Nursing set a Benchmark of 80% on graduate pass rates for the NCLEX-RN national board exam results.

Benchmark: LSUE's Nursing faculty have implemented a benchmark of 85%. The faculty believe that it is appropriate for the program based on historical pass rates and the desire to maintain academic excellence above and beyond similar programs in the state.

-  [Test Plan Performance Report Benchmark](#)

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met

For AY 2017-2018, this objective is assessing the class completing the nursing program in 2017. A total of Fifty-Two (52) entered the nursing class with a total of Thirty-Seven (37) (71%) being assessed using the NCLEX-RN. Students scored the following ([compared to the passing performance](#)):

1. Management of care-55% > 49%
2. Safety and infection control-60% > 49%
3. Health promotion and maintenance-50% > 49%
4. Psycho social Integrity-58% > 49%
5. Basic Care and Comfort-60% > 49%
6. Pharmacological and Parenteral Therapies-60% > 49%
7. Reduction of Risk Potential-61% > 50%
8. Physiological Adaptation-54% > 49%

Graduates for FY 2017-2018 met the minimum passing performance in all client needs categories.

In addition, 32 out of 37 (86%) of the students passed the NCLEX ([see the percentage of graduates passing the NCLEX](#))

NCLEX-RN results for the [2017 class are attached](#).

Given that that LSUE students met the minimum passing performance in all categories and given that the observed results for the pass rate of 86 % > benchmark of 85%, this objective is met.

-  [NCLEX Report 2017](#)
-  [NCLEX Report 2017-Percentage of Graduates Passing](#)
-  [Test Plan Performance Report](#)

### Improvement Plan/ Changes Made

Although the benchmark was met the nursing faculty is working to strengthen the mentoring program by visiting clinical sites to promote continuity in all clinical sites.

### Related Items

#### 2: Maintain an effective nursing program

**Progress:** Completed





**Provided By:** Nursing

**Participants:** Dean of HSBT (McDonald, Dottie)

**Budget Information:** existing

**Start:** 11/1/2017

**End:** 10/31/2018

-  1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
-  2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
-  3. **Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
-  4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

#### 2.1a: Nursing Professional Competency based on Clinical Results

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Nursing

#### Objective With Intended Outcomes

Upon the conclusion of the Nursing Program, the student will:

1. Integrate principles from the natural and behavior sciences with nursing to meet the needs of individuals across the life span.
2. Analyze the nursing process to modify care of individuals with complex needs across the life span.



3. Apply therapeutic communication to manage care of individuals with complex needs across the life span.
4. Demonstrate the ability to manage the care of individuals using multi-disciplinary team approach.
5. Accept responsibility as a member within the discipline of nursing.

Developed by the nursing faculty, these competencies must be met in order for the student to successfully complete NURS 2535 (Nursing Clinical Practice IV - the final clinical course in the program). [NURS2535 SYLL SP18](#)

-  [NURS2535 SYLL SP18 \(1\)](#)

#### **Assessment/Evaluation/Measures/Strategies**

Students are directly assessed weekly using a rubric. Each of the five outcomes are broken out into specific tasks that are required of students. The rating of Pass/Fail is based on direct observation by the student in the clinical setting.

Benchmark = 77% This benchmark is developed by the nursing faculty and is more stringent to hold students to a higher standard due to the fact that they are in direct contact with patients in a clinical setting.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective did not exist.



For AY 2017-2018, a total of 37 (71%) students out of 52 that began the program took NURS 2535 and were assessed using the Clinical Form.

[Evaluation Sample 1](#)

[Evaluation Sample 2](#)

In all, 37 (100%) of the 37 students successfully completed the assessment at the end of the semester using the Clinical Form. The results are not broken out by item since failure in one of the outcomes is a failure. (i.e. students must pass all sections in order to pass on the Clinical Form).

Given that the observed passing rate of 100% > the benchmark off 77%, Objective 2.1a is met.

-  [Evaluation Sample 1](#)
-  [Evaluation Sample 2](#)

#### **Improvement Plan/ Changes Made**

Although the benchmark was met the nursing faculty is working to strengthen the mentoring program by visiting clinical sites to promote continuity in all clinical sites.

#### **Related Items**

 **2: Maintain an effective nursing program**

**Progress:** Completed









**Provided By:** Nursing

**Participants:** Dean of HSBT (McDonald, Dottie)

**Budget Information:** existing

**Start:** 11/1/2017

**End:** 10/31/2018

-   **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
-   **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
-   **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**
-   **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

 **2.2: Nursing Graduation Rate**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Nursing

**Participants:** Dean of HSBT (McDonald, Dottie)

**Objective With Intended Outcomes**

Completion rates for Nursing are measured by two objectives.

2.20 Traditional students admitted to the nursing program will graduate within six semesters, or one-and-one-half the length of the program.

2.21 LPN's entering through advanced standing will graduate within one year, or one-and-one-half the length of the program for the LPN "fast-track".

**Director of IE's note. This objective was changed from retention to program graduation rates to better align with accreditation guidelines.**

### Assessment/Evaluation/Measures/Strategies

2.20 Expected level of achievement for traditional students is 60% chosen by faculty based on historical data.

2.21 Expected level achievement for LPNs is 85% chosen by faculty based on historical data.

See completion [Program Completion Rates](#)

-  [Program Completion Rates.docx v2](#)

### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, this objective was met.

For 2017-2018, based on spring 2017 graduates, institutional research indicated that in a count of all students:

2.20 63.46% of the traditional students (n = 52) completed the program within the allotted time.

2.21 80% of the LPN to ASN students (n = 5) completed the program within the allotted time.

Since the observed completion rate of 63.46% > the historical benchmark of 60% for traditional students and since the 80% completion rate of 80% < the historical benchmark of 85% for LPNs, this objective is tentatively met given the low n for LPNs.

### Improvement Plan/ Changes Made

Program director and faculty will restructure the classroom lecture presentations to allow students to better retain theory presented. This strategy will improve student exam scores thereby improving graduation rates.

### Related Items

#### 2: Maintain an effective nursing program

**Progress:** Completed




**Provided By:** Nursing

**Participants:** Dean of HSBT (McDonald, Dottie)

**Budget Information:** existing

**Start:** 11/1/2017

**End:** 10/31/2018

-  1. **Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
-  2. **Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
-  3. **Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**

 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

### **2.3: Nursing Employment**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Nursing

**Participants:** Dean of HSBT (McDonald, Dottie)

#### **Objective With Intended Outcomes**

Nursing graduates will be employed in their field within six months of graduation.

#### **Assessment/Evaluation/Measures/Strategies**

Expected Level of Achievement (benchmark) is 90%. Benchmark was established by the Program Director and nursing faculty based on historical data based on survey data. Due to low return rate of surveys, Program Director has exit interviews with the graduates and follows up through phone calls.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2017-2018, based on exit interviews and follow up phone calls, of the 37 who graduated in 2017, 100% of the graduates were employed on or before six months of graduation.

Given that the observed value of 100% > the benchmark of 90%, this objective is met. ([employment rate](#))

-  [employment rate](#)

#### **Improvement Plan/ Changes Made**

Stay interactive with the chief nursing officers and unit managers at the end of each clinical rotation and during advisor board meetings to ensure their employment needs.

#### **Related Items**

##### **2: Maintain an effective nursing program**

**Progress:** Completed





**Provided By:** Nursing

**Participants:** Dean of HSBT (McDonald, Dottie)

**Budget Information:** existing

**Start:** 11/1/2017

**End:** 10/31/2018

- 
**1. Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
- 
**2. Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
- 
**3. Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
- 
**4. Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

### Radiologic Technology

#### 3.1: Radiologic Technology Professional Competency

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Radiologic Technology

#### **Objective With Intended Outcomes**

Upon the conclusion of the Radiologic Technology program, students will demonstrate proficiency as an entry level Radiologic Technologist.

Students will demonstrate proficiency in the following:

1. Communication including:
  - Establish rapport and maintain professional communication in relationships with staff and colleagues
  - Establish rapport and maintain professional communication in relationships with patients and their families
  - Properly confirms patient identification and verification
  - Explain radiographic procedures in a clear and well-defined manner
2. Dependability, Attendance, and Responsibility of Student including
  - Is available and present in designated area
  - Is conscientious and resourceful
  - Is punctual on a regular basis
  - Is regular in attendance

3. Professionalism including:
  - Is consistent in following established uniform policy
  - Demonstrates professional conduct
4. Initiative of Student including:
  - Assumes responsibility; performs routine duties without being asked
  - Is enthusiastic, interested, and pursues unfamiliar tasks/procedures
  - Is productive for imaging team
5. Attitude of Student including
  - Demonstrates confidence when performing routine procedures
  - Is able to accept criticism and follow directions
  - Is able to use criticism for self-improvement
  - Utilizes time to achieve clinical education objectives
  - Consistently displays a positive attitude in department
6. Organization, Perseverance, and Quality of Procedures including:
  - Is able to complete work in expected time frame
  - Demonstrates organization
  - Is able to follow through on assigned tasks
  - Maintains a clean, orderly, and well-supplied work area
  - Is able to adapt to unusual situations or stressful situations in the clinical setting
  - Displays adaptability and adjusts to changes in work environment
7. Problem Solving Skills and Critical Thinking including:
  - Interpret and carry-out written and verbal communication at appropriate level
  - Is able to use sound judgement while functioning in a healthcare setting
  - Is able to use sound judgement in performing imaging procedures
  - Be able to respond to patients' changing physical conditions independently
8. Clinical Skills of the Student including
  - Is able to demonstrate efficient operation of imaging equipment
  - Is able to prepare/interpret procedure requisition
  - Is able to select correct size/type of image receptor for procedures
  - Is able to demonstrate proper exposure factors
  - Is able to demonstrate sterile asepsis; applies standard precautions
  - Is able to demonstrate radiation protection
  - Is able to correctly mark radiographs with "R" and "L" markers
  - Is able to demonstrate knowledge and skill in performing procedures learned/applied in previous didactic/clinical courses
9. Competency Exams
  - Aggressively pursued competency exams
  - Complete required final competency exams for course (12)
  - Performs with appropriate level of supervision

10. Student was able to Demonstrate Appropriate Technical Aspects including
- Evaluate image quality: State proper/corrective adjustments
  - Select, prepare, and administer contrast media
  - Maintain a minimal image repeat rate

In addition, students will demonstrate proficiency in the following for final competency:

1. Performance Criteria
  - Physical Facilities Readiness
  - Positioning Skills
  - Equipment Manipulation
  - Evidence of Radiation Protection
2. Image Evaluation
  - Anatomical Parts
  - Proper Alignment
  - Technique
  - Image/Other Identification
3. Decision Making (Critical Thinking and Problem Solving Skills)
  - Sufficient Evaluation of Requisition
  - Patient Considerations
  - Radiation Protection: Practices Sound Judgment
  - Image Evaluation

These criteria are based on Joint Review Committee on Education in Radiologic Technology (JRCERT) Standards in Radiologic Technology standards for an accredited educational programs in radiography. Assessments are conducted in RADT 2093 (Applied Radiography VI) in Spring 2017.

- [RADT 2093 Course Syllabus](#)
-  [RADT 2093 Course Syllabus SP 2017](#)

#### **Assessment/Evaluation/Measures/Strategies**

Students are under direct or indirect supervision with an instructor using a rubric.





- [JRCERT Standard 4 Health and Safety-Supervision](#)
- [JRCERT Standard 6 Institutional/Programmatic Data](#)

The ten outcomes specific to the Radiologic Technology Program are articulated in their [RADT 2093 Clinical Evaluation Form](#) conducted both at midterm and at the end of the students' final semester in the program. Students will achieve a score of  $\geq 2$  (above average) on a scale of 0-3 for each outcome. The scale for the ten items is:

- 3 = Good

- 2 = Above Average; Needs Minor Improvement
- 1 = Average; Needs Major Improvement
- 0 = Unacceptable; Needs Further Instruction or Remediation

The [Final Competency Evaluation Form](#) measures student performance on the three primary items over the entire semester and are averaged. Students must achieve a minimum grade of 80% to demonstrate proficiency set by the program faculty members based on the JRCERT Standards.

-  [Final Comp Evaluation Form](#)
-  [JRCERT Standard 4 Health and Safety](#)
-  [JRCERT Standard 6 Institutional and Programmatic Data](#)
-  [RADT 2093 Clinical Evaluation Form](#)

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met.

For AY 2017-2018, the students graduating in Spring 2017 were assessed. In all 21 (81%) out of the 26 students beginning the program were evaluated on proficiency in the ten designated areas using the Semester/Mid Semester Evaluation Form. The data follows for the 21 students ([sample evaluation form for one student](#)).

1. Communication:
  - The Class Average was 3 (Good) at both the midterm and end of semester evaluations. This was consistent with the same Class one year ago for RADT 1093. Also, it this was consistent with the Class of 2016 for the same course (RADT 2093) achieving a level of  $\geq 2$ . Benchmark was met.
  - [Semester Evaluation Data Summary on Communication](#)
2. Dependability, Attendance and Responsibility of Student:
  - The Class Average was a 2.93 at midterm and a 2.86 at the end of the semester. This was consistent with the Class of 2016 for the same course achieving a level of  $\geq 2$ . Benchmark was met.
  - [Semester Evaluation Data Summary on Dependability, Attendance and Responsibility of Student](#)
3. Professionalism:
  - The Class Average was a 2.89 at midterm and a 3.00 (Good) at the end of the semester. This was consistent with the Class of 2016 for the same course achieving a level of  $\geq 2$ . Benchmark was met. Note: One student achieved an average of 1.67 at midterm on this category. However, the student did make improvements to achieve a 3.00 by the end of the semester.
  - [Semester Evaluation Summary Data on Professionalism](#)
4. Initiative of Student:
  - The Class Average was a 2.98 at midterm and a 2.99 at the end of the semester. This was consistent with the Class of 2016 for the same course achieving a level of  $\geq 2$ . Benchmark was met. Note: All but one student achieved a 3.00 (Good) on both midterm and end of semester evaluations.
  - [Semester Evaluation Summary Data on Initiative of Student](#)



5. Attitude of Student:

- The Class Average was a 2.88 at midterm and a 2.91 at the end of the semester. This was consistent with the Class of 2016 for the same course achieving a level of  $\geq 2$ . Benchmark was met. Note: A marginal improvement was noticed between midterm and the end of semester.
- [Semester Evaluation Summary Data on Attitude of Student](#)

6. Organization/Perseverance/Quality of Procedures:

- The Class Average was a 2.81 at midterm and a 2.82 at the end of the semester. This was consistent with the Class of 2016 for the same course achieving a level of  $\geq 2$ . Benchmark was met. Note: The Class Average was also consistent between the evaluation at midterm and the evaluation at the end of the semester.
- [Semester Evaluation Summary Data on Organization/Perseverance/Quality of Procedures](#)

7. Problem Solving Skills and Critical Thinking:

- The Class Average was 3 (Good) at both the midterm and end of semester evaluations. This was consistent with the same Class one year ago for RADT 1093. Also, it this was consistent with the Class of 2016 for the same course (RADT 2093) achieving a level of  $\geq 2$ . Benchmark was met.
- [Semester Evaluation Summary Data on Problem Solving Skills and Critical Thinking](#)

8. Clinical Skills of Student:

- The Class Average was a 2.78 at midterm and a 2.83 at the end of the semester. This was consistent with the Class of 2016 for the same course achieving a level of  $\geq 2$ . Benchmark was met. Note: A marginal improvement was noticed between midterm and the end of semester.
- [Semester Evaluation Summary Data on Clinical Skills of Student](#)

9. Competency Exams:

- The Class Average was a 2.90 at midterm and a 2.98 at the end of the semester. This was consistent with the Class of 2016 for the same course achieving a level of  $\geq 2$ . Benchmark was met. Note: The Class Average was also consistent between the evaluation at midterm and the evaluation at the end of the semester.
- [Semester Evaluation Summary Data on Competency Exams](#)

10. Student Was Able to Demonstrate Technical Aspects:

- The Class Average was a 2.65 at midterm and a 2.65 at the end of the semester. This was consistent with the Class of 2016 for the same course achieving a level of  $\geq 2$ . Benchmark was met. Note: The Class Average was also consistent between the evaluation at midterm and the evaluation at the end of the semester.
- [Semester Evaluation Summary Data on Student Was Able To Demonstrate The Following](#)

Final Competency Evaluation Form Items are based on a scale of 100% ([sample evaluation document for one student](#)).

1. Performance Criteria:

- The Class Average was an 86.38. This was consistent with the Class of 2016 for the same course achieving a level of  $\geq 80\%$ . Benchmark was met. Note: Most of the errors were in positioning skills and evidence of radiation protection.
- [Final Competency Evaluation Data Summary on Performance Criteria](#)

2. Image Evaluation:

- The Class Average was an 84.80. This was consistent with the Class of 2016 for the same course achieving a level of  $\geq 80\%$ . Benchmark was met. Note: Most of the errors were in evaluating anatomical parts. Proper alignment, technical factors, and other image identification were consistent in being the second most frequent errors.
  - [Final Competency Evaluation Data Summary on Image Evaluation](#)
3. Critical Thinking and Problem Solving Skills:
- The Class Average was a 97.62. This was consistent with the Class of 2016 for the same course achieving a level of  $\geq 80\%$ . Benchmark was met. Note: Most of the errors were in patient considerations.
  - [Final Competency Evaluation Data Summary on Critical Thinking and Problem Solving Skills](#)
- Given that the observed scores for items 1-10  $\geq 2$  for each competency and that the observed scores for each of the performance criteria  $> 80\%$ , this objective is met.

- [Final Comp Evaluation Sample Class of 2017](#)
- [RADT 2093 Final Comp Evaluation Data Summary Class of 2017](#)
- [RADT 2093 Final Comp Evaluation Data Summary Class of 2017 on Critical Thinking and Problem Solving Skills](#)
- [RADT 2093 Final Comp Evaluation Data Summary Class of 2017 on Image Evaluation](#)
- [RADT 2093 Final Comp Evaluation Data Summary Class of 2017 on Performance Criteria](#)
- [RADT 2093 Semester Evaluation Data Summary Class of 2017](#)
- [RADT 2093 Semester Evaluation Data Summary Class of 2017 on Attitude of Student](#)
- [RADT 2093 Semester Evaluation Data Summary Class of 2017 on Clinical Skills of Student](#)
- [RADT 2093 Semester Evaluation Data Summary Class of 2017 on Communication](#)
- [RADT 2093 Semester Evaluation Data Summary Class of 2017 on Competency Exams](#)
- [RADT 2093 Semester Evaluation Data Summary Class of 2017 on Dependability Attendance and Responsibility](#)
- [RADT 2093 Semester Evaluation Data Summary Class of 2017 on Initiative of Student](#)
- [RADT 2093 Semester Evaluation Data Summary Class of 2017 on Organization Perseverance and Quality of Procedures](#)
- [RADT 2093 Semester Evaluation Data Summary Class of 2017 on Problem Solving Skills and Critical Thinking](#)
- [RADT 2093 Semester Evaluation Data Summary Class of 2017 on Professionalism](#)
- [RADT 2093 Semester Evaluation Data Summary Class of 2017 on Student Was Able To Demonstrate the Following](#)
- [RADT 2093 Semester Evaluation Sample Class of 2017](#)

#### **Improvement Plan/ Changes Made**

The following improvement plan and/or changes to be made are based on the data collected from the RADT 2093 Semester Evaluations:

1. Communication:

- Even though the benchmarks were met for this proficiency skill ([highlighted](#)), the faculty will discuss and solicit input as needed. Also, two other evaluation tools were used to evaluate communication skills. They were the [Clinical Portfolio](#) and the [Pathology Research/Case Study evaluation](#) (both [highlighted](#)). The benchmarks were met in both evaluations. For next year, an entrance essay will be added to evaluate communication skills of the students.
2. Dependability, Attendance and Responsibility of Student:
    - Even though the benchmark was met for this proficiency skill on each student, the faculty will discuss and solicit input as needed.
  3. Professionalism:
    - Even though the benchmark was met for this proficiency skill ([highlighted](#)) on each student, the faculty will discuss and solicit input as needed. Also, an additional method was used to measure professionalism. They were items designated to professional ethics taken from Test III from the course, RADT 1001-Patient Care and Education; and Test I from the course, RADT 2038-Registry Review (both [highlighted](#)). The benchmarks were met in both evaluations.
  4. Initiative of Student:
    - Even though the benchmark was met for this proficiency skill on each student, the faculty will discuss and solicit input as needed.
  5. Attitude of Student:
    - Even though the benchmark was met for this proficiency skill on each student, the faculty will discuss and solicit input as needed. This proficiency skill data can be related to [Professionalism](#).
  6. Organization/Perseverance/Quality of Procedures:
    - Even though the benchmark was met for this proficiency skill on each student, the faculty will discuss and solicit input as needed. This proficiency skill data can be related to positioning skills, selecting appropriate technical factors for radiation exposures ([highlighted](#)).
  7. Problem Solving Skills and Critical Thinking:
    - Even though the benchmarks were met for this proficiency skill ([highlighted](#)), the faculty will discuss and solicit input as needed. Also, two other evaluation tools were used to evaluate critical thinking skills. They were items designated to image analysis taken from the Final Exam from the course, RADT 1021-Radiographic Positioning I and; and Test II from the course, RADT 1022-Radiographic Positioning II (both [highlighted](#)). The benchmarks were met in both evaluations.
  8. Clinical Skills of Student:
    - Even though the benchmark was met for this proficiency skill on each student, the faculty will discuss and solicit input as needed. The faculty members encourage growth in this area between midterm and at the end of the semester, as noted by the data ([highlighted](#)).
  9. Competency Exams:
    - Even though the benchmark was met for this proficiency skill on each student, the faculty will discuss and solicit input as needed. Items that were employed to evaluate competency on the students are [highlighted](#).
  10. Student Was Able to Demonstrate the Following:
    - Even though the benchmark was met for this proficiency skill on each student, the faculty will discuss and solicit input as needed. Items that were employed to evaluate competency on the students are [highlighted](#).

In addition, the following improvement plan and/or changes to be made are based on the data collected from the RADT 2093 Final Competency Forms:

1. Performance Criteria:

- The [positioning skills](#) and providing evidence of [radiation protection](#) were two areas that showed students needed improvement. Review study sessions were provided to the students on these areas when first evaluated using the [Clinical Comp Form](#). One year later, a significant improvement was made on these same skills using the [Final Comp Form](#). Review sessions for these areas will continue to be applied to promote better student performance.

2. Image Evaluation:

- Evaluation of [anatomical parts](#) was the most significant area that showed it needed improvement by the students. Two other areas--proper alignment and technique--also showed that they have room for improvement. Review study sessions were provided to the students on these areas when first evaluated using the [Clinical Comp Form](#). One year later, a slight improvement was made on these same skills using the [Final Comp Form](#). Review sessions for these areas will continue to be applied to promote better student performance.

3. Critical Thinking and Problem Solving Skills:

- Patient considerations were the most significant area that showed it needed improvement by the students. This was noted in the [positioning skills](#) and [radiation protection](#). Review study sessions were provided to the students on these areas when first evaluated using the [Clinical Comp Form](#). One year later, an improvement was seen in this area using the [Final Comp Form](#). A review session for this area will continue to be applied to promote better student performance.

- [Case Study and Presentation Sample Class of 2017](#)
- [Clinical Comp Evaluation Form](#)
- [Clinical Portfolio Evaluation 2017](#)
- [Final Comp Evaluation Form](#)
- [Outcomes Assessment Plan Grid Class Of 2017 highlighted for Competency](#)
- [Outcomes Assessment Plan Grid Class Of 2017 highlighted for Image Quality](#)
- [Outcomes Assessment Plan Grid Class Of 2017 highlighted for Positioning Skills and Technical Factors](#)
- [Outcomes Assessment Plan Grid Class Of 2017 highlighted for Skills](#)
- [Outcomes Assessment Plan Grid Class of 2017 Outlining Communication Skills](#)
- [Outcomes Assessment Plan Grid Class of 2017 highlighted for Critical Thinking and Problem Solving](#)
- [Outcomes Assessment Plan Grid Class of 2017 highlighted for Image Analysis](#)
- [Outcomes Assessment Plan Grid Class of 2017 highlighted for Professional Ethics](#)
- [Outcomes Assessment Plan Grid Class of 2017 highlighted for Professionalism](#)
- [Outcomes Assessment Plan Grid Class of 2017 highlighted for Radiation Protection](#)
- [Outcomes Assessment Plan Grid Grid Class of 2017 Outlining Communication Skills addendum](#)

### Related Items

#### 3: Maintain an effective radiologic technology program

**Progress:** Completed





**Provided By:** Radiologic Technology

**Participants:** Dean of HSBT (McDonald, Dottie)

**Budget Information:** existing

**Start:** 11/1/2017

**End:** 10/31/2018

-  1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
-  2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
-  3. **Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
-  4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

#### 3.2: Radiologic Technology Surveys

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Radiologic Technology

#### **Objective With Intended Outcomes**

3.20 Graduates will rate the overall quality of their preparation as a radiologic technologist as good, very good, or excellent.

3.21 Employers will rate the overall quality of the program graduates as good, very good, or excellent.

#### **Assessment/Evaluation/Measures/Strategies**

3.20 Benchmark is 80% set by the program faculty members based on the JRCERT Standards. Graduate Survey sent to graduates 1-year post graduation as recommended by JRCERT (accreditation body). (This means that at least 80% of the employers and graduates will rate students as good, very good, or excellent.)

- [Graduate Survey](#)

3.21 Benchmark is 80% set by the program faculty members based on the JRCERT Standards. Employer survey sent to employers 1-year post graduations recommended by JRCERT (accreditation body). (This means that at least 80% of the employers and graduates will rate students as good, very good, or excellent.)

-  [Employer Survey](#)
-  [Employer Survey](#)
-  [Graduate Survey Form](#)

#### **Assessment/Evaluation Results (Progress Report)**





This objective was met in the 2016-2017 planning year.

For AY 2017-18,

3.20: Graduate Survey: The surveys received (response rate 6 out of 21, or 29%) revealed that all graduates rated the overall quality of their preparation as a radiologic technologist as good, very good, or excellent. After further investigation, feedback revealed that all of the 2017 graduates who sought employment were hired within 6 months of completing the program. This data is consistent with the Class of 2016. **Benchmark was met.**

- [Graduate Survey Sample Class of 2017](#)
- [Program Assessment Plan Class of 2017](#)

3.21: Employer Survey: The surveys received (response rate 7 out of 21, or 33%) revealed that all employers indicated that the overall quality of the graduates in preparation for hire was good, very good, or excellent. They also would hire future graduates from the radiography program. These results were consistent with the 2015-2016 and 2016-2017 results. **Benchmark was met.**

-  [Employee Survey Sample Class of 2017](#)
-  [Program Assessment Plan Class of 2017](#)
-  [Employer Survey Sample Class of 2017](#)
-  [Graduate Survey Sample Class of 2017](#)
-  [Program Effectiveness Plan Class of 2017 showing employment](#)

#### **Improvement Plan/ Changes Made**

3.20: Even though the benchmark was met, only 29% (6 of 21) of the Graduate Surveys were received. This return rate was a slight improvement from last years (2016) return rate of 10.5%. Will discuss these results with faculty members and solicit strategies as to improve the return rate on this survey for future assessment. This was noted in the Program Effectiveness Plan Class of 2017.

- [Program Effectiveness Plan Class of 2017](#)

3.21: Even though the benchmark was met, only 33% (7 of 21) of the Employer Surveys were received at the time of this review. This return rate was significant decrease since last year's (2016) return rate of 42.1%. Will discuss with faculty and solicit strategies as to improve the return rate of this survey for future assessment. This was noted in the Program Effectiveness Plan for 2017.

[Program Effectiveness Plan Class of 2017](#)

- [Program Effectiveness Plan Class of 2017 showing employment](#)

#### Related Items

#### 3: Maintain an effective radiologic technology program

**Progress:** Completed









**Provided By:** Radiologic Technology

**Participants:** Dean of HSBT (McDonald, Dottie)

**Budget Information:** existing

**Start:** 11/1/2017

**End:** 10/31/2018

-   1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
-   2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
-   3. **Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
-   4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

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#### 3.3: Radiologic Technology Retention

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Radiologic Technology

**Participants:** Dean of HSBT (McDonald, Dottie)

### Objective With Intended Outcomes

The program will retain students in accordance with JRCERT Standards.

### Assessment/Evaluation/Measures/Strategies

Benchmark is 75% retention (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](#)
- [JRCERT Standard 5 Assessment](#)
  
- [JRCERT Rights & Responsibilities of Sponsors](#)
- [JRCERT Standard 5 Assessment](#)

### Assessment/Evaluation Results (Progress Report)

This objective was met in the 2016-2017 planning year.

Eighty-one percent (21 of 26\*) of the original Class of 2017 completed the Program in Spring 2017. **Benchmark was met.** This was noted and highlighted in both the [Program Effectiveness Plan](#) and in the [Radiography Program Effectiveness Data](#) for the Class of 2017. **Note: this was the first cohort that started with 26 students.**

As a result, the objective was met.

-  [Program Effectiveness Plan Class of 2017 showing retention](#)
-  [Radiography Program Effectiveness Data 2017 showing retention](#)

### Improvement Plan/ Changes Made

The attrition rate for the Class of 2017 was 19% Benchmark has been met. This was markedly decline from the Class of 2016 with a 5% attrition rate. This was expected with starting a higher number of students. Also, the 5-year average of attrition was 7.8.

- [Program Effectiveness Data](#)

Will discuss with faculty members the reasons behind this decline and solicit input as needed.





-  [Program Effectiveness Plan Class of 2017 showing retention](#)

### Related Items

- 🔗🟡3: **Maintain an effective radiologic technology program**  
Progress: Completed



**Provided By:** Radiologic Technology  
**Participants:** Dean of HSBT (McDonald, Dottie)  
**Budget Information:** existing  
**Start:** 11/1/2017  
**End:** 10/31/2018

-  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU**  
Eunice seeks to ensure student access.
-  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU**  
Eunice seeks to strengthen student success.
-  **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU**  
Eunice seeks to expand partnerships.
-  **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU**  
Eunice seeks to demonstrate a culture of continuous improvement.

#### 3.4: Radiologic Technology Employment

**Start:** 11/1/2017  
**End:** 10/31/2018  
**Progress:** Completed  
**Provided By:** Radiologic Technology  
**Participants:** Dean of HSBT (McDonald, Dottie)


##### **Objective With Intended Outcomes**

3.40 Eighty percent of the Employer Surveys will indicate that the employers would hire future graduates from the program. Benchmark is set by the program faculty members based on the JRCERT Standards.

- [Employer Survey Form](#)

3.41 Over a five-year period, the average credentialing pass rate will not be less than 75% within six months of graduation on the first attempt of the American Registry of Radiologic Technologists (ARRT) Exam based on the JRCERT Standards.

3.42 Over a five-year period, the average job placement rate will not be less than 75% within twelve months of graduation based on the JRCERT Standards.

-  [Graduate Survey Form](#)

-  [Employer Survey Form](#)
-  [Graduate Survey Form](#)

### **Assessment/Evaluation/Measures/Strategies**

3.40 Benchmark-80%. Benchmark is set by the program faculty members based on the JRCERT Standards. Employer surveys are mailed one-year post-graduation by the Program Director. Results will be communicated to the Division Head and Advisory Committee. Areas of strength and deficiencies are noted. Results will be utilized for program improvement. The Division Head and Advisory Committee will be apprised of the results.

3.41 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.

3.42 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. 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 Assessment](#)
-  [JRCERT Rights & Responsibilities of Sponsors](#)
-  [JRCERT Standard 5 Assessment](#)

### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017 outcome 3 on employment was met.

For AY 2017-2018:

3.40: Employer Survey: The surveys received (response rate 6 out of 21, or 29%) revealed that employers would hire future graduates from the radiography program. They also indicated that the overall quality of the graduates in preparation for hire was good, very good, or excellent. These results were consistent with the 2015-2016 and 2016-2017 results. **Benchmark was met.**

- [Employee Survey Sample Class of 2017](#)

3.41: The five-year average credentialing pass rate for the first attempt on the ARRT Board Exam in Radiography was 92.7%. **Benchmark was met.** The 2017 credentialing pass rate for the first attempt on the ARRT exam was 86%. This was

a decrease from 2016. Will discuss with faculty members and solicit strategies that hopefully improve this level of achievement.

- [Program Effectiveness Plan Class of 2017](#)
- [ARRT Annual Program Summary Report 2017](#)
- [ARRT Candidate Exam Results Classes of 2013-2016](#)
- [ARRT Candidate Exam Results Class of 2017](#)
- [ARRT National Comparison Report Class of 2017](#)
- [Radiography Program Effectiveness Data Class of 2017](#)

3.42: Twenty-nine percent (6 of 21) of the Employer Surveys and 29% (6 of 21) of the Graduate 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 2017 graduates who sought employment were hired within 6 months of completing the program. This data is consistent with the Class of 2016. The 5-year employment rate post 12 months' graduation 99%. **Benchmark was met.**

- [Program Effectiveness Plan Class of 2017 showing employment](#)
- [Program Effectiveness Data Class of 2017 showing job placement rates](#)
- [Employer Survey Sample Class of 2017](#)
- [Graduate Survey Sample Class of 2017](#)

Since the observed rates of 92.7% passed on their first attempt over five years and 99% employed > the 75% benchmark, this **objective is met.**

-  [ARRT Annual Program Summary Report 2017](#)
-  [ARRT Candidate Exam Results 2013-2016](#)
-  [ARRT Candidate Exam Results 2017](#)
-  [ARRT National Comparison Report \(2017\)](#)
-  [Employer Survey Sample Class of 2017](#)
-  [Graduate Survey Sample Class of 2017](#)
-  [Program Effectiveness Plan Class of 2017 showing credentialing pass rates](#)
-  [Program Effectiveness Plan Class of 2017 showing employment](#)
-  [Radiography Program Effectiveness Data 2017 showing credentialing pass rates](#)
-  [Radiography Program Effectiveness Data 2017 showing job placement rates](#)

**Improvement Plan/ Changes Made**


3.40: Even though the benchmark was met, only 33% (7 of 21) of the Employer Surveys and 29% (6 of 21) Graduate Surveys were received at the time of this review. This return rate was a slight decrease since 2016. 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 2017.

- [Program Effectiveness Plan Class of 2017](#)

3.41: Even though the benchmark was met, will discuss with the faculty members and solicit strategies as to improve this level of achievement. This was noted in the Program Effectiveness Plan Class of 2017.

- [Program Effectiveness Plan Class of 2017 showing credential pass rates](#)

3.42: Even though the benchmark was met, only 29% (6 of 21) of the Graduate Surveys and 29% (6 of 21) of the Employer Surveys were received. These return rates were more consistent in comparison to the returns rates from 2016-2017 AY. Will discuss these results with faculty members and solicit strategies as to improve the return rates on both surveys for future assessments. This was noted in the Program Effectiveness Plan Class of 2017.

-  [Program Effectiveness Plan Class of 2017](#)
-  [Program Effectiveness Plan Class of 2017 showing credentialing pass rates](#)
-  [Program Effectiveness Plan Class of 2017 showing employment](#)

#### Related Items

##### 3: Maintain an effective radiologic technology program

**Progress:** Completed







**Provided By:** Radiologic Technology

**Participants:** Dean of HSBT (McDonald, Dottie)

**Budget Information:** existing

**Start:** 11/1/2017

**End:** 10/31/2018

-   **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
-   **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
-   **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**

 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

## Respiratory Care

### **4.1: Respiratory Care Professional Competency**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Respiratory Care

**Participants:** Dean of HSBT (McDonald, Dottie)

#### **Objective With Intended Outcomes**

Respiratory Care students will demonstrate competency as an entry level Respiratory Care Professional by successfully passing the National Board of Respiratory Care Exam (NBRC). Each student must successfully pass the exam prior to becoming licensed as a Respiratory Care Professional in the state of Louisiana. The [program and student learning outcomes, per the NBRC](#), are:

- I: Patient data evaluation and recommendations
  - Student Learning Outcomes: Upon the completion of the program the student will
    - A. evaluate data in the patient record
    - B. gather clinical information
    - C. perform procedures to gather clinical information
    - D. evaluate procedure results
    - E. recommend diagnostic procedures
- II: Troubleshooting and quality control of equipment, and infection control
  - Student Learning Outcomes: Upon the completion of the program, the student will
    - A. assemble and troubleshoot equipment
    - B. ensure infection control
    - C. perform quality control procedures
- III. Initiation and modification of Interventions
  - Student learning outcomes: Upon the conclusion of the program, the student will
    - A. maintain a patent airway including the care of artificial airways
    - B. perform airway clearance and lung expansion techniques
    - C. support oxygenation and ventilation
    - D. administer medications and specialty gases
    - E. ensure modifications are made to the respiratory care plan
    - F. utilize evidence-based medicine principles

- G. provide respiratory care techniques in high-risk situations
- H. assist a physician/provider in performing procedures
- I. initiate and conduct a patient and family education

Each program outcome has associated student learning outcomes that are assessed at three cognitive levels - Recall, Application, and Analysis - by the NBRC.

-  [TMC-Detailed-Content-Outline-Effective-January-2015](#)

### **Assessment/Evaluation/Measures/Strategies**

Each of the outcomes are assessed upon the conclusion of the Respiratory Care Program prior to students becoming licensed. Students register and take the exam with the NBRC online in a supervised environment. Scores are generated for each new student by the NBRC and aggregated by class. The national scores given each year for the exam are the benchmark since it compares the performance of LSUE students to the national average.

The overall benchmark for success is students passing the exam. This is set at 80% on a 3-year average and was adopted by faculty paralleling the 80% used by NBRC. This is determined by following the thresholds set by the accrediting body known as the Commission on Accreditation for Respiratory Care (CoARC).

In addition, successfully meeting the outcomes would be to achieve two out of the three topics scoring above the national average. I: Patient data evaluation and recommendations; II: Troubleshooting and Quality Control of Equipment and Infection Control; III: Initiation and Modifications of Interventions.

The purpose of analyzing all 17 components found within topics I, II, and III are not only to measure student learning outcomes but to also evaluate student's scores relative to the national average to assist faculty in determining curriculum revisions.

I: Patient data evaluation and recommendations (national benchmark = 40.0 points)

Student Learning Outcomes: Upon the completion of the program the student will

- A. evaluate data in the patient record (national benchmark = 5.9 points)
- B. gather clinical information (national benchmark = 9.4 points)
- C. perform procedures to gather clinical information (national benchmark = 8.7 points)
- D. evaluate procedure results (national benchmark = 8.1 points)
- E. recommend diagnostic procedures (national benchmark = 8.2 points)

II: Troubleshooting and quality control of equipment, and infection control (national benchmark = 15.0 points)

Student Learning Outcomes: Upon the completion of the program, the student will

- A. assemble and troubleshoot equipment (national benchmark = 10.7 points)
- B. ensure infection control (national benchmark = 1.6 points)
- C. perform quality control procedures (national benchmark = 2.1 points)

### III. Initiation and modification of Interventions (national benchmark = 48.0 points)

Student learning outcomes: Upon the conclusion of the program, the student will

- A. maintain a patent airway including the care of artificial airways (national benchmark = 6.6 points)
- B. perform airway clearance and lung expansion techniques (national benchmark = 4.1 points)
- C. support oxygenation and ventilation (national benchmark = 6.5 points)
- D. administer medications and specialty gases (national benchmark = 3.8 points)
- E. ensure modifications are made to the respiratory care plan (national benchmark = 13.5 points)
- F. utilize evidence-based medicine principles (national benchmark = 4.4 points)
- G. provide respiratory care techniques in high-risk situations (national benchmark = 3.0 points)
- H. assist a physician/provider in performing procedures (national benchmark = 3.0 points)
- I. initiate and conduct a patient and family education (national benchmark = 2.3 points)

-  [CoARC Outcomes Thresholds. 2017 Outcomes](#)

### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, this objective was met.

For AY 2017-2018, the data is analyzed for the class completing the program in December 2017. Each of the 12 new candidates including one of those candidates repeating the exam twice took the NBRC exam achieving an overall program mean score of 109.7 points (new) and 82.5 (repeating). As a result, 11 (91.7%) out of the 12 new students successfully passed the exam on the first attempt and one student successfully passed on her 3rd attempt. Overall all 12 (100%) out of 12 students successfully passed the exam.

The purpose for analyzing the "New Candidate Summary" rather than "All Candidate Summary" is because new candidate results are capturing only the new or most recent graduate cohort. All candidate results would capture not only the new graduate cohort but also any graduate from previous cohorts attempting the examination. Therefore, "New Candidate Summary" is the more accurate data to analyze.

Data broken out by student learning outcomes follows: [LSUE TMC Scores by Content Area \(19\)7.23.18](#)

- I: Patient data evaluation and recommendations (LSUE = 42.5 points > National = 40.0 points)
  - Student Learning Outcomes: Upon the completion of the program the student will
  - A. evaluate data in the patient record (LSUE = 6.6 points > National = 5.9 points)
  - B. gather clinical information (LSUE = 9.8 points > National = 9.4 points)
  - C. perform procedures to gather clinical information (LSUE = 9.1 points > National = 8.7 points)
  - D. evaluate procedure results (LSUE = 8.8 points > National = 8.1 points)
  - E. recommend diagnostic procedures (LSUE = 8.3 points > National = 8.2 points)
- II: Troubleshooting and quality control of equipment, and infection control (LSUE = 15.2 > National = 15.0)
  - Student Learning Outcomes: Upon the completion of the program, the student will

- A. assemble and troubleshoot equipment (LSUE = 11.2 > National = 10.7)
  - B. ensure infection control (LSUE = 1.8 > National = 1.6)
  - C. perform quality control procedures (LSUE = 2.2 > National = 2.1)
- III. Initiation and modification of Interventions (LSUE = 51.9 > National = 48.0)
- Student learning outcomes: Upon the conclusion of the program, the student will
- A. maintain a patent airway including the care of artificial airways (LSUE = 7.4 > National = 6.6)
  - B. perform airway clearance and lung expansion techniques (LSUE = 4.4 > National = 4.1)
  - C. support oxygenation and ventilation (LSUE = 7.3 > National = 6.5)
  - D. administer medications and specialty gases (LSUE = 4.3 > National = 3.8)
  - E. ensure modifications are made to the respiratory care plan (LSUE = 14.9 > National = 13.5)
  - F. utilize evidence-based medicine principles (LSUE = 4.6 > National = 4.4)
  - G. provide respiratory care techniques in high-risk situations (LSUE = 3.3 > National = 3.0)
  - H. assist a physician/provider in performing procedures (LSUE = 3.6 > National = 3.0)
  - I. initiate and conduct a patient and family education (LSUE = 2.4 > National = 2.3)

Given that the observed score of 109.7 > National benchmark of 101.8 and 100% of the students passed the TMC examination > 3-year average of 80% benchmark, this objective is met. [TMC high-low cut report no names](#)



- [LSUE TMC Scores by Content Area \(19\)7.23.18](#)
- [TMC high-low cut report no names](#)

#### Improvement Plan/ Changes Made

Even though all 17 components of the TMC examination exceeded the national mean; there were a few areas that scored near the percent of national mean such as "Recommend Diagnostic Procedures" and "Gather Clinical Information". In order to assist the students in remediation, the faculty designed a new course within the curriculum titled "[RC 2026- Critical Care and Other Related Topics in Respiratory Care](#)" to supplement an existing course titled [RC 2025 "Professional Review Seminar Lab"](#). The new course is tailored to meet each student's needs and performance.

- [LSU Eunice Course Syllabus RC 2025 fall 2018](#)
- [LSU Eunice Course Syllabus RC 2026 fall 2018](#)

#### Related Items

  **4: Maintain an effective program in respiratory care.**

**Progress:** Completed

**Provided By:** Respiratory Care

**Participants:** Dean of HSBT (McDonald, Dottie)

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018



- ★ 1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
- ★ 2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
- ★ 3. **Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
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#### 🌐 4.2: Respiratory Care Retention

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Respiratory Care

**Participants:** Dean of HSBT (McDonald, Dottie)

##### **Objective With Intended Outcomes**

Respiratory Care students will be retained.

##### **Assessment/Evaluation/Measures/Strategies**

Benchmark: 70% retention of the total number of students in the enrollment cohort (3-year average). Benchmark set by the Commission on Accreditation for Respiratory Care (CoARC).

Programmatic retention: defined as the number of students formally enrolled in a respiratory care program during a three-year reporting period who graduated from the program after completing all programmatic and graduation requirements, calculated as a percentage of the total number of students initially enrolled in that class.

The total number of students enrolled includes those who successfully completed the program as well as students who left the program for academic reasons (failure to achieve minimum grade requirements, ethical, professional or behavioral violations or violations of academic policies) that resulted in their expulsion from the program prior to graduation.

Students are not included in the retention definition who:

1. leave the program by the last day they are eligible for 100% tuition reimbursement within the first term of fundamental respiratory care core coursework and/or receive grades of W or WP;

2. are in good academic standing who leave the program due to: financial, medical, or family reasons, military deployment, a change in their course of study, relocation to a different community, or reasons other than those described under academic reasons;
3. are admitted to another educational program (same or different educational institution) prior to the scheduled graduation date of their RT class. Students formally enrolled in a respiratory care program that began fundamental respiratory care core coursework and have left for academic (failure to meet grades or other programmatic competencies) or non-academic (financial hardship, medical, deployment, etc.) reasons. See [CoARC Thresholds for justification of Benchmarks](#).

-  [CoARC Outcomes Thresholds. 2017 retention](#)

### **Assessment/Evaluation Results (Progress Report)**

AY 2016-2017 Objective met.



The 2016-2017 Respiratory Care cohort consisted of 16 new students and 1 re-entry from a previous cohort. The original 16 cohort lost 5 students due to attrition; however, since this report is one year behind to gather data outcomes, 1 of the 5 students will complete the program December, 2018. Therefore, true retention is 75%; true attrition is 25%.

Given that the observed retention rate of 75% > the established benchmark of 70%, this objective is met.

### **Improvement Plan/ Changes Made**

Even though benchmark was met, the Program Director will discuss with faculty and solicit input as needed. The Respiratory Care faculty have decided to place more restrictions with the selection process in order to ensure that higher quality students are selected for clinical training. As of now, the only process is through grade point average of the program's 42 hours of prerequisite courses. Other options are being considered such as penalties placed for repeated courses or achievement of a competitive score on the Test of Essential Academic Skills (TEAS).

### **Related Items**

  **4: Maintain an effective program in respiratory care.**

**Progress:** Completed


**Provided By:** Respiratory Care

**Participants:** Dean of HSBT (McDonald, Dottie)

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

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- ★ 3. **Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
- ★ 4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

#### 4.3: Respiratory Care Employment

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Respiratory Care

**Participants:** Dean of 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 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).




##### **Assessment/Evaluation/Measures/Strategies**

November 21, 2015, CoARC announced a change to Positive (Job) Placement Outcomes Measure. The minimum threshold of 70% for positive (job) placement has been eliminated. [Changes to JP Outcome - 11.21.15 \(1\)](#)

The rationale for CoARC's decision is based on their primary purpose of accreditation and to ensure that accredited programs produce graduates who are adequately trained to practice in their profession. The CoARC makes accreditation decisions based on outcome measures that are within the purview and control of a program and has therefore determined that positive (job) placement will no longer be used in making an accreditation decision. However, CoARC will continue to require reporting of positive (job) placement on the Annual Report of Current Status, and will not make accreditation actions based solely on positive (job) placement results.

Positive (job) placement results for each program, along with other outcomes data, will continue to be published on the CoARC website as part of their commitment to provide the public with information regarding program outcomes and to allow potential students to use this information as a measure of programmatic quality during the application process. See [CoARC Thresholds for outcome results](#).

The Program Director of Respiratory Care will conduct exit interviews with graduating students during December. During this interview, students will be asked if they will be employed upon graduation. The Division will distribute [surveys to respiratory care graduates six months after graduation](#)

-  [Changes to JP Outcome - 11.21.15 \(1\)](#)
-  [CoARC Outcomes Thresholds. 2017](#)
-  [CoARC grad survey complete. cohort 2017](#)

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met.

As of June 2018, (6 months' post-graduation), all 12 graduates from the 2016-2017 cohort (100%) were employed either full-time; part-time; or PRN.



Since the observed placement rate of 100% > the three-year average of 70% benchmark, this objective is met.

#### **Improvement Plan/ Changes Made**

The program director will continue to maintain and seek new clinical affiliates as these provide more opportunities for students to obtain employment. In year 2016-2017, the program assigned two new clinical affiliates; those being [Opelousas General Medical Center](#) and [Mercy Regional Medical Center](#) (Eunice). Opelousas General Hospital hired one of the graduates from this cohort due to the student having the ability to practice clinical training and becoming more acquainted with this facility.

-  [2017 Acadian Med Center - Mercy Regional Clinical Contract](#)
-  [2017 Opelousas General Medical Center Clinical Contract](#)

#### **Related Items**

  **4: Maintain an effective program in respiratory care.**

**Progress:** Completed


**Provided By:** Respiratory Care

**Participants:** Dean of HSBT (McDonald, Dottie)

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

 **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

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### Surgical Technology

#### 1.1: Surgical Technology Professional Competency based on CST Exam

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Ongoing

**Provided By:** Surgical Technology

#### **Objective With Intended Outcomes**

Surgical Technology students will demonstrate competency as entry level technologists by successfully passing the Surgical Technologist Certifying Examination (CST Exam).

The exam has the following student learning outcomes. Upon the conclusion of the program, surgical technology students will demonstrate the following competencies as defined by the CST Exam:

**Renee will need to complete in AY 19-20.**

#### **Assessment/Evaluation/Measures/Strategies**

Students may take the CST Exam upon the completion of the Surgical Technology coursework; however, it is not required by the state of Louisiana.

How do they arrange to take the exam?

Benchmark: The Surgical Technology faculty have implemented a benchmark of \_\_\_\_%. The faculty believe that it appropriate for the program based on historical pass rates and the desire to maintain academic excellence above and beyond similar programs in the state.

#### **Assessment/Evaluation Results (Progress Report)**

**Director of IE's note: Program has no students during AY 2017-2018. Objectives will be assessed as the program begins implementation.**

### Improvement Plan/ Changes Made

#### Related Items

#### 1: Maintain an effective Surgical Technology Program





**Progress:** Ongoing

**Provided By:** Surgical Technology

**Budget Information:** State grant and reallocation of University funds

**Start:** 11/1/2017

**End:** 10/31/2018

-  1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
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#### 1.2: Surgical Technology Professional Competency based on Clinical Results

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Ongoing

**Provided By:** Surgical Technology

#### **Objective With Intended Outcomes**

Upon the conclusion of the Surgical Technology Program, the student will:

**Renee will need to fill in based on her last clinical competency checklist**

Developed by the Surgical Technology faculty, these competencies must be met in order for the student to successfully complete SURT xxxx (the final clinical course in the program).

**Renee will need to attach the syllabus.**

**Assessment/Evaluation/Measures/Strategies**

Students are directly assessed \_\_\_ times using the rubric attached (is this weekly, twice a semester, or what). Each of the outcomes are broken out into specific tasks that are required of students. The rating of Pass/Fail is based on direct observation by the \_\_\_\_\_.

**Renee will need to add some details and attach the SURT xxxx Clinical Form (this one may be a blank).**

Benchmark = 77%. This benchmark is developed by the nursing faculty and is more stringent to hold students to a higher standard due to the fact that they are in direct contact with patients in a hospital.

**Assessment/Evaluation Results (Progress Report)**

**Director of IE's note: Program has no students during AY 2017-2018. Objectives will be assessed as the program begins implementation.**

**Improvement Plan/ Changes Made**

**Related Items**

 **1: Maintain an effective Surgical Technology Program**




**Progress:** Ongoing

**Provided By:** Surgical Technology


**Budget Information:** State grant and reallocation of University funds

**Start:** 11/1/2017

**End:** 10/31/2018

-  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
-  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
-  **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**

-  **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

 **1.3: Surgical Technology Graduation Rate**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Ongoing

**Provided By:** Surgical Technology

**Objective With Intended Outcomes**

Students admitted into the Surgical Technology Program will graduate within \_\_\_\_ semesters.

**Assessment/Evaluation/Measures/Strategies**

Methodology to measure retention.

Benchmark: \_\_\_\_ Why?

**Assessment/Evaluation Results (Progress Report)**

**Director of IE's note: Program has no students during AY 2017-2018. Objectives will be assessed as the program begins implementation.**

**Improvement Plan/ Changes Made**

**Related Items**

 **1: Maintain an effective Surgical Technology Program**


**Progress:** Ongoing

**Provided By:** Surgical Technology




**Budget Information:** State grant and reallocation of University funds

**Start:** 11/1/2017

**End:** 10/31/2018

-  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**



-  **2. Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
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#### 1.4: Surgical Technology Employment

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Ongoing

**Provided By:** Surgical Technology

##### **Objective With Intended Outcomes**

Surgical Technology students will be employed in their fields within \_\_\_\_ months of graduation.

##### **Assessment/Evaluation/Measures/Strategies**

Methodology

Expected level of employment is \_\_\_\_\_. Why?

##### **Assessment/Evaluation Results (Progress Report)**

**Director of IE's note: Program has no students during AY 2017-2018. Objectives will be assessed as the program begins implementation.**

##### **Improvement Plan/ Changes Made**

##### **Related Items**

##### **1: Maintain an effective Surgical Technology Program**

**Progress:** Ongoing





**Provided By:** Surgical Technology

**Participants:**

**Budget Information:** State grant and reallocation of University funds

**Start:** 11/1/2017

**End:** 10/31/2018

- 
**1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
- 
**2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
- 
**3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**
- 
**4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

 **17-18 Temp: Implement Surgical Technology**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Surgical Technology

**Objective With Intended Outcomes**

The Surgical Technology Program Director, Dean, and Accreditation Liaison will prepare the appropriate documents to initiate the Associate of Applied Science in Surgical Technology and hire faculty so that a class may be accepted in Fall 2018.

**Assessment/Evaluation/Measures/Strategies**






Approval by SACSCOC (and thus approval by the Louisiana Board of Regents and the LSU Board of Supervisors) is considered as success in meeting the Objective. This will require that a Prospectus be written for SACSCOC due to the fact that it is a significant departure from current credentials and therefore a Substantive Change.

In addition, a program director being hired during AY 17-18 will also constitute success in meeting this objective.

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective did not exist.

For AY 2017-2018,

- a [Prospectus was submitted to SACSCOC](#) at the end of June 2017
- [approved by LSU](#) Board of Supervisors
- [approved by the Louisiana](#) Board of Regents
- SACSCOC deferred action and asked for additional [information on faculty credentials](#) on November 6, 2017.
- A [response was sent to SACSCOC on the faculty credential issue](#) on January 11, 2018.
- Final action by SACSCOC was taken on
- The program director was hired at the end of January 2018.
-  [1-11-18 Final Response to SACSCOC Surt Tech Fac Credentials](#)
-  [11-6-17 letter from SACSCOC on AAS ST at LSUE](#)
-  [Submitted SACSCOC Surg Tech Prospectus Letter 6-27-17](#)
-  [Surgical Technology Approval Board of Regents Minutes-2017-08-23](#)
-  [Surgical Technology Approval LSU-BOS-Meeting-Minutes-2017-06-22](#)

#### Improvement Plan/ Changes Made

The director will develop program outcomes as defined by Surgical Technology accreditation requirements.

#### Related Items

##### 17-18 Temp: Create the Associate of Applied Science in Surgical Technology









**Progress:** Completed

**Provided By:** Surgical Technology

**Budget Information:** State grant and reallocation of University funds

**Start:** 11/1/2017

**End:** 10/31/2018

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## Liberal Arts

### 1.1: Developmental English (ENGL 0001)

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Liberal Arts

#### **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 2017-2018, the outcomes will be directly assessed and analyzed through an internally developed multiple choice examination designed by the English faculty and given during the last two weeks of the semester. All students remaining in the course will be assessed (i.e. no sampling). **Assessment will include all students at all sites (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 that the 70% is the lowest "average" for the grade of C given on a student's University record.

##### **Indirect Assessment**

NOTE: This section of the benchmark was updated to reflect new research. The indirect measurement (course success rates) will be calculated using data from institutional research over the 2017-2018 academic year. The success rate will be calculated using the methodology from the National Center for Education Statistics (NCES) that states the "completion of a remedial course means that students earned either a passing grade or some credits in that course" based on those who attempted a remedial English course at a 2-year public institution. The rate established is 63% based on success of all English/reading courses.

Citation for current research: Chen, X. (2016). *Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes* (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018 from <http://nces.ed.gov/pubsearch>

-  [ENGL 0001 Syllabus Fall 2017](#)

### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, this outcome was met. The English faculty decided to collect data for another year and did not make the assessment part of the student's grade.

For AY 2017-2018, a total of 523 students were registered in 27 sections of ENGL 0001. A total of 334 (64%) of the 523 students were directly assessed using the SLO tool at the conclusion of the fall and spring semesters (see Table 1). Overall, students scored 74% with Outcome A at 76%, Outcome B at 79%, and Outcome C at 71%. Dual Credit students performed the highest, then online students with LSUA and LSUE students performing almost identically.

Note that question number 16 was removed from Outcome C because of the poor performance of 206 students at the LSUE and LSUA sites as the [item analysis](#) shows. Questions 11-25 deal with Outcome C and questions 16 and 17 were the two most missed, but question 17 had a success rate 13.8 percentage points above question 16.

SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	74	72	85	74		83	
A. Using clear topic sentences	76	73	94	76	not offered	93	not assessed
B. Using evidence to support a topic sentence	79	76	80	82		96	
C. Using proper grammar and punctuation	71	70	85	71		76	
Total number of sections	24	16	2	4		2	
Total number of students tested	334	252	7	45		30	

One issue that surfaced with the assessment is that several faculty simply did not assess their students. This included LSUE sections 2 and 3 in the spring totaling 36 students, LSUA section A2 in fall with 7 students, and the one accelerated section C6 in fall with 3 students. While the impact is minimal for the two sections with low n, the Director of Institutional Effectiveness asked the Coordinator of English Composition to emphasize to the faculty that all sections are to be assessed. There is no further justification other than the faculty members forgot.

Next, the longitudinal data in Table 2 indicates that achievement slipped slightly since the peak in AY 2014-2015, but that the results are within acceptable limits.

ENGL 0001 SLO Description	SP 11	11-12	12-13	FA 13	14-15	15-16	16-17	17-18	Change
Overall	72	76	79	80	78	77	73	74	1
A. Using clear topic sentences	79	85	87	85	84	80	77	76	-1
B. Using evidence to support a topic sentence	87	87	89	88	87	84	80	79	-1
C. Using proper grammar and punctuation	61	69	72	76	74	73	69	71	2
Total number of students	123	463	419	260	381	347	350	334	

NOTE: Spring 2014 was assessed using COMPASS through a Board of Regents grant.

Table 3 details the results between Pathways students and Non-Pathways students. Pathways students require developmental coursework in every subject while Non-Pathways students may only need developmental coursework in English, math, or both. Pathways students traditionally perform below that of other developmental students and AY 2017-2018 is no exception. Pathways students performed at 70% overall while Non-Pathways students performed at 76%.

ENGL 0001 SLO Description	Pathways	Non-Pathways	Overall
Overall	70	76	74
A. Using clear topic sentences	73	78	76
B. Using evidence to support a topic sentence	76	81	79
C. Using proper grammar and punctuation	67	74	71
Total number of students	143	191	334

Because Pathways students performed below the 70% for Outcome C, an [item analysis](#) was completed for them. It indicated that questions 13, 17, and 22 proved to be the most difficult.

For the indirect assessment using grades, an Institutional Research Report was completed after grades were final and summarized in Table 4. Overall, 80% of the students enrolled in the course on the 14th day for the fall and spring semesters successfully completed it with an A, B, or C.

Grade	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
A	89	75	5	6		3	0
B	184	149	2	18		13	2
C	143	108	0	21	none	14	0
D	22	15	0	6		0	1
F	53	35	0	11		7	0
W	32	23	0	3		6	0
Total	523	405	7	65	0	43	3
Percent Success	80	82	100	69		70	67

While individual groups of students had difficulty with some aspects of the SLO assessment tool, the performance of all groups overall was at or above the 70%. Given that the overall observed score of 70% = the benchmark of 70% and that the observed indirect score of 80% > the NCES benchmark score of 63%, objective 1.1 is met.

- [Item Analysis for LSUE and LSUA Sections](#)
- [Item Analysis for Pathways Students](#)

#### Improvement Plan/ Changes Made

Because Pathways students scored 67% (close to but not quite reaching 70%) the Coordinator of Freshman English will discuss the exam with ENGL 0001 instructors (in person and via email) to determine how skills can be further reinforced in the classroom. If too little improvement or no improvement is seen in the forthcoming SLO exam score for Pathways students (AY 2018-2019), the SLO exam will have to be reviewed to identify if any problem items need to be edited for skill appropriateness.

#### Related Items

 1: 17-18 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:** Liberal Arts

**Participants:**

**Budget Information:** none (existing)

**Start:** 11/1/2017  
**End:** 10/31/2018

-  **1. Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
-  **2. Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
-  **4. Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

#### **1.2: Orientation to University Studies (UNIV 1005)**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Liberal Arts

**Participants:**

##### **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. Pathways to Success students are developmental students who need remediation in all subjects prior to taking general education courses.

##### **Assessment/Evaluation/Measures/Strategies**

###### **Direct Assessment:**

Student learning will be directly 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 student learning. All students remaining in the course in Fall 2017 and Spring 2018 were assessed (i.e. no sampling) including the LSU Eunice and LSU Alexandria sites. The course is not offered online, accelerated, at the LSU Lab Site, 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:**

NOTE: This benchmark was updated to reflect new research: An indirect measurement will also be calculated using data from institutional research and will be the success rate for the course over the 2017-2018 academic year. The success rate will be calculated using the methodology from the National Center for Education Statistics (NCES) that states the "completion of a remedial course means that students earned either a passing grade or some credits in that course" based on those who attempted a remedial reading course at a 2-year public institution. The rate established is 63% based on success of all reading courses. The faculty decided to use this rate for UNIV 1005 due to the reading component in the second half of the course.

Citation for current research: Chen, X. (2016). *Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes* (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018 from <http://nces.ed.gov/pubsearch>.

-  [UNIV1005 Syllabus AY 17-18](#)

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met.

For AY 2017-2018, there were 18 sections offered with 256 students enrolled in Fall 2017 and 114 in Spring 2018 totaling 370 students registered on the 14th day of the semesters. At the end of the semesters, a total of 309 (83.3%) students were directly assessed through the use of student learning outcomes (SLOs) on the final exam. This represents all students taking the final exam (i.e. no sampling (see Table 1).

Table 1. AY 17-18 UNIV 1005 Student Learning Outcome Site Summary as Percentages							
SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	80	81		75			
1. Locate and access LSU Eunice resources	84	85	not offered	79	not offered	not offered	not offered
2. Demonstrate various transferable academic skills	76	76		71			
Total number of sections	18	15	0	3	0	0	0
Total number of students tested	309	276	0	33	0	0	0

Table 1 indicates that 309 students scored an overall of 80% with 276 students in 15 sections scoring an 81% at the LSUE site and 33 students in three sections scoring a 75% at the LSUA site. All individual outcomes were above the benchmark so no item analysis was necessary.

Table 2 represents the longitudinal data since the SLOs were assessed. It indicates that some fluctuation has occurred since Spring 2011, but the data has remained largely in the low 80s and upper 70s.

UNIV 1005 SLO Description	SP 11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	Change
Overall	70	74	82	81	83	84	80	80	0
1. Locate and access LSU Eunice resources	82	80	86	84	85	84	80	84	4
2. Demonstrate various transferrable academic skills	60	68	78	78	80	82	80	76	-4
Total number of students	131	399	341	320	313	278	324	309	

Data was also split out by whether or not the student was a Pathways to Success student (those students needing developmental coursework in all subject areas). Table 3 indicates that all students scored above the 70% benchmark for all outcomes with the Non-Pathways students outscoring the Pathways students by four percentage points.

UNIV 1005 SLO Description	Pathways	Non-Pathways	Overall
Overall	79	83	80
1. Locate and access LSU Eunice resources	83	86	84
2. Demonstrate various transferable academic skills	73	80	76
Total number of students	197	112	309

For the indirect assessment, final grades for AY 17-18 were obtained from Institutional Research and examined for the raw success rates (see Table 4). As Table 4 indicates, the raw success rate for the UNIV 1005 course at LSUA was 81%. At LSUE, the raw success rate was 77% with a combined overall success rate of 78%.

Grade	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
A	60	44		16			
B	168	156	none	12	none	none	none
C	60	54		6			
D	12	12		0			
F	53	48		5			
W	17	14		3			
Total	370	328	0	42	0	0	0
Percent Success	78	77		81			

Given that the observed SLO scored was 80% > the benchmark of 70% and that the observed indirect rate of success of 78% > the 63% established by the NCES, Objective 1.4 is met.

#### Improvement Plan/ Changes Made

The Director of Institutional Effectiveness will send this document to the faculty to determine what changes are needed, if any. An additional SLO dealing with financial literacy may be added by the faculty.

Faculty had not notified the Director of Institutional Effectiveness of any changes by October 5, 2018.

#### Related Items

 1: 17-18 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:** Liberal Arts

**Participants:**

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

 1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

- ★ 2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
- ★ 4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

### 1.3: College Reading (UNIV 0008)

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Liberal Arts

#### 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. Pathways to Success students are developmental students who need remediation in all subjects prior to taking general education courses.

#### 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 2017 and Spring 2018 will be assessed (i.e. no sampling). The course is not offered online, accelerated, at the LSU Lab School, 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" or "average" grade according to the LSU Eunice Catalog.

### Indirect Measurement

NOTE. Methodology for the indirect measure has changed due to updated research: One indirect measurement was also included using data from institutional research. The success rate for the course over the 2017-2018 academic year defined as a grade of A, B, or C out of the number of students enrolled on the census day for each semester. The national result is 63% based on methodology from the National Center for Education Statistics (NCES).

Citation for the NCES Document is: Chen, X. (2016). *Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes* (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018 from <http://nces.ed.gov/pubsearch>.

-  [UNIV0008 Syllabus AY 17-18](#)

### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, this outcome was met

For AY 2017-2018, there were 12 total sections with 79 enrolled in Fall 2017 and 154 enrolled in Spring 2018 totaling 233 students enrolled. All students taking the final exam were directly assessed by the embedded student learning outcomes (i.e. no sampling). Overall, 204 (87.6%) of the 233 students registered on the 14th day of each semester were assessed.

Students had an overall score of 73% with LSUE students scoring a 74% and LSUA students scoring a 67%. Note that the LSUA site had a low n of 22 so the results could be influenced by random error. Regardless, an [item analysis of the results was completed for the LSUA](#) students since the 70% was not achieved. The item analysis indicated several problematic questions for LSUA students:

- 9 with a 31.82% chance of success,
- 13 with a 40.91% chance of success,
- 14 with a 40.91% chance of success,
- 22 with a 18.18% chance of success,
- 23 with a 31.82% chance of success,
- 24 with a 27.27% chance of success, and
- 25 with a 31.82% chance of success.

The chance of success for 22-25 for LSUE students was more than double the chance of success for LSUA students.

SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	73	74		67			
A. Correctly identify the meaning of topic, main idea, supporting details, and unfamiliar words in paragraphs, essays, textbook chapters, and visual media.	73	74	not offered	68	not offered	not offered	not offered
B. Employ critical reading comprehension strategies.	72	73		62			
Total number of sections	12	10	0	2	0	0	0
Total number of students tested	204	182	0	22	0	0	0

Next, the longitudinal data in Table 2 indicates that the overall results peaked at 75% for several years and has now fluctuated between 72% and 73%.

UNIV 0008 SLO Description	11-12	12-13	13-14	14-15	15-16	16-17	17-18	Change
Overall	69	75	75	75	75	72	73	1
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	72	73	1
B. Employ critical reading comprehension strategies.	56	65	73	70	71	73	72	-1
Total number of students	254	209	199	209	173	172	204	

Next, Table 3 presents the same data from Table 1, but by whether the student was a Pathways student or not. Pathways students require developmental coursework in all subjects where Non-Pathways students may only need developmental coursework in one subject. As in the past, Table 3 indicates that Non-Pathways students outperform Pathways students on the SLOs; however, both groups scored above the 70% benchmark for all outcomes. This is consistent with the data from AY 2016-2017.

Table 3. UNIV 0008 Comparisons for AY 17-18 Pathways versus Non-Pathways as Percentages.			
UNIV 0008 SLO Description	Pathways	Non Pathways	Overall
Overall	71	78	73
A. Correctly identify the meaning of topic, main idea, supporting details, and unfamiliar words in paragraphs, essays, textbook chapters, and visual media.	70	79	73
B. Employ critical reading comprehension strategies.	72	73	72
Total number of students	146	58	204

For the indirect assessment, student grades were obtained from Institutional Research and examined to determine if the raw success rate met or exceeded the rate established by NCES. Table 4 indicates that the raw success rate for students at both the LSUA and LSUE sites was 85%.

Table 4. AY 17-18 UNIV 0008 Success Rates Based on Number Enrolled							
Grade	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
A	44	31		13			
B	106	98		8			
C	48	47	none	1	none	none	none
D	4	4		0			
F	21	20		1			
W	10	7		3			
Total	233	207	0	26	0	0	0
Percent Success	85	85		85			

Finally, students are given the opportunity to attempt to test out of UNIV 0008 upon the conclusion of UNIV 1005. For Summer and Fall 2017, 13 students achieved the 85 or higher on the accuplacer test to test out of UNIV 0008. A total of 11 (85%) of the 13 students successfully completed a Psychology, Introduction to Business, or General Biology course and do not have to take

the UNIV 0008 (reading) course. Note that the students are only supposed to be taking social science courses and humanities if necessary, not other courses such as Biology or Business courses.

Given that the observed score on the SLOs of 73% > the benchmark of 70% and that the observed success rate of 85% > 63%, objective 1.5 is met.

-  [Test Item Statistics for LSUA Students](#)

#### Improvement Plan/ Changes Made

The report will be sent to all faculty teaching UNIV 0008 for their input and what can be done to assist the LSUA students in increasing their scores on the SLOs. The LSUA [instructor responded via email](#) noting that she believes that the students have comprehension issues and supports revising the document. Faculty had mentioned last year that they wanted to change the SLO assessment on the final exam due to a couple of vague questions, but did not do so. Given the results this year, this question will be asked once again.

The Director of Institutional Effectiveness reached out to faculty as to if they had met to work on the outcomes assessment. One full-time instructor noted that no changes were planned on [October 1, 2018](#). The Director of Institutional Effectiveness responded on [October 2, 2018](#) to remind the faculty member what was emailed in May. As of today, October 5, 2018, no response.

-  [10-1-18 email from Reading faculty](#)
-  [10-2-18 response on May email](#)
-  [Clara's email on UNIV 0008](#)

#### Related Items

  **1: 17-18 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:** Liberal Arts

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**



 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

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 **4.1: Retention- Aggregated Liberal Arts Majors of EDUN, PSYC, and SOCL**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Liberal Arts

**Objective With Intended Outcomes**

Retain new first-time students declaring majors as Education-undecided (EDUN), Psychology (PSYC), or Sociology (SOCL) from fall to fall within the Liberal Arts Division.

**Assessment/Evaluation/Measures/Strategies**

Data will be generated from LSUE's Institutional Research Query Tools Database to determine current retention and the historical benchmark for new first-time students. 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 LSUE Planning and Evaluation Cycle.

In order to generate a historical benchmark, data was averaged over three years (AY 2013-14 to AY 2015-16) with 66 new first-time students entering the as EDUN, PSYC, or SOCL with 33 being retained for a retention rate of 50%.

Note that studying the retention of new first-time students is a methodological change from AY 2016-2017. This was necessary because some retention values exceeded 100% after graduates were taken into consideration given changes of majors and transfers.

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met keeping in mind the scope was a little different and that all students were considered.

For AY 2017-2018, the retention of new first-time students entering in Fall of 2016 was studied. Using reports from Institutional Research, 21 students entered the three programs program in Fall 2016 with 11 of them being retained to Fall 2017 yielding a current retention rate of 52.38% (see Table 1).

Table 1. New First-Time EDUN, PSYC, or SOCL Student Retention AY 1617 to AY 1718				
Major	Major Code	Initial Fall 2016	Retained to Fall 2017	Percent Retention
Education Undecided	EDUN	4	1	25.00
Psychology	PSYC	15	8	53.33
Sociology	SOCL	2	2	100.00
Totals		21	11	52.38

Given that the observed retention rate of new first-time students from Fall 2016 to Fall 2017 of 52.38% > the historical three-year benchmark of 50%, Objective 4.1 is met.

**Improvement Plan/ Changes Made**

In an effort to increase fall-to-fall retention the following strategies will be implemented:

1. Students will be referred to the Writing Lab for assistance.
2. Faculty will make referrals to the LSUE Cares Team for at-risk students.
3. Administrators will continue to meet on monthly to identify new strategies to increase retention.

**Related Items**

 **4: Retention of EDUN, PSYC, and SOCL Liberal Arts Majors**

**Progress:** Completed




**Provided By:** Liberal Arts

**Participants:** Dean of Liberal Arts (Mahoney, Sandra)

**Budget Information:** existing

**Start:** 11/1/2017

**End:** 10/31/2018

-  **1. Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
-  **2. Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
-  **3. Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.

 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

## AALT

### **1.1: Associate of Arts Louisiana Transfer Program Competency**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** AA/LT

#### **Objective With Intended Outcomes**

Students enrolled in the Associate of Arts Louisiana Transfer (AALT) will develop the necessary skills to be successful at a 4-year institution.

For AY 2017 - 2018, this objective will be assessed by Communication Skills using ENGL 1002 (second semester English Composition) and Quantitative Reasoning using MATH 1425 (Elementary Statistics completed after taking Applied College Algebra).

#### **Communication Studies:**

Students in the AALT program will communicate effectively using written language to construct a message that demonstrates the communicator has established clear goals and has considered his or her audience. Effective messages are organized and presented in a style appropriate to the context.

[SLOs for ENGL 1002 according to the syllabus](#) are: 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.

#### **Quantitative Reasoning:**

Students in the AALT program will exercise quantitative reasoning, by applying the reasoning process to explain phenomena in the context of everyday life. Quantitative reasoning includes statistical and/or logical problem solving, the relationships between quantities, and the use or misuse of quantitative data.

The 2017-2018 [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.

-  [ENGL 1002 dept syllabus FA17](#)
-  [MATH 1425 Syllabus Fall 2017](#)

### **Assessment/Evaluation/Measures/Strategies Communication**

For ENGL 1002, both outcomes are assessed using a multiple choice exam given toward the end of the semester. The assessment was tested in AY 2015-2016. It was updated in fall 2016 and was not given to students as a result. Testing resumed in Spring 2017 with all sites. For this objective, students declaring the AALT major at **LSUE, LSUA, and dual credit sites** were separated from all students taking the ENGL 1002 assessment during AY 2017-2018. These students took the assessment using Scantrons and data was reported by student. Students taking the ENGL 1002 course online were not included since faculty report data in aggregate by section (not by student).

A preliminary benchmark has been established for ENGL 1002 since the assessment underwent revision in Fall 2016 and the faculty wanted to use Spring 2017 and AY 2017-2018 to obtain data.

- Spring 2015: n = 323 with a mean = 59%,
- AY 2015-2016: n = 481 with a mean = 60%,
- Spring 2017: n = 397 with a mean = 62%.
- A weighted mean = 62.89% will be used as the benchmark for AY 2017-2018.

### **Quantitative Reasoning**

The objective will be directly assessed from a standardized multiple choice assessment containing student learning outcomes for all students who take the MATH 1425 (Elementary Statistics) final exam at all sites and all delivery methods. For this objective, students declaring the AALT major at the **LSUE site** were separated from all students taking the MATH 1425 assessment during AY 2017-2018. These students took the assessment using Scantrons and data was reported by student. Students taking the MATH 1425 course online were not included since faculty report data in aggregate by section (not by student). In addition, the MATH 1425 course is not offered at LSUA, LSU Lab School, or at dual credit sites.

The faculty used the outcomes from the textbook and their professional judgement in deciding SLOs and specific problems to be placed on the SLO assessment.

A benchmark of 70% was adopted in Fall 2013 since it is the lowest average grade that will transfer to other institutions of higher education.

Reviewed on 8/31/2018 - Dr. Sandra Mahoney

### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective did not exist.

For AY 2017-2018, this objective was assessed by choosing second semester courses related to communications and quantitative reasoning.

For communication, a total of 34 students from 376 taking the ENGL 1002 assessment at the conclusion of the course declared AALT as a major during AY 2017-2018. The data was run for the 34 students based on their Scantron sheets for the LSUE site. The results were:

- n = 34 (Overall, 32 students were from the LSUE site and 2 were from dual credit sites that declared AALT as a major. Due to the low n, the dual credit students were combined with the LSUE site students. Online faculty report data by course section; therefore, it was not possible to separate out students declaring AALT.)
- Overall = 70.59%
- SLO 1 = 73.08%
- SLO 2 = 66.54%

For quantitative reasoning, a total of 22 students from 256 taking the final exam in MATH 1425 during AY 2017-2018 declared AALT as a major. Data was run for the 22 students based on their Scantron answer blanks. The results were:

- n = 22 from the LSUE site only (The course is not offered at the LSUA, LSU Lab School, or dual credit sites. Online sections report data by the section and do not separate students' information.)
- Overall = 75.76%
- SLO A = 79.90%
- SLO B = 70.13%

Given that the observed score for ENGL 1002 = 70.59% > the preliminary benchmark of 62.89% and given that the observed score for MATH 1425 = 75.76% > the established benchmark of 70%, objective 1.1 is met.

#### **Improvement Plan/ Changes Made**

##### **Communications:**

The English coordinator told the Director of IE verbally that they intend on updating SLO 2 of the ENGL 1002 assessment during Fall 2018.

##### **Quantitative Reasoning:**

The faculty have created [online reviews](#) to help student perform better in the course.

This temporary objective will be replaced by assessing student performance on the [Peregrine General Education Exam](#) effective Spring 2019. Graduating students will be asked to take the exam just prior to graduation so that data may be compared to data from other two-year institutions.

Reviewed on 8/31/2018 - Dr. Sandra Mahoney

-  [6-4-18 MC email MATH 1425 Improvement](#)
-  [Peregrine-general-education-brochure](#)

#### Related Items

#### 1: Maintain an effective Associate of Arts, Louisiana Transfer Program









**Progress:** Completed

**Provided By:** AA/LT

**Budget Information:** existing

**Start:** 10/31/2017

**End:** 10/30/2018

-   1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
-   2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
-   3. **Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
-   4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

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#### 1.2: AALT Retention

**Start:** 10/31/2017

**End:** 10/30/2018

**Progress:** Completed

**Provided By:** AA/LT

#### **Objective With Intended Outcomes**

Maintain Fall to Fall retention of all students declaring their chosen as major as the Associate of Arts Louisiana Transfer (AALT).

#### **Assessment/Evaluation/Measures/Strategies**

Data will be generated from LSUE's Institutional Research Query Tools Database to determine current retention and the historical benchmark for new first-time students. 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 LSUE Planning and Evaluation Cycle.

The retention benchmark for the Associate of Arts, Louisiana Transfer (AALT) is the one-year retention for the following concentrations:

- Mass Communications
- Criminal Justice
- Fine Arts
- Business
- Humanities
- Social Science

Data was averaged over three years (AY 2013-14 to AY 2015-16) with 58 new first-time students entering the AALT and 30 being retained for a retention value of 51.72%.

Note that studying the retention of new first-time students is a methodological change from AY 2016-2017. This was necessary because some retention values exceeded 100% after graduates were taken into consideration given changes of majors and transfers.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met considering that the retention of all AALT students was considered.

For AY 2017-2018, the retention of new first-time students entering in Fall of 2016 was studied (see Table 1). Using reports from Institutional Research, the following data was obtained for Fall 2016 to Fall 2017 retention for new first-time students. For Fall 2016, 62 new first-time students were admitted with 23 being retained to Fall 2017 yielding a retention rate of 37.10% (see Table 1).

Table 1. New First-Time Associate of Arts Louisiana Transfer Student Retention AY 1617 to AY 1718				
Major	Major Code	Initial Fall 2016	Retained to Fall 2017	Percent Retention
Arts LA Trfr Mass Comm	AATC	6	3	50.00
Assc Arts LA Transfer CJ	AATJ	5	2	40.00
Arts Transfer Fine Arts	AATF	8	2	25.00
Assc Arts LA Transfer Business	AATB	31	12	38.71
Assc Arts LA Trfer Humanities	AATH	3	0	0.00
Assc Arts LA Trfer Soc Science	AATS	9	4	44.44
Totals		62	23	37.10

Given that the overall retention for the 62 new students entering in Fall 2016 and the 23 retained in Fall 2017 is 37.10% < the three year mean benchmark of 51.72%, Objective 1.1 is not met.

Reviewed on 8/31/2018 - Dr. Sandra Mahoney

### **Improvement Plan/ Changes Made**

Overall Fall 2016 to Fall 2017 retention for new first-time students was 47.57%. This was 7.5 percentage points or 13.6% below the Fall 2015 to Fall 2016 retention which was 55.07%. October 3, 2018 began, the Director of Institutional Effectiveness and the Dean of Liberal Arts had a discussion and decided that it would be best to monitor retention for another year to allow the Student Success Center to be implement to see if it impacts retention.

### **Related Items**

#### **1: Maintain an effective Associate of Arts, Louisiana Transfer Program**









**Progress:** Completed

**Provided By:** AA/LT

**Budget Information:** existing

**Start:** 10/31/2017

**End:** 10/30/2018

-   **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
-   **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
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### **Care and Development of Young Children**

#### **1.1: CDYC Professional Competency**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed



**Provided By:** Care and Development of Young Children

**Objective With Intended Outcomes**

Upon the completion of the Associate of Science in Care and Development of Young children program, graduates will possess the knowledge necessary to be successful as entry level child care teachers. Upon the completion of the Care and Development of Young Children, Associate of Science, the graduate will:

1. assess, design, and implement developmentally appropriate teaching and learning strategies and curriculum for young children as recommended by the National Association for the Education of Young Children (NAEYC).
2. design and implement strategies for involving parents and families of young children in their children's education.
3. demonstrate behaviors consistent with early childhood professionals based upon ethical and professional standards related to the early childhood profession.

These outcomes are assessed using the student learning outcomes (SLOs) from the following courses that are taken as students are completing the program:

According to the [EDCI 2900 syllabus](#), the SLO's for the course are as follows:

1. Students will be able to assess, design, and implement developmentally appropriate teaching and learning strategies and curriculum for young children as recommended by the National Association for the Education of Young Children (NAEYC).
2. Students will demonstrate behaviors consistent with early childhood professionals based upon ethical and professional standards related to the early childhood profession.

According to the [EDCI 2020 syllabus](#), the SLO's for the course are as follows:

1. Demonstrate an understanding of stages of young children's characteristics and needs and needs of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each child (NAEYC Standard One).
2. Demonstrate an understanding that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals (NAEYC Standard Three).

According to the [EDCI 2027 syllabus](#), the SLO's for the course are as follows:

1. Define emergent literacy and describe the three levels of literacy development in children -emergent, beginning, and fluent.
2. Understand the development of literacy skills in children, including phonemic awareness, phonics, vocabulary, spelling, writing, and comprehension.
3. Be familiar with obstacles to literacy learning (e.g. dyslexia, poverty, cultural and language differences)
4. With parental permission, assess a child between 4 and 8 years of age to determine his/her level of literacy development in the areas identified in item B, and submit an Assessment Project folder including test results and documentation and recommendations for caregivers and teachers.

-  [EDCI 2020 Syllabus](#)
-  [EDCI 2027 SYLLABUS](#)

-  [EDCI 2900 SYLLABUS](#)

### **Assessment/Evaluation/Measures/Strategies**

The **EDCI 2900** Practicum in Early Childhood Education course is a **75% web based** course. The objectives are directly assessed through an internal document. The following student learning outcomes are assessed by the on-site practicum supervisor:

1. Knowledge of Child Development/Early Childhood Practices
2. Professionalism
3. Relationships
4. Guidance
5. Professional Development

The students also assess their own learning using the last three questions in a section entitled: Student's learning goals and assessment of progress

Using a Likert Scale, students can be scored from 1-5 with 1 indicating very low/weak criterion performance and 5 very high/strong performance. Supervisors can also select CJ as an option; cannot judge. Success is defined as a 3 or higher.

The evaluation is given in the Spring Semesters only at the end of the student's curriculum.

The **EDCI 2020** Methods of Early Childhood Education course is a **50% web based** course taught in the Fall semester.

Objective 1 is assessed using chapter tests.

Objective 2 is assessed using an observation portfolio.

Since the course is transferable, success is defined at 70%.

The **EDCI 2027** Fostering Literacy in Young Children course is a **50% web based** course taught in the Spring semester. Students are evaluated on chapter take home tests and the completion of an assessment project assessing a young child's literacy development.

Objective 1 is assessed on chapters 1 and 2.

Objective 2 is assessed on chapters 1, 2 and 3.

Objective 3 is assessed on chapters 4, 5, and 6.

Objective 4 is assessed through an assessment project assessing a young child's literacy development.

Since the course is transferable, success is defined at 70%.

### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met.

For AY 2017-2018, there were 7 students registered in **EDCI 2900** as of the census day for Spring 2018. 6 students were evaluated. For objective 1, 4 students submitted student practicum evaluations and reported data on 11 total student learning goals. For objective 2, 6 students submitted supervisor practicum evaluations and reported data in all five outcomes: Knowledge of Child Development/Early Childhood Practices, Professionalism, Relationships, Guidance, and Professional Development.

1. For objective 1, the mean 4.55 > the benchmark of 3.
2. For objective 2, the mean 4.92 > the benchmark of 3.

The overall mean of 4.92 > the benchmark of 3.

[Sample of Student Practicum Evaluation](#)  
[Sample of Student Practicum Evaluation 2](#)

[Sample of Supervisor Practicum Evaluation](#)  
[Sample of Supervisor Practicum Evaluation 2](#)

For AY 2017-2018, there were 9 students registered in **EDCI 2020** as of the census day for Fall 2017. 7 students were evaluated. For objective 1, all students were assessed using online chapter tests aligned with text topics on the stages of young children's development and learning environments. For objective 2, all students completed an observation portfolio documenting 20 hours of observation in an early childhood classroom and completion of 7 observation reports demonstrating an understanding of developmentally appropriate practice as it pertains to the developmental domains of young children.

1. For objective 1, the mean 76.49% > the benchmark of 70%.
2. For objective 2, the mean 87.75% > the bench mark of 70%.

The overall mean 77.35% > the benchmark of 70%.

[EDCI 2020 Sample Observation Rubric](#)  
[EDCI 2020 Sample Observation Rubric 2](#)

For AY 2017-2018, there were 5 students registered in **EDCI 2027** as of the census day for Spring 2018. 5 students were evaluated. For objectives 1, 2, and 3, all students were assessed using take home tests aligned with text topics and assessments. For objective 4, all students were assessed on an Assessment Project designed to assess the literacy development of a young child.









1. For objective 1, the mean 100% > the benchmark of 70%.
2. For objective 2, the mean 100% > the benchmark of 70%.
3. For objective 3, the mean 92.2% > the benchmark of 70%.

4. For objective 4, the mean 97% > the benchmark of 70%.

The overall mean 95.35% > the benchmark of 70%.

#### Assessment Project Guidelines

##### Sample of Assessment Project

-  [EDCI 2027 assessment guidelines](#)
-  [EDCI 2020 sample observation rubric](#)
-  [EDCI 2020 sample observation rubric 2](#)
-  [EDCI 2027 assessment sample](#)
-  [EDCI 2900 student eval](#)
-  [EDCI 2900 student eval 2](#)
-  [EDCI 2900 supervisor eval](#)
-  [EDCI 2900 supervisor eval 2](#)

#### **Improvement Plan/ Changes Made**

EDCI 2900:

The improvement plan for Spring 2019 includes formalizing Outcome 1 by having all students complete and assess section VI. Student's Learning Goals and Assessment of Progress of the practicum evaluation.

EDCI 2020:

The improvement plan for Fall 2018 includes more instruction (lecture and video) on the cognitive domain where students' scores were weakest.

EDCI 2027:

The improvement plan for Spring 2019 includes incorporating videos that demonstrate the teaching of Reading skills and strategies in school-based PreK through 3 classrooms. These videos will be aligned with text topics, assessments, and the student assessment project.

#### **Related Items**

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

**Progress:** Completed

**Provided By:** Care and Development of Young Children

**Participants:** Dean of Liberal Arts (Mahoney, Sandra)

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

- ★ 1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
- ★ 2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
- ★ 3. **Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
- ★ 4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

#### 🌐 1.2: CDYC Placement

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Care and Development of Young Children

**Participants:** Dean of Liberal Arts (Mahoney, Sandra)

#### **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 email survey and/or 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 51.9% from spring 2010 through spring 2016 data and is in the process of being established due to the limited number of graduates in the program (Table 1 in the progress section below shows Fall 2013 through Spring 2017 data).

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective based on AY 2015-2016 data was met.

For AY 2017-2018 for examining employment data from AY 2016-2017, a total of 4 students completed the CDYC program. Unfortunately, Career Services could not contact any of the students from the program. As a result, the data is inconclusive.

Semester	No/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
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
FA 15 - SP 16	No.	5	0	3	1	0	1
	%		0	60	20	0	20
FA 16 - SP 17	No.	4	0	0	0	0	4
	%		0	0	0	0	100
Mean	n	6.7	0.9	3.1	0.7	0.4	1.6
	%		18.2	46.4	8.1	5.5	21.8

#### Improvement Plan/ Changes Made

Collect data in such a way that students can be contacted ([see highlighted in attached email](#)).

-  [Email on Collection of Career Services Placement Data](#)

#### Related Items

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

**Progress:** Completed


**Provided By:** Care and Development of Young Children

**Participants:** Dean of Liberal Arts (Mahoney, Sandra)

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

 1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

- ★ 2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
- ★ 3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
- ★ 4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

**1.3: CDYC - Retention**

**Start:** 10/31/2017

**End:** 10/30/2018

**Progress:** Completed

**Provided By:** Care and Development of Young Children

**Objective With Intended Outcomes**

Retain new first-time students declaring their chosen as major as Care and Development of Young Children (CDYC).

**Assessment/Evaluation/Measures/Strategies**

Data will be generated from LSUE's Institutional Research Query Tools Database to determine current retention and the historical benchmark for new first-time students. 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 LSUE Planning and Evaluation Cycle.

In order to generate a historical benchmark, data was averaged over three years (AY 1314 to 1415 through AY 1516 to 1617) with 29 new first-time students entering the CDYC and 14 being retained for a retention value of 48.28% (see Table 1).

Initial Year	Initial Enrollment	Retained One Year	Percent Retention
1314-1415	8	3	37.50
1415-1516	12	5	41.67
1516-1617	9	6	66.67
Totals	29	14	48.28

Note that studying the retention of new first-time students is a methodological change from AY 2016-2017. This was necessary because some retention values exceeded 100% after graduates were taken into consideration given changes of majors and transfers.

### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was not met. On November 21, 2017, the Director of Institutional Effectiveness had a meeting with the CDYC Coordinator and she mentioned that the State of Louisiana is still changing requirements for dealing with young children. The state has been dragging out changes to this program for several years now. This, in effect, is affecting enrollment and retention due to the fact that some students do not want to earn a credential that will be out of date when they graduate. Unfortunately, what the state wants for credentials continues to be a moving target and may continue to be a moving target for the next few years. **Director of IE's note: On October 3, 2018, the Director of IE had a conversation with the Coordinator. She confirmed that the target continues to move.**

For AY 2017-2018, the retention of new first-time students entering in Fall of 2016 was studied. Using reports from Institutional Research, nine students entered the CDYC program in Fall 2016 with four of them being retained to Fall 2017 yielding a current retention rate of 44.44%.

Given that the observed retention rate of new first-time students from Fall 2016 to Fall 2017 of 44.44% < the historical three-year benchmark of 48.28%, Objective 1.3 is not met.

### **Improvement Plan/ Changes Made**

Keeping in mind that a low number of student (9) entering in Fall 2016 leads to a rather substantial change in percentage if even one student is not retained, some ideas for increasing retention include:

1. Meeting with students who are at risk three times per semester,
2. Refer students to LSUE Care Team,
3. Refer students to the writing lab, and
4. The new Student Success Center is working closely with students with 29 hours or less.

In addition, the state continues to make changes to criteria for child care teachers. An Early Childhood Ancillary certificate issued by the state now serves as the minimum requirement for a Lead Child Care teacher. Certificates are issued by programs approved through the Board of Elementary and Secondary Education (BESE). Additionally, the Board of Regents recently approved a Birth to Kindergarten associate degree. All of these changes continue to have an influence on enrollment in the CDYC degree.

### **Related Items**

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

**Progress:** Completed

**Provided By:** Care and Development of Young Children







**Participants:** Dean of Liberal Arts (Mahoney, Sandra)

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

- 
**1. Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
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**2. Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
- 
**3. Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
- 
**4. Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

### General Studies

#### 1.1: General Studies Program Outcome

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** General Studies

#### **Objective With Intended Outcomes**

Students enrolled in the Associate of General Studies (AGS) will develop the necessary skills to be successful at a 4-year institution or enter the workforce.

For AY 2017-2018, this objective will be assessed by Communication Skills using ENGL 1002 (second semester English Composition) and Quantitative Reasoning using MATH 1425 (Elementary Statistics taken after Applied College Algebra).

#### **Communication Studies:**

Students in the General Studies program will communicate effectively using written language to construct a message that demonstrates the communicator has established clear goals and has considered his or her audience. Effective messages are organized and presented in a style appropriate to the context.

SLOs for [ENGL 1002 according to the syllabus](#) are: 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.

### **Quantitative Reasoning:**

Students in the General Studies program will exercise quantitative reasoning by applying the reasoning process to explain phenomena in the context of everyday life. Quantitative Reasoning includes statistical and/or logical problem solving, the relationships between quantities, and the use or misuse of quantitative data.

The 2017-2018 [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.
  - [ENGL 1002 Syllabus Fall 2017](#)
  - [MATH 1425 Syllabus Fall 2017](#)

### **Assessment/Evaluation/Measures/Strategies Communication**

For ENGL 1002, both outcomes are assessed using a multiple choice exam given toward the end of the semester. The assessment was tested in AY 2015-2016. It was updated in fall 2016 and was not given to students as a result. Testing resumed in Spring 2017 with all sites. For this objective, students declaring the GSA major at **LSUE, LSUA, and dual credit sites** were separated from all students taking the ENGL 1002 assessment during AY 2017-2018. These students took the assessment using Scantrons and data was reported by student. Students taking the ENGL 1002 course online were not included since faculty report data in aggregate by section (not by student).

A preliminary benchmark has been established for ENGL 1002 since the assessment underwent revision in Fall 2016 and the faculty wanted to use Spring 2017 and AY 2017-2018 to obtain data.

- Spring 2015: n = 323 with a mean = 59%,
- AY 2015-2016: n = 481 with a mean = 60%,
- Spring 2017: n = 397 with a mean = 62%.
- A weighted mean = 62.89% will be used as the benchmark for AY 2017-2018.

### **Quantitative Reasoning**

The objective will be directly assessed from a standardized multiple choice assessment containing student learning outcomes for all students taking the MATH 1425 (Elementary Statistics) final exam at all sites and all delivery methods. For this objective, students declaring the GSA major at the LSUE site were separated from all students taking the MATH 1425 assessment during AY 2017-2018. These students took the assessment using Scantrons and data was reported by

student. Students taking the MATH 1425 course online were not included since faculty report data in aggregate by section (not by student). In addition, the MATH 1425 course is not offered at LSUA, LSU Lab School, or at dual credit sites.

The faculty used the outcomes from the textbook and their professional judgement in deciding SLOs and specific problems to be placed on the SLO assessment.

A benchmark of 70% was adopted in Fall 2013 since it is the lowest average grade that will transfer to other institutions of higher education.

Reviewed on 8/31/2018 - Dr. Sandra Mahoney

### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective did not exist.

For AY 2017-2018, this objective was assessed by choosing second semester courses related to communications and quantitative reasoning.

For **communication**, a total of 23 students from 376 taking the ENGL 1002 assessment at the conclusion of the course declared GSA as a major during AY 2017-2018. The data was run for the 23 students based on their Scantron sheets for the LSUE site. The results were:

- n = 23 (Overall, 20 students were from the LSUE site and 3 were from dual credit sites that declared GSA as a major. Due to the low n, the dual credit students were combined with the LSUE site students. Online faculty report data by course section; therefore, it was not possible to separate out students declaring GSA.)
- Overall = 74.74%
- SLO 1 = 77.26%
- SLO 2 = 70.65%

For **Quantitative Reasoning**, a total of 25 students from 256 taking the final exam in MATH 1425 during AY 2017-2018 declared GSA as a major. Data was run for the 25 students based on their Scantron answer blanks. The results were:

- n = 25 from the LSUE site only (The course is not offered at the LSUA, LSU Lab School, or dual credit sites. Online sections report data by the section and do not separate students' information.)
- Overall = 75.76%
- SLO A = 80.42%
- SLO B = 69.68%

Given that the observed score for ENGL 1002 = 74.74% > the preliminary benchmark of 62.89% and given that the observed score for MATH 1425 = 75.76% > the established benchmark of 70%, objective 1.1 is met.

### **Improvement Plan/ Changes Made**

**Communications:**

The English coordinator told the Director of IE verbally that they intend on updating SLO 2 of the ENGL 1002 assessment during Fall 2018.

**Quantitative Reasoning:**

The faculty have created [online reviews](#) to help student perform better in the course.

This temporary objective will be replaced by assessing student performance on the [Peregrine General Education Exam](#) effective Spring 2019. Graduating students will be asked to take the exam just prior to graduation so that data may be compared to data from other two-year institutions.

-  [6-4-18 MC email MATH 1425 Improvement](#)
-  [Peregrine-general-education-brochure](#)

**Related Items** **1: Maintain an effective General Studies Program**





**Progress:** Completed

**Provided By:** General Studies

**Budget Information:** existing

**Start:** 11/1/2017

**End:** 10/31/2018

-  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
-  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
-  **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**
-  **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

 **1.2: GSA - Retention**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed  
**Provided By:** General Studies

**Objective With Intended Outcomes**

Maintain Fall to Fall retention of new first time students declaring their chosen as major as the Associate of General Studies (GSA).

**Assessment/Evaluation/Measures/Strategies**

Data will be generated from LSUE's Institutional Research Query Tools Database to determine current retention and the historical benchmark for new first-time students. 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 LSUE Planning and Evaluation Cycle.

In order to generate a historical benchmark, data was averaged over three years (AY 2013-2014 to AY 2015-2016) with 101 new first-time students entering GSA and 34 being retained for a retention rate of 33.66% (see Table 1).

Table 1. New First-Time General Studies Associate Student Retention for Years Indicated			
Initial Year	Initial Enrollment	Retained One Year	Percent Retention
1314-1415	31	14	45.16
1415-1516	27	7	25.93
1516-1617	43	13	30.23
Totals	101	34	33.66

Note that studying the retention of new first-time students is a methodological change from AY 2016-2017. This was necessary because some retention values exceeded 100% after graduates were taken into consideration given changes of majors and transfers.

Reviewed on 8/31/2018 - Dr. Sandra Mahoney.

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met based on all students.

For AY 2017-2018, the retention of new first-time students entering in Fall of 2016 was studied. The Institutional Research Report indicated that 31 students entered the GSA program in Fall 2016 with 17 of them being retained to Fall 2017 for a current retention rate of 54.84%.

Given that the observed retention of new first-time students from Fall 2016 to Fall 2017 of 55% > the historical three-year benchmark of 33.66%, Objective 1.1 is met.

#### **Improvement Plan/ Changes Made**

Continue to monitor data given that GSA is a popular program.

#### **Related Items**

##### **1: Maintain an effective General Studies Program**


**Progress:** Completed

**Provided By:** General Studies


**Budget Information:** existing

**Start:** 11/1/2017

**End:** 10/31/2018

 **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

 **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

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 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

#### **Honors**

##### **1.1: Honors learning community environment**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Honors

#### **Objective With Intended Outcomes**

Honors courses intend on creating a learning community environment for students that will cultivate attainment of knowledge, foster critical thinking, and develop research skills.

This objective is supported by the Student Learning Outcomes (SLOs) in HNRS 1001 (Honors Seminar). Upon the conclusion of this course, students will:

1. Synthesize information across multiple academic disciplines.
2. demonstrate leadership qualities.

This objective is also supported by the SLOs in HNRS 2002 (Honors Seminar). Upon the conclusion of this course, students will develop:

1. skills in acquiring, synthesizing, and clearly presenting information to an audience.

### **Assessment/Evaluation/Measures/Strategies**

HNRS 1001:

Assessment will take place using:

1. Content of the student presentation/ project graded by rubric. Assessment is based on the combined score of all five components of the rubric, converted to a percentage: Content/Accuracy, Spelling and Grammar, Effectiveness, Use of Graphics, and Originality.
2. Delivery of presentation/ project graded by rubric. Assessment is based only on one component of the rubric, converted to a percentage: Effectiveness. The Effectiveness component includes the student's ability to lead the class discussion and Q&A period based on his or her presentation and the book chapters.

A minimum score of 70% was established by the faculty as it is generally considered as the lowest average grade in a course that is transferable.

HNRS 2002:

Assessment will take place using:

1. Presentation of an autobiography using PowerPoint.
2. Presentation of a biography of an individual pertinent to their future career interests using PowerPoint.

### **Assessment/Evaluation Results (Progress Report)**

For AY 16-17, this objective was met.

For AY 17-18, there were nine students enrolled in HNRS 1001 for Fall 2017. A total of 9 (100%) of 9 students were assessed (i.e. no sampling). Note that the course was offered face-to-face at LSUE only. Students were assessed on the discussion of each chapter on their multi-discipline connections and the proper presentation format their PowerPoint.

Results follow for HNRS 1001:

- Overall: 100%
- SLO 1: 100%
- SLO 2: 100%

For AY 2017-2018, there were two students enrolled in HNRS 2002 for Spring 2018. Both students were assessed and scored 100%, but details were lacking in exactly what the assessment entailed. Note that the course was offered face-to-face at LSUE only.

Given that limited information on the nature of the presentation for HNRS 1001 and that virtually no information on grading or scores was received for HRNS 2002, the objective is tentatively met based on the scores from HNRS 1001.

### **Improvement Plan/ Changes Made**

Because there are so few students in the Honors program, a decision was made to not offer the courses beyond Fall 2018. **Director of IE's note: As a result, objectives related to the Honors program will be cancelled unless further courses are offered.**

### **Related Items**

#### **1: Maintain effective Honors Classes**









**Progress:** Completed

**Provided By:** Honors

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

-   **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
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### **Public Safety and Protection**

### **Criminal Justice**

#### **1.1: Criminal Justice Professional Competency**



**Start:** 11/1/2017  
**End:** 10/31/2018  
**Progress:** Completed  
**Provided By:** Criminal Justice

### **Objective With Intended Outcomes**

Upon the conclusion of the Associate of Science in Criminal Justice Program, students will demonstrate the knowledge base and application to work as a Public Protection and Safety professional. Upon the completion of the program, students will demonstrate:

1. Theories of Criminal Justice,
2. Practices of Criminal Justice, and
3. Anticipated evolution of the Criminal Justice professional.

The above objectives are supported by the Student Learning Outcomes (SLOs), in [CJ 2131 \(Police Processes\)](#). Upon the conclusion of the CJ 2131 course, the student will demonstrate an understanding of the:

1. roles, responsibilities, and functions of contemporary law enforcement; historical foundations of the modern American police system; qualifications required to be a law enforcement officer.
2. policies and procedures governing law enforcement and the constitutional limitations imposed to balance citizen's rights versus law enforcement operations.

The program outcomes are also assessed using SLOs in [CJ 2133 \(Correctional Process\)](#). Upon the completion of this course, students will:

1. Demonstrate an understanding of the modern American correctional system.
2. Identify the history of corrections including the individual reformers who played an important role in establishing and maintaining the current model.
3. Demonstrate the ability to research and articulate information regarding prison populations, issues, and historical benchmarks; effectively write a report within the requirements of APA style of writing with limited grammatical error. Demonstrate an understanding of the modern American correctional system.

-  [Syllabus CJ 2131 FA 17](#)
-  [Syllabus CJ 2133 SP 18](#)

### **Assessment/Evaluation/Measures/Strategies**

As the Criminal Justice Program is an **online program**, all online students will be assessed (i.e. no sampling. There are **no face-to-face sophomore level courses** for the Criminal Justice Program, at this time.

For the eight week accelerated CJ 2131, Police Process, in Fall 2017, the two outcomes were assessed using a final exam for the course with embedded SLO questions.

For the eight week CJ 2133, Correctional Process, in Spring 2018, the outcomes were assessed using seven module discussions (averaged), five quizzes (averaged), and a capstone project for the course. The capstone project is a 10

page APA formatted paper. This provides students with an introduction of how to create an APA research paper and conduct general research on a prison institution of their choice. Students select a prison institution from a list provided by the instructor.

Capstone Project Grading Guideline:

A: 180-200pts, Student clearly researched information; articulated facts regarding theories and practices in a clear and concise fashion; followed APA rules for writing; provided proper format and followed directions; good grammatical skills.

B: 160-179pts Student researched information and compiled facts in a clear and concise fashion with minimal error; minor APA errors; minor grammatical, format, and directional errors.

C: 140-159pts Student provided minimal research and compiled facts that had minor errors in chronology, conciseness, and was not clear; major APA errors; major errors in grammar, format, and direction.

D: 120-139pts Student failed to research properly; failed to compile facts into a clear and concise report; serious APA issues or no use of APA at all; did not follow instructions or format; serious grammatical errors.

F: 0-119pts Student did not research; did not provide a coherent report concerning facts on topic; no APA citations; plagiarized; no discernible format or direction; unlimited grammatical errors; did not do the assignment.

The benchmark for both courses is 70% which was established because it is the lowest C (average) grade that can transfer to other institutions of higher education in the state.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met.

For CJ 2131 (Police Process) AY 2017-2018, a total of 19 students were enrolled in the eight week accelerated online course during Fall 2018. All 19 (100%) students were assessed using a 30-question final exam at the conclusion of the course.

The online students scored the following:

Mean (Overall) = 92.59%

Outcome 1 =95.20%

Outcome 2 = 89.60%

Given that the students scored an average of 92.59% or greater on all Outcomes and these benchmark was 70% or greater, all objectives were met.

For CJ 2133, there were 9 students enrolled on the Census Day for Spring 2018 in this online course. All students were assessed using seven discussion questions and five quizzes for Outcomes 1 and 2.

The online students scored the following:

Mean (Overall) =82%

Outcome 1 = 81% using the mean of the seven module discussions

Outcome 2 = 84.5% using the mean of the five quizzes

Outcome 3 (APA) = 81% using the rubric.

Since the observed score for CJ 2133, Correctional Process = 82% > benchmark of 70%, this part of the objective is met.

Overall, since the observed score for CJ 2131 = 92.59% and the observed score for CJ 2133 = 82% > the established benchmark of 70%, Objective 1.1 is met.

#### **Improvement Plan/ Changes Made**

Improvements to Criminal Justice may include one or more of the following:

Ensure course textbooks are current each semester.

Request consideration to provide on-campus CJ classes for pathway students that are not allowed to enroll in Online courses.

Consideration for improvement of the program is to allow students to claim a concentration within the Criminal Justice Field (i.e. General-CJ, Correction, Law enforcement, Probation, and Administration).

Develop a Criminal Justice Society (Campus Social group) to allow students to network and conduct job shadow opportunities.

#### **Related Items**

##### **1: Maintain an Effective Criminal Justice Program.**

**Progress:** Completed

**Provided By:** Criminal Justice

**Participants:** Dean of Liberal Arts (Mahoney, Sandra)

**Budget Information:** no additional funds requested

**Start:** 11/1/2017

**End:** 10/31/2018

 **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

- ★ 2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
- ★ 3. **Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
- ★ 4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

#### 🌐 1.2: CJ Retention

**Start:** 10/31/2017

**End:** 10/30/2018

**Progress:** Completed

**Provided By:** Criminal Justice

#### **Objective With Intended Outcomes**

Maintain Fall to Fall retention of new first time students declaring their chosen major as Associate of Science in Criminal Justice.

#### **Assessment/Evaluation/Measures/Strategies**

Data will be generated from LSUE's Institutional Research Query Tools Database to determine current retention and the historical benchmark for new first-time students. 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 LSUE Planning and Evaluation Cycle.

In order to generate a historical benchmark, data was averaged over three years (AY 2013-14 to AY 2015-16) with 77 new first-time students entering the Associate of Science in Criminal Justice and 28 being retained for a retention value of 36.36% (see Table 1).

Table 1. Criminal Justice Student Retention for Years Indicated			
Initial Year	Initial Enrollment	Retained One Year	Percent Retention
1314-1415	32	13	40.63
1415-1516	28	9	32.14
1516-1617	17	6	35.29
Totals	77	28	36.36

Note that studying the retention of new first-time students is a methodological change from AY 2016-2017. This was necessary because some retention values exceeded 100% after graduates were taken into consideration given changes of majors and transfers.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met based on all students.

For AY 2017-2018, the retention of new first-time students entering in Fall of 2016 was studied using reports from Institutional Research. In Fall 2016, 20 students entered the Associate of Science in Criminal Justice program with 11 of them being retained to Fall 2017 for a current retention rate of 55.00%.

Given that the observed retention of new first-time students from Fall 2016 to Fall 2017 of 55% > the historical three-year benchmark of 36.36%, Objective 1.2 is met.

#### **Improvement Plan/ Changes Made**

Continue to monitor the number of new students entering the program in order to increase enrollment.

Conduct [presentations at high schools](#) and police department so that a more clear understanding of the LSUE Criminal Justice Program.

Begin a ["ride-a-long" program](#) where Criminal Justice students can ride along with Lafayette Police Patrols.

Develop an interactive professional development program to (i.e. Criminal Justice Society) so that students remain engaged in the program.

- [Public Protection Safety Careers](#)
- [Ride a long application research](#)

**Related Items****🌐🟡1: Maintain an Effective Criminal Justice Program.****Progress:** Completed**Provided By:** Criminal Justice**Participants:** Dean of Liberal Arts (Mahoney, Sandra)**Budget Information:** no additional funds requested**Start:** 11/1/2017**End:** 10/31/2018

- 🌐★1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
- 🌐★2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
- 🌐★3. **Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
- 🌐★4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

**🌐1.3: CJ Placement****Start:** 11/1/2017**End:** 10/31/2018**Progress:** Completed**Provided By:** Criminal Justice**Participants:** Dean of Liberal Arts (Mahoney, Sandra)**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 email survey and/or 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 41.5% (the sum of those placed in field and those continuing education) from spring 2010 through AY 2015-2016 data.

#### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017 examining data from AY 2015-2016, this objective was met.

For AY 2017-2018 examining data from AY 2016-2017, there were a total of 23 graduates. Career Services reported 15 (65%) students were working in the field and three students were continuing their education. The balance - one (4%) was employed, but not in the field, one (4%) was not employed, and 3 (13%) could not be contacted (see Table 1). Based on the data, 18 (78%) of the students were either employed in the field or continuing their education

As a result, since the observed rate of employment or continuing education was 78% > the historical benchmark of 41.5%, this objective is met.

Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
FA 14 - SP 15	n	13	3	2	1	4	3
	%		23	15	8	31	23
FA 15 - SP 16	n	18	3	4	2	3	6
	%		17	22	11	17	33
FA 16 - SP 17	No.	23	1	15	1	3	3
	%		4	65	4	13	13
Mean	n	14.3	4.4	3.4	0.9	4.6	3.0
	%		30.9	25.2	5.2	16.3	22.4

#### Improvement Plan/ Changes Made

**Director of IE's note:** Career Services reported that they could not contact any of the students. The program director called each one to obtain the data. I thank him for his assistance.

An improvement plan would be to have Career Services use a method that will result in them actually contacting the students.

#### Related Items

 **1: Maintain an Effective Criminal Justice Program.**

**Progress:** Completed





**Provided By:** Criminal Justice

**Participants:** Dean of Liberal Arts (Mahoney, Sandra)

**Budget Information:** no additional funds requested

**Start:** 11/1/2017

**End:** 10/31/2018

- 
**1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
- 
**2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
- 
**3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**
- 
**4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

### Fire and Emergency Services

#### **2.1: Fire and Emergency Services - Professional Competency**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Fire and Emergency Services

**Participants:** Coordinator of Public Protection and Safety (Ardoin, Brian)

#### **Objective With Intended Outcomes**

Upon successful completion of the curriculum, students will demonstrate the technical knowledge and basic skills as a Fire and Emergency Service (FES) professional. This curriculum will enable students to be better prepared for any Fire Fighter Academy or for most basic Fire Training Certifications. Upon the conclusion of the Fire and Emergency Services, Associate of Applied Science, the graduate will:

1. Apply the principles of Fire and Emergency Services,
2. Identify practices of Fire and Emergency Services, and
3. Anticipate the evolution of the Fire and Emergency Service professional.



These outcomes will be assessed using two sophomore level courses traditionally completed at the end of the FES program.



First, online [FSCI 2152 Principles of Fire and Emergency Services Safety and Survival](#). The outcomes are: Upon completion of this course, the student will be able to:

1. Identify and explain the 16 life safety initiatives.
2. Understand the concepts of risk management and mitigation as it pertains to emergency services.

Second, online [FSCI 2155 Fire Protection Systems and Equipment](#) was used. The outcomes are: Upon completion of this course, the student will be able to:

1. Identify and describe various types and uses of fire protection systems.
2. Describe the basic elements of a public water supply system as it relates to fire protection.
  -  [FSCI2152, Syllabus](#)
  -  [FSCI2155 Fire Protection Sys and Equipment SP 18.C6](#)

#### **Assessment/Evaluation/Measures/Strategies**

Students in each of the courses will be assessed using the final exam through embedded Student Learning Objectives (SLO) questions. All students in each course will be assessed to determine at clear and concise understanding of SLO (i.e. no sampling).

A 70% benchmark was established as the lowest acceptable average (C) grade for transfer purposes.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met.

For AY 2017-2018, one section of FSCI 2152 was offered in the fall as an **eight week accelerated online course**. On census day, there were 16 students registered for the course. A total of 16 students (100%) were assessed on the final exam using embedded SLO questions. The instructor filed an [Outcome Form](#) indicating that

- the overall average was 88.5%
- the average for the students on outcome 1 was 84%
- the average for the students on outcome 2 was 93%

Next, one section of FSCI 2155 was offered in the spring as an **eight week accelerated online course**. On census day, a total of 10 students were enrolled. A total of 11 (100%) students were assessed on the final exam using embedded SLO questions. The instructor filed an [Outcome Form](#) indicating that:

- the overall average was 97.1%
- the average for the students on outcome 1 was 99%
- the average for the students on outcome 2 was 95%

Given that the observed values on the SLOs for FSCI 2152 = 88.5% and FSCI 2155 = 97.1% > the benchmark of 70%, this objective is met.

#### **Improvement Plan/ Changes Made**

1. Recruitment of High School Students in Fall 2018. Presentation will be provided to high school to spark interest in fire and emergency service field of study.
2. The Coordinator and faculty will attend Fire Department Instructor's Conference (FDIC) and the Fire and Emergency Services Educators Conference each year to ensure that our course material, practices, and theories are aligned with the ever changing tempo of fire and emergency services. It is with great hopes that we can develop, encourage, and support instructors to present at these conferences to establish creditable relationships with other seasoned professionals in the field.
3. Students will embark on discussion forums that will allow them to research and present material by using technology and other resources to develop positive interacts of competency.

#### **Related Items**

##### **2: Maintain an effective Fire Science Program**









**Progress:** Completed

**Provided By:** Fire and Emergency Services

**Budget Information:** none

**Start:** 11/1/2017

**End:** 10/31/2018

-   **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
  -   **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
  -   **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**
  -   **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**
-

## 2.2: Fire and Emergency Services Retention

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Fire and Emergency Services

**Participants:** Coordinator of Public Protection and Safety (Ardoin, Brian)

### Objective With Intended Outcomes

Maintain Fall to Fall retention of new first time students declaring their chosen major as Associate of Applied Science in Fire and Emergency Services (FESA).

### Assessment/Evaluation/Measures/Strategies

Data will be generated from LSUE's Institutional Research Query Tools Database to determine current retention and the historical benchmark for new first-time students. 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 LSUE Planning and Evaluation Cycle.

In order to generate a historical benchmark, data was averaged over three years (AY 2014-15 to AY 2016-17) with 44 new first-time students entering the Associate of Applied Science in Fire and Emergency Services and 26 being retained for a retention rate of 59.09% (see Table 1).

Initial Year	Initial Enrollment	Retained One Year	Percent Retention
13/14-14/15	26	10	66.67
14/15-15/16	20	12	60.00
16/17-17/18	9	4	44.44
Totals	44	26	59.09

Note that studying the retention of new first-time students is a methodological change from AY 2016-2017. This was necessary because some retention values exceeded 100% after graduates were taken into consideration given changes of majors and transfers.

### Assessment/Evaluation Results (Progress Report)

In AY 2016-2017, this objective was not met with all students. The Program Director and Dean, at the time, were to do the following to increase enrollment and retention:

1. Maintain continuity within the program. In fall 2017, a new Coordinator was hired. The goal is to offer the Coordinator a new contract.
2. Hire additional faculty members. Currently there is only one faculty member teaching. The goal is to provide students with different professors with different experiences.
3. Educate the community regarding the benefits of LSU Eunice as compared to the competition (Columbia Southern not regionally accredited), and their cost far exceeds the cost of LSUE's F.S. Program.
4. Competition has a more robust public affairs initiative in exposing their institutional program to the practitioners currently in the field.

In the stipulation listed above, none were fulfilled. Instead, a new Dean and Coordinator were hired and nearly the entire Online faculty was changed and required retraining. This program is in high demand; however, there are several key factors that have altered this progress.

1. Partnership between Fire Agencies across Louisiana and LSU Eunice have diminished, due to high turnover in program staff.
2. Program requirements have changed over the years. Currently, nontraditional student with a 10-years gap in school attendance must retake math and science general education courses. This have detoured several non-traditional students who have paid and passed these courses.
3. Lack of monthly meetings with fire professional has enable question and answer sessions that were provided in the past.
4. The lack of continuity in staff members, which resulted in a high turnover grossly affected the advancement of the program.
5. Partnerships developed with external agencies are damaged each time a new Program Coordinator is introduced. Currently, there is a gap in contact information between previous supporters to encouraged students to enroll in the LSUE Fire & Emergency Service Program.

Finally, the overall progress of the program is stable but enrollment has decreased since 2014. An effort has been implemented to increase enrollment by 5% by Fall 2019.

For AY 2017-2018, the retention of new first-time students entering in Fall 2016 was studied. The Institutional Research Report indicated that eight students entered the program in Fall 2016 with five of them being retained to Fall 2017 yielding a current retention rate of 62.50%.

Given that the observed retention of new first-time students from Fall 2017 to Fall 2018 of 62.50% > the historical benchmark of 59.09%, Objective 2.2 is met.

#### **Improvement Plan/ Changes Made**

Continue to monitor enrollment and retention.

#### **Related Items**

  **2: Maintain an effective Fire Science Program**

**Progress:** Completed  
**Provided By:** Fire and Emergency Services  
**Budget Information:** none  
**Start:** 11/1/2017  
**End:** 10/31/2018

- 1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
- 2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
- 3. **Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
- 4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

### 2.3: Fire and Emergency Services - Employment

**Start:** 11/1/2017  
**End:** 10/31/2018  
**Progress:** Completed  
**Provided By:** Fire and Emergency Services

#### **Objective With Intended Outcomes**

Upon graduation, Associate of Applied Science Fire and Emergency Services majors will either be employed in the field or will continue their education.

Note that a 2 + 2 Memorandum of Understanding has been agreed upon by Northwestern State University and Louisiana State University-Eunice for those students interested in obtaining a Bachelor of Science, 4-year degree, in Unified Public Safety Administration with a concentration in Fire and Emergency Medical Services Administration or Emergency Management Administration.

#### **Assessment/Evaluation/Measures/Strategies**

Graduating students for a given semester are contacted via email survey and/or 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 74.7% (the sum of those placed in field and those continuing education) from spring 2010 through AY 2015-2016 data. Note that Fall 2013 through Spring 2016 are shown in Table 1 below in the Progress section).

### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, this objective did not exist.

For AY 2017-2018 examining placement data from AY 2016-2017, there were a total of 22 graduates. Career Services reported that 16 (73%) of the students contacted were employed in the field and two (9%) were continuing their education (see Table 1). An additional 4 (18%) could not be contacted. As a result, a total of 82% were either employed in the field or continuing their education. Given that observed value of 82% > the benchmark of 72.7%, this objective is met.

Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
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
FA 15 - SP 16	n	33	1	27	0	1	4
	%		3	82	0	3	12
FA 16 - SP 17	No.	22	0	16	0	2	4
	%		0	73	0	9	18
Mean	n	29.9	3.3	21.9	0.6	0.9	3.1
	%		11.0	71.8	1.8	2.8	12.2


### Improvement Plan/ Changes Made

Collect data in such a way that students can be contacted ([see highlighted in attached email](#)).

Note that Career Services could not contact most of the students. The program coordinator subsequently contacted the majority of students. The data reported here is a combination of the two sources of information.

-  [Email on Collection of Career Services Placement Data](#)

### Related Items

 **2: Maintain an effective Fire Science Program**





**Progress:** Completed

**Provided By:** Fire and Emergency Services

**Budget Information:** none

**Start:** 11/1/2017

**End:** 10/31/2018

-  **1. Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
-  **2. Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
-  **3. Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
-  **4. Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

**Fire Service Technology (CTS)**

 **3.1: Fire Service Technology - Professional Competency**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Fire Service Technology (CTS)

**Objective With Intended Outcomes**

Upon successful completion of the curriculum, students will demonstrate the technical knowledge and basic skills as a Fire and Emergency Service professional. This curriculum will enable students to be better prepared for any Fire Fighter Academy or for most basic Fire Training Certifications. Upon the conclusion of the Fire Service Technology, Certificate of Technical Studies, the student will:

1. Apply the principles of Fire and Emergency Services,
2. Identify practices of Fire and Emergency Services, and
3. Anticipate the evolution of the Fire and Emergency Service professional.

These outcomes will be assessed using two sophomore level courses traditionally completed at the end of the Fire Service Technology Program.

First, online [FSCI 2152 Principles of Fire and Emergency Services Safety and Survival](#). The outcomes are: Upon completion of this course, the student will be able to:

1. Identify and explain the 16 life safety initiatives.
2. Understand the concepts of risk management and mitigation as it pertains to emergency services.

Second, online [FSCI 2155 Fire Protection Systems and Equipment](#) was used. The outcomes are: Upon completion of this course, the student will be able to:

1. Identify and describe various types and uses of fire protection systems.
2. Describe the basic elements of a public water supply system as it relates to fire protection.

Director of IE's note. This objective and the professional competency objective from Fire and Emergency Services because the Certificate feeds into the Associate Degree.

- [FSCI2152 Syllabus](#)
- [FSCI2155 Fire Protection Sys and Equipment SP 18.C6](#)

#### **Assessment/Evaluation/Measures/Strategies**

Students in each of the courses will be assessed using the final exam through embedded Student Learning Objectives (SLO) questions. All students in each course will be assessed to determine at clear and concise understanding of SLO (i.e. no sampling).

A 70% benchmark was established as the lowest acceptable average grade for the courses to be transferred.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met.

For AY 2017-2018, one section of FSCI 2152 was offered in the fall as an eight week accelerated online course. On census day, there were 16 students registered for the course. A total of 16 students (95%) were assessed on the final exam using embedded SLO questions. The instructor filed an [Outcome Form](#) indicating that

- the overall average was 88.5%
- the average for the students on outcome 1 was 84%
- the average for the students on outcome 2 was 93%

Next, one section of FSCI 2155 was offered in the spring as an eight week accelerated online course. On census day, a total of 10 students were enrolled. A total of 10 (100%) students were assessed on the final exam using embedded SLO questions. The instructor filed an [Outcome Form](#) indicating that:

- the overall average was 97.1%



- the average for the students on outcome 1 was 99%
- the average for the students on outcome 2 was 95%

Given that the observed values on the SLOs for FSCI 2152 = 88.5% and FSCI 2155 = 97.1% > the benchmark of 70%, this objective is met.

#### **Improvement Plan/ Changes Made**

1. Recruitment of [High School Student in Fall 2018](#). Presentation will be provided to high school to spark interest in Fire and Emergency service field of study.

2. The Coordinator will attend Fire Department Instructor's Conference (FDIC) and the Fire and Emergency Services Educators Conference each year to ensure that our course material, practices, and theories are aligned with the ever changing tempo of fire and emergency services. It is with great hopes that we can develop, encourage, and support instructors to present at these conferences to establish credible relationships with other seasoned professionals in the field.

3. Students will embark on discussion forums that will allow them to research and present material by using technology and other resources to develop positive interacts of competency.

-  [Tentative School Schedule Fa 18](#)

#### **Related Items**

##### **3: Maintain an effective Fire Service Technology (CTS) Program**





**Progress:** Completed

**Provided By:** Fire Service Technology (CTS)

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

-  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
-  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
-  **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**
-  **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

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### 3.2: Fire Service Technology Employment

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Fire Service Technology (CTS)

#### **Objective With Intended Outcomes**

The Fire Service Technology Certificate is typically offered to nontraditional students who are currently employed within the Fire & Emergency Service Industry. The intended outcome of the certificate is to provide fire professionals with the necessary academic foundation to become eligible to take the Chief's Examination.

The certificate provides specific continuing education courses that enhances the Fire Service professional ability to perform in day-to-day operations of the Fire & Emergency Service Profession.

#### **Assessment/Evaluation/Measures/Strategies**

Graduating students for a given semester are contacted via email survey and/or 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.

No benchmark exists as of this writing since only three students graduated from the program in AY 2014-2015. Two (67%) were employed in the field and one (33%) was not contacted.

In an attempt to gain an accurate account of the Fire Service Technology Certificate Program. Data was extracted from over the last 3-years. This certificate takes approximately one year for most nontraditional students. Generally, students articulate 15 to 18 hours and physically enroll in the other courses. In Fall 2018, two students are scheduled to graduate from this program. This will be the first graduates in over 5-years. Additionally, these two graduates will be continuing in the program to get their AAS.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective did not exist.

For AY 2017-2018, [no students graduated](#) in AY 2016-2017.

As a result, this objective is postponed.

This program is not being publicized or shared to effectively recruit or enhance the F.S. program. Most of the students in the program were not aware of this certificate; therefore, did not enroll their first semester.

-  [Degrees Awarded LSUE Fact book 2017](#)

#### **Improvement Plan/ Changes Made**

Originally, a verbal plan was identified to enable the program coordinator to actively recruit. However, with the recent restructuring of the Public Protection & Safety staff, the program coordinator inherited all duties and responsibilities of F.S., which prohibits the ability to physically recruit. Therefore, all efforts to expand the Fire & Emergency Service program has been through online initiatives with relationships built through Fire Emergency and Technology Institute (FETI).

Changes Made:

1. Continue to advertise online with Professional Organization.
2. Use Fire Truck as a static display to peek interest in the program
3. Distribute information to area high schools and trade schools regarding the certificate program.
4. Use current LSUE recruiters to assist with all efforts listed above.

#### **Related Items**

##### **3: Maintain an effective Fire Service Technology (CTS) Program**









**Progress:** Completed

**Provided By:** Fire Service Technology (CTS)

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

-   **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
-   **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
-   **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**
-   **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

## Library

### 1.1: Faculty Satisfaction with the Library

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Library

#### **Objective With Intended Outcomes**

Faculty will be satisfied with LSUE Library Services.

#### **Assessment/Evaluation/Measures/Strategies**

This objective will assess overall satisfaction with library services and will be assessed using the spring faculty electronic surveys sent to all faculty. The survey uses a 5 point Likert Scale where:

- 1 is strongly disagree
- 2 is disagree
- 3 is neutral
- 4 is agree
- 5 is strongly agree
- in 2018, a n/a or not applicable was added.

Benchmark for faculty: 4.05. The benchmark is the average of the 4.1 from spring 2016 and 4.0 from spring 2017.

Meeting or exceeding these benchmarks is considered successful.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, the combined faculty and staff objective was met.

For AY 2017-2018, the spring surveys of faculty and staff were sent out to each group by the Office of Institutional Research.

A total of 15 (26.32%) of 57 faculty members responded to two questions on the faculty survey. See question 20 and question 46 on the [attached faculty survey](#). The mean of the responses was 3.95.

Since the observed value of 3.95 is < the benchmark of 4.05, this objective is not met.

-  [2018 Faculty Survey](#)

#### **Improvement Plan/ Changes Made**

While the objective as a whole was not met, faculty did rank the library as being more helpful than the previous year. The area that needs improvement is library resources and services meeting campus needs.

We have updated to the current version of our proxy server and expect fewer connection issues. We will continue to stay on top of database access changes and work with IT to keep remote connections operational at all times.

Additionally, the library plans to meet with the various departments to understand their expectations of resources and services so that we can better suit their needs.

#### Related Items

##### 1: Constituencies at LSUE will be satisfied with library operations.


**Progress:** Completed


**Provided By:** Library

**Budget Information:** existing

**Start:** 11/1/2017

**End:** 10/31/2018

 1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

 2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

 4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

##### 1.2: Staff Satisfaction with the Library

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Library

#### Objective With Intended Outcomes

Staff will be satisfied with LSUE Library Services.

#### Assessment/Evaluation/Measures/Strategies

This objective will assess overall satisfaction with library services and will be assessed using the spring staff electronic surveys sent to all staff. The survey uses a 5 point Likert Scale where:

1. is strongly disagree
2. is disagree
3. is neutral
4. is agree
5. is strongly agree

Benchmark for staff: 3.8. The benchmark is the average of the 3.7 from spring 2016 and 3.9 from spring 2017.

Meeting or exceeding these benchmarks is considered successful.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, the combined objective for faculty and staff satisfaction was met.

For AY 2017-2018, the spring surveys of faculty and staff were sent out by the Office of Institutional Research.

A total of 40 (36.70%) of the 109 staff members responded to two questions on the staff survey. See question number 17 and 38 on the [attached staff survey](#). The mean of the responses was 3.95.

Since the observed value of 3.95 > the benchmark of 3.8, this objective is met.

-  [2018 Staff Survey](#)

#### **Improvement Plan/ Changes Made**

While the objective was met, the library will continue to work with staff to keep up with their expectations of resources and services so that we can continue to meet their needs.

#### **Related Items**

 **1: Constituencies at LSUE will be satisfied with library operations.**


**Progress:** Completed

**Provided By:** Library

**Budget Information:** existing

**Start:** 11/1/2017

**End:** 10/31/2018

 **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

 **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

### **1.3: Student Satisfaction with the Library**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Library

#### **Objective With Intended Outcomes**

Students will be satisfied with Library resources and staff.

#### **Assessment/Evaluation/Measures/Strategies**

This objective will assess overall satisfaction with library services and will be assessed through the Noel Levitz Student Satisfaction Inventory given to students toward the end of the spring 2018 semester. The survey uses a 7 point Likert Scale:

1. is not satisfied at all
2. is not very satisfied
3. is somewhat dissatisfied
4. is neutral
5. is somewhat satisfied
6. is satisfied
7. is very satisfied

There are two questions on the survey [related to student satisfaction](#) - 6 and 43. Question 6 has a national benchmark while 43 does not. Since both questions both relate to the Library, the national benchmark will be used averaged over the last three years. Spring 2016 was 5.82; spring 2017 was 5.92; and spring 2018 was 5.96. The mean is 5.9.

-  [Library NLIS Natl Average 2018](#)

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met.

For AY 2017-2018, a total of 485 students took the [Noel-Levitz Student Satisfaction Survey](#). The overall score from all sites was 6.03 with LSUE receiving a 6.04 and 6.08 (n=430); and LSUA receiving 5.98 and 5.72 (n=55) There was no data available at this time for Online students or LSU Lab School students. Online students are expected to be surveyed beginning Spring 2019. LSU Lab school had a total of three students during AY 2017-2018.

It should be noted that the LSUE students at LSUA use LSUA's Bolton library; LSUE students at the LSU Lab School use either the LSU Lab School Library or one of the LSU Libraries; Online students (and off-site students) may also use LSUE's Library Online. As a result, it is unclear if they are evaluating their own local library or LSUE's library.

Given that and the fact that the observed average score of 6.03 > the benchmark of 5.9, this objective is met.

-  [NLIS Library Results 2018](#)

#### **Improvement Plan/ Changes Made**

Given that the objective is met and the Director of the Library still needs to decide two issues:

1. Do the scores from the active sites off campus and online really reflect the satisfaction with the LSUE Library?
2. Should the evaluation of the LSUE Library continue using the Noel Levitz Student Satisfaction as an assessment or is there a better way to determine satisfaction with the LSUE library?

These questions were raised last year as well, but the new Director has not had a chance to explore other options yet. The plan is to reach out to other LOUIS Consortium members to determine their methods of evaluating student satisfaction.

#### **Related Items**

  **1: Constituencies at LSUE will be satisfied with library operations.**

**Progress:** Completed

**Provided By:** Library

**Budget Information:** existing

**Start:** 11/1/2017

**End:** 10/31/2018

  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

  **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

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## 2.1: Increase the Number of Library Visits

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Library

### **Objective With Intended Outcomes**

Library traffic will increase by 10% from previous year.

### **Assessment/Evaluation/Measures/Strategies**

This objective will assess library traffic based on the library's electronic gate counter. The benchmark is 10% higher than the previous year. With [47,126 visitors](#) in AY 2016-2017, the benchmark is 51,839 visitors.

-  [2016\\_2017\\_month\\_to\\_month\\_totals](#)

### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective did not exist.

For AY 2017-2018, the electronic gate counter data shows a total of [55,742 library visitors](#). This is more than the benchmark of 51,839.

Since the observed value of 55,742 > the benchmark of 51,839, Objective 2.1 is met.

-  [2017\\_2018\\_month\\_to\\_month\\_totals](#)

### **Improvement Plan/ Changes Made**

The Library Director participated in each orientation that was held for freshmen during the summer of 2018, in an effort to promote the library at the beginning of the upcoming AY. We are looking forward to learning how this will play a role in library visitation and usage data.

### **Related Items**

#### 2: Library Patron Usage and Traffic will Increase

**Progress:** Completed

**Provided By:** Library

**Participants:**

**Budget Information:** Existing

**Start:** 11/1/2017

**End:** 10/31/2018

- ★ 1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
- ★ 2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
- ★ 4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

## 🌐 2.2: Increase the Number of Items Circulated

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Library

### Objective With Intended Outcomes

Library holdings will increase in circulation.

### Assessment/Evaluation/Measures/Strategies

This objective will assess library circulation of all physical holdings: audio, books, DVD/Video, and reserves. The benchmark is an increase of 10% from previous year.

In AY 2016-2017 there were [1450 items circulated](#) from the library's holdings. The benchmark for AY 2017-2018 is 1595 items circulated.

-  [2016\\_2017\\_month\\_to\\_month\\_totals](#)

### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, this objective did not exist.

For AY 2017-2018, a total of [1,266 items were circulated](#). Given that the observed value of 1,266 < the benchmark of 1,595, objective 2.2 is not met.

-  [2017\\_2018\\_month\\_to\\_month\\_totals](#)

### Improvement Plan/ Changes Made

In an effort to increase library circulation, the library will begin to promote borrowing privileges, highlight recent additions on the front page of the new catalog, and make more interesting/attractive displays in attempt to garner more interest in checking items out.

Next year, we should include digital usage, such as article downloads and eBooks.

### Related Items

#### 2: Library Patron Usage and Traffic will Increase







**Progress:** Completed

**Provided By:** Library

**Budget Information:** Existing

**Start:** 11/1/2017

**End:** 10/31/2018

-   1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
-   2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
-   4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

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#### 3.1: Hire General Librarian

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Library

#### Objective With Intended Outcomes

Objective is to hire a full-time general librarian to help handle reference questions and bibliographic sessions. The addition is necessary so that the library can better accommodate the growing needs of library patrons and to improve information literacy.

### Assessment/Evaluation/Measures/Strategies

The request to replace open position was submitted and approved by the Vice Chancellor of Academic Affairs and the Chancellor. A [position description](#) was created and advertised on multiple platforms, such as: Higher Ed jobs, The Chronicle, and Indeed. The search committee was formed and worked with the EEO/AA Coordinator to review applicants and select a candidate.

-  [General Librarian Job Description](#)

### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, Objective 3.1 did not exist.

The position for a general librarian was opened in July 2018. After conducting phone interviews and an on-campus interview, a candidate was selected by a search committee. The [candidate has accepted](#) and will begin on October 8, 2018.

This position wasn't filled until later in the year, due to the uncertainty of the State's budget.

Objective met.

-  [General librarian contract](#)

### Improvement Plan/ Changes Made

We have yet to see how filling this position will impact the library, since the candidate hasn't started as of this writing. We anticipate this additional staff will greatly help manage the needs of our library patrons.

Ideally, the library still needs an additional librarian to handle the workload after unexpectedly losing a retired employee during this AY that was filling in temporarily.

### Related Items

#### 3: Hire a General Librarian

**Progress:** Completed


**Provided By:** Library

**Budget Information:** Existing

**Start:** 11/1/2017

**End:** 10/31/2018

 1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

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 **4.1: Increase the number of Bibliographic Instructional Sessions**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Library

**Objective With Intended Outcomes**

The objective is to increase the number of Bibliographic Information (BI) Sessions, thereby improving information literacy skills.

**Assessment/Evaluation/Measures/Strategies**

The Reference and Instruction Librarian resigned from LSUE early in the Spring of 2017, so there were no data compiled to compare AY 2016-2017 BI sessions to AY 2017-2018 data. Due to this, the data from Spring 2016 to set the benchmarks for this outcome.

During Spring 2016, the Library held [8 BI sessions reaching 171 students](#). The benchmark is a 10% increase of 9 BI sessions and 188 students.

-  [BI stats spring 2016](#)

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective did not exist.

For AY 2017-2018, comparing Spring 2016 data to Spring 2018, the library increased both the number of BI sessions and students reached. The library held [11 BI sessions for 283 students](#). Due to the fact that the observed number of 11 sessions > the benchmark of 9 sessions and that the observed number of 283 students > the benchmark of 188 students, this objective is met.

-  [BI Sessions 2017 2018](#)

**Improvement Plan/ Changes Made**

For AY 2018-2019, the Library expects to be able to compare the entire year of data, since filling the empty librarian position that is responsible for these BI sessions. The staff hopes to continue to increase the number of BI sessions held and will reach out to more faculty and explain the importance of information literacy skills.

The library will aim to not just increase the number of sessions, but to reach a more diverse number of departments since the majority of the sessions are for English 1002 classes. Additionally, we will begin to survey the students before and after to gather data on how these sessions are impacting students' information literacy skills.

#### Related Items

 **4: The Library will provide guidance and instruction in library skills and information literacy.**





**Progress:** Completed

**Provided By:** Library

**Budget Information:** Existing

**Start:** 11/1/2017

**End:** 10/31/2018

-  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
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#### Quality Enhancement Plan

 **1.1: Increase achievement of SLOs in MATH 0001 and MATH 0002/0015/0021**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Quality Enhancement Plan

#### Objective With Intended Outcomes

According to the QEP document, the objectives associated with this outcome are:

Objective 1.1: The QEP seeks to increase achievement of student learning outcomes in MATH 0001 and MATH 0002 (MATH 0015/0021). Note that MATH 0015 - Introductory Algebra, a targeted developmental math course for MATH 1015 (Applied College Algebra), and MATH 0021 - Intermediate Algebra, a targeted developmental math course for MATH 1021 (College Algebra), replaced MATH 0002 effective Fall 2017.

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 0002/0015/0021), the student will perform basic algebraic operations.

Outcome 1.1.5: Upon the conclusion of the Introduction to Algebra course (MATH 0002/0015/0021), the student will perform basic operations involving the rectangular coordinate system.

The Academic Year 2017-2018 syllabus for [MATH 0001](#), [MATH 0015](#), and [MATH 0021](#) are provided as documentation. The MATH 0001 course, Pre-Algebra, has not changed.

-  [MATH 0001 Syllabus Fa 17](#)
-  [MATH 0015 Syllabus Fa 17](#)
-  [MATH 0021 Syllabus FA 17](#)

### **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 2016-2017, this objective was not met. Effective Fall 2017, MATH 0002 was split into two courses. These were MATH 0015 for students progressing to the two-year terminal MATH 1015 (Applied College Algebra) and MATH 0021 for students progressing to STEM related MATH 1021 (College Algebra).

For AY 2017-2018, there were a total of 395 modular students enrolled in 17 sections of MATH 0001. A total of 262 (66%) of them were directly assessed using the [MATH 0001 final exam](#) scoring an overall score of 71% with Outcome 1.1.1 at 72%, Outcome 1.1.2 at 68%, and Outcome 1.1.3 at 75% (see Table 2). Only Outcome 1.1.3 met or exceeded the historical benchmark. However, the overall and Outcome 1.1.1 exceeded the typical 70% benchmark (or the minimal average grade of C). Note that the final exams documented in this objective are from the face-to-face sections. Modular mathematics exams are given online and have problems randomly generated from the same course outcome for each question so that the exams are equivalent across all methodologies.



Description	Outcome	Historical Benchmark	Target	13-14	14-15	15-16	16-17	17-18
Overall MATH 0001	1.1	71	75	70	70	74	75	71
Order of operations	1.1.1	76	80	73	72	82	80	72
Basic algebraic operations	1.1.2	65	70	74	71	73	70	68
Geometric figures	1.1.3	65	70	54	60	62	70	75
n	--	1581	--	70	193	205	261	262
Overall MATH 0002/0015/0021	1.1	66	70	77	71	65	66	67
Basic algebraic operations	1.1.4	64	70	78	71	65	67	67
Rectangular coordinate system	1.1.5	66	70	64	70	65	66	70
n	--	1373	--	48	153	172	227	191
Note: The historical benchmark n's are from Spring 2011 through Spring 2013 SLO data.								
Note: Data for MATH 0002 is MATH 0015 and MATH 0021 combined beginning AY 17-18.								

Next, MATH 0015 had 262 students enrolled in 12 sections and MATH 0021 had 55 students enrolled in 4 sections over AY 2017-2018. A total of 191 (60%) were directly assessed using the [final exam for MATH 0015](#) and the [final exam for MATH 0021](#) (see Table 2). Together, the group scored a 67% overall, a 67% on Outcome 1.1.4 and a 70% on Outcome 1.1.5. Only Outcome 1.1.5 met the historical benchmark of 70%; however, there was improvement on Outcome 1.1.5 and overall.

An [Item Analysis was generated for modular MATH 0001](#) focusing on Outcomes 1.1.1 and 1.1.2. The results indicated:

- q1 (1.1.1) on finding the absolute value of a real number had a 56% success rate.
- q9 (1.1.1) on multiplying fractions had a 52% success rate,
- q11 (1.1.1) on finding the missing side of a right triangle had a 51% success rate,
- q13 (1.1.2) on simplifying algebraic expressions with grouping symbols had a 39% success rate,
- q14 (1.1.1) on writing a decimal as a mixed number had a 66% success rate,
- q15 (1.1.1) on writing a decimal as a percent had a 68% success rate,
- q18 (1.1.1) on the order of operations with fractions had a 61% success rate,
- q20 (1.1.1) on finding the area of a circle had a 55% success rate,
- q22 (1.1.1) on multiplying mixed numbers had a 64% success rate,
- q23 (1.1.1) on dividing mixed numbers had a 62% success, rate,
- q38, 39, and 40 (1.1.1) on proportions to find missing values related to a percent had a 57%, 60%, and 68% success rate,

- q21 (1.1.2) on applications had a 47% success rate,
- q35 (1.1.2) on solving formulas for a specific value had a 47% success rate,
- q46 (1.1.2) on applications involving equations had a 38% success rate, and
- q47 (1.1.2) on solving problems involving relationships had a 38% success rate.

Both the [Item Analysis for MATH 0015](#) and the [Item Analysis for MATH 0021](#) were generated as well. The results for MATH 0015 were:

- q5 (1.1.4) on solving problems using equations had a 24% chance of success,
- q28 (1.1.4) on simplifying negative exponents had a 44% chance of success,
- q35 (1.1.4) on solving quadratic equations by factoring had a 45% chance of success,
- q37 (1.1.4) on applications involving motion had a 51% chance of success,
- q38 (1.1.4) on identifying values for which rational expressions is undefined had a 51% chance of success
- q40 (1.1.4) on dividing rational expressions had a 54% chance of success,
- q41 (1.1.4) on solving rational expressions had a 25% chance of success,
- q42 (1.1.4) on simplifying radicals had a 26% chance of success,
- q43 (1.1.4) on solving radical equations had a 43% chance of success,
- q44 (1.1.4) on simplifying square roots of negative numbers had a 53% chance of success, and
- q11 (1.1.5) on graphing linear equations using intercepts had a 46% chance of success,

The Item Analysis for modular MATH 0021 yielded the following:

- q2 (1.1.4) on application problems had a 43% success rate,
- q13 (1.1.5) on writing the equation of a parallel or perpendicular line had a 37% success rate,
- q25 (1.1.4) on factoring cubes had a 28% success rate,
- q29 (1.1.4) on finding values for which an expression is undefined had a 49% success rate,
- q33 (1.1.4) on simplifying complex rational expressions had a 29% success rate,
- q38 (1.1.4) on adding and subtracting radical expressions had a 43% success rate,
- q41 (1.1.4) on rationalizing involving conjugates had a 45% success rate,
- q45 (1.1.4) on dividing complex numbers had a 48% success rate,

The problems most frequently missed will be shared with the modular faculty to determine what can be done to assist students in increasing their performance.

Given that five of the observed scores on the direct assessment were < the established targets in Table 2, Objective 1.1 is not met.

- [MATH 0001 Final Exam AY 17-18](#)
- [MATH 0015 Final Exam AY 17-18](#)
- [MATH 0021 Final Exam AY 17-18](#)
- [Modular MATH 0001 Item Analysis AY 17-18](#)
- [Modular MATH 0015 Item Analysis 17-18](#)
- [Modular MATH 0021 Item Analysis AY 17-18](#)

### Improvement Plan/ Changes Made

Given the historical values for Outcomes 1.1.1, 1.1.2, and 1.1.3, the results for AY 2017-2018 surprised the faculty. Regardless, the faculty propose the following to assist MATH 0001 students (see the [6-21-18 email from the QEP Coordinator](#)):

- Splitting up the distribution of the negative in question 13 to just the fraction since a negative was included in question 12.
- Questions 21, 46, and 47 on applications and relationships were made into multiple choice because faculty believed there might have been rounding issues.
- Finally, problem 35 on solving formulas was made into a multiple choice to equate it to the face-to-face final.







The faculty also met and decided to change several questions for all MATH 0001 sections (see [6-28-18 meeting minutes](#)).






Next, since MATH 0015 and MATH 0021 were new courses for Fall 2017, some adjustments are needed to assist students. As a result, the following are proposed for MATH 0015:

- A final exam review will be created that will go into the student's grade. Currently, the final exam review is optional ([6-7-18 email](#) from Math Coordinator, [evidence of the final exam review for face-to-face sections being created](#)).
- Removing cube roots and above from the course as they were not needed in MATH 1015. Also, standardized graphing quadratics ([6-11-18 email](#) from math coordinator).
- Changes to the modular course included: focusing on one explanation for factoring trinomials, reducing the number of factoring sections, reducing the sections on linear equations from MATH 0001, removing perfect square trinomials, removing radical problems involving anything higher than a cube root, standardizing complex answers, reducing the number of fractions in the vertex of a parabola, and changing the final exam to match the course changes. One additional change that will be looked at is limiting the number of multipart questions on the final for MATH 0015 (see [6-11-18 email from the QEP Coordinator](#)).
- The faculty met and used the item analysis from modular and face-to-face sections of the MATH 0015 course to make changes to the final exam (affecting all sections - [see the 6-28-18 meeting minutes](#)).
- Additional changes to the course and final exam for MATH 0015 from the [QEP Coordinator dated 7-16-18](#).

The following are proposed for MATH 0021:

- Faculty decided to not make any changes in the course content for MATH 0021, but the coordinator noted that she wanted to try to schedule classes so the time periods were not so long ([see 7-13-18 email](#)).
- Faculty met and decided to make some changes to the MATH 0021 final exam affecting all students ([see 6-28-18 meeting minutes](#)).
- Additional changes to the course and final exam for MATH 0021 from the [QEP Coordinator dated 7-16-18](#).

-  [6-11-18 email on changes to MATH 1015 from QEP Coordinator](#)
-  [6-12-18 email on changes to MATH 0015 from MC](#)
-  [6-21-18 email on improvements to Modular MATH 0001](#)
-  [6-28-18 MATH 0001 Meeting on DE Finals](#)
-  [6-28-18 Meeting Minutes on Changes to MATH 0015 Final Exam](#)
-  [6-28-18 Meeting Minutes on Changes to MATH 0021 Final Exam](#)

-  [6-7-18 MATH 0015 Improvement from MC](#)
-  [7-13-18 Email on no Content Changes to MATH 0021](#)
-  [MATH 0021 Changes](#)
-  [MATH0015 Final Exam Review June13\\_2018](#)
-  [Math 0015 Changes](#)

#### 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

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

-  **1. Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
-  **2. Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
-  **4. Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

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

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Quality Enhancement Plan

#### Objective With Intended Outcomes

The QEP seeks to increase the cognitive ability of students enrolled in MATH 0001 and MATH 0002/0015/0021 by course redesign. Note that MATH 0015 - Introductory Algebra - a targeted developmental math course for MATH 1015 (Applied College

Algebra) and MATH 0021 - Intermediate Algebra - a targeted developmental math course for MATH 1021 (College Algebra) replaced MATH 0002 effective Fall 2017.

### **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 scores for MATH 0001 and MATH 0002 were benchmarked using pre and post-test data from fall 2013 through spring 2015.

Target: 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.
  1. MATH 0001 = 23.14% for AY 2017-2018
  2. MATH 0015/0021 = 15.48% for AY 2017-2018
2. post-test scores for students from the traditional method of instruction.
  1. MATH 0001 = 73.02% for AY 13-14 to 14-15
  2. MATH 0002 = 67.51% for AY 13-14 to 14-15

In previous years, the pre and post-test results were matched for modular students. Individual student's scores were eliminated if the student did not have both a pretest and post test score. For AY 2016-2017, the methodology was changed because useful final exam (SLO) scores were being eliminated because some students taking the final did not have the pretest score. This change in methodology was also to maintain consistency with Developmental Education Objective 1.2 for MATH 0001 and 1.3 for MATH 0002 (i.e. the modular math columns in those objectives match what is presented in in this objective and QEP Objective 1.1).

### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met.

For AY 2017-2018, there were 316 modular MATH 0001 students who took the pretest and 273 who took the post test (see Table 1). The post test paralleled the final exam for face-to-face and online course sections. As usual, all students who took the final were directly assessed for SLO purposes. [Table 1 indicates the following:](#)

- the observed post test score of 70.08% > the observed pretest score of 23.14% and
- the observed post test score of 70.08% < the historical benchmark of 73.02%.

Table 1. MATH 0001 Pre and Post Test Data Summary

All

Statistic	All Students Sampled	All Students Sampled	Difference
	Pretest Results FA 13 - SP 15	Posttest Results FA 13 - SP 15	
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	All Students Sampled	Difference
	Pretest Results FA 13 - SP 15	Posttest Results FA 13 - SP 15	
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	All Students Sampled	Difference
	Pretest Results AY 17- 18	Posttest Results AY 17- 18	
mean	23.14	70.08	46.94
median	14.29	71.70	57.41
s.d.	21.72	12.98	-8.74
n	316	273	

Next, the data for the 93 students taking the pretest and the 103 students taking the post test in MATH 0015 was combined with the data for the 50 students taking the pretest and the 30 students taking the post test for MATH 0021. The rationale for combining the two is that the old MATH 0002 course encompassed the material from both courses. Overall, the 143 students taking the pretest and the 133 students taking the post test for [MATH 0015/0021 scored the following:](#)

- the observed post test score of 68.85% > the observed pretest score of 15.48% and
- the observed post test score of 68.85% > the historical benchmark of 67.51%.

Given that three of the four scores exceed their benchmarks, Objective 1.2 is met.

Table 2. MATH 0002/0015/0021 Pre and Post Test Data Summary

All



Statistic	All Students Sampled		Difference
	Pretest Results FA 14 - SP 16	Posttest Results FA 14 - SP 16	
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		Difference
	Pretest Results FA 14 - SP 16	Posttest Results FA 14 - SP 16	
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		Difference
	Pretest Results AY 17- 18	Posttest Results AY 17- 18	
mean	15.48	68.85	53.37
median	7.96	70.00	62.04
s.d.	17.99	14.34	-3.65
n	143	133	

-  [Pretest - Post Test Summary Modular Math 0001 AY 17-18](#)
-  [Pretest - Post Test Summary Modular Math 0015 0021 AY 17-18](#)

### Improvement Plan/ Changes Made

The modular mathematics coordinator made the following changes to the Modular MATH 0001 final. Changes were based on the Item Analysis and included splitting up the distribution of the negative in question 13 to just the fraction since a negative was included in question 12. Questions 21, 46, and 47 on applications and relationships were made into multiple choice because faculty believed there might have been rounding issues. Finally, problem 35 on solving formulas was made into a multiple choice to equate it to the face-to-face final ([see 6-21-18 email](#)).

The math faculty met on [6-28-18 and made changes to the MATH 0001 final exam](#) for questions with less than a 50% success rate. The changes affect both modular, regular, and face-to-face. Whether this change will increase success for modular students is unclear; however, the desire is to make incremental changes. In addition, the difference between modular at 70.08% and face-to-face at 73.02% is only 2.94 percentage points and both are above the 70% benchmark.

-  [6-21-18 email on improvements to Modular MATH 0001](#)
-  [6-28-18 MATH 0001 Meeting on DE Finals](#)

### 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

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

-   **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
-   **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
-   **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**



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### 3.1: Professional Development

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Quality Enhancement Plan

#### **Objective With Intended Outcomes**

The QEP provides professional development opportunities in alternative forms of instruction to mathematics faculty teaching courses associated with the QEP.

#### **Assessment/Evaluation/Measures/Strategies**

Method: This objective speaks to the importance of faculty development and faculty sharing information with each other as the Modular Mathematics program is implemented. Training may include webinars, attendance at regional or national conferences, and individual faculty training other faculty members based on their experience in the program.

Benchmark: Faculty will demonstrate knowledge of the theoretical, pedagogical, and operational aspects of the Mathematics Emporium and Modular Mathematics at LSU Eunice through the written response to questions, observation, 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 2016-2017, this objective was met as one new modular mathematics instructor completed the paperwork as required by the QEP.

For AY 2017-2018, no new faculty members taught in the program. As a result, there is nothing to report.

Since all faculty members teaching in the modular program have completed the professional development, Objective 3.1 is met.

#### **Improvement Plan/ Changes Made**

Continue to offer incentives for math faculty to attend professional development events.

**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

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

-   **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
-   **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
-   **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

 **3.2: Increase Retention and Completion of Developmental and General Education Mathematics**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Quality Enhancement Plan

**Objective With Intended Outcomes**

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

**Assessment/Evaluation/Measures/Strategies**

Method: This objective seeks to increase the successful completion of the next mathematics course in the sequence. Internal data will track students whether they initially enroll in MATH 0001 or MATH 0002/0015/0021. Note that MATH 0015, Introductory Algebra, targeted for students to enroll in MATH 1015, Applied College Algebra, and MATH 0021, Intermediate Algebra, targeted for MATH 1021, College Algebra, replaced MATH 0002 effective Fall 2017.

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) during the same time period

- 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 AY 2016-2017, this objective was met.

For AY 2017-2018, internal data from Institutional Research was analyzed from AY 2013-2014 (the first year of implementation of modular mathematics) through AY 2016-2017. This time frame allowed developmental education (DE) math students to enroll and complete both DE courses (if necessary) and then enroll in and complete their general education (GE) mathematics courses. Students, depending on placement, could take the following:

- DE: MATH 0001 Pre-algebra
- DE: MATH 0015 Introductory Algebra or MATH 0021 Intermediate Algebra
- GE: MATH 1015 Applied College Algebra or MATH 1021 College Algebra

From AY 2013-2014 through AY 2016-2017, [Table 1 indicates](#) that 72% of all new first-time (FF) students registering for MATH 0001 successfully completed it, then 44% went on to complete the second developmental math course and 26% completed the first GE course. Table 1 also indicates that FF modular mathematics students outpaced their face-to-face counterparts in

- MATH 0001 completion: 76% modular versus 70% face-to-face,
- MATH 0002/0015/0021 completion: 44% modular versus 43% face-to-face, and
- the first GE math course: 27% modular versus 26% face-to-face.

MATH 0001 Type	Total Register for MATH 0001	Total Complete MATH 0001	Total Compl MATH 0002, 0015, 0021	Total Complete GEN ED MATH	Average of Number Semesters Math 0001	Average of No Sems MATH 0002, 0015, 0021	Average of Number Semesters Gen Ed MATH	No Sems to Complete DE and GE MATH	Percent Complete MATH 0001	Percent Compl MATH 0002, 0015, 0021	Percent Complete Gen Ed
Face-to-face	1059	738	451	275	1.173	1.175	1.349	3.697	69.688	42.587	25.968
Modular	702	532	308	190	0.991	1.079	1.347	3.417	75.783	43.875	27.066
Total	1761	1270	759	465	1.097	1.136	1.348	3.581	72.118	43.101	26.405

Next, [Table 2 examines the data](#) for all students taking MATH 0001 - both FF and continuing students based on the first time a student took the MATH 0001 course. Overall, 73% of the students completed MATH 0001, 43% completed the second developmental math course, and finally 26% completed the first GE math course. Modular students outpaced face-to-face students in the completion of all three courses.

- MATH 0001 completion: 77% modular versus 70% face-to-face,
- MATH 0002/0015/0021 completion: 45% modular versus 41% face-to-face, and
- the first GE math course completion: 29% modular versus 24% face-to-face.

Table 2. AY 13-14 to 16-17 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 Compl MATH 0002, 0015, 0021	Total Complete GEN ED MATH	Average of Number Semesters Math 0001	Average of No Sems MATH 0002, 0015, 0021	Average of Number Semesters Gen Ed MATH	No of Sems to Complete DE and GE MATH	Percent Complete MATH 0001	Percent Compl MATH 0002, 0015, 0021	Percent Complete Gen Ed
Face-to-face	1345	936	557	322	1.154	1.179	1.348	3.681	69.591	41.413	23.941
Modular	864	666	391	254	0.993	1.058	1.366	3.417	77.083	45.255	29.398
Total	2209	1602	948	576	1.087	1.129	1.356	3.572	72.522	42.915	26.075
Historical Data from AY 0708 to 1112	3978	2687	1455	793	1.23	1.39	1.57	4.190	67.547	36.576	19.935

Finally, [Table 3 analyzes data](#) for students who did not take MATH 0001 and began MATH 0002. Overall, 73% completed the MATH 0002 course and 46% went on to complete the first GE math course. Once again, modular students outpaced their face-to-face counterparts in the completion of both courses.

- MATH 0002/0015/0021 completion: 80% modular versus 70% face-to-face and
- the first GE math course completion: 48% modular versus 45% face-to-face.

Table 3. AY 13-14 to 16-17 MATH 0002, 0015, 0021 success and time to completion by method (includes FF Only).

Row Labels	Total Reg MATH 0002, 0015, 0021	Total Compl MATH 0002, 0015, 0021	Total Complete Gen Ed Math	Average of No Sems Math 0002, 0015, 0021	Average of Number Semesters Gen Ed Math	No of Sems to complete DE and GE Math	Percent Compl MATH 0002, 0015, 0021	Percent Complete Gen Ed Math
Face-to-face	251	176	112	1.114	1.402	2.516	70.12	44.62
Modular	119	95	57	1.221	1.351	2.572	79.83	47.90
Total	370	271	169	1.152	1.385	2.536	73.24	45.68
Historical Data from AY 0708 to 1112	2787	1839	975	1.600	2.500	4.100	66	35

Given that

- the observed GE math completion rate of 27% for new FF modular students beginning in MATH 0001 > the historical benchmark of 20%,
- the observed GE math completion rate of 29% for all modular students beginning in MATH 0001 > the historical benchmark of 20%, and
- the observed GE math completion rate of 48% for FF modular students beginning in MATH 0002 > the historical benchmark of 35%

Objective 3.2 is met.

-  [T1 FF MATH 0001 to GE Completion 1314 - 1617](#)
-  [T2 All MATH 0001 to GE completion 1314 - 1617](#)
-  [T3 FF MATH 0002 0015 0021 to GE Completion 1314 - 1617](#)

### Improvement Plan/ Changes Made

Continue to monitor data. Faculty are in the process of making minor changes to reviews and course content so that both face-to-face sections, modular sections, and online sections are exposed to a similar level of difficulty in the modular courses.

MATH 0001:









- Improvements to the modular program were based on the Item Analysis including splitting up the distribution of the negative in question 13 to just the fraction since a negative was included in question 12. Questions 21, 46, and 47 on applications and relationships were made into multiple choice because faculty believed there might have been rounding issues. Finally, problem 35 on solving formulas was made into a multiple choice to equate it to the face-to-face final ([see 6-21-18 email from the modular coordinator](#)).
- Next, the math faculty met and decided to make some minor changes on the MATH 0001 final that will affect all sections (see [6-28-18 meeting minutes](#) for MATH 0001 final exam changes).

MATH 0015

- Removing cube roots and above from the course as they were not needed in MATH 1015. Also, standardized graphing quadratics ([6-12-18 email](#) from math coordinator).
- Changes to the modular course included: focusing on one explanation for factoring trinomials, reducing the number of factoring sections, reducing the sections on linear equations from MATH 0001, removing perfect square trinomials, removing radical problems involving anything higher than a cube root, standardizing complex answers, reducing the number of fractions in the vertex of a parabola, and changing the final exam to match the course changes. One additional change that will be looked at is limiting the number of multipart questions on the final for MATH 0015 (see [6-11-18 email](#) from the QEP Coordinator).

- Faculty also met and decided to make some changes on the final exam affecting all students ([see 6-28-18 meeting minutes](#) for MATH 0015).

#### MATH 0021:

- Faculty to discuss the course and possibly removing some material ([6-7-18 email](#) from faculty). Subsequently, the math faculty decided to make no changes to course content; however, the math coordinator noted that she would be trying to schedule meeting times that were not so long ([see 7-13-18 email](#)).
- Faculty met and decided to make a number of changes on the final exam affecting all MATH 0021 sections ([see 6-28-18 meeting minutes](#) for MATH 0021).
-  [6-11-18 email on changes to MATH 1015 from QEP Coordinator](#)
-  [6-12-18 email on changes to MATH 0015 from MC](#)
-  [6-21-18 email on improvements to Modular MATH 0001](#)
-  [6-28-18 MATH 0001 Meeting on DE Finals](#)
-  [6-28-18 Meeting Minutes on Changes to MATH 0021 Final Exam](#)
-  [6-28-18 Meeting on MATH 0015 Final Exam](#)
-  [6-7-18 email on MATH 0021 Improvement from MC](#)
-  [7-13-18 Email on no Content Changes to MATH 0021](#)

#### 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

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

-  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
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### 3.3: Reduce the Amount of Time in Developmental Mathematics

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Quality Enhancement Plan

#### **Objective With Intended Outcomes**

The QEP will reduce the amount of student time spent in developmental mathematics.

#### **Assessment/Evaluation/Measures/Strategies**

Method: 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)**

For AY 2016-2017, objective 3.3 was met.

For AY 2017-2018, internal data was generated from Institutional Research for AY 2013-2014 (the first year of implementation of modular mathematics) through AY 2016-2017 to analyze the time it takes for developmental (DE) math students to complete their first general education (GE) mathematics course.

[Table 1 presents the number of semesters for new first-time](#) (FF) students enrolling in and completing MATH 0001, then completing a second DE mathematics course, then completing the first GE mathematics course. Adding the average number of semesters students spent in each course yields:

- For all students: 2.233 semesters to complete DE and 3.581 to complete GE,
- For modular: 2.070 semesters to complete DE and 3.417 to complete GE, and
- For face-to-face: 2.348 semesters to complete DE and 3.697 to complete GE (see QEP 3.2 above for the tables).

Next, [Table 2 presents the number of semesters](#) for all students enrolling in and completing MATH 0001, then completing the second DE mathematics course, then completing their first GE mathematics course. Again, adding the average number of semesters students spent in each course yields:

- For all students: 2.216 semesters to complete DE and 3.572 to complete GE,
- For Modular: 2.051 semesters to complete DE and 3.417 to complete GE, and
- For face-to-face: 2.333 semesters to complete DE and 3.681 to complete GE.

Finally, [Table 3 details the number of semesters for FF](#) enrolling in and completing the MATH 0002 course, then completing their first GE mathematics course. The data indicates that:

- For all students: 1.152 semesters to complete DE and 2.536 to complete GE,
- For modular: 1.221 semesters to complete DE and 2.572 to complete GE, and
- For face-to-face: 1.114 semesters to complete DE and 2.516 to complete GE.

The data from the three groups indicates that modular students beginning in MATH 0001 complete both DE and their first GE courses in a shorter time than do face-to-face students. The time to complete DE and GE mathematics courses for new FF students entering MATH 0002 is nearly identical between the two groups.

Given that modular mathematics students beginning in

- MATH 0001 to completion of DE math: All students beginning in MATH 0001 complete DE courses in 2.051 semesters < the historical benchmark of 2.6 semesters.
- MATH 0001 to completion of GE math: All students beginning in MATH 0001 complete their first GE course in 3.417 semesters < the historical benchmark of 4.1 semesters.
- MATH 0002 completion: New FF students complete their DE course in 1.221 semesters < the historical benchmark of 1.6 semesters, and
- MATH 0002 to completion of GE math: New FF students complete their GE mathematics course in 2.572 semesters is nearly identical to the historical benchmark of 2.5 semesters,

results in three of the observed values < the benchmark and the last observed value essentially being equal to the historical benchmark, objective 3.3 is met.

-  [T1 FF MATH 0001 to GE Completion 1314 - 1617](#)
-  [T2 All MATH 0001 to GE completion 1314 - 1617](#)
-  [T3 FF MATH 0002 0015 0021 to GE Completion 1314 - 1617](#)

### **Improvement Plan/ Changes Made**






Improvement is needed when students begin with MATH 0002 and progress on to their first GE mathematics course. Mathematics faculty have been working on the new MATH 0015 and 0021 courses examining content to verify that it is appropriate for the two GE courses MATH 1015 and MATH 1021.



For modular MATH 0015:

- Removing cube roots and above from the course as they were not needed in MATH 1015. Also, standardized graphing quadratics ([6-11-18 email](#) from math coordinator).
- Changes to the modular course included: focusing on one explanation for factoring trinomials, reducing the number of factoring sections, reducing the sections on linear equations from MATH 0001, removing perfect square trinomials, removing radical problems involving anything higher than a cube root, standardizing complex answers, reducing the number of fractions in the vertex of a parabola, and changing the final exam to match the course changes. One additional change that will be looked at is limiting the number of multipart questions on the final for MATH 0015 ([see 6-11-18 email from the QEP Coordinator](#)).
- Changes were made on the MATH 0015 final exam affecting all students ([see 6-28-18 email](#) on MATH 0015 final exam changes).

For modular MATH 0021

- Faculty decided to not make content changes in the MATH 0021 course ([see 7-13-18 email](#)). The coordinator noted that sections would try to be scheduled so they are not two hours long effective Spring 2019).
- Faculty met to make changes on the MATH 0021 final exam that affects all students ([see 6-28-18 meeting minutes](#) for MATH 0021 final).
-  [6-11-18 email on changes to MATH 0015 from MC](#)
-  [6-11-18 email on changes to MATH 1015 from QEP Coordinator](#)
-  [6-28-18 Meeting Minutes on Changes to MATH 0021 Final Exam](#)
-  [6-28-18 Meeting on MATH 0015 Final Exam](#)
-  [7-13-18 Email on no Content Changes to MATH 0021](#)

#### 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

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

- ★ 2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
- ★ 4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

## Science & Mathematics

### 1.1: Developmental Math (MATH 0001)

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Science & Mathematics

#### 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-Prealgebra) necessary to begin MATH 0015 or MATH 0021. Pathways students are developmental students who require remediation in every subject.

#### 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 2017 and spring 2018 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 and methodologies.

The student learning outcomes in MATH 0001 (Pre-algebra) 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](#) used for both fall 2017 and spring 2018.

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 0015 or 0021.

**Indirect Assessment:**

NOTE: This section of the benchmark was updated to reflect new research. The indirect measurement (course success rates) will be calculated using data from institutional research over the 2017-2018 academic year. The success rate will be calculated using the methodology from the National Center for Education Statistics (NCES) that states the "completion of a remedial course means that students earned either a passing grade or some credits in that course" based on those who attempted a remedial mathematics course at a 2-year public institution. The rate established is 50% based on success of all mathematics courses.

Citation for current research: Chen, X. (2016). *Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes* (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018 from <http://nces.ed.gov/pubsearch>

- [MATH 0001 Syllabus Fa 17](#)

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met.

For AY 2017-2018, 846 students were enrolled 35 sections of MATH 0001. A total of 565 (67%) were directly assessed using the [final exam](#) (see Table 1). Students scored a 67% overall with a 67% on Outcome 1.1.1, 65% on Outcome 1.1.2, and 69% on Outcome 1.1.3 (see Table 1). Modular mathematics students are the only group assessed that met the overall outcome at 71%. The modular group had some difficulty with Outcome 1.1.2 - this being rather unusual. Typically, modular students had difficulty with Outcome 1.1.3.

MATH 0001 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated	Modular
Overall	67	61		64		67		71
1.1.1. Manipulate order of operations with real numbers	67	61	none	63	none	66	none	72
1.1.2. Perform basic algebraic operations with expressions and linear equations	65	61		63		73		68
1.1.3. Geometry	69	61		66		60		75
Total number of students tested	565	158		119		26		262
Total number of sections for AY	35	8		8		2		17

Because the LSUE and LSUA site results did not meet the objective, an [item analysis](#) was completed and the following problems had success rates below 50% (the question number with the outcome following in parentheses):

- q9 (1.1.1) on squaring a negative number had a 47% chance of being answered correctly
- q11 (1.1.1) on order of operations with absolute value had a 48% chance of being answered correctly
- q18 (1.1.1) on order of operations with fractions had a 42% chance of being answered correctly
- q20 (1.1.1) on subtracting fractions had a 46% chance of being answered correctly
- q21 (1.1.3) on the application of perimeter had a 49% chance of being answered correctly
- q23 (1.1.1) on dividing negative fractions had a 43% chance of being answered correctly
- q29 (1.1.2) on solving equations with fractions had a 36% chance of being answered correctly
- q34 (1.1.2) on solving equations with fractions had a 39% chance of being answered correctly
- q35 (1.1.2) on solving a formula for a given value had a 43% chance of being answered correctly
- q36 (1.1.2) on graphing an inequality had a 40% chance of being answered correctly
- q47 (1.1.2) on a one step word problem had a 45% chance of being answered correctly
- q49 (1.1.3) on finding the area of a triangle had a 46% chance of being answered correctly, and
- q50 (1.1.3) on finding the exact area of a circle using pi had a 29% chance of being answered correctly.

An item analysis is also included for the [Fall 2017](#) online section; however, the types of questions were unknown since the test is randomly generated and given online:

- q8 (1.1.1) had an 8% chance of being answered correctly,
- q10 (1.1.1) had a 46% chance of being answered correctly,
- q14 (1.1.1) had a 46% chance of being answered correctly,
- q17 (1.1.2) had a 46% chance of being answered correctly,
- q25 (1.1.2) had a 46% chance of being answered correctly,
- q29 (1.1.2) had a 31% chance of being answered correctly,
- q33 (1.1.2) had a 23% chance of being answered correctly,
- q47 (1.1.2) had a 46% chance of being answered correctly,
- q31 (1.1.3) had a 15% chance of being answered correctly,
- q50 (1.1.3) had a 31% chance of being answered correctly, and
- q52 (C) had a 31% chance of being answered correctly.

Finally, and item analysis is included for the [Spring 2018](#) online section:

- q8 (1.1.1) had a 25% chance of being answered correctly,
- q11 (1.1.2) had a 50% chance of being answered correctly,
- q25 (1.1.3) had a 25% chance of being answered correctly,
- q26 (1.1.3) had a 44% chance of being answered correctly,
- q46 (1.1.3) had a 38% chance of being answered correctly, and
- q47 (1.1.3) had a 31% chance of being answered correctly.

Three points can be made from the item analysis:

1. The issues with SLO questions were systemic across two sites and two different methodologies.
2. The questions with low success rates were included in all three outcomes.

3. There were additional questions with success rates in the 50s and 60s that lowered the overall score for each outcome.

An [item analysis](#) was also completed for Outcome B for the modular students. The results indicated:

- q13 on simplifying algebraic expressions with grouping symbols had a 39% chance of being answered correctly,
- q21 on applications had a 47% chance of being answered correctly,
- q35 on solving formulas for a specific value had a 47% chance of being answered correctly,
- q46 on applications involving equations had a 38% chance of being answered correctly, and
- q47 on solving problems involving relationships had a 38% chance of being answered correctly.

As the item analysis for Outcome B denotes, many of the questions had success rates in the 90s.

Table 2 details the longitudinal data for MATH 0001 since Spring 2011 when SLO data was first examined. It indicates that there has been a rather serious setback from AY 2016-2017 and that many of the gains made since Spring 2011 have been erased. Interestingly enough, the mathematics faculty did not change the content of the course or final exam.

MATH 0001 Student Learning Outcomes: All Sections	Sp 11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	Change
Overall	63	71	73	73	71	74	72	67	-5
1.1.1. Manipulate order of operations with real numbers	68	77	78	78	75	80	76	67	-9
1.1.2. Perform basic algebraic operations with expressions and linear equations	58	66	68	71	70	74	70	65	-5
1.1.3. Geometry	x	64	67	64	62	67	71	69	-2
Total number of students tested	259	714	608	512	483	424	555	585	

Next, data was split out by whether the students were Pathways (needing remediation in all subject areas) or Non-Pathways (needing remediation in one or two subject areas). The results were similar to past years in that the Non-Pathways students outperform Pathways students by a small margin (see Table 3). However, given the low scores, the results leave much room for improvement.



MATH 0001 SLO Description	Pathways	Non Pathways	Overall
Overall	64	68	67
1.1.1. Manipulate order of operations with real numbers	63	69	67
1.1.2. Perform basic algebraic operations with expressions and linear equations	63	67	65
1.1.3. Geometry	66	70	69
Total number of students tested	200	376	576

Finally, Table 4 details the indirect assessment of student learning using final grades for AY 2017-2018. As Table 4 indicates, the success rate of modular students outpaced all other sites and methodologies. It is worth noting that the 55% overall success rate is four percentage points below the success rate for AY 2016-2017. However, the LSUE success rate is 14 percentage points below last year while LSUA is 10 percentage points below and online is 13 percentage points below.

Grade	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
A	72	9		14		1	48
B	209	32	none	34	none	6	137
C	184	47		41		11	85
D	82	41		23		9	9
F	195	68		37		20	70
W	96	27		15		11	43
Total	838	224	0	164	0	58	392
Percent Success	55	39		54		31	69

Given that the observed value of the direct assessment (SLOs) was 67% < the benchmark of 70% and given that the observed value of the indirect assessment (grades) of 55% > the NCES benchmark of 50%, Objective 1.2 is not met.

- [MATH 0001 Final Exam AY 17-18](#)
- [MATH 0001 LSUE and LSUA Item Analysis AY 17-18](#)
- [Math 0001- 25 Fall 17](#)











-  [Math 0001-25-SP18](#)
-  [Modular Math 0001 Item Analysis AY 17-18](#)

### Improvement Plan/ Changes Made

One central issue that surfaced from the faculty is that no changes were made from last AY so many were baffled by the lack of student performance. Other issues that were brought up via email or in the 6-21-18 meeting were:

- 2-21-18 [example of Academic Intervention](#) for MATH 0001. Note that the academic intervention process was not up and running until spring began.
- 5-24-18 [email from math instructor](#): Difficult to change the final because problems are already straight forward. Weaker students often not willing to put in the time because they haven't had to learn math since middle school.
- Faculty noting that many students stopped attending class and then showed for the final exam (see [6-7-18 email from Math Coordinator](#)).
- 5-25-18 [example of absence notification](#) from Spring 2018.
- 5-25-18 [email on tutoring referrals](#) for MATH 0001.
- 5-25-18 [email on the fact that 64 academic interventions](#) filed for MATH 0001.
- 6-11-18 [email dealing with the final exam](#) that will require a faculty discussion.
- 6-22-18 [email from on the online instructor](#) noting that she did attempt to motivate students and had deadlines, but some did not complete the work.

Improvement is to create a final exam review that must be completed. Up to now, the review was optional (see [6-7-18 email from Math Coordinator](#)). The final [exam review was created](#) and sent to IE on 6/14/18. Other improvements to the modular program based on the Item Analysis were splitting up the distribution of the negative in question 13 to just the fraction since a negative was included in question 12. Questions 21, 46, and 47 on applications and relationships were made into multiple choice because faculty believed there might have been rounding issues. Finally, problem 35 on solving formulas was made into a multiple choice to equate it to the face-to-face final (see the [6-21-18 email from the QEP Coordinator](#)). The math faculty also met on 6-28-18 to discuss and make changes to MATH 0001 final exam for all questions that had less than a 50% success rate. The changes would apply to all sections of the course. The [results of that meeting for MATH 0001](#) is attached.

-  [2-21-18 Example of Academic Intervention Submission for Math 0001](#)
-  [5-24-18 Comments from Henry Lim on Math 0001](#)
-  [5-25-18 Example of Attendance Notification for MATH 0001](#)
-  [5-25-18 Number of Acad Interventions for MATH 0001](#)
-  [5-28-18 Email on Tutoring for MATH 0001](#)
-  [6-11-18 email on discussion to improve MATH 0001 outcomes](#)
-  [6-21-18 email on improvements to Modular MATH 0001](#)
-  [6-22-18 email from online instructor](#)
-  [6-28-18 MATH 0001 Meeting on DE Finals](#)
-  [6-7-18 email on improvement to MATH 0001](#)

-  [MATH0001 MML Final Exam Review](#)

#### Related Items

  **1: In working to maintain an effective developmental education program, students will be provided the necessary support for the successful completion of their developmental coursework.**





**Progress:** Completed

**Provided By:** Science & Mathematics

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

-  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
-  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
-  **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**
-  **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

#### **1.2: Developmental Math (MATH 0015)**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Science & Mathematics

#### **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 0015 Introductory Algebra) 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 2017 and Spring 2018 will be assessed (i.e. no sampling). Assessment includes LSUE 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. Note that there were no dual credit or LSUA sections of the MATH 0015 offered during AY 1017-2018.

The student learning outcomes in MATH 0015 (Introductory Algebra) 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 0015 course syllabus for both Fall 2017 and Spring 2018.

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 0015 needed for general education mathematics.

**Indirect Assessment:**

The indirect measurement (course success rates) will be calculated using data from institutional research over the 2017-2018 academic year. Methodology from the National Center for Education Statistics (NCES) that states the "completion of a remedial course means that students earned either a passing grade or some credits in that course" based on those who attempted a remedial mathematics course at a 2-year public institution will be used. The rate established is 50% based on success of all mathematics courses.

Citation for current research: Chen, X. (2016). Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018 from <http://nces.ed.gov/pubsearch>

-  [MATH 0015 Syllabus Fa 17](#)

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective and course did not exist.

For AY 2017-2018, there were 400 students registered between Fall 2017 and Spring 2018. A total of 247 (62%) of the students were directly assessed on the [final exam](#) using the embedded SLO questions. Overall students scored a 64%, with Outcome 1.1.4 at 64% and Outcome 1.1.5 at 65%. Modular students outperformed LSUE and online students by 8-9 percentage points (see Table 1).

MATH 0015 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated	Modular
Overall	64	59				58		67
1.1.4. Perform basic algebraic operations	64	59	none	none	none	58	none	67
1.1.5. Perform operations with the rectangular coordinate system	65	60				54		69
Total number of students tested	247	69				17		161
Total number of sections in AY	17	3				2		12

Since the 70% benchmark was not met, an item analysis was completed for each methodology. For LSUE, [questions appearing on the item analysis](#) with a success rate less than 50% were flagged so they could be examined. The question number is followed by the outcome below.

- q6 (1.1.5) on a rectangle application had a 20% chance of success,
- q8 (1.1.4) on a linear inequality had a 42% chance of success,
- q11 (1.1.5) on graphing had a 48% chance of success,
- q13 (1.1.5) on finding intercepts had a 39% chance of success,
- q16 (1.1.5) on finding the slope of a given line had a 42% chance of success,
- q18 (1.1.5) on finding the equation of a line given two points had a 38% chance of success,
- q28 (1.1.4) on simplifying negative exponents had a 45% chance of success,
- q30 (1.1.4) on the multiplication of binomials to find area had a 38% chance of success,
- q32 (1.1.4) on factoring had a 29% chance of success,
- q34 (1.1.4) on factoring a trinomial had a 36% chance of success,
- q35 (1.1.4) on solving a quadratic using factoring had a 48% chance of success,
- q36 (1.1.4) on solving a quadratic requiring simplification had a 30% chance of success,
- q40 (1.1.4) on division of rational expressions had a 39% chance of success,
- q41 (1.1.4) on solving rational expressions had a 48% chance of success,
- q42 (1.1.4) on simplifying a cube root had a 45% chance of success,
- q43 (1.1.4) on solving a radical equation had a 41% chance of success, and
- q45 (1.1.4) on rectangle application had a 39% chance of success.

Keeping in mind each online section had a low n, an item analysis was constructed as well. Unfortunately, only the instructors can determine the question description for the online courses. For fall 2017, the online [item analysis](#) yielded the following:

- q4 (1.1.4) had a 36% chance of success,

- q5 (1.1.4) had a 45% chance of success,
- q6 (1.1.4) had a 36% chance of success,
- q7 (1.1.4) had an 18% chance of success,
- q8 (1.1.4) had a 9% chance of success,
- q29 (1.1.4) had an 18% chance of success,
- q30 (1.1.4) had a 27% chance of success,
- q31 (1.1.4) had a 9% chance of success,
- q36 (1.1.4) had a 45% chance of success,
- q37 (1.1.4) had a 9% chance of success,
- q41 (1.1.4) had a 36% chance of success,
- q42 (1.1.4) had a 45% chance of success,
- q45 (1.1.4) had a 9% chance of success,
- q13 (1.1.5) had a 45% chance of success,
- q14 (1.1.5) had a 36% chance of success,
- q15 (1.1.5) had a 45% chance of success,
- q18 (1.1.5) had a 45% chance of success, and
- q21 (1.1.5) had a 36% chance of success.

For Spring 2018, the [item analysis](#) for the online class yielded the following:

- q4 (1.1.4) had a 33% chance of success,
- q8 (1.1.4) had a 17% chance of success,
- q26 (1.1.4) had a 33% chance of success,
- q29 (1.1.4) had a 33% chance of success,
- q39 (1.1.4) had a 33% chance of success,
- q42 (1.1.4) had a 17% chance of success,
- q15 (1.1.5) had a 17% chance of success,
- q17 (1.1.5) had a 33% chance of success,
- q18 (1.1.5) had a 17% chance of success, and
- q21 (1.1.5) had a 17% chance of success.

Finally, even though modular students scored higher on the assessment, the results did not meet the 70% benchmark so an [item analysis](#) was generated for that specific group.

- q5 (1.1.4) on solving problems using equations had a 24% chance of success,
- q28 (1.1.4) on simplifying negative exponents had a 44% chance of success,
- q35 (1.1.4) on solving quadratic equations by factoring had a 45% chance of success,
- q37 (1.1.4) on applications involving motion had a 51% chance of success,
- q38 (1.1.4) on identifying values for which rational expressions is undefined had a 51% chance of success
- q40 (1.1.4) on dividing rational expressions had a 54% chance of success,

- q41 (1.1.4) on solving rational expressions had a 25% chance of success,
- q42 (1.1.4) on simplifying radicals had a 26% chance of success,
- q43 (1.1.4) on solving radical equations had a 43% chance of success,
- q44 (1.1.4) on simplifying square roots of negative numbers had a 53% chance of success, and
- q11 (1.1.5) on graphing linear equations using intercepts had a 46% chance of success,

Commonalities between LSUE and modular students were:

- graphing,
- simplification of expressions involving negative exponents,
- solving quadratics by factoring,
- division of rational expressions,
- solving rational equations,
- simplifying roots,
- solving radical equations, and
- motion and rectangle applications involving quadratics.

There is no doubt that it is difficult to achieve a 70% at any site with this number of questions scoring below 50%. It is interesting to note that modular math students performed at the same rate overall as last year. Regardless, AY 2017-2018 was the first year for the new MATH 0015 course that replaced MATH 0002. Faculty will need to "tweak" the course and to devise methods to assist students.

Next, Table 2 indicates the direct assessment data since SLO data was kept in the old MATH 0002 course. It shows that there indeed was a decrease in overall achievement in SLOs from AY 2016-2017 to AY 2017-2018 indicating the further adjustments may be needed keeping in mind that the MATH 0015 course was created to target instruction for students intending to enroll in MATH 1015 (Applied College Algebra).

MATH 0002/0015 Description	Sp 11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	Change
Overall	62	66	65	67	68	69	67	64	-3
1.1.4. Perform basic algebraic operations	62	66	64	67	68	69	67	64	-3
1.1.5. Perform operations with the rectangular coordinate system	60	67	69	64	67	69	68	65	-3
Total number of students tested	306	533	534	492	474	349	449	247	

Table 3 presents the data for Pathways students (those who need remedial coursework in all subject areas) versus Non-Pathways students (those who need remedial coursework in just one or two subjects). Table 3 represents the same data as

Table 1 split out by the two groups of students. As in the past, Pathways students scored below those students who are better prepared. As Table 3 indicates, all students need additional work; however, Pathways students in particular need assistance with operations involving the rectangular coordinate system.

MATH 0015 SLO Description	Pathways	Non Pathways	Overall
Overall	61	66	64
1.1.4. Perform basic algebraic operations	62	65	64
1.1.5. Perform operations with the rectangular coordinate system	58	69	65
Total number of students tested	85	162	247

#### Indirect Assessment

Finally, an indirect assessment was generated from Institutional Research for the final grades in MATH 0015. Table 4 details the results with 45% successfully completing the course with an A, B, or C. Again, modular students led the group at 52% which is actually above the 50% set in the NCES report. LSUE students had a 43% success rate and online was very weak at 18%.

Grade	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Modular
A	13	1				0	12
B	70	8	none	none	none	3	59
C	98	28				6	64
D	39	21				6	12
F	98	23				17	58
W	81	5				19	57
Total	399	86	0	0	0	51	262
Percent Success	45	43				18	52

Given that the observed result on the direct assessment of SLOs of 64% < the stated benchmark of 70% and given that the overall indirect rate of success of 45% < NCES benchmark of 50%, Objective 1.2 is not met.

- [0015 FE fall 2017](#)
- [MATH 0015 LSUE Item Analysis AY 17-18](#)
- [Math 0015-25 Fa 17](#)
- [Math 0015-25 SP 18](#)
- [Modular Math 0015 Item Analysis 17-18](#)

### Improvement Plan/ Changes Made







Examples of faculty trying to assist students and improvements given the scores from AY 2017-2018:

- 2-19-18 [example of academic intervention](#) submittal. Note that the Academic Intervention submittal process was new for spring 2018.
- 5-25-18 [email on attendance issues](#) and students complaining about the amount of material.
- 6-7-18 additional comments on students not showing for class ([6-7-18 email from Math Coordinator](#))
- 5-25-18 [email on 63 academic interventions](#) being filed for MATH 0015.
- 5-24-18 [updated final exam review](#) notification from mathematics coordinator.
- 5-28-18 [email on 80 student visits for tutoring](#), but it was only two students.

### Improvements

- A final exam review will be created that will go into the student's grade. Currently, the final exam review is optional ([6-7-18 email](#) from Math Coordinator, [evidence of the final exam review](#) for face-to-face sections being created).
- Removing cube roots and above from the course as they were not needed in MATH 1015. Also, standardized graphing quadratics ([6-11-18 email](#) from math coordinator).
- Changes to the modular course included: focusing on one explanation for factoring trinomials, reducing the number of factoring sections, reducing the sections on linear equations from MATH 0001, removing perfect square trinomials, removing radical problems involving anything higher than a cube root, standardizing complex answers, reducing the number of fractions in the vertex of a parabola, and changing the final exam to match the course changes. One additional change that will be looked at is limiting the number of multipart questions on the final for MATH 0015 ([see 6-11-18 email](#) from the QEP Coordinator).
- The faculty met to discuss changes on the MATH 0015 exam for all sections. The results are attached ([see 6-28-18 meeting minutes](#)).
- Additional changes coursework and final exam to assist students in MATH 0015 ([7-16-18 document](#) provided the QEP Coordinator).

- [2-19-18 Example of Academic Intervention Submission for Math 0015](#)
- [5-24-18 Email on Updated Exam Review for M0015 SU 18](#)
- [5-25-18 email from faculty member on absences and material](#)
- [5-25-18 email on the number of academic interventions for MATH 0015](#)
- [5-28-18 Email on Tutoring for MATH 0015](#)

-  [6-11-18 email on changes to MATH 1015 from QEP Coordinator](#)
-  [6-12-18 email on changes to MATH 0015 from MC](#)
-  [6-28-18 Meeting on MATH 0015 Final Exam](#)
-  [6-7-18 email on MATH 0015 Improvement from MC](#)
-  [MATH0015 Final Exam Review June13 2018](#)
-  [Math 0015 Changes](#)

#### Related Items

-  **1: In working to maintain an effective developmental education program, students will be provided the necessary support for the successful completion of their developmental coursework.**





**Progress:** Completed

**Provided By:** Science & Mathematics

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

-  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
-  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
-  **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**
-  **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

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#### 1.3: Developmental Math (MATH 0021)

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Science & Mathematics

### **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 0021 Intermediate Algebra) necessary to be successful in their first general education mathematics course. Pathways students are those that need developmental coursework in every subject while Non Pathways students need developmental coursework in one or two subjects.

### **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 and online homework. All students taking the final exam in Fall 2017 and Spring 2018 will be assessed (i.e. no sampling). Assessment includes LSUE 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 0021 (Intermediate Algebra) 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 0021 course syllabus](#) for both Fall 2017 and Spring 2018.

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 0021 needed for general education mathematics.

#### **Indirect Assessment:**

The indirect measurement (course success rates) will be calculated using data from institutional research over the 2017-2018 academic year. The success rate will be calculated using the methodology from the National Center for Education Statistics (NCES) that states the "completion of a remedial course means that students earned either a passing grade or some credits in that course" based on those who attempted a remedial mathematics course at a 2-year public institution. The rate established is 50% based on success of all mathematics courses.

Citation for current research: Chen, X. (2016). Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018 from <http://nces.ed.gov/pubsearch>

-  [MATH 0021 Syllabus FA 17](#)

### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective and the MATH 0021 course did not exist.



**Direct Assessment:**

For AY 2017-2018, there were a total of 280 students enrolled in MATH 0021. A total of 179 (64%) were directly assessed as they took the [final exam](#) scoring an overall 59% with Outcome 1.1.4 at 58% and Outcome 1.1.5 at 63% (see Table 1). Online students met all objectives while Dual Credit students met the overall and Outcome 1.1.5. Modular students met Outcome 1.1.5 with a 77% and nearly met the overall at 69%. Students at LSUE and LSUA did not meet any of the outcomes scoring a 57% and 52% respectively (see Table 1).

MATH 0021 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated	Modular
Overall	59	57	73	52		79		69
1.1.4. Perform basic algebraic operations	58	56	69	52	none	79	none	67
1.1.5. Perform operations with the rectangular coordinate system	63	63	95	54		79		77
Total number of students tested	179	40	5	88		16		30
Total number of sections in AY	17	4	1	6		2		4
Note: Two Dual Credit sections used the modular format. They are included in the Dual Credit column.								

Since LSUE and LSUA students did not meet the benchmark, an item analysis was generated by site. The [LSUE Item Analysis](#) yielded the following results for problem with success under 50%. The question number is followed by the outcome it is attached to.

- q3 (1.1.4) on solving a formula for a specific value had a 40% success rate,
- q12 (1.1.5) on finding the equation of a perpendicular line had a 28% success rate,
- q23 (1.1.4) on the division of a trinomial by a binomial had a 48% success rate,
- q29 (1.1.4) on determining the domain of a function had a 28% success rate,
- q30 (1.1.4) on the division of rational expressions had a 25% success rate,
- q31 (1.1.4) on the subtraction of rational expressions had a 28% success rate,
- q32 (1.1.4) on solving rational equations had a 33% success rate,
- q33 (1.1.4) on simplifying complex rational expressions had a 28% success rate,
- q34 (1.1.4) on solving an inequality had a 48% success rate,
- q37 (1.1.4) on simplifying a cube root had a 38% success rate,
- q39 (1.1.4) on multiplying expressions involving square roots had a 48% success rate,
- q40 (1.1.4) on rationalizing with a cube root had a 20% success rate,
- q41 (1.1.4) on rationalizing involving a conjugate had a 23% success rate,
- q42 (1.1.4) on solving equations involving a radical had a 35% success rate,

- q44 (1.1.4) on multiplying complex numbers had a 45% success rate, and
- q45 (1.1.4) on division of complex numbers had a 35% success rate.

A [Dual Credit Item Analysis](#) was also created for Outcome 1.1.4 due to the 69%. It yielded the following

- q18 (1.1.4) on simplifying expressions with 0 and negative exponents had a 40% success rate,
- q30 (1.1.4) on division of rational expressions had a 40% success rate,
- q31 (1.1.4) on subtraction of rational expressions had a 20% success rate,
- q32 (1.1.4) on solving rational equations had a 40% success rate,
- q33 (1.1.4) on simplifying complex rational expressions had a 40% success rate,
- q35 (1.1.4) on taking a fourth root of a quantity had a 40% success rate,
- q36 (1.1.4) on multiplying roots in exponential form had a 40% success rate,
- q37 (1.1.4) on simplifying a cube root had a 40% success rate,
- q40 (1.1.4) on rationalizing a denominator had a 20% success rate,
- q41 (1.1.4) on rationalizing a denominator involving a conjugate had a 0% success rate,
- q42 (1.1.4) on solving an equation involving a root had a 40% success rate,
- q44 (1.1.4) on multiplying complex numbers had a 20% success rate, and
- q45 (1.1.4) on the division of complex numbers had a 40% success rate.

Next, the [LSUA Item Analysis](#) was also completed given the 52% overall score. It yielded the following:

- q3 (1.1.4) on solving a formula for a specific value had a 40% success rate,
- q11 (1.1.5) on writing the equation of a line had a 23% success rate,
- q12 (1.1.5) on finding the equation of a perpendicular line had a 15% success rate,
- q19 (1.1.4) on simplifying expressions with negative exponents had a 42% success rate,
- q26 (1.1.4) on factoring had a 44% success rate,
- q29 (1.1.4) on determining the domain of a function had a 28% success rate,
- q30 (1.1.4) on the division of rational expressions had a 10% success rate,
- q31 (1.1.4) on the subtraction of rational expressions had a 34% success rate,
- q32 (1.1.4) on solving rational equations had a 28% success rate,
- q33 (1.1.4) on simplifying complex rational expressions had a 31% success rate,
- q34 (1.1.4) on solving an inequality had a 43% success rate,
- q36 (1.1.4) on multiplying roots in exponential form had a 44% success rate,
- q37 (1.1.4) on simplifying a cube root had a 41% success rate,
- q38 (1.1.4) on adding and subtracting roots had a 43% success rate,
- q40 (1.1.4) on rationalizing with a cube root had a 25% success rate,
- q41 (1.1.4) on rationalizing involving a conjugate had a 27% success rate,
- q42 (1.1.4) on solving equations involving a radical had a 41% success rate,
- q44 (1.1.4) on multiplying complex numbers had a 38% success rate, and
- q45 (1.1.4) on division of complex numbers had a 49% success rate.

Finally, an [Modular Item Analysis](#) was generated for the students who took MATH 0021 in the modular format. It yielded the following:

- q2 (1.1.4) on application problems had a 43% success rate,
- q13 (1.1.5) on writing the equation of a parallel or perpendicular line had a 37% success rate,
- q25 (1.1.4) on factoring cubes had a 28% success rate,
- q29 (1.1.4) on finding values for which an expression is undefined had a 49% success rate,
- q33 (1.1.4) on simplifying complex rational expressions had a 29% success rate,
- q38 (1.1.4) on adding and subtracting radical expressions had a 43% success rate,
- q41 (1.1.4) on rationalizing involving conjugates had a 45% success rate,
- q45 (1.1.4) on dividing complex numbers had a 48% success rate,

The Item Analysis for both [Fall 2017 online](#) and [Spring 2018 online](#) is also included; however, since online students met all benchmarks, the information provided for information purposes. Nevertheless, the Item Analysis provided the four methodologies (sites) indicated that all sites had difficulty with

- q30 (1.1.4) on the division of rational expressions,
- q33 (1.1.4) on simplifying complex rational expressions,
- q41 (1.1.4) on rationalizing involving conjugates,

In addition, students at all three of the face-to-face sites (LSUE, Dual Credit, and LSUA) had difficulty with:

- q31 (1.1.4) on the subtraction of rational expressions,
- q32 (1.1.4) on solving rational equations,
- q37 (1.1.4) on simplifying a cube root,
- q40 (1.1.4) on rationalizing with a cube root,
- q42 (1.1.4) on solving equations involving a radical,
- q44 (1.1.4) on multiplying complex numbers, and
- q45 (1.1.4) on division of complex numbers.

This information will be provided to the mathematics faculty so they may begin their analysis with the questions that caused issues with the majority of students.

Next, Table 2 presents the longitudinal data for the old MATH 0002 course along with the new MATH 0021 course in the AY 2017-2018 column. Keeping in mind that the new MATH 0021 contains more difficult material than MATH 0002, the results are not surprising. The central issue will be how to assist students in improving.

MATH 0002 Description	Sp 11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	Change
Overall	62	66	65	67	68	69	67	59	-8
1.1.4. Perform basic algebraic operations	62	66	64	67	68	69	67	58	-9
1.1.5. Perform operations with the rectangular coordinate system	60	67	69	64	67	69	68	63	-5
Total number of students tested	306	533	534	492	474	349	449	179	

Table 3 presents the same data from Table 1 by Pathways (students needing developmental courses in all subjects) versus Non Pathways students (students needing developmental courses in one or two subjects). The difference between the two groups is expected since the Non-Pathways students are better academically prepared. The difference of four to ten points is usual, but keep in mind that an n = 29 for the Pathways students is just barely beginning to normalize the data.

MATH 0021 SLO Description	Pathways	Non Pathways	Overall
Overall	54	60	59
1.1.4. Perform basic algebraic operations	54	59	58
1.1.5. Perform operations with the rectangular coordinate system	56	65	63
Total number of students tested	29	150	179

**Indirect Assessment:**

Using reports from Institutional Research, Table 4 examines the fate analysis for the 280 students registered in the MATH 0021 course for Fall 2017 and Spring 2018. In all, 50% of the students successfully completed the course with 58% of the LSUA students and 100% of the dual credit meeting the 50% benchmark. LSUE and modular students fell short by two and three percentage points respectively while online students had a dismal performance of 27%.

Grade	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Modular
A	21	5	1	10		2	3
B	48	12	3	19	none	5	9
C	72	12	1	41		4	14
D	27	8	0	13		5	1
F	57	11	0	22		10	14
W	55	11	0	15		15	14
Total	280	59	5	120	0	41	55
Percent Success	50	49	100	58		27	47

Since the direct assessment of the SLOs of 59% < the established benchmark of 70% and since the observed indirect course success of 50% = the benchmark of NCES value of 50%, Objective 1.3 is not met (weighting the direct assessment more heavily).











- [MATH 0021 Dual Credit Item Analysis AY 17-18](#)
- [MATH 0021 LSUA Item Analysis AY 17-18](#)
- [MATH 0021 LSUE Item Analysis AY 17-18](#)
- [MATH 0021-25 SP 18 Item Analysis](#)
- [MATH0021 Final Exam](#)
- [Math 0021-25 FA 17 Item Analysis](#)
- [Modular MATH 0021 Item Analysis AY 17-18](#)

#### Improvement Plan/ Changes Made

Comments from faculty:

- 5-30-18 [email comment](#) about students "running out of gas" and possibly simplifying rational expressions.
- 6-25-18 [email comment from LSUA](#) noted that the class was long and students were not attending. Student who attended tutoring only attended because it was mandatory and did not use it to help themselves.
- A [final exam review](#) will be created that will be included in the student's grade. Currently, the final exam review is optional ([6-7-18 email from the Math Coordinator](#) and [6-12-18 email](#) that it was created).
- Math faculty will review content to determine what alterations can be made in the course to reduce the amount of material ([6-7-18 email from the Math Coordinator](#)).
- One of the LSUA instructors noted that there was too much material in the course, that the class periods on T, Th were too long, and that the questions on the final were difficult. She mentions that she gave a final exam review out and is

learning new techniques of instruction that will hopefully assist her in working with MATH 0021 students ([6-11-18 email from Ms. Lachney](#)).

- Faculty to discuss the course and possibly removing some material ([6-11-18 email](#) from faculty). The faculty decided that the content will not be changed, but decided to try to schedule the sections so they are not so long on Tuesday Thursday ([see 7-13-18 email](#)).
- Faculty met to discuss changes to the MATH 0021 final exam for all sections (see [6-28-18 meeting minutes](#) with the changes).
- Additional changes to the MATH 0021 course and final exam dated [7-16-18 from the QEP Coordinator](#).
-  [5-29-18 email comments from faculty about Rational Expressions](#)
-  [6-11-18 email and response to changes for MATH 0021](#)
-  [6-11-18 email from LSUA M0021 instructor](#)
-  [6-12-18 email on MATH 0021 final exam review](#)
-  [6-25-18 email from M0021 instructor at LSUA](#)
-  [6-28-18 Meeting Minutes on Changes to MATH 0021 Final Exam](#)
-  [6-7-18 email on MATH 0021 Improvement from MC](#)
-  [7-13-18 Email on no Content Changes to MATH 0021](#)
-  [Final Exam Review on MYMATHLAB MATH0021](#)
-  [MATH 0021 Changes](#)

#### Related Items

  1: In working to maintain an effective developmental education program, students will be provided the necessary support for the successful completion of their developmental coursework.


**Progress:** Completed

**Provided By:** Science & Mathematics


**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

  1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

  2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

  3. **Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.

 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

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 **3.1 (formerly 6.1): General Education Sciences Retention**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Science & Mathematics

**Participants:** Dean of Sciences and Mathematics (Hamlin, John)

**Objective With Intended Outcomes**

Students enrolled in entry (first of a series, if there are prerequisites) level 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 Dean of Sciences and Mathematics using data supplied by an Institutional Research Report on Sciences Retention. The retention of students enrolled in fall 2017 and retained to spring 2018 is calculated by the spring 2018 enrollment.

The [benchmark](#) of 75.7% is the mean of five years of all entry level general education science courses, including BIOL 1001, PHSC 1001, PHSC, 1002, and ASTR 1101.

-  [Retention in sciences](#)

**Assessment/Evaluation Results (Progress Report)**

In AY 2016-2017 planning year, this objective was met.

For AY 2017-2018, institutional data generated indicated that 370 out of 482 (76.8%) of students were retained in spring 2018 after taking general education science courses in fall 2017.

The retention for fall 2017 to spring 2018 of 76.8% does exceed the benchmark of the five year average of 75.7%.

Objective 3.1 is met.

### Improvement Plan/ Changes Made

At this time no specific changes will be made. The retention benchmark will be updated to reflect up to the five year mean of all entry level science courses. LSUE created a Student Success Center in Fall 2018 with tutoring, advising, ADA services, and a First Year Experience to help increase retention and student success.

### Related Items

#### 3 (formerly Goal 6): Retention

**Progress:** Completed



**Provided By:** Science & Mathematics

**Participants:** Dean of Sciences and Mathematics (Hamlin, John)

**Budget Information:** No additional funds requested

**Start:** 11/1/2017

**End:** 10/31/2018

  1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

  2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

#### 4.1 (formerly 7.1): College-level mathematics sequence

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Science & Mathematics

**Participants:** Dean of Sciences and Mathematics (Hamlin, John)

#### Objective With Intended Outcomes

Students completing a college-level mathematics course will receive a passing grade (C or better) in their subsequent college-level course in mathematics.

#### Assessment/Evaluation/Measures/Strategies

Benchmark is 70%. 70% is the lowest average grade that will typically transfer to four-year institutions.

Assessment will be done by the Dean of Sciences and Mathematics using student data provided by the Office of Institutional





Research using grade reports based on successful completion of MATH1015 and MATH1021 followed by attempting MATH1425, Introductory Statistics, or MATH1022, Trigonometry.

### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, this objective did not exist.

For AY 2017-2018, successful completion of MATH 1022 (Trigonometry) or MATH 1425 (Introductory Statistics) after completing MATH 1015 (Applied Algebra) or MATH 1021 (College Algebra) was determined for each course and the results summed. [130 of 172 \(75.6%\)](#) students passed MATH 1022 on their first attempt after passing MATH 1021. [126 of 184 \(68.5%\)](#) students passed MATH 1425 on their first attempt after passing MATH 1021. [153 of 219 \(69.9%\)](#) students passed MATH 1425 on their first attempt after passing MATH 1015. Calculated across all sections of MATH 1022 and MATH 1425 based on successful completion of MATH 1015 or MATH 1021, 409 of 575 (71.1%) students successfully completed the subsequent mathematics course after passing the first college-level algebra. This meets the benchmark established by LSUE.

This objective is met.

-  [MATH1015 to MATH1425](#)
-  [MATH1021 to MATH1022](#)
-  [MATH1021 to MATH1425](#)

### Improvement Plan/ Changes Made

Assessment will continue in AY 2018-2019 to help determine areas for improvement. No changes are planned at this time.

### Related Items

#### 4 (formerly Goal 7): Sequential Courses

**Progress:** Completed

**Provided By:** Science & Mathematics

**Participants:** Dean of Sciences and Mathematics (Hamlin, John)

**Budget Information:** No additional funds requested

**Start:** 11/1/2017

**End:** 10/31/2018

  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

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**4.2 (formerly 7.2): BIOL 1001 to BIOL1160**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Science & Mathematics

**Participants:** Dean of Sciences and Mathematics (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 Dean of Sciences and Mathematics using student data provided by the office of information technology.

**Assessment/Evaluation Results (Progress Report)**

In AY 2016-2017 planning year, this objective was nearly met (49.2%) so no changes were made during 2017-2018.

For AY 2017-2018, successful completion of [BIOL 1160](#) (Human Anatomy) after completing BIOL 1001 was determined. 113 of 207 (54.6%) students passed human anatomy on their first attempt. This exceeds the benchmark established by LSUE.


This objective is met.

-  [BIOL1001 to 1160](#)

**Improvement Plan/ Changes Made**

The increased success rate from AY 2016-2017 to AY 2017-2018 met the objective. Continued data collection and faculty awareness of results will be used to try and achieve further improvements.

**Related Items**

** 4 (formerly Goal 7): Sequential Courses**

**Progress:** Completed

**Provided By:** Science & Mathematics

**Participants:** Dean of Sciences and Mathematics (Hamlin, John)

**Budget Information:** No additional funds requested

**Start:** 11/1/2017

**End:** 10/31/2018

 **1. Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

 **2. Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

 **Delete old 1.2a: Developmental Math (MATH 0002)**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Canceled

**Provided By:** Science & Mathematics

**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 2016 and spring 2017 will be assessed (i.e. no sampling). Assessment includes LSUE and LSUA students, 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. Note that dual credit high school students using the modular method were included in the modular mathematics category (and not the dual credit category) of the Tables below. 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 2016 and spring 2017](#). Slight adjustments were made to the spring 2017 syllabus, but there were no changes to assessment or outcomes.

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 2016-2017 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%.

#### **Assessment/Evaluation Results (Progress Report)**

**Director of IE's note: This course was replaced with MATH 0015 and MATH 0021.**

#### **Improvement Plan/ Changes Made**

#### **Related Items**

 **1: In working to maintain an effective developmental education program, students will be provided the necessary support for the successful completion of their developmental coursework.**


**Progress:** Completed


**Provided By:** Science & Mathematics

**Budget Information:** none (existing)

**Start:** 11/1/2017


**End:** 10/31/2018

 **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

 **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

 **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**

 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

 **Delete old 3.1: Developmental Mathematics Completion**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Canceled

**Provided By:** Science & Mathematics

**Participants:** Dean of Sciences and Mathematics (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)**

**Director of IE's note: This objective is being cancelled in favor of the new GE outcome completing GE mathematics after completing DE mathematics (Objective 3.1 in GE).**

**Improvement Plan/ Changes Made**

**Related Items**

  **Delete old Goal 3: Course Completion**

**Progress:** Canceled

**Provided By:** Science & Mathematics

**Participants:** Dean of Sciences and Mathematics (Hamlin, John)

**Budget Information:** no additional funds requested

**Start:** 11/1/2017

**End:** 10/31/2018

- ★ 1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
- ★ 2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
- ★ 3. **Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
- ★ 4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

#### **Delete old 5.1: Assessment of Entering Students**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Canceled

**Provided By:** Science & Mathematics

**Participants:** Dean of Sciences and Mathematics (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)**

The new testing center will have primary responsibility for the assessment of incoming students with the guidance of the Dean of Liberal Arts and the Dean of Sciences and Mathematics. It is assumed that the Testing Center will have its own set of goals and objectives.

### Improvement Plan/ Changes Made

#### Related Items

##### 5: Student Placement

**Progress:** Canceled

**Provided By:** Science & Mathematics



**Participants:** Dean of Sciences and Mathematics (Hamlin, John)

**Budget Information:** No additional funds requested

**Start:** 11/1/2017

**End:** 10/31/2018

  1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

  2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

### AS/LT

#### 1.1: Associate of Science Louisiana Transfer

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Canceled

**Provided By:** AS/LT

**Participants:** Dean of Sciences and Mathematics (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: Students will meet or

exceed the national average. A benchmark for what percentage of students meet or exceed the national average will be set next AY.


### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was not met.

For AY 2017-2018, no action was taken on results from AY 2016-2017 because the CAAP Assessment was not given. It was scheduled to be given to mathematics students at the conclusion of Fall 2017; however, ACT never shipped the documents. As a result, it was not given. In Spring 2018, the CAAP was discontinued and it was not possible to given to students for Critical Thinking or mathematics. As a result, this objective is being cancelled since CAAP no longer exists.

### **Improvement Plan/ Changes Made**

LSUE will begin using Peregrine Academic's General Education assessment either in Fall 2018 or Spring 2019. Science has chosen the modules shown in the [attached document](#).

-  [Peregrine GE Topic Choices by Degree SCIENCES](#)

### **Related Items**

#### **1: Maintain an effective Associate of Science Louisiana Transfer Program**

**Progress:** Completed





**Provided By:** AS/LT

**Participants:** Dean of Sciences and Mathematics (Hamlin, John)

**Budget Information:** no additional funds requested

**Start:** 11/1/2017

**End:** 10/31/2018

-  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
  -  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
  -  **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**
  -  **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**
-



### 1.1a: Associate of Science Louisiana Transfer Program Outcomes

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** AS/LT

#### **Objective With Intended Outcomes**

Students enrolled in the Associate of Science Louisiana Transfer (ASLT) will develop the necessary skills to be successful at a 4-year institution or enter the workforce.

For AY 2017-2018, this objective will be assessed by Communication Skills using ENGL 1002 (second semester English Composition) and Quantitative Reasoning using MATH 1022 (Plan Trigonometry taken after College Algebra).

#### **Communication Studies:**

Students in the ASLT will communicate effectively using written language to construct a message that demonstrates the communicator has established clear goals and has considered his or her audience. Effective messages are organized and presented in a style appropriate to the context.

SLOs for [ENGL 1002 according to the syllabus](#) are: 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.

#### **Quantitative Reasoning:**

Students in the ASLT program will exercise quantitative reasoning by applying the reasoning process to explain phenomena in the context of everyday life. Quantitative Reasoning includes statistical and/or logical problem solving, the relationships between quantities, and the use or misuse of quantitative data.

The 2017-2018 [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.

-  [ENGL 1002 Syllabus Fa 2017](#)
-  [MATH 1022 Syllabus Fa 2017](#)

#### **Assessment/Evaluation/Measures/Strategies Communication**

For ENGL 1002, both outcomes are assessed using a multiple choice exam given toward the end of the semester. The assessment was tested in AY 2015-2016. It was updated in fall 2016 and was not given to students as a result. Testing resumed in Spring 2017 with all sites. For this objective, students declaring the ASLT major at LSUE, LSUA, and dual credit sites were separated from all students taking the ENGL 1002 assessment during AY 2017-2018. These students took the assessment using Scantrons and data was reported by student. Students taking the ENGL 1002 course online were not included since faculty report data in aggregate by section (not by student).

A preliminary benchmark has been established for ENGL 1002 since the assessment underwent revision in Fall 2016 and the faculty wanted to use Spring 2017 and AY 2017-2018 to obtain data.

- Spring 2015: n = 323 with a mean = 59%,
- AY 2015-2016: n = 481 with a mean = 60%,
- Spring 2017: n = 397 with a mean = 62%.
- A weighted mean = 62.89% will be used as the benchmark for AY 2017-2018.

### **Quantitative Reasoning**

The objective will be directly assessed from a standardized multiple choice assessment containing student learning outcomes for all students who take the MATH 1022 (Plane Trigonometry) final exam at all sites and all delivery methods. For this objective, students declaring the ASLT major at the LSUE site were separated from all students taking the MATH 1022 assessment during AY 2017-2018. These students took the assessment using Scantrons and data was reported by student. Students taking the MATH 1022 course online were not included since faculty report data in aggregate by section (not by student). In addition, the MATH 1022 course is not offered at LSUA or the LSU Lab School sites.

The faculty used the outcomes from the textbook and their professional judgement in deciding SLOs and specific problems to be placed on the SLO assessment.

A benchmark of 70% was adopted since it is the lowest average grade that will transfer to other institutions of higher education.

### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective did not exist.

For AY 2017-2018, this objective was assessed by choosing second semester courses related to communications and quantitative reasoning.

For **communication**, a total of 19 students from 376 taking the ENGL 1002 assessment at the conclusion of the course declared ASLT as a major during AY 2017-2018. The data was run for the 23 students based on their Scantron sheets for the LSUE site. The results were:

- n = 19 (Overall, 17 students were from the LSUE site and one from both the LSUA and a dual credit sites declaring ASLT as a major. Due to the low n, the LSUA and dual credit students were combined with the LSUE site

students. Online faculty report data by course section; therefore, it was not possible to separate out students declaring GSA.)

- Overall = 74.69%
- SLO 1 = 74.49%
- SLO 2 = 75.00%

For **Quantitative Reasoning**, a total of 11 students from 71 taking the final exam in MATH 1022 during AY 2017-2018 declared ASLT as a major. Data was run for the 11 students based on their Scantron answer blanks. The results were:

- n = 11 from the LSUE site only (The course is not offered at the LSUA site. Online sections report data by the section and do not separate students information.)
- Overall = 74.38%
- SLO A = 79.02%
- SLO B = 67.68%

Given that the observed score for ENGL 1002 = 74.69% > the preliminary benchmark of 62.89% and given that the observed score for MATH 1022 = 74.69% > the established benchmark of 70%, objective 1.1a is met.

### **Improvement Plan/ Changes Made Communication**





The English coordinator notified the Director of Institutional Effectiveness via [email on August 28, 2018](#) that the English faculty intend on updating SLO 2 of the ENGL 1002 assessment during Fall 2018.

### **Quantitative Reasoning**

The math coordinator provides and explanation for the performance on questions 20 and 21. She also provides an improvement plan (see [6/15/18 email from the MC](#)):

- Encourage faculty to spend a little more time focusing on the material for questions 20 and 21.
- Encourage students to spend some time on factoring prior to beginning the section dealing with questions 20 and 21.
- Create an optional [final exam review](#) (posted July 11, 2018).

This temporary objective will be replaced by assessing student performance on the [Peregrine General Education Exam](#) effective Spring 2019. Graduating students will be asked to take the exam just prior to graduation so that data may be compared to data from other two-year institutions.

-  [6-15-18 email on MATH 1022](#)
-  [8-28-18 ENGL 1002 Confirmation](#)
-  [MATH 1022 FE REVIEW July 2018](#)
-  [Peregrine-general-education-brochure](#)

### **Related Items**

 **1: Maintain an effective Associate of Science Louisiana Transfer Program**  
Progress: Completed

**Provided By:** AS/LT

**Participants:** Dean of Sciences and Mathematics (Hamlin, John)

**Budget Information:** no additional funds requested

**Start:** 11/1/2017

**End:** 10/31/2018

1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
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#### 1.2: Associate of Science Louisiana Transfer Retention

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** AS/LT

##### **Objective With Intended Outcomes**

Maintain Fall to Fall retention of new first time students declaring their chosen as major as the Associate of Science Louisiana Transfer (ASLT).

##### **Assessment/Evaluation/Measures/Strategies**

Data will be generated from LSUE's Institutional Research Query Tools Database to determine current retention and the historical benchmark for new first-time students. 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 LSUE Planning and Evaluation Cycle.

In order to generate a historical benchmark, data was averaged over three years (AY 2013-14 to AY 2015-16) with 36 new first-time students entering ASLT and 17 being retained for a retention rate of 47.22% (see Table 1).

Table 1. Associate of Science Louisiana Transfer Student Retention for Years Indicated			
Initial Year	Initial Enrollment	Retained One Year	Percent Retention
1314-1415	6	3	50.00
1415-1516	10	5	50.00
1516-1617	20	9	45.00
Totals	36	17	47.22

As a result, a preliminary benchmark is set at 47.22% given the low n for each year and that the ASLT is mainly a transfer program with many students transferring at the conclusion of their first year.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met based on all students.


For AY 2017-2018, the retention of new first-time students entering in Fall of 2016 was studied. The Institutional Research Report indicated that 38 students entered the ASLT program in Fall 2016 with 16 of them being retained to Fall 2017 for a current retention rate of 42.11%.

Given that the observed retention of new first-time students from Fall 2016 to Fall 2017 of 42.11% < the historical three-year benchmark of 47.22%, Objective 1.1 is not met.

#### **Improvement Plan/ Changes Made**

Given that this is the first iteration of this objective, the plan is to monitor the data for one to two years so that the starting n is much larger than 36. It was possible to go back another couple years, perhaps to fall 2010 or fall 2011, in order to increase the starting n; however, all other programs were benchmarked using fall 2013 as the starting year. Similarly, the decision was made for the ASLT Program in order to standardize the process. In addition, a set retention number in this case may not mean much statistically in terms of LSUE's retention given that students in the program transfer to four-year institutions after one year.

#### **Related Items**

 **1: Maintain an effective Associate of Science Louisiana Transfer Program**

**Progress:** Completed





**Provided By:** AS/LT

**Participants:** Dean of Sciences and Mathematics (Hamlin, John)

**Budget Information:** no additional funds requested

**Start:** 11/1/2017

**End:** 10/31/2018

- 
**1. Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
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**3. Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
- 
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### Chemical Technician (CTS)

#### 8.1: Chemical Technician CTS

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Chemical Technician (CTS)

**Participants:** Dean of Sciences and Mathematics (Hamlin, John)

#### **Objective With Intended Outcomes**

The student awarded the CTS, Chemical Technology, the student will:

1. Perform proficiently on laboratory procedures.
2. Think critically and communicate effectively.
3. Be prepared for entry-level employment in chemical laboratories as laboratory technicians.

The student learning outcomes for the program are: Upon the conclusion of the program students will:

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.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, there were no students registered in the program.

For AY 2017-2018, there was one student registered in the program according to Institutional Research. However, that one student had not taken the science and lab courses containing the SLOs. As a result, there is no data to report.

#### **Improvement Plan/ Changes Made**

To increase the number of students in the program the division of sciences and mathematics representatives will attend career fairs and talk to potential students at those events.

#### **Related Items**

##### **8: Maintain an effective CTS, Chemical Technician Program**

**Progress:** Completed

**Provided By:** Chemical Technician (CTS)

**Participants:** Dean of Sciences and Mathematics (Hamlin, John)

**Budget Information:** Existing

**Start:** 11/1/2017

**End:** 10/31/2018

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## Athletics

### 1.1: Student Learning and GPA

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Athletics

**Participants:** Director of Athletics (Willis, Jeff)

#### **Objective With Intended Outcomes**

Each athletic team (women's basketball, women's softball, men's baseball) will attain the GPA established by the Athletic Director.

#### **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 with a 2.80 GPA benchmark being set by the Athletic Director. Student data will be generated through Institutional Research and Registrar's Office.

For AY 2016-2017, the team GPAs were:

Women's Softball - 3.35

Men's Baseball - 3.15

Women's Basketball - 2.53

#### **Assessment/Evaluation Results (Progress Report)**

Objective was tentatively met last year 16 - 17 (FY 17). The women's basketball team did not meet the benchmark of 2.80 achieving a 2.53. There was more of an effort to have students attend tutoring and [study hall sessions](#).

For AY 2017-2018, the team GPAs were:

\* [Women's Softball Team](#) Achieved a 3.24 GPA

\* [Men's Baseball Team](#) Achieved a 3.16 GPA

\* [Women's Basketball Team](#) Achieved a 2.81 GPA

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 overall GPA of the Athletic Department was 3.12.



Since the overall observed value of 3.12 > the benchmark of 2.80, Objective 1.1 was met.

-  [2017 - 2018 Baseball GPA](#)
-  [2017 - 2018 Softball GPA](#)
-  [2017 - 2018 Women's Basketball GPA](#)
-  [Women's Basketball Study Hall](#)

### Improvement Plan/ Changes Made

A focus on Tutoring and Study Halls will continue.

### 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:** 11/1/2017

**End:** 10/31/2018

-  1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
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#### 2.1: Maintain a winning percentage

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Athletics

**Participants:** Director of Athletics (Willis, Jeff)

**Objective With Intended Outcomes**

Each athletic team achieve a winning percentage as established by the Athletic Director.

**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)**

For AY 2016-2017, this objective was tentatively met. The Women's Basketball Program had a 37.9% winning rate. The Women's Basketball coaching staff was given the freedom to allocate their scholarship funds with room and board scholarships instead of just tuition, fees, and books.

AY 2017-2018

The Softball Program finished with a 49-20 record and a 71.0% winning percentage while finishing 4th at the Women's Junior College World Series. Objective was met.

The Baseball Program finished with a 59-6 record and a 90.8% winning percentage while winning the Program's 6th National Championship. Objective was met.

The Women's Basketball Program finished with a 22-4 record and an 84.6% winning percentage while winning the Miss/Lou Conference Championship. Objective was met.

The overall record of the Athletic Department was 130-30 for an 81.3% winning percentage. The Baseball Program's National Championship makes for a total of 11 National Championships (Baseball - 6, Softball - 5 in the last 13 years).

Since the observed 81.3% > the benchmark of 67.5%, Objective 2.1 was met.

**Improvement Plan/ Changes Made**

Monitor winning percentage.

**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:** 11/1/2017

**End:** 10/31/2018

- 
**1. Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
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**3. Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
- 
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### 3.1: New Sports Teams

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Athletics

#### **Objective With Intended Outcomes**

To increase the diversity of the student population, offer a wide variety of student life opportunities through recreation, and to provide new field space for community and University use, LSUE will implement three new sports teams - Men's Basketball, Men's Soccer, and Women's Soccer - during AY 2017-2018.

#### **Assessment/Evaluation/Measures/Strategies**

Timeline is to have all three teams implemented to begin playing during AY 2018-2019.

Construction of the soccer field and implementation of each individual sport during AY 2018-2019 will constitute success of this objective.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective did not exist

For AY 2017-2018, the [men's soccer coach](#) position and [women's soccer coach](#) position were announced on January 31, 2018.

Soccer field construction. [Report to the LSUE Foundation Board](#) as of September 13, 2018.

Diversity discussed at [Enrollment Management Meeting](#) of February 14, 2018.

Appointment of the coaches.

- [Women's Soccer Coach](#) appointed on January 5, 2018.
- [Men's Soccer Coach](#) appointed on March 6, 2018.
- [Men's Basketball Coach](#) appointed on March 26, 2018.
-  [Enrollment Services Meeting Minutes 2-14-18](#)
-  [LSUE Soccer Field Project Update - September 13, 2018](#)
-  [Men's Basketball Coach Appointment](#)
-  [Men's Soccer Coach](#)
-  [Men's Soccer Coach Appointment](#)
-  [Women's Soccer Coach](#)
-  [Women's Soccer Coach Appointment](#)

### Improvement Plan/ Changes Made

Monitor soccer field construction for completion.

### Related Items

#### 3: Implement Additional Sports Teams

**Progress:** Completed

**Provided By:** Athletics

**Participants:**


**Budget Information:** Foundation funds for construction; \$9 per credit hour student fee for operation and salaries of three new sports

**Start:** 11/1/2017

**End:** 10/31/2018

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## Business Affairs

### Affirmative Action/Equal Employment Opportunity

#### **1.1: Completion and Approval of Annual Affirmative Action Plan**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Affirmative Action/Equal Employment Opportunity

#### **Objective With Intended Outcomes**

LSU Eunice will annually develop and report the campus Affirmative Action Plan and submit it to the State of Louisiana Department of State Civil Service for review and approval.

#### **Assessment/Evaluation/Measures/Strategies**

AA/EEO Officer develops the plan and sends it to the State. Plan is available in the AA/EEO Officer's office. Approval of the plan constitutes the objective being met.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 16-17 this objective was met.

Based on the data provided in the AA plan submitted, LSUE underutilized minorities and female persons in the job groups defined on page 37 of the [2018 Affirmative Action Plan](#). The [EEO/AA report was approved by Louisiana State Civil Service](#) on June 13, 2018.

For AY 17-18, this objective was met.

-  [2018 Affirmative Action Plan Letter Approval](#)
-  [2018 Affirmative Action Plan LSUE \(1\)](#)

#### **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. LSU Baton Rouge will assist in the facilitation of recruiting qualified minority and women candidates. All positions are also advertised on the LSUE website (<http://www.lsu.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. Human Resource department will coordinate compliance with ADA regulations.
6. Review all relevant policies yearly to ensure applicability and compliance.

#### 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

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

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**1.2: Annually Provide Training on AA/EEO topics to faculty & staff**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Affirmative Action/Equal Employment Opportunity

**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)**

For the AY 2016-2017, this objective was met.

For the AY 2017-2018, LSUE employees receive mandated [ethics training](#) annually by Louisiana Ethics Administration Program. LSUE employees also received mandated [sexual violence training](#) by the University, which also includes training regarding sexual harassment.

Please note LSU Eunice Human Resources department has assumed responsibility for ensuring the completion of the state mandated annual ethics training. Therefore, ethics will be removed from this objective in AY 2018-2019.

Since training on both topics took place, the objective was met.

- [LSUE Preventing Sexual Misconduct Training for Employees](#)
- [ethics hr 1 1](#)

**Improvement Plan/ Changes Made**

Continue to provide annual training for faculty and staff to ensure compliance with State and Federal laws and University policies related to discrimination.

**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

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

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 **2.2: Title IX Prevention Efforts**

**Start:** 11/1/2017

**End:** 10/31/2018


**Progress:** Completed

**Provided By:** Affirmative Action/Equal Employment Opportunity

**Objective With Intended Outcomes**

- Deliver centralized training to ensure that all employees are kept up to date regarding their reporting obligations as responsible employees and resources available



- Deliver centralized training for first-time students at LSUE in compliance with federal law. This includes students enrolled in academic programs, such as LSUE at LSUA, online LGH, LSU Lab, and University Academy. Students were encouraged to complete [MyStudentBody](#), which covered bystander intervention as well as University policies and procedures and resources regarding sexual misconduct.
- Assess current state of campus climate and baseline metrics related to reporting, investigations, and adjudication
- Provide comprehensive education programs, through in-person trainings and print media
- Provide ongoing training for campus community members involved with processing, investigating, or resolving complaints
-  [Welcome MyStudentBody](#)

### **Assessment/Evaluation/Measures/Strategies**

#### **Prevention Actions and Assessments**

- Develop the Title IX Taskforce consistent with University policy
- Measure compliance and evaluate the effectiveness of training- adjust as needed
- Assess the effectiveness of bystander intervention training through training and case reviews
- Develop training programs for mandatory reporters at all levels and add modules to existing trainings to incorporate policy and procedure
- Analyze sexual violence incidents to quantify the use of alcohol as a contributing factor
- Partner with other services and external organizations to enhance awareness efforts

### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, there was not a full-time Title IX Coordinator during the entire AY 2016-2017 to ensure this objective was met. The current Title IX Coordinator was not employed during this time.

For AY 2017-2018, the mandatory training for employees was updated to reflect recent changes with Title IX in 2017 made by the U.S. Department of Education, Office of Civil Rights (OCR). Also, training for first year students was implemented and administered through orientation attendance. There was a successful student completion rate. In addition, training was provided to all those involved in the Title IX process. Mandatory preventative training was offered to students that attended orientation, this included LSUA @ LSUE students, LGH Students, and online students. Students enrolled in [LSU Lab and University Academy](#) are provided training during their orientation.

The Title IX Office will continue to work to review ways to offer centralized preventative training. This objective was met.

-  [LSUE Handout for Dual Enrollment Students](#)

### **Improvement Plan/ Changes Made**

The Title IX/EEO Office will continue to review preventative methods to incorporate and to ensure the University is meeting its federal requirements.

#### 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

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

  **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

#### **2.3: Title IX Response to Complaints**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Affirmative Action/Equal Employment Opportunity

#### **Objective With Intended Outcomes**

##### **Response Objectives**

- Reporting- ensure that all personnel know and understands reporting options- both formal and informal and processes
- Victim advocacy- provide an advocate to respond to and provide assistance for all victims
- 1<sup>st</sup> responder training- ensure all mandatory reporters are appropriately trained as potential bystanders and know proper ways to respond in an emergency situation
- System confidence- effectively protect the rights and interests of all parties, lessen stigma regarding reporting and ensure appropriate services are made available
- Response- improve the availability and quality of response support for victims. Increase victim confidence and lessen the stigma of reporting.

### **Assessment/Evaluation/Measures/Strategies Response Actions and Assessments**

- Enforce mandated training on reporting and proper protocol
- Increase the availability of trained advocates by establishing standards and protocol
- Track competency
- Track workload to identify trends or resource needs
- Track effectiveness of reporting by incident
- Separately track leadership, advocate training, mandatory reporter training to ensure refresher training is completed
- Track and analyze cases reported to ensure system integrity
- Assess confidence in reporting systems through surveys

### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met.

For AY 2017-2018, the Title IX Office promptly resolved complaints received. The [Title IX complaint form](#) was revised and placed online for accessibility for faculty, staff, and students, increasing the Title IX office promptness to resolve complaints. In addition, if the complaint was not within the purview of the Title IX Office it was properly referred to either, HR or Student Affairs. The accessibility of this complaint form is available to all students, regardless of site location (LSUA, LSU Lab, LGH, and online)

This objective was met.

-  [Sexual Misconduct Reporting Form](#)

### **Improvement Plan/ Changes Made**

For AY 2018-2019, the Title IX office will continue to work with mandatory reporters by keeping them abreast about their duty to report and also working with our off-campus resources to provide mandatory reporters with information on how to handle disclosures and how to provide students with resources.

Please note for AY 2018-2019, LSU system intends to implement a centralized reporting system to assist with case management and tracking of cases.

### **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

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

- ★ 2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
- ★ 4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

#### 2.4: Communicate Effectively to Campus

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Affirmative Action/Equal Employment Opportunity

##### **Objective With Intended Outcomes**

Communicate effectively with the campus community regarding Title IX/EEO policies and procedures, as well as information on prevention and resources available.

##### **Assessment/Evaluation/Measures/Strategies**





###### **Accountability Actions and Assessments**

- Promote familiarity with investigatory process with mandatory reporters and general trainings
- Review case files to verify compliance
- Share best practices, technology and resource efficiencies
- Limit authority for initial determination of sexual violence cases
- Measure disposition, determinations and final actions to 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 advocate, and investigators to improve timely, thorough and efficient reporting, investigations and accountability
- Quality assurance visits to ensure compliance with policy
- Assess resource needs and provide resources as budget permits
- Identify a standard set of sexual violence reporting metrics

##### **Assessment/Evaluation Results (Progress Report)**

For AY 16-17, this objective was met. The Title IX cases that involved violations during the AY 16-17 received sanctions handled by the Director of Judicial Affairs.


For AY 17-18, the Title IX Coordinator has worked with the Dean of Student Affairs to resolve complaints received from students. The Title IX Coordinator monitored and continues to monitor updates to Title IX by the U.S. Department of Education, Office of Civil Rights. The Title IX Coordinator has received annual training as required by federal law. The Title IX Coordinator has [implemented tracking to](#) monitor complaints received. The Title IX Coordinator has provided training to various campus constituents to ensure LSUE's campus remains safe and free of sex discrimination. Students at sites, such as LGH, received [in-person training](#) as they are a remote location. Also, specific populations, such as Athletics, received [in-person training](#) to minimize concerns of sexual misconduct within the Athletic program. [Resident Assistants](#) also received training to properly report complaints of sexual misconduct by Bengal Village Residents. This objective was met.

-  [LSUE Athletics Title IX Training](#)
-  [LSUE RA s Title IX Training](#)
-  [Sexual Misconduct Reporting Form](#)
-  [Title IX Training for Students](#)

#### **Improvement Plan/ Changes Made**

For AY 2018-2019, the Title IX Office will develop various methods to communicate with campus community about Title IX/EEO to ensure transparency.

#### **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

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

 **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

## Bookstore

### 1.1: Bookstore-Faculty Satisfaction

**Start:** 11/1/2017

**End:** 10/31/2018

**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**

Based on last year's results benchmark is agreeable (4.0) or higher. The Faculty Survey will be administered during the Spring 2018 semester.

The choices on the faculty survey are

1. = strongly disagree
  2. = disagree
  3. = neutral
  4. = agree
  5. = strongly agree
- in 2018, a n/a or not applicable was added.

#### **Assessment/Evaluation Results (Progress Report)**

Objective for FY 2016-2017 was met. Last year, faculty rated their satisfaction with the bookstore at 4.3.

For FY 2017-2018, [faculty \(15 out of 57\) rated their satisfaction](#) with the bookstore at 4.0 on a 5.0 scale. (Q: 30). Since the observed 4.0 = the benchmark of 4.0, the objective was met.

-  [2018 Faculty Survey Bookstore 1.1](#)

#### **Improvement Plan/ Changes Made**

Electronics like laptops will be added to the inventory.

#### **Related Items**

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

**Progress:** Completed





**Provided By:** Bookstore

**Participants:** Vice Chancellor for Business Affairs (Tucker, Arlene)

**Budget Information:** none

**Start:** 11/1/2017

**End:** 10/31/2018

-  **1. Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
-  **2. Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
-  **3. Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
-  **4. Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

## 1.2: Bookstore-Student Satisfaction

**Start:** 11/1/2017

**End:** 10/31/2018

**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 2018 semester to students enrolled in math or English courses at the LSUE, LSUA, and LSU Lab School sites. Benchmark is somewhat satisfied (5.0) or higher.

The Inventory uses the following Likert Scale for the questions asked:

1. Not satisfied at all
2. Not very satisfied
3. Somewhat dissatisfied
4. Neutral

5. Somewhat satisfied
6. Satisfied
7. Very Satisfied

#### **Assessment/Evaluation Results (Progress Report)**

The objective for FY 2016-2017 was met.

In FY 2017-2018, [students' satisfaction with the bookstore](#) (430 responded) was 6.07 on a 7.0 point scale. The bookstore ranked 8 out of 50 LSUE items surveyed for satisfaction. At LSUA, the student satisfaction with the bookstore (55 responded) was 6.26 and at the LSU Lab School the student satisfaction survey was not administered because there were only three students enrolled at the site during the academic year (Q:44, item 4). Since the observed score of 6.07 > the benchmark score of 5.0, this objective was met.

-  [2018 Student Survey Bookstore 1.2](#)

#### **Improvement Plan/ Changes Made**

Electronics like laptops will be added to the inventory.

#### **Related Items**

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

**Progress:** Completed


**Provided By:** Bookstore


**Participants:** Vice Chancellor for Business Affairs (Tucker, Arlene)

**Budget Information:** none

**Start:** 11/1/2017

**End:** 10/31/2018

 **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

 **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

 **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**



 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

## Budgeting

### 1.1: Budget Preparation

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Budgeting

**Participants:** Vice Chancellor for Business Affairs (Tucker, Arlene)

#### **Objective With Intended Outcomes**

The FY 2017-18 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 2016-2017.

For 2017-2018, [the budget was prepared and submitted](#) to the LSU System by the deadline.



Objective was met.

-  [BOR1 2017-18 1.1](#)

#### **Improvement Plan/ Changes Made**

No action required at this time.

#### **Related Items**

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

**Progress:** Completed




**Provided By:** Budgeting

**Participants:** Vice Chancellor for Business Affairs (Tucker, Arlene)

**Budget Information:** none

**Start:** 11/1/2017

**End:** 10/31/2018

- 
**1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
- 
**2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
- 
**4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

### **2.1: Budget Review-Faculty**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Budgeting

**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**

Based on last year's results, benchmark is agreeable (3.8) or higher. The Faculty Survey will be administered during the Spring 2018 semester.

The choices on the faculty survey are

- 1 = strongly disagree
- 2 = disagree
- 3 = neutral
- 4 = agree
- 5 = strongly agree
- in 2018, a n/a or not applicable was added.

#### **Assessment/Evaluation Results (Progress Report)**

Objective was not met for FY 2016-2017. To improve, faculty representatives on the Budget Review Committee were to inform and involve their faculty colleagues more in the [budget review process](#) (see underlined passage on last page). Last year, faculty rated their satisfaction with the budget review process at 3.7.

For 2017-2018, [Faculty \(15 out of 57\) rated their satisfaction](#) with their involvement with the budget review process at 3.1 (Q: 40) which is less than the 3.8 rating of agreeable.

As a result, the objective was not met.

-  [2018 Faculty Survey 2.1](#)
-  [budget review 2.1](#)

#### **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:** Budgeting


**Participants:** Vice Chancellor for Business Affairs (Tucker, Arlene)

**Budget Information:** none

**Start:** 11/1/2017

**End:** 10/31/2018

 **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

 **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Budgeting

**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 2018-2019 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 FY 2016-2017 was met.

For AY 2017-2018, the Budget Review Committee met on [October 25, 2017](#), [March 1, 2018](#), [April 12, 2018](#) and [June 26, 2018](#). At the April 12, 2018 meeting the Budget Review Committee entertained several [Resource Request Forms](#).

Minutes from the four meetings including those on planning the budget for FY 2018-19 were [distributed via email](#) and recommendations were submitted to the Chancellor.


Objective was met.

-  [Budget Review Committee minutes October 25, 2017](#)
-  [Budget Review Committee minutes April 12, 2018](#)
-  [Budget Review Committee minutes June 26, 2018](#)
-  [Budget Review Committee minutes March 1, 2018](#)
-  [Budget Review Distribution Campus wide 2.2](#)
-  [resource forms](#)

#### **Improvement Plan/ Changes Made**

No action required at this time.

#### **Related Items**

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

**Progress:** Completed




**Provided By:** Budgeting

**Participants:** Vice Chancellor for Business Affairs (Tucker, Arlene)

**Budget Information:** none

**Start:** 11/1/2017

**End:** 10/31/2018

-  **1. Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
-  **2. Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
-  **4. Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

### 2.3: Budget Control

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Budgeting

**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. Weekly budget statements are emailed to department heads for their review and decision making.

#### **Assessment/Evaluation Results (Progress Report)**

Objective for FY 2016-2017 was met.

The FY 2017-2018 financial statements showed that expenditures did not exceed revenues in the unrestricted funds. Auxiliary and restricted 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. (Financial statements will be attached once released by LSU Accounting).

Objective was met.

-  [LSU System Rev Exp 2017-18 2.3](#)

#### Improvement Plan/ Changes Made

Director of Accounting will meet quarterly with budget heads to review their budgets to control spending.

#### Related Items

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

**Progress:** Completed


**Provided By:** Budgeting


**Participants:** Vice Chancellor for Business Affairs (Tucker, Arlene)

**Budget Information:** none

**Start:** 11/1/2017

**End:** 10/31/2018

  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

  **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

#### Cafeteria

 **1.1: Food Service-Faculty Satisfaction**

**Start:** 11/1/2017

**End:** 10/31/2018

**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 2018 semester.

The choices on the faculty survey are

1. = strongly disagree
  2. = disagree
  3. = neutral
  4. = agree
  5. = strongly agree
- in 2018, a n/a or not applicable was added.

### **Assessment/Evaluation Results (Progress Report)**

Objective for FY 2016-2017 was not met. Last year, faculty rated their satisfaction with the cafeteria at 3.8. Chartwells began as the new food service vendor in fall 2017. A Starbucks Coffee Shop was opened in October, 2017.

For FY 2017-2018, [faculty \(15 out of 57\) rated their satisfaction](#) with the cafeteria (Q: 33) at 3.7 on a 5.0 scale. Since the observed score of 3.7 < the benchmark of 5.0, the objective was not met.

-  [2018 Faculty Survey Cafeteria 1.1](#)

### **Improvement Plan/ Changes Made**

Faculty/staff can purchase a 10 meal plan for \$50. Also, a "to go" plate and free refillable beverage cup combo for \$15 is available.

### **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:** 11/1/2017

**End:** 10/31/2018

 **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

 **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

 **3. Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.

 **4. Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

### **1.2: Food Service-Staff Satisfaction**

**Start:** 11/1/2017

**End:** 10/31/2018

**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 2018 semester.

The choices on the staff survey are

1. = strongly disagree
2. = disagree
3. = neutral
4. = agree
5. = strongly agree

#### **Assessment/Evaluation Results (Progress Report)**

The objective for FY 2016-2017 was not met. Last year, staff rated their satisfaction with the cafeteria at 3.8. Chartwells began as the new food service vendor in fall, 2017. A Starbucks Coffee Shop was opened in October, 2017.

For FY 2017-2018, [staff \(40 out of 109\) rated their satisfaction](#) with the cafeteria (Q: 26) at 3.8 on a 5.0 scale. Since the observed score = 3.8 < the benchmark = 4.0, the objective was not met.

-  [2018 Staff Survey Cafeteria 1.2](#)



**Improvement Plan/ Changes Made**

Staff/faculty can purchase a 10 meal plan for \$50. Also, a "to go" plate and free refillable beverage cup combo for \$15 is available.

**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:** 11/1/2017

**End:** 10/31/2018

-   **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
-   **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
-   **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**
-   **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

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 **1.3: Food Service-Student Satisfaction**

**Start:** 11/1/2017

**End:** 10/31/2018

**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 2018 semester to students enrolled in math or English courses to students at the LSUE, LSUA, and LSU Lab School sites.

The Inventory uses the following Likert Scale for the questions asked:

1. Not satisfied at all
2. Not very satisfied
3. Somewhat dissatisfied
4. Neutral
5. Somewhat satisfied
6. Satisfied
7. Very Satisfied

**Assessment/Evaluation Results (Progress Report)**

Objective for FY 2016-2017 was met. Chartwells began as the new food service vendor in fall, 2017. A Starbucks Coffee Shop was opened in October, 2017.

For FY 2017-2018, [students' satisfaction](#) at LSUE was 5.49 on a 7.0 scale (n=430) (Q: 47). Students living at Bengal Village purchased meal plans and meals are served daily. At LSUA the student satisfaction with the cafeteria (n=55) was 5.24 and at the LSU Lab School the survey was not administered because there were only three students registered at the LSU Lab School for the academic year. Since the overall observed score at both sites = 5.47 > the benchmark = 5.0, this objective is met.

-  [2018 Student Survey cafeteria 1.3](#)

**Improvement Plan/ Changes Made**

No action required.

**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:** 11/1/2017

**End:** 10/31/2018

- ★ 1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
- ★ 2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
- ★ 3. **Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
- ★ 4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

#### 🌐 2.1: Renovate Cafeteria Serving Line

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Cafeteria

**Participants:** Vice Chancellor for Business Affairs (Tucker, Arlene)

##### **Objective With Intended Outcomes**

Completely renovate the cafeteria serving line to accommodate Chartwells. (Chartwells became the new service vendor in May 2017.)

##### **Assessment/Evaluation/Measures/Strategies**

Completing the renovation and obtaining the necessary permits to begin serving in the new space on or around the end of October 2017 will constitute successful completion of this objective.

##### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective did not exist. It is, however, a response to student faculty, staff, and student evaluations of the food service, the need to renovate the space, and the need to improve quality.

For AY 2017-2018, renovation work began after Chartwell's contract was implemented in July 2017. Work continued through August with the space opening at the beginning of October 2017.

[Picture](#) of project in progress from outside

[Picture](#) of project in progress from inside

[Picture](#) of completed project.

Given that the renovation work was completed, this objective was met.

-  [Cafeteria Line after Construction](#)
-  [inside-cafeteria-construction2](#)
-  [outside-cafeteria-construction1](#)

### Improvement Plan/ Changes Made

No action required.

### Related Items

#### 2: Renovate the Cafeteria Serving Line in the Acadian Center









**Progress:** Completed

**Provided By:** Cafeteria

**Budget Information:** Vendor Partner Match with Five Year Contract

**Start:** 11/1/2017

**End:** 10/31/2018

-   **1. Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
-   **2. Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
-   **3. Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
-   **4. Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

### Human Resources

#### 1.1: Correspondences-Human Resources

**Start:** 11/1/2017

**End:** 10/31/2018

**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 2016-2017 was met.

For FY 2017-2018, at least 20 [email correspondences](#) were sent to faculty and staff during the year. The [Faculty Handbook](#) was updated for FY 2017-18. [Ethics training](#) was conducted at the 2017 fall faculty/staff workshop per the Ethics Training Policy. [Workday training](#) was also conducted.

Objective was met.

-  [correspondence hr 1.1](#)
-  [ethics hr 1.1](#)
-  [handbook hr 1.1](#)
-  [training hr 1.1](#)

**Improvement Plan/ Changes Made**

Ethics training will be conducted during 2018.

**Director of IE's note.** This is the last year for this objective as the local HR staff will report directly to HR at LSU Baton Rouge.

**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:** 11/1/2017

**End:** 10/31/2018

- ★ 1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
- ★ 2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
- ★ 3. **Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
- ★ 4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

#### 1.2: Human Resources-Audit

**Start:** 11/1/2017

**End:** 10/31/2018

**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 2016-2017 was met.

For AY 2017-2018, the [Louisiana State Civil Service](#) conducted a drop-in documentation review on personnel actions for compliance with Civil Service Rules. The audit resulted in several violations. A response to the results was not a requirement (see wording in last paragraph of letter). Corrective actions were taken.

No audit was conducted on human resources by LASERS, legislative auditors, or internal auditors.

Objective was met.


-  [HR audit](#)

### Improvement Plan/ Changes Made

LSUE HR staff will report directly to LSU's HR for 2018-2019.

Director of IE's note. This is the last year for this objective as the local HR staff will report directly to HR at LSU Baton Rouge.

### 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:** 11/1/2017

**End:** 10/31/2018

 **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

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### Physical Plant

 **1.1: Building and Grounds-Faculty Satisfaction**

**Start:** 11/1/2017

**End:** 10/31/2018

**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 2018 semester.

The choices on the faculty survey are

1. = strongly disagree
  2. = disagree
  3. = neutral
  4. = agree
  5. = strongly agree
- in 2018, a n/a or not applicable was added.

**Assessment/Evaluation Results (Progress Report)**

Objective for FY 2016-2017 was met. Last year, faculty rated their satisfaction with the campus buildings and grounds at 4.6.

For FY 2017-2018, [faculty \(15 out of 57\) rated](#) their satisfaction with the campus buildings and grounds at 4.6 on a 5.0 scale (Q: 32). This question received the highest rating. [4335 work orders](#) were completed by Physical Plant employees. The Health Technology roof and the Ledoux Library roof were replaced.

Since the observed score = 4.6 > the benchmark of 4.0, this objective was met.

-  [2018 Faculty Survey 1.1](#)
-  [WORK ORDER ANALYSIS 7-1-2017 TO 6-30-2018](#)

**Improvement Plan/ Changes Made**

A section of the Ledoux Library is being renovated to include a testing center.

**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:** 11/1/2017

**End:** 10/31/2018



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#### 🌐 1.2: Building and Grounds-Staff

**Start:** 11/1/2017

**End:** 10/31/2018

**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 2018 semester.

The choices on the staff survey are

1. = strongly disagree
2. = disagree
3. = neutral
4. = agree
5. = strongly agree

#### **Assessment/Evaluation Results (Progress Report)**

Objective for FY 2016-2017 was met. Last year, staff rated their satisfaction with the campus buildings and grounds at 4.5.

For FY 2017-2018, [staff \(40 out of 109\) rated](#) their satisfaction with the campus buildings and grounds at 4.6 on a 5.0 scale (Q: 25). This question received the highest rating. The Health Technology roof and Ledoux Library roof were replaced.

Since the observed score = 4.6 > the benchmark = 4.0, the objective was met.

-  [2018 Staff Survey 1.2](#)

### Improvement Plan/ Changes Made

A section of the Ledoux Library is being renovated to include a testing center.

### 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:** 11/1/2017

**End:** 10/31/2018

 **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

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 **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**

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---

### 1.3: Building and Grounds-Student Satisfaction

**Start:** 11/1/2017

**End:** 10/31/2018

**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 2018 semester to students enrolled in math or English courses at the LSUE, LSUA, and LSU Lab School sites. The benchmark of 5.0 is used because it is "somewhat satisfied."

The Inventory uses the following Likert Scale for the questions asked:

1. Not satisfied at all
2. Not very satisfied
3. Somewhat dissatisfied
4. Neutral
5. Somewhat satisfied
6. Satisfied
7. Very Satisfied

**Assessment/Evaluation Results (Progress Report)**

Objective for FY 2016-2017 was met.

For AY 2017-2018, [students' satisfaction](#) with maintenance of the LSUE campus was 6.19 on a 7.0 scale (n=430). The Physical Plant ranked 2nd out of 50 items surveyed, for satisfaction at LSUE. The rating of 6.19 was greater than the 6.11 satisfaction rating of other National Community colleges (Q: 39 - On the whole, the campus is well-maintained). At LSUA the maintenance of the campus (n=55) was rated 5.94, while the Lab School survey was not administered because there were three students enrolled for the academic year.

Since the overall observed score = 6.16 (all sites) > the benchmark = 5.0, this objective was met.

-  [2018 Student Survey grounds 1.3](#)

**Improvement Plan/ Changes Made**

A section of the Ledoux Library is being renovated to include a testing center.

**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:** 11/1/2017

**End:** 10/31/2018

-   **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
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 **1.4: Capital Improvements**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Physical Plant

**Participants:** Vice Chancellor for Business Affairs (Tucker, Arlene)

**Objective With Intended Outcomes**

LSUE will seek capital improvement funding from the State of Louisiana to fund the fume hoods in the Science Building Chemistry Labs and replace the roof on LeDoux Library.

**Assessment/Evaluation/Measures/Strategies**



Completion of the air testing and balancing on Science Building by May 31, 2018 to proceed to Construction Document phase and completion of the roof by May 31, 2018 is considered as success.

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met.

For AY 2017-2018, the [HVAC air testing and balancing](#) of the Science Building was conducted between May 5-25, 2018. The [first amendment to the contract](#) was executed to add the costs for the testing. A [plan](#) has been developed to implement HVAC system repairs. A [schedule](#) for the mechanical component replacement necessary to support the fume hood project and the fume hood replacement project has been developed. The [Ledoux Library reroofing project](#) was completed and accepted as of May 25, 2018.

Objective was met.

-  [Ledoux Library reroofing project 1.4](#)
-  [amendment 1.4](#)
-  [plan 1.4](#)
-  [schedule 1.4](#)
-  [testing 1.4](#)

#### Improvement Plan/ Changes Made

[Deferred maintenance funds](#) are being requested to complete the HVAC repairs to the Science Building before the fume hood construction can begin.

-  [deferred maintenance funds 1.4](#)

#### 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:** 11/1/2017

**End:** 10/31/2018

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 **4. Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

## Purchasing

### 1.1: Purchasing- Faculty Satisfaction

**Start:** 11/1/2017

**End:** 10/31/2018

**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**

Based on last year's results, benchmark is agreeable (4.0) or higher. The Faculty Survey will be administered during the Spring 2018 semester.

The choices on the faculty survey are

- 1 = strongly disagree
- 2 = disagree
- 3 = neutral
- 4 = agree
- 5 = strongly agree
- in 2018, a n/a or not applicable was added.


#### **Assessment/Evaluation Results (Progress Report)**

Objective for FY 2016-2017 was met. Last year, faculty rated their satisfaction with the Business Office/Purchasing at 4.0.

[Workday training](#) was provided for departments at the fall convocation.

For FY 2017-2018, [faculty \(15 out of 57\) rated their satisfaction](#) with Purchasing at 3.5 on a 5.0 scale (Q: 41). The Purchasing Office has no verbal or written complaints from faculty regarding their orders. A total of 1880 [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.

Since the observed score = 3.5 < the benchmark of 4.0, the objective was not met.

-  [2018 Faculty Survey purchasing 1.1](#)
-  [PO](#)
-  [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:** 11/1/2017

**End:** 10/31/2018

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### **1.2: Purchasing-Audit**

**Start:** 11/1/2017

**End:** 10/31/2018

**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 2016-2017 was met.

For AY 2017-2018, the legislative auditors conducted [financial audit](#) including purchasing to evaluate certain controls LSUE uses to ensure accurate financial reporting; compliance with applicable law and regulations, and to provide overall accountability over public funds. The auditors found LSUE to have adequate controls in place. The internal auditors did not conduct an audit on purchasing services.

Workday training sessions, including [LaCarte training](#) along with travel regulations was conducted. The Purchasing Office conducted [on-campus audits](#) of purchases made with LaCarte procurement card.

Objective was met.

-  [Financial Audit 1.2](#)
-  [on campus audit 1.2](#)
-  [training 1.2](#)

**Improvement Plan/ Changes Made**

No action required at this time.

**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:** 11/1/2017

**End:** 10/31/2018



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## Testing Center

### 1: Initiate a Testing Center

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Testing Center

**Participants:** Vice Chancellor for Business Affairs (Tucker, Arlene)

#### Objective With Intended Outcomes

LSUE will complete construction and implement a testing center as a restricted account during the fall 2018 semester.

#### Assessment/Evaluation/Measures/Strategies

Construction being complete and staff hired by the end of the fall 2018 semester will constitute success.






#### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, this objective did not exist. Testing services were being housed in the modular mathematics labs; however, it was obvious that the modular labs could not sustain the additional tasks due to the load of the modular students. In addition, testing was being held on orientation days which was creating scheduling issues and did not permit students to test at their own convenience.

For AY 2017-2018, [design work](#) was completed in October 2017 with [construction](#) beginning on June 19, 2018. The construction is essentially complete and the [furniture](#) has been installed as this is being written in October 2018.

A [restricted account](#) was set up in Workday for the testing center. The [job description](#) for the Testing Center Manager will be posted by the first week in October 2018.

Objective met.

-  [Construction](#)
-  [Preliminary Floor Plan](#)
-  [furniture with pics](#)
-  [job description](#)
-  [restricted account](#)

#### Improvement Plan/ Changes Made

The Testing Center Manager should be hired and the testing center operational by the end of the fall 2018 semester.

#### Related Items

##### 1: Complete Construction and Initiate a New Testing Center as a new Auxiliary





**Progress:** Completed

**Provided By:** Testing Center

**Budget Information:** Public Private Partnership

**Start:** 11/1/2017

**End:** 10/31/2018

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## Economic Development and Continuing Education

### 1.1: Credit Offerings: Extension Programs and Special Services

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Economic Development and 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 14<sup>th</sup> class day showing course offerings and enrollment in sections offered to third-party constituents.

#### **Assessment/Evaluation Results (Progress Report)**

Objectives met in AY 2016-2017.

LSUE/LSUA Enrollment: For AY 2017-2018, enrollments at the LSU Alexandria campus through the LSUE/LSUA collaborative have increased.

- AY 2015-2016: SU 2016 = 45, FA 2016 = 148, SP 2017 = 187, for a total of 379 students.

- AY 2016-2017: SU 2017 = 60, FA 2017 = 209, SP 2018 = 170, for a total of 439 students.

- AY 2017-2018 of 439 > than AY 2016-2017 of 379.

Dual Enrollment: For AY 2017-2018, high school student enrollment in dual credit courses increased from 499 (Fall 2016) to 567 for Fall 2017 and from 649 (Spring 2017) to 591 for Spring 2018. Overall, AY 2017-2018 headcount was 1,158 - AY 2016-2017 headcount of 1,148 (1,158 - 1,148 = 10)


Objectives met for AY 2017-2018.

[LSUE Dual Enrollment Report Fall 2017](#) see Preparatory Category

[LSUE Dual Enrollment Report Spring 2018](#) see Preparatory Category

LSUE/LSUA Collaborative Enrollment for [Summer 2016](#), [Fall 2016](#), [Spring 2017](#)

LSUE/LSUA Collaborative Enrollment for [Summer 2017](#), [Fall 2017](#), [Spring 2018](#)

-  [FALL 2017 Preparatory Enrollment Report](#)
-  [SPRING 2018 Preparatory Enrollment Report](#)
-  [Students Taking Courses at LSUA Campus FA16](#)

-  [Students Taking Courses at LSUA Campus FA17](#)
-  [Students Taking Courses at LSUA Campus SP17](#)
-  [Students Taking Courses at LSUA Campus SP18](#)
-  [Students Taking Courses at LSUA Campus SU16](#)
-  [Students Taking Courses at LSUA Campus SU17](#)

### Improvement Plan/ Changes Made

For AY 2018-2019, the office will continue to grow course offerings at offsite locations. Funding by the state via Supplemental Course Academy (SCA) remains influx from year to year, as does Louisiana Board of Regents criteria for both dual enrollment and acceptance into four-year degree granting institutions.

### Related Items

 **1: 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:** Economic Development and Continuing Education

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

  **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**

---

 **2.1: Administer post-event evaluative surveys.**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Economic Development and Continuing Education

**Objective With Intended Outcomes**

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

#### **Assessment/Evaluation/Measures/Strategies**

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

The staff will maintain copies of completed surveys in either hard or electronic files for all community service programs and non-credit courses. [A blank example is included.](#)

The benchmark of 90% is adopted from the 2016 American Customer Satisfaction Index.

-  [Post Event Evaluation](#)

#### **Assessment/Evaluation Results (Progress Report)**

Objective was met for AY 2016-2017.

See data set attached below. Tabulated summaries are here attached showing 95.26% of respondents were either satisfied or highly satisfied with their course(s).




Objective was met for AY 2016-2017 because the surveys were conducted.

See data set attached. Files are available for inspection in the Continuing Education Office for courses and programs.

[Example #1](#)

[Example #2](#)

[Overall Summary](#)

-  [Example no 1](#)
-  [Example no 2](#)
-  [Overall Summary](#)

#### **Improvement Plan/ Changes Made**

For AY 2018-2019, the Office of Economic Development will continue to undergo transitions, due to the changes in institutional needs and reorganization; however, this objective will remain the same for next reporting year.

#### **Related Items**

 **2: 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:** Economic Development and Continuing Education

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

  **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**

 **2.2: Courses or programs will meet clients' needs/interests.**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Economic Development and Continuing Education

#### **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 percent of respondents will indicate strongly agree or agree to this statement on the [post-event evaluation](#). Our benchmark of 90% is adopted from the 2016 American Customer Satisfaction Index.

-  [Post Event Evaluation](#)

#### **Assessment/Evaluation Results (Progress Report)**




Objective was met in AY 2016-2017

In AY 2017-2018, participants were given surveys to complete at the conclusion of the event. The result indicated that 94% agreed or strongly agreed that the event met their needs. [Tabulated summaries](#) are here attached showing results of all surveys.

Given that the observed score of 94% agreed or strongly agreed > the established benchmark of 90%, this objective was met.

[Example #1](#)

[Example #2](#)

-  [Example #1](#)
-  [Example #2](#)
-  [FA2017-SU2018 Tabulated Summary](#)

### Improvement Plan/ Changes Made

A continued effort will be made to offer classes that meet the interests of the region.

### Related Items

  **2: 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:** Economic Development and Continuing Education

**Budget Information:** none (existing)


**Start:** 11/1/2017

**End:** 10/31/2018

  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

  **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**

---

 **2.3: Clients will recommend Continuing Education courses or programs to others.**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Economic Development and Continuing Education

**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](#). Our benchmark of 90% is adopted from the 2016 American Customer Satisfaction Index.

-  [Post Event Evaluation](#)

**Assessment/Evaluation Results (Progress Report)**


Objective met in AY 2016-2017.

In AY 2017-2018, participants were given surveys to complete at the conclusion of the event. The result indicated that 93.15% of respondents indicated "strongly agree" or "agree" on the surveys. See representative samples attached. [Tabulated summaries](#) are attached showing results of all surveys.

Since the observed score of 93.15% of agree and strongly agree > the established benchmark of 90%, this objective is met for AY 2017-2018.

[Example #1](#)

[Example #2](#)

-  [Example #1](#)
-  [Example #2](#)
-  [Tabulated Summary Q2](#)

**Improvement Plan/ Changes Made**

A continued effort will be made to offer classes that meet our regional needs.

**Related Items**

 **2: 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:** Economic Development and Continuing Education




**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

 **1. Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

 **3. Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.

 **2.4: Clients will consider participation in Continuing Education classes and community service programs/events a worthwhile investment of time and/or money.**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Economic Development and Continuing Education

#### **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](#). Our benchmark of 90% is adopted from the 2016 American Customer Satisfaction Index.

-  [Post Event Evaluation](#)

#### **Assessment/Evaluation Results (Progress Report)**

Objective met in AY 2016-2017.

In AY 2017-2018, participants were given surveys to complete at the conclusion of the event. The result indicated that 93% of respondents indicated "strongly agree" or "agree" on the surveys. See representative samples of completed surveys attached. [Tabulated summaries](#) are attached showing results of all surveys.

Given that the observed score of 93% for agree or strongly agree > the established benchmark of 90%, this objective met in AY 2017-2018.

[Example #1](#)

[Example #2](#)

-  [Example #1](#)
-  [Example #2](#)
-  [Tabulated Summary #3](#)

### Improvement Plan/ Changes Made

A continued effort will be made to offer classes that meet our regional needs.

### Related Items

 **2: 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:** Economic Development and Continuing Education

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

 **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

 **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**

### Enrollment Management

 **1.1: Increase unduplicated enrollment headcount**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Enrollment Management

**Objective With Intended Outcomes**

Enrollment Management seeks to increase overall enrollment at LSUE and its various sites.

**Assessment/Evaluation/Measures/Strategies**

Target for this enrollment increase is a 5% increase compared to the following fall semester. This target has been set by the Chancellor based on market environment. Enrollment is based on the 14th day census.

Enrollment for [Fall 2016 was 2,906](#).

-  [LSUE Fact Book 2016](#)

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017 objective was met.

[Fall 2016 enrollment was 2,906](#) according to the 14th day census. [Fall 2017, enrollment was 3,044](#) according to the 14th day census, resulting in an increase of 138 students for an increase of 4.75%.

Because 4.75% is < than 5.00%, objective of 5.0% or more not met.


Objective not met for AY 2017-2018.

-  [LSUE Fact Book 2016](#)
-  [LSUE Fact book 2017](#)

**Improvement Plan/ Changes Made**

Recruiters will continue to visit local high schools promoting LSUE to increase overall enrollment. Also, the implementation of Workday Student will allow for more efficient and effective enrollment campaigns to recruit potential students.

**Related Items**

 **1: Increase overall unduplicated enrollment headcount**


**Progress:** Completed

**Provided By:** Enrollment Management

**Budget Information:** Existing Funds were reallocated for Recruiters by Chancellor based on Strategic Plan and LSU Based Performance Goals

**Start:** 11/1/2017

**End:** 10/31/2018

 **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

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## 2.1: Immunizations

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Enrollment Management

**Participants:** 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)**

For AY 2016-2017, this objective was met.

For AY 2017-2018, every student must turn in [immunization forms](#) or they cannot attend. If LSUE does not have the form on file, the student will have a hold on their account until it is on file. See the form attached that was used this past year. The objective was met and received information from all students currently enrolled. Please see a [partially filled out form here](#).

-  [Immunization Form](#)
-  [Redacted Immunization Form](#)

### **Improvement Plan/ Changes Made**

Eventually, this form will be can be submitted electronically via Workday Student. Till then, this Admissions and Registrar's Offices will continue to collect the forms.

### **Related Items**

  **2: Track Student Immunization records to assure that all new students meet health requirements.**

**Progress:** Completed

**Provided By:** Enrollment Management

**Participants:**

**Budget Information:** None (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

 **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

### 3.1: Orientation

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Enrollment Management

**Participants:** 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.

A 4.3 on a 5-point scale for the in-house orientation surveys will be used while a three-year average of 5.94 (5.95 for AY 17-18, 6.06 for AY 15-16, and 5.8 for AY 14-15) on a 7-point scale for the Noel Levitz Student Satisfaction Inventory.

This is a LSUE site based question. As a result, there is no national average.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was tentatively met. LSUE's result was 5.90 and the national result was 5.94. A difference of .04 could be due to random error; however, slight changes were made to orientation to try to streamline the process.

For AY 2017-2018, LSUE asks one consistent question of the students [Overall Experience at Orientations](#). A random selection of a LSUE Orientation was selected to review, 8/9/2017. Responses (n=21) yield

11 - Very Satisfied, 8 - Satisfied, 1 - Neutral, 1 - Dissatisfied, and 0 - Very Dissatisfied.

Over 90% of the students said they were satisfied or very satisfied with the overall orientation experience. Only 5% of the students were dissatisfied or very dissatisfied with their experience.

In addition, question number 42 from the [Noel Levitz Student Satisfaction Inventory](#) indicated the following:

Overall: 5.92 (n = 485)

LSUE students: 5.92 (n = 430) LSUE/LSUA students: 6.00 (n = 55) LSU Lab School students: 0.

Given that the observed value of 5.92 < the benchmark of 5.94 on the Noel Levitz Student Satisfaction Inventory. Objective 3.1 is tentatively met for two reasons. First, the internal data at LSUE points to satisfaction and very satisfied (n = 19). Second, the difference of 0.02 between the observed score of 5.92 and benchmark of 5.94 is likely due to random error.

-  [AY1718 NLIS Siteandquestionorder](#)
-  [Data Q1 180928](#)

### Improvement Plan/ Changes Made

LSUE will continue to make the survey consistent to have results in many different categories to ensure the best information is obtained from students. LSUE will focus on areas that need improvement and find the most efficient ways to address those areas prior to the next orientation taking place.

### Related Items

  **3: Provide orientation for new students to acquaint themselves with the university.**

**Progress:** Completed



**Provided By:** Enrollment Management

**Participants:** SA, Administrative Assistant (Oubre, Tina)

**Budget Information:** \$15 Orientation fee per new student

**Start:** 11/1/2017

**End:** 10/31/2018

  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

 **4.1: Increase Fall to Spring New First-Time Full-Time Student Retention**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Enrollment Management

**Participants:**

### Objective With Intended Outcomes

LSUE will increase the fall-to-spring new first-time full-time student retention.

### Assessment/Evaluation/Measures/Strategies

Methodology: Data generated for this objective parallels LSUE Institutional Research data reported to the Louisiana Board of Regents Statewide Student Profile System using students returning to LSUE (see Table 1).

Table 1. Fall-to-Spring Retention of First-Time Full-Time Students.			
Initial Enrollment	FTF Enrolled	Returned to LSU Eunice	Retention Rate
12/13	567	460	81.1%
13/14	524	442	84.4%
14/15	602	471	78.2%
15/16	568	486	85.6%
16/17	872	706	81.0%
Totals	3133	2565	81.87%

The Benchmark is an average of the last five years, retention from fall 2012-spring 2013 to fall 2016-spring 2017 which is 81.87%.

Meeting or exceeding the 81.87% will constitute meeting this objective.


**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was not met. The [Director of the Student Success Center](#) and an [Advisor and Coordinator of the First Year Experience](#) were hired and were implementing the tutoring and advising at the end of spring 2017.

For AY 2017-2018, there were 684 new first-time full-time students enrolled for fall 2017 with 562 (82.16%) returning in spring 2018. (See Table 2).





Table 2. Fall-to-Spring Retention of First-Time Full-Time Students.			
Initial Enrollment	FTF Enrolled	Returned to LSU Eunice	Retention Rate
12/13	567	460	81.1
13/14	524	442	84.4
14/15	602	471	78.2
15/16	568	486	85.6
16/17	872	706	81.0
17/18	664	563	84.79

Given that the observed value of 84.79% > the benchmark of 81.87%, Objective 4.1 is met.

-  [Advisor and Coordinator FYE](#)
-  [Director Student Success Center](#)

### Improvement Plan/ Changes Made

Center for Student Success is now mostly implemented with advising, Disability Services, and tutoring. The Center first initiated an electronic method of submitting academic interventions. Examples are:

- [January 26, 2018](#) Example of Attendance Notification in MATH 0001
- [February 19, 2018](#) Academic Intervention Submitted for MATH 0015
- [February 21, 2018](#) Academic Intervention Submitted for MATH 0001
- [May 25, 2018](#) email on the number of Academic Intervention Submissions.
-  [1 26 18 Example of Attendance Notification for MATH 0001](#)
-  [2 19 18 Example of Academic Intervention Submission for Math 0015](#)
-  [2 21 18 Example of Academic Intervention Submission for Math 0001](#)
-  [5 25 18 Number of Acad Interventions for MATH 0001](#)

### Related Items

#### 4: Increase Student Retention

**Progress:** Completed

**Provided By:** Enrollment Management

**Budget Information:** Existing (no additional funds requested)

**Start:** 11/1/2017

**End:** 10/31/2018

  2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

  4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

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 4.2: Increase Fall to Fall New First-Time Full-Time Student Retention  
Start: 11/1/2017



**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Enrollment Management

**Objective With Intended Outcomes**

LSUE will increase the fall-to-fall new first-time full-time student retention.

**Assessment/Evaluation/Measures/Strategies**

Methodology: Data generated for this objective parallels LSUE Institutional Research reported to the Louisiana Board of Regents Statewide Student Profile System using students returning to LSUE and students known to have transferred to other institutions of higher education in the state of Louisiana (see Table 1).

Initial Enrollment	FTF Enrolled	Returned to LSU Eunice	Transferred in Louisiana	Retention Rate
11/12	624	308	116	67.95%
12/13	568	288	95	67.43%
13/14	524	290	75	69.66%
14/15	602	291	109	66.45%
15/16	568	323	87	72.18%
Totals	2886	1500	482	68.78%

The Benchmark is an average of the last five years, retention from fall 2011-fall 2012 to fall 2015-fall 2016 which is 68.78%. Meeting or exceeding the 68.78% will constitute meeting this objective.

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met.

For AY 2017-2018, there were a total of 684 students classified as new first-time full-time for fall 2016 according to Institutional Research (see Table 2). Of the 684 enrolling in fall 2016, 320 (46.8%) returned to LSUE while 122 (17.8%) transferred to other institutions of higher education within the state of Louisiana. As a result, 442 (64.62%) of the new first-time full-time students were retained from fall 2016 to fall 2017.

Initial Enrollment	FTF Enrolled	Returned to LSU Eunice	Transferred in Louisiana	Retention Rate
11/12	624	308	116	67.95%
12/13	568	288	95	67.43%
13/14	524	290	75	69.66%
14/15	602	291	109	66.45%
15/16	568	323	87	72.18%
16/17	684	320	122	64.62%

Note that 16/17 retention downloaded from the [Board of Regents website](#) on September 28, 2018.

Given that the observed score of 64.62% < the benchmark of 68.78%, this objective is not met.









-  [BoR SSPS Retention 1617 to 1718](#)

#### Improvement Plan/ Changes Made

During Spring 2018, a Student Success Center was initiated with the hiring of a [Director](#) and [coordinator of the first year experience](#) to supplement a coordinator of tutoring, academic advisors, and a coordinator of ADA hired during spring 2017. As Spring 2018 was underway, the Center initiated an online referral process for students needing intervention. Examples are:

- [January 26, 2018](#) Example of Attendance Notification in MATH 0001
- [February 19, 2018](#) Academic Intervention Submitted for MATH 0015
- [February 21, 2018](#) Academic Intervention Submitted for MATH 0001
- [May 25, 2018](#) email on the number of Academic Intervention Submissions.

The purpose of the Center is to increase retention and to increase completion over time. As fall 2018 was beginning, the Center sent out a [newsletter via email](#), a [revision to the advising handbook](#) via email, and notified faculty of changes with respect to [ADA Services](#).

-  [1-26-18 Example of Attendance Notification for MATH 0001](#)
-  [2 19 18 Example of Academic Intervention Submission for Math 0015](#)
-  [2 21 18 Example of Academic Intervention Submission for Math 0001](#)
-  [5 25 18 Number of Acad Interventions for MATH 0001](#)
-  [Advisor and Coordinator FYE](#)
-  [Director Student Success Center](#)
-  [LSUE FINAL 2018 Advisor Handbook rev August 2018](#)
-  [ODS Handbook updated July 2018](#)

-  [Student Success Newsletter Fall 2018](#)

#### Related Items

##### **4: Increase Student Retention**



**Progress:** Completed

**Provided By:** Enrollment Management

**Budget Information:** Existing (no additional funds requested)

**Start:** 11/1/2017

**End:** 10/31/2018

-  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
-  **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

#### Admissions and Recruitment

##### **1.1: Bengal Day**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Admissions and Recruitment

**Participants:**

##### **Objective With Intended Outcomes**

Prospective students will indicate that they are you more likely to enroll at LSU Eunice after having attended Bengal Day today.

##### **Assessment/Evaluation/Measures/Strategies**

Assessment will take place using question 5 on a post event satisfaction survey (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.

Benchmark of 70% for question five has been established based on history of the event.

##### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met.





For AY 2017-2018, Bengal Day 1 (11/21/2017):

72 prospective students took the survey. [83.33% those who answered question 5](#) indicated they would be more likely to attend LSU Eunice after Bengal Day experience ([see Bengal Day Survey](#)).

Bengal Day 2 (3/9/2018):

104 prospective students took the survey. [77.88% those who answered question 5](#) indicated they would be more likely to attend LSU Eunice after Bengal Day experience ([see Bengal Day Survey](#)).

Results: Objective was met for 2017-2018. Satisfaction percentage of at least 70% was achieved for each Bengal Day during AY 2017-18 (Bengal Day 1 - 83.33%; Bengal Day 2 - 77.88%).

-  [Bengal Day 1 - Question 5](#)
-  [Bengal Day 1 Survey Example](#)
-  [Bengal Day 2 - Question 5](#)
-  [Bengal Day 2 Survey Example](#)

#### **Improvement Plan/ Changes Made**

The Institutional Liaison Office and the Admissions Counselors will continue to use the satisfaction survey to measure the students' overall Bengal Day experience.

It was noted in AY 2016-17, that Likert Scale will be used to measure the overall experience at Bengal Day for AY 2017-18. This was not implemented for AY 2017-18. However, it will be implemented in AY 2018-19, to measure the overall experience of potential students attending Bengal Day(s).

#### **Related Items**

  **1: Provide opportunities for prospective students to acquaint themselves with university requirements, personnel and services.**


**Progress:** Completed

**Provided By:** Admissions and Recruitment

**Budget Information:** Activities supported by Student Affairs & Enrollment Services

**Start:** 11/1/2017

**End:** 10/31/2018

  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

- ★ 2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
- ★ 4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

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

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Admissions and Recruitment

#### 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 2017.

#### Assessment/Evaluation/Measures/Strategies

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 Radius/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 2017. [FA 2017 NTR enrollment percentage is 0.5%](#) increase as compared to FA 2016. Enrollment will be verified through LSU Eunice system database (myLSUE).

-  [FA 2017 NTR Enrollment Report](#)

#### Assessment/Evaluation Results (Progress Report)

In AY 2016-17 the objective was met.

The [prospective students listed in the Radius/Hobsons database](#), the Institutional Liaison Officer met with a total of 68 prospective students on campus from 11/20/17 to 7/12/18. Of the 68 prospective students, 22.44% enrolled at LSU Eunice (enrollment verified in myLSUE) as compared to 51% enrollment during FA 2016. As a result, compared to FA 2016 (51% - 22.44%), there was a 28.56% decrease.

Please note that the record keeping of prospective student information was not kept properly, resulting in low yield percentage. However, the [NTR enrollment comparison](#) from FA 2016 to FA 2017 shows an increase of .34% students.

Results: Objective was not met.

-  [Prospective Student List](#)

### Improvement Plan/ Changes Made

On campus recruitment and enrollment efforts for prospective students are analyzed for continuous improvement.

For AY 2017-18, recruiters (3) will record their tours and meetings with prospective students. These meetings will be analyzed to determine yield percentages. Tour application yield will be examined for AY 2018-2019. The starting benchmark will be 60%.

#### Director of IE's note:

This objective should have been replaced for AY 2017-2018 for two primary reasons. First, it discusses the results for one person and not the recruiting staff. Second, it is carrying information into fall 2018 and this objective should be written for fall 2017. To clarify the issue with overall recruitment, new student enrollment in fall 2015 was 724. In fall 2016, it was 872 (a 20.4% increase from fall 2015). In fall 2017, new student enrollment was 801 (an 8% decrease from fall 2016). Finally, for fall 2018, new student enrollment was 920 (a 14.9% increase from fall 2017). As a department, the recruiters are having a positive impact on enrollment. So, the departmental results negate the results of the one person because the data was being collected that is outdated.

As a result, this objective will be deleted for AY 2018-2019.

### Related Items

#### 2: Assist with the enrollment process


**Progress:** Completed

**Provided By:** Admissions and Recruitment

**Budget Information:** existing

**Start:** 11/1/2017

**End:** 10/31/2018

  **1. Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

  **2. Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

## 2.2: Student Satisfaction with Admissions

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Admissions and Recruitment

### **Objective With Intended Outcomes**

Students will be satisfied with the admissions process.

### **Assessment/Evaluation/Measures/Strategies**

Student satisfaction on the [Noel Levitz Student Satisfaction Inventory](#) will assess this outcome bench marked against national satisfaction for three questions related to admissions (see highlighted). The Inventory is given to students at all sites in an English course during the latter half of the Spring 2018 semester.

7. Admissions staff provide personalized attention prior to enrollment. (national mean = 5.56)

17. Admissions counselors accurately portray program offerings in their recruiting practices. (national mean = 5.50)

20. Students are made to feel welcome here. (national mean = 6.04)

The Inventory uses the following Likert Scale for the questions asked:

1. Not satisfied at all
2. Not very satisfied
3. Somewhat dissatisfied
4. Neutral
5. Somewhat satisfied
6. Satisfied
7. Very Satisfied

Success for this objective will be for LSUE questions to score greater or equal to the overall national mean for the four questions = 5.70.

-  [Admissions Benchmark AY 17-18](#)

### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective did not exist.

For AY 2017-2018, the [Noel Levitz Student Satisfaction Inventory](#) was given to 430 (15.6%) out of 2,753 students at the LSUE site, 55 (25.6%) of the 215 students at the LSUA site, and 0 at the LSU Lab School site. Note that the LSU Lab School site had a total of four students enrolled in dual credit courses during AY 2017-2018 and students were not surveyed.

As Table 1 indicates, the LSUE site fell short for question number 7, but met exceeded the national benchmark for each of the other questions. The LSUA site met none of the national averages. This can be explained from the standpoint that LSUE is offering classes to students at the LSUA site that are not admissible to LSU Alexandria. Students are often disappointed that they cannot take classes with LSUA from the outset; however, the admissions rules are set by the Louisiana Board of Regents. LSUE and LSUA partnered in 2007 to offer developmental courses to students. Upon the completion of the developmental courses and a modest amount of general education courses, students transfer from LSUE to LSUA providing their GPA meets the requirements. It appears as if the unhappiness of not being directly admitted to LSUA intrudes into the students' satisfaction with the admissions process.

Table 1. Satisfaction with Admissions.

Number	Question	Overall	LSUE	LSUA	National
7	Admissions staff provide personalized attention prior to enrollment.	5.51	5.52	5.40	5.56
17	Admissions counselors accurately portray program offerings in their recruiting practices.	5.59	5.63	5.20	5.50
20	Students are made to feel welcome here.	6.13	6.14	6.02	6.04
	Means	5.743	5.763	5.540	--
	N	485	430	55	--

Given the situation at LSUA, it appears as if students are generally made to feel welcome at both sites (question 20). The difference at LSUA being only 0.02 may likely be due to random error.

Since the observed overall mean for the three questions is 5.743 > the established benchmark of 5.700, this objective is met.

-  [Admissions Site Values AY 17-18](#)

#### Improvement Plan/ Changes Made

Continuing effort will be made to increase student satisfaction with admissions at all locations. Specifically, for LSUA, we will increase our communication efforts with students throughout the year. In addition, we will explore additional opportunities for Admissions to positively impact student satisfaction and student success.

#### Related Items

##### 2: Assist with the enrollment process

**Progress:** Completed


**Provided By:** Admissions and Recruitment

**Budget Information:** existing

**Start:** 11/1/2017



**End:** 10/31/2018

  **1. Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

  **2. Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

## Financial Aid

### 1.1: Financial Aid-Information

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Financial Aid

#### **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 for Spring 2018. The Survey uses a 7 point Likert Scale:

Likert Scale:

1. is not satisfied at all
2. is not very satisfied
3. is somewhat dissatisfied
4. is neutral
5. is somewhat satisfied
6. is satisfied
7. is very satisfied

Meeting objective will be exceeding or meeting the national average for current year which is 5.42.

-  [17-18 Financial Aid National](#)

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, the objective was met due to satisfaction exceeding the national average. The average rating was 5.42 as compared to the national average of 5.40.



During the academic year of 2017-2018, twelve [financial aid presentations](#) for LSUE site students were conducted. [Noel-Levitz Student Satisfactory Survey](#) results for Spring 2018 showed responses in the area of satisfaction as follows:

Satisfaction for the LSUE site was 5.41 (n = 430) on a 7-point scale on the Noel Levitz Student Satisfaction Survey. Satisfaction for the LSUA site was 5.27 (n = 55).

Students at the LSU Lab School (a private school with LSU's College of Education) are not eligible for financial aid since they have not yet received their high school diploma.

LSUE students attending LSUA are students needing developmental courses and are not admissible to LSUA. The Office of Financial Aid is willing to give Financial Aid presentations to LSUE students attending at LSUA; however, many of the students attending at that site are typically referred to LSUE at the last minute making scheduling the presentations difficult.

Given that the observed score for the LSUE site was 5.41 < the national average of 5.42, and given that the score for the LSUA site of 5.27 < the national average of 5.42, this objective is not met.  
Objective not met.

-  [2017-2018 FinAid Workshops](#)
-  [Financial Aid 17 18 NLIS 5 0002](#)

#### **Improvement Plan/ Changes Made**

The financial aid office will continue to utilize the text messaging service and email to notify students of the availability of their award letter. The office will also utilize the text messaging system by routinely reaching out to students to have them accept and apply their award(s).

#### **Related Items**

 **1: Provide financial resources for eligible students in support of their educational/career goals.**


**Progress:** Completed


**Provided By:** Financial Aid

**Budget Information:** Federal/State Funds and Recurring funds from the LSU Eunice Foundation for Scholarships

**Start:** 11/1/2017

**End:** 10/31/2018

 **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

 **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

 **1.2: Financial Aid Resources**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Financial Aid

**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 2017. The Survey uses a 7 point Likert Scale:

Likert Scale:

1. is not satisfied at all
2. is not very satisfied
3. is somewhat dissatisfied
4. is neutral
5. is somewhat satisfied
6. is satisfied
7. is very satisfied

Meeting objective will be either meeting or exceeding the national average for current year which is 5.45.

-  [17-18 Financial Aid Q 23](#)

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, the objective was not met. The average rating was 5.51 as compared to the national average of 6.31 with LSUA students scoring below the benchmark. An [October 23, 2018 email from Financial Aid](#) confirmed that LSUE at LSUA students have a direct phone number to call and that the coordinator at LSUA will call the Financial Aid office while the student is sitting in the office. **Director of IE's note: Given the short time between referral from LSUA and classes beginning, this objective may be difficult to meet in any given year at the LSUA site.**

For AY 2017-2018, [Noel Levitz Student Satisfaction Survey](#) results from question number 23 for Spring 2018 reveals the following:

Satisfaction for the LSUE site was 5.66 (n = 430) on a 7.0 scale. Satisfaction for the LSUA site was 5.23 (n = 55).

Students at the LSU Lab School (a private school with LSU's College of Education) are not eligible for financial aid since they have not yet received their high school diploma.


Given that the overall score for the LSUE site was 5.61 > the national average of 5.45, objective 1.2 is met.

-  [10-23-18 email from Financial Aid](#)
-  [Financial Aid 17 18 NLIS 23 0001](#)

#### **Improvement Plan/ Changes Made**

Monitor the LSUA site keeping in mind that obtaining a specific benchmark might be difficult given the last minute referrals.

#### **Related Items**

 **1: Provide financial resources for eligible students in support of their educational/career goals.**


**Progress:** Completed


**Provided By:** Financial Aid

**Budget Information:** Federal/State Funds and Recurring funds from the LSU Eunice Foundation for Scholarships

**Start:** 11/1/2017

**End:** 10/31/2018

 **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

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#### **1.3: Financial Aid-Scholarships**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Financial Aid

**Objective With Intended Outcomes**

High school and continuing students who achieve academic excellence will be eligible to receive and invited to apply for scholarships.

**Assessment/Evaluation/Measures/Strategies**

The measurement will be the total amount of scholarships disbursed as awarded by the LSU Eunice Scholarship Committee. The benchmark will be the average of the total amount of scholarships disbursed for the 5 prior years which is [\\$157,057](#).

-  [Scholarship Fact Book 2016 2017](#)

**Assessment/Evaluation Results (Progress Report)**

The objective for 2016-2017 was met.

The 5-year average for AY 2017-2018 was \$157,057.


For AY 2017-2018, the amount of scholarships awarded was [\\$185,182](#). Since the observed value of \$185,182 > the benchmark of \$164,818, Objective 1.3 is met for 2017-2018.

-  [Scholarship Fact Book 2017-2018](#)

**Improvement Plan/ Changes Made**

The LSU Eunice Scholarship Committee will continue working with the LSUE Foundation in the pursuit of additional funding for scholarships. Several new scholarships have been recently funded and should be available to begin awarding to students within the upcoming years.

**Related Items**

 **1: Provide financial resources for eligible students in support of their educational/career goals.**

**Progress:** Completed

**Provided By:** Financial Aid

**Budget Information:** Federal/State Funds and Recurring funds from the LSU Eunice Foundation for Scholarships

**Start:** 11/1/2017

**End:** 10/31/2018

 **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

 **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

 **1.4: Financial Aid Counseling**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Financial Aid

**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 2018. The Survey uses a 7 point Likert Scale:

Likert Scale:

1. is not satisfied at all
2. is not very satisfied
3. is somewhat dissatisfied
4. is neutral
5. is somewhat satisfied
6. is satisfied
7. is very satisfied

Meeting objective will be either meeting or exceeding the national average for current year which is 5.69.

-  [17-18 Financial Aid Q 15 benchmark](#)

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, the objective was not met.

For AY 2017-2018, the results from the [Noel Levitz Student Satisfaction Inventory](#) noted that the satisfaction for the LSUE site was 5.63 (n = 430) on a 7.0 scale. Satisfaction for the LSUA site was 5.41 (n = 55).

Students at the LSU Lab School (a private school with LSU's College of Education) are not eligible for financial aid since they have not yet received their high school diploma.

Given that the observed score for the LSUE site was 5.63 < the national average of 5.69 and given the score for LSUA site of 5.41 < the national average of 5.69 objective 1.4 is not met.  
Objective not met.

-  [Financial Aid 17 18 NLIS 15 0001](#)

### **Improvement Plan/ Changes Made**

The Office of Financial Aid will continue to make the cost of attendance available to students through our webpage and also during the College 101 presentation that is done at orientation. Routinely reach out to students using email, texting and mailing letters to inform of additional financial aid requirements.

### **Related Items**

 **1: Provide financial resources for eligible students in support of their educational/career goals.**


**Progress:** Completed


**Provided By:** Financial Aid

**Budget Information:** Federal/State Funds and Recurring funds from the LSU Eunice Foundation for Scholarships


**Start:** 11/1/2017

**End:** 10/31/2018

 **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

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### **Registrar**

 **1.1: Decreasing processing time of admission applications**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Registrar

### **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 calculate an the mean of all applications.

The mean number of days from paid to processed in AY 2016-2017 was 1.7 days. The mean for AY 2017-2018 will be compared with past years and specific strategies will be developed to reduce the average number of days from paid to processed application.

### **Assessment/Evaluation Results (Progress Report)**

AY 2016-2017 objective tentatively met given that an established benchmark does not yet exist.

For AY 2017-2018, and based on 2733 applications, the average was 1.71 days from paid to processed. This figure includes Christmas holiday break numbers ([see attached file](#)).

This excludes all applications from LSUA concurrent, LSU Pathway, DE, and Academy Students, as well as applications that were rolled from one semester to the next as these populations do not pay an application fee and/or follow a different process.

AY 2016-2017 average was based on one semester while 17-18 is based on entire AY. Objective met.

-  [Applicant by Semester](#)

### **Improvement Plan/ Changes Made**

As LSUE moves into Workday Student, the time from payment to completed should decrease, as Workday is expected to decrease the amount of manual processing.

### **Related Items**

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

**Progress:** Completed


**Provided By:** Registrar

**Budget Information:** No additional funds requested

**Start:** 11/1/2017

**End:** 10/31/2018

 **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

 **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**



 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

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 **2.1: Degree Checkout Returns**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Registrar

**Objective With Intended Outcomes**

The Registrar's Office will reduce the rate of degree checkout returns to deans.

**Assessment/Evaluation/Measures/Strategies**

The Office of the Registrar will collect data on the rate of which degree checkouts for graduating students are returned to deans because the student is not eligible to graduate based on the criteria of the University.

The arithmetic mean of the previous academic year will be used as a benchmark.

Degree audit returns AY 2016-2017 Returned to Deans:

- Fall - 24.5%
- Spring - 26.7%
- Summer - 30.8%
- Mean = 27.3%

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met.

Degree Audit Returns AY 2017-2018 Returned to Deans (Found in Excel Sheets):

- [Fall - 57.81%](#)
- [Spring - 13.04%](#)
- [Summer - 40%](#)
- Mean = 36.95%

Since the observed return rate of 36.95% for AY 2017-2018 > AY 2016-2017's return rate of 27.3%, this objective was not met.

-  [Fall 2017 Degree Audits](#)
-  [Spring 2018 Degree Audits](#)

-  [Summer 2017 Degree Audits](#)

### Improvement Plan/ Changes Made

Because the Registrar's Office does not control whether degree audits are completed correctly, this measurement will not be used for AY 2018 - 2019.

### Related Items

  **2: Improve the efficiency of degree checkouts.**



**Progress:** Completed


**Provided By:** Registrar

**Budget Information:** No Additional Funds Requested

**Start:** 11/1/2017

**End:** 10/31/2018

  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

  **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

## Information Technology

 **2.1: Staff Satisfaction**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Information Technology

### Objective With Intended Outcomes

Staff will agree that lab, office computer equipment, and OIT support meet their needs.

### Assessment/Evaluation/Measures/Strategies

The objective will be assessed from the Staff Satisfaction Survey that is sent out each Spring to all staff. The following questions will be used to assess this objective:

Question number 24: "The computer equipment in the labs and offices meet my needs."

Question number 28: "I have access to adequate computer support and services from OIT."

Question number 41: "Staff in Information Technology is helpful."

The choices on the staff survey are

1. = strongly disagree
2. = disagree
3. = neutral
4. = agree
5. = strongly agree

The benchmark for comparison will be taken from data over the prior three years, which is as follows:

	Q24	Q28	Q41
2015	3.80	3.90	3.80
2016	3.70	3.80	4.00
2017	3.60	3.80	4.10
Avg	3.70	3.83	3.97

The objective will be met if current year's score meets or exceeds the three year mean benchmark. The survey uses a five point Likert Scale:

1. is strongly disagree
2. is disagree
3. is neutral
4. is agree
5. is strongly agree

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was not met. IT continues to work on a plan to replace computers. In addition, the office was short staffed due to resignations. Additional staff was hired.

For AY 2017-2018, 40 (36.7%) out of 109 staff members responding to the [Staff Survey](#) that was sent out toward the end of Spring 2018 and the scores were as follows.

Q24	Q28	Q41	
Spring 2018	3.90	4.30	4.40

Q24	Q28	Q41	
Prior 3 year avg	3.70	3.83	3.97

Q24 - The computer equipment in the labs and offices meets my needs

Q28 - I have access to adequate computer support and services from OIT

Q41 - Staff in Information Technology is helpful

Results:

Q24 3.90 > 3.70 = Objective met

Q28 4.30 > 3.83 = Objective met

Q41 4.40 > 3.97 = Objective met

In summary, Objective 2.1 overall was met given how all 3 questions were at or above the benchmark data.

-  [2018 Staff Survey](#)

### Improvement Plan/ Changes Made


Factors that are believed to have contributed to the results this year are:

- 1) The continued use of existing computers (which in some cases are more than 10 years old)
- 2) The fact that the Office of Information Technology was shorthanded during part of AY 2017-2018 due to resignations, but staffing is higher as of August 2018 compared to the previous 2 years

We continue to work on a plan now to re-introduce a scheduled upgrade plan for faculty/staff computers and lab computers. Funding will continue to be required and can be a roadblock. In addition, the OIT team is almost back to being staffed at a level compared to previous years with one position left to fill, which is currently on hold.

Completed by Stephen Heyward on August 20, 2018.

### Related Items

 **2: Provide Faculty and Staff with the technology and support required to produce successful students.**

**Progress:** Completed





**Provided By:** Information Technology

**Participants:** Director of Information Technology (Heyward, Stephen)

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

-  **1. Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
-  **2. Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
-  **3. Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
-  **4. Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

## 2.2: Faculty Satisfaction

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Information Technology

### **Objective With Intended Outcomes**

Faculty will agree that lab, office computer equipment, and OIT support meet their needs.

### **Assessment/Evaluation/Measures/Strategies**

This objective will be assessed from the Faculty Satisfaction Survey that is sent out each spring to all faculty. The following questions will be used to assess this objective:

Question number 28: "The computer equipment in the labs and offices meet my needs."

Question number 29: "I have access to adequate computer support and services from OIT."

Question number 48: "Staff in Information Technology is helpful."

The benchmark for comparison will be taken from data over the prior three years, which is as follows:

	Q28	Q29	Q48
Spring 2015	3.70	3.90	3.90
Spring 2016	3.70	3.80	4.30
Spring 2017	4.00	3.90	4.40
Avg	3.80	3.87	4.20

The objective will be met if current year's score meets or exceeds the three year mean benchmark. The survey uses a five point Likert Scale:

1. is strongly disagree
  2. is disagree
  3. is neutral
  4. is agree
  5. is strongly agree
- in 2018, a n/a or not applicable was added.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met.

For AY 2017-2018, 15 (26.32%) out of 57 faculty members responded to the [Faculty Survey](#) that was sent out toward the end of Spring 2017 and the scores were as follows.

Q28	Q29	Q48	
Spring 2018	3.30	3.90	4.30

Q28	Q29	Q48	
Prior 3 year avg	3.80	3.87	4.20

Question number 28: "The computer equipment in the labs and offices meet my needs."

Question number 29: "I have access to adequate computer support and services from OIT."

Question number 49: "Staff in Information Technology are helpful."

Results:

Q28 3.30 < 3.80 = Objective not met

Q29 3.90 > 3.87 = Objective met  
 Q49 4.30 > 4.20 = Objective met

In summary, Objective 2.2 was partially met given how two of the three points of data met or exceeded the benchmark data.

-  [2018 Faculty Survey](#)

### Improvement Plan/ Changes Made

We continue to work on a plan now to re-introduce a scheduled upgrade plan for faculty/staff computers as well as the lab computers. Funding continues to be required for this and can be a roadblock.

### Related Items

  **2: Provide Faculty and Staff with the technology and support required to produce successful students.**

**Progress:** Completed









**Provided By:** Information Technology

**Participants:** Director of Information Technology (Heyward, Stephen)

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

-   **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
-   **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
-   **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**
-   **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

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### 3.1: User Services-Student Support

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Information Technology

**Participants:** Director of Information Technology (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 greater than or equal to the national mean score on adequate and accessible computer labs is considered success. Given toward the end of Spring 2017, the [Noel Levitz Student Satisfaction Survey](#) national average was 6.04 using a 7 point Likert Scale:

1. is not satisfied at all
2. is not very satisfied
3. is somewhat dissatisfied
4. is neutral
5. is somewhat satisfied
6. is satisfied
7. is very satisfied

-  [IT NLIS Benchmark](#)

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met at all three sites.

For AY 2017-2018, the [Noel Levitz Student Satisfaction Survey](#) was given to 485 students total during the conclusion of the Spring 2018 semester. The results indicate an overall score of 6.24 with LSUE = 6.23 (n = 430) and LSUE students at LSUA = 6.28 (n = 55). It should be noted that LSUE students at LSUA use LSUA's information technology so it is unclear if the students were evaluating the actual systems used or if they were evaluating LSUE's system. Please note that there were only three students enrolled at the LSU Lab School during AY 2017-2018. The three students were not surveyed.

Given that the overall result = 6.24 (LSUE result = 6.23; LSUA result = 6.28) > benchmark national average of 6.04, Objective 3.1 is met.


-  [IT NLIS Results SP18](#)

**Improvement Plan/ Changes Made**

We will look at the use of the Noel Levitz Student Satisfaction Inventory during the coming months to determine if this is the best process for us to utilize given the unknowns with multiple sites.

**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:** Director of Information Technology (Heyward, Stephen)

**Budget Information:** Technology Fee

**Start:** 11/1/2017

**End:** 10/31/2018

-  **1. Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
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-  **3. Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
-  **4. Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

 **4.1: Update IT Infrastructure**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Information Technology

**Objective With Intended Outcomes**

To better serve the campus community, Information Technology will work on following infrastructure projects from AY 2016-2017 and potentially into AY 2018-2019.

1. Implementation of new phone system and associated services
2. Implementation of new campus firewall
3. Implementation of new VPN service
4. Implementation of new virtual server environment
5. Establish off-site backup location
6. Establish backup internet connection

7. Implementation of Nelnet payments and integrations
8. Implementation of Bengal Village integrations

#### **Assessment/Evaluation/Measures/Strategies**

Completion of each section of the objective will be determined by the status of each project.

1. New phone system and associated services - Cutover to new system by 10/1/2017; Cisco Jabber by 12/15/2017
2. New campus firewall - Implementation by 12/15/2017
3. New VPN service - Implementation by 12/15/2017
4. New virtual server environment - Implementation of infrastructure by 9/30/2017; Cutover of each identified server/service accordingly
5. Establish off-site backup location - Implementation by 11/30/2017
6. Establish backup internet connection - Implementation by 04/30/2017
7. Nelnet payments and integrations - Implementation by 08/31/2017
8. Bengal Village integrations - Implementation by 10/31/2017

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met.

Completion of each section of the objective will be determined by the status of each project.

1. New phone system and associated services - Cutover to new system by 10/1/2017; Cisco Jabber by 12/15/2017
2. New campus firewall - Implementation by 12/15/2017
3. New VPN service - Implementation by 12/15/2017
4. New virtual server environment - Implementation of infrastructure by 9/30/2017; Cutover of each identified server/service accordingly
5. Establish off-site backup location - Implementation by 11/30/2017
6. Establish backup internet connection - Implementation by 04/30/2017
7. Nelnet payments and integrations - Implementation by 08/31/2017
- Bengal Village implementation and integrations - Implementation by 10/31/2017

===

Completion of the following infrastructure projects as planned led to the objective being met for AY 17-18:

- Nelnet student payment processing available by August 2017
- New telecom system in place by October 2017
- Cisco Jabber application available October 2017
- New campus firewall solution in place by December 2017
- New VPN solution in place by November 2017
- New virtual server infrastructure by September 2017. Additional servers/applications cutover to the new server environment; Thirteen additional servers migrated over (along with six new servers created).
- New off-site system backup location setup by November 2017 at Venue located in Shreveport LA

- Backup internet connection available April 2017. In addition, the backup Internet connection enhanced to auto failover availability by March 2018.
- Bengal Village StarRez implementation and integrations - Implementation completed in June 2017; Demographic import/integration setup in December 2017

In summary, Objective 4.1 overall was met given the successful completion of project in line with their identified goal dates.

### **Improvement Plan/ Changes Made**

As the team has been able to refill positions vacated during the previous couple of years, progress was made with several key infrastructure projects during the 2017 - 2018 time frame. One position still remains open though on the team, which we are looking to fill during Fall 2018.

Factors moving forward that will help continued progress within the infrastructure area and the planned out remaining projects are:

- 1) Current remaining open position on the team being filled
- 2) Continued build-out of staff knowledge as the new employees over the past several months get up to speed

### **Related Items**

#### **4: Update IT Infrastructure**









**Progress:** Completed

**Provided By:** Information Technology

**Budget Information:** Existing and Student Technology where Appropriate

**Start:** 11/1/2017

**End:** 10/31/2018

-   **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
  -   **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
  -   **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**
  -   **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**
-

#### 4.2: Implementation of new student system

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Information Technology

##### **Objective With Intended Outcomes**

To better serve the campus community, Information Technology will work on following tasks around the LSU system-wide student system upgrade project during AY 2017-2018 and through AY 2019-2020, which is current set as the final go-live around the project:

1. Assistance in definition of requirements for student system environment in support of go/no-go vote
2. Complete process of gathering and entering of program data and core campus data into pilot Workday tenant
3. Hold Business Process Mapping sessions for Recruiting, Admissions, Student Financials/Bursar Operations, Academic Record, Financial Aid, Registrar, Student Registration, and Advising
4. Additional items to be defined as the project continues through the next couple of years

##### **Assessment/Evaluation/Measures/Strategies**

Completion of each item will be determined as the project progresses.

1. Assistance in definition of requirements for student system environment in support of go/no-go vote - By the close of 2017
2. Complete process of gathering and entering of program data and core campus data into pilot Workday tenant - By the close of 2017
3. Hold Business Process Mapping sessions for Recruiting, Admissions, Student Financials/Bursar Operations, Academic Record, Financial Aid, Registrar, Student Registration, and Advising - Scheduled throughout first half of 2018 with completion by June 2018
4. Additional items to be defined as the project continues through the next couple of years

##### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective did not exist.

For AY 2017-2018. The status of the projects/tasks is as follows:

1. Assistance in definition of requirements for student system environment in support of go/no-go vote during December 2017; Completed with a "Go" vote for Workday by the close of 2017
2. Complete process of gathering and entering of program data and core campus data into pilot Workday tenant by the close of 2017; Worked on and completed during the latter part of 2017 according to Workday and LSU's time frame
3. Hold Business Process Mapping sessions for Recruiting, Admissions, Student Financials/Bursar Operations, Academic Record, Financial Aid, Registrar, Student Registration, and Advising by the end of June 2018; Completed during the first half of 2018 (May 2018) as coordinated with LSU and TSI for the LSUE sessions
4. Additional items to be defined as the project continues through the next couple of years; TBD

Completion of the defined objectives led to the objective being met for AY 17-18.

Additional tasks/projects will be mapped out during the next two years as the overall project for the LSU system continues.

### **Improvement Plan/ Changes Made**

Working to procure a Jenzabar back-fill position to free up resources in an effort to ramp up documentation and other tasks being defined as the project continues. Expect this to finalize during October 2018.

### **Related Items**

#### **4: Update IT Infrastructure**

**Progress:** Completed









**Provided By:** Information Technology

**Participants:**

**Budget Information:** Existing and Student Technology where Appropriate

**Start:** 11/1/2017

**End:** 10/31/2018

-   **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
-   **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
-   **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**
-   **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

## **Institutional Research and Effectiveness**

### **1.1: Data-Course Evaluation**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Institutional Research and Effectiveness

**Participants:** Director of Information Technology (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 following the completion of grade processing.

**Assessment/Evaluation/Measures/Strategies**

Course evaluations will be opened by the end of the first week after midterm exams. For regular semesters, evaluations will be closed by the Monday following the last week of classes. For intersessions, evaluations will close by the last day of classes. 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 2016-2017, this objective was tentatively met. Evaluations for the summer session C was not completed as it was overlooked due to a turnover in staff. Various positions left vacant have now been filled.

For AY 2017-2018, the following course evaluations were opened and completed as planned:

Fall 2017

Fall 2017 Term B

Fall 2017 Term C

Fall Intersession 2017

Spring 2018

Spring 2018 Term B

Spring 2018 Term C

Spring Intersession 2018

Summer 2018

Summer 2018 Term B

Summer 2018 Term C

As a result, objective 1.1 was met.

**Improvement Plan/ Changes Made**

Continued opening of Course Evaluations as planned in the future allowing for ample amount of time for users to provide feedback.

**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 (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

 **2. Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

 **4. Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

### **2.1: Overall Data Gathering and Reporting**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Institutional Research and Effectiveness

**Participants:** Director of Information Technology (Heyward, Stephen)

#### **Objective With Intended Outcomes**

Post per 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 2016-2017, this objective was met.

For AY 2017-2018, a number of reports were filed and a number of tasks completed with respect to data gathering and reporting. The details are broken by time of year below:

[Fall 2017](#) actions and reports

[Fall 2017 intersession](#) actions and reports

[Spring 2018](#) actions and reports

[Spring 2018 intersession](#) actions and reports

[Summer 2018](#) actions and reports

Since the actions and reports were completed in a timely fashion, this objective was met.

-  [Scheduled Jobs IR FAIS 2017](#)

-  [Scheduled Jobs IR Fall 2017](#)
-  [Scheduled Jobs IR SPIS 2018](#)
-  [Scheduled Jobs IR Spring 2018](#)
-  [Scheduled Jobs IR Summer 2018](#)

### Improvement Plan/ Changes Made

Continue to monitor as we move forward.

### 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 (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

  **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**

  **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

### **2.2: Reduce Open Time of Service Requests**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Institutional Research and Effectiveness

**Participants:** Director of Information Technology (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 report from the Helpdesk software ([attached](#)) and based on the average time open of the 15 longest service request categories over the prior three year period. An average time of 45 or less hours would be success.

-  [SR Benchmark - Categories with the longest time 2013 to 2016](#)

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was not met given that three IT members left at almost the same time in summer 2016. Those positions have been filled.

For AY 2017-2018, the time to complete Service Requests averaged out at 43.05 hours ([attached](#)).

Since the observed hours 43.05 hours < 45 hours benchmarked, Objective 2.2 was met.

-  [2017- 2018 SR Categories with the longest SRs times \(average\)](#)

#### **Improvement Plan/ Changes Made**

It is important to note that OIT still has one vacant position as of August 2018 that the team is working to fill. Once this person is in place and becomes familiar with the environment, we would expect that service response time would continue to be below the benchmark along with further improvements.

#### **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 (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

  **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**

  **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

### 3.1: IE-Prospectuses

**Start:** 10/31/2017

**End:** 10/30/2018

**Progress:** Completed

**Provided By:** Institutional Research and Effectiveness

#### Objective With Intended Outcomes

This outcome is related to the Director's performance goals in WorkDay:

Write and send the Prospectus for the off-site Nursing program at Lafayette General Hospital (LGH) to SACSCOC prior to December 31, 2017. LGH is a new off-site location.

Write and send the Prospectus for the AAS in Pharmacy Technology to SACSCOC prior to December 31, 2017.

#### Assessment/Evaluation/Measures/Strategies

Completion of the Prospectuses and sending them to SACSCOC prior to December 31, 2017 will constitute success.

#### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, this objective did not exist.

For AY 2017-2018, the [LGH Prospectus was sent to SACSCOC](#) on December 15, 2017. In the meantime, the Accreditation Commission for Education in Nursing (ACEN) conducted a site visit to LGH on March 8 and 9, 2018. The Board of Commissioners voted to affirm continued accreditation following the implementation of the off-campus site (see [ACEN letter dated April 6, 2018](#)). SACSCOC Board of Trustees voted to approve the site and include it in the scope of the current accreditation (see [SACSCOC letter dated June 25, 2018](#)).

The Prospectus for the AAS in Pharmacy Technology was cancelled. The Vice Chancellor for Academic Affairs was informed by the Louisiana Board of Pharmacy that neither a Certificate of Technical Studies nor an Associate of Applied Science was needed for Pharmacy Technicians in the State of Louisiana, even with the change of requirements.

Since the one Prospectus was sent on time and a positive response received from SACSCOC, this objective is met.

-  [12-15-17 50+ to Wheelan LGH w prospectus](#)
-  [ACEN LETTER on LGH 2018](#)
-  [SACSCOC Approval Nursing at LGH 6-25-18](#)

#### Improvement Plan/ Changes Made

Continue to the monitor the SACSCOC Website for changes to the Prospectus document.

**Related Items****🌐🟡3: Compliance with SACSCOC standard that apply to Institutional Effectiveness and Substantive Change****Progress:** Completed**Provided By:** Institutional Research and Effectiveness**Budget Information:** none (existing funding in place)**Start:** 11/1/2017**End:** 10/31/2018

- 🌐★1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
- 🌐★2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
- 🌐★3. **Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
- 🌐★4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

**🌐3.2: Substantive Changes****Start:** 11/1/2017**End:** 10/31/2018**Progress:** Completed**Provided By:** Institutional Research and Effectiveness**Objective With Intended Outcomes**

Complete substantive changes required in AY 2017-2018 in accordance with the SACSCOC Substantive Change Policy.

**Assessment/Evaluation/Measures/Strategies**

Completion of the Substantive Changes by the SACSCOC stated deadline is considered as success.









**Assessment/Evaluation Results (Progress Report)**

In AY 2016-2017, this objective did not exist.

In AY 2017-2018, the following Substantive Changes were completed for SACSCOC.

- New cyber security concentration in the Associate of Applied Science in Computer Information Technology. This was not viewed as a Substantive Change even though six courses were added to the curriculum because it was a specialty field within Computer Information Technology (i.e. the added courses parallel systems analysis). Another way of describing it is that the courses were a concentration within an existing degree program - much the same as systems analysis. The two programs share a total of eight computer courses. Next, no additional resources were required since both the faculty member and the lab existed (Manuel 113). This was [documented through an email change](#) from July 14, 2017. Additional notes are in the paper file.
- Closing the LCRP site. [Letter and Teach Out Plan](#) sent to SACSCOC on October 2, 2017 with a [response from SACSCOC](#) dated March 14, 2018.
- Decision on compliance of the LSU Lab School Site with the Principles of Accreditation. Notification took place at the Annual Meeting for SACSCOC. LSUE was found to be in compliance with using the [plan that was submitted on August 20, 2017](#).
- Prospectus sent for the Nursing program at Lafayette General Hospital (a new off-site location). See Objective 3.1. The site was approved on June 25, 2018.
- Closing of the Certificate of Technical Studies in Diagnostic Medical Sonography (in favor of the Associate of Applied Science Program previously approved). [Letter and Teach Out Plan](#) sent to SACSCOC on February 8, 2018 with a [response from SACSCOC](#) dated July 27, 2018.
- Moving the clinical portion of the Associate of Applied Science in Surgical Technology (SURT) from LSUE to Lafayette General Hospital. The Vice Chancellor of Academic Affairs and the Accreditation Liaison noted that it was not a Substantive Change since the site was approved and the program was approved. The Associate of Applied Science in Surgical Technology was [approved by SACSCOC](#) in a letter dated May 7, 2018. The Lafayette General Hospital Site was [approved by SACSCOC](#) in a letter dated June 25, 2018. In a phone conversation with the Dean of Health Sciences and Business Technology on September 25, 2018, the decision to move the program was made upon receiving the formal invitation to do so in the middle of summer 2018 because LGH needed SURT graduates and was willing to supply clinical space at their location for fall 2018. The actual offer took place when they took ownership of the building and began to implement their construction plans.

Given that all changes were documented or file through the SACSCOC Substantive Change procedure, this objective is met.

-  [2-8-18 CCs for LSUE to close the CAS DMS w Cover Sheet](#)
-  [3-14-18 SACSCOC Response and LCRP closing Transmittal to SACSCOC w TO plan](#)
-  [7-14-17 email on cyber security](#)
-  [7-18-18 email on moving SURT to LGH](#)
-  [8-20-17 Cover letter and Response to the Committee for LSU Lab School](#)
-  [FINAL 10-2-17 LCRP closing Transmittal to SACSCOC w TO plan](#)
-  [SACSCOC Approval Nursing at LGH 6-25-18](#)
-  [SACSCOC Response closing CAS DMS](#)

-  [SACSCOC Surg. Tech. Approval 5.7.18](#)

### Improvement Plan/ Changes Made

Continue to monitor courses and curriculum for possible Substantive Changes. Also, attend meetings at the SACSCOC Annual meeting on Substantive Changes.

### Related Items

#### **3: Compliance with SACSCOC standard that apply to Institutional Effectiveness and Substantive Change**





**Progress:** Completed

**Provided By:** Institutional Research and Effectiveness

**Budget Information:** none (existing funding in place)

**Start:** 11/1/2017

**End:** 10/31/2018

-  **1. Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
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## LSUE Academy

### **1.1: Increase Enrollment**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** LSUE Academy

### Objective With Intended Outcomes

The LSUE Academy will increase new student enrollment for Fall 2018 over the initial Fall 2017 semester.

### **Assessment/Evaluation/Measures/Strategies**

The benchmark is for the Fall 2018 enrollment to exceed the Fall 2017 enrollment of 64 students enrolled in 693 credit hours.

### **Assessment/Evaluation Results (Progress Report)**

In AY 16-17, this objective did not exist.

For AY 2017-2018, a query report was designed to list the academy students and the registered hours for each student in a semester. For [AY 2017-2018](#), the number of students enrolled in the academy for the Fall 2017 semester was 64 students with 693 credit hours registered.

In October 2017, the director emailed all school counselors in the area to schedule meeting dates for [school-based informational meetings](#) for 11th and 12th graders and [after school meetings](#) for parents. These informational meetings were held between January 8th 2018 - March 1st 2018.

In December 2017 and January 2017, yard signs were placed in various locations around Acadia, Evangeline, and St. Landry parishes. All high schools were provided a sign to place at their high school to advertise the opening of the application process for admission for the Summer/Fall 2018 semester.

In January 2018, an [informational flyer](#) was distributed to all high school students at participating high schools with ACT scores that met admission requirements. The online application became available for students to apply to the academy and remained open until April 13th. A reminder email was sent to all counselors the week before the April 13th, 2018 deadline to inform them of the application deadline.

In February 2018, statistical test data was purchased from ACT. This data was evaluated and a list of students was created who met the entry qualifications for the LSUE Academy. An LSUE Academy [postcard](#) was mailed to all students identified from the list as qualifying for admission. Ads were placed in [newspapers](#) in the 3 districts for several weeks in February and March of 2018.










In February and March 2018, a series of [two workshops](#) were held to provide parents with information on FAFSA application to apply for the Pell Grant and to actively assist parents with completing the FAFSA application. The workshops were advertised on the LSUE website.

In March 2018, two LSUE [Open Houses](#) were held for administrators and district staff to visit the campus, meet with staff who service DE students, and discuss fostering stronger partnerships and increasing enrollment.

In [Fall 2018](#), the academy had 84 students admitted and enrolled in 953 course hours. Given that

- the observed number of students = 84 > than the benchmark of 64 students and
- the observed number of credit hours = 953 > the benchmark of 693

this objective was met.

-  [20180205-LSUE-Academy \(002\)](#)
-  [20180223-Academy-Postcard](#)
-  [20180317-Academy-6x9-card](#)
-  [Invitation to visit LSUE campus](#)
-  [LACA credit hours FA2017](#)
-  [LACA credit hours FA2018](#)
-  [LSUE Academy parent night letter](#)
-  [RE scheduling Room 201](#)
-  [Student Recruitment Meeting2018](#)

### Improvement Plan/ Changes Made

In AY 2018-2019, continue to hold information meetings for students and parents. Plan a meeting at LSUE for parents and students prior to open enrollment.

Purchase statistical data from ACT earlier, evaluate the data, and generate a list of students who met the entry qualifications for the LSUE Academy at an early date than February. Continue to mail an LSUE Academy postcard to all students identified from the list as qualifying for admission.

Hold LSUE Open Houses for administrators and district staff to visit the campus, meet with staff who service DE students, and discuss fostering stronger partnerships and increasing enrollment at an earlier date this year.

### Related Items

#### 1: **Maintain an effective LSUE Academy**




**Progress:** Completed

**Provided By:** LSUE Academy

**Budget Information:** Currently funded, no additional funding required

**Start:** 11/1/2017

**End:** 10/31/2018

-  **1. Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
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 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

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 **1.1a: Recruitment**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Canceled

**Provided By:** LSUE Academy

**Objective With Intended Outcomes**

The LSUE Academy will recruit students for AY 2017-2018.

**Assessment/Evaluation/Measures/Strategies**



The benchmark established by the Chancellor is 50 students for AY 2017-2018 on June 1, 2017. The Chancellor believes this is a realistic number of students based on her experience in the area.

**Director of IE's note. Recruitment is essentially contained in objective 1.3. Since the Academy is up and running, this objective which refers to the initial enrollment in Fall 2017 is completed.**

**Assessment/Evaluation Results (Progress Report)**

**Improvement Plan/ Changes Made**

**Related Items**

  **1a: Implement the LSUE Academy**


**Progress:** Canceled

**Provided By:** LSUE Academy




**Budget Information:** Through Continuing Education (no new funds)

**Start:** 11/1/2017

**End:** 10/31/2018

 **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**



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**2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
- 
**3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**
- 
**4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

### 1.2: Assessment of Incoming Students

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** LSUE Academy

#### **Objective With Intended Outcomes**

The LSUE Academy will assess incoming students for academic readiness for AY 2017 - 2018.

#### **Assessment/Evaluation/Measures/Strategies**

The benchmark for admittance into the LSUE Academy was established by the Louisiana Board of Regents. These benchmarks were as follows: an ACT composite of 19, a sub-score of 19 in Math and 18 in English or an Engl II End of Course Exam (EOC) score of 740 or higher and a Geometry EOC score of 750 or higher or Alg I of 760 or higher. Students could also use a score of 70 or higher on the Elementary Algebra and/or 86 or higher on the Sentence Structure ACCUPLACER Exams for admittance. The benchmarks are established by the [Board of Regents Eligibility for Dual Enrollment policy for the ACT and the Board of Regents for ACCUPLACER](#).

-  [AA2-22-Dual-Enrollment-Placement-Scores-2018-0306.docx](#)

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met.

For [AY 2017-2018](#), all students met or exceeded the test requirements set by the Board of Regents. Since the requirements were met or exceeded, the objective was met.

-  [Accepted students Test Data 20181](#)

### Improvement Plan/ Changes Made

For AY 18-19, continue to review student's ACT and End of Course (EOC) test scores to determine student's eligibility based on Board of Regents Dual Enrollment eligibility requirements. Students who do not meet the eligibility requirements will utilize the new LSUE testing center for ACCUPLACER testing. Change to ACCUPLACER Next Generation effective February 2019.

### Related Items

#### 1: Maintain an effective LSUE Academy









**Progress:** Completed

**Provided By:** LSUE Academy

**Budget Information:** Currently funded, no additional funding required

**Start:** 11/1/2017

**End:** 10/31/2018

-   1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
-   2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
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#### 1.3: LSUE Academy Fall to Spring Retention

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** LSUE Academy

#### Objective With Intended Outcomes

New first-time Academy Students will be retained from the Fall to Spring Semester.

#### Assessment/Evaluation/Measures/Strategies

Institutional Research has provided a query tool that will calculate retention.

As the program (and this objective) is new, no benchmark has been established. Previous year's retention is expected to be used as a benchmark in future years.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective did not exist.

For AY 2017-2018, a total of 64 new first-time Academy students were admitted for the Fall 2017 semester. A total of 59 (92.2%) [students were retained to Spring 2018](#).

Given that this objective has no benchmark and that such a high percentage of students were retained, Objective met.

-  [FA 17 to SP 18 retention academy](#)

#### **Improvement Plan/ Changes Made**

First time students will be required to be enrolled in and attend UNIV 1000 Freshman Seminar (formerly LACA0000 Academy Orientation) in the AY 2018-2019 Fall Semester. This course will teach students skills that will assist with transitioning from high school into college. Students will also learn skills such as time management, study, note-taking, and reading skills. In this class, the academy director will monitor student progress in all courses and will advise students to attend tutoring when student academic progress is inadequate. Students will be provided with 2 hours a week in this course to attend tutoring, meet with professors, or complete assignments.

#### **Related Items**

##### **1: Maintain an effective LSUE Academy**

**Progress:** Completed

**Provided By:** LSUE Academy


**Budget Information:** Currently funded, no additional funding required

**Start:** 11/1/2017

**End:** 10/31/2018

 **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

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#### **1.4: LSUE Academy Fall to Fall Retention**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** LSUE Academy

##### **Objective With Intended Outcomes**

New first-time LSUE Academy students will be retained from Fall semester to the following Fall semester.

##### **Assessment/Evaluation/Measures/Strategies**

Institutional Research has provided the Academy with query tools to obtain the number of students admitted and then retained.

As this objective is new, the benchmark has not yet been established using Academy data. It is anticipated that the historical data will be used once the Academy enters its second year.

As a result, a temporary benchmark will be that the Academy retention > all other new first time students in 2017. New first-time student retention will be obtained through Institutional Research.

##### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective did not exist.

For [AY 2017-2018](#), a total of 64 new Academy students were admitted in Fall 2017. A total of 42 (65.62%) were retained to Fall 2018.

The LSUE Academy Fall to Fall retention rate for AY 2017 - 2018 is higher than LSUE's Fall to Fall retention rate for AY 2017 - 2018 since the fall 2017 to fall 2018 retention rate for new first time students was 51.69% (801 initially in fall 2017 with 414 retained to fall 2018).

Since the observed Academy retention of 65.62% > the preliminary benchmark of 51.69% for new first time students, this objective was met.


-  [Academy Student FA17-FA18 Retention](#)

### Improvement Plan/ Changes Made

NOTE: Louisiana Board of Regents changed their [Dual Enrollment admission requirements](#) and the new requirements became effective Fall 2018. The BOR increased the [rigor of the test scores](#) and these new requirements disqualified some students from returning to the LSUE Academy for the Fall 2018 semester.

NOTE: Some of the participating districts did not allow the ACCUPLACER to be used as a tool for placement into the Academy if a student had not taken the ACT or PreACT or if ACT scores did not meet BOR requirements. This restriction prevented some students from potentially testing into the LSUE Academy.

Continue to implement the UNIV 1000 Freshman Seminar (formally LACA0000 Academy Orientation) course to improve student academic success and assist with student retention.

-  [2-14-18 AA2-22-Dual-Enrollment-2018-0209 \(002\)](#)
-  [AA2-22-Dual-Enrollment-Placement-Scores-2018-0306.docx](#)

### Related Items

#### 1: Maintain an effective LSUE Academy




**Progress:** Completed

**Provided By:** LSUE Academy

**Budget Information:** Currently funded, no additional funding required

**Start:** 11/1/2017

**End:** 10/31/2018

-  **1. Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
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 **1.5: Compare New FF Academy Students to new FF LSUE Students**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** LSUE Academy

**Objective With Intended Outcomes**

New first-time Academy students overall grade point averages (GPAs) will be compared to new first-time LSUE general students.

**Assessment/Evaluation/Measures/Strategies**

Overall GPAs for all new first-time LSUE Academy students will be reported by Institutional Research at the end of the Fall 2017 semester. This data will be compared to GPAs from all new first-time students in the general student population. Note that the student groups are mutually exclusive. Student who withdrew from all courses will be removed from the data.

Success for this objective will be the average GPA (mean or median) for the new first-time Academy students exceeding the average (mean or median) GPA of the new first-time students in the general student population.

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective did not exist as the Academy had not offer classes to students yet.

For AY 2017-2018, all students enrolled in the LSUE Academy in the Fall 2017 semester were new first-time students since courses had not yet been offered. According to Institutional Research, [LSUE Academy students obtained](#) the following for Fall 2017:

- n = 64, however 2 dropped all courses so all data was run on n = 62
- Mean GPA: 2.839
- Median GPA: 2.700
- Range of GPAs: 0.500 - 4.000
- Standard Deviation (sample): 0.751
- Skewness = -0.641
- Kurtosis = 0.631

For AY 2017-2018, according to Institutional Research, all other new first-time students not enrolled in the LSUE Academy obtained the following:

- n = 802, however, 21 dropped all courses so the data was run on 781 students

- Mean GPA: 2.430
- Median GPA: 2.670
- Range of GPAs: 0.000 - 4.000
- Standard Deviation (sample): 1.055
- Skewness = -0.806
- Kurtosis = -0.043

Given the data from Institutional Research,

- the observed mean GPA for new first-time LSUE Academy students of 2.839 > the benchmark mean GPA = 2.430 for non-LSUE Academy students and
- the observed median GPA for new first-time LSUE Academy students of 2.700 > the benchmark median = 2.670 for non-LSUE Academy students

this objective is met.

-  [FA 17 GPA Academy](#)

### **Improvement Plan/ Changes Made**

In AY 2017-2018, because the LSUE Academy was a newly implemented program, the LSUE Academy had limited support from some partnering school districts due to limited data regarding the success of the program. Some districts were unsure of the type of student that would be most successful in an off-campus academy setting, and although all students met the Board of Regents requirements for admission, counselors approved some students that did not have the maturity or self-regulation necessary to handle the rigor of the college setting. [In AY 2018-2019](#), schools will meet as a committee to approve students for the academy.

In the planning stages, the Academy was originally designed to have one hour before students departed scheduled daily for academy tutoring, study time, and time to meet with professors during their office hours. Due to various district schedules, students were required to return to school instead of staying on campus for the extra hour. Therefore, in Fall 2017, students were unable to take advantage of the support services that were designed to assist with academic success. Students were scheduled for a course, LACA0000 (now UNIV 1000) in the Spring 2018 to assist students with acquiring necessary transitional skills and to allot time for students to attend tutoring and schedule appointments with professors. In AY 2018-2019, students will be scheduled for UNIV 1000 in the Fall semester instead of the Spring semester so they have the opportunity to acquire transitional skills and college readiness skills earlier in their college career. The director believes that taking this course sooner will provide students with academic skills earlier and will improve their academic performance, thus improving student GPAs.

-  [Evangeline Parish LSUE Academy Requirements](#)

### **Related Items**

 **1: Maintain an effective LSUE Academy**  
**Progress: Completed**

**Provided By:** LSUE Academy  
**Budget Information:** Currently funded, no additional funding required  
**Start:** 11/1/2017  
**End:** 10/31/2018

- 1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
- 2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
- 3. **Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
- 4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

## Public Affairs

### 1.1: Marketing and Advertising

**Start:** 11/1/2017  
**End:** 10/31/2018  
**Progress:** Completed  
**Provided By:** Public Affairs  
**Participants:** Director of Public Relations (Reed, Van)

#### Objective With Intended Outcomes

Begin the process of creating and implementing a marketing and advertising plan for LSUE to meet its enrollment and retention goals. Include specific strategies that target prospective students, current students, alumni and friends of the university to encourage enrollment, participation and philanthropic support to LSUE.

#### Assessment/Evaluation/Measures/Strategies

Creation of the plan and beginning to implement it will constitute success. Note that this is a long term objective and will span over several years due to the amount and variability of programs at LSUE, the fact that programs are being added, and the various number of marketing strategies that will prove effective.



During AY 2017-2018 for Fall 18, specific targets was 900 new first-time students. This was decided by the chancellor given the current environmental and market conditions.

### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017 this objective was not met due to change in the dean of enrollment management. An interim dean was selected.

For AY 2017-2018, a [marketing and recruiting plan](#) was created and implemented on a short time frame that originally planned. Instead of year-long plan, a plan for March through August was created in a hurried attempt to reach the 900 new student benchmark set by the Chancellor. The Public Relations office took over management of the recruiting staff and implemented the shorter plan.



Given that the observed 920 new students enrolled on census day > the benchmark of 900 established by the chancellor, this objective is met.

-  [LSUE-Marketing-Mar18-Aug18](#)

### **Improvement Plan/ Changes Made**

A shorter version of the plan was created and implemented, however the plan needs to be revisited and expanded to a whole AY with input from the enrollment management staff.

### **Related Items**

  **1: Develop and implement a comprehensive marketing and advertising plan during the AY 2017-2018 for the 2018-2019 academic year.**

**Progress:** Completed









**Provided By:** Public Affairs

**Participants:** Director of Public Relations (Reed, Van)

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

-   **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
-   **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
-   **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**
-   **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

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## 2.1: Marketing and Visibility - Social Media Plan

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Public Affairs

**Participants:** Director of Public Relations (Reed, Van)

### **Objective With Intended Outcomes**

Begin the creation and implementation of a social media plan and calendar for LSUE to enhance the university brand, assist with enrollment management's goals and create a consistency in messages leaving the university.

### **Assessment/Evaluation/Measures/Strategies**

Utilizing a variety of social media platforms, create and implement a plan to market and advertise LSUE through social media. Creation of the plan and beginning to implement it will constitute success. Note that this is a long-term objective and will span over several years due to the amount and variability of social media.

During AY 2017-2018, several targets were met:

- Hire an assistant director to help produce content, keeping all social media channels fresh.
- Purchase software to allow for better management of the LSUE's 20 social media channels. The software will allow for the office to easily post/share on all accounts, keep better data on those post/shares and schedule post well in advance.
- Upgrade the branding of all 20 channels so that all have the same look and feel.

The targets not met during AY 2017-2018 were:

The completion of a comprehensive social media calendar for content.

### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was tentatively met as only some sections of the plan were realized.

For AY 2017-2018, the Office of Public Relations acquired two software packages to help manage social media. ScoreShots by Immersion Media is a cloud-based system that allows for quick updating of social media graphics. This is now used primarily for athletic, social media accounts. Sprout Social, another cloud-based program, was also purchased to allow for social media monitoring and ease of scheduling and posting on multiple social media channels.

The Office of Public Relations also brought all social media channels under unified branding and changed account names to be consistent across all platforms.

During AY 2017-2018, several targets were met:

- [Hired an assistant director](#) to help produce content, keeping all social media channels fresh.
- Purchased software to allow for better management of the LSUE's 20 social media channels. The software will allow for the office to easily post/share on all accounts, keep better data on those post/shares and schedule post well in advance.
- Upgraded the branding of all 20 channels so that all have the same look and feel.

The social media content calendar was not created this year as the emphasis was placed more on the marketing and recruiting plan. The social media calendar should be created in AY 2018-2019 with the new expanded marketing plan being created.

The targets not met during AY 2017-2018 were:

- The completion of a comprehensive social media calendar for content.

Overall result was that this objective was tentatively met.

-  [Proof of Hire](#)

### Improvement Plan/ Changes Made

For AY 2018-2019, the social media content calendar needs to be created in conjunction with the new marketing plan, and using Sprout Social to measure analytics on success content, adjust the plan accordingly.

### Related Items

  **2: Implement a comprehensive social media strategy for LSUE.**

**Progress:** Completed





**Provided By:** Public Affairs

**Participants:** Director of Public Relations (Reed, Van)

**Budget Information:** none (existing)

**Start:** 11/1/2017

**End:** 10/31/2018

-  **1. Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
-  **2. Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
-  **3. Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
-  **4. Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

### 3.1: Hire Assistant Director

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Canceled

**Provided By:** Public Affairs

**Participants:** Director of Public Relations (Reed, Van)

#### **Objective With Intended Outcomes**

Hire an Assistant Director of Public Affairs to assist in the development of marketing and social media content for the university.

#### **Assessment/Evaluation/Measures/Strategies**

This objective is considered met when the assistant is hired.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2017-2018, an assistant director was hired as a result this objective is cancelled.

#### **Improvement Plan/ Changes Made**

#### **Related Items**

  **3: Employ and train an assistant director of marketing and public affairs.**

**Progress:** Canceled



**Provided By:** Public Affairs

**Participants:** Director of Public Relations (Reed, Van)

**Budget Information:** Funds requested and approved by the Chancellor

**Start:** 11/1/2017

**End:** 10/31/2018

  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

 **3. Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.

 **4. Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

## Student Affairs

### LSU Police and Campus Security

#### **1.1: Install surveillance cameras**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** LSU Police and Campus Security

#### **Objective With Intended Outcomes**

Install surveillance cameras to meet campus safety needs.

#### **Assessment/Evaluation/Measures/Strategies**

The benchmark was to complete the installation of an additional 19 cameras by the end of the AY 2017-2018. Locations, priority, and number of cameras decided by LSU Police and the Chancellors office through a series of meetings deciding areas of possible concern.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was tentatively met. The prioritization and evaluation took place. Eight of the ten cameras were added.

For AY 2017-2018, the remaining 8 cameras were successfully added to the existing system. These were to complete the project along with the additional 12 cameras that were added to the surveillance camera system in the housing complex located on the campus. The added cameras were in the Police Building, the Ledoux Library, and the Health and Physical Education Building, which upon completion will bring the total number of cameras on campus to a total 37 throughout campus.

The implementation of the cameras on campus have continued to assist in the investigation of various incidents, leading to several arrests, and provide additional deterrence.

This objective has been met.

**Improvement Plan/ Changes Made**

The goal of adding an additional 10 cameras to the system for AY 2018-2019 is currently still being evaluated.

**Related Items**

 **1: Increase the effectiveness of the LSU Police Department on the LSUE campus**

**Progress:** Completed

**Provided By:** LSU Police and Campus Security

**Participants:**

**Budget Information:** Existing (joint effort between LSU and LSUE)

**Start:** 11/1/2017

**End:** 10/31/2018

 **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

 **1.2: Hire Second Full-Time Police Officer**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** LSU Police and Campus Security

**Objective With Intended Outcomes**

Hire an additional Police officer to enhance the existing staff.

**Assessment/Evaluation/Measures/Strategies**

This objective is met if the additional staff members are hired during 2017-2018.

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was not met and therefore continued for 2017-2018.

During AY 2017-2018, the position being hired was reevaluated and re-advertised as a Sergeant position which was successful in [hiring a suitable candidate in November 2017](#). The hiring of an additional police officer position is currently on hold.

This objective was met.

-  [Hired Sgt Position](#)

#### **Improvement Plan/ Changes Made**

For AY 2018-2019 the continual expansion of Police Staff will be ongoing, with the goal of hiring 2 additional officer positions.

#### **Related Items**

##### **1: Increase the effectiveness of the LSU Police Department on the LSUE campus**

**Progress:** Completed

**Provided By:** LSU Police and Campus Security

**Budget Information:** Existing (joint effort between LSU and LSUE)

**Start:** 11/1/2017

**End:** 10/31/2018

  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

  **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

##### **1.3: Publish Annual Security and Fire Report (Clery Act)**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** LSU Police and Campus Security

#### **Objective With Intended Outcomes**

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act or Clery Act is federal law which requires all colleges and universities that participate in federal financial aid programs to keep and disclose information about crime on their respective campuses. The Annual Security and Fire Report for the campus must be compiled and published by October 1 each year.

#### **Assessment/Evaluation/Measures/Strategies**

Statistics for the previous calendar year must be compiled, along with the previous two years, and published in the Annual Security and Fire Report. It is then placed on the LSUE website and email notification sent campus-wide to notify of its availability. This must be done by October 1 each year as per U.S. Department of Education and The Clery Act.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this was objective met.

For AY 2017-2018, the report and statistics were published for 2017 (October 1). [The 2018 Annual Security and Fire Report](#) is finalized and has been published as of October 1.

Objective was met.

-  [2018-LSUE-Annual-Security-Fire-Report](#)

#### **Improvement Plan/ Changes Made**

Objective was met and no changes anticipated at this time. Will change accordingly if additional requirements and guidance received from U.S. Department of Education.

#### **Related Items**

##### **1: Increase the effectiveness of the LSU Police Department on the LSUE campus**

**Progress:** Completed

**Provided By:** LSU Police and Campus Security

**Budget Information:** Existing (joint effort between LSU and LSUE)

**Start:** 11/1/2017

**End:** 10/31/2018

 **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

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##### **2.1: Patrol**

**Start:** 11/1/2017

**End:** 10/31/2018



**Progress:** Completed

**Provided By:** LSU Police and Campus Security

**Objective With Intended Outcomes**

Campus constituencies (faculty, staff, and students) will view the campus as safe and secure.

Old Objective (will be removed in AY 2018-2019): CAMPUS SECURITY GUARDS WILL PATROL AND MONITOR THE CAMPUS: Guards will be available during scheduled times to provide information and assistance to students, employees and visitors, and respond to threats to safety and security on campus.

**Assessment/Evaluation/Measures/Strategies**

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.

- #4 = 5.58 from AY 2017-2018
- #13 = 6.06 from AY 2017-2018
- Averaging the two = 5.83. Meeting or exceeding 5.83 is success for this objective.

The Student Satisfaction Inventory uses the following Likert Scale for the questions asked:

1. Not satisfied at all
2. Not very satisfied
3. Somewhat dissatisfied
4. Neutral
5. Somewhat satisfied
6. Satisfied
7. Very Satisfied

Given in the spring semester of each academic year, the staff survey and faculty survey results will also be used. The choices on the faculty survey are

1. strongly disagree
2. disagree
3. neutral
4. agree
5. strongly agree

In 2018, a n/a or not applicable was added. Question number 31 "Campus security is adequate." will be used for this assessment. An overall score of 4.0 or higher is set as the benchmark for faculty since it is the minimum value for "agree".

The choices on the staff survey are

1. strongly disagree
2. disagree
3. neutral

4. agree
5. strongly agree

Question 21 asking the same thing: "Campus security is adequate" will be used for this assessment. An overall score of 4.0 or higher is set as the benchmark for staff since it is the minimum value for "agree".

-  [LSUE Police Noel Levitz Benchmark 2-1](#)

### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met.

For AY 2017-2018, The Noel Levitz Student Satisfaction Survey results showed the following satisfaction ratings:

- #4 Security staff responds quickly to calls for assistance: 5.51 local < 5.58 nationally
- #13 The campus is safe and secure for all students: 6.17 local > 6.08 nationally
- Overall, the average of 5.51 and 6.17 is 5.84 > the average of 5.58 and 6.08 which is 5.83.
- n = 485

[In separating the data by site](#), the Noel Levitz Student Satisfaction Survey indicated that the LSUE site students answered in a manner that was greater than the national average with LSUE at LSUA students rating the services about the same at 5.51 for #4 and 6.40 for #13 for an overall of 5.96 (n = 55). For AY 2017-2018, there were a total of 3 students enrolled at the LSU Lab School; therefore, the site was not surveyed. Please note that LSUA Police are responsible for security at the LSUA site and the LSU Lab School, on the campus of LSU, is responsible for their own security.

Police personnel have continued to stay involved in student orientation process to provide safety and security tip and information to incoming students and their parents, including additional orientation session specifically for LSUE athletes. Continued participation with the bi-weekly Care Team meetings to assist when appropriate with students in crisis

[The 2018 Faculty Survey](#), conducted in the Spring of 2018, asked the question (Q31) is campus security adequate. The survey yielded a mean result of 4.1 which was down from a 4.4 from AY 2016-2017, but exceeds the benchmark of 4.0.



[The 2018 Staff Survey](#), conducted in the Spring of 2018, asked the question (Q21) is campus security adequate. The survey yielded the mean result of 4.0, which was up from 3.6 AY 2016-2017, but equals the benchmark.

Given that

- Overall, the average of 5.51 and 6.17 is 5.84 > the average of 5.58 and 6.08 which is 5.83 for students,
- the observed value of 4.1 > the benchmark of 4.0 for faculty, and
- the observed value of 4.0 > the benchmark of 4.0 for staff

this objective was met.

-  [2018 Faculty Survey highlighted](#)

-  [2018 Staff Survey highlighted](#)
-  [2018 student survey by site](#)

### Improvement Plan/ Changes Made

The additional police officer on campus has enhanced existing staff and provided a more visible police presence on campus. Continue to engage the campus community to educate on crime prevention and encourage timely reporting of incidents through additional community outreach activities. Develop additional public awareness campaigns and printed material distribution throughout campus.

### Related Items

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



**Progress:** Completed

**Provided By:** LSU Police and Campus Security

**Budget Information:** Part-time salary for an officer in the student housing area

**Start:** 11/1/2017

**End:** 10/31/2018

  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

  **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

### **2.2: Parking**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** LSU Police and Campus Security

#### Objective With Intended Outcomes

Campus Security will patrol and monitor parking areas.

#### Assessment/Evaluation/Measures/Strategies

This objective will be assessed using the [Noel Levitz Student Satisfaction Survey](#) given each spring benchmarked against the national average.

- #10= Parking lots are well lit and secure. National average for spring 2018 = 5.64.
- #21= The amount of student parking space on campus is adequate. National average is 5.05.
- Averaging the two yields 5.345. Meeting or exceeding 5.345 will result in meeting this objective.

The Inventory uses the following Likert Scale for the questions asked:

1. Not satisfied at all
2. Not very satisfied
3. Somewhat dissatisfied
4. Neutral
5. Somewhat satisfied
6. Satisfied
7. Very Satisfied

-  [LSUE Police Benchmark 2-2](#)

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met.

The [Noel Levitz Student Satisfaction Survey](#) for Spring 2018 shows:

2018 #10-Parking lots well-lighted and secure: 5.84 local > 5.64 nationally

2018 The amount of student parking space is adequate: 5.34 local > 5.05 nationally

Overall, since the observed overall result of 5.59 > the benchmark of 5.345, this part of objective of 2.2 is met.

In this case, the Noel Levitz Student Satisfaction Survey indicated that LSUE site exceeded the national average for both questions.

- 2018 #10-Parking lots well lighted and secure: 5.86 local > 5.64 national
- 2018 #21-The amount of student parking space is adequate: 5.46 > 5.05 national
- averaged = 5.66 > the benchmark average of 5.345
- n = 430

The Noel Levitz Student Satisfaction Survey indicated that for LSUE students attending on the LSUA site the results were below the national average for both questions:

- 2018 #10-Parking lots well lighted and secure: 5.63 local < 5.64 national
- 2018 #21-The amount of student parking space is adequate: 4.41 < 5.05 national
- averaged 5.02 < the benchmark average of 5.345
- n = 55

Note: LSUE has no control over the parking at LSUA (located over 50 miles from LSUE).

The LSU Lab School only had three students enrolled in LSUE classes AY 2017-2018 and they were not surveyed.

Since the observed overall average = 5.59 > the averaged benchmark of 5.345, this objective is met.

-  [NL 2018 2-2](#)

### **Improvement Plan/ Changes Made**

For AY 2018-2019

More consistent protocols for issuance of visitor/guest passes has begun. In the process of establishing an online process for parking pass and parking spot reservation request for guests and events. This will improve on the efficiency not only for requests but in filling those requests.

Continuing to implement a more consistent process for evaluating evening/night lighting in the parking areas as well as the remainder of campus (i.e. more consistent and frequent lighting surveys by Police and Security personnel).

### **Related Items**

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



**Progress:** Completed

**Provided By:** LSU Police and Campus Security

**Budget Information:** Part-time salary for an officer in the student housing area

**Start:** 11/1/2017

**End:** 10/31/2018

  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

  **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

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 **3.1: Emergency Response Training**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** LSU Police and Campus Security

**Objective With Intended Outcomes**

New generalized objective: Train appropriate personnel in emergency response procedures.

Director of IE's note: The new objective replaces the old objective because there are two pieces to emergency response (general response and medical).

Old objective that will be removed in AY 2018-2019:

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)**

For AY 2016-2017, this objective was met.

For AY 2017-2018, [Active Shooter/Violence Response Training](#) was begun in the form of two separate 20 minute training videos ("[Shots Fired](#)" and "[Flashpoint](#)") that are currently hosted on line for both student and employees to access. Additional interactive training is being planned for the future.

This objective was tentatively met. This is due to the number of Police staff not increased as anticipated.

-  [AS-AV training video email](#)
-  [Flash Point](#)
-  [Shots Fired](#)

#### **Improvement Plan/ Changes Made**

Police staff have trained jointly with local law enforcement (Eunice Police) in advanced response techniques for Active Shooter/Violence response. A continuing process for mutual agency response protocols and planning is ongoing currently.

Planning is continuing to provide additional training for selected campus employees to assist in medical emergencies or in the event of a mass casualty event.

Increase in police staff and training is anticipated in the future and that would be able to help meet this objective within AY 2018-2019.

#### **Related Items**

  **3: Provide regular training in emergency response procedures to campus personnel**

**Progress:** Completed

**Provided By:** LSU Police and Campus Security  
**Budget Information:** Approx. \$1,500 annually for Red Cross trainers and supplies  
**Start:** 11/1/2017  
**End:** 10/31/2018

- ★ **2. Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
- ★ **4. Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

## Residential Life

### 1.1: Implement online payment integration

**Start:** 11/1/2017  
**End:** 10/31/2018  
**Progress:** Completed  
**Provided By:** Residential Life

#### Objective With Intended Outcomes

To streamline the online housing application process by establishing a payment gateway within the application portal that allows applicants to pay the \$150 with a valid credit/debit card before continuing the housing application.

Currently, new housing applicants must mail or deliver a check to the Bengal Village office to pay the \$150 application fee. A Bengal Village staff member must drive to St. Landry Bank to deposit these payments into the foundation account.

#### Assessment/Evaluation/Measures/Strategies

This objective will be met if the online payment gateway is implemented and functional within the housing application portal by the goal date of April 1, 2018.



#### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, this objective did not exist.

For AY 2017-2018, the online payment gateway was implemented and functional within the housing application portal on April 8, 2018.

The [PayPal transaction log](#) shows the first payment was made on April 8, 2018, showing the target date of April 1, 2018 was missed. However, the functionality of the online payment gateway was fully deployed in enough time to allow all 2018-19 housing applicants to pay their deposits online.

This [Housing Application Fee page](#) is one step within the online housing application portal that allows housing applicants to use a debit or credit card to pay their housing application fee online and has significantly streamlined the housing application process. This objective was met. **Director of IE's note: Housing at the LSUA site is under the control of LSUA.**

-  [Screenshot of Housing App Fee Payment Page in Online Housing Application](#)
-  [Screenshot of PayPal BV App Fee Transaction Log](#)

#### **Improvement Plan/ Changes Made**

Although this objective was met, the online payment integration does infrequently experience technical difficulties that prevent some housing applicants from submitting payments online. Housing and Residence Life staff will work this next year to troubleshoot and resolve these technical issues to continue to streamline the housing application process for all users.

#### **Related Items**

##### **1: Streamline the housing application process**

**Progress:** Completed

**Provided By:** Residential Life

**Budget Information:** The current budget is sufficient for this goal.

**Start:** 11/1/2017

**End:** 10/31/2018

 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

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##### **1.2: Configure single sign on with StarRez and the Student Information System.**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Residential Life

#### **Objective With Intended Outcomes**



To configure single sign-on capabilities to allow students to access the online housing portal with the same credentials they use to sign on to MyLSUE.

#### **Assessment/Evaluation/Measures/Strategies**

This objective will be met if students' MyLSUE login credentials can be used to access the online housing portal by May 1, 2018.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective did not exist.

For AY 2017-2018, the functionality to allow housing applicants to use their MyLSUE usernames to access the online housing portal was implemented prior to the May 1, 2018 target date. The [StarRez Housing Applications Report](#) shows the first housing application was completed using this streamlined login functionality on October 6, 2017.

When users click on the "Apply for Housing" button on the [LSUE Housing website](#), they are brought to the [main login page](#) for the online housing application portal, which has instructions on using their MyLSUE username to create a unique password to access the application portal.

This objective was tentatively met.

-  [LSUE Housing Website](#)
-  [Screenshot of Housing Application Login Instructions Page](#)
-  [StarRez Applications Report \(sorted by descending date\)](#)

#### **Improvement Plan/ Changes Made**

Due to the pending implementation of a new student information system (Workday), the Office of Information and Technology (OIT) at LSU Eunice did not support configuring this new integration with StarRez and the outdated, outgoing student information system (Jenzabar/CX).

Although the capability for students to use their MyLSUE usernames to access the system is a good change that has significantly streamlined the housing application process, the ability for student housing applicants to utilize their MyLSUE password will even further streamline this process.

As the University moves forward with this SIS implementation, the integration with StarRez will continue to be discussed as a high priority.

#### **Related Items**

##### **1: Streamline the housing application process**

**Progress:** Completed

**Provided By:** Residential Life

**Budget Information:** The current budget is sufficient for this goal.

**Start:** 11/1/2017

**End:** 10/31/2018

 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

 **2.1: Plan and implement active programs at Bengal Village**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Residential Life

**Objective With Intended Outcomes**

To increase the quantity of programs hosted by Bengal Village staff to engage students through hosting active programs at Bengal Village for on-campus residents to attend in the evenings.

**Assessment/Evaluation/Measures/Strategies**

This objective will be met if there are at minimum 15 active Bengal Village programs hosted during the spring 2018 semester. Documentation of each program will include flyers, sign-in sheets, and/or program proposals/evaluations.

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective did not exist.

For AY 2017-2018, there were [16 active Bengal Village programs](#) that were planned and hosted during the Spring semester. This surpasses the target of 15 active Bengal Village programs. Flyers and sign-in sheets verifying attendance for two Bengal Village programs are included below.

DIY Night (February 1, 2018) [Flyer](#) and [Attendance Sheet](#)

Painting with a Twist (February 7, 2018) [Flyer](#) and [Attendance Sheet](#)

This objective was met.

-  [ATTENDANCE - DIY Night](#)
-  [ATTENDANCE - Painting with a Twist](#)
-  [FLYER - DIY Night](#)
-  [FLYER - Painting with a Twist \(002\)](#)
-  [Spring 2018 BV Programming Calendar](#)

### Improvement Plan/ Changes Made

There was a quantitative assessment that was conducted during the Spring 2018 semester that will provide some baseline measures from which future progress towards planning and implementing effective, engaging programs at Bengal Village can be measured.

### Related Items

#### 2: Implement a programming model.

**Progress:** Completed

**Provided By:** Residential Life

**Budget Information:** The current budget was sufficient for this goal.

**Start:** 11/1/2017

**End:** 10/31/2018

  2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

#### 2.2: Create and publish a schedule of activities.

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Residential Life

#### Objective With Intended Outcomes

To create a schedule of activities for the Fall 2017 and Spring 2018 semesters and effectively market events/activities to residents.

#### Assessment/Evaluation/Measures/Strategies

This objective will be met if a calendar of events is published prior to the end of the Fall 2017 semester.



#### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, this objective did not exist.

For AY 2017-2018, the [Spring 2018 Bengal Village Programming Calendar](#) was finalized and published prior to the end of the Fall 2017 semester.

The [StarRez email correspondence log](#) shows emails that were sent out, documenting that the events were appropriately advertised and published to the residential population of students at Bengal Village.



This objective was met.

-  [Email Correspondence - Advertising Programs](#)
-  [Spring 2018 BV Programming Calendar](#)

### Improvement Plan/ Changes Made

The Spring 2018 calendar of events will continue to be planned and finalized prior to the conclusion of the Fall semester to continue advanced planning and effective marketing of events to the residential population.

### Related Items

  **2: Implement a programming model.**


**Progress:** Completed

**Provided By:** Residential Life

**Budget Information:** The current budget was sufficient for this goal.

**Start:** 11/1/2017

**End:** 10/31/2018

 **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

### Student Judicial Affairs

 **1.1: Schedule and host bi-weekly CARE team meetings**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Student Judicial Affairs

#### Objective With Intended Outcomes

To create the CARE team, which is charged with identifying and assisting students of concern.

#### Assessment/Evaluation/Measures/Strategies

This objective will be met if the CARE team meets no less than five times during the course of the Spring 2018 semester.



#### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, this objective did not exist.

For AY 2017-2018, the CARE team met at least five times during the Spring 2018 semester. Specifically, meetings were held on [January 25, 2018](#); [March 8, 2018](#); [March 22, 2018](#); [April 5, 2018](#); and [April 19, 2018](#).

A total of 20 students of concern were on CARE team agendas during the Spring 2018 semester.

This objective was met.

-  [CARE Team Meeting Agenda-01-25-18](#)
-  [CARE Team Meeting Agenda-03-08-18](#)
-  [CARE Team Meeting Agenda-03-22-18](#)
-  [CARE Team Meeting Agenda-04-05-18](#)
-  [CARE Team Meeting Agenda-04-19-18](#)

#### Improvement Plan/ Changes Made

The CARE Team will continue to meet on a bi-weekly basis to continue to identify, communicate with, assess, refer, and educate students of concern.

#### Related Items

##### 1: Establish the CARE team


**Progress:** Completed


**Provided By:** Student Judicial Affairs

**Budget Information:** The current budget is sufficient for this goal.

**Start:** 11/1/2017

**End:** 10/31/2018

 2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

 3. **Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.

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##### 1.2: Purchase and implement a system for managing student case files for conduct cases and student of concern cases.

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Student Judicial Affairs

**Objective With Intended Outcomes**

To manage student cases by electronically logging and tracking correspondence, incident reports, conduct officer notes, template letters, prior case history, and all other student conduct processes.

**Assessment/Evaluation/Measures/Strategies**

This objective will be met if this system is purchased and implemented by no later than May 1, 2018.

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective did not exist.

For AY 2017-2018, a system for electronic student case management was not purchased by the target date of May 1, 2018. There are two reasons for this failure to meet this objective:

- 1) Office of Information and Technology (OIT) is working with LSU to try to implement an enterprise-wide solution for a case management system that all of the LSU campuses can utilize.
- 2) LSUE is undergoing an implementation of a new student information system (Workday). As a result, OIT has suspended any new integrations with the outgoing student information system (Jenzabar).

Objective not met.

**Improvement Plan/ Changes Made**

Until a system is purchased and implemented, Student Affairs will continue to emphasize the importance of the implementation of a case management system to organize and streamline case management for conduct, students of concern, and other case resolution needs.

Student Affairs will continue to work collaboratively with OIT and LSU IT Governance to pursue solutions for case management.

**Related Items**** 1: Establish the CARE team**

**Progress:** Completed


**Provided By:** Student Judicial Affairs


**Budget Information:** The current budget is sufficient for this goal.

**Start:** 11/1/2017

**End:** 10/31/2018

** 2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

 **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**

 **2.1: Hire and train an Administrative Assistant to manage the administration of conduct processes.**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Student Judicial Affairs

**Objective With Intended Outcomes**

To hire additional administrative support that will help Student Affairs organize and streamline the conduct process, including generating and sending correspondence, scheduling conduct meetings, coordinating the hearing panel, and other administrative functions of the conduct process.

**Assessment/Evaluation/Measures/Strategies**

This objective will be met if the Administrative Assistant is hired and trained by December 1, 2017.

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective did not exist.

For AY 2017-2018, an [Administrative Assistant III](#) for the Office of Student Affairs was selected. On October 17, 2017, [a training and orientation session](#) was conducted that included training on managing the administrative tasks involved in student conduct case adjudication. An [email](#) with an attached Charge Letter shows the Administrative Assistant III performs her duties as trained, thereby streamlining the conduct process. Objective met.

-  [Admin Assistant Job Description](#)
-  [Charge Letter](#)
-  [New Employee Orientation Agenda - Arnaud](#)

**Improvement Plan/ Changes Made**

Because this objective was met, the management of the student conduct process has been streamlined to the extent that it can be without the presence of a case management system.

**Related Items**

  **2: Streamline and standardize the conduct process**

**Progress:** Completed  
**Provided By:** Student Judicial Affairs  
**Budget Information:** The current budget is sufficient for this goal.  
**Start:** 11/1/2017  
**End:** 10/31/2018

 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

 **2.2: Create an online reporting form for behavioral incidents for all LSUE faculty, staff, and students.**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Student Judicial Affairs

#### **Objective With Intended Outcomes**

To create a standard, easy-to-use web form that automatically routes submissions to the Office of the Dean of Student Affairs so that cases reported can be adjudicated through the conduct process in accordance with the LSUE Code of Student Conduct.

#### **Assessment/Evaluation/Measures/Strategies**


This objective will be met if the behavioral incident reporting form is in place on the Student Affairs website and functional no later than December 15, 2017.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective did not exist.

For AY 2017-2018, the [Behavioral Incident Reporting Form](#) was created and hosted on the [CARE Team Website](#). However, the target date of December 15, 2017 was narrowly missed. The [form submissions log](#) shows the first report was successfully submitted on January 11, 2018.

As a result, this objective was tentatively met.

-  [CARE Team Website](#)
-  [Log of Behavioral Incident Report Submissions](#)
-  [Online Beh. Incident Reporting Form](#)

#### **Improvement Plan/ Changes Made**



Although the target date was not met, the development and implementation of this online incident reporting functionality was successful.

#### Related Items

##### 2: Streamline and standardize the conduct process

**Progress:** Completed

**Provided By:** Student Judicial Affairs

**Budget Information:** The current budget is sufficient for this goal.

**Start:** 11/1/2017

**End:** 10/31/2018

  4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

#### Student Life

##### 1.1: Increase the quantity and quality of campus activities planned and sponsored by the Office of Student Activities

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Student Life

#### Objective With Intended Outcomes

Coordinate the planning and execution of one campus-wide activity each week during the Fall and Spring semesters to increase the quantity of campus activities being provided by the Office of Student Activities.

#### Assessment/Evaluation/Measures/Strategies

This objective will be met if at least one campus activity per week has been planned and executed for every week from October 15, 2017 until May 1, 2018 with the exception of holiday breaks, spring break, etc.

#### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, this objective did not exist.

For AY 2017-2018, the [LSUE Events Calendar](#) shows all events planned and executed by the Office of Student Activities highlighted in blue. At least one campus activity was hosted each week between October 15, 2017 and May 1, 2018 with the exception of holiday breaks and weeks with University closures.

This objective was met.

-  [Student Activities Events-FS 2017-2018](#)

### Improvement Plan/ Changes Made

The Office of Student Activities will continue to offer weekly events to continue to provide students with opportunities to engage with one another and to connect with the campus.

### Related Items

#### 1: Create a vibrant atmosphere of student life on campus at LSUE



**Progress:** Completed

**Provided By:** Student Life

**Budget Information:** Current levels of student assessed fees are sufficient to support goals.

**Start:** 11/1/2017

**End:** 10/31/2018

  2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

  4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

#### 1.2: Implement outcomes-based campus activities

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Delayed

**Provided By:** Student Life

### Objective With Intended Outcomes

Assess and report on the achievement of pre-established outcomes for campus activities to improve the quality of campus activities planned by the Office of Student Activities by showing that campus activities achieved what they were planned to accomplish.

### Assessment/Evaluation/Measures/Strategies

This objective will be met if the Office of Student Activities successfully assesses and reports on the achievement of pre-established outcomes for at least 75% of campus activities planned by the Office of Student Activities.

### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, this objective did not exist.

For AY 2017-2018, the Office of Student Activities failed to document pre-established outcomes for its campus activities and therefore could not measure achievement of any outcomes.

Objective not met.

### Improvement Plan/ Changes Made

The importance of outcomes-based programming is essential to justify that student fee money spent on campus activities is being effectively utilized. The Office of Student Activities will have a renewed focus on this objective for the next reporting cycle.

### Related Items

#### 1: Create a vibrant atmosphere of student life on campus at LSUE



**Progress:** Completed

**Provided By:** Student Life

**Budget Information:** Current levels of student assessed fees are sufficient to support goals.

**Start:** 11/1/2017

**End:** 10/31/2018

  2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

  4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

#### 1.3: Increase satisfaction with campus activities

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Student Life

### 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](#) will be used to assess student satisfaction. The 2015 – 2016 data was used as a benchmark to set future target goals for the following survey item: "Extra-curricular and recreational activities are available and adequate."

The Inventory uses the following Likert Scale for the questions asked:

1. Not satisfied at all
2. Not very satisfied
3. Somewhat dissatisfied
4. Neutral
5. Somewhat satisfied
6. Satisfied
7. Very Satisfied

A target of 5.5 is being set for the year 2017-18 as an average between somewhat satisfied and satisfied.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, did this objective did not exist.

For AY 2017-2018, the [2017-18 Noel-Levitz Student Satisfaction Inventory](#) showed a score of 5.68 on a 7-point Likert scale for the item: "Extra-curricular and recreational activities are available and adequate." The target of 5.5 was achieved.

Online students and students at the LSU Lab School do not pay the student fee that funds campus activities. Students at LSU Alexandria pay a student fee that funds LSUA activities on that campus. Students at LGH are encouraged to attend campus events on the Eunice campus and receive email notifications when campus events are being held. All students are encouraged to follow LSU Eunice on social media where all major LSUE campus events for students are advertised.

Objective was met.

-  [NLIS Sequential Order](#)

#### **Improvement Plan/ Changes Made**

We will continue to monitor progress towards this objective in the coming years. To achieve the target of 5.5 on this survey item for AY 2018-2019, more improvements and changes must be done to intentionally positively affect change in the availability and quality of campus activities. Changes in staffing structure and a more intentional focus on outcomes in campus activities planning should yield improvements for AY 2018-2019.

#### **Related Items**

 **1: Create a vibrant atmosphere of student life on campus at LSUE**

**Progress:** Completed

**Provided By:** Student Life

**Budget Information:** Current levels of student assessed fees are sufficient to support goals.

**Start:** 11/1/2017

**End:** 10/31/2018

- ★ 2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
- ★ 4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

### 2.1: Streamline the new and returning student organization registration process

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Student Life

#### Objective With Intended Outcomes

To create and host web forms that allow new and continuing student organizations to upload required documents and input required information electronically from a computer/tablet via the Student Organizations website, which will make the registration process easier for new and continuing student organizations.

#### Assessment/Evaluation/Measures/Strategies




This objective will be met if these web forms are created and published on the LSUE Student Organizations website by March 2018.

#### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, this objective did not exist.

For AY 2017-2018, [forms](#) for new and continuing student organizations to submit electronically were created and hosted on the [LSUE Student Organizations website](#). However, the [log of form submissions](#) shows that the first form submission was received on August 7, 2018. The target date of March 2018 was missed.

As a result, this objective was tentatively met.

-  [Log of Form Submissions for the New Student](#)
-  [Organization Registration Online Forms](#)
-  [Student Organization Website](#)

#### Improvement Plan/ Changes Made

Although the target date was missed, the implementation of these online forms has significantly improved and streamlined the new and continuing student organization registration process.

#### Related Items

##### **2: Support prospective and current student organizations**

**Progress:** Completed

**Provided By:** Student Life

**Budget Information:** Current student assessed fees are sufficient to meet the goal

**Start:** 11/1/2017

**End:** 10/31/2018

  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

  **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

##### **2.2: Provide template and sample materials for prospective student organizations**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Student Life

#### **Objective With Intended Outcomes**

To provide helpful documents to assist students, faculty, and/or staff in registering new student organizations to streamline the organization registration process.

#### **Assessment/Evaluation/Measures/Strategies**

This objective will be met if the following are in place and hosted on the LSUE Student Organization website by no later than March 2018:

- Student Organization Handbook
- Sample Constitutions (at least 3)
- Blank, Editable Template Constitution

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective did not exist.

For AY 2017-2018, the following materials have been created and hosted on the [LSUE Student Organizations website](#) prior to the target date:

[Student Organization Handbook](#)








[Sample Constitution #1](#)

[Sample Constitution #2](#)

[Sample Constitution #3](#)

[Blank Constitution Template](#)

Objective was met.

-  [LSUE Student Organization Handbook](#)
-  [Organizations Website Screenshots](#)
-  [Sample Const CAB NSU](#)
-  [Sample Const NRHH SMU](#)
-  [Sample Const RHA UCA](#)
-  [Student Organization Website](#)
-  [Template Const Blank](#)

#### **Improvement Plan/ Changes Made**

Because this objective was met, for AY 2018-2019 Student Affairs will assess and report on other outcomes related to student organization involvement at the University.

#### **Related Items**

##### **2: Support prospective and current student organizations**


**Progress:** Completed

**Provided By:** Student Life

**Budget Information:** Current student assessed fees are sufficient to meet the goal

**Start:** 11/1/2017

**End:** 10/31/2018

 **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

## Student Success Center

### Temp 17-18: Staffing Student Success Center

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Student Success Center

#### Objective With Intended Outcomes

LSUE will expand the staff for the Student Success Center prior to March 2018.

New Positions will include:

1. A full-time Academic Advisor
2. A Director of Student Success

#### Assessment/Evaluation/Measures/Strategies

Success will be measured as each person being hired and serving students by the end March 2018.


#### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, this objective did not exist. The objective was to staff Pathways, Tutoring, and ADA Compliance.

For AY 2017-2018, the additional advisor and the Director both began work on January 3, 2018. These positions are to assist LSUE in increasing retention and student success.

- Documentation of the [Director, Student Success Center](#) position being filled
- Documentation of the [Advisor and Coordinator of First Year Experience](#) being filled

As the positions were filled prior to March 2018, the objective is met.



-  [Advisor and Coordinator FYE](#)
-  [Director Student Success Center](#)

#### Improvement Plan/ Changes Made

Program will have to develop student outcomes as implementation moves forward.

**This objective will be cancelled in AY 2018-2019 as the Student Success Center is implemented and staffed.**

#### Related Items

  Temp 17-18: Initiate a Center for Student Success



**Progress:** Completed  
**Provided By:** Student Success Center  
**Budget Information:** Reallocation of existing University funds  
**Start:** 11/1/2017  
**End:** 10/31/2018

- ★ 1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
- ★ 2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
- ★ 3. **Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
- ★ 4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

### Academic Advising

1.1: **Form Steering Committee**  
**Start:** 11/1/2017  
**End:** 10/31/2018  
**Progress:** Completed  
**Provided By:** Academic Advising

#### **Objective With Intended Outcomes**

Form a steering committee to strategically plan for advising duties to be absorbed by the Student Success Center staff advisors.

#### **Assessment/Evaluation/Measures/Strategies**

This objective will be met if the steering committee is formed by January 20 and meets at least four times prior to March 1.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective did not exist.

For AY 2017-2018, the director met with several academic affairs division heads/department heads six times to collaborate and strategically plan for advising duties and centralization of first-year advising:

Dean of Mathematics and Sciences: January 30, 2018

Dean of Liberal Arts: February 1, 2018

Director of Radiologic Technology (proxy for Dean of Health Sciences/Business Technology): February 1, 2018

Deans of Student Affairs/Enrollment Management: February 5, 2018

Assistant Director of Enrollment Management (advisor-advisee scheduler): March 9, 2018

Vice Chancellor of Academic Affairs: April 5, 2018

The objective is met.

#### **Improvement Plan/ Changes Made**

The director will collaborate with Enrollment Management to devise manageable advising loads for advisors due to increase in enrollment. The aim is for coordinators/advisors to manage a national average advising load of 280 students.

**Director of IE's note: Please keep meeting minutes. This objective is being cancelled for AY 2018-2019 because the work is complete.**

#### **Related Items**

##### **1: Advise students across academic disciplines within the Student Success Center**









**Progress:** Completed

**Provided By:** Academic Advising

**Budget Information:** Existing; no additional funds required

**Start:** 11/1/2017

**End:** 10/31/2018

-   **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
-   **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
-   **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**
-   **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

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**1.2: Create a more structured and thorough advisor training program**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Academic Advising

**Objective With Intended Outcomes**

To create a comprehensive advisor training manual which includes best practices for establishing the important relationship between advising, student success and retention.

**Assessment/Evaluation/Measures/Strategies**

The objective will be met if the advisor training handbook is developed by March 1st.

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective did not exist.

For AY 2017-2018, an [advisor training manual](#) was completed by March 1, 2018.

The objective is met.

-  [LSUE Advisor Training Handbook 2018](#)

**Improvement Plan/ Changes Made**

The director will develop one-hour training workshops for advisors to improve in the areas of advising best practices based on national advising standards (NACADA).

**Related Items**

**1: Advise students across academic disciplines within the Student Success Center**

**Progress:** Completed

**Provided By:** Academic Advising


**Budget Information:** Existing; no additional funds required

**Start:** 11/1/2017

**End:** 10/31/2018

-  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

 **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

 **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**

 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

### **1.3: Student Satisfaction with Academic Advising**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Academic Advising

#### **Objective With Intended Outcomes**

Students will be satisfied with academic advising.

#### **Assessment/Evaluation/Measures/Strategies**

Student satisfaction on the Noel Levitz Student Satisfaction Inventory will assess this outcome bench marked against national satisfaction for four questions. The Inventory is given to students at all sites in an English course during the latter half of the Spring 2018 semester.

- 3. My academic advisor is available when I need help. (national mean = 5.61)
- 14. My academic advisor is knowledgeable about my program requirements. (national mean = 5.78)
- 16. My advisor helps me apply my program of study to career goals. (national mean = 5.59)
- 22. My academic advisor is knowledgeable about transfer requirements of other schools. (national mean = 5.52). See [national means compared to LSUE overall means](#) attached (highlighted questions).

The Inventory uses the following Likert Scale for the questions asked:

- 1. Not satisfied at all
- 2. Not very satisfied
- 3. Somewhat dissatisfied
- 4. Neutral
- 5. Somewhat satisfied
- 6. Satisfied

## 7. Very Satisfied

Success for this objective will be for LSUE questions to score greater than or equal to the overall national mean for the four questions = 5.625.

-  [Advising National Benchmarks AY17-18](#)

### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, this objective did not exist.

For AY 2017-2018, the [Noel Levitz Student Satisfaction Inventory](#) was given to 430 (15.6%) out of 2,753 students at the LSUE site, 55 (25.6%) of the 215 students at the LSUA site, and 0 at the LSU Lab School site. Note that the LSU Lab School site had a total of four students enrolled in dual credit courses during AY 2017-2018. Also note that the Student Success Center was not completely implemented until Fall 2018. While staff was in place at the beginning of Spring 2018, policies and procedures were developed through Summer 2018. Beginning Summer 2018, new first-time students were assigned to the advising center until students have 29 hours complete.

As a result, the data in Table 1 examines student satisfaction the way it was during AY 2017-2018 – decentralized throughout the faculty prior to any changes. **The Director of Institutional Effectiveness believes that this is the perfect time to assess student satisfaction with academic advising** so that AY 2017-2018 satisfaction can be compared to the AY 2018-2019, the first academic year where all new first-time students were assigned to the advisors in the Student Success Center.

Table 1. Satisfaction with Academic Advising.

Number	Question	Overall	LSUE	LSUA	National
3	My academic advisor is available when I need help.	5.59	5.59	5.50	5.61
14	My academic advisor is knowledgeable about my program requirements.	5.86	5.91	5.46	5.78
16	My advisor helps me apply my program of study to career goals.	5.66	5.69	5.34	5.59
22	My academic advisor is knowledgeable about transfer requirements of other schools.	5.67	5.72	5.26	5.52
	Means	5.695	5.728	5.390	--
	N	485	430	55	--

For question 3, the overall and LSUE values seem to suggest that academic advisors may not be available when needed. This is understandable given that they were faculty members and may have been in class. A 0.02 difference may also be due to random error. However, the data from LSUA suggests that academic advising may not be available when needed as

well; however, there is one full-time for 215 students at LSUA. She does well in managing her time through the use of appointments so the score may be the result of the "convenience" to students wanting on demand advising.

For the remaining questions, the overall and LSUE results exceed the national average while the LSUA results did not. A partial explanation for this is that the students at the LSUA site are developmental education students who are inadmissible to LSUA. As a result, focusing on career goals (question 16) is not as important as having students completing their developmental education coursework and transferring to LSUA to begin their four-year coursework. The results for questions 14 and 22 are inescapable because the advisor for LSUE students is located in the LSUA advising center working alongside the LSUA advisors.

Given the limitations of the data, the overall mean for the four questions is 5.695 > the national benchmark of 5.625. As a result, this objective is met.

-  [Advising by Site AY 17-18](#)

### **Improvement Plan/ Changes Made**

According to the Director of Student Success, the plan for improvement is to implement an advising satisfaction survey created Spring 2018 for students advised by Student Success Center advisors to measure satisfaction specifically with advising conducted in the Student Success Center and to differentiate from faculty advisors. Faculty advisors will be encouraged to develop advising hours during office hours to improve accessibility.

The plan for improvement is to assign new first-time students to the Student Success Center at the LSUE site.

The academic advisor at **LSUA** was contacted to obtain her perception of the student satisfaction scores. Her response on October 2, 2018 follows:

#### **#3. My academic advisor is available when I need help.**

My office hours are from 8:00 AM to 4:30 PM. The majority of my advisees do not schedule appointments and are seen "on demand". I eat lunch in my office every day and always set it aside, immediately, when a student requires my assistance, on my lunch break. If I leave my office, to walk to another building, for any reason, my policy is thus: I leave a note on my door and tell the administrative assistant, whose office is in front of mine, of my errand and anticipated return time. There are blank "sticky notes" on my door. I promptly return emails and phone calls, unless it is at peak times, then I meet the requests, in the order received, as soon as I am able.

During peak registration & advising times, there have been some overlaps or backlogs of students that "made appointments" vs. those who walk in, "on demand".

#### **#14. My academic advisor is knowledgeable about my program requirements.**

Prior to my employment with LSUE, I was a part time academic advisor with LSUA, so I am competent in both universities academic programs. I do look up each student's curriculum/degree plan each time I advise, in order to compare it to the

courses previously taken. The majority of my students are following the prescriptive Pathways to Success program, which was communicated to them at Orientation, and is available to read on LSUE's website, under Academics, Developmental Education. The opportunity to get the students familiar with their own degree plan, becomes a "teachable moment" wherein I show the students how to navigate the LSUE website to find and print out their curriculum/degree plan. I do a presentation in the UNIV 1005 courses at the end of each semester, where this information is part of the lesson plan and homework for their corresponding advising visit.

[ As a final note, I was formerly an academic advisor at LSU in Baton Rouge and the undergraduate advisor for the entire theatre department at Texas Tech University in Lubbock.]

**#16. My academic advisor helps me apply my program of study to my career goals.**

Most of the Pathways students have a year and a half [3 semesters] ahead of them before they start taking courses toward their actual major, primarily due to the Developmental Math sequence [Math 0001, Math 0021, then Math1021: College Algebra]. Thus, the students see their primary goal as "getting out of Pathways"; they repeat this mantra to me often and, generally, do not initiate conversations about their career goals. The students wanted to attend LSUA from the start, and are frustrated that they did not meet LSUA's admission standards and are in developmental classes.

**#22. My academic advisor is knowledgeable about the transfer policies of other schools.**

Most of my advisees, upon meeting LSUA's transfer policy [12 non- developmental credits, which includes College Algebra and College English, and a 2.0 GPA] will transfer to LSUA. I have this transfer policy memorized, on my computer desktop, and on my physical desktop, in the form of LSUA's published catalogue. I also have Northwestern's. As for 'other schools' [again a teachable moment], we look it up together in my office and we compare the courses previously taken to those cited within the Louisiana State Board of Regents matrix, on my desktop, to create an action plan.

**Related Items**

  **1: Advise students across academic disciplines within the Student Success Center**



**Progress:** Completed

**Provided By:** Academic Advising


**Budget Information:** Existing; no additional funds required

**Start:** 11/1/2017

**End:** 10/31/2018

  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

 **3. Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.

 **4. Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

## Career Services

### **1.1: Career Decision Making**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Career Services

#### **Objective With Intended Outcomes**

Students will utilize and complete the Kuder Journey Career Assessment to receive assistance with choosing a major.

#### **Assessment/Evaluation/Measures/Strategies**

Benchmark: This objective has been revised. As a result, it is currently in the process of being benchmarked using AY 2015-2016. Career Services will run a computer generated report from Kuder Journey Administrative Database which identifies all students who utilized and completed the Kuder assessment. Career Services will take the number of students who utilized and completed the Kuder assessment during AY 2016-2017 and compare it to the number of students who utilized and completed the Kuder assessment during AY 2015-2016. Preliminary benchmark according to the Kuder Database is 33 students.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, the objective did not exist.

For AY 2017-2018, data were available from AY 2016-2017: 178 Students Registered/174 Completed

The objective is met.

#### **Improvement Plan/ Changes Made**

To increase access, the Kuder assessment will be distributed in new student orientation packets.

The new Director of the Student Success Center intends on revising this objective for AY 2018-2019 because she would like to examine effectiveness rather than just frequency.

#### **Related Items**



 **1: To assist students in declaring a major.**

**Progress:** Completed

**Provided By:** Career Services

**Budget Information:** \$3,112.04 (Kuder Renewal \$1,250, CCN \$670.04, and Career Fairs \$1,192) - Carl Perkins and Career Services Foundation Accounts

**Start:** 11/1/2017

**End:** 10/31/2018

 **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

 **2.1: Employment Services - Placement**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Career Services

**Objective With Intended Outcomes**

This objective measures the number of graduating students who were able to find full-time employment or continue their education within six months after graduating.

**Assessment/Evaluation/Measures/Strategies**

Benchmark: This objective is new. As a result, it is currently in the process of being benchmarked. Career Services adjusted the benchmark to reflect the average placement rate percentage based on the last three consecutive academic years

- AY 2013-2014 (data from AY 2012-2013 graduates: 85% (n = 300)
- AY 2014-2015 (data from AY 2013-2014 graduates): 96% (n = 286)
- AY 2015-2016 (data from AY 2014-2015 graduates): 91% (n = 251)
- As a result, the grand mean is 90.56% calculated by  $(85 \times 300 + 96 \times 286 + 91 \times 251) / (300 + 286 + 251) = 75797/837$ .

Career Services will run a computer generated report from Institutional Research that identifies students who graduated during a given academic semester that includes 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 fact that employment data collection begins six months after graduation. (i.e. AY 2017-2018 will contain employment results from AY 2016-2016).

### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, this objective did not exist.

For AY 2017-2018, examining data from AY 2016-2017 yielded a total of

- 322 total graduates
- 105 students employed in the field of study
- 3 students employed not in the field of study
- 15 students continuing their education
- 3 unemployed
- 199 students could not be contacted

As a result, 126 students were either employed in field or not and continuing their education. There were 322 students graduating; however, the Career Center could not contact 196 of them so taking  $322 - 196 = 126$ . Totaling employed in field or not and continuing education yields  $123/126 = 97.6\%$  employment or continuing education without those who could not be contacted.

Since the observed score =  $97.6\% >$  the benchmark of  $90.56\%$ , Objective 2.1 is met.

### Improvement Plan/ Changes Made

There was a change in employment status for career services personnel and thus, the collection of data lagged and data initially stored on aforementioned employee's computer were lost. An online survey was created to capture placement results. The online survey in addition to telephone outreach will continue for the upcoming year.

### Related Items

  **2: To assist students in obtaining part-time/full-time employment.**


**Progress:** Completed



**Provided By:** Career Services

**Budget Information:** 1,862.04 (CCN - \$670.04 and Career Fairs - \$1,192) - Carl Perkins

**Start:** 11/1/2017

**End:** 10/31/2018

  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

  **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**

### 3.1: Workforce Development Partnerships

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Canceled

**Provided By:** Career Services

#### **Objective With Intended Outcomes**

Career Services will increase the number of workforce development partnerships for LSUE.

#### **Assessment/Evaluation/Measures/Strategies**

Benchmark is being established.

This objective will be assessed from a report generated by College Central Network (CCN) System. The report will list all employers who registered with CCN during a given academic year. Career Services will then determine the number of employers on the list who are new registrants in constant contact with LSUE to provide employment/internship opportunities for LSUE students.

**Director of IE's note:** A benchmark was to be established during AY 2016-2017, but was not and the Coordinator of Career Services left LSUE.

#### **Assessment/Evaluation Results (Progress Report)**


For AY 2016-2017, objective did not exist.

For AY 2017-2018, nine (9) new employers registered via College Central Network. Objective not met.

#### **Improvement Plan/ Changes Made**

College Central Network will no longer be utilized to establish/measure workforce development partnerships. The Career Services division is undergoing restructuring and alternative resources are being researched to establish efficacy in workforce development. Data were not being collected accurately due to College Central Network inactivity and lack of management. Collaboration with the University's office of institutional advancement and funding for Career Coach, an automatic managing system, will be sought after. **This objective will be cancelled for AY 2018-2019. Coordinator of Career Services has not been replaced.**

#### **Related Items**


  **3: To develop partner relationships with employers.**

**Progress:** Canceled

**Provided By:** Career Services

**Budget Information:** 1,862.04 (CCN - \$670.04 and Career Fairs - \$1,192) - Carl Perkins

**Start:** 11/1/2017  
**End:** 10/31/2018

 **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**

 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

### Disability Services

 **1.1: To host disability accommodations request forms online.**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Disability Services

#### **Objective With Intended Outcomes**

To host electronic, fillable forms on the Disability Services website, and streamline the registration process for students seeking to secure disability accommodations.

#### **Assessment/Evaluation/Measures/Strategies**

This objective will be met if these forms are posted and available on the Disability Services website and if an Disability Services electronic communication system is created by no later than the end of the Spring 2018 semester.


#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, objective did not exist.

For AY 2017-2018, electronic forms made available via LSUE website.

- [ADHD Documentation](#) Form
- [Learning Disability Documentation](#) Form
- [Physical and Systemic Documentation](#) Form
- [Psychological Disability Documentation](#) Form

Objective is met.

-  [ADHD-Documentation-Form](#)
-  [Learning-Disability-Documentation-Form](#)
-  [Physical-Systemic-Documentation](#)

-  [Psychological-Disability-Documentation](#)

#### **Improvement Plan/ Changes Made**

To increase efficacy, a Disability Services e-mail address will be created so students and faculty can submit confidential documents and communicate with coordinator.

#### **Related Items**

##### **1: Streamline disability accommodations registration process.**




**Progress:** Completed

**Provided By:** Disability Services

**Budget Information:** Existing; no additional funds required.

**Start:** 11/1/2017

**End:** 10/31/2018

-  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
-  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
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##### **2.1: Participate in new student and athletics orientation.**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Disability Services

#### **Objective With Intended Outcomes**

To participate in new student and athletics orientation, and to educate incoming new students about the services provided by the Office of Disability Services.

#### **Assessment/Evaluation/Measures/Strategies**

The objective will be met if the Coordinator for Disability Services participates in 90% of the orientation events.

### Assessment/Evaluation Results (Progress Report)




For AY 2016-2017, objective did not exist.

For AY 2017-2018, the coordinator participated in of new orientation events. Due to personnel changes, the director participated in the athletics orientation.

Information about Disability Services were distributed via Student Affairs [New Student Handbook](#) in informational packets.

The director conducted presentations with [general Disability Services information \(see page 12 of 13\)](#) and more [specific information related to reasonable accommodations \(see pages 40-46 of 46\)](#) during new student and athletic orientations.

The objective is met.

-  [2018-19 LSUE Student Handbook](#)
-  [General Overview of SSC Services](#)
-  [Orientation Session #2 College 101](#)

### Improvement Plan/ Changes Made

Resources about advocacy and accommodated services will be distributed to students during Orientation events. The coordinator will conduct classroom presentations in select first-year General Education courses.

### Related Items

 **2: Expand campus outreach efforts to educate the campus community on services available for students with disabilities**


**Progress:** Completed

**Provided By:** Disability Services


**Budget Information:** Existing; no additional funds required.

**Start:** 11/1/2017

**End:** 10/31/2018

 **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

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 **2.2: Include Disability Services information on course syllabi**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Disability Services

**Objective With Intended Outcomes**

To require the inclusion of Disability Services contact information on all course syllabi, ensuring every student receives information on how the Office of Disability Services can assist students with disabilities.

**Assessment/Evaluation/Measures/Strategies**

This objective will be met if all course syllabi include standard Disability Accommodations information by the start of the Spring 2018 semester.

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, objective did not exist.

For AY 2017-2018, all divisions were provided an [accommodated services statement to include in syllabi](#). The objective is not met.

-  [ODS Statement to include in syllabi](#)

**Improvement Plan/ Changes Made**

The statement sent to divisions that was to be used in all syllabi was not used consistently by faculty members. The director noticed alterations to the original statement on syllabi that did not include significant information. As a result, the coordinator/director will request a random selection of syllabi from departments to review. The standard ODS syllabi statement will be reviewed and updated to reflect procedural and policy changes (temporary disabilities and pregnancy). Include assessment to meet needs of ODS students at all sites (LSUE, LGH, online).

Department intends on selecting 10 syllabi from across campus to examine the ADA statement. These will be documented in this objective in the future.

### Related Items

#### 2: Expand campus outreach efforts to educate the campus community on services available for students with disabilities





**Progress:** Completed

**Provided By:** Disability Services

**Budget Information:** Existing; no additional funds required.

**Start:** 11/1/2017

**End:** 10/31/2018

-  1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
-  2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
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### First Year Experience

#### 1.1: Develop a peer-led mentoring program

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** First Year Experience

#### Objective With Intended Outcomes

**Director of IE's note:** This objective pertains to AY 18-19. Planning took place over the AY 17-18.

The first year experience program will develop a peer mentoring program.



**Student outcome: Upon the completion of the peer mentoring program, the student will Reflect on experiences and lessons learned for future application:**

**A. Build effective personal and professional relationships:** Upon the completion of this program, the student will take initiative to build and maintain relationships based on mutual trust, respect, and accountability; actively create intentional relationships with more experienced mentors to support work towards personal learning goals.

**B. Set goals for personal growth and learning:** Upon the completion of this program, the student will create goals as framework for mentoring relationship; own progress towards accomplishing goals through process of taking action, asking for feedback, and reflecting on lessons learned for future application.

**C. Ask for and receive feedback:** Upon the completion of this program, the student will openly share progress towards personal goals and actively solicits feedback on strengths and opportunities for growth; practice active listening and understand how to receive and respond to feedback in an appropriate manner that maintains relationships.

**D. Reflect on experiences and lessons learned for future application:** Upon completion of this program, the student will intentionally engage in self-reflection after taking action towards identified goals; openly engage in reflective conversations with mentor regarding lessons learned and future application; become more self-aware of strengths and growth opportunities and how to capitalize on both.

Participants will be assessed via a pre/post mentoring survey.

#### **Assessment/Evaluation/Measures/Strategies**

For Fall 2018, learning outcomes will be assessed by a one-page reflection to include in the UNIV 1005 portfolio, which also will include a pre/post mentoring survey.

Mentoring program is being implemented Fall 2018; no benchmark set, yet.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective and the FYE did not exist.

For AY 2017-2018, the peer mentoring program was in the planning stage; developed mission, vision, and diversity statements, created outcomes, developed a mentor training manual, collaborated with UNIV 1005 instructor to pilot peer mentoring program in a university studies course (developmental studies population).

#### **Mentor Training Manual Contents**

- I. Opening Address
  - Mission Statement

- Vision

## II. Description of Involvement

- Mentor To-Do List
- What is Peer Mentoring
- How is Mentoring Different from Tutoring
- Benefits of Being a Mentor
- Description of duties
- Mentor Agreement
- Mentee Agreement
- Confidentiality Agreement

## III. Policies and Procedures

- Confidentiality
- Boundaries
- Crisis management

## IV. Relationship Development and Maintenance

- How to be an effective mentor
- Mentoring sessions
- Effective closure of mentoring relationship

## V. General Expectations

- Tracking your mentoring relationship
- Mentor Support Group

## VI. A Mentor's Toolkit

- Cultural Sensitivity
- Your Basic Rights
- LSUE resources

## VII. Appendices

- Initial email template
- Pre-mentoring survey
- Post-mentoring survey

The objective is met.

### **Improvement Plan/ Changes Made**

Peer mentoring is a new initiative and there are no changes to implement, yet.

### Related Items

#### 1: Maintain an Effective First Year Experience Program.


**Progress:** Completed


**Provided By:** First Year Experience


**Budget Information:** Existing - no new funds requested

**Start:** 11/1/2017

**End:** 10/31/2018

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#### Temp 17-18 1.1: Academic and Social Development

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** First Year Experience

#### **Objective With Intended Outcomes**

Students will learn academic and social skills in order to be successful in their first year of college.

#### **Assessment/Evaluation/Measures/Strategies**

Workshops will be held throughout the academic year and focused on the following items:

1. time management
2. avoiding procrastination
3. study skills
4. Cornell note-taking methods

5. financial literacy
6. coping with stress and
7. test taking strategies

Student learning was assessed through an end-of-workshop survey and quiz.

Benchmark: LSUE just implemented First-Year Experience; therefore; no benchmark has been set at this time.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, the First Year Experience Program did not exist.

For AY 2017-2018, FYE targeted first-year students who first-time freshmen or who have 29 hours or less of credit hours. 1,555 first-time and continuing freshmen have access to First-Year Experience initiatives.

Assessment of student learning outcomes for success workshops included [end-of-workshop surveys](#). These surveys were being developed during AY 2017-2018.

Results inconclusive since no benchmark existed.

-  [Workshop Survey](#)

#### **Improvement Plan/ Changes Made**

Increase attendance through proactive outreach and collaboration with campus organizations; provide services to online, and LGH sites.

#### **Related Items**

##### **Temp 17-18 1: Implement a First Year Experience Program**


**Progress:** Completed

**Provided By:** First Year Experience


**Budget Information:** Reallocation of existing funds per Chancellor

**Start:** 11/1/2017

**End:** 10/31/2018

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### Pathways to Success

#### **3.1: Program Completion**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Pathways to Success

#### **Objective With Intended Outcomes**

Pathways to Success students (those that need remediation in all subject areas) will complete their developmental education (DE) studies at rates that approximate the national average as defined by the Community College Research Center/Lumina Foundation study and the National Center for Education Statistics (NCES) Study.

#### **Assessment/Evaluation/Measures/Strategies**

**INDIRECT ASSESSMENT:** 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. The completion statistic is based on the work of 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>).

Students in the cohorts just 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 fall 2017, spring 2018, and summer 2018 cohorts are eliminated from consideration. As a result, this data typically runs one year behind. This calculation period is up to AY 2016-2017.

A second benchmark from data in 2016 from the National Center for Education Statistics (NCES) will also be used as a comparison. The NCES report cites that 25% of students entering DE needing four or more DE courses complete that coursework within six years (150% time for a four-year degree). The report also cites that 40.4% complete all DE courses when only three DE courses are required. As a result, a range beginning with 25% through 40.4% (and higher) is considered successful for this objective. These statistics are used because Pathways to Success students are typically required to take

four developmental courses: Pre-Algebra, Introductory Algebra, College Reading, and English Composition. However, often time's students will test out of either developmental English or Pre-Algebra.

Citation for the 2016 research: Chen, X. (2016). Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018 from <http://nces.ed.gov/pubsearch>

The report was run and analyzed on July 1, 2018.

### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, this objective was met in developmental education.

For AY 2017-2018, the institutional research report was completed on July 3, 2018 for all students placed in the program from 2004 through spring 2017. The report indicated that 4,417 students enrolled in the program with 1,560 (35.3%) complete the requirements (all DE work). The median for the time span is 35.37% (see Table 1).

Table 1. Program Completion based on the Number of New First Time Freshmen.															
Academic Year (Summer, Fall, Spring)															
Year	0405	0506	0607	0708	0809	0910	1011	1112	1213	1314	1415	1516	1617	Total	Median
No. in cohort	323	333	320	364	406	406	430	399	328	293	312	244	259	4417	328
No. completing	93	130	119	127	135	114	180	136	116	114	127	101	68	1560	119
Percent	28.8	39.0	37.2	34.9	33.3	28.1	41.9	34.1	35.4	38.9	40.7	41.4	26.3	35.3	35.4

Next, given that the NCES report allows six years for the completion of DE coursework, AY 2011-2012 was examined (see Table 1). As Table 1 shows, the completion rate is 34.1% which is within the benchmark range established by the NCES report.

Some additional statistics follow:

- The mean GPA at the time of program completion is 2.791;
- The standard deviation at the time of program completion is 0.641;
- The mean length to program completion is 1.321 years;
- The median length to program completion is 0.930 years (using the median is a better measure of completion since many students stop out for several semesters and then return);
- A total of 319 (7.2%) out of the 4,417 Pathways students graduated;
- The mean time to graduation is 4.305 years;


- The median time to graduation is 3.920 years, and;
- The standard deviation to graduation is 1.667 years.

Given that the observed (current) value of 35.3% is within the 30% to 40% range established by the Lumina Foundation and that the AY 2011-2012 rate of 34.1% is within the 25% to 40.4% range established by the NCES, Objective 3.1 is met.

#### **Improvement Plan/ Changes Made**

Monitor data given that there was a drop in completion from 41.4% in AY 2015-2016 to 26.3% in AY 2016-2017 in one year. This, however, may be due to cohort characteristics. Note that the program was transferred from Developmental Education to the Student Success Center in October 2017. The Center and Student Affairs have changed the student referral process through the use of their website. Additional advisors, a full-time tutoring coordinator, pathways coordinator/advisor, and ADA coordinator have been hired to meet student needs and increase retention.

#### **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:** Pathways to Success


**Budget Information:** none (existing) - funds transferred from academic to Student Success Center

**Start:** 11/1/2017

**End:** 10/31/2018

 **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

 **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

 **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**

 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

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#### **3.2: Fall to Spring Retention**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed  
**Provided By:** Pathways to Success

**Objective With Intended Outcomes**

New first-time students enrolled in the Pathways to Success program will be retained from fall to spring. Pathways to Success students are developmental students who need remediation in all subjects prior to taking general education courses.

**Assessment/Evaluation/Measures/Strategies**

An indirect measure of 76% as a benchmark was generated using a 10-year average (2006-2007 to 2015-2016) comparing the raw statistics on the 14th day for all new first time Pathways students attending at the LSU Eunice and LSU Alexandria sites. Data was generated from Institutional Research using the query tools database.

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective based on AY 2015-2016 was met.

For AY 2017-2018, the Fall 2016 to Spring 2017 retention was examined for all Pathways Students using data from Institutional Research. Table 1 summarizes the data since the year after the Pathways to Success Program was implemented. For the AY 2016-2017, the Pathways retention was 76% (see Table 1).

Table 1. New First Time Freshmen Fall to Spring Retention as a Percentage.														
Years	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	Mean	Mdn
All PWAY Students	79	76	77	81	74	76	72	72	80	74	82	76	75	76

Given that the observed Fall 2016 to Spring 2017 retention rate of 76% = the benchmark of 76% obtained from the mean from 10 years previous to the year being examined, objective 3.2 is met.

**Improvement Plan/ Changes Made**

During AY 2016-2017, the Office of Developmental Education routinely addressed student absences and student performance:

1. email from Spring 2017 to a [student about not attending classes](#) and
2. email from Spring 2017 to a [students about midterm grades](#).

Note that the Pathways to Success Program was transferred from the Office of Developmental Education to Student Affairs in October 2017. The Office of Developmental Education no longer exists.

During Spring 2018, Student Affairs maintained some elements of the Pathways to Success Program, but began making some modifications to the program to further assist developmental students needing remediation in every subject. One of the primary



initiatives was the completion of an [Academic Coaching Form](#) used in advising and an [Academic Coaching Contract](#) used for at-risk students.

-  [Academic Coaching Contract](#)
-  [Academic Success Coaching Form](#)
-  [Email LSUE Spring 2017 about Absences](#)
-  [LSUE Spring 2017 Midterm Letter for D and Fs](#)

#### 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:** Pathways to Success

**Budget Information:** none (existing) - funds transferred from academic to Student Success Center

**Start:** 11/1/2017

**End:** 10/31/2018

-  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
-  **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
-  **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**
-  **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

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#### **3.3: Fall to Fall Retention**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Pathways to Success

**Objective With Intended Outcomes**

New first time freshmen enrolled in the Pathways to Success program will be retained from fall to fall. Pathways to Success students are developmental students who need remediation in all subjects prior to taking general education courses.

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, the benchmark of 46% was calculated as being the 10-year average from 2006-2007 through 2015-2016.

The 2016-2017 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 2016-2017 examining Fall 2015 to Fall 2016 retention, this objective was met.

For AY 2017-2018 examining Fall 2016 to Fall 2017 retention, data was obtained from Institutional Research examine all new first-time freshmen that enrolled in the Pathways to Success Program for Fall 2016. The data presented in Table 1 details the one-year retention from one year after the program was implemented. For Fall 2016 to Fall 2017, 44% of the new students were retained with 45% being retained at LSUE and 41% being retained at LSUA.

Table 1. First Time Freshmen Fall to Fall Retention as a Percent.														
Years	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	Mean	Mdn
All PWAY Students	49	43	46	53	31	52	47	45	50	47	49	44	44	46











It is important to note that the 41% retained at LSUA negatively impacted the overall retention rate; however, students at LSUA typically transfer to LSUA after one year - that being the primary purpose of the LSUE/LSUA collaborative. It is also important to realize that there were some Pathways to Success personnel changes during Fall 2016 to Fall 2017 and the end result was that the Pathways Advisor positions were eliminated as personnel were transitioning to the newly created Student Success Center.

Regardless, given that the observed score of 44% < the 10-year benchmark of 46%, objective 3.3 is not met.

**Improvement Plan/ Changes Made**

Understanding that retention is likely to continue to fluctuate as transitions are made, the Pathways to Success program will seek to increase retention using the following:

- Monitoring [attendance](#) and [determining attendance cases](#) as needed,

- [Emailing students](#) about their schedules,
  - Examining enrollment with the [Enrollment Management](#) Department,
  - Reminding students to register from the [LSUE](#) and [LSUA](#) sites,
  - Sending out [midterm letters to students](#) who are doing well academically,
  - Sending out midterm letters who are not doing well at [LSUE](#) and [LSUA](#) sites, and
  - Continuing to [call students during the first week of classes](#) if they are turned in by faculty.
- 
-  [Email LSUA Spring 2017 Absence Case Results](#)
  -  [Email LSUE Spring 2017 about Absences](#)
  -  [Email LSUE Spring 2017 about Schedule](#)
  -  [Email Spring Pathways Enrollment to VCSA](#)
  -  [LSUA Fall 2016 Midterm Letter](#)
  -  [LSUA Spring 2017 Registration Letter](#)
  -  [LSUE Fall 2017 Registration Letter](#)
  -  [LSUE Spring 2017 Midterm Letter for A and Bs](#)
  -  [LSUE Spring 2017 Midterm Letter for D and Fs](#)
  -  [Phone Call List for Fall 2017](#)

#### 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:** Pathways to Success

**Budget Information:** none (existing) - funds transferred from academic to Student Success Center

**Start:** 11/1/2017

**End:** 10/31/2018

-   **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
-   **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**
-   **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**

 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

## Tutoring

### 1.1: Track attendance and usage of tutoring services

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Tutoring

#### **Objective With Intended Outcomes**

A. To track usage of tutoring services by maintaining sign-in sheets.

B. Tutoring services will be available. Note that for AY 2018-2019, part A of this objective will be deleted in favor of student's satisfaction. Tutoring logs will be documented in order to indicate compliance.

#### **Assessment/Evaluation/Measures/Strategies**

A. This objective will be met if daily sign-in sheets are maintained for the entire Academic Year.

B. This will be assessed using two questions from the Noel Levitz Student Satisfaction Survey. The Inventory uses the following Likert Scale for the questions asked:

1. Not satisfied at all
2. Not very satisfied
3. Somewhat dissatisfied
4. Neutral
5. Somewhat satisfied
6. Satisfied
7. Very Satisfied

The two questions are:

- 27. Tutoring services are readily available. (national mean = 5.86)
- 28. This campus provides online access to the services I need. (national mean = 6.03)
- Average of the two questions is 5.945.

Success for this objective will be for LSUE questions to score greater than or equal to the overall national mean for the two questions. So success is LSUE results greater or equal to 5.945.

-  [NLIS Tutoring Benchmark](#)

### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, the objective did not exist.

A. For AY 2017-2018, attendance logs were tracked in the Tutoring Center and kept on file in the Student Success Center. [Redacted logs are attached](#). The tutoring center [documented a year of growth](#) by increasing tutoring 394 visits (160%) from 246 visits in Spring 2017 to 640 visits in Spring 2018.

B. Student satisfaction on the [Noel Levitz Student Satisfaction Inventory](#) was assessed at all sites in an English course during the latter half of the Spring 2018 semester. The two questions were:

- 27. Tutoring services are readily available.
- 28. This campus provides online access to services I need.

For question number 27. (Tutoring services are readily available) and 28. (This campus provides online access to the services I need), the results were:


- Overall (n = 485):
  - Q27 the mean = 6.13
  - Q28 the mean = 6.13
  - Overall the mean is 6.13
- LSUE site (n = 430)
  - Q27 the mean = 6.12
  - Q28 the mean = 6.10
  - Overall the mean = 6.11
- LSUA site (n = 55)
  - Q27 the mean = 6.20
  - Q28 the mean = 6.38
  - Overall the mean = 6.29

Given that the logs were kept and that the observed mean for the two questions = 6.13 > the national benchmark = 5.945, this **objective is met**. Note that the LSU Lab School was not assessed since there were a total of three students enrolled at that site during AY 2017-2018. Online students were provided with access to students at all sites via Smarthinking.

-  [Fall 2017 Redacted Tutoring Logs](#)
-  [NLIS Tutoring Results by Site](#)
-  [Tutoring usage 2016 2017 2018](#)

### Improvement Plan/ Changes Made

Develop an electronic tracking system for tutoring attendance (logging) for increased efficiency. Use the Noel Levitz Student Satisfaction Inventory for online students.

**Related Items** **1: Increase awareness of tutoring services available****Progress:** Completed**Provided By:** Tutoring**Budget Information:** Existing; no additional funds required**Start:** 11/1/2017**End:** 10/31/2018 **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.** **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.** **2.1: Require tutoring as an early alert system for Pathways to Success students.****Start:** 11/1/2017**End:** 10/31/2018**Progress:** Completed**Provided By:** Tutoring**Objective With Intended Outcomes**

To mandate tutoring for students who receive a grade below 70% or C- on a major assignment in either English or Mathematics for two (2) hours per week until their grades reach 70% (or higher).

**Assessment/Evaluation/Measures/Strategies**

This objective will be met if sixty percent (60 %) of the Pathways to Success students who have attended the Tutoring Center for at least 5 hours for a particular subject and have completed the course will have achieved a passing grade ("C" or better) in that subject at the end of each Fall 2017 and Spring 2018 semesters.

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, the objective did not exist.

For AY 2017-2018, data were collected through tutoring logs; however, due to program transitions of Pathways to Success from developmental education to student success data were not assessed for tutoring attendance and grade completion.

The objective was not met.

### **Improvement Plan/ Changes Made**

Develop an electronic tracking system for capturing student attendance and tracking grade completion results.

### **Related Items**

 **2: Provide academic support for Pathways to Success students.**

**Progress:** Completed

**Provided By:** Tutoring

**Budget Information:** Existing; additional funds not required

**Start:** 11/1/2017

**End:** 10/31/2018

 **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

## **University Advancement / LSUE Foundation**

 **1.1: Bylaw Revision**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** University Advancement / LSUE Foundation

### **Objective With Intended Outcomes**

Continue oversight of LSUE Foundation Bylaws to meet CASE (Council and Support of Education) standards and obtain necessary LSUE Foundation approvals by June 30, 2018.

### **Assessment/Evaluation/Measures/Strategies**

Successful completion of this objective is that the Bylaws have been revised and approved by the Board.

### **Assessment/Evaluation Results (Progress Report)**

This objective is on-going

For AY 2016-2017, this objective was met. LSUE Foundation will continue to maintain By-laws that remain in compliance with CASE standards and LSU.

For AY 2017-2018, no Foundation Board policies needed to be updated this fiscal year. As a result, this objective was met.

### **Improvement Plan/ Changes Made**

LSUE Foundation will review by-laws in January 2019 to determine if changes are necessary to be voted on at Spring 2019 meeting.

### **Related Items**

#### **1: Implement Board Policies and Procedures**

**Progress:** Completed

**Provided By:** University Advancement / LSUE Foundation

**Budget Information:** no new money needed for department operations

**Start:** 11/1/2017

**End:** 10/31/2018

 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

#### **1.2: Campus Policy Revisions**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** University Advancement / LSUE Foundation

### **Objective With Intended Outcomes**

Review and Update LSUE Policy Statements regarding PS 60 fundraising by June 30, 2018.

### **Assessment/Evaluation/Measures/Strategies**

Policy Statement 60 will be updated by June 30, 2018.



### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met.



For AY 2017-2018, [LSU at Eunice reviewed PS 60 in was updated 4/12/2017](#) but the Fundraising Form was not updated to reflect current LSUE Chancellor or LSUE Foundation Executive Director. The logo on the document was also out of date. [On 2/23/2018 the updated form was added to PS 60.](#) The form is important to student organizations who need permission to conduct fundraising activities. Incorrect routing was leading to delay in approval for student organizations.

This objective is met.

-  [PS 60 2017](#)
-  [PS 60 2018](#)

### Improvement Plan/ Changes Made

The new form was made into one page to make is simpler for the student organizations and other college sponsored groups to seek permission for fundraising.

### Related Items

#### 1: Implement Board Policies and Procedures

**Progress:** Completed

**Provided By:** University Advancement / LSUE Foundation

**Budget Information:** no new money needed for department operations

**Start:** 11/1/2017

**End:** 10/31/2018

  4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

#### 2.1: Secure resources

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** University Advancement / LSUE Foundation

### Objective With Intended Outcomes

Increase annual revenue for expendable and endowment accounts in the LSUE Foundation by at least 10% by June 30, 2018. This includes funding to support annual, corporate/foundation giving, endowed gifts and planned giving

### **Assessment/Evaluation/Measures/Strategies**

That contributions will be greater than \$334,668.76 which is greater than 10% of FY16-17 income of \$304,244.33.

\* [Note on the attached year to year comparison \\$20,000 in other revenue should have been booked to FY 16-17 reflecting contribution income of \\$288,244.33 instead of \\$304,244.33.](#)

[Copy of Summary Statement FY 17 18](#)

#### Strategies

1. Upload donor data into LSU Foundation Database and conduct alumni annual campaign

LSUE has had not established data base of alumni and friends. Conducting first annual giving campaign in fall 2017.

2. Focus on scholarship endowments with goal of 10 new endowed scholarships by June 30, 2018

Secured Scholarships maximizing the 2-year workforce development match from Board of Regents. Able to secure \$10,000 matching funds for two scholarships and secure commitments for 2 new \$10,000 scholarships

3. Streamline online giving with link to LSU Foundation and remove PayPal account and fees

Pay pal fees were causing great expenses for the LSUE Foundation for on-line giving. Have been able to link to the LSU Foundation giving site removing the additional 3% pay pal fees. Donors are also able to set up automatic payments on monthly, quarterly or yearly basis.

4. Expand financial investment from work-force partners to support Allied Health Programs.

Additional funding will be needed to support new Surgical Technology Program starting June 2018. Goal is to secure donations of cash and or donation equivalent of \$100,000.

-  [Board of Regents Match 2016-17](#)
-  [Copy of Summary Statement FY 17 18](#)

### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met

For AY 2017-2018, the strategies utilized were

1. Annual Fund Campaign Generated new income of \$7385.

2. New Endowed Scholarship included establishment of two new endowed scholarship accounts. One is fully funded at \$10,000 The Heart of Nursing and other is Dr. John Couvillion Scholarship. Heart of Nursing was matched by the Louisiana Board of Regents. Account totals are attached.

3. Continuing to utilize resources of LSU Foundation on-line processing to eliminate unnecessary fees. Were able to utilize web-link for Bengal Athletic Hall of Fame and night of event brought in \$12,308 night of eliminating \$369.24 in expenses. Also, during fiscal

year we total of 57 donations in credit card donations representing \$257.28 in savings. Previous PayPal charges would have added 3% to expenses.

4. Secured 3 year pledge of [\\$24,000 from Iberia Medical Center](#) and [\\$41,016.50 from Opelousas General Health System](#) in cash donation for LSUE Surgical Technology Fund.

LSUE Foundation secured [\\$376,212.26 in contributions which represents over 10% increase. Since the observed amount raised of \\$376,212.26 > the benchmark of \\$334,668.76, this objective is met.](#)

-  [Copy of Summary Statement FY 17 18](#)
-  [LSUE-IMC Surgical Tech Program Proposal](#)
-  [Opelousas General LSUE Surgical Tech Pledge](#)
-  [Summary Statement of Account Activity 16 17](#)

#### Improvement Plan/ Changes Made

We did not hit strategy target of 10 new endowed scholarship accounts. LSUE is holding an event December 1st of 2018 to focus on scholarship growth.

#### Related Items

##### 2: Generate FY Increases in Revenue





**Progress:** Completed

**Provided By:** University Advancement / LSUE Foundation

**Budget Information:** no new money needed

**Start:** 11/1/2017

**End:** 10/31/2018

-  1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
-  2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
-  3. **Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
-  4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.



## VIII. General Education Objectives by Strategic Goal

### Strategic Goals

-  **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

#### Related Items



#### **GE 1. Communication**

##### **General Education Description**

An LSU Eunice graduate will demonstrate effective communication of complex knowledge and ideas.

**Progress:** Completed



#### **2.4 Nursing - Communication Nursing Communication**

**Provided By:** Nursing

**Progress:** Completed



#### **3.11 (formerly 5.4a) 17-18 GE-Written Communication - ENGL 1001-1002**

**Provided By:** Liberal Arts

**Progress:** Completed



#### **3.12 (formerly 2.1 DE to GE: Communication) 17-18 General Education English after Developmental Education English (ENGL 1001 after ENGL 0001)**

**Provided By:** Liberal Arts

**Progress:** Completed



#### **3.13 (formerly 5.7) 17-18 GE-Library Research Tools (formerly Information Literacy)**

**Provided By:** Liberal Arts

**Progress:** Completed



#### **3.4 Radiologic Technology - Communication**

**Provided By:** Radiologic Technology

**Progress:** Canceled



#### **3.42 (formerly 5.3) 17-18 GE-Speech Communication**

**Provided By:** Liberal Arts

**Progress:** Completed



#### **3.43 (new item) 17-18 GE-Written Communication - ENGL 2071/2072**

**Provided By:** Liberal Arts

**Progress:** Completed



#### **4.4 Respiratory Care - Communication**

**Provided By:** Respiratory Care

**Progress:** Canceled

  **6.3 CIT Communication CIT - Communication**



**Provided By:** Computer Information Technology

**Progress:** Canceled

  **7.2 Communication related to Management Communication related to Management**

**Provided By:** Management



**Progress:** Canceled

  **GE 2. Computation**

**General Education Description**

An LSU Eunice graduate will use processes, procedures, data, or evidence to solve problems and make effective decisions.

**Progress:** Completed

  **2.1 Increase Achievement of SLOs MATH 1015 and MATH 1021**

**Provided By:** Quality Enhancement Plan

**Progress:** Completed

  **2.2 Increase Student Mathematics Scores on the CAAP**

**Provided By:** Quality Enhancement Plan

**Progress:** Canceled

  **2.21 Mathematics Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra**

**Provided By:** Science & Mathematics

**Progress:** Completed

  **2.22 Mathematics Competency in Mathematics for Elementary School Teachers (MATH 1018)**

**Provided By:** Science & Mathematics

**Progress:** Completed

  **2.23 Mathematics Competency in Mathematics - Statistics (MATH 1425)**

**Provided By:** Science & Mathematics

**Progress:** Completed

  **2.24 Mathematics Competency in Mathematics - Plane Trigonometry (MATH 1022)**



**Provided By:** Science & Mathematics

**Progress:** Completed

  **2.25 Mathematics Competency in Mathematics - Precalculus (MATH 1023)**

**Provided By:** Science & Mathematics

**Progress:** Completed

  **2.26 Mathematics Competency in Mathematics - Calculus with Business and Economic Applications (MATH 1431)**


**Provided By:** Science & Mathematics  
**Progress:** Completed

 **2.27 Mathematics - DE to GE General Education Math after Developmental Education Math (MATH 1015/1020/1021 after MATH 0015/0021)**

**Provided By:** Science & Mathematics  
**Progress:** Completed

 **2.5 Nursing - Decision Making Decision Making**

**Provided By:** Nursing  
**Progress:** Completed

 **3.21 (formerly 5.5) 17-18 GE-Critical Thinking**


**Provided By:** Liberal Arts  
**Progress:** Completed

 **3.5 Radiologic Technology - Critical Thinking Decision Making (formally Critical Thinking)**

**Provided By:** Radiologic Technology  
**Progress:** Canceled

 **4.5 Respiratory Care - Critical Thinking Computation and Effective Decision Making**

**Provided By:** Respiratory Care  
**Progress:** Canceled

 **6.2 CIT - Decision Making Decision Making related to Computer Information Technology**

**Provided By:** Computer Information Technology  
**Progress:** Canceled

 **7.3 Decision Making related to Management Decision Making related to Management**


**Provided By:** Management  
**Progress:** Canceled

 **GE 3. Natural Science**

**General Education Description**

An LSU Eunice graduate will apply knowledge of natural science to the exploration and analysis of natural phenomena.

**Progress:** Completed

 **2.31 Biological Science 17-18 Competency in Biology I**

**Provided By:** Science & Mathematics  
**Progress:** Completed

 **2.32 Biological Science 17-18 Competency in Biology II**

**Provided By:** Science & Mathematics  
**Progress:** Completed

 **2.33 Physical Science 17-18 Competency in Physical Science**

**Provided By:** Science & Mathematics  
**Progress:** Completed

 **2.34 Chemistry 17-18 Competence in Chemistry I**

**Provided By:** Science & Mathematics


**Progress:** Completed

 **GE 4. Humanities**

**General Education Description**

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.

**Progress:** Completed

 **3.41 (formerly 5.2) 17-18 GE-History**

**Provided By:** Liberal Arts

**Progress:** Completed

 **3.42 (formerly 5.3) 17-18 GE-Speech Communication**

**Provided By:** Liberal Arts

**Progress:** Completed

 **3.43 (new item) 17-18 GE-Written Communication - ENGL 2071/2072**

**Provided By:** Liberal Arts

**Progress:** Completed

 **3.45 (formerly 5.12) 17-18 Foreign Language (Spanish)**

**Provided By:** Liberal Arts

**Progress:** Delayed

 **3.46 (formerly 5.11) 17-18 GE-Foreign Language (French)**

**Provided By:** Liberal Arts


**Progress:** Overdue

 **GE 5. Social Sciences**

**General Education Description**


An LSU Eunice graduate will demonstrate an understanding of human behavior and the relationship between individuals and their societies.

**Progress:** Completed

 **3.51 (formerly 5.6) 17-18 GE-Psychology**


**Provided By:** Liberal Arts

**Progress:** Completed

 **3.52 (formerly 5.10) 17-18 GE-Sociology**

**Provided By:** Liberal Arts


**Progress:** Completed

 **3.53 (formerly 5.9) 17-18 GE-Political Science**




**Provided By:** Liberal Arts

**Progress:** Completed

 **3.54 (formerly 2.2 DE Reading - GE Social Science) 17-18 Social science from College Reading (UNIV 0008)**

**Provided By:** Liberal Arts

**Progress:** Completed

 **9.1 General Education Economics**

**Provided By:** Management

**Progress:** Completed

 **GE 6. Art**

**General Education Description**

An LSU Eunice graduate will demonstrate an aesthetic and historical understanding of the arts.

**Progress:** Completed

 **3.61 (formerly 5.1) 17-18 GE-Art**

**Provided By:** Liberal Arts

**Progress:** Completed

 **3.62 (formerly 5.8) 17-18 GE-Art (Music Appreciation)**

**Provided By:** Liberal Arts

**Progress:** Completed

 **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

**Related Items**

 **GE 1. Communication**

**General Education Description**

An LSU Eunice graduate will demonstrate effective communication of complex knowledge and ideas.

**Progress:** Completed

 **2.4 Nursing - Communication Nursing Communication**

**Provided By:** Nursing

**Progress:** Completed

 **3.11 (formerly 5.4a) 17-18 GE-Written Communication - ENGL 1001-1002**

**Provided By:** Liberal Arts

**Progress:** Completed

 **3.12 (formerly 2.1 DE to GE: Communication) 17-18 General Education English after Developmental Education English (ENGL 1001 after ENGL 0001)**


**Provided By:** Liberal Arts

**Progress:** Completed

 **3.13 (formerly 5.7) 17-18 GE-Library Research Tools (formerly Information Literacy)**


**Provided By:** Liberal Arts

**Progress:** Completed

 **3.4 Radiologic Technology - Communication**

**Provided By:** Radiologic Technology

**Progress:** Canceled

 **3.42 (formerly 5.3) 17-18 GE-Speech Communication**


**Provided By:** Liberal Arts

**Progress:** Completed

 **3.43 (new item) 17-18 GE-Written Communication - ENGL 2071/2072**

**Provided By:** Liberal Arts

**Progress:** Completed

 **4.4 Respiratory Care - Communication**

**Provided By:** Respiratory Care

**Progress:** Canceled

 **6.3 CIT Communication CIT - Communication**

**Provided By:** Computer Information Technology

**Progress:** Canceled

 **7.2 Communication related to Management Communication related to Management**

**Provided By:** Management

**Progress:** Canceled

## **GE 2. Computation**

### **General Education Description**


An LSU Eunice graduate will use processes, procedures, data, or evidence to solve problems and make effective decisions.

**Progress:** Completed

 **2.1 Increase Achievement of SLOs MATH 1015 and MATH 1021**













**Provided By:** Quality Enhancement Plan

**Progress:** Completed

 **2.2 Increase Student Mathematics Scores on the CAAP**

**Provided By:** Quality Enhancement Plan

**Progress:** Canceled

-  **2.21 Mathematics Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra**  
**Provided By:** Science & Mathematics  
**Progress:** Completed
-  **2.22 Mathematics Competency in Mathematics for Elementary School Teachers (MATH 1018)**  
**Provided By:** Science & Mathematics  
**Progress:** Completed
-  **2.23 Mathematics Competency in Mathematics - Statistics (MATH 1425)**  
**Provided By:** Science & Mathematics  
**Progress:** Completed
-  **2.24 Mathematics Competency in Mathematics - Plane Trigonometry (MATH 1022)**  
**Provided By:** Science & Mathematics  
**Progress:** Completed
-  **2.25 Mathematics Competency in Mathematics - Precalculus (MATH 1023)**  
**Provided By:** Science & Mathematics  
**Progress:** Completed
-  **2.26 Mathematics Competency in Mathematics - Calculus with Business and Economic Applications (MATH 1431)**  
**Provided By:** Science & Mathematics  
**Progress:** Completed
-  **2.27 Mathematics - DE to GE General Education Math after Developmental Education Math (MATH 1015/1020/1021 after MATH 0015/0021)**  
**Provided By:** Science & Mathematics  
**Progress:** Completed
-  **2.5 Nursing - Decision Making Decision Making**  
**Provided By:** Nursing  
**Progress:** Completed
-  **3.21 (formerly 5.5) 17-18 GE-Critical Thinking**  
**Provided By:** Liberal Arts  
**Progress:** Completed
-  **3.5 Radiologic Technology - Critical Thinking Decision Making (formally Critical Thinking)**  
**Provided By:** Radiologic Technology  
**Progress:** Canceled
-  **4.5 Respiratory Care - Critical Thinking Computation and Effective Decision Making**  
**Provided By:** Respiratory Care  
**Progress:** Canceled
-  **6.2 CIT - Decision Making Decision Making related to Computer Information Technology**  
**Provided By:** Computer Information Technology  
**Progress:** Canceled


 **7.3 Decision Making related to Management Decision Making related to Management**  
**Provided By:** Management  
**Progress:** Canceled


 **GE 3. Natural Science**


**General Education Description**


An LSU Eunice graduate will apply knowledge of natural science to the exploration and analysis of natural phenomena.


**Progress:** Completed

 **2.31 Biological Science 17-18 Competency in Biology I**  
**Provided By:** Science & Mathematics  
**Progress:** Completed

 **2.32 Biological Science 17-18 Competency in Biology II**  
**Provided By:** Science & Mathematics  
**Progress:** Completed

 **2.33 Physical Science 17-18 Competency in Physical Science**  
**Provided By:** Science & Mathematics  
**Progress:** Completed


 **2.34 Chemistry 17-18 Competence in Chemistry I**  
**Provided By:** Science & Mathematics  
**Progress:** Completed


 **GE 4. Humanities**

**General Education Description**


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.

**Progress:** Completed

 **3.41 (formerly 5.2) 17-18 GE-History**  
**Provided By:** Liberal Arts  
**Progress:** Completed

 **3.42 (formerly 5.3) 17-18 GE-Speech Communication**  
**Provided By:** Liberal Arts  
**Progress:** Completed

 **3.43 (new item) 17-18 GE-Written Communication - ENGL 2071/2072**  
**Provided By:** Liberal Arts  
**Progress:** Completed

 **3.45 (formerly 5.12) 17-18 Foreign Language (Spanish)**

**Provided By:** Liberal Arts

**Progress:** Delayed

 **3.46 (formerly 5.11) 17-18 GE-Foreign Language (French)**

**Provided By:** Liberal Arts


**Progress:** Overdue

 **GE 5. Social Sciences**

**General Education Description**


An LSU Eunice graduate will demonstrate an understanding of human behavior and the relationship between individuals and their societies.

**Progress:** Completed

 **3.51 (formerly 5.6) 17-18 GE-Psychology**


**Provided By:** Liberal Arts

**Progress:** Completed

 **3.52 (formerly 5.10) 17-18 GE-Sociology**


**Provided By:** Liberal Arts

**Progress:** Completed

 **3.53 (formerly 5.9) 17-18 GE-Political Science**


**Provided By:** Liberal Arts

**Progress:** Completed

 **3.54 (formerly 2.2 DE Reading - GE Social Science) 17-18 Social science from College Reading (UNIV 0008)**

**Provided By:** Liberal Arts

**Progress:** Completed

 **9.1 General Education Economics**

**Provided By:** Management


**Progress:** Completed

 **GE 6. Art**

**General Education Description**


An LSU Eunice graduate will demonstrate an aesthetic and historical understanding of the arts.

**Progress:** Completed

 **3.61 (formerly 5.1) 17-18 GE-Art**

**Provided By:** Liberal Arts

**Progress:** Completed

 **3.62 (formerly 5.8) 17-18 GE-Art (Music Appreciation)**

**Provided By:** Liberal Arts

**Progress:** Completed

- 
- ★ **3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.**

### Related Items



#### **🏆 GE 1. Communication**

##### **General Education Description**

An LSU Eunice graduate will demonstrate effective communication of complex knowledge and ideas.

**Progress:** Completed



#### **🕒 2.4 Nursing - Communication Nursing Communication**

**Provided By:** Nursing

**Progress:** Completed



#### **🕒 3.11 (formerly 5.4a) 17-18 GE-Written Communication - ENGL 1001-1002**

**Provided By:** Liberal Arts

**Progress:** Completed



#### **🕒 3.12 (formerly 2.1 DE to GE: Communication) 17-18 General Education English after Developmental Education English (ENGL 1001 after ENGL 0001)**

**Provided By:** Liberal Arts

**Progress:** Completed



#### **🕒 3.13 (formerly 5.7) 17-18 GE-Library Research Tools (formerly Information Literacy)**

**Provided By:** Liberal Arts

**Progress:** Completed



#### **🕒 3.4 Radiologic Technology - Communication**

**Provided By:** Radiologic Technology

**Progress:** Canceled



#### **🕒 3.42 (formerly 5.3) 17-18 GE-Speech Communication**

**Provided By:** Liberal Arts

**Progress:** Completed



#### **🕒 3.43 (new item) 17-18 GE-Written Communication - ENGL 2071/2072**

**Provided By:** Liberal Arts

**Progress:** Completed



#### **🕒 4.4 Respiratory Care - Communication**

**Provided By:** Respiratory Care

**Progress:** Canceled  
 **6.3 CIT Communication CIT - Communication**  
**Provided By:** Computer Information Technology

**Progress:** Canceled  
 **7.2 Communication related to Management Communication related to Management**  
**Provided By:** Management  
**Progress:** Canceled


## **GE 2. Computation**


### **General Education Description**

An LSU Eunice graduate will use processes, procedures, data, or evidence to solve problems and make effective decisions.


**Progress:** Completed


 **2.1 Increase Achievement of SLOs MATH 1015 and MATH 1021**  
**Provided By:** Quality Enhancement Plan  
**Progress:** Completed


 **2.2 Increase Student Mathematics Scores on the CAAP**  
**Provided By:** Quality Enhancement Plan  
**Progress:** Canceled


 **2.21 Mathematics Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra**  
**Provided By:** Science & Mathematics  
**Progress:** Completed

 **2.22 Mathematics Competency in Mathematics for Elementary School Teachers (MATH 1018)**  
**Provided By:** Science & Mathematics  
**Progress:** Completed

 **2.23 Mathematics Competency in Mathematics - Statistics (MATH 1425)**  
**Provided By:** Science & Mathematics  
**Progress:** Completed

 **2.24 Mathematics Competency in Mathematics - Plane Trigonometry (MATH 1022)**  
**Provided By:** Science & Mathematics  
**Progress:** Completed

 **2.25 Mathematics Competency in Mathematics - Precalculus (MATH 1023)**  
**Provided By:** Science & Mathematics  
**Progress:** Completed

 **2.26 Mathematics Competency in Mathematics - Calculus with Business and Economic Applications (MATH 1431)**  
**Provided By:** Science & Mathematics

**Progress:** Completed

 **2.27 Mathematics - DE to GE General Education Math after Developmental Education Math (MATH 1015/1020/1021 after MATH 0015/0021)**


**Provided By:** Science & Mathematics

**Progress:** Completed

 **2.5 Nursing - Decision Making Decision Making**

**Provided By:** Nursing

**Progress:** Completed

 **3.21 (formerly 5.5) 17-18 GE-Critical Thinking**


**Provided By:** Liberal Arts

**Progress:** Completed

 **3.5 Radiologic Technology - Critical Thinking Decision Making (formally Critical Thinking)**


**Provided By:** Radiologic Technology

**Progress:** Canceled

 **4.5 Respiratory Care - Critical Thinking Computation and Effective Decision Making**

**Provided By:** Respiratory Care

**Progress:** Canceled

 **6.2 CIT - Decision Making Decision Making related to Computer Information Technology**

**Provided By:** Computer Information Technology

**Progress:** Canceled

 **7.3 Decision Making related to Management Decision Making related to Management**

**Provided By:** Management

**Progress:** Canceled

 **GE 3. Natural Science**

**General Education Description**

An LSU Eunice graduate will apply knowledge of natural science to the exploration and analysis of natural phenomena.

**Progress:** Completed

 **2.31 Biological Science 17-18 Competency in Biology I**

**Provided By:** Science & Mathematics

**Progress:** Completed

 **2.32 Biological Science 17-18 Competency in Biology II**

**Provided By:** Science & Mathematics

**Progress:** Completed

 **2.33 Physical Science 17-18 Competency in Physical Science**

**Provided By:** Science & Mathematics

**Progress:** Completed



 **2.34 Chemistry 17-18 Competence in Chemistry I**

**Provided By:** Science & Mathematics


**Progress:** Completed

 **GE 4. Humanities**

**General Education Description**

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.

**Progress:** Completed

 **3.41 (formerly 5.2) 17-18 GE-History**

**Provided By:** Liberal Arts

**Progress:** Completed

 **3.42 (formerly 5.3) 17-18 GE-Speech Communication**

**Provided By:** Liberal Arts

**Progress:** Completed

 **3.43 (new item) 17-18 GE-Written Communication - ENGL 2071/2072**

**Provided By:** Liberal Arts

**Progress:** Completed

 **3.45 (formerly 5.12) 17-18 Foreign Language (Spanish)**

**Provided By:** Liberal Arts

**Progress:** Delayed

 **3.46 (formerly 5.11) 17-18 GE-Foreign Language (French)**

**Provided By:** Liberal Arts


**Progress:** Overdue

 **GE 5. Social Sciences**

**General Education Description**


An LSU Eunice graduate will demonstrate an understanding of human behavior and the relationship between individuals and their societies.

**Progress:** Completed

 **3.51 (formerly 5.6) 17-18 GE-Psychology**


**Provided By:** Liberal Arts

**Progress:** Completed

 **3.52 (formerly 5.10) 17-18 GE-Sociology**


**Provided By:** Liberal Arts

**Progress:** Completed

 **3.53 (formerly 5.9) 17-18 GE-Political Science**


**Provided By:** Liberal Arts

**Progress:** Completed

 **3.54 (formerly 2.2 DE Reading - GE Social Science) 17-18 Social science from College Reading (UNIV 0008)**

**Provided By:** Liberal Arts

**Progress:** Completed

 **9.1 General Education Economics**

**Provided By:** Management

**Progress:** Completed

 **GE 6. Art**

**General Education Description**

An LSU Eunice graduate will demonstrate an aesthetic and historical understanding of the arts.

**Progress:** Completed

 **3.61 (formerly 5.1) 17-18 GE-Art**

**Provided By:** Liberal Arts

**Progress:** Completed


 **3.62 (formerly 5.8) 17-18 GE-Art (Music Appreciation)**

**Provided By:** Liberal Arts

**Progress:** Completed

 **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**

**Related Items**

 **GE 1. Communication**

**General Education Description**

An LSU Eunice graduate will demonstrate effective communication of complex knowledge and ideas.

**Progress:** Completed

 **2.4 Nursing - Communication Nursing Communication**









**Provided By:** Nursing

**Progress:** Completed

 **3.11 (formerly 5.4a) 17-18 GE-Written Communication - ENGL 1001-1002**

**Provided By:** Liberal Arts

**Progress:** Completed




-  **3.12 (formerly 2.1 DE to GE: Communication) 17-18 General Education English after Developmental Education English (ENGL 1001 after ENGL 0001)**  
 Provided By: Liberal Arts  
 Progress: Completed
-  **3.13 (formerly 5.7) 17-18 GE-Library Research Tools (formerly Information Literacy)**  
 Provided By: Liberal Arts  
 Progress: Completed
-  **3.4 Radiologic Technology - Communication**  
 Provided By: Radiologic Technology  
 Progress: Canceled
-  **3.42 (formerly 5.3) 17-18 GE-Speech Communication**  
 Provided By: Liberal Arts  
 Progress: Completed
-  **3.43 (new item) 17-18 GE-Written Communication - ENGL 2071/2072**  
 Provided By: Liberal Arts  
 Progress: Completed
-  **4.4 Respiratory Care - Communication**  
 Provided By: Respiratory Care  
 Progress: Canceled
-  **6.3 CIT Communication CIT - Communication**  
 Provided By: Computer Information Technology  
 Progress: Canceled
-  **7.2 Communication related to Management Communication related to Management**  
 Provided By: Management  
 Progress: Canceled

## **GE 2. Computation**

### **General Education Description**

An LSU Eunice graduate will use processes, procedures, data, or evidence to solve problems and make effective decisions.

**Progress:** Completed

-  **2.1 Increase Achievement of SLOs MATH 1015 and MATH 1021**  
 Provided By: Quality Enhancement Plan  
 Progress: Completed
-  **2.2 Increase Student Mathematics Scores on the CAAP**  
 Provided By: Quality Enhancement Plan  
 Progress: Canceled
-  **2.21 Mathematics Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra**

- Provided By:** Science & Mathematics  
**Progress:** Completed
-  **2.22 Mathematics Competency in Mathematics for Elementary School Teachers (MATH 1018)**  
**Provided By:** Science & Mathematics  
**Progress:** Completed
  -  **2.23 Mathematics Competency in Mathematics - Statistics (MATH 1425)**  
**Provided By:** Science & Mathematics  
**Progress:** Completed
  -  **2.24 Mathematics Competency in Mathematics - Plane Trigonometry (MATH 1022)**  
**Provided By:** Science & Mathematics  
**Progress:** Completed
  -  **2.25 Mathematics Competency in Mathematics - Precalculus (MATH 1023)**  
**Provided By:** Science & Mathematics  
**Progress:** Completed
  -  **2.26 Mathematics Competency in Mathematics - Calculus with Business and Economic Applications (MATH 1431)**  
**Provided By:** Science & Mathematics  
**Progress:** Completed
  -  **2.27 Mathematics - DE to GE General Education Math after Developmental Education Math (MATH 1015/1020/1021 after MATH 0015/0021)**  
**Provided By:** Science & Mathematics  
**Progress:** Completed
  -  **2.5 Nursing - Decision Making Decision Making**  
**Provided By:** Nursing  
**Progress:** Completed
  -  **3.21 (formerly 5.5) 17-18 GE-Critical Thinking**  
**Provided By:** Liberal Arts  
**Progress:** Completed
  -  **3.5 Radiologic Technology - Critical Thinking Decision Making (formally Critical Thinking)**  
**Provided By:** Radiologic Technology  
**Progress:** Canceled
  -  **4.5 Respiratory Care - Critical Thinking Computation and Effective Decision Making**  
**Provided By:** Respiratory Care  
**Progress:** Canceled
  -  **6.2 CIT - Decision Making Decision Making related to Computer Information Technology**  
**Provided By:** Computer Information Technology  
**Progress:** Canceled
  -  **7.3 Decision Making related to Management Decision Making related to Management**  
**Provided By:** Management

**Progress:** Canceled

### **GE 3. Natural Science**

#### **General Education Description**

An LSU Eunice graduate will apply knowledge of natural science to the exploration and analysis of natural phenomena.

**Progress:** Completed

#### **2.31 Biological Science 17-18 Competency in Biology I**

**Provided By:** Science & Mathematics

**Progress:** Completed

#### **2.32 Biological Science 17-18 Competency in Biology II**

**Provided By:** Science & Mathematics

**Progress:** Completed

#### **2.33 Physical Science 17-18 Competency in Physical Science**

**Provided By:** Science & Mathematics

**Progress:** Completed

#### **2.34 Chemistry 17-18 Competence in Chemistry I**

**Provided By:** Science & Mathematics

**Progress:** Completed

### **GE 4. Humanities**

#### **General Education Description**

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.

**Progress:** Completed

#### **3.41 (formerly 5.2) 17-18 GE-History**

**Provided By:** Liberal Arts

**Progress:** Completed

#### **3.42 (formerly 5.3) 17-18 GE-Speech Communication**

**Provided By:** Liberal Arts

**Progress:** Completed

#### **3.43 (new item) 17-18 GE-Written Communication - ENGL 2071/2072**

**Provided By:** Liberal Arts

**Progress:** Completed

#### **3.45 (formerly 5.12) 17-18 Foreign Language (Spanish)**

**Provided By:** Liberal Arts

**Progress:** Delayed

#### **3.46 (formerly 5.11) 17-18 GE-Foreign Language (French)**

**Provided By:** Liberal Arts  
**Progress:** Overdue

## **GE 5. Social Sciences**

### **General Education Description**

An LSU Eunice graduate will demonstrate an understanding of human behavior and the relationship between individuals and their societies.

**Progress:** Completed

#### **3.51 (formerly 5.6) 17-18 GE-Psychology**

**Provided By:** Liberal Arts

**Progress:** Completed

#### **3.52 (formerly 5.10) 17-18 GE-Sociology**

**Provided By:** Liberal Arts

**Progress:** Completed

#### **3.53 (formerly 5.9) 17-18 GE-Political Science**

**Provided By:** Liberal Arts

**Progress:** Completed

#### **3.54 (formerly 2.2 DE Reading - GE Social Science) 17-18 Social science from College Reading (UNIV 0008)**

**Provided By:** Liberal Arts

**Progress:** Completed

#### **9.1 General Education Economics**

**Provided By:** Management

**Progress:** Completed

## **GE 6. Art**

### **General Education Description**

An LSU Eunice graduate will demonstrate an aesthetic and historical understanding of the arts.

**Progress:** Completed

#### **3.61 (formerly 5.1) 17-18 GE-Art**

**Provided By:** Liberal Arts

**Progress:** Completed

#### **3.62 (formerly 5.8) 17-18 GE-Art (Music Appreciation)**

**Provided By:** Liberal Arts

**Progress:** Completed

## **IX. LSU Eunice General Education Committee Meeting Minutes from October 29, 2018**

### **LSU EUNICE GENERAL EDUCATION COMMITTEE MINUTES**

**Monday, October 29<sup>th</sup>, 2018**

- I. Call to order at 12:00 pm. The meeting took place in room M-105.
- II. Present: Paul Fowler, John Hamlin, Amanda Dunlap (Secretary), Sandra Mahoney, Tim Trant (Chair), Brandon Borill, Ella Whitney, Billy Fontenot, Cassie Jobe-Ganucheau
- III. Election of Officers: Tim Trant will continue to serve as committee chair; Amanda Dunlap volunteered to serve as committee secretary
- IV. Old Business:  
None
- V. New Business:
  - The Committee unanimously accepted Dr. Fowler's report that LSUE has met the general education outcomes for the 2017-2018 academic year in all academic areas.
- VI. Meeting adjourned at 12:20 p.m.

Respectfully submitted

Amanda Dunlap

**AY 2017-2018 General Education Objectives and Outcomes  
General Education Summary  
October 31, 2018**

The following report summaries LSU Eunice's General Education Outcomes for AY 2017-2018. A change for AY 2017-2018 is that each of the outcomes are assigned to their primary General Education Objective. For example, while some mathematics courses choose General Education Objective 1, 2, and 3 in their syllabi, they have been assigned only to number 2 in order to eliminate repetition in the report. Note that all links are live; however, one must have log in credentials to Compliance Assist in order to view them.

**General Education Objectives: Relationships to LSU Eunice Strategic Goals**

Each of the General Education Objectives

An LSU Eunice graduate will

1. demonstrate effective communication of complex knowledge and ideas.
2. use processes, procedures, data, or evidence to solve problems and make effective decisions.
3. apply knowledge of natural science to the exploration and analysis of natural phenomena.
4. demonstrate an understanding of the cultural traditions and the human condition through a broad-based study of historical, cultural, and philosophical concepts.
5. demonstrate an understanding of human behavior and the relationship between individuals and their societies.
6. demonstrate an aesthetic and historical understanding of the arts.

is linked to each of the LSU Eunice Strategic Goals:

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. ensure student access
2. strengthen student success
3. expand partnerships
4. demonstrate a culture of continuous improvement.

The following table summarizes each of the General Education Objectives with each of the outcomes assigned to them. The page numbers are given along with the courses or assessments assigned to each along with the methodology and whether the outcome was met. It is not required that each outcome be met in order to meet each of LSU Eunice's General Education 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. 556-584	pp. 584-621	pp. 621-629	pp. 629-640	pp. 640-657	pp. 658-663
NURS 2430/2530 Unit and Final Exams Met	QEP Increased Achievement of SLOs in MATH 1015 and 1021 Met	BIOL 1001 SLOs Multiple Choice Questions Met	History HIST 1001, 1003, 2055, 2071, 2057 SLO questions and a book review Met	Psychology PSYC 2000, 2060, and 2070 Embedded SLO questions on topic exams Met	Art ART 1440/1441/2470 SLO questions on Pre and post test Met
ENGL 1001/1002 SLOs & CAAP Met	QEP Increase scores on CAAP Canceled (CAAP no longer available)	BIOL 1002 SLOs Multiple Choice Questions Met	CMST 1061 SLOs Met Faculty member using different SLOs	Sociology SOCL 2001/2505 Pre and post test Met Faculty member using outdated GE Objectives	Music Appreciation MUS 1751 SLOs on Final Met
Dev Ed Success in ENGL 1001 after completing ENGL 0001 Tentatively Met	MATH 1015/1021 SLOs on Final Met	PHYS 1001 SLOs Multiple Choice Questions Not Met	SPAN 1101/1102 Instructor Observation, quizzes, tests, and papers Delayed (No Sections Offered)	Political Science POLS 2051 Class assessments, midterm, and final Met	
ENGL 1002 Info Literacy SLO Tentatively Met	MATH 1018 SLOs on Final Met (New for AY 2017-2018)	CHEM 1001 SLOs Multiple Choice Questions Not Met	FREN 1001/2101 Quizzes and oral presentations No Data Faculty member not turning in SLOs	Dev Ed. Social Science from College Reading Tentatively Met	

RADT 1092/1093 Clinical Evaluation <b>Canceled</b> (In program assessment)	MATH 1425 SLOs on Final <b>Met</b>		ENGL 2071/2072 SLOs <b>Met</b> (New for AY 2017- 2018)	Economics ECON 2010/2000/2010 <b>Met</b>	
CMST 1061 SLOs <b>Met</b> Faculty member using different SLOs	MATH 1022 SLOs on Final <b>Met</b>				
RC 1001 Journal Rubric <b>Canceled</b> (In program assessment)	MATH 1023 SLOs on Final <b>Met</b>				
CIT CSC 1011 <b>Canceled</b> (In program assessment)	MATH 1431 SLOs on Final <b>Met</b>				
Management BADM 1001 Exam & Class Discussions <b>Canceled</b> (In program assessment)	Dev Ed Completion of GE math after DE math Indirect using completion rates <b>Met</b>				
Med Bill Coding HCM 2650 SLOs <b>Canceled</b> GE not required	NURS 2430 Unit and Final Exams <b>Met</b>				

	CAAP Critical Thinking Inconclusive N < 30				
	RADT 1092/1093 Clinical direct Observation Canceled (In program assessment)				
	RC 2016 Document patient history in clinicals Canceled (In program assessment)				
	CIT CSC 2253 various assignments Canceled (In program assessment)				
	MGMT 2999 ECON 2000 Pre and post test Canceled (In program assessment)				
	Medical Coding and Billing ALLH 2635 Class assignments, quizzes, and tests Canceled (No GE Required)				

## X. 2017-2018 General Education Outcomes

### Academic Affairs

#### GE 1. Communication

##### General Education Description

An LSU Eunice graduate will demonstrate effective communication of complex knowledge and ideas.

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Providing Department:** Academic Affairs

**Responsible Roles:**

##### Related Items

#### 2.4 Nursing - Communication: Nursing Communication

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Nursing



**Participants:** Dean of HSBT (McDonald, Dottie)

##### Objective With Intended Outcomes

Students will demonstrate effective therapeutic communication skills with patients, families and health care team.

[Nursing 2430 Fall 2017](#)

[Nursing 2530 Spring 2018](#)

-  [Nursing2430 Fall 2017](#)
-  [Nursing2530 Spring 2018](#)

##### Assessment/Evaluation/Measures/Strategies

NURS 2430 (third semester) (face-to-face) (Fa 17) - 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 benchmark was determined by the Program Director and faculty that students must score a minimum of 77% to ensure proficiency communication.

[communication analysis fall 2017](#)

[Nursing2430 Fall 2017 Exam One](#)

[Nursing2430 Fall 2017 Exam Final](#)

NURS 2530 (fourth and final semester) (face-to-face) (Sp 18) - 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 benchmark it was determined by the Program Director and faculty to ensure proficiency in communication.

[Communication analysis spring 2018](#)

[Nursing2530 spring 2018 Exam One](#)

[Nursing2530Spring 2018 Exam Final](#)

-  [Communication analysis spring 2018](#)
-  [Nursing2430 Fall 2017](#)
-  [Nursing2430 Fall 2017 Exam Final](#)
-  [Nursing2430 Fall 2017 Exam One](#)
-  [Nursing2530 Spring 2018](#)
-  [Nursing2530 spring 2018 Exam One](#)
-  [Nursing2530Spring 2018 Exam Final](#)
-  [communication analysis fall 2017](#)

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met.

For AY 2017-2018, NURS 2430 (face-to-face) (Fa 17) - Fifty-Six (56) students took the first exam and 21 (37%) passed with a score of 77% or higher and Fifty-Six (56) students took the final exam and 54 (96%) passed with a score of 77% or higher.

Documentation:

[Nursing 2430 Fall 2017 Exam One](#)

[Nursing 2430 Fall 2017 Exam Final](#)

NURS 2530 (face-to-face) (Sp 18) -. Fifty-Five students took the first exam and 53 (96%) passed with 77% or higher and Fifty-Five students took the final exam and 53 passed with a score of 77% or higher.

Documentation:

[Nursing 2530 spring 2018 Exam One](#)

[Nursing 2530 Spring 2018 Exam Final](#)

Given the observed scores exceed the benchmark, this objective was met.

-  [Nursing2430 Fall 2017 Exam Final](#)
-  [Nursing2430 Fall 2017 Exam One](#)
-  [Nursing2530Spring 2018 Exam Final](#)
-  [Nursing2530 spring 2018 Exam One](#)

#### **Improvement Plan/ Changes Made**

Administrative staff will complete clinical site visits to evaluate nursing student communication with patients and family to ensure students are communicating effectively.

Director of IE's note: This objective will be cancelled in AY 2018-2019 for two reasons. First, it is rhetorical based on the individual outcomes. Second, the Peregrine General Education Assessment, a nationally normed assessment will be replacing the internal measures.

#### **3.11 (formerly 5.4a): 17-18 GE-Written Communication - ENGL 1001-1002**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Liberal Arts

**Participants:** Coordinator of English (Fontenot, Billy), Dean of Liberal Arts (Mahoney, Sandra)

#### **Objective With Intended Outcomes**

Students will successfully complete their general education coursework developing competencies in written communication as required by their curricula.

SLOs for ENGL 1001 are: Upon successful completion of this course, the student will

1. Write an essay of at least five paragraphs that has a well-defined thesis statement, is well-organized and well-developed, uses sound critical thinking skills, and is clear.
2. Develop clear topic sentences that include the main idea of the paragraph.
3. Develop paragraph bodies with substantial support: evidence, details, and facts.
4. Use proper grammar, punctuation, mechanics, and usage throughout their writing.


SLOs for ENGL 1002 are: Upon successful completion of this course, the student will

1. 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 (updated fall 2016).

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 (updated fall 2016).

Fall 2017 [sample course syllabus](#) for ENGL 1001

Fall 2017 [sample course syllabus](#) for ENGL 1002

-  [ENGL 1001 dept syllabus FA17](#)
-  [ENGL 1002 dept syllabus FA17](#)

### **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.

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 sections (LSUE site, LSUA site, dual credit, and online)** are used to gather data for all outcomes.

For ENGL 1002, both outcomes are assessed using a multiple choice exam given toward the end of the semester. The assessment was tested in AY 2015-2016. It was updated in fall 2016 and was not given to students as a result. Testing resumed in Spring 2017 with all sites. **All students regardless of site or methodology will be assessed.**

A benchmark of 70% is used for all outcomes since ENGL 1001 is 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.

A preliminary benchmark has been established for ENGL 1002 since the assessment underwent revision in Fall 2016 and the faculty wanted to use Spring 2017 and AY 2017-2018 to obtain data.

Spring 2015: n = 323 with a mean = 59%,

AY 2015-2016: n = 481 with a mean = 60%,

Spring 2017: n = 397 with a mean = 62%.

A weighted mean = 62.89% will be used as the benchmark for AY 2017-2018.

Students typically do poorly on questions 4, 14, 15, 18, and 20.

#### **External Direct Assessment**

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 with test security. ACT offers CAAP in pencil and paper format only; therefore, it is not possible to assess online students using CAAP. As ACT discontinued the CAAP in Fall 2017, students were not assessed in Spring 2018.

The CAAP Content Analysis Report permits the comparison of LSU Eunice students to a nationally normed 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 nationally averages for each of the various elements of the normative group's writing ability. For the current report, the CAAP Content Analysis Report noted the following national averages

- Punctuation 52%
- Basic grammar and usage 63%
- Sentence structure 58%
- Strategy 57%
- Organization 53%
- Style 58%

In each case, LSU Eunice students are to meet or exceed the national benchmarks since they are averages generated by two-year students across the nation. Meeting or exceeding the national benchmark in four out of six categories will be considered as meeting this part of the overall outcome.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met.

For AY 2017-2018, the direct assessments were carried out as planned. In all, there were 1,322 students enrolled in 40 sections of ENGL 1001 on the census day for the two semesters. The number of students and the number of sections across all sites is detailed in Table 1.



Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
1322	710	412	67	0	102	31
60	27	22	4	0	5	2

### Direct Internal Assessment of Pre and Post Test Results for ENGL 1001

ENGL 1001 is the first general education English Composition course at LSUE. In order to assess student learning outcomes (SLOs), an internally created pretest on Outcomes 2, 3, and 4 was given to students just after registration closed in Fall 2017 and Spring 2018. Students were post tested using the same instrument during the last week of classes. A total of 918 (69.4%) of the 1,322 students had a pretest score across all sites with 746 (56.4%) having a post test score. Eliminating student data for a missing scores yielded a total of 723 (54.7%) of the original 1,322 students had matched scores. A total of 121 of the original 1,322 withdrew from the course and could not have been post tested. Note that the plan was to pretest and post test all students; however, some faculty simply forget to conduct the pretest and/or the post test in Fall 2017. This occurred with several sections in Fall 2017, but with none in Spring 2018. It is also worth noting that no one took the final in one online section that had one student enrolled in Fall 2017. The pretest and post test means and ns from the various sites are detailed in Table 2.

	Overall	LSUE & LSUA	Dual Credit	LSU Lab	Online	Accelerated
Pretest Mean	72.78	69.7	85.06	--	76.58	83.99
Post Test Mean	79.58	76.26	92.87	--	86.41	86.81
n	723	555	106	--	39	23

Note: There were no students enrolled in ENGL 1001 at the LSU Lab school.

Next, a paired t-test was completed for the 723 match pairs on Outcomes 2, 3, and 4 at an alpha = 0.05. The t-test indicated that the treatment of ENGL 1001 was statistically significant. Pretest (M = 72.78, SD = 15.64) and post test (M = 79.58, SD = 14.11) conditions  $t(722) = -17.35$ ,  $p = 0.000$ . In other words, the results suggested that the instruction in ENGL 1001 resulted in learning that increased the post test scores over the pretest scores.

	Pretest	Post Test
Mean	72.7801337	79.57994467
Variance	244.6188361	199.0792319
Observations	723	723
Pearson Correlation	0.753559253	
Hypothesized Mean Difference	0	
df	722	
t Stat	-17.3455236	
P(T<=t) one-tail	6.6522E-57	
t Critical one-tail	1.646966838	
P(T<=t) two-tail	1.33044E-56	
t Critical two-tail	1.9632551	

Table 4 was generated to specifically detail the difference in the means (post test - pretest). The mean gain was 6.80 percentage points with a standard deviation of 10.54%. The kurtosis of 2.45 indicates that the difference distribution is leptokurtic indicating a narrowing of the distribution. The skewness of 0.603 indicates that the distribution has a slight positive skewness.

Table 4. Difference in Means	
Mean	6.799811
Standard Error	0.3920211
Median	5
Mode	0
Standard Deviation	10.540921
Sample Variance	111.11102
Kurtosis	2.4469143
Skewness	0.6032561
Range	100.00333
Minimum	-51.67
Maximum	48.333333
Sum	4916.2633
Count	723
Confidence Level (95.0%)	0.7696374

#### **ENGL 1001: Student Performance on SLOs**

Next, the SLO results for the ENGL 1001 post test were broken out by site. For AY 2017-2018, students scored an overall 79% with Outcome 1 at 80%, Outcome 2 at 88%, Outcome 3 at 90%, and Outcome 4 at 78%. All sites met the 70% benchmark overall. LSUA performed slightly below at a 68% on Outcome 4; however, this is an improvement from 60% in AY 2015-2016 and 65% in AY 2016-2017. An [Item Analysis for LSUA](#) was completed and found that three questions caused the most problems for students. Question 31 had a 40% chance of success while question 35 had a 38% chance of success and question 37 had a 36% chance of success.

Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	79	75	87	71		79	85
1. Write an essay of five paragraphs with well-defined thesis statement	80	76	90	77	none	79	87
2. Use clear topic sentences	88	86	94	77		89	90
3. Use evidence, details, and facts	90	88	93	85		91	95
4. Use proper grammar and punctuation	78	74	86	68		78	83
Total number of students tested	941	543	265	53	0	58	22
Total number of sections	60	27	22	4	0	5	2

NOTES: The total assessed in Table 4 does not equal the total the 918 in the text for Table 2 because sections that did not pretest were eliminated from consideration for the t-test. Several sections from Fall 2017 had missing or incomplete data including section D2, D7, D9, DC, DF, DG, DJ, and DK. These faculty members submitted usable data for Spring 2018.

Longitudinally, overall performance increased on the SLOs since Spring 2015 when they were first assessed with four SLOs. The data has fluctuated on the essay to some degree; however, increases are noted on the other three outcomes.

ENGL 1001 Descriptions	Sp 15	15-16	16-17	17-18	Change
Overall	70	75	79	79	0
1. Essay	79	87	82	80	-2
2. Topic Sentences	77	84	86	88	2
3. Using Evidence, details, and facts	68	84	87	90	3
4. Grammar and Punctuation	61	70	76	78	2
Total number of students tested	218	577	909	941	

### ENGL 1002 SLO Performance

Next, SLOs were collected for the second English Composition Course - ENGL 1002. Students were assessed through an internally created instrument during the last week of classes. In all, there were 949 students enrolled in ENGL 1002 on the census day for Fall 2017 and Spring 2018. For Fall 2017, face-to-face sections along with the LSUA section and one dual

credit section were assessed during a pilot as some revisions took place. The faculty wanted to have a complete year of data in order to monitor progress on the assessment itself. In Spring 2018, all sections and methods were assessed except section 25 as the faculty member forgot to give the assessment. Between Fall 2017 and Spring 2018, a total of 700 (74%) of the 949 students were assessed. The results indicated that students scored a 69% overall, 73% on Outcome 1, and a 65% on Outcome 2 (see Table 7).

Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	69	68	72	59	64	68	71
1. Identify clearly defined thesis statements, proper essay organization and development, and clarity in the essay writing process	73	71	76	64	71	66	70
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.	65	64	68	51	54	71	73
Total number of students tested	700	376	271	25	1	13	14
Total number of sections	40	20	15	2	1	1	1

The data suggests that the same issues exist with the assessment and that it needs some work in order to be effective. In the past, questions 4, 14, 15, 18, and 20 were the problem spots for students. For Comparison, an item analysis was created for LSUE students, dual credit, and LSUA. The [Item Analysis for LSUE](#) students indicated that

- q3 on Outcome 1 had a 42% success rate,
- q4 on Outcome 1 had a 39% success rate,
- q14 on Outcome 2 had a 48% success rate,
- q16 on Outcome 1 had a 51% success rate,
- q18 on Outcome 1 had a 50% success rate,
- q20 on Outcome 2 had a 44% success rate, and
- q25 on Outcome 2 had a 30% success rate.

Next, a similar [Item Analysis on the data from face-to-face dual credit](#) students was generated. Note that some dual credit students take the course online and those students seemed to do fine. Otherwise, the item analysis indicated that

- q3 on Outcome 1 had a 49% success rate,
- q4 on Outcome 1 had a 40% success rate,
- q14 on Outcome 2 had a 34% success rate,
- q15 on Outcome 2 had a 35% success rate,
- q16 on Outcome 1 had a 42% success rate,
- q20 on Outcome 2 had a 41% success rate, and
- q25 on Outcome 2 had a 22% success rate.

Finally, an [Item Analysis was completed for LSUA](#) face-to-face students. It indicated that

- q2 on Outcome 1 had a 48% success rate,
- q3 on Outcome 1 had a 36% success rate,
- q4 on Outcome 1 had a 24% success rate,
- q13 on Outcome 1 had a 48% success rate,
- q14 on Outcome 2 had a 16% success rate,
- q16 on Outcome 1 had a 32% success rate,
- q18 on Outcome 1 had a 48% success rate,
- q22 on Outcome 2 had a 40% success rate, and
- q25 on Outcome 2 had a 20% success rate.

Questions 4, 14, 15, 18, and 20 were the questions that caused difficulty for the students at the three sites. Two of them, namely 4 and 14, have appeared on past lists. It is impossible to show longitudinal data because the assessment has undergone so many revisions; however, generalized data shows a slight increase in success. For example, the overall score in AY 2015-2016 was 65% with Outcome 2 at a 60% and in Spring 2017, the overall was 68% with Outcome 2 at 62%.

### **CAAP Content Analysis**







Finally, a direct external assessment using ACT's CAAP was generated for Fall 2017 only. ACT discontinued the CAAP in December 2017 so testing after that time was not possible. The [CAAP Content Analysis](#) indicates that LSUE ENGL 1002 students scored well compared to national benchmarks. This data is presented in three tables. First, [Table 8](#) shows the percentage correct for the nationally normed group while [Table 9](#) shows the percentage correct for LSUE students from Fall 2017. [Table 10](#) shows the difference between the two. Positive differences indicate that the LSUE students performed above the nationally normed group and negative difference found that LSUE students performed below the nationally normed group keeping in mind that differences between 0 and 5 (or -5) are negligible according to ACT. Tables 8, 9, and 10 indicate that LSUE students scored at the same level or above the nationally normed group in all areas but strategy and style. The differences on strategy and style between the two groups was negligible.

### **Summary**

Given that

- the mean on the post test in ENGL 1001 of 79.58% > the mean of the pretest of 72.78% and that the difference in the means was statistically significant at alpha = 0.05,
- the observed SLO score in ENGL 1001 of 79% > the established benchmark of 70%,
- the observed SLO score in ENGL 1002 of 69% > the preliminary benchmark of 62.89%, and
- LSUE students scored higher on four out of six metrics compared to the nationally normed group established by ACT's CAAP,

objective 3.11 is met.

-  [Dual Credit ENGL 1002 Item Analysis](#)
-  [Fall 2017 CAAP CAR Summary](#)
-  [LSUA ENGL 1002 Item Analysis](#)
-  [LSUA Item Analysis](#)
-  [LSUE FA 2017 CAAP Writing CAR](#)
-  [LSUE Item Analysis ENGL 1002](#)

### **Improvement Plan/ Changes Made**



For ENGL 1001, the faculty wish to monitor ENGL 1001 for the 68% on Outcome number four.


For ENGL 1002, the English Coordinator verified that the assessment will be updated during Fall 2018 to eliminate some of the issues with specific questions ([see 8/28/18 email from the English Coordinator](#)).

To foster better student performance on questions 4, 14, 15, 16, 20, and 25 of the internal direct assessment multiple choice exam for ENGL 1002, two strategies will be employed beginning fall 2018.

First, after three years of observation, it is clear that the problem item answers contain too many distractors. These distractors will be replaced. Also, the questions themselves will be reviewed again and adjusted, if necessary, for skill level appropriateness. This is a practical step that the English faculty will discuss and implement.

Next, the skills tested by the revised problem questions undoubtedly will be addressed in the [new Writing Lab \(beginning fall 2018\)](#). The LSU Eunice English Department will create a Writing Lab to provide tutoring for students in all ENGL courses. Housed in a former computer lab in the Manuel Hall building, the lab will be staffed exclusively by English instructors. Students in all ENGL courses will be served, particularly when students seek help with the writing of the documented essay. Many of the problem questions relate to the research, citation, and documentation process concerned with the essay.

-  [8-28-18 ENGL 1002 Confirmation](#)
-  [Writing Lab Schedule](#)

 **3.12 (formerly 2.1 DE to GE: Communication): 17-18 General Education English after Developmental Education English (ENGL 1001 after ENGL 0001)**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Liberal Arts

**Objective With Intended Outcomes**

Developmental education (DE) students, both Pathways and Non Pathways, will successfully complete (earn credit in) their first general education (GE) English course (ENGL 1001) at rates that approximate national averages after successfully completing developmental English (ENGL 0001). ENGL 0001 is developmental English Composition while ENGL 1001 is the first GE English Composition course.

Pathways students need developmental coursework in every subject while Non-Pathways students need developmental coursework in one or two subjects.

**Assessment/Evaluation/Measures/Strategies**

**External Direct Assessment**

The External direct assessment of student learning will take place using ACT's Collegiate Assessment of Academic Proficiency (CAAP) Writing Skills Test given in ENGL 1002 after taking ENGL 0001 (the DE composition course) and ENGL 1001 (the first GE 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 Content Analysis Report permits the comparison of LSU Eunice students to the normative group 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.

**Internal Indirect Assessment**



The indirect assessment of student learning is calculated by generating the success rate (D or higher) in the first GE English course (ENGL 1001) after successfully completing the DE English course (ENGL 0001) with a C or better. The report tabulates the various metrics from DE through GE English regardless whether a student took the course **face-to-face (LSUE or off-site) or online**. The National Center for Education Statistics (NCES) provides the methodology and benchmark. The new research examines students entering in a given year and then reports whether or not they have earned any college level credits in a six-year time span (150% of a four-year degree). As a result, new first-time students entering in AY 2012-2013 will be examined during this assessment cycle.

Benchmarks established by the NCES: For students completing the developmental education English course (student obtains a C or higher in ENGL 0001):

- 85.3% enrolled in college level English courses (ENGL 1001)
- 77.5% earned college level English credits (D or higher in ENGL 1001).

Citation for the NCES Document is: Chen, X. (2016). *Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes* (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018 from <http://nces.ed.gov/pubsearch>.

### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this outcome was met.

For AY 2017-2018, the progress report for this objective examined the direct assessment of the CAAP scores from students taking ENGL 1002 in Fall 2017. Since CAAP was retired by ACT in December 2017, it was not possible to assess students in Spring 2018. LSUE administration is searching for a replacement for the CAAP assessment that is appropriate to two-year students.

The indirect section of this objective focuses on new first-time students entering DE English Composition in the AY 2012-2013 with their success rates analyzed over a six-year period similar to the NCES.

### **Direct Assessment using CAAP**

The CAAP Writing Assessment was given to 142 ENGL 1002 students at the LSUE and LSUA face-to-face sites. Dual credit sites were not assessed due to test security issues because the CAAP is a paper and pencil exam. As a result, it was not feasible to give the assessment to online students. The Content Analysis Report was obtained for the bottom 25% of the students (approximately 46 students) beginning in developmental education (see Table 1).

The results in Table 1 indicate that tremendous gains have been made since the data was first collected in AY 2012-2013. The most problematic area (throughout the entire time span) was strategy; however, the difference from the normative group for Fall 2017 was negligible. LSUE DE students performed at levels higher than the normative group in three areas

(positive numbers), equal to the normative group in two areas (0 and the 1), and slightly below the normative group in one area (-4) (see Table 1).

Content Category	12-13	13-14	14-15	15-16	16-17	Fall 17	Mean
Punctuation	6	6	-17	11	8	6	3.333
Basic Grammar & Usage	0	-9	-4	3	8	12	1.667
Sentence Structure	3	-3	-5	11	10	8	4.000
Strategy	-6	-8	-10	9	-3	-4	-3.667
Organization	-6	2	0	7	0	0	0.500
Style	-8	-1	-1	11	1	1	0.500
n	374	477	466	483	437	182	403.167

### Indirect Assessment

The indirect assessment using Course Grades assess if a DE student enrolled in GE English course and if the student earned any credits in the GE English course after the completion of the DE portion. Using the NCES's methodology, new first-time students entering in Fall 2012 and Spring 2013 were examined in order to give the student six years to complete coursework. Further, the student had to obtain a C or higher in LSUE's DE English course and a D or better in the first GE English course. Note that this is the NCES's methodology; LSUE requires a C in DE to enroll in GE English Composition and then a C in the first GE English course to enroll in the second semester GE English course.

Table 2 summarizes the data for all students entering in AY 2012-2013 indicating that 424 students enrolled in DE English with 342 (81%) successfully competing it with a C or better in the six-year time frame. In addition, 277 (81%) of the 342 that completed DE English enrolled in GE English with 235 (68.7%) earning some credit (grade of D or higher).

AY	Enrolled DE English	Completed DE English with a C or Higher	Enrolled GE English	Completed GE English with a D or Higher	Percent Enrolled in GE English	Percent Earning Credit in GE English
1213	424	342	277	235	81.0	68.7

Table 3 splits out the data by whether or not the student was in the Pathways to Success Program. Pathways students are the least prepared. As a result, their grades typically are lower than Non-Pathways students. Regardless, Table 3 indicates that 78% of Pathways students enrolled in their first GE English course while only 66% of them earned a D or higher. Non-Pathways students did better with 85% of the students registering for their first GE English course with 73% earning a D or better. Neither meet the national benchmarks for enrollment and completion which are 85.3% and 77.5% respectively.

Student Group	Completed DE English with a C or Higher	Enrolled GE English	Completed GE English with a D or Higher	Percent Enrolled in GE English	Percent Earning Credit in GE English
Pathways	195	152	128	77.9	65.6
Non-Pathways	147	125	107	85.0	72.8
Total	342	277	235	81.0	68.7

Given that the

- LSUE students scored a 0 or higher on 5 out of 6 of the content areas on the CAAP,
- observed rate for enrollment in GE English of 81.0% after the completion of DE English < the NCES benchmark of 85.3% and
- observed rate of 68.7% of the students earning college credit in English < the NCES benchmark of 77.5%,

Objective 3.12 is tentatively met placing more weight on the direct assessment.

-  [LSUE FA 2017 CAAP Writing CAR](#)





#### Improvement Plan/ Changes Made

To foster improvement in the performance of DE to GE students, one-on-one instructor tutoring will be provided beginning fall 2018. In addition, students in DE and GE English will be encouraged to use [Smarthinking, Pearson's free-to-students online tutorial service](#).

The LSU Eunice English Department will create a [new Writing Lab to provide tutoring](#) for students in all ENGL courses. Housed in a former computer lab in the Manuel Hall building, the lab will be staffed exclusively by English instructors.

Students in all ENGL courses will be served, but the most of the students seeking help are expected to be DE students and students who scored less than 18 on the ACT English exam. (Students may continue visiting the [peer tutoring center already available on campus](#).) Students will sign in when visiting the new Writing Lab, and the instructor will document the skills/issues covered. In this manner, LSU Eunice hopes to see a correlation between visits to the Writing Lab and increased student success in DE to GE.

In addition, a sustained push needs to be made in alerting students to Smarthinking, [Pearson's tutoring service accessible through LSU Eunice's MyCourses online platform](#). This free-to-students tutoring service offers "Live on-demand academic support 24 hours a day, 7 days a week," and under the umbrella subject of "Writing," essay review is one of several topics with which students can seek help. In fall 2018, and in subsequent semesters, ENGL instructors will communicate the availability and benefits of Smarthinking to their students through email and in-class reminders. Students can print out or email reports of their Smarthinking sessions for their instructors to review.

-  [LSUE Tutoring Services](#)
-  [Smarthinking Standard Essay Review](#)
-  [Writing Lab Schedule](#)
-  [my Courses Webpage for Smarthinking Tutoring](#)

### 3.13 (formerly 5.7): 17-18 GE-Library Research Tools (formerly Information Literacy)

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Liberal Arts

**Participants:** Dean of Liberal Arts (Mahoney, Sandra)

#### **Objective With Intended Outcomes**

Students will demonstrate competency in using library research tools in the ability to cite from both primary and secondary sources.

This objective will be assessed using SLO #2 from ENGL 1002:

Upon successful completion of this course, the student will

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 [ENGL 1002 course syllabus](#) is attached as evidence.

-  [ENGL 1002 dept syllabus FA17](#)

### **Assessment/Evaluation/Measures/Strategies**

Direct measurement using an internal multiple choice assessment from the ENGL 1002 course will be used to determine if this objective has been obtained. Students were asked to identify correct citing of sources using the appropriate MLA style parenthetical citations. The multiple choice assessment parallels the research assignment required for ENGL 1002.

A preliminary benchmark has been established since the assessment underwent revision in Fall 2016 and the faculty wanted to use Spring 2017 and AY 2017-2018 to obtain data.

Spring 2015: n = 323 with a mean = 59%,

AY 2015-2016: n = 481 with a mean = 60%,

Spring 2017: n = 397 with a mean = 62%.

A weighted mean = 62.89% will be used as the benchmark for AY 2017-2018.

-  [ENGL 1002 departmental syllabus](#)

### **Assessment/Evaluation Results (Progress Report)**

In Spring 2017, the results were inconclusive because the assessment was undergoing revision again.

In AY 2017-2018, SLOs were collected for the second English Composition Course - ENGL 1002. Students were assessed through an internally created instrument during the last week of classes. In all, there were 949 students enrolled in ENGL 1002 on the census day for Fall 2017 and Spring 2018. For Fall 2017, face-to-face sections along with the LSUA section and one dual credit section were assessed during a pilot as some revisions took place. The faculty wanted to have a complete year of data in order to monitor progress on the assessment itself. In Spring 2018, all sections and methods were assessed except section 25 as the faculty member forgot to give the assessment. Between Fall 2017 and Spring 2018, a total of 700 (74%) of the 949 students were assessed. The results indicated that students scored a 65% on Objective 2 - the use of library research tools (see Table 1).

Table 1. AY 17-18 ENGL 1002 SLOs for Information Literacy by Site in Percentages							
Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
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.	65	64	68	51	54	71	73
Total number of students tested	700	376	271	25	1	13	14
Total number of sections	40	20	15	2	1	1	1

The data suggests that the same issues exist with the assessment and that it needs some work in order to be effective. In the past, questions 14, 15, and 20 were the problem spots for students. For Comparison, an item analysis was created for LSUE students, dual credit, and LSUA. The [Item Analysis for LSUE](#) students indicated that

- q14 on Outcome 2 had a 48% success rate,
- q20 on Outcome 2 had a 44% success rate, and
- q25 on Outcome 2 had a 30% success rate.

Next, a similar [Item Analysis on the data from face-to-face dual credit students](#) was generated. Note that some dual credit students take the course online and those students seemed to do fine. Otherwise, the item analysis indicated that

- q14 on Outcome 2 had a 34% success rate,
- q15 on Outcome 2 had a 35% success rate,
- q20 on Outcome 2 had a 41% success rate, and
- q25 on Outcome 2 had a 22% success rate.




Finally, an [Item Analysis was completed for LSUA](#) face-to-face students. It indicated that

- q14 on Outcome 2 had a 16% success rate,
- q22 on Outcome 2 had a 40% success rate, and
- q25 on Outcome 2 had a 20% success rate.

NOTE: Only Outcome 2 questions below 50% are listed here.

Questions 14, 15, and 20 were the questions that caused difficulty for the students at the three sites. Question 14 has appeared on past lists. It is impossible to show longitudinal data because the assessment has underwent so many revisions; however, generalized data shows a slight increase in success based on the benchmark data.

Given that the observed score of 65% > 62.89%, Objective 3.13 is tentatively met (given that the ultimate benchmark is 70%).

-  [Dual Credit ENGL 1002 Item Analysis](#)
-  [LSUA ENGL 1002 Item Analysis](#)
-  [LSUE Item Analysis ENGL 1002](#)

#### **Improvement Plan/ Changes Made**

The English Coordinator noted that the entire ENGL 1002 assessment will be updated concentrating on the items where students scored less than 50%. This will be accomplished during Fall 2018 prior to the assessment being given ([see 8/28/18 email from the English Coordinator](#)).

-  [8-28-18 ENGL 1002 Confirmation](#)

### 3.4 Radiologic Technology - Communication: Communication

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Canceled

**Provided By:** Radiologic Technology

**Participants:** Dean of HSBT (McDonald, Dottie)






#### **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  $\geq 2$  (above average) on a scale of 3. Evaluated through direct observation. [RADT 1092 Course Syllabus 2016](#), [Clinical Comp Evaluation Form](#), and [RADT 1092 Clinical Evaluation Form](#)

RADT 1093 (spring; first-year clinical course) - End of semester clinical evaluation form. Average of  $\geq 2$  (above average) on a scale of 3. Evaluated through direct observation. [RADT 1093 Course Syllabus 2017](#), [Clinical Comp Evaluation Form](#), and [RADT 1093 Clinical Evaluation Form](#)

-  [Clinical Comp Evaluation Form](#)
-  [RADT 1092 Clinical Evaluation Form](#)
-  [RADT 1092 Course Syllabus Fall 2016](#)
-  [RADT 1093 Clinical Evaluation Form](#)
-  [RADT 1093 Course Syllabus Spring 2017](#)

**Assessment/Evaluation Results (Progress Report)**

**Director of IE's note: Cancelled since communication is in the competency for the program.**

**Improvement Plan/ Changes Made**

 **3.42 (formerly 5.3): 17-18 GE-Speech Communication**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Liberal Arts

**Participants:** Dean of Liberal Arts (Mahoney, Sandra)

**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 (Fundamentals of Communication). Upon successful completion of this course, the student will

- Research for speeches and write a sentence outline with a bibliography
- Deliver speeches orally
- Effectively participate in group problem-solving activities.

[Sample Syllabus](#) from spring 2018 at LSUE.

-  [Sp 2018 CMST1061 Syllabus](#)

**Assessment/Evaluation/Measures/Strategies**

CMST 1061 is chosen to represent the student learning outcomes since it typically has the majority of students enrolled in it for all LSUE sites.



All students enrolled in the CMST 1061 course will be directly assessed using an internal documents regardless of the methodology of instruction.

Faculty will calculate the grade on the informative outline for Outcome A. The Informative and Persuasive speeches will be combined as one mean for B. Outcome C will be assessed on the group project. Rubrics will be used to grade the informative and persuasive speeches and the group project.

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 2016-2017, this objective was met.

For AY 2017-2018, there were 439 students registered in 18 sections of CMST 1061 in the Fall 2017 and Spring 2018 semesters. A total of 190 (43%) of the students were assessed (see Table 1). One face-to-face faculty member at LSUE who did not turn in SLO data is no longer employed by LSUE. Unfortunately, this accounted for 176 (40%) students in six sections. In addition, no data was received from the two online sections accounting for 58 (13%) out of the 439 students enrolled in the course.

For the faculty that did turn in SLO data, students did very well (see Table 1). This included one face-to-face faculty member at LSUE and one faculty member at LSUA. Overall students scored an 88% at LSUE and 82% at LSUA. For Outcome A, students scored an 84% on the first outline. They scored an 83% for the combined mean of the speeches for Outcome B and scored a 93% for the first group assignment.

SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	87	88		82			
A. Research for speeches...write outline with bibliography	84	86		73			
B. Deliver speeches orally	83	84	none	80	none	no data	none
C. Effectively participate in group problem solving activities	93	95		91			
Total number of students tested	190	158		32			
Total number of sections in AY	10	8		2			





Next, longitudinal data was generated in order to compare AY 2017-2018 to past years (see Table 2). Data appears to fluctuate from year to year remaining in the low to mid 80s overall. There was a slight decrease of five percentage points on Outcome C; however, it remains in the 90s.

SLO Description	13-14	14-15	15-16	16-17	17-18	Change
Overall	--	83	85	87	87	0
A. Research for speeches...write outline with bibliography	78	82	80	79	84	5
B. Deliver speeches orally	91	82	89	84	83	-1
C. Effectively participate in group problem solving activities	96	87	88	98	93	-5
Total number of students tested	280	254	303	210	190	

Documentation for Speeches:

- [Informative speech](#) at LSUE Spring 2018 and [informative speech](#) at LSUA Fall 2017
- [Motivated Sequence Evaluation](#) at LSUE Spring 2018
- [Group speech](#) at LSUA Fall 2017

Given that the observed score of 87% > the established benchmark of 70%, Objective 3.42 is met.

-  [LSUA Group Presentation 7.13.18](#)
-  [LSUA Informative Speech 7.13.18](#)
-  [LSUE Informative Speech](#)
-  [LSUE Monroe's Motivated Sequence Speech](#)

#### Improvement Plan/ Changes Made

Obtain SLO data from all sections and instructors. Both instructors were replaced.

 **3.43 (new item): 17-18 GE-Written Communication - ENGL 2071/2072**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed  
**Provided By:** Liberal Arts

**Objective With Intended Outcomes**

Students will successfully complete their general education coursework developing competencies in as required by their curricula. The student learning outcomes (SLOs) in two courses will assess this Objective

- ENGL 2071 - American Literature I: Forging a Nation
- ENGL 2072 - American Literature II: Coming of Age

SLOs according to the [syllabus for ENGL 2071](#) and the syllabus for ENGL 2072 are upon successful completion of this course, the student will

1. identify significant writers of the period and their works.
2. demonstrate an understanding of the influence of society and historical change on the individual works.

Note that the English faculty have not updated the syllabi to the current general education outcomes. An LSU Eunice graduate will:

1. demonstrate effective communication of complex knowledge and ideas.
4. demonstrate an understanding of the cultural traditions and the human condition through a broad-based study of historical, cultural, and philosophical concepts.

Faculty have been made aware of this error and have been asked to update the syllabi for the Spring 2019 semester.

-  [ENGL 2071 Sample Syllabus](#)

**Assessment/Evaluation/Measures/Strategies**

All students in the course at the time of the SLO assessment will be assessed (i.e. no sampling).

For outcome 1: ENGL 2071 - midterm and final exam combined; ENGL 2072 - final exam.

For outcome 2: ENGL 2071 - Essay; ENGL 2072 - major written assignment

Since the SLOs for the course are the same, it was decided to combine the results into one IE report. The established benchmark for transfer courses at LSU Eunice is 70%. It is the lowest "average" or C grade that will transfer to other institutions of higher education in the state of Louisiana.

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-17, this objective did not exist.

For AY 2017-2018, a total of 100 students were enrolled in four sections of the two courses.

- ENGL 2071 - one face-to-face section in Fall 2017 and one 16-week online section in Spring 2018
- ENGL 2072 - one 8 week accelerated section in Fall 2017 and one 16-week online section in Spring 2018.

A total of 96 (96%) of the 100 students were assessed for their performance on the SLOs for the courses. Both instructors for the ENGL 2071 course used the final exam for the assessment of Outcome 1 and a major writing assignment for the assessment of Outcome 2. For ENGL 2072, the faculty used a combined score from the midterm and final exam to assess Outcome 1 and an analytical essay for the assessment of Outcome 2. Data was then summarized by the English Coordinator and sent to the Director of Institutional Effectiveness for input.

Overall, the 96 students did very well on their assessments scoring an 87% overall with an 84% on Outcome 1 and a 90% on Outcome 2. Students scored similarly at all sites with the exception of the 78% on Outcome 1 for the Accelerated group. Nevertheless, even the accelerated students exceeded the benchmark by eight percentage points for Outcome 1 and 14 percentage points for overall.

Description	Overall	LSUE	Online	Accelerated
Overall	87	86	89	84
1. Identify significant writers and their work	84	84	87	78
2. Understand the society and historical change on individual works	90	88	91	90
Total number of students tested	96	24	45	27
Total number of sections	4	1	2	1

Note that no sections were offered at the LSUA or LSU Lab School sites so those columns were eliminated.

Given that the observed score of 87% > the established benchmark of 70%, Objective 3.43 is met.

**Improvement Plan/ Changes Made**

Improvement is to monitor data since this is the first iteration of this objective.

The faculty member teaching the accelerated section noted he would like to assign more exercises in which students research specific authors and their works for Outcome 1. For example, I will have students create bibliographies for the major authors covered and share them.

He also plans to change the essay assignment by focusing the students on three (perhaps more) questions that must be answered in the essay for Outcome 2. My hope is that the students, with clear direction, will go deeper into societal and historical influences/effects relating to the authors' writing.

#### 4.4 Respiratory Care - Communication: Communication

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Canceled

**Provided By:** Respiratory Care

**Participants:** Dean of HSBT (McDonald, Dottie)

##### **Objective With Intended Outcomes**

RC 2017 - Students will be able to effectively communicate via oral and written communication.

The two outcomes assessed from RC 2017 are:

- Describe procedures for mechanical ventilation as it refers specifically to respiratory care problems associated with general medicine, cardiovascular and respiratory diseases.
- Analyze the etiology, pathophysiology, clinical manifestations, treatment and outcomes of various diseases and conditions that directly affect the cardiopulmonary system.

In addition, this course requires each student to either research a study, or evaluate a method/device or protocol, present a case study, or a literature review of a respiratory specific disease and present in an open forum environment. [LSU Eunice Course Syllabus RC 2017 spring 2018](#)

-  [LSU Eunice Course Syllabus RC 2017 spring 2018](#)

##### **Assessment/Evaluation/Measures/Strategies**

Students in the RC 2017 course are responsible for analyzing the etiology, pathophysiology, clinical manifestations, treatment and outcomes of various diseases and conditions that directly affect the cardiopulmonary system. Each student in this face-to-face lecture course will be required to choose an approved topic and present their findings in a visual and oral presentation not only in the classroom but also in an open forum style format at the annual Louisiana Respiratory Care state convention.

The student is graded based on a rubric that evaluates their topic, speech/communication, eye contact, visual aids, and answers to questions related to the topic provided by the faculty and public. The students are also encouraged to pay close attention to grammar, spelling, etc., due to the importance of communication skills required of a therapist. Students must score at least a 77%, as their final grade in order to demonstrate proficiency and to progress to the summer semester within the respiratory care program. [RC 2017 Poster/Oral Presentation Rubric](#)

-  [RC 2017 Poster/Oral Presentation Rubric](#)

#### **Assessment/Evaluation Results (Progress Report)**

This objective was met for the 2017-2018 Academic Year.

RC 2017 100% (16 of 16) student's demonstrated competency of their knowledge regarding the etiology, pathophysiology, clinical manifestations, treatment and outcomes in the topic the student chose. They were able to effectively address and communicate their findings to the audience. [2017 patho rubric complete.](#)

-  [2017 patho rubric complete.](#)
-  [V.R. & E.S. Abstract RC 2017 Spring 2018](#)

#### **Improvement Plan/ Changes Made**

The faculty will dedicate at least one presentation to use as a proposal for further research to present as an undergraduate summer research project. This will allow the student(s) to continue with their investigation and discovery of additional information to provide to the general public and current LSUE students. An abstract along with visual aids are also a part of this summer research project. This environment will provide an additional venue for the student(s) to continue improving their communication skills.

Director of IE's note: This objective is being cancelled since SLOs are now required in the Program Competency section. Several of the program SLOs require effective communication in order to be successful. In addition, the Peregrine Academic General Education Assessment will be given effective AY 2017-2018 that will provide a benchmark against national norms.

### 6.3 CIT Communication: CIT - Communication

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Canceled

**Provided By:** Computer Information Technology

**Participants:** Dean of HSBT (McDonald, Dottie)

#### **Objective With Intended Outcomes**


Upon successful completion of curriculum students will be able to demonstrate appropriate written and /or oral communication in Computer Information Technology.

#### **Assessment/Evaluation/Measures/Strategies**

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 1011 (face to face - fall 2014) - Class Discussion Board Questions and Collective combination of Term Project and Term Project PowerPoint. [csc 1011 syllabus](#)

CSC 1015 (face to face - spring 2015 - Class Discussion Board Questions and Collective combination of Team Project and Team Project PowerPoint. [csc 1015 syllabus](#)

-  [csc 1011 syllabus](#)
-  [csc 1015 syllabus](#)

#### **Assessment/Evaluation Results (Progress Report)**

**Director of IE's note: This objective is being cancelled to make way for the Peregrine GE exam that will be given upon graduation effective fall 2018.**

#### **Improvement Plan/ Changes Made**

### 7.2 **Communication related to Management: Communication related to Management**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Canceled

**Provided By:** Management

**Participants:** Dean of HSBT (McDonald, Dottie)

#### **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 discussion regarding business trend, starting a small business, economic decision makers including households, firms, governments, worldwide competition. There is an emphasis on two-way communication as it relates to the relationship between choice, economizing, and scarcity in implementing economic policies.

#### **Assessment/Evaluation/Measures/Strategies**

Benchmark is set at 70%. Historically it was determined by the Division Head and faculty that a 10-point scale would be used in all business and business related courses.

BADM 1001 (web based) - Upon completion of this course students will be able to read, write, and effectively communicate common business related theories and documents in a business environment with 70% accuracy or higher. BADM 1001 Syllabus

BADM 1001 (face-to-face) Upon completion of this course students will be able to read, write, and effectively communicate common business related theories and documents in a business environment with 70% accuracy or higher. BADM 1001 Syllabus - Web Based

#### **Assessment/Evaluation Results (Progress Report)**

Director of IE's note: This objective is being cancelled effective AY 17-18 for two reasons. First, assessing communication at the end of a program, but using an entry level course (BADM 1001) in the methodology is of little use. Very simply, students have not even been exposed to the bulk of their business courses yet. Second, the demonstration of business software applications and management and marketing principles (program outcomes 2 and 3) requires effective communication and is embedded in the new program outcomes. There is no need for the duplication.

#### **Improvement Plan/ Changes Made**

## **GE 2. Computation**

### **General Education Description**

An LSU Eunice graduate will use processes, procedures, data, or evidence to solve problems and make effective decisions.


**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Providing Department:** Academic Affairs

### **Related Items**

 **2.1: Increase Achievement of SLOs MATH 1015 and MATH 1021**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Quality Enhancement Plan

**Participants:** QEP Coordinator (Thibodeaux, Jamie)



### 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 MATH 1015 and MATH 1021 and will be directly assessed internally using the final examination data of each student regardless of site or method of instruction. Students completing the modular developmental mathematics sections will be compared to those who 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 each SLO. 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).

MATH 1021 SLO Description	MATH 1015	MATH 1021	Overall (Both Combined)
Overall	74	62	68
2.1.1/2. Solve Equations & Inequalities Algebraically & Graphically	74	60	67
2.1.3. Evaluate and Interpret Function Values	77	76	77
2.1.4. Graph Functions	73	61	67
Total number of students tested	236	252	488

Target: Modular mathematics students will meet or exceed the benchmarked value for developmental students who took other methods of developmental mathematics. The QEP Committee and mathematics faculty feel that this target is realistic given the current institutional resources.

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was tentatively met. The observed performance of modular students was slightly below the benchmark for MATH 1015, but above for MATH 1021. The improvement plan was to create MATH 0015 and MATH 0021 to replace the old MATH 0002 course effective Fall 2017. This was accomplished. Meetings on the curriculum for each course are documented in AY 2016-2017.

**MATH 1015 - Applied College Algebra:**

For AY 2017-2018, data was gathered for 292 students taking MATH 1015, 149 had taken some developmental education (DE) math prior to enrolling in MATH 1015 and 143 had not (see Table 2). Data was gathered for all face-to-face and modular students taking the final exam. Online sections do not report their data by individual students so data from those sections is not included. As in the past, students who were better prepared scored higher on the student learning outcome (SLOs) than students who had to take DE mathematics. Given that, the students from DE courses did score above the typical 70% benchmark.

Table 2. AY 17-18 MATH 1015 SLO Performance (Percentages) Based on if the Student:			
MATH 1015 SLO Description	Overall	Did Take DE	Did Not Take DE
Overall	76	72	81
2.1.1/2. Solve Equations & Inequalities Algebraically & Graphically	76	72	80
2.1.3. Evaluate and Interpret Function Values	76	71	81
2.1.4. Graph Functions	76	71	82
Total number of students tested	292	149	143
Online MATH 1015 students are not included since their data is not broken out individually.			

Next, Table 3 breaks out the DE student data for the 149 DE students from Table 2 for AY 2017-2018 only. As Table 3 indicates, most of the scores are in the 70s with the exception of Outcome B for modular students. They scored a 69% on evaluating and interpreting functional values. Given that, DE students did score in the 70s overall.

MATH 1015 SLO Description	Overall	Took Modular Math	Took Face to Face	Online
Overall	72	71	74	79
2.1.1/2. Solve Equations & Inequalities Algebraically & Graphically	72	72	73	77
2.1.3. Evaluate and Interpret Function Values	71	69	76	82
2.1.4. Graph Functions	71	72	75	75
Total number of students tested	149	104	37	8
Data from online sections not included since SLO data is not broken out by student.				

Table 4 presents the MATH 1015 SLO data longitudinally for students who had modular mathematics as DE students. Generally, the students met all outcomes except for the 69% in outcome B related to working with functions. As Table 4 indicates, scores are fluctuating and seem to be decreasing slightly as the number of students increase.

MATH 1015 SLO Description	14-15	15-16	16-17	17-18	Mean
Overall	76	73	71	71	73
2.1.1/2. Solve Equations & Inequalities Algebraically & Graphically	76	72	71	72	73
2.1.3. Evaluate and Interpret Function Values	78	78	69	69	74
2.1.4. Graph Functions	75	71	71	72	72
Total number of students tested	46	77	98	104	81

**College Algebra:**

Next, Table 5 details the data from the MATH 1021 course. Both DE and non-DE students met the 70% overall benchmark typically used as the lowest average "C" grade for transfer; however, DE math students scored a 66% on Outcomes 2.1.1/2 and 2.1.4.

MATH 1021 SLO Description	Overall	Did Take DE	Did Not Take DE
Overall	77	70	79
2.1.1/2. Solve Equations & Inequalities Algebraically & Graphically	70	66	72
2.1.3. Evaluate and Interpret Function Values	83	78	85
2.1.4. Graph Functions	76	66	80
Total number of students tested	267	76	191
Data is face-to-face only. Online courses do not report SLOs by student.			
DE includes both LSUE and Dual Credit students			

Next, Table 6 breaks out the data for the 76 students taking DE mathematics prior to taking MATH 1021. Table 6 indicates that modular and online students met the typical 70% average "C" needed to transfer. Modular students fell short on Outcomes 2.1.1/2 scoring the same as face-to-face students. Modular students scored a 67% on Outcome 2.1.3 scoring higher than face-to-face students.

MATH 1021 SLO Description	Overall	Modular Math Students	Traditional Face to Face	Online
Overall	70	73	68	78
2.1.1/2. Solve Equations & Inequalities Algebraically & Graphically	66	66	66	75
2.1.3. Evaluate and Interpret Function Values	78	84	74	85
2.1.3. Graph Functions	66	67	64	74
Total number of students tested	76	29	44	3
Data is face-to-face only. Online courses do not report SLOs by student.				

Table 7 was generated to show the longitudinal data for MATH 1021 students taking DE mathematics. The data shows that performance on all outcomes has generally increased since data AY 2014-2015. Modular students do have some difficulty with Outcomes 2.1.1/2 and 2.1.4, but, again, increases in both have been noted since AY 2014-2015.

MATH 1021 SLO Description	14-15	15-16	16-17	17-18	Mean
Overall	61	63	62	73	65
2.1.1/2. Solve Equations & Inequalities Algebraically & Graphically	65	74	57	66	66
2.1.3. Evaluate and Interpret Function Values	80	87	73	84	81
2.1.4. Graph Functions	57	55	62	67	60
Total number of students tested	20	23	40	29	28

### Summary

Table 8 summarizes the performance of GE students who took modular DE mathematics. The MATH 1015 data is taken from Table 3 and the MATH 1021 data is taken from Table 6. For success, the values in Table 8 are to be equal to or exceed the values for other GE mathematics students who took DE mathematics courses either online or face-to-face.

MATH 1021 SLO Description	MATH 1015	MATH 1021	Overall (Both Combined)
Overall	71	73	74
1.1.1/2. Solve Equations & Inequalities Algebraically & Graphically	72	66	74
1.1.3. Evaluate and Interpret Function Values	69	84	72
1.1.4. Graph Functions	72	67	71
Total number of students tested	104	29	133
Does not include online sections of GE math because SLOs are not reported by student.			

Comparing the values from Table 1 to Table 8 shows that

- The observed value of 71% for MATH 1015 < the benchmark of 74%,
- The observed value of 73% for MATH 1021 > the benchmark of 62%, and
- The observed value of 74% for the combined GE results > the benchmark of 68%.

Given that two of the three values exceed the benchmarks and all three values exceed the typical benchmark of 70%, Outcome 2.1 is met.

### **Improvement Plan/ Changes Made**

The urgency here seems to be improving DE modular performance in Table 3. In a 6/21/18 meeting, the faculty mentioned that math 1015 is more of an "applied college algebra" course whereas MATH 0015 is skills course. Numerous changes were made in MATH 0015 in order to improve it and align it better with MATH 1015. For example, changes in the MATH 0015 modular course included: focusing on one explanation for factoring trinomials, reducing the number of factoring sections, reducing the sections on linear equations from MATH 0001, removing perfect square trinomials, removing radical problems involving anything higher than a cube root, standardizing complex answers, reducing the number of fractions in the vertex of a parabola, and changing the final exam to match the course changes. One additional change that will be looked at is limiting the number of multipart questions on the final for MATH 0015 (see [6-11-18 email from the QEP Coordinator](#)).

-  [6-11-18 email on changes to MATH 1015 from QEP Coordinator](#)

### **2.2: Increase Student Mathematics Scores on the CAAP**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Canceled

**Provided By:** Quality Enhancement Plan

**Participants:** QEP Coordinator (Thibodeaux, Jamie)

#### **Objective With Intended Outcomes**

The QEP seeks to increase student mathematics scores on the Collegiate Assessment of Academic Proficiency (CAAP).

#### **Assessment/Evaluation/Measures/Strategies**

Method: The CAAP is an external assessment given to students upon the conclusion of the MATH 1015 and MATH 1021 courses and is nationally normed against two-year institutions. Proficiency in College Algebra is directly assessed using the CAAP Content Analysis Report. The results will then be compared between students who took the traditional face-to-face instructional method. Two reports will be generated **beginning summer 2015**. The data will be compared between students who have taken the Modular Mathematics sequence and those who have not.

Benchmark: The historical figures from the academic years 2009-2010 through 2012-2013 for College Algebra is 28. The national benchmark is 25.

Target: Meet or exceed historical values from academic years 2009-2010 through 2012-2013. The QEP Committee and mathematics faculty feel that this target is realistic given the current institutional resources.

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was tentatively met given that it was the first time it was assessed using CAAP data.

For AY 2017-2018, this objective is cancelled because ACT no longer offers the CAAP. Mathematics scheduled with ACT to give the assessment in December 2017; however, ACT failed to ship the tests in a timely fashion and the assessment was not given. As a result, no data exists.

The intention is give the Peregrine General Education Assessment effective Fall 2018; however, it is unclear with the data will be compatible or if developmental education students will be able to be identified in the reports. Discussions are ongoing as this outcome is being written.

**Improvement Plan/ Changes Made****🕒 2.21 Mathematics: Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Science & Mathematics

**Participants:** Dean of Sciences and Mathematics (Hamlin, John)

**Objective With Intended Outcomes**

Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics as required by their curricula.

**Assessment/Evaluation/Measures/Strategies****Internal Direct Assessment:**

The objectives for College Algebra will be directly assessed from a standardized multiple choice assessment containing student learning outcomes (SLOs) for all students who take the MATH 1015 and MATH 1021 final exams at **all sites and all delivery methods.** (Please note that MATH 1015 is not offered at the LSUA or LSU Lab sites.)

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. According to the syllabus for each course, 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** (This analysis is completed once each summer for the entire academic year).

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 2016-2017 is 57.4 which is determined by ACT as a three-year average of 1,106 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  $\geq -5$  on four of the six content categories meaning that the differences between LSUE students and the normed group are negligible.

-  [MATH 1015 Syllabus Fa 17](#)
-  [MATH 1021 Syllabus Fa 17](#)

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met. Curriculum changes for developmental mathematics took effect with the beginning of Fall 2017. MATH 0002 was replaced with targeted MATH 0015 (3 cr. hr.) for MATH 1015 and MATH 0021 (4 cr. hr.) for MATH 1021. MATH 0015 contains material more appropriate for MATH 1015 and MATH 0021 contains more difficult material appropriate for MATH 1021. MATH 1021 is generally required for most STEM fields at four-year institutions.

#### **Internal Direct Assessment**

For AY 2017-2018, there were a total of 432 students enrolled in 20 sections of MATH 1015 (Applied College Algebra) and a total of 488 students enrolled in 23 sections MATH 1021 (College Algebra) on the census day for Fall 2017 and Spring 2018 semesters. A total of 619 (67%) of the 920 total students in both courses were directly assessed using the final exam in each course with the embedded SLO questions (see Table 1). Overall, students met the 70% benchmark for both courses scoring a combined 76% overall, a 73% on Outcome A, a 79% on Outcome B, and a 77% on Outcome C (see Table 1).



MATH 1021 SLO Description	Overall for both College Algebra Courses	Overall MATH 1015	Overall MATH 1021
Overall	76	76	77
A. Solve Equations and Inequalities Algebraically & Graphically	73	75	71
B. Evaluate and Interpret Function Values	79	76	82
C. Graph Functions	77	78	76
Total number of students tested	619	325	294

Longitudinally, students have increased performance on all outcomes by two to three percentage points over AY 2016-2017 (see Table 2).

SLO	13-14	14-15	15-16	16-17	17-18	Difference
Overall	71	74	73	73	76	3
A. Solve Equations and Inequalities Algebraically & Graphically	73	75	74	70	73	3
B. Evaluate and Interpret Function Values	70	82	78	77	79	2
C. Graph Functions	74	74	72	74	77	3
Total number of students tested	594	763	678	707	619	

For MATH 1015 (Applied College Algebra), 325 (75%) of the 432 students enrolled were assessed during the [final exam](#). Students scored an overall 76% with a 75% on Outcome A, a 76% on Outcome B, and a 78% on Outcome C. Students at LSUE led the scoring, then accelerated, then online followed by modular.

MATH 1015 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated	Modular
Overall	76	79				75	78	72
A. Solve Equations and Inequalities Algebraically and Graphically	75	77				68	70	75
B. Evaluate and Interpret Function Values	76	82	none	none	none	77	80	68
C. Graph Functions	78	79				82	86	74
Total number of sections	20	10				2	2	6
Total number of students tested	325	178				25	8	114

NOTE: One accelerated section was during the fall intersession.

Only two weaknesses were noted when examining the data by site. First was Outcome A at 68% for online and Outcome B for modular. Note that the question topics cannot be listed for online because the assessments are online and randomly generated.

Online [Item Analysis for Fall 2017](#):

- q24 (A) had a 15% success rate and
- q32 (A) had an 8% success rate
- Note that these two questions had the poorest performance on the exam.

Online [Item Analysis for Spring 2018](#):

- q9 (A) had a 50% chance of success,
- q24 (A) had a 17% chance of success,
- q32 (A) had a 17% chance of success, and
- q41 (A) had a 58% chance of success.

Modular [Item Analysis for AY 2017-2018](#):

- q16 (B) on solving applications (either rectangles, Pythagorean Theorem, or motion) had a 45% chance of success and
- q32 (B) on finding the inverse of a one-to-one function had a 20% chance of success.

- Note that these are two most missed problems on the assessment other than question 42 in Outcome A that had a 45% chance of success.

Longitudinally, MATH 1015 has fluctuated between 78% from AY 2013-2014 to 74% AY 2016-2017. AY 2017-2018 was a slight improvement over last year (see Table 4).

MATH 1015 SLO Description	13-14	14-15	15-16	16-17	17-18	Change
Overall	78	79	77	74	76	2
A. Solve Equations and Inequalities Algebraically and Graphically	80	80	76	72	75	3
B. Evaluate and Interpret Function Values	80	81	80	75	76	1
C. Graph Functions	81	80	77	75	78	3
Total number of students tested	334	359	322	288	325	

For MATH 1021 (College Algebra), 294 (60%) of the 488 students enrolled in the 23 sections on census day for Fall 2017 and Spring 2018 were directly assessed using the SLO questions embedded into the [final exam](#) (see Table 1). Overall, students scored a 77% while scoring a 71% on Outcome A, an 82% on Outcome B, and a 76% on Outcome C. Dual credit students led the scoring, then LSUE face-to-face, online, and finally LSUA face-to-face.

MATH 1021 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated	Modular
Overall	77	76	82	68		75		
A. Solve Equations and Inequalities Algebraically and Graphically	71	69	74	65	none	83	none	none
B. Evaluate and Interpret Function Values	82	83	87	74		73		
C. Graph Functions	76	74	85	66		71		
Total number of sections	23	13	5	3		2		
Total number of students tested	294	168	71	26		29		

LSUE face-to-face students fell below the 70% benchmark on Outcome A while LSUA students fell below the benchmark on the overall, Outcome A, and Outcome C. The LSUA faculty member noted that many [students did not complete homework](#) and were not prepared to take the test as a result. However, it should be noted that the following occurred from AY 2016-2017 to AY 2017-2018 at the LSUA site:

- The overall score increased from 62% to 68%,
- Outcome A increased from 56% to 65%,
- Outcome B increased from 70% to 74%, and
- Outcome C increased from 63% to 66%.

Because LSUE and LSUA students fell below the benchmark on certain outcomes, an Item Analysis was generated for each: LSUE face-to-face [Item Analysis](#) AY 2017-2018

- q16 (C) on finding intervals where functions increase and decrease had a 48% success rate.
- q17 (A) on solving rational equations had a 32% success rate.

LSUA face-to-face [Item Analysis](#) AY 2017-2018

- q9 (B) on finding a difference quotient had a 50% success rate
- q16 (C) on finding intervals where functions increase and decrease had a 27% success rate
- q17 (A) on solving rational equations had a 42% success rate
- q18 (B) on solving equations involving radicals had a 46% success rate,
- q24 (C) on finding asymptotes had a 46% success rate, and
- q35 (A) on solving an equation involving logarithms had a 50% success rate.









Longitudinally, students SLO performance in MATH 1021 has improved since AY 2013-2014 (see Table 7). The overall alone increased from 64% to 77%. All outcomes and the overall also increased from AY 2016-2017 to AY 2017-2018.

Description	13-14	14-15	15-16	16-17	17-18	Difference
Overall	64	70	70	72	77	5
A. Solve Equations and Inequalities Algebraically and Graphically	66	70	73	69	71	2
B. Evaluate and Interpret Function Values	60	83	76	78	82	4
C. Graph Functions	68	69	68	74	76	2
Total number of students tested	260	404	356	419	294	

**Direct External Assessment:**


ACT discontinued the CAAP exam in December 2017. LSUE ordered the exam to be given in December; however, ACT failed to ship the paper copies in a timely manner and it was not given. LSUE intends to use Peregrine Academics General Education Assessment effective Fall 2018.

Given the data from the direct assessment and that the observed score on the SLOs of 76% > the established benchmark of 70%, Objective 2.21 is met.

-  [6-25-18 email from LSUA faculty](#)
-  [Final Exam MATH 1015 AY 17-18](#)
-  [Final Exam MATH 1021 AY 17-18](#)
-  [MATH 1021 Item Analysis LSUA Site Only AY 17-18](#)
-  [MATH 1021 Item Analysis LSUE Site Only AY 17-18](#)
-  [Modular MATH 1015 Item Analysis AY 17-18](#)
-  [Online Item Analysis MATH 1015-25 Spring 2018](#)
-  [Online Item Analysis MATH 1015-25-Fall 2017](#)

**Improvement Plan/ Changes Made**

Faculty have recommended the following to help students:

- [5-31-18 email](#): #24 making the numbers more reasonable; #16 and #17 emphasize that these problems represent problem spots for students in class.
-  [5-31-18 faculty email on suggestions for change in MATH 1021](#)

## 2.22 Mathematics: Competency in Mathematics for Elementary School Teachers (MATH 1018)

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Science & Mathematics

**Participants:** Dean of Sciences and Mathematics (Hamlin, John)

### **Objective With Intended Outcomes**

Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics as required by their curricula.

### **Assessment/Evaluation/Measures/Strategies**

This objective will be directly assessed from a standardized multiple choice assessment containing student learning outcomes for all students who take the MATH 1018 (Mathematics for Elementary School Teachers) final exam **at all sites and all delivery methods**.

The 2017-2018 [syllabus for MATH 1018](#) contains the following student learning outcomes. The student, upon successful completion of this course will:

- Express and perform calculations in a variety of different number systems.
- Apply basic operations to solve real world applications.
- Interpret, explain, and develop patterns in problem solving.

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% was adopted in Fall 2017 since it is the lowest average grade that will transfer to other institutions of higher education.

-  [MATH 1018 Syllabus Fa 17](#)

### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, this objective did not exist.

For AY 2017-2018, a total of 49 students were enrolled in a total of three sections on the census day. A total of 47 (96%) of the 49 students were directly assessed using embedded SLO questions on the [final exam](#) (see Table 1). Students scored an 80% overall, a 76% on Outcome A, an 87% on Outcome B, and a 79% on Outcome C.



SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated	Modular
Overall	80	80						
A. Express and Perform Calculations	76	76						
B. Apply basic operations to solve applications	87	87	none	none	none	none	none	none
C. Interpret, explain, and develop patterns in problem solving	79	79						
Total number of sections	3	3						
Total number of students tested	47	47						

Since this is the first time an assessment was written up for MATH 1018, an [Item Analysis](#) was generated using the Spring 2018 data supplied by the faculty member. It indicated that

- q17 (A) on expressing an image of base-n blocks as a base-ten number had a 32% success rate,
- q38 (B) on applying operations with fractions and mixed numbers had a 44% success rate, and
- q6 (C) on determining the nth term in a list of multiples had a 52% success rate.

This data will be shared with the faculty member to determine the type of question and what can be done to assist students in performing better.

Given that the observed overall SLO score of 80% > the benchmark of 70%, Objective 2.22 is met.

-  [Math1018 Item Analysis Spring 2018](#)
-  [Math1018 SP18 Final Exam](#)

### Improvement Plan/ Changes Made

The instructor noted that the [book is being changed](#) in order to introduce fractions sooner. The new book might assist student in performing better on question 38.

-  [5-31-18 email for MATH 1018](#)

## 2.23 Mathematics: Competency in Mathematics - Statistics (MATH 1425)

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Science & Mathematics

**Participants:** Dean of Sciences and Mathematics (Hamlin, John)

### **Objective With Intended Outcomes**

Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics as required by their curricula.

### **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 (Elementary Statistics) final exam at **all sites and all delivery methods**.

The 2017-2018 [syllabus for MATH 1425](#) contains the following student learning outcomes. The student, upon successful completion of this course will:

- Organize and summarize data using descriptive techniques that are both mathematical and pictorial.
- Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters.

The faculty used the outcomes from the textbook and their professional judgement in deciding SLOs and specific problems to be placed on the SLO assessment.

A benchmark of 70% was adopted in Fall 2013 since it is the lowest average grade that will transfer to other institutions of higher education.

-  [MATH 1425 Syllabus Fall 2017](#)

### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met. Even though the objective was met, the faculty created a [final exam review](#) for the course and [reminded students about the rounding properly](#) for online courses. The faculty also established [internal deadlines](#)



[for the online courses](#) to try to motivate students to complete work as the semester progressed instead of waiting to the last minute to try to complete the entire course.

For AY 2017-2018, there were 390 students in the fall and spring sessions with a total of 12 sections being offered. A total of 335 (85.9%) of the 390 students took the final exam and were directly assessed through the use of embedded SLO questions (see Table 1). Overall, students met the SLO objective by scoring a 70% with a 76% on outcome A. The issue continues to be Outcome B for all sites. For example, the 68% on Outcome B for the face-to-face sections at LSUE was substantially influenced by two questions with low scores. The [face-to-face item analysis](#) indicated that question 35 had a 35% chance of success and question 40 had a 45% chance of success. The remaining Outcome B questions (31-45 minus 35 and 40) had a mean of 70.8%.

The two online courses had an overall score of 67% with a 73% on Outcome A and a 58% on Outcome B. The [item analysis for Fall 2017](#) indicated an issue with problem 15 on outcome A having a 47.6% chance of success. Outcome B for fall had several problems (namely 36, 37, 40, 41, and 45) where students had difficulty (see highlighted problems on item analysis). The same can be said of the [Spring 2018 item analysis](#) which indicated that students, once again, primarily had issues with Outcome B (see highlighted problems). Problems 36, 40, 41, 44, and 45 were trouble spots. Several problems overlapped both semesters - those problems being 36, 40, 41, and 45.

Next, the two online accelerated courses had an overall score of 49% with a 57% for Outcome A and a 38% for Outcome B. The item analysis for [Fall 2017](#) and [Spring 2018](#) indicated that one-half or more of the problems had a success rate less than 50%. Faculty commented that the accelerated MATH 1425 courses run the [second eight weeks of the semester](#) when students are tired and unfortunate fail to complete everything that the course requires.









MATH 1425 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	70	74				67	49
A. Organize and summarize data using descriptive techniques that are both mathematical and pictorial	76	79	none	none	none	73	57
B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters	64	68				58	38
Total number of students tested	335	256				41	38
Total number of sections for AY	12	8				2	2

Given the issues with the SLOs at individual sites, the overall data appears to be relatively consistent with past years as shown in Table 2. Outcome B is slightly below past years, but the mean of Outcome A is 75.6% and the mean of the overall result is 72%.

MATH 1425 SLO Description	13-14	14-15	15-16	16-17	17-18	Change
Overall	73	70	74	73	70	-3
A. Organize and summarize data using descriptive techniques that are both mathematical and pictorial	76	72	78	76	76	0
B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters	72	68	67	70	64	-6
Total number of students tested	314	289	283	288	335	

Given the results on the SLOs, success rates were examined to determine if they paralleled the results on the SLOs. Overall, all students taking MATH 1425 had a 69% success rate. Students at the LSUE face-to-face site had a success rate of 77%, 16-week online had a success rate of 59%, and 8 week accelerated had a success rate of 59%. As the success rate data indicates, there is a need to increase the success rates for online and accelerated formats.

Nevertheless, the determination on whether or not this objective is met rests with the SLO results. Since the observed score of 70% = the benchmark of 70%, objective 2.23 is met given an examination of the results for online and accelerated students.






-  [6-4-18 Email Faculty for MATH 1425](#)
-  [F-F M 1425 Item Analysis](#)
-  [MATH 1425 Final Exam Review](#)
-  [MATH1425 25 Fa 17](#)
-  [MATH1425-25 Sp 18](#)
-  [MATH1425-C6-FA17](#)
-  [Math1425-C7-SP18](#)
-  [Online MATH 1425 Course Due Dates](#)

#### Improvement Plan/ Changes Made

The improvement plan for online and accelerated is to create online reviews for each of the exams. See the Math Coordinator's [June 4, 2018 email](#).

1. Test [one review for online students](#) created June 18, 2018.
2. Test [two review for online students](#) created June 18, 2018.
3. Test [three review for online students](#) (NOTE large file size) created June 18, 2018.

Next, the accelerated instructor noted that the accelerated 8 week students simply didn't complete the work despite her having deadlines, prerequisites, emailed the students. See her [June 22, 2018 email](#).

-  [6-22-18 email from accelerated instructor](#)
-  [6-4-18 MC email MATH 1425 Improvement](#)
-  [Test 1 Review MML MATH1425 Online June 18 2018](#)
-  [Test 2 Review MML MATH 1425 Online June 18 2018](#)
-  [Test 3 Review MML Math 1425 Online June 18 2018](#)

## 2.24 Mathematics: Competency in Mathematics - Plane Trigonometry (MATH 1022)

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Science & Mathematics

**Participants:** Dean of Sciences and Mathematics (Hamlin, John)

### **Objective With Intended Outcomes**

Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics as required by their curricula.

### **Assessment/Evaluation/Measures/Strategies**

Direct internal assessment of student learning will take place using standardized multiple choice assessment for all learning outcomes. All students who take the final exam in MATH 1022 (Plane Trigonometry), **regardless of mode of delivery, will be assessed** (i.e. no sampling). The 2017-2018 [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. The benchmark was established at 70% which is the lowest average grade that transfers to other institutions.

-  [MATH 1022 Syllabus 17-18](#)

### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, this objective was met.

For AY 2017-2018, there were a total of 187 students enrolled in 8 sections of MATH 1022 - four at LSUE and four dual credit. A total of 160 (86%) of the 187 were directly assessed using the multiple choice final exam with embedded SLO questions (see Table 1). Both LSUE and dual credit students scored an overall 75% with dual credit outpacing LSUE students by five percentage points (see Table 1).

MATH 1022 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	75	72	77				
A. Evaluate trig functions and manipulate their graphs	78	75	80	none	none	none	none
B. Solve trig equations and applications	71	68	74				
Total number of students tested	160	71	89				
Total number of sections for AY	8	4	4				



The one problem spot was Outcome B for LSUE students scoring slightly below the 70%. These are problems 11, 20, 21, 22, 23, 24, 25, and 30 on the [final exam](#). Since the score was slightly below the 70% an [item analysis was completed for LSUE students](#) and revealed that

- q20 on finding solutions had a 46% chance of being answered correctly,
- q21 on finding solutions (similar to #20) had a 54% chance of being answered correctly,
- q23 on solving a triangle had a 63% of being answered correctly,
- q24 on an application problem had a 68% of being answered correctly.
- q25 on finding the area of a triangle had a 62% of being answered correctly, and
- q30 on finding parametric equations had a 62% of being answered correctly.

Next, the longitudinal data indicated that the overall score has remained rather consistent since the SLOs were first examined in Spring 2014 (see Table 2). Outcome A has remained rather consistent as well and Outcome B has fluctuated between 76% and 71% with a 69% in AY 14-15.



MATH 1022 SLO Description	SP 14	14-15	15-16	16-17	17-18	Change
Overall	77	75	75	76	75	-1
A. Evaluate trig functions and manipulate their graphs	78	79	78	76	78	2
B. Solve trig equations and applications	76	69	71	76	71	-5
Total number of students tested	33	134	125	144	160	

Given that the observed score of 75% > the benchmark of 70%, Objective 2.24 is met.

-  [1022 Final Exam FA17 through 8.4 and 10](#)
-  [LSUE Item Analysis](#)

#### Improvement Plan/ Changes Made

The math coordinator provides and explanation for the performance on questions 20 and 21. She also provides an improvement plan (see [6/15/18 email from the MC](#)):

- Encourage faculty to spend a little more time focusing on the material for questions 20 and 21.
- Encourage students to spend some time on factoring prior to beginning the section dealing with questions 20 and 21.
- Create an optional [final exam review](#) (posted July 11, 2018).
-  [6-15-18 email on MATH 1022](#)
-  [MATH 1022 FE REVIEW July 2018](#)

#### 2.25 Mathematics: Competency in Mathematics – Pre-calculus (MATH 1023)

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Science & Mathematics

**Participants:** Dean of Sciences and Mathematics (Hamlin, John)

### Objective With Intended Outcomes

Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics as required by their curricula.

### 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 (Pre-Calculus) final exam at **all sites and all delivery methods**. The [Fall 2017 syllabus for MATH 1023](#) contains the following student learning outcomes. The student, upon successful completion of this course will:

- A. Solve equations and inequalities algebraically and graphically.
- B. Evaluate and interpret function values.
- C. Graph algebraic functions.
- D. Evaluate trigonometric functions and manipulate their graphs.
- E. 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. The benchmark of 70% is the lowest average grade that will transfer to other institutions.

-  [MATH 1023 Syllabus Fa 17](#)

### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, this objective was met.

For AY 2017-2018, there were a total of five students were enrolled in one face-to-face section of MATH 1023 offered at the LSUE site in the Fall 2017 semester. No other sections were offered.

All five of the students were directly assessed using the embedded [SLOs on the final exam](#). Student results were:

Overall = 77.4%

A = 77.1%

B = 80%

C = 83%

D = 83%

E = 60%

n = 5



An Item Analysis for Outcome E yielded that students had the most trouble with Outcome E problems 37 and 40 which are solving trig equations where students must apply several different concepts such as definitions of trig functions, identities algebraic concepts such as factoring and solving polynomial equations, knowledge of the unit circle or reference triangles to evaluate trig functions for a given angle.

Since the overall observed score of 77.4% > the established benchmark of 70%, Objective 2.25 is met.

-  [MATH 1023 Final Exam Fall 2017](#)

#### **Improvement Plan/ Changes Made**

Faculty propose the following to assist student in performing better on the trigonometric equations.

- creating a study guide for students ([documentation of the study guide](#))
- trying to spend some additional time on the more difficult concepts ([6-6-18 instructor email](#)).
-  [6-6-18 MATH 1023 Instructor Email](#)
-  [Math1023 Final Study Guide](#)

### **2.26 Mathematics: Competency in Mathematics - Calculus with Business and Economic Applications (MATH 1431)**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Science & Mathematics

**Participants:** Dean of Sciences and Mathematics (Hamlin, John)

#### **Objective With Intended Outcomes**

Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics as required by their curricula.

#### **Assessment/Evaluation/Measures/Strategies**

The objectives will be directly assessed from a standardized multiple choice assessment containing student learning outcomes for all students who take the MATH 1431 (Calculus with Business and Economic Applications) final exam at **all sites and all delivery methods**. The 2016-2017 [syllabus for MATH 1431](#) contains the following student learning outcomes.

The student, upon successful completion of this course will:

- Evaluate and simplify elementary limits and apply the intuitive concept of continuity.
- Apply various techniques of differentiation and integration on elementary exponential, logarithmic and rational functions.
- 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. The benchmark of 70%, which is the lowest average grade that will transfer to other institution, was used.

-  [MATH 1431 SYLLABUS Fall 2017](#)

### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, this objective was met.

For AY 2017-2018, there were a total of 57 students enrolled in two face-to-face sections at LSUE - one section in the fall and one in the spring. MATH 1431 was not offered in any other format for AY 2017-2018. A total of 35 (61%) of the 57 students took the final exam with the embedded SLOs and were directly assessed (see Table 1). The LSUE site students scored a 73% overall with a 77% for Outcome A, a 74% for Outcome B, and a 67% for Outcome C.

The item analysis for [Fall 2017](#) and [Spring 2018](#) are attached for review. Students apparently did better with Outcome C questions in Spring 2018 as question 7 is the only question where students scored below a 50%. For Fall 2017, questions below 50% success rate were 10, 11, 22, and 26. This was one-half of the eight questions.

MATH 1431 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	73	73					
A. Evaluate and simplify limits and apply the intuitive concept of continuity.	77	77	none	none	none	none	none
B. Apply various techniques of differentiation and integration on elementary, exponential, logarithmic and rational functions.	74	74					
C. Solve applied business optimization problems.	67	67					
Total number of sections	2	2	0	0	0	0	0
Total number of students tested	35	35	0	0	0	0	0

Table 2 examines the data from the longitudinal prospective for each of the outcomes. Table 2 indicates that Outcomes A and B have fluctuated since AY 2014-2015 and that Outcome C is hopefully rebounding from a poor performance in AY 2016-2017.



MATH 1431 SLO Description	14-15	15-16	16-17	17-18	Change
Overall	73	78	73	73	0
A. Evaluate and simplify limits and apply the intuitive concept of continuity.	77	77	84	77	-7
B. Apply various techniques of differentiation and integration on elementary, exponential, logarithmic and rational functions.	71	81	84	74	-10
C. Solve applied business optimization problems.	74	65	55	67	12
Total number of students tested	36	30	40	35	

Given that the observed overall score of 73% > the established benchmark of 70%, objective 2.26 is met.

-  [MATH1431-01-SP18](#)
-  [Math1431-01-FA17](#)

#### Improvement Plan/ Changes Made

Mr. Lim, who taught MATH 1431 in Spring 2018, sent an [email on Friday May 18, 2018](#). He believed that the primary issue with his section was that students were taking the first derivative (speed) instead of the second derivative (acceleration). He will emphasize that he wants the acceleration on the exam and will attempt to spend more time in the class on this topic. Mr. James agreed and note in an [email on June 25, 2018](#) that he would like to spend more time in the application problems to assist students. He also mentioned that he would file an academic intervention to the CARE team to advise that a student go to tutoring.

-  [6-25-18 email for MATH 1431 Improvement](#)
-  [H Lims Response to MATH 1431 IE](#)

#### 2.27 Mathematics - DE to GE: General Education Math after Developmental Education Math (MATH 1015/1020/1021 after MATH 0015/0021)

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Science & Mathematics

**Objective With Intended Outcomes**

Developmental (DE) students, Pathways and Non Pathways, will successfully complete (earn credit in) their first general education (GE) course (MATH 1015/1021) at rates that approximate national averages after the successful completion of DE mathematics (MATH 0002/0015/0021). MATH 1015 is Applied College Algebra mostly meant for two-year terminal degrees. MATH 1020 is a five credit hour version of MATH 1021 that has a two-hour developmental component. MATH 1021 is College Algebra meant for four year transfer degrees and STEM fields. MATH 0015, Introductory Algebra, and MATH 0021, Intermediate Algebra, replaced MATH 0002, Introductory Algebra, effective Fall 2017.

Pathways students are students needing developmental coursework in all subjects whereas Non-Pathways students typically need developmental education in one or two subject areas.

### **Assessment/Evaluation/Measures/Strategies**

#### **External 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 Content Analysis Report permits the comparison of LSU Eunice students to the normative group 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.

#### **Internal Indirect Assessment**

The indirect assessment of student learning is calculated by generating the success rate in the first GE mathematics course (MATH 1015/1021) (D or higher) after completing the DE mathematics course (MATH 0002/0015/0021) (C or better) 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 (LSUE or offsite) or online**. The National Center for Education Statistics (NCES) provides the methodology and benchmark. The new research examines students entering in a given year and then reports whether or not they have earned any college level credits in a six-year time span (150% of a four-year degree). As a result, new first-time students entering in AY 2012-2013 will be examined during this assessment cycle.

Benchmarks established by the NCES: For students completing all developmental education mathematics courses (C or higher in MATH 0002/0015/0021):

- 71.1% enrolled in college level math courses
- 61.7% earned college level math credits.

Citation for the NCES Document is: Chen, X. (2016). *Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes* (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018 from <http://nces.ed.gov/pubsearch>.

### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, the old Objective 2.2 from DE was met.

For AY 2017-2018, the progress report for this objective was supposed to examine the direct assessment of the CAAP scores from students taking MATH 1015/1021 in Fall 2017. However, while LSUE personnel ordered the assessment in a timely fashion, ACT personnel failed to ship the assessment. Therefore, the CAAP mathematics was not given. LSUE administration is searching for a replacement for the CAAP assessment that is appropriate to two-year students.

The indirect section of this objective focuses on new first-time students entering DE mathematics in the AY 2012-2013 with their success rates analyzed over a six-year period similar to the NCES.

### **Direct Assessment**

ACT ended the CAAP administration in December 2017 so it was not possible to give it in Spring 2018. LSUE intends to begin given Peregrine General Education Assessment effective Fall 2018; however, it is unclear whether the data will be available for this this specific outcome.

### **Indirect Assessment**

The indirect assessment using the NCES's method assesses if a DE student enrolled in GE mathematics course and if the student earned any credits in the GE mathematics course after the completion of the DE portion. Using the NCES's methodology, new first-time students entering in Fall 2012 and Spring 2013 were examined in order to give the student six years to complete coursework. Further, the student had to obtain a C or higher in LSUE's DE mathematics course and a D or higher in the first GE mathematics course. Note that this is the NCES's methodology; LSUE requires a C or higher in DE to enroll in GE mathematics and then a C or higher in the first GE mathematics course to enroll in the second semester GE mathematics course.

Table 1 summarizes the data for all students entering in AY 2012-2013 indicating that 337 new first-time students enrolled in DE mathematics (MATH 0002) with 244 (72%) successfully completing it with a C or better in the six-year time frame. In addition, 230 (94%) of the 244 DE mathematics completers enrolled in the first GE mathematics course with 191 (78%) of them earning some credit (grade of D or higher).

Table 1. Indirect Assessment: Completion of the First GE Math Course (MATH 1015/1021) with a D or Higher for Students Completing DE Math (MATH 0002/0015/0021) with a C or Higher.						
AY	Enrolled DE Math	Completed DE Math with a C or Higher	Enrolled GE Math	Completed GE Math with a D or Higher	Percent Enrolled in GE Math	Percent Earning Credit in GE Math
1213	337	244	230	191	94.3	78.3

Next, Table 2 breaks out the data by whether or not the student was a Pathways student at the time they entered in AY 2012-2013. Pathways students, those needing developmental coursework in all subject areas, enrolled in the first GE mathematics course at almost the same rate as Non-Pathways students (93.0% versus 94.9%). Although the two groups enrolled in GE mathematics at nearly the same rate, the issue is with completion. Only 69% of the Pathways students earned any credit in GE mathematics compared with 84% of the Non-Pathways students.

Table 2. Indirect Assessment for AY 2012-2013: Completion of the First GE Math Course (MATH 1015/1021) with a D or Higher for Students Completing DE Math (MATH 0002/0015/0021) with a C or Higher.					
Student Group	Completed DE Math with a C or Higher	Enrolled GE Math	Completed GE Math with a D or Higher	Percent Enrolled in GE Math	Percent Completing GE Math
Pathways	86	80	59	93.0	68.6
Non-Pathways	158	150	132	94.9	83.5
Total	244	230	191	94.3	78.3

Given that:

- no data was obtained from the CAAP,
- the observed enrollment rate of 94.3% > the benchmark of 71.7% established by the NCES and
- the observed rate of 78.3% for students earning credit in GE mathematics > the benchmark of 61.7% established by NCES

Objective 2.27 is met.

#### **Improvement Plan/ Changes Made**

Improvement plan from AY 2012-2013 MATH 0002 (the second DE mathematics course):

Initiatives are underway to increase student learning, increase student success, and shorten the time students spend in developmental mathematics. The mathematics department recommended a pilot project using the emporium model of instruction for the developmental mathematics sequence on [November 20, 2012](#).







Developmental Mathematics then became the topic of the Quality Enhancement Plan (QEP) on [January 18, 2013](#) when the QEP committee - a separate committee - [voted to pursue the emporium mathematics program for developmental students](#) implemented over three years. In addition, between the QEP Committee and mathematics faculty, decisions were made to make attendance in the lab mandatory with the material being modular and competency based setting the threshold at 70% as the coursework was designed.

The [November 2013 version of the QEP](#) is attached for reference.

As of this writing on June 13, 2018, completion of DE math and GE math has been improved to some degree according to QEP Outcome 3.2.

- The observed GE math completion rate of 27% for new FF modular students beginning in MATH 0001 > the historical benchmark of 20%.
- The observed GE math completion rate of 29% for all modular students beginning in MATH 0001 > the historical benchmark of 20%.
- The observed GE math completion rate of 48% for FF modular students beginning in MATH 0002 > the historical benchmark of 35%.

Documents showing improvement using Institutional Research from AY 2013-2014 to 2016-2017 (keeping in mind that this one-half of the time studied by the NCES).

- new [DE MATH 0001 students through GE](#) mathematics
- new [DE MATH 0002 students through GE](#) mathematics
-  [1-18-13 QEP Committee Meeting Minutes](#)
-  [11-10-13 LSUE QEP 2014](#)
-  [11-20-12 math meeting on modular dev math](#)
-  [4-26-13 QEP Committee Meeting Minutes](#)
-  [T1 FF MATH 0001 to GE Completion 1314-1617](#)
-  [T3 FF MATH 0002-0015-0021 to GE Completion 1314-1617](#)

## 2.5 Nursing - Decision Making: Decision Making

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Nursing

**Participants:** Dean of HSBT (McDonald, Dottie)

### **Objective With Intended Outcomes**

Students will demonstrate appropriate decision making through application of the nursing process to individuals in a safe, prioritized, timely and organized manner.

[Nursing 2430 Fall 2017](#)

-  [Nursing2430 Fall 2017](#)

### **Assessment/Evaluation/Measures/Strategies**

NURS 2430 (third semester course) (face-to-face) (Fa 17) - Assessed through unit examinations, comprehensive final examination with questions specific to decision making (critical thinking). Students must score a minimum of 77% to successfully demonstrate proficiency in this area. Historically benchmark was determined by the Program Director and faculty that students must score a minimum of 77% to ensure proficiency in decision making. [Nursing 2430 Fall 2017](#)

-  [Nursing2430 Fall 2017](#)

### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this outcome was met.




For AY 2017-2018, NURS 2430 (face-to-face) (Fa 17) - Fifty-Six (56) students took the first exam and 21 (37%) passed with a score of 77% or higher and 56 students took the final exam and 54 (96%) passed with a score of 77% or higher demonstrating proficiency in decision making.

[Decision making analysis fall 2017](#)

[Nursing 2430 Fall 2017 Exam One](#)

[Nursing 2430 Fall 2017 Exam Final](#)

Given that the final assessment yielded a 96% > the benchmark of 77%, this objective is met.

-  [Decision making analysis fall 2017](#)
-  [Nursing2430Fall 2017 Exam Final](#)
-  [Nursing2430Fall 2017 Exam One](#)

**Improvement Plan/ Changes Made**

Faculty to utilize NCLEX blueprint when creating exam questions that will effectively measure student ability to make safe decisions in the clinical setting.

Director of IE's note: This objective will be cancelled in AY 2018-2019 for two reasons. First, it is rhetorical based on the individual outcomes. Second, the Peregrine General Education Assessment, a nationally normed assessment will be replacing the internal measures.

 **3.21 (formerly 5.5): 17-18 GE-Critical Thinking**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Liberal Arts

**Participants:** Dean of Liberal Arts (Mahoney, Sandra)

**Objective With Intended Outcomes**

Students will successfully complete their general education coursework developing competencies in critical thinking.

**Assessment/Evaluation/Measures/Strategies****External 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 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 of the three categories overall will constitute success.

Additionally, the CAAP Content Analysis Report breaks out the nationally averages for each of the various elements of the normative group's thinking ability. For the current report, the CAAP Content Analysis Report noted the following national averages

- Analysis of Arguments 58%
- Evaluation of Arguments 50%
- Extension of Arguments 53%

Success will be considered as negligible differences between LSUE students and the nationally normed group in two of the three categories.

### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, this objective was met.

For AY 2017-2018, a total of 28 students were directly assessed using [ACT's CAAP Critical Thinking](#) in Fall 2017 (see Table 1). Students scored negligible differences in in all but one area, this being the middle 50% on the Evaluation of Arguments. Differences between  $\pm 5$  and 0 are considered negligible according to ACT. Note that only 28 students took the assessment in Fall 2017 (see Table 1). As a result, there were seven students in the bottom and top 25% with only 14 in the middle 50%. This is hardly enough student to draw conclusions on the assessment of Critical Thinking.

Table 1. Critical Thinking Skills Comparison Highlights from Table C-1 for Fall 2017.			
Content Category	Bottom 25%	Middle 50%	Top 25%
Analysis of Arguments	2%	1%	3%
Evaluation of Arguments	-3%	-12%	-4%
Extension of Arguments	-4%	-3%	0%
n = 28			

Next, the Content Analysis Report was examined in terms of the three areas: Analysis, Evaluation, and Extension. [Table 2 details the established national averages](#) for the ACT Critical Thinking Assessment while [Table 3 details the LSUE scores](#) for each. [Table 4 subtracts the scores](#) so that negative scores mean that LSUE students performed below the nationally normed group and positive scores mean that LSUE students performed above the nationally normed group. The Analysis of Arguments = 0 so LSUE students performed at the national average. LSUE students scored a -8 on the Evaluation of Arguments; this being a moderate departure from the nationally normed group. Finally, LSUE students scored a -4 on the Extension of Arguments; this being a negligible departure from the nationally normed group.

Given that

- 8 of 9 values were above -5 in Table 1,



- that the Analysis of Arguments = 0 (equal to normed group) and Extension of Arguments = -4 (negligible difference from the normed group)
- $n < 30$  to normalize the data

the results on Objective 3.21 are inconclusive.

-  [CAAP Critical Thinking Report Summaries](#)
-  [LSUE FA 2017 CAAP Critical Thinking CAR](#)

#### **Improvement Plan/ Changes Made**

The intention as this Objective is being written is to begin using the [Peregrine General Education Assessment](#) by the end of AY 2018-2019 as a direct external assessment to measure critical thinking. It is unclear how the data will be presented; however, it is assumed that it will be completely different than ACT's CAAP.

-  [Peregrine-general-education-brochure](#)

### 3.5 Radiologic Technology - Critical Thinking: Decision Making (formally Critical Thinking)

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Canceled

**Provided By:** Radiologic Technology

**Participants:** Dean of HSBT (McDonald, Dottie)

#### **Objective With Intended Outcomes**









The students will demonstrate effective decision making (critical thinking and problem solving) skills.

#### **Assessment/Evaluation/Measures/Strategies**

RADT 1092 (fall; first-year clinical course) – Competency evaluation form- critical thinking skills. Minimum of 80% on 4 competencies. Evaluated through direct observation. [RADT 1092 Course Syllabus FA 2016](#), [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 80% on 4 competencies. Evaluated through direct observation. [RADT 1093 Course Syllabus SP 2017](#), [Clinical Comp Eval Form 2015](#), and [RADT 1093 Clinical Evaluation Form](#)

Additional criteria to better measure clinical performance skills in diagnostic procedures are explained in the [Committee Minutes October 21 2015](#), the [Committee Minutes Addendum to October 21, 2015 Meeting \(pgs. 3-5\)](#), and the [Committee Minutes March 27, 2017](#) from the Radiologic Technology Assessment Planning Committee. The benchmark for these areas of assessment was changed from 85% to 80% as noted.

-  [Addendum to Minutes from October 21, 2015 Meeting](#)
-  [Clinical Comp Evaluation Form](#)
-  [Committee Minutes March 27 2017](#)
-  [Committee Minutes October 21 2015](#)
-  [RADT 1092 Clinical Evaluation Form](#)
-  [RADT 1092 Course Syllabus Fall 2016](#)
-  [RADT 1093 Clinical Evaluation Form](#)
-  [RADT 1093 Course Syllabus Spring 2017](#)

#### **Assessment/Evaluation Results (Progress Report)**

**Director of IE's note: Cancelled since communication is in the competency for the program.**

#### **Improvement Plan/ Changes Made**

#### **4.5 Respiratory Care - Critical Thinking: Computation and Effective Decision Making**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Canceled

**Provided By:** Respiratory Care

**Participants:** Dean of HSBT (McDonald, Dottie)

#### **Objective With Intended Outcomes**

RC 2016 (**face-to-face clinical**) spring 2017. Students will describe and perform the principles/techniques involved in critical care monitoring devices; and analyze, interpret, and apply patient data in selected patient care settings as an entry-level therapist. Please see attached syllabus RC 2016 Spring 2017. [RC 2016 Course Syllabus spring 2017](#)

-  [RC 2016 Course Syllabus spring 2017](#)

#### **Assessment/Evaluation/Measures/Strategies**

In order to successfully demonstrate proficiency and critical thinking skills the student must score no less than 77%.

RC 2016 (**face-to-face clinical**) spring 2017 - 2 sections offered totaling 12 students in both sections. All students were evaluated. Completion of selected clinical practicums, evaluations, and observation.

This semester allows the student to enter the critical care setting and perform clinical skills and modalities to enhance their understanding of pathology and intervention.

Students are also required to turn in routine evaluations of patients based on subjective and objective information gathering and provide assessment and plan of action.

RC 2016 - Student will complete a ventilator monitoring document weekly. This interaction introduces critical thinking where the student has the opportunity to perform ventilator assessment and patient interaction with a variety of life-support equipment. The student will also be required to perform hemodynamic monitoring, critical care equations, evaluate chest x-ray images, assess laboratory results and make comments based on patient feedback and pathology prognosis.

### **Assessment/Evaluation Results (Progress Report)**

#### **Improvement Plan/ Changes Made**

Director of IE's note: This objective is being cancelled since SLOs are now required in the Program Competency section. Several of the program SLOs require effective decision making skills and critical thinking in order to be successful. In addition, the Peregrine Academic General Education Assessment will be given effective AY 2017-2018 that will provide a benchmark against national norms.

## 6.2 CIT - Decision Making: Decision Making related to Computer Information Technology

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Canceled

**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, exercise debugging skills, and produce functional programming code.

#### **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.

CSC 2253-Systems Analysis and Design (Web-base) Upon successful completion of the is course students will demonstrate the knowledge base and application to work as an entry-level computer by applying critical thinking skills developing functional and secure programs with an emphasis on systems analysis and design. Evaluation of this course will be done in the following manner: Class Discussion Board Questions and Collective combination of Team Project, Case Studies, Analysis Tools, Critical Thinking Challenge Exercises and Video Learning Sessions. [CSC 2253 Syllabus](#)

-  [CSC 2253 Syllabus](#)

**Assessment/Evaluation Results (Progress Report)**

**Director of IE's note: This objective is being cancelled to make way for the Peregrine GE exam that will be given upon graduation effective fall 2018.**

**Improvement Plan/ Changes Made**

 **7.3 Decision Making related to Management: Decision Making related to Management**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Canceled

**Provided By:** Management

**Participants:** Dean of HSBT (McDonald, Dottie)

**Objective With Intended Outcomes**

At the end of the curriculum, students will be able to link and synthesize information in order to solve problems and to support statements of beliefs and opinions to demonstrate critical thinking related to Management and Economics competencies.

**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.

ECON 2000 (Web Based - Online) Use processes, procedures, data, or evidence to solve problems and make effective decisions when analyzing Economic competencies. The student will demonstrate a functional knowledge of supply-demand structures by engaging topic forums and analysis of varying cultural conditions. A focus on processes, procedures, data, and evidence provides an overall engagement in this general education objective. [ECON2000 Syllabus](#)

MGMT 2999 (Face-to-Face) Use explanations of the history of management, evaluate different organizational strategies through verbal and written assignments relating to Management competencies. The student will demonstrate the fundamentals of organization and administration including planning, organizing, directing, staffing/human resource management, leading, interpersonal relationships, coordinating and controlling business activities. Both a team project and a computer-based research project are required for this course. [MGMT2999 Syllabus](#)

-  [ECON2000 Syllabus](#)

-  [MGMT2999 Syllabus](#)

#### **Assessment/Evaluation Results (Progress Report)**

**Director of IE's Note:** This outcome is deleted effective AY 17-18 due to the fact that decision making related to accounting information is included as a program objective and is assessed through the accounting courses.

#### **Improvement Plan/ Changes Made**

### **GE 3. Natural Science**

#### **General Education Description**

An LSU Eunice graduate will apply knowledge of natural science to the exploration and analysis of natural phenomena.

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Providing Department:** Academic Affairs

#### **Related Items**

##### **2.31 Biological Science: 17-18 Competency in Biology I**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Science & Mathematics

**Participants:** Dean of Sciences and Mathematics (Hamlin, John)

#### **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 possible sections taught by permanent LSUE and adjunct 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.

-  [BIOL 1001 FA17](#)

### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met.

8 of 9 sections at LSUE taught by permanent faculty were directly assessed by using multiple choice questions for BIOL 1001 during the 2017-2018 academic year (the SP18 section 25 faculty member resigned and did not report SLOs for that section). In addition, 3 sections taught online by adjunct faculty were reported on. Total n = 492 over 11 sections for both fall 2017 and spring 2018. The 11 sections represent 68.8% of the 16 sections offered. However, the 492 students represent 83.7% of the 588 students enrolled on the last day of classes. The intention was to assess all classes in AY 2017-2018. Improvement over last AY reporting occurred, but the goal is to have all sections reporting for AY18-19. There were eight face-to-face and three online class measured.

For [online, students scored](#) the following:

- Mean = 62.9%
- SLO 1 = 58.6%
- SLO 2 = 67.6%
- SLO 3 = 62.4%
- n = 42

[Face-to-face students scored](#) the following:

- Mean = 76.8%
- SLO 1 = 76.6%
- SLO 2 = 76.2%
- SLO 3 = 77.6%
- n = 450

[Overall, students scored:](#)

- Mean = 75.6%
- SLO 1 = 75.1%
- SLO 2 = 75.5%
- SLO 3 = 76.3%
- n = 492

For each of the SLO the average scores of students were calculated. For SLO 1 the average was 75.1% (AY 16-17 = 76.5%) of questions were answered correctly. For SLO 2 the average was 75.5% (AY 16-17 = 76.6%). And the average for SLO 3 was 76.3% (AY 16-17 = 76.4%).

Overall, students scored an average of 75.6% for the 492 students. Given that the observed score of 75.6% > the benchmark of 70%, the objective was met.

-  [SLO Analysis BIOL1001 F2F](#)
-  [SLO Analysis BIOL1001 Online](#)
-  [SLO Analysis BIOL1001 Total](#)

#### **Improvement Plan/ Changes Made**

The results include 8 of 9 sections of LSUE students that took classes with permanent faculty and 3 sections that took classes online with adjunct faculty. All SLO benchmarks were maintained at 70% for AY 2017-2018. 3 of 7 online sections were reported on in the second year of collecting data. Online SLO scores were still lower than face-to-face, but showed large gains. An additional year of data that captures every section is needed before any changes are made to our current offerings. No changes are planned at this time.

#### **2.32 Biological Science: 17-18 Competency in Biology II**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Science & Mathematics

**Participants:** Dean of Sciences and Mathematics (Hamlin, John)

#### **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 1002: General Biology II.

### Assessment/Evaluation/Measures/Strategies

The outcomes will be directly assessed and analyzed from multiple choice questions designed by the biology faculty. Face to face sections taught by permanent LSUE faculty will be analyzed from Spring 2017 as a pilot.

According to the [BIOL 1002 syllabus](#), the student learning outcomes are:

The student will:

- A. Arrange, breakdown, illustrate and outline the order of classification of living organisms.
- B. Compare and contrast the life history and life cycle of diverse groups of microorganisms, fungi, plants and animals.
- C. Differentiate the characteristics of the major taxa of organisms: archaea, eubacteria, protists, fungi, plants and animals.

The benchmark established for student competency is 70% which is the lowest C for transfer purposes.

**Director of IE's note: General Education Learning Outcomes B and C contained in the syllabus are not General Education Outcomes at LSUE. Faculty will be made aware of this error.**

-  [BIOL 1002 FA17](#)

### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, this objective was tentatively met.

For AY 2017-2018, all 6 sections taught by permanent faculty were directly assessed by using multiple choice questions for **BIOL 1001** during the 2017-2018 academic year (the Spring 2018 section D1 faculty member taught dual enrollment and the data was not captured, but only had 3 students). Total n = 147 over 6 sections for both fall 2017 and spring 2018. The 6 sections represent 85.6% of the 7 sections offered. However, the 147 students represent 98% of the 150 students enrolled on the last day of classes. The intention was to assess all classes in AY 2017-2018. Improvement over last AY reporting occurred, but the goal is to have all sections reporting for AY 2018-2019. There were 2 face-to-face and 4 online classes measured.

For [online](#), students scored the following:

- Mean = 86.6%
- SLO 1 = 82.7%
- SLO 2 = 87.7%
- SLO 3 = 89.4%
- n = 81



Face-to-face students scored the following:

- Mean = 63.4%
- SLO 1 = 65.2%
- SLO 2 = 60.6%
- SLO 3 = 65.5%
- n = 66

Overall, students scored:

- Mean = 76.3%
- SLO 1 = 74.8%
- SLO 2 = 75.5%
- SLO 3 = 78.6%
- n = 147

For each of the SLO the average scores of students were calculated. For SLO 1 the average was 74.8% (AY 2016-2017 = 80%) of questions were answered correctly. For SLO 2 the average was 75.5% (AY 2016-2017 = 67.8%). And the average for SLO 3 was 78.6% (AY 2016-2017 = 64.2%).

Overall, students scored an average of 76.3% for the 147 students. Given that the observed score of 76.3% > the benchmark of 70%, the objective was met.

-  [SLO Data Analysis BIOL1002 F2F](#)
-  [SLO Data Analysis BIOL1002 Online](#)
-  [SLO Data Analysis BIOL1002 Total](#)

### **Improvement Plan/ Changes Made**

The results include 6 sections of LSUE students that took classes with permanent faculty. All SLO benchmarks were maintained at 70% for AY 2017-2018. Online SLO scores were still much stronger than face-to-face, but this is only the second year of examining the data and face-to-face did meet the benchmark last year. An additional year of data that captures every section is needed before any changes are made to our current offerings. No changes are planned at this time.

### **2.33 Physical Science: 17-18 Competency in Physical Science**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Science & Mathematics

**Participants:** Dean of Sciences and Mathematics (Hamlin, John)

**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: Physical Science I and PHSC 1002: Physical Science II.

**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 for [PHSC 1001](#), 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.

According to the syllabus for [PHSC 1002](#), the student, upon successful completion of this course, will be able to:

- A. Identify parts of the periodic table.
- B. Employ balancing techniques on chemical equations.
- C. Distinguish between different classifications of rocks.

The benchmark established for student competency is 70% which is the lowest C for transfer purposes. A pooled mean will be used when data from PHSC 1001 and PHSC 1002 are evaluated collectively.

-  [PHSC 1001 FA17 syllabus](#)
-  [PHSC 1002 FA17 syllabus](#)

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017 the objective was met.

PHSC1001 SLOs were not reported (2 sections), as the faculty member is no longer employed at LSUE. All sections of PHSC1002 (2 sections) were directly assessed by using multiple choice questions for PHSC 1002 during the 2017-2018 academic year. Total n=47 over 2 face-to-face sections, one for fall 2017 and one for spring 2018.

PHSC1002 [Face-to-Face](#):

- Mean= 67.8%

- SLO 1 = 66.4%
- SLO 2 = 74.9%
- SLO 3 = 62.1%
- n = 47

For each of the SLO the average scores of students were calculated. For SLO 1 the average was 67.8% of questions were answered correctly. For SLO 2 the average was 74.9%. And the average for SLO 3 was 62.1%.

SLO 1 and SLO 3 did not average 70% or higher, but SLO 2 did meet the targeted benchmark. Overall, students scored an average of 67.8% for the 47 students. Given that the observed scored of 67.8% < the benchmark of 70%, the objective was not met.

-  [SLO Data Analysis PHSC1002 Total](#)

#### **Improvement Plan/ Changes Made**

This is the first year that PHSC 1002 data was included in this assessment. PHSC 1001 assessment in AY 2016-2017 did meet the objective, however there is no historical data to compare PHSC 1002 against at this time. Analysis of each course individually will offer better insight in AY 2018-2019.

An additional year of data that captures every section in both PHSC 1001 and PHSC 1002 is needed before any changes are made to our current offerings. No changes are planned at this time.

#### **2.34 Chemistry: 17-18 Competence in Chemistry I**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Science & Mathematics

**Participants:** Dean of Sciences and Mathematics (Hamlin, John)

#### **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 CHEM1001: Chemistry I.

#### **Assessment/Evaluation/Measures/Strategies**

**Direct Assessment:**

The outcomes will be directly assessed and analyzed from multiple choice questions designed by the chemistry faculty. All possible sections taught by permanent LSUE and adjunct faculty will be analyzed.

According to the [CHEM 1001 syllabus](#), the student learning outcomes are:

The student will:

- A. Comprehend the trends observed in the periodic table (periodic trends).
- B. Demonstrate the ability to write and balance chemical reactions.
- C. Identify strong acids and strong bases.

The benchmark established for student competency is 70% which is the lowest C for transfer purposes.

-  [CHEM 1001 FA17](#)

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective did not exist.

For AY 2017-2018, both sections at offered by **LSUE only**. There were 29 students registered in the two face-to-face sections. **No sections were offered at LSUA, online, or at the LSU Lab School**. Students were directly assessed by using multiple choice questions on the CHEM 1001 cumulative final exam.

Overall, students scored:

- Mean = 59.3%
- SLO 1 = 51.0%
- SLO 2 = 69.0%
- SLO 3 = 58.0%
- n =29

Overall, students scored an average of 59.3% for the 29 students. Given that the observed score of 59.3% < the benchmark of 70%, the objective was not met.

**Director of IE's note: There has been quite a bit of turnover in science faculty within the last couple of years that may have contributed to the SLO results.**

-  [SLO Data Analysis CHEM1001 Total](#)

#### **Improvement Plan/ Changes Made**

All SLO benchmarks were established at 70% for AY 2017-2018. The failure to meet the objective indicates improvement is needed. However, the small sample size of 29 was lower than desired. Also, new chemistry faculty have been hired for AY 2018-2019 and will be teaching CHEM 1001. An additional year of data is needed before any changes are made to our current offerings.

## GE 4. Humanities

### General Education Description

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.

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Providing Department:** Academic Affairs

### Related Items

#### 3.41 (formerly 5.2): 17-18 GE-History

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Liberal Arts

**Participants:** Dean of Liberal Arts (Mahoney, Sandra)

### Objective With Intended Outcomes

Students will successfully complete their general education coursework developing competencies in historical periods of their choice.

This objective will be directly assessed by the student learning outcomes in

- HIST 1001 Western Civilization to 1500,
- HIST 1003 Western Civilization since 1500,
- HIST 2055 The United States Until 1865,
- HIST 2057 The United States from 1865 to the Present, and
- HIST 2071 History of Louisiana.






(Note: The History faculty use the same SLOs for each course. As a result, SLO data is aggregated across all course taught in an academic year, but broken out by site in the IE reports.)

Students will

1. recognize major events, theories, and issues.
2. recognize major figures and specific movements.
3. demonstrate their understanding of cultural precedents and grasp of relationship to current issues, as well as an ability to analyze historical meaning in a proper manner.

Syllabi for each course listed above from each site where applicable:

HIST 1003 [Syllabus Spring 2018](#) at LSUE,  
 HIST 2057 [Syllabus Spring 2018](#) at LSUE,  
 HIST 2057 [Syllabus Spring 2018](#) at LSUA and online  
 HIST 2055 [Syllabus Spring 2018 online](#), and  
 HIST 2055 [Syllabus Fall 2017](#) at LSUA.

-  [HIST 1003 Sp18 Syllabus](#)
-  [HIST 2055 Section 26 Syllabus Sp 18](#)
-  [HIST 2055 Syllabus Fall 2017](#)
-  [HIST 2057 Sp18 Syllabus](#)
-  [HIST 2057 Syllabus-SP 2018](#)

#### **Assessment/Evaluation/Measures/Strategies**

The population of students remaining in each of the courses (**i.e. no sampling**) above at the end of the course will be assessed using the following:

Outcome

1. Ten questions on unit or final exam addressed major historical events, theories, and issues.
2. Ten questions on unit or final exam addressed identification of major figures and movements in history.
3. A written book review will demonstrate student understanding of the past to the present as well as an ability to analyze historical material in a proper manner.

Success is defined as students achieving a score of 70% or better. The benchmark of 70% is the traditional lowest C so that courses may transfer elsewhere in the higher education system.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met.

For AY 2017-2018, a total of 996 students were registered in sections of general education History on the census day for Fall 2017 and Spring 2018. Over the AY, there were a total of 30 sections with ten face-to-face sections at LSUE, eight at dual credit sites, two at LSUA, eight online 16 weeks, and 2 accelerated eight week totaling 30 sections assessed (see Table 1). The instructor for one face-to-face section at LSUE did not turn in usable data and, therefore, was not included in the analysis.

As Table 1 indicates, a total of 891 (89%) of the 996 students were assessed using the student learning outcomes for the various courses with students scoring an 88% overall. Online students led the success at 96% with online students and accelerated following close behind at 91% and 90% respectively. Overall, students scored an 88% on Outcome 1, a 90% on Outcome 2, and an 89% on Outcome 3 (see Table 1). None of the outcomes for any site fell below the 70% benchmark.

History SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	88	81	91	81		96	90
1. Recognize major events, theories, and issues	88	81	93	80		94	85
2. Recognize major figures and movements	90	84	92	77	none	96	92
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	89	80	90	100		99	94
Total Number of Students:	891	396	189	13		231	62
Total Number of Sections:	30	10	8	2		8	2




Next, Table 2 shows the data longitudinally since data was first kept in AY 2012-2013. In each case, both overall and each outcome, student performance has increased over time. Faculty are commended for their good work.

Table 2. HIST 1001/1003/2055/2057/2071 Longitudinal SLO Results by Academic Year as Percentages							
History SLO Description	12-13	13-14	14-15	15-16	16-17	17-18	Mean
Overall	80	82	85	83	86	88	84.0
1. Recognize major events, theories, and issues	81	83	84	85	83	88	84
2. Recognize major figures and movements	79	83	85	83	87	90	84.5
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	87	89	83.5
Total Number of Students:	195	421	498	628	838	891	578.5

Documentation:

- SLO Report from [LSUE face-to-face](#) course
- SLO Report from [Online course](#).
- SLO Report from an [Online and LSUA](#) course.

Given that the overall observed score of 88% > the established benchmark of 70%, Objective 3.41 is met.

-  [2055 A1 and 2057 26 SLOs FA 2017 GASPARD R](#)
-  [Outcomes HIST 2071 SP 2018](#)
-  [Sellers HIST 2055 Section 26 Online SLO Data Report Spring Semester 2018](#)

#### Improvement Plan/ Changes Made

History faculty will continue to improve student performance by:

- Continuous review and stressing attendance in [LSUE face-to-face](#) sections.
- Providing direct instruction instead of just using a PowerPoint for the book review in the [LSUE face-to-face](#) sections.
- Continual assessment of the SLO instruments for a [dual credit section](#).



-  [Outcomes2055-F2017](#)
-  [Outcomes2057-01-02SP2018](#)
-  [Sellers HIST 1003 Section D5 SLO Data Spring Semester, 2018](#)

### 3.42 (formerly 5.3): 17-18 GE-Speech Communication

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Liberal Arts

**Participants:** Dean of Liberal Arts (Mahoney, Sandra)

#### **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 (Fundamentals of Communication). Upon successful completion of this course, the student will

- Research for speeches and write a sentence outline with a bibliography
- Deliver speeches orally
- Effectively participate in group problem-solving activities.

[Sample Syllabus](#) from spring 2018 at LSUE.

-  [Sp 2018 CMST1061 Syllabus](#)

#### **Assessment/Evaluation/Measures/Strategies**

CMST 1061 is chosen to represent the student learning outcomes since it typically has the majority of students enrolled in it for all LSUE sites.

All students enrolled in the CMST 1061 course will be directly assessed using an internal documents regardless of the methodology of instruction.

Faculty will calculate the grade on the informative outline for Outcome A. The Informative and Persuasive speeches will be combined as one mean for B. Outcome C will be assessed on the group project. Rubrics will be used to grade the informative and persuasive speeches and the group project.

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 2016-2017, this objective was met.

For AY 2017-2018, there were 439 students registered in 18 sections of CMST 1061 in the Fall 2017 and Spring 2018 semesters. A total of 190 (43%) of the students were assessed (see Table 1). One face-to-face faculty member at LSUE who did not turn in SLO data is no longer employed by LSUE. Unfortunately, this accounted for 176 (40%) students in six sections. In addition, no data was received from the two online sections accounting for 58 (13%) out of the 439 students enrolled in the course.

For the faculty that did turn in SLO data, students did very well (see Table 1). This included one face-to-face faculty member at LSUE and one faculty member at LSUA. Overall students scored an 88% at LSUE and 82% at LSUA. For Outcome A, students scored an 84% on the first outline. They scored an 83% for the combined mean of the speeches for Outcome B and scored a 93% for the first group assignment.

SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	87	88		82			
A. Research for speeches...write outline with bibliography	84	86		73			
B. Deliver speeches orally	83	84	none	80	none	no data	none
C. Effectively participate in group problem solving activities	93	95		91			
Total number of students tested	190	158		32			
Total number of sections in AY	10	8		2			





Next, longitudinal data was generated in order to compare AY 2017-2018 to past years (see Table 2). Data appears to fluctuate from year to year remaining in the low to mid 80s overall. There was a slight decrease of five percentage points on Outcome C; however, it remains in the 90s.

SLO Description	13-14	14-15	15-16	16-17	17-18	Change
Overall	--	83	85	87	87	0
A. Research for speeches...write outline with bibliography	78	82	80	79	84	5
B. Deliver speeches orally	91	82	89	84	83	-1
C. Effectively participate in group problem solving activities	96	87	88	98	93	-5
Total number of students tested	280	254	303	210	190	

Documentation for Speeches:

- [Informative speech](#) at LSUE Spring 2018 and [informative speech](#) at LSUA Fall 2017
- [Motivated Sequence Evaluation](#) at LSUE Spring 2018
- [Group speech](#) at LSUA Fall 2017

Given that the observed score of 87% > the established benchmark of 70%, Objective 3.42 is met.

-  [LSUA Group Presentation 7.13.18](#)
-  [LSUA Informative Speech 7.13.18](#)
-  [LSUE Informative Speech](#)
-  [LSUE Monroe's Motivated Sequence Speech](#)

#### Improvement Plan/ Changes Made

Obtain SLO data from all sections and instructors. Both instructors were replaced.

#### 3.43 (new item): 17-18 GE-Written Communication - ENGL 2071/2072

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Liberal Arts

#### Objective With Intended Outcomes

Students will successfully complete their general education coursework developing competencies in as required by their curricula. The student learning outcomes (SLOs) in two courses will assess this Objective

- ENGL 2071 - American Literature I: Forging a Nation
- ENGL 2072 - American Literature II: Coming of Age

SLOs according to the [syllabus for ENGL 2071](#) and the syllabus for ENGL 2072 are upon successful completion of this course, the student will

1. identify significant writers of the period and their works.
2. demonstrate an understanding of the influence of society and historical change on the individual works.

Note that the English faculty have not updated the syllabi to the current general education outcomes. An LSU Eunice graduate will:

1. demonstrate effective communication of complex knowledge and ideas.
4. demonstrate an understanding of the cultural traditions and the human condition through a broad-based study of historical, cultural, and philosophical concepts.

Faculty have been made aware of this error and have been asked to update the syllabi for the Spring 2019 semester.

-  [ENGL 2071 Sample Syllabus](#)

#### **Assessment/Evaluation/Measures/Strategies**

All students in the course at the time of the SLO assessment will be assessed (i.e. no sampling).

For outcome 1: ENGL 2071 - midterm and final exam combined; ENGL 2072 - final exam.

For outcome 2: ENGL 2071 - Essay; ENGL 2072 - major written assignment

Since the SLOs for the course are the same, it was decided to combine the results into one IE report. The established benchmark for transfer courses at LSU Eunice is 70%. It is the lowest "average" or C grade that will transfer to other institutions of higher education in the state of Louisiana.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-17, this objective did not exist.

For AY 2017-2018, a total of 100 students were enrolled in four sections of the two courses.

- ENGL 2071 - one face-to-face section in Fall 2017 and one 16-week online section in Spring 2018

- ENGL 2072 - one 8 week accelerated section in Fall 2017 and one 16-week online section in Spring 2018.

A total of 96 (96%) of the 100 students were assessed for their performance on the SLOs for the courses. Both instructors for the ENGL 2071 course used the final exam for the assessment of Outcome 1 and a major writing assignment for the assessment of Outcome 2. For ENGL 2072, the faculty used a combined score from the midterm and final exam to assess Outcome 1 and an analytical essay for the assessment of Outcome 2. Data was then summarized by the English Coordinator and sent to the Director of Institutional Effectiveness for input.

Overall, the 96 students did very well on their assessments scoring an 87% overall with an 84% on Outcome 1 and a 90% on Outcome 2. Students scored similarly at all sites with the exception of the 78% on Outcome 1 for the Accelerated group. Nevertheless, even the accelerated students exceeded the benchmark by eight percentage points for Outcome 1 and 14 percentage points for overall.

Description	Overall	LSUE	Online	Accelerated
Overall	87	86	89	84
1. Identify significant writers and their work	84	84	87	78
2. Understand the society and historical change on individual works	90	88	91	90
Total number of students tested	96	24	45	27
Total number of sections	4	1	2	1

Note that no sections were offered at the LSUA or LSU Lab School sites so those columns were eliminated.

Given that the observed score of 87% > the established benchmark of 70%, Objective 3.43 is met.

#### **Improvement Plan/ Changes Made**

Improvement is to monitor data since this is the first iteration of this objective.

The faculty member teaching the accelerated section noted he would like to assign more exercises in which students research specific authors and their works for Outcome 1. For example, I will have students create bibliographies for the major authors covered and share them.

He also plans to change the essay assignment by focusing the students on three (perhaps more) questions that must be answered in the essay for Outcome 2. My hope is that the students, with clear direction, will go deeper into societal and historical influences/effects relating to the authors' writing.

### 3.45 (formerly 5.12): 17-18 Foreign Language (Spanish)

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Delayed

**Provided By:** Liberal Arts

#### **Objective With Intended Outcomes**

Students will successfully complete their general education coursework developing competencies in a foreign language (Spanish) as required by their curriculum.

Students will be assessed through the use of student learning outcomes (SLOs) in SPAN 1101 and SPAN 1102, both Elementary Spanish.

According to the SPAN 1101 syllabus from fall 2016 and SPAN 1102 syllabus from spring 2017, the SLOs are: Upon the conclusion of the course, the student will:

1. Demonstrate an understanding of written Spanish
2. Demonstrate an intermediate understanding of conversational Spanish.
3. Apply the knowledge of the vocabulary and grammar learned in a sustained manner both in a written and oral format.

-  [FA 16 SPAN 1101 Syllabus](#)
-  [SP 17 SPAN 1102 Syllabus](#)

#### **Assessment/Evaluation/Measures/Strategies**

Outcomes will be assessed using the following:

For SPAN 1101

- SLO 1: quizzes, tests, papers
- SLO 2: oral assessments with teacher and students
- SLO 3: quizzes, tests, papers, oral assessments

For SPAN 2101

- SLO 1: teacher observation in class and outside of class
- SLO 2: Verbal conversations (oral assessments) with teachers and students
- SLO 3: quizzes, tests, papers

- SLO 4: quizzes, tests, papers

All students will be assessed (i.e. no sampling). The assessment will take place during the course on individual assignments for the face-to-face sections at the LSU Lab School.

As this is the first assessment, the preliminary 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 2016-2017, this objective was met. Spanish was offered only at the LSU Lab School.

**For AY 2017-2018, no Spanish courses were offered.**

#### **Improvement Plan/ Changes Made**

#### **3.46 (formerly 5.11): 17-18 GE-Foreign Language (French)**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Overdue

**Provided By:** Liberal Arts

#### **Objective With Intended Outcomes**

Objective: Students will successfully complete their general education coursework developing competencies in a foreign language (French) as required by their curriculum.

This objective will be directly assessed by the student learning outcomes (SLOs) in FREN 1001. Upon the conclusion of the course, the student will:

1. Demonstrate a basic understanding of written French
2. Demonstrate a basic understanding of conversational French.
3. Apply the knowledge of the vocabulary and grammar learned in a sustained manner both in a written and oral format.

This objective will also be assessed by the SLOs in FREN 2101. Upon the conclusion of this course, the student will:

1. Demonstrate an intermediate understanding of written French
2. Demonstrate an intermediate understanding of conversational French.
3. Apply the knowledge of the vocabulary and grammar learned in a sustained manner both in a written and oral format.

#### **Assessment/Evaluation/Measures/Strategies**

Outcomes from FREN 1001 will be assessed using the following:

1. written quizzes
2. oral presentation
3. presentation

Outcomes from FREN 2101 will be assessed using the following:

1. Written quizzes and assignments
2. Oral presentations and panel discussions
3. Written projects and oral presentations focused on the vocabulary and grammar associated with the theme of the lesson.

All **students will be assessed at all sites** (i.e. no sampling). The assessment will take place during the course on individual assignments for the section at the LSU Lab School.

As this is the first assessment, the preliminary benchmark for each outcome is 70%. This is a historic metric and the lowest C for transfer purposes.

**Assessment/Evaluation Results (Progress Report)**

**Director of IE's note: No French courses off-site. LSUE instructor did not turn in any data for AY 2017-2018.**

**Improvement Plan/ Changes Made**

## GE 5. Social Sciences

### **General Education Description**

An LSU Eunice graduate will demonstrate an understanding of human behavior and the relationship between individuals and their societies.


**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Providing Department:** Academic Affairs

### **Related Items**

 **3.51 (formerly 5.6): 17-18 GE-Psychology**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Liberal Arts

**Participants:** Dean of Liberal Arts (Mahoney, Sandra)



### **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

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

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

-  [PSYC 2000 Syllabus Fa 2017](#)
-  [PSYC 2060 Syllabus Fa 2017](#)
-  [PSYC 2070 Syllabus Fa 2017](#)

### **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 as the primary assessment tools since they were the vast majority of the Psychology courses offered during AY 2017-2018.

**All students in the courses** will be directly assessed through internally developed SLO questions embedded throughout specific

topic exams based on the objectives of the course as developed by the faculty members (i.e. no sampling). Note that some faculty members use paper and pencil exams while the others use electronic exams that randomly generate the SLO questions allowing students two attempts at the assessment.

The established benchmark is 70% which is the lowest acceptable grade to transfer the course(s) to a four-year institution.

### Assessment/Evaluation Results (Progress Report)

For AY 2016-2017, this objective was met.

For AY 2017-2018, there were a total of 399 students enrolled in 11 sections of PSYC 2000 on the census day for each semester. A total of 298 (75%) of the students in ten sections were directly assessed using embedded SLO questions on specific exams (see Table 1). Overall, students did quite well achieving an 88% overall, a 90% on Outcomes 1 and 2, and an 86% on Outcome 3 (see Table 1). Each of the sites performed higher than the benchmark of 70% on all outcomes.

SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	88	89		79		89	88
1. Major theoretical perspectives in psychology	90	90	None	76	None	92	91
2. Knowledge of major fields of study in psychology	90	92		74		90	89
3. Major goals of the study of psychology	86	83		87		96	85
Total number of students tested	298	163		14		48	73
Total number of sections	10	6		1		1	2
Note: One faculty member teaching one LSUE face-to-face section did not turn in data involving 44 students. The faculty member is no longer employed at LSUE.							

Table 2 details the longitudinal data for PSYC 2000 since AY 2014-2015. It indicates that performance on each outcome has generally increased over the time span.

Student Learning Outcomes	14-15	15-16	16-17	17-18	Change
Overall	82	86	87	88	1
1. Major theoretical perspectives in psychology	84	87	87	90	3
2. Knowledge of major fields of study in psychology	83	84	90	90	0
3. Major goals of the study of psychology	79	85	80	86	6
Total number of students tested	299	355	239	298	

For PSYC 2060, there were 69 students enrolled on the census day in the two face-to-face sections at the LSUE site during AY 2017-2018; the course was not offered at any of the other sites. In all 54 (78%) of the 69 students were directly assessed using the course exams with embedded SLO questions. The students performed well achieving a 92% overall with an 84% on Outcome 1, 94% on Outcome 2, and a 97% on Outcome 3.

SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	92	92					
1. Major theoretical perspectives in educational psychology	84	84	None	None	None	None	None
2. How various psychological factors affecting the educational process	94	94					
3. Critical concepts in educational psychology	97	97					
Total number of students tested	54	54					
Total number of sections	2	2					

The longitudinal data for PSYC 2060 in Table 4 indicates significant student improvement since the outcomes were first assessed in AY 2014-2015. Each outcome and the overall score have exceeded the benchmark of 70% for two consecutive years.

Student Learning Outcomes	14-15	15-16	16-17	17-18	Change
Overall	63	71	89	92	3
1. Major theoretical perspectives in educational psychology	66	81	86	84	-2
2. How various psychological factors affecting the educational process	66	80	85	94	9
3. Critical concepts in educational psychology	62	51	96	97	1
Total number of students tested	56	39	60	54	

Next, there were a total of 500 students enrolled in PSYC 2070 during the census days in AY 2017-2018. Table 5 shows that 392 (78%) students in eight sections were assessed using the embedded SLO questions on the various exams. Students scored a 90% overall with a 93% on Outcome 1, a 90% on Outcome 2, and an 88% on Outcome 3. LSUA scored the highest, with online students coming in second followed by LSUE students.

SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	90	89		95		92	
1. major theoretical perspective in developmental psychology	93	92	none	95	none	100	none
2. critical concepts in developmental psychology	90	90		97		82	
3. the relative contributions of heredity and environment to critical phenomena in developmental psychology	88	87		91		93	
Total number of students tested	392	339		14		39	
Total number of sections	8	6		1		1	
Note: One faculty member from the online section in Spring 2018 turned in data that was not usable involving 45 students.							

The longitudinal for PSYC 2070 in Table 6 indicates that student performance on SLOs has increased since AY 2013-2014. Table 6 also indicates that student performance may be leveling off when compared to past years. Regardless, students' performance on the outcomes for PSYC 2070 all exceed the 70% benchmark.

Student Learning Outcomes	13-14	14-15	15-16	16-17	17-18	Change
Overall	76	89	87	91	90	-1
1. major theoretical perspective in developmental psychology	77	90	89	93	93	0
2. critical concepts in developmental psychology	76	87	85	95	90	-5
3. the relative contributions of heredity and environment to critical phenomena in developmental psychology	76	89	84	86	88	2
Total number of students tested	230	307	455	192	392	

PSYC 2000 [SLO reporting form Spring 2018 face-to-face](#) at LSUE.  
 PSYC 2000 [SLO reporting form Spring 2018 online](#) accelerated

Given that the observed score of 88% for PSYC 2000, the observed score of 92% for PSYC 2060; and the observed score of 90% for PSYC 2070 > the benchmark of 70%, Objective 3.51 is met.

-  [PSYC 2000 Reporting Form Outcomes sp18](#)
-  [SLO Reporting Form 2000 C1 SP18](#)

#### **Improvement Plan/ Changes Made**

Faculty members noted no changes needed and continue current methods in their SLO documentation. The Director of IE will let them know that these statements are now questioned by SACSCOC.

#### **3.52 (formerly 5.10): 17-18 GE-Sociology**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Liberal Arts

**Participants:** Dean of Liberal Arts (Mahoney, Sandra)

#### **Objective With Intended Outcomes**

Students will successfully complete their general education coursework developing competencies in the sociology of their choice.





This objective will be assessed using SOCL 2001 (Introductory Sociology) and SOCL 2501 (Current Social Problems). For each course, the syllabus indicates that the student learning outcome: 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

The [Spring 2018 syllabus for SOCL 2001](#) is attached.

The [Spring 2018 syllabus for SOCL 2501](#) is attached.

Note that the faculty member did not correctly site general education #5 for social sciences in the Spring 2018 syllabi, but had the issue resolved for the [Summer 2018 SOCL 2001 Syllabus](#) (see the [6-21-18 email](#) on the syllabus correction).

-  [6-21-18 email on syllabus correction](#)
-  [Syllabus Sociology 2001 Spring 2018](#)
-  [Syllabus Sociology 2001 Summer 2018](#)
-  [Syllabus Sociology 2501 Spring 2018](#)

#### **Assessment/Evaluation/Measures/Strategies**

An internal direct assessment will take place in both courses in all sections whether they are offered, **accelerated online (8 week)**, regular **online (16 week)** or **face-to-face**.

Assessments will take place using the following: Lectures will assess the learning outcomes with multiple choice examinations.

The established benchmark for achieving this outcome is 70%, the minimum acceptable successful grade necessary to transfer the sociology courses to a four-year institution.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met.

For AY 2017-2018, there were 227 students enrolled in SOCL 2001 on the census day for the two semesters. A total of 181 (80%) took the course pretest scoring a 26% and 203 (89%) took the post test ([see Table 1](#)). Overall, scores increased a total of 64 percentage points - from 26% on the pretest to 90% on the post test. Further, students scored a 92% on Outcome A and an 88% on Outcome B on the post test. There were 6 sections of SOCL offered as face-to-face sections at the LSUE site and online as a 16-week course. There were no accelerated, LSUA, LSU Lab, or dual credit sections of the course.

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	Overall Pretest	Overall Post Test	Gain
Outcome A	Total n	none	--	111		--	92		--	203	
	Mean (in %)		--	91		--	94		--	92	
	No of sections		--	4		--	2		--	6	
Outcome B	Total n	none	--	111		--	92		--	203	
	Mean (in %)		--	86.0		--	90.0		--	88.0	
	No of sections		--	4		--	2		--	6	
Overall	Total n	none	106	111		75	92		181	203	
	Mean (in %)		16	89.0	73.0	41.0	92.0	51.0	26.0	90.0	64.0
	No of sections		4	4		2	2		6	6	

For SOCL 2501, there were 79 students enrolled on the census day for the two semesters. A total of 54 (68%) of the students took the pretest scoring 6% while 71 (90%) took the post test scoring an 85% for a gain of 79 percentage points ([see Table 2](#)). Note that one faculty member did not give the pretest. Students did quite well on the two student learning outcomes (SLOs) as well. They scored an 88% for Outcome A and scored an 82% for Outcome B. Two sections of the SOCL 2501 course were offered online for 16 weeks and one was offered for an accelerated 8 weeks. No face-to-face sections were offered at LSUE, LSUA, LSU Lab, or dual credit.




Description	Statistic	LSUA	Online (8 Week Pretest)	Online (8 Week Post Test)	Gain	Online (15 week course) Pretest	Online (15 week course) Post Test	Gain	Overall Pretest	Overall Post Test	Gain
Outcome A	Total n	none	--	8		--	63		--	71	
	Mean (in %)		--	84		--	88		--	88	
	No of sections		--	1		--	2		--	1	
Outcome B	Total n	none	--	8		--	63		--	71	
	Mean (in %)		--	94.0		--	81.0		--	82.0	
	No of sections		--	1		--	2		--	1	
Overall	Total n	none	--	8		54	63		54	71	
	Mean (in %)		--	89.0	--	6.0	84.0	78.0	6.0	85.0	79.0
	No of sections		--	1		2	2		2	2	

The [Spring 2018 SLO summary sheet](#) is documented.

Given that the observed score of

- 90% for SOCL 2001 > the established benchmark of 70% and
- 85% for SOCL 2501 > the established benchmark of 70%

Objective 3.52 is met.

-  [Student Learning Outcomes spring 2018](#)
-  [T1 SOCL 2001 AY 17-18](#)
-  [T2 SOCL 2501 AY 17-18](#)

#### **Improvement Plan/ Changes Made**

Plan is to monitor data since students did well. Note that the instructor was emailed about an improvement plan and mentioned that he typically makes some changes in both the lectures and assessments to help students. He also mentioned that he welcomes suggestions from students (see [6/24/18 email](#) from the instructor).

-  [6-24-18 email on improvement of SOCL courses](#)

#### **3.53 (formerly 5.9): 17-18 GE-Political Science**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Liberal Arts

**Participants:** Dean of Liberal Arts (Mahoney, Sandra)

#### **Objective With Intended Outcomes**

Students will successfully complete their general education coursework developing competencies in American government as required by their curriculum.

This objective will be directly assessed by the student learning outcomes in POLS 2051: American Government.

Upon successful completion of this course, students will:



- 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 2017 accelerated \(eight week\) online session syllabus](#) is attached for reference.

-  [POLS 2051 Fall 2017 Term B Course Syllabus](#)

#### **Assessment/Evaluation/Measures/Strategies**

All students (i.e. no sampling) will be directly assessed using internally created documents according to 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 is the only general education Political Science course offered in AY 2017-2018.

#### **Assessment/Evaluation Results (Progress Report)**

In AY 2016-2017, this objective was met.

In AY 2017-2018, 72 students were enrolled in four online accelerated (8 week) sections on census day during Fall 2017 and Spring 2018. Note that no face-to-face sections were taught at LSUE, LSUA, LSU Lab School, or dual credit. In addition, there were no sections taught in the 16-week online format.

All students were assessed using the methods above. In all, 56 (78%) of the 72 students were assessed. Overall, students scored well at 81% overall with Outcome A at 82%, Outcome B at 86%, and Outcome C at 85% (see Table 1).

Table 1. POLS 2051 Student Learning Outcome Results AY 2017-2018 by Site as a Percent.				
SLO Description	Overall	LSUE	Online	Accelerated
Overall	81			81
A. Identify the roles and powers of the Executive, Legislative, and Judicial branches of government and communicate persuasively.	82	none	none	82
B. Correctly answer questions related to theories, events, and issues covered in class.	86			86
C. Demonstrate the ability to analyze historic material.	85			85
Total number of students tested	56	0	0	56
Total number of sections for AY	4	0	0	4

Note: There were no dual credit, LSU Lab, or LGH sections during AY 2017-2018.

Table 2 presents the longitudinal data since AY 2013-2014 and shows a fluctuation in the statistics; however, students met all outcomes and the results are all in the 80s.

Table 2. POLS 2051 Student Learning Outcome Longitudinal Data as a Percentage.						
SLO Description	13-14	14-15	15-16	16-17	17-18	Change
Overall	84	88	98	89	84	-5
A. Identify the roles and powers of the Executive, Legislative, and Judicial branches of government and communicate persuasively.	94	93	97	96	82	-14
B. Correctly answer questions related to theories, events, and issues covered in class.	79	91	96	91	86	-5
C. Demonstrate the ability to analyze historic material.	94	81	100	81	85	4
Total number of students tested	38	64	45	86	56	

Example of a [Fall 2017 SLO reporting](#) form.

Example of a [Spring 2018 SLO reporting](#) form.

Given that the observed score of 89% > the established benchmark of 70%, Objective 3.53 is met.

-  [POLS 2051.C1 Spring 2018 Liberal Arts Reporting Form Learning Outcomes \(1\)](#)

-  [POLS 2051.C6 Fall 2017 Liberal Arts Reporting Form Learning Outcomes](#)

#### **Improvement Plan/ Changes Made**

Even though the Outcomes were met, the instructor will continually stress the importance of completing, submitting assignments on time, enhance success through instruction and review ([see highlighted passages](#)).

-  [POLS 2051.C1 Fall 2017 Liberal Arts Reporting Form Learning Outcomes](#)

### **3.54 (formerly 2.2 DE Reading - GE Social Science): 17-18 Social science from College Reading (UNIV 0008)**

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Liberal Arts

#### **Objective With Intended Outcomes**

Developmental students, both Pathways and Non Pathways, will successfully register and complete their first general education social science course, humanities course, or Biology course after completing developmental education (DE) reading.

Pathways students are students needing developmental coursework in every subject while Non-Pathways students need developmental coursework in one or two subjects.

#### **Assessment/Evaluation/Measures/Strategies**

##### **External 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.

##### **Internal Indirect Assessment**

The indirect assessment of student learning is calculated by generating the success rate (D or higher) in the first GE social science course, humanities course, or Biology course after successfully completing the DE reading course (UNIV 0008) with a C or better. The report tabulates the various metrics from DE (UNIV 0008) through GE courses regardless whether a student took the courses face-to-face (LSUE or off-site) or online. The National Center for Education Statistics (NCES) provides the methodology and benchmark. The new research examines students entering in a given year and then reports whether or not they have earned college level credits in a six-year time span (150% of a four-year degree). As a result, new first-time students entering in AY 2012-2013 will be examined during this assessment cycle.

Benchmarks established by the NCES using the Total: This includes students not taking DE and those completing the DE reading course (student obtains a C or higher in UNIV 0008):

- 77.9% enrolled in college level social science.
- 69.4% earned college level social science credits (D or higher).

Note: The 77.9% and 69.4% overall was used instead of 85.3% and 77.5% for those who complete DE reading. This was done because the Louisiana Board of Regents has no reading requirement for enrollment in college in the State of Louisiana. As a result, LSUE does not have prerequisites for sophomore level economics, psychology, or sociology. The overall results include all students from the NCES study so those who did not take DE reading are also included. The NCES report does not specify that the reading intensive course must be a social science.

Citation for the NCES Document is: Chen, X. (2016). *Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes* (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018 from <http://nces.ed.gov/pubsearch>.

### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this objective was met as part of Developmental Education.

#### **Direct Assessment:**

For AY 2017-2018, the progress report for this objective examined the direct assessment of the [CAAP scores](#) from students taking ENGL 1002 in Fall 2017. Since CAAP was retired by ACT in December 2017, it was not possible to assess students in Spring 2018. LSUE administration is searching for a replacement for the CAAP assessment that is appropriate to two-year students.

Table 1 details the results for the 28 students taking the CAAP Critical Thinking Assessment in Fall 2017. While the scores decreased for the bottom 25%, it should be noted that there was a low n compared to past years (approximately 7 students in the bottom 25%). This is compared to approximately 41 to 42 students in AY 2016-2017. Given the low n, the Fall 2017 results are not conclusive. Given the limitations, the students did score > -5 in each case so this part of Objective 2.2 is met.

Content Category	12-13	13-14	14-15	15-16	16-17	Fa 17	Mean
Analysis of arguments	1	4	5	5	11	2	4.7
Evaluation of Argument	10	-5	14	0	12	-3	4.7
Extension of Arguments	-5	-1	9	6	2	-4	1.2
n	82	117	127	164	167	28	114.2

**Indirect Assessment:**

The indirect section of this objective focuses on new first-time students entering DE English Composition in the AY 2012-2013 with their success rates analyzed over a six-year period similar to the NCES. Table 2 shows that 203 students registered for the reading course with 178 (88%) students successfully completed it (or tested out). A total of 139 (78.1%) out of the 178 enrolled in their first GE reading intensive course. From the 139, 92 (51.7%) earned any credits by completing the course with a D or higher.

AY	Enrolled DE Reading	Completed DE Reading with a C or Higher	Enrolled GE Social Science	Completed GE Social Science with a D or Higher	Percent Enrolled in GE Social Science	Percent Earning Credits in GE Social Science
1213	203	178	139	92	78.1	51.7

Table 3 breaks out the data from Table 2 by whether the student was a Pathways student (needing developmental coursework in all subject areas) or not. The data indicates that non-Pathways students have higher levels of enrollment and earning credits in GE courses compared to Pathways students.

Student Group	Completed DE Reading with a C or Higher	Enrolled GE Social Science	Completed GE Social Science with a D or Higher	Percent Enrolled in GE Social Science	Percent Earning Credit in GE Social Science
Pathways	152	114	74	75.0	48.7
Non-Pathways	26	25	18	96.2	69.2
Total	178	139	92	78.1	51.7

Given that the observed results

- on the CAAP are all > the established benchmark of -5,
- that 78.1% of all students register for GE reading intensive courses > the NCES benchmark of 77.9%, and
- that 51.7% earn some credits in reading intensive courses < the NCES benchmark of 69.4%

Objective 3.54 is tentatively met.

-  [LSUE FA 2017 CAAP Critical Thinking CAR](#)

#### **Improvement Plan/ Changes Made**

The rationale for labeling this objective as tentatively met is for two reasons. First, the direct assessment was met using the CAAP. Second, the NCES report includes reading and English together, but does not specify the GE courses being measured. It is quite possible that any GE course is being assessed while the LSUE reports run for the completion of this objective only look for social sciences, some humanities, and biology.

The Director of IE would like to gather some data for a period of a couple years to determine if the indirect measures are fluctuating. This will also permit time to alter the reports, if necessary.

**End:** 10/31/2018

**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 and the public sector.
- C. Demonstrate knowledge of money, banking, and monetary policy.

The [Spring 2018 syllabus for ECON 2000](#) and the [Spring 2018 for ECON 2010](#) are attached for documentation.

-  [ECON 2000 Spring 2018 Syllabus](#)
-  [Econ 2010 Syllabus Spring 2018](#)

**Assessment/Evaluation/Measures/Strategies**

The SLOs will be directly assessed an internally created assessment using quizzes or the comprehensive final exam. 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.

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.

**Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, no data was reported and the objective was delayed.

For AY 2017-2018, there were 66 students enrolled in three sections of **ECON 2000** on the census days for the fall and spring semesters with:

- Fall 2017 - one 16-week online section, n = 25
- Spring 2018 - one 16-week online section, n = 24 and one 8 week accelerated online section, n = 17.

- There were no face-to-face sections offered at LSUE, LSUA, dual credit, or the LSU Lab School sites.

Only the 39 students from the Spring 2018 sections were assessed. This being 59% of those taking ECON 2000 during AY 2017-2018 or 95% from Spring 2018.

SLO Description to demonstrate knowledge of:	Overall	Online	Accelerated
Overall	77	75	79
A. demand and supply.	81	85	76
B. production costs and market structures.	72	64	82
Total number of students tested	39	22	17
Total number of sections for AY	2	1	1

Students scored 77% overall and 81% on Outcome A and 72% on Outcome B. The 16 week online students scored a 64% on Outcome B while the 8 week accelerated online scored an 82%. The situation was reversed for Outcome A with the 16 week online students scoring higher.

For **ECON 2010**, there were a total of 53 students enrolled for the census days for Fall 2017 and Spring 2018.

- Fall 2018 - one 16-week online section, n = 22;
- Spring 2018 - one 16-week online section, n = 24 and one 8 week accelerated online section, n = 7;
- There were no face-to-face sections offered at LSUE, LSUA, dual credit, or the LSU Lab School sites.



Spring 2018 students were assessed yielding a total of 26 (49%) of the 53 students enrolled during AY 2017-2018 or 84% of the 31 students enrolled in Spring 2018.

SLO Description to demonstrate the knowledge of:	Overall	Online	Accelerated
Overall	71	77	53
A. macroeconomic fundamentals.	75	82	56
B. fiscal policy and the public sector.	68	72	56
C. money, banking, and monetary policy.	68	76	46
Total number of students tested	26	19	7
Total number of sections	2	1	1

Overall, the students in ECON 2010 scored a 71%, a 75% on Outcome A, a 68% on Outcome B, and a 68% on Outcome C. The 16 week online students performed at a higher rate than did the 8 week accelerated online students keeping in mind the low n for the accelerated section.

Note that the 65 students assessed were 39% of the 168 students enrolled in ECON over AY 2017-2018. ECON 2030 (Economic Principles) was typically not accessed because it did not have the number of student enrolled compared to ECON 2000 and ECON 2010 combined. AY 2017-2018 was similar in that 66/168 or 39% were enrolled in ECON 2000 while 53/168 or 32% of the students were enrolled in ECON 2010. This is compared to 49 out of 168 or 29% enrolled in ECON 2030. Given that

- the observed score of 77% for ECON 2000 > the benchmark of 70% and
- the observed score of 71% for ECON 2010 > the benchmark of 70%,

Objective 9.1 is met subject to monitoring the Outcomes where students scored below 70%. The faculty member teaching the accelerated online ECON 2010 mentioned that data was probably skewed with just 7 students in the course. The **Director of IE** agrees and recommends monitoring for one year.

#### **Improvement Plan/ Changes Made**

**ECON 2000:** Instructors reported wanting to use a different book, offer students additional support, and use videos to assist with instructions.

**ECON 2010:** Again, the instructors thought that videos would assist the students.

**Director of IE's note:** Assess both fall and spring sections of ECON 2000 and ECON 2010.

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## GE 6. Art

### General Education Description

An LSU Eunice graduate will demonstrate an aesthetic and historical understanding of the arts.

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Providing Department:** Academic Affairs

### Related Items

#### 3.61 (formerly 5.1): 17-18 GE-Art

**Start:** 11/1/2017

**End:** 10/31/2018

**Progress:** Completed

**Provided By:** Liberal Arts

**Participants:** Dean of Liberal Arts (Mahoney, Sandra)

### 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 directly assessed by the student learning outcomes using the following general education art courses:

- ART 1440 Historical Survey of the Arts
- ART 1441 Historical Survey of the Arts
- ART 2470 Survey of 20th Century Art




Sample Syllabi:

- [ART 1440 Fall 2017](#) face to face at the LSU Eunice Site
- [ART 1440 Fall 2017](#) online accelerated eight week course
- [ART 1440 Spring 2018](#) online 16 week course.

Student learning outcomes for the three courses are the same: Upon completion of this course, the student will:

1. Correctly identify by period, culture, and style works of art covered in lectures.

2. Correctly identify the works of art and architecture covered in lectures.
3. Demonstration of increased knowledge of art history.

-  [ART 1440 Accelerated Syllabus Fall 2017](#)
-  [ART 1440 Face-to-Face Syllabus FA 2017](#)
-  [Art 1440 Online Syllabus Sp 2018](#)

### **Assessment/Evaluation/Measures/Strategies**

Art 1440, 1441, and 2470 were chosen to analyze student learning outcomes in order to encompass the largest number of students in the study of art. Each of the outcomes will be assessed by:

Outcome 1- Lecture and course discussion of the relationship of the social, political, economic, and religious significance of specific works of art and architecture. Specific items on the final exam will require integration of at least 2 of the following concepts: social, political, economic, and religious aspects of cultural development.

Outcome 2- Lecture and visual presentation of major works of art and architecture. Specific items on the final exams will be answered via slide identification.

Outcome 3- Pre and post testing at the comprehensive level of knowledge. Comparison mean scores on the pre and post exam.

The benchmark for each is 70% for outcome 1 and 2. This is a historic metric and is considered the lowest C for transfer purposes. For outcome 3, the average score on the post test exceeding the pretest is considered successful.

### **Assessment/Evaluation Results (Progress Report)**

For AY 2016-2017, this outcome was met.

For AY 2017-2018, there were a total of 395 students enrolled in LSUE face-to-face, Dual Credit face-to-face, 16-week online, and 8 week accelerated sections. Overall, a total of 343 (87%) of the 395 students were directly assessed using the final exam. Students scored a 93% overall with Outcome 1 at 93% and Outcome 2 at 92% (see Table 1). LSUE students scored slightly below the other sites; however, the overall was 87% with Outcome 1 at 88% and Outcome 2 at 85% for the 75

students. The data represented in Table 1 summarizes all sections but one Dual Credit section with nine students enrolled during Spring 2018. The faculty member turned in data that was not usable.

Art History SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	93	87	100			90	97
1. Correctly identify by period, culture, and style works of art covered in lectures.	93	88	100	none	none	86	100
2. Correctly identify the works of art and architecture covered in lectures.	92	85	100			94	93
Total number of students tested	343	75	17			122	129
Total number of sections	15	4	1			5	5

Next, for faculty who gave the pretest, the data was [analyzed in Table 2](#). The Dual Credit and Online instructors did not report the pretest data. As a result, the two were left out of the analysis and the remaining data rests with the LSUE face-to-face and accelerated sections. Overall 221 students were given the pretest scoring a 38% overall, a 47% on Outcome 1, and a 29 on Outcome 2. On the post test, a total of 342 students were tested (all students) with the data paralleling Table 1. Students scored a 93% overall with a 93% on Outcome 1 and a 92% on Outcome 2. This led to a 55 percentage point gain overall with a 46 percentage point gain on Outcome 1 and a 63 percentage point gain on Outcome 2.

Site	Overall			LSUE			Dual Credit			16 Week Online			Accelerated		
	Pre Test	Post Test	Gain	Pre Test	Post Test	Gain	Pre Test	Post Test	Gain	Pre Test	Post Test	Gain	Pre Test	Post Test	Gain
Overall	38	93	55	31	87	56		100	--		90	--	43	97	54
1. Correctly identify by period, culture, and style works of art covered in lectures.	47	93	46	33	88	55	no data	100	--	no data	86	--	53	100	47
2. Correctly identify the works of art and architecture covered in lectures.	29	92	63	30	85	55		100	--		94	--	28	93	65
n	221	342		93	74			17			122		128	129	
Number of sections	9	15		4	4			1			5		5	5	

Finally, Table 3 examines the longitudinal data for the Art SLOs. As noted, there has been an increase in student performance since AY 2014-2015. The increase from AY 2016-2017 to AY 2017-2018 was an average of 7.5 percentage points for the two outcomes.

Student Learning Outcomes	14-15	15-16	16-17	17-18	Change
Overall	87	87	85	93	8
1. Correctly identify by period, culture, and style works of art covered in lectures.	89	91	86	93	7
2. Correctly identify the works of art and architecture covered in lectures.	86	84	84	92	8
Total number of students tested	182	177	309	343	

Given that the overall observed score of 93% > the established benchmark of 70% and that the overall post test score of 93% > the overall pretest score of 38% (a gain of 55 percentage points), Objective 3.61 is met.

-  [Art Outcome Table 2](#)

#### Improvement Plan/ Changes Made

Improvement plan would be to obtain the pretest data for the adjuncts; however, outcome 1 and 2 (direct assessment of learning) are more crucial to the overall data than the pre and post test data in Outcome 3.

In addition, there needs to be a standardization of data. All faculty need to report the data in the same way - the mean of the assessment and each outcome. Some faculty are reporting the percentage of students scoring a 70% or higher which is important for the Allied Health majors, but not important in terms of the general education SLO performance. Faculty will be sent the [AY 2018-2019 SLO form](#) along with this document.

**Director of IE's note: At the time this outcome is completed (September 8, 2018), adjunct faculty may not have given the pretest for fall 2018. I would, however, expect them to give one for Spring 2019.**

-  [9-8-18 ART SLO Reporting Form](#)

#### 3.62 (formerly 5.8): 17-18 GE-Art (Music Appreciation)

Start: 11/1/2017

End: 10/31/2018

**Progress:** Completed  
**Provided By:** Liberal Arts  
**Participants:** Dean of Liberal Arts (Mahoney, Sandra)

### **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 Fall 2017](#) is provided for MUS 1751.

-  [MUS 1751 Syllabus Fall 2017 LSUE](#)

### **Assessment/Evaluation/Measures/Strategies**

Each of the outcomes will be assessed using a final exam or individual unit exams. Each faculty member will code questions particular to the outcomes to determine the percentage correct.

All students will be assessed (i.e. no sampling) on the course final exam or individual unit exams for **online** and **face-to-face sections at LSUE, LSUA, and the LSU Lab School** sections will be used to assess students.

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 2016-2017, this objective was met.

For AY 2017-2018, there were a total of 407 students enrolled in 16 sections of Music Appreciation. A total of 388 (95%) were assessed using either the final exams or unit assessments throughout the course (see Table 1). Overall, students scored a 90% with a 91% on Outcomes 1 and 2 and a 90% on Outcome 3. All outcomes at all sites exceeded the benchmark of 70% with LSUE students obtaining a 95%, then LSU Lab School students earning a 92%, then online at 91%, accelerated 8 week sessions at 85%, and LSUA students at 82%. Note that the LSUA site had a low n of 14 students.

MUS 1751 SLO Description by Site	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	90	95		82	92	91	85
1. Develop a fundamental music vocabulary	91	93		81	100	91	91
2. Recognize the effect of music on society and history	91	94	none	87	90	92	76
3. Identify general characteristics of the major music style periods	90	90		78	87	91	81
Total number of sections	16	2		2	1	9	2
Total number of students tested	388	30		14	2	311	31

Table 2 indicates that the longitudinal data has remained consistent since AY 2015-2016 with the overall results remaining in the low 90%. Results from AY 2017-2018 show that the results are slightly below the three year mean (with a 26% increase in the number of students being assessed).

MUS 1751 SLO Description	15-16	16-17	17-18	Mean
Overall	92	92	90	91.3
1. Develop a fundamental music vocabulary	91	90	91	90.7
2. Recognize the effect of music on society and history	94	93	91	92.7
3. Identify general characteristics of the major music style periods	93	93	90	92.0
Total number of students tested	208	309	388	301.7

Given that the observed value of 90% > the benchmark of 70%, Objective 3.62 is met.

**Improvement Plan/ Changes Made**

Faculty will continue to monitor data to ensure that future results are similar with current results and that the individual sites are relatively consistent with past years.