



July 9, 2020

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

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## About this Document

This document is compiled each year to demonstrate compliance related to the Southern Association of College and Schools: Commission on Colleges (SACSCOC) Principles of Accreditation institutional effectiveness Standards. It details the process of institutional effectiveness (IE), 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 Section X of this document are active; however, the reader must be logged into Planning System to view them.<sup>1</sup>

Please note that for Academic Year (AY) 2018-2019, this document remains incomplete due to the timing of the SACSCOC Fifth-Year Interim Report deadline on September 13, 2019. Very simply, most of the effort during summer 2019 was focused on the completion of the report by the stated deadline. The campus closing in mid-March 2020 due to the Coronavirus (CV 19) also affected the completion. Given these issues and their timing, it was decided to complete the outcomes and forgo the Institutional Summary Forms, the Administrative Council Meeting, and Transmitting all data to the Cabinet. It should also be noted that while the documents were not technically transmitted as in the past, the Director of IE is now a part of Cabinet and frequently discusses efforts and progress on the completion of IE with the senior administrative team and the new Chancellor who began her tenure at LSU Eunice at the end of June 2019.

The document is divided into a number of sections.

- As mentioned, the first few sections were not completed due to time, but are contained in the document to note where the process ended for AY 2018-2019.
- Given the issues, Section VI LSU Eunice's Strategic Goals and the linkages to each departmental goal and unit objective. Specific language for each objective, assessment plan, progress report, and improvement plan are omitted from this section, but are included in section VII.
- Each department's Assessment Plan Objectives and Goals and how they relate to the Strategic Goals are detailed in Section VII. 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 Objectives and Goals including whether the Assessment Plan Goal and Objective were met or not, with an improvement plan. 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.
- Section VIII details the General Education Outcomes and how each relates to LSU Eunice's Strategic Goals. Next, is their acceptance by the General Education Committee affirming that LSU Eunice is meeting the stated General Education Objectives. Also included is a table indicating whether each General Education Objective was met or not. This is followed by details of the departmental objectives and outcomes along with whether each was met or not, with improvement plans and relationships to each General Education Objectives held at the Office of Academic Affairs.

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.

July 9, 2020

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<sup>1</sup> Note that this document was completed with two different versions of the planning system. As a result, the assessment plans in Section VII refer to documentation that is nonexistent in the print version for security reasons. The documentation is available in the planning system for LSU Eunice Planning Heads and SACSCOC Reviewers. The documentation with links are included in Section VIII because the general education section was downloaded with version I.

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### **I. Administrative Council Meeting**

Delayed due SACSCOC Fifth-Year Interim Report being due on September 13, 2019 and campus closure in March 2020 due to CV 19.

### **II. Administrative Council Meeting Minutes**

Delayed due SACSCOC Fifth-Year Interim Report being due on September 13, 2019 and campus closure in March 2020 due to CV 19.

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

Delayed due SACSCOC Fifth-Year Interim Report being due on September 13, 2019 and campus closure in March 2020 due to CV 19.

### **IV. Assembled Planning Summaries AY 2018-2019**

Delayed due SACSCOC Fifth-Year Interim Report being due on September 13, 2019 and campus closure in March 2020 due to CV 19.

### **V. Cabinet Meeting Minutes**

Delayed due SACSCOC Fifth-Year Interim Report being due on September 13, 2019 and campus closure in March 2020 due to CV 19.

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

This section is simply a listing of LSU Eunice's strategic goals and how they are related to the departmental goals and objectives without the details. Each departmental goal relates to one or more institutional strategic goal.

### Strategic Goal 1: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

#### RELATED ITEMS-----Enrollment Management

##### RELATED ITEM LEVEL 1

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

Goal Number: 2

Progress: Completed

Provide orientation for new students to acquaint themselves with the university.

Goal Number: 3

Progress: Completed

##### RELATED ITEM LEVEL 2

Immunizations

Objective Number: 2.1

Progress: Completed

Orientation

Objective Number: 3.1

Progress: Completed

##### RELATED ITEM LEVEL 1

Increase overall unduplicated enrollment headcount.

Goal Number: 1

Progress: Completed

##### RELATED ITEM LEVEL 2

Increase unduplicated enrollment headcount.



Objective Number: 1.1  
 Progress: Completed

**RELATED ITEMS-----Quality Enhancement Plan**

**RELATED ITEM LEVEL 1**

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

Goal Number: 1.

Progress: Completed

**RELATED ITEM LEVEL 2**

Increase achievement of SLOs in MATH 0001 and MATH 0002/0015/002.

Objective Number: 1.1

Progress: Completed

Increase the Cognitive Ability of Students in MATH 0001 and MATH 0002.

Objective Number: 1.2

Progress: Completed

**RELATED ITEM LEVEL 1**

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).

Goal Number: 2.

Progress: Completed

**RELATED ITEM LEVEL 1**

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

Goal Number: 3.

Progress: Completed

**Professional Development**

Objective Number: 3.1

Progress: Completed

Increase Retention and Completion of Developmental and General Education Mathematics.

Objective Number: 3.2

Progress: Completed

Reduce the Amount of Time in Developmental Mathematics

Objective Number: 3.3

Progress: Completed

**RELATED ITEMS-----Affirmative Action Equal Employment Opportunity**

RELATED ITEM LEVEL 1

Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.

Goal Number: 1

Progress: Canceled

RELATED ITEM LEVEL 2

Completion and Approval of Annual Affirmative Action Plan

Objective Number: 1.1

Progress: Canceled

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

Objective Number: 1.2

Progress: Canceled

**RELATED ITEMS-----Associate of Arts Louisiana Transfer**

RELATED ITEM LEVEL 1

AALT 18-19 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

AALT 18-19 Program Competency using SLOs

Objective Number: 1.1

Progress: Completed

AALT 18-19 Professional Competency using Peregrine Academic

Objective Number: 1.2

Progress: Completed

AALT 18-19 Retention

Objective Number: 1.3

Progress: Completed

AALT 18-19 Placement  
 Objective Number: 1.4  
 Progress: Completed

**RELATED ITEMS-----Associate of Science Louisiana Transfer**

RELATED ITEM LEVEL 1

ASLT 18-19 Maintain an effective Associate of Science Louisiana Transfer Program.  
 Goal Number: 1  
 Progress: Completed

RELATED ITEM LEVEL 2

ASLT 18-19 Program Competency using SLOs  
 Objective Number: 1.1  
 Progress: Completed

ASLT 18-19 Professional Competency using Peregrine Academic  
 Objective Number: 1.2  
 Progress: Completed

ASLT 18-19 Retention  
 Objective Number: 1.3  
 Progress: Completed

ASLT 18-19 Placement  
 Objective Number: 1.4  
 Progress: Completed

**RELATED ITEMS-----Academic Advising (Student Success Center)**

RELATED ITEM LEVEL 1

Advise students across academic disciplines within the Student Success Center.  
 Goal Number: 1  
 Progress: Completed

RELATED ITEM LEVEL 2

Form Steering Committee.  
 Objective Number: 1.1  
 Progress: Canceled

Create a more structured and thorough advisor training program.

Objective Number: 1.2

Progress: Completed

Student Satisfaction with Academic Advising.

Objective Number: 1.3

Progress: Completed

To develop an advising syllabus for students which aids with understanding the purpose of advising and advising processes in the Student Success Center.

Objective Number: 1.4

Progress: Completed

To develop a Student Success Center degree plan for students to supplement the academic catalog and aid with semester to semester course planning and degree completion.

Objective Number: 1.5

Progress: Completed

**RELATED ITEMS-----Academic Affairs**

RELATED ITEM LEVEL 1

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

Goal Number: 1. Academic Advising

Progress: Completed

RELATED ITEM LEVEL 2

Academic Advising-Faculty

Objective Number: 1.1

Progress: Completed

Academic Advising-Students

Objective Number: 1.2

Progress: Completed

RELATED ITEM LEVEL 1

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

Goal Number: 2 Course Articulation

Progress: Completed

**RELATED ITEM LEVEL 2**

Articulation Agreements

Objective Number: 2.1

Progress: Canceled

Increase the ease of transfer between LSUE and four-year institutions.

Objective Number: 2.2

Progress: Completed

**RELATED ITEM LEVEL 1**

To ensure that faculty understand and participate in curriculum development.

Goal Number: 3. Curriculum Development

Progress: Completed

**RELATED ITEM LEVEL 2**

Curriculum Development

Objective Number: 3.1

Progress: Completed

**RELATED ITEM LEVEL 1**

To foster academic success through instructional effectiveness.

Goal Number: 4. Institutional Effectiveness

Progress: Completed

**RELATED ITEM LEVEL 2**

Instructional Program Satisfaction

Objective Number: 4.1

Progress: Completed

One Year Retention

Objective Number: 4.2

Progress: Canceled

Graduation

Objective Number: 4.3

Progress: Completed

Fall-to-Fall Retention of FTFT students

Objective Number: 4.4

Progress: Completed

**RELATED ITEMS-----Accounting Technology – Accounting Clerk (CTS)**

RELATED ITEM LEVEL 1

ATC 18-19 Maintain an effective Accounting Technology - Accounting Clerk (ATC) (CTS) program.

Goal Number: 2

Progress: Completed

RELATED ITEM LEVEL 2

ATC 18-19 (CTS) Professional Competency

Objective Number: 2.1

Progress: Completed

ATC 18-19 (CTS) Placement

Objective Number: 2.2

Progress: Delayed

**RELATED ITEMS-----Administrative Technology Specialist**

RELATED ITEM LEVEL 1

ATS 18-19 Maintain an effective Administrative Technology Specialist (ATS) (CTS) Program.

Goal Number: 3

Progress: Delayed

RELATED ITEM LEVEL 2

ATS 18-19 (CTS) Professional Competency

Objective Number: 3.1

Progress: Delayed

ATS 18-19 (CTS) Placement

Objective Number: 3.2

Progress: Delayed

**RELATED ITEMS-----Admissions and Recruitment**

RELATED ITEM LEVEL 1

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

Goal Number: 1

Progress: Completed

## RELATED ITEM LEVEL 2

Bengal Day

Objective Number: 1.1

Progress: Completed

## RELATED ITEM LEVEL 1

Assist with the enrollment process.

Goal Number: 2

Progress: Completed

## RELATED ITEM LEVEL 2

Student Satisfaction with Admissions

Objective Number: 2.1

Progress: Completed

**RELATED ITEMS-----Athletics**

## RELATED ITEM LEVEL 1

To support academic achievement and progress of student athletes.

Goal Number: 1

Progress: Completed

## RELATED ITEM LEVEL 2

Student Learning and GPA

Objective Number: 1.1

Progress: Completed

## RELATED ITEM LEVEL 1

To be successful on the field of play.

Goal Number: 2

Progress: Completed

## RELATED ITEM LEVEL 2

Maintain a winning percentage

Objective Number: 2.1

Progress: Completed

## RELATED ITEM LEVEL 1

Implement Additional Sports Teams

Goal Number: 3

Progress: Completed

RELATED ITEM LEVEL 2

New Sports Teams

Objective Number: 3.1

Progress: Completed

**RELATED ITEMS-----Bookstore (Business Affairs)**

RELATED ITEM LEVEL 1

To operate as an auxiliary enterprise to support the academic mission of LSUE by providing educational books, supplies and other merchandise.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

Bookstore-Faculty Satisfaction

Objective Number: 1.1

Progress: Completed

Bookstore-Student Satisfaction

Objective Number: 1.2

Progress: Completed

**RELATED ITEMS-----Budgeting (Business Affairs)**

RELATED ITEM LEVEL 1

To prepare an annual budget which reflects the mission of the university and supports institutional priorities.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

Budget Preparation

Objective Number: 1.1

Progress: Completed

RELATED ITEM LEVEL 1

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

Goal Number: 2



Progress: Completed

**RELATED ITEM LEVEL 2**

Budget Review-Faculty

Objective Number: 2.1

Progress: Completed

Budget Review Committee

Objective Number: 2.2

Progress: Delayed

Budget Control

Objective Number: 2.3

Progress: Completed

**RELATED ITEMS-----Cafeteria (Business Affairs)**

**RELATED ITEM LEVEL 1**

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

Goal Number: 1

Progress: Completed

**RELATED ITEM LEVEL 2**

Food Service-Faculty Satisfaction

Objective Number: 1.1

Progress: Completed

Food Service-Staff Satisfaction

Objective Number: 1.2

Progress: Completed

Food Service-Student Satisfaction

Objective Number: 1.3

Progress: Completed

**RELATED ITEMS----- Care and Development of Young Children**

**RELATED ITEM LEVEL 1**

CDYC 18-19 Maintain an effective Care and Development of Young Children (CDYC) Associate of Science (AS) program.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

CDYC 18-19 (AS) Professional Competency

Objective Number: 1.1

Progress: Completed

CDYC 18-19 (AS) Placement

Objective Number: 1.2

Progress: Completed

CDYC 18-19 (AS) Retention

Objective Number: 1.3

Progress: Completed

**RELATED ITEMS-----Chemical Technician (CTS)**

RELATED ITEM LEVEL 1

CCHT 18-19 Maintain an effective Chemical Technician (CCHT) Certificate of Technical Studies (CTS) Program.

Goal Number: 8

Progress: Delayed

RELATED ITEM LEVEL 2

CCHT 18-19 (CTS) Professional Competency

Objective Number: 8.1

Progress: Delayed

CCHT 18-19 (CTS) Placement

Objective Number: 8.2

Progress: Delayed

**RELATED ITEMS-----Computer Information Technology (AAS)**

RELATED ITEM LEVEL 1

CIT 18-19 Maintain an effective Computer Information Technology (CIT) (AAS) program.

Goal Number: 6

Progress: Completed

RELATED ITEM LEVEL 2

CIT 18-19 (AAS) Program Professional Competency

Objective Number: 6.1  
Progress: Completed

CIT 18-19 (AAS) Placement  
Objective Number: 6.2  
Progress: Completed

CIT 18-19 (AAS) Retention  
Objective Number: 6.3  
Progress: Completed

**RELATED ITEMS-----Continuing Education**

RELATED ITEM LEVEL 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.

Goal Number: 1  
Progress: Completed

RELATED ITEM LEVEL 2

Credit Offerings: Extension Programs and Special Services

Objective Number: 1.1  
Progress: Completed

RELATED ITEM LEVEL 1

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.

Goal Number: 2  
Progress: Completed

RELATED ITEM LEVEL 2

Administer post-event evaluation surveys.

Objective Number: 2.1  
Progress: Canceled

Courses or programs will meet clients' needs/interests.

Objective Number: 2.2  
Progress: Completed

Clients will recommend Continuing Education courses or programs to others.

Objective Number: 2.3

Progress: Completed

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

Objective Number: 2.4

Progress: Completed

**RELATED ITEMS-----Criminal Justice (AS)**

RELATED ITEM LEVEL 1

CJ 18-19 Maintain an effective Criminal Justice (CJ) Associate of Science (AS) Program.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

CJ 18-19 (AS) Professional Competency

Objective Number: 1.1

Progress: Completed

CJ 18-19 (AS) Retention

Objective Number: 1.2

Progress: Completed

CJ 18-19 (AS) Placement

Objective Number: 1.3

Progress: Completed

**RELATED ITEMS----- Diagnostic Medical Sonography (AAS)**

RELATED ITEM LEVEL 1

DMS 18-19 Maintain an effective Diagnostic Medical Sonography Associate of Applied Science Program.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

DMS 18-19 (CAS) Professional Competency

Objective Number: 1.1

Progress: Completed

DMS 18-19 (AAS) Completion Rate

Objective Number: 1.2

Progress: Completed

DMS 18-19 (AAS) Employment

Objective Number: 1.3

Progress: Completed

**RELATED ITEMS-----Disability Services (Student Success Center)**

RELATED ITEM LEVEL 1

Streamline disability accommodations registration process.

Goal Number: 1

Progress: Canceled

RELATED ITEM LEVEL 2

To host disability accommodations request forms online.

Objective Number: 1.1

Progress: Canceled

RELATED ITEM LEVEL 1

Expand campus outreach efforts to educate the campus community on services available for students with disabilities.

Goal Number: 2

Progress: Completed

RELATED ITEM LEVEL 2

Participate in new student and athletics orientation.

Objective Number: 2.1

Progress: Completed

Include Disability Services information on course syllabi.

Objective Number: 2.2

Progress: Completed

Develop a campus disability awareness poster campaign.

Objective Number: 2.3

Progress: Completed

**RELATED ITEMS----- Dual enrollment and LSU Eunice Academy**

## RELATED ITEM LEVEL 1

Maintain an effective LSUE Academy.

Goal Number: 1

Progress: Completed

## RELATED ITEM LEVEL 2

Increase Enrollment

Objective Number: 1.1

Progress: Completed

Assessment of Incoming Students

Objective Number: 1.2

Progress: Completed

LSUE Academy Fall to Spring Retention

Objective Number: 1.3

Progress: Completed

LSUE Academy Fall to Fall Retention

Objective Number: 1.4

Progress: Completed

Compare New FF Academy Students to new FF LSUE Students

Objective Number: 1.5

Progress: Completed

**RELATED ITEMS-----Financial Aid**

## RELATED ITEM LEVEL 1

Provide financial resources for eligible students in support of their educational/career goals.

Goal Number: 1

Progress: Completed

## RELATED ITEM LEVEL 2

Financial Aid-Information

Objective Number: 1.1

Progress: Completed

Financial Aid - Resources  
 Objective Number: 1.2  
 Progress: Completed

Financial Aid-Scholarships  
 Objective Number: 1.3  
 Progress: Completed

Financial Aid - Counseling  
 Objective Number: 1.4  
 Progress: Completed

**RELATED ITEMS----- Fire and Emergency Services Program (AAS)**

RELATED ITEM LEVEL 1

FES 18-19 Maintain an effective Fire and Emergency Services (FES) Program, Associate of Applied Science (AAS).

Goal Number: 2  
 Progress: Completed

RELATED ITEM LEVEL 2

FES 18-19 (AAS) Professional Competency

Objective Number: 2.1  
 Progress: Completed

FES 18-19 (AAS) Retention

Objective Number: 2.2  
 Progress: Completed

FES 18-19 (AAS) Employment

Objective Number: 2.3  
 Progress: Completed

**RELATED ITEMS-----Fire Service Technology**

RELATED ITEM LEVEL 1

FST 18-19 Maintain an effective Fire Service Technology (FST) Certificate of Technical Studies (CTS) Program.

Goal Number: 3  
 Progress: Completed

RELATED ITEM LEVEL 2

FST 18-19 (CTS) Professional Competency

Objective Number: 3.1

Progress: Completed

FST 18-19 (CTS) Employment

Objective Number: 3.2

Progress: Completed

**RELATED ITEMS-----First Year Experience Program (Student Success Center)**

RELATED ITEM LEVEL 1

Maintain an effective First Year Experience Program.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

Peer Mentoring Program

Objective Number: 1.1

Progress: Completed

RELATED ITEM LEVEL 2

Academic and Social Development

Objective Number: 1.2

Progress: Completed

RELATED ITEM LEVEL 1

Implement a First Year Experience Program - Completed in 17-18 (objective reassigned)

Goal Number: Temp 17-18 1

Progress: Canceled

**RELATED ITEMS----- Associate of General Studies (Liberal Arts)**

RELATED ITEM LEVEL 1

AGS 18-19 Maintain an effective Associate of General Studies Program.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

AGS 18-19 Professional Competency using SLOs

Objective Number: 1.1



Progress: Completed

AGS 18-19 Professional Competency using Peregrine Academic

Objective Number: 1.2

Progress: Completed

AGS 18-19 Retention

Objective Number: 1.3

Progress: Completed

AGS 18-19 Placement

Objective Number: 1.4

Progress: Completed

**RELATED ITEMS----- Human Resource Management (CTS)**

RELATED ITEM LEVEL 1

HRM 18-19 Maintain an effective Human Resource Management (CTS) program.

Goal Number: 4

Progress: Completed

RELATED ITEM LEVEL 2

HRM 18-19 (CTS) Professional Competency

Objective Number: 4.1

Progress: Completed

RELATED ITEM LEVEL 2

HRM 18-19 (CTS) Placement

Objective Number: 4.2

Progress: Delayed

**RELATED ITEMS-----Office of Information Technology**

RELATED ITEM LEVEL 1

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

Goal Number: 2

Progress: Completed

RELATED ITEM LEVEL 2

Staff Satisfaction

Objective Number: 2.1  
Progress: Completed

Faculty Satisfaction  
Objective Number: 2.2  
Progress: Completed

RELATED ITEM LEVEL 1

Provide students with access to the technology they need to be successful in meeting their academic goals.

Goal Number: 3  
Progress: Completed

RELATED ITEM LEVEL 2

User Services-Student Support

Objective Number: 3.1  
Progress: Completed

RELATED ITEM LEVEL 1

Update IT Infrastructure

Goal Number: 4  
Progress: Completed

RELATED ITEM LEVEL 2

Update IT Infrastructure

Objective Number: 4.1  
Progress: Completed

Implementation of new student system

Objective Number: 4.2  
Progress: Completed

**RELATED ITEMS-----Office of Institutional Research**

RELATED ITEM LEVEL 1

IE-Compliance with SACSCOC Standards

Goal Number: 3  
Progress: Completed

RELATED ITEM LEVEL 2

IE-Prospectuses  
 Objective Number: 3.1  
 Progress: Completed

SACSCOC Paperwork, Profiles, and Substantive Changes  
 Objective Number: 3.2  
 Progress: Completed

SACSCOC Key Student Completion Indicator (KSCI)  
 Objective Number: 3.3  
 Progress: Completed

**RELATED ITEMS-----Liberal Arts**

RELATED ITEM LEVEL 1

LA 18-19 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.

Goal Number: 1  
 Progress: Completed

RELATED ITEM LEVEL 2

LA 18-19 Developmental English (ENGL 0001)

Objective Number: 1.1  
 Progress: Completed

LA 18-19 Orientation to University Studies (UNIV 1005)

Objective Number: 1.2  
 Progress: Completed

LA 18-19 College Reading (UNIV 0008)

Objective Number: 1.3  
 Progress: Delayed

RELATED ITEM LEVEL 1

LA 18-19 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.

Goal Number: 2  
 Progress: Completed

**RELATED ITEM LEVEL 1**

LA 18-19 General Education - Artistic, Cultural, Historic Understanding; Written and Spoken Communication (see General Education Section)

Goal Number: 3

Progress: Completed

**RELATED ITEM LEVEL 1**

LA 18-19 Retention of EDUN, PSYC, and SOCL Liberal Arts Majors

Goal Number: 4

Progress: Delayed

**RELATED ITEM LEVEL 2**

LA 18-19 Retention- Aggregated Liberal Arts Majors of EDUN, PSYC, and SOCL

Objective Number: 4.1

Progress: Delayed

**RELATED ITEMS-----Library****RELATED ITEM LEVEL 1**

Constituencies at LSUE will be satisfied with library operations.

Goal Number: 1

Progress: Completed

**RELATED ITEM LEVEL 2**

Faculty Satisfaction with the Library

Objective Number: 1.1

Progress: Completed

Staff Satisfaction with the Library

Objective Number: 1.2

Progress: Completed

Student Satisfaction with the Library

Objective Number: 1.3

Progress: Completed

**RELATED ITEM LEVEL 1**

Library Patron Usage and Traffic will Increase

Goal Number: 2

Progress: Completed

**RELATED ITEM LEVEL 2**

Increase the Number of Library Visits

Objective Number: 2.1

Progress: Completed

Increase the Number of Items Circulated

Objective Number: 2.2

Progress: Completed

**RELATED ITEM LEVEL 1**

Hire a General Librarian

Goal Number: 3

Progress: Completed

**RELATED ITEM LEVEL 2**

Hire General Librarian

Objective Number: 3.1

Progress: Completed

**RELATED ITEM LEVEL 1**

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

Goal Number: 4

Progress: Completed

**RELATED ITEM LEVEL 2**

Increase the number of Bibliographic Instructional Sessions

Objective Number: 4.1

Progress: Completed

**RELATED ITEMS-----Management (AAS)****RELATED ITEM LEVEL 1**

MGMT 18-19 Maintain an effective Management (MGMT) Associate of Applied Science (AAS) program

Goal Number: 7

Progress: Completed

**RELATED ITEM LEVEL 2**

MGMT 18-19 (AAS) Professional Competency

Objective Number: 7.1  
Progress: Completed

MGMT 18-19 (AAS) Placement  
Objective Number: 7.2  
Progress: Completed

MGMT 18-19 (AAS) Retention  
Objective Number: 7.3  
Progress: Completed

**RELATED ITEMS-----Medical Coding and Billing (CTS)**

RELATED ITEM LEVEL 1

MCB 18-19 Maintain an effective Medical Coding and Billing (MCB) Certificate of Technical Studies (CTS) Program.

Goal Number: 5  
Progress: Completed

RELATED ITEM LEVEL 2

MCB 18-19 (CTS) Professional Competency

Objective Number: 5.1  
Progress: Completed

MCB 18-19 (CTS) Placement

Objective Number: 5.2  
Progress: Completed

**RELATED ITEMS-----Nursing (ASN)**

RELATED ITEM LEVEL 1

ASN 18-19 Maintain an effective Nursing (ASN) Program.

Goal Number: 2  
Progress: Completed

RELATED ITEM LEVEL 2

ASN 18-19 Professional Competency based on NCLEX-RN

Objective Number: 2.1  
Progress: Completed

ASN 18-19 Professional Competency based on Clinical Results

Objective Number: 2.1a  
Progress: Completed

ASN 18-19 Graduation Rate  
Objective Number: 2.2  
Progress: Completed

ASN 18-19 Employment  
Objective Number: 2.3  
Progress: Completed

**RELATED ITEMS-----Pathways to Success (Student Success Center)**

RELATED ITEM LEVEL 1

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.

Goal Number: 3  
Progress: Completed

RELATED ITEM LEVEL 2

Program Completion  
Objective Number: 3.1  
Progress: Completed

Fall to Spring Retention  
Objective Number: 3.2  
Progress: Completed

Fall to Fall Retention  
Objective Number: 3.3  
Progress: Completed

**RELATED ITEMS-----Physical Plant (Business Affairs)**

RELATED ITEM LEVEL 1

To provide clean and well maintained facilities and grounds.

Goal Number: 1  
Progress: Completed

RELATED ITEM LEVEL 2

Building and Grounds-Faculty Satisfaction

Objective Number: 1.1

Progress: Completed

Building and Grounds-Staff

Objective Number: 1.2

Progress: Completed

Building and Grounds-Student Satisfaction

Objective Number: 1.3

Progress: Completed

Capital Improvements

Objective Number: 1.4

Progress: Completed

**RELATED ITEMS-----Public Affairs**

RELATED ITEM LEVEL 1

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

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

Marketing and Advertising

Objective Number: 1.1

Progress: Completed

RELATED ITEM LEVEL 1

Implement a comprehensive social media strategy for LSUE.

Goal Number: 2

Progress: Delayed

RELATED ITEM LEVEL 2

Marketing and Visibility - Social Media Plan

Objective Number: 2.1

Progress: Delayed

**RELATED ITEMS-----Purchasing (Business Affairs)**



**RELATED ITEM LEVEL 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.

Goal Number: 1

Progress: Completed

**RELATED ITEM LEVEL 2**

Purchasing- Faculty Satisfaction

Objective Number: 1.1

Progress: Completed

Purchasing-Audit

Objective Number: 1.2

Progress: Delayed

**RELATED ITEMS----- Radiologic Technology (AS)****RELATED ITEM LEVEL 1**

RADT 18-19 Maintain an effective Radiologic Technology (RADT) Associate of Science (AS) Program.

Goal Number: 3

Progress: Completed

**RELATED ITEM LEVEL 2**

RADT 18-19 (AS) Professional Competency

Objective Number: 3.1

Progress: Completed

RADT 18-19 (AS) Surveys

Objective Number: 3.2

Progress: Completed

RADT 18-19 (AS) Retention

Objective Number: 3.3

Progress: Completed

RADT 18-19 (AS) Employment

Objective Number: 3.4

Progress: Completed

**RELATED ITEMS-----Registrar (Enrollment Management)**

## RELATED ITEM LEVEL 1

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

Goal Number: 1

Progress: Delayed

## RELATED ITEM LEVEL 2

Decreasing processing time of admission applications

Objective Number: 1.1

Progress: Delayed

**RELATED ITEMS-----Residential Life (Student Affairs)**

## RELATED ITEM LEVEL 1

Streamline the housing application process

Goal Number: 1

Progress: Completed

## RELATED ITEM LEVEL 2

Implement online payment integration

Objective Number: 1.1

Progress: Completed

Configure single sign on with StarRez and the Student Information System.

Objective Number: 1.2

Progress: Completed

**RELATED ITEMS----- Respiratory Care (AS)**

## RELATED ITEM LEVEL 1

RC 18-19 Maintain an effective Associate of Science (AS) Program in Respiratory Care (RC).

Goal Number: 4

Progress: Completed

## RELATED ITEM LEVEL 2

RC 18-19 (AS) Professional Competency

Objective Number: 4.1

Progress: Completed

RC 18-19 (AS) Retention

Objective Number: 4.2  
 Progress: Completed

RC 18-19 (AS) Employment  
 Objective Number: 4.3  
 Progress: Completed

**RELATED ITEMS-----Sciences and Mathematics**

RELATED ITEM LEVEL 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.

Goal Number: 1  
 Progress: Completed

RELATED ITEM LEVEL 2

Developmental Math (MATH 0001)

Objective Number: 1.1  
 Progress: Completed

Developmental Math (MATH 0015)

Objective Number: 1.2  
 Progress: Completed

Developmental Math (MATH 0021)

Objective Number: 1.3  
 Progress: Completed

RELATED ITEM LEVEL 1

General Education: Competency in sciences and mathematics

Goal Number: 2  
 Progress: Completed

RELATED ITEM LEVEL 1

Retention

Goal Number: 3  
 Progress: Canceled

RELATED ITEM LEVEL 2

General Education Sciences Retention

Objective Number: 3.1

Progress: Canceled

RELATED ITEM LEVEL 1

Sequential Courses

Goal Number: 4

Progress: Delayed

RELATED ITEM LEVEL 2

College-level mathematics sequence

Objective Number: 4.1

Progress: Delayed

BIOL 1001 to BIOL1160

Objective Number: 4.2

Progress: Delayed

**RELATED ITEMS-----Surgical Technology (AAS)**

RELATED ITEM LEVEL 1

ST 18-19 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program

Goal Number: 11

Progress: Completed

RELATED ITEM LEVEL 2

ST 18-19 (AAS) Professional Competency based on Certified Surgical Technology (CST) Exam

Objective Number: 11.1

Progress: Delayed

ST 18-19 (AAS) Professional Competency based on Clinical Results

Objective Number: 11.2

Progress: Completed

ST 18-19 (AAS) Retention (Graduation) Rate

Objective Number: 11.3

Progress: Completed

ST 18-19 (AAS) Employment

Objective Number: 11.4  
 Progress: Completed

**RELATED ITEMS-----Testing Center (Business Affairs)**

RELATED ITEM LEVEL 1

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

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

Initiate a Testing Center

Objective Number: 1.1

Progress: Completed

**RELATED ITEMS----- Office of University Advancement / LSUE Foundation**

RELATED ITEM LEVEL 1

Implement Board Policies and Procedures

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

Bylaw Revision

Objective Number: 1.1

Progress: Completed

Campus Policy Revisions

Objective Number: 1.2

Progress: Completed

RELATED ITEM LEVEL 1

Generate FY Increases in Revenue

Goal Number: 2

Progress: Completed

RELATED ITEM LEVEL 2

Secure resources

Objective Number: 2.1

Progress: Completed

**Strategic Goal 2: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

**RELATED ITEMS-----Quality Enhancement Plan**

**RELATED ITEM LEVEL 1**

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

Goal Number: 1.

Progress: Completed

**RELATED ITEM LEVEL 2**

Increase achievement of SLOs in MATH 0001 and MATH 0002/0015/0021

Objective Number: 1.1

Progress: Completed

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

Objective Number: 1.2

Progress: Completed

**RELATED ITEM LEVEL 1**

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).

Goal Number: 2.

Progress: Completed

**RELATED ITEM LEVEL 1**

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

Goal Number: 3.

Progress: Completed

**RELATED ITEM LEVEL 2**

Professional Development

Objective Number: 3.1

Progress: Completed

Increase Retention and Completion of Developmental and General Education Mathematics

Objective Number: 3.2

Progress: Completed

Reduce the Amount of Time in Developmental Mathematics

Objective Number: 3.3

Progress: Completed

**RELATED ITEMS-----Affirmative Action, Equal Employment Opportunity, and Title IX**

RELATED ITEM LEVEL 1

Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.

Goal Number: 1

Progress: Canceled

RELATED ITEM LEVEL 2

Completion and Approval of Annual Affirmative Action Plan

Objective Number: 1.1

Progress: Canceled

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

Objective Number: 1.2

Progress: Canceled

RELATED ITEM LEVEL 1

Ensure compliance with State and Federal laws and University policies related to Title IX in relation to campus climate, response, prevention and accountability.

Goal Number: 2

Progress: Canceled

RELATED ITEM LEVEL 2

Title IX Prevention Efforts

Objective Number: 2.2

Progress: Canceled

Title IX Response to Complaints

Objective Number: 2.3

Progress: Canceled

Communicate Effectively to Campus

Objective Number: 2.4

Progress: Canceled

**RELATED ITEMS-----Associate of Arts Louisiana Transfer**

RELATED ITEM LEVEL 1

AALT 18-19 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

AALT 18-19 Program Competency using SLOs

Objective Number: 1.1

Progress: Completed

AALT 18-19 Professional Competency using Peregrine Academic

Objective Number: 1.2

Progress: Completed

AALT 18-19 Retention

Objective Number: 1.3

Progress: Completed

AALT 18-19 Placement

Objective Number: 1.4

Progress: Completed

**RELATED ITEMS-----Associate of Science Louisiana Transfer**

RELATED ITEM LEVEL 1

ASLT 18-19 Maintain an effective Associate of Science Louisiana Transfer Program.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

ASLT 18-19 Program Competency using SLOs

Objective Number: 1.1

Progress: Completed



ASLT 18-19 Professional Competency using Peregrine Academic

Objective Number: 1.2

Progress: Completed

ASLT 18-19 Retention

Objective Number: 1.3

Progress: Completed

ASLT 18-19 Placement

Objective Number: 1.4

Progress: Completed

**RELATED ITEMS-----Academic Advising (Student Success Center)**

RELATED ITEM LEVEL 1

Advise students across academic disciplines within the Student Success Center.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

Form Steering Committee

Objective Number: 1.1

Progress: Canceled

Create a more structured and thorough advisor training program.

Objective Number: 1.2

Progress: Completed

Student Satisfaction with Academic Advising

Objective Number: 1.3

Progress: Completed

To develop an advising syllabus for students which aids with understanding the purpose of advising and advising processes in the Student Success Center.

Objective Number: 1.4

Progress: Completed

To develop a Student Success Center degree plan for students to supplement the academic catalog and aid with semester to semester course planning and degree completion.

Objective Number: 1.5  
 Progress: Completed

**RELATED ITEMS-----Office of Academic Affairs**

RELATED ITEM LEVEL 1

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

Goal Number: 1. Academic Advising

Progress: Completed

RELATED ITEM LEVEL 2

Academic Advising-Faculty

Objective Number: 1.1

Progress: Completed

Academic Advising-Students

Objective Number: 1.2

Progress: Completed

RELATED ITEM LEVEL 1

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

Goal Number: 2 Course Articulation

Progress: Completed

RELATED ITEM LEVEL 2

Articulation Agreements

Objective Number: 2.1

Progress: Canceled

Increase the ease of transfer between LSUE and four-year institutions.

Objective Number: 2.2

Progress: Completed

RELATED ITEM LEVEL 1

To ensure that faculty understand and participate in curriculum development.

Goal Number: 3. Curriculum Development

Progress: Completed

RELATED ITEM LEVEL 2

Curriculum Development

Objective Number: 3.1

Progress: Completed

RELATED ITEM LEVEL 1

To foster academic success through instructional effectiveness.

Goal Number: 4. Institutional Effectiveness

Progress: Completed

RELATED ITEM LEVEL 2

Instructional Program Satisfaction

Objective Number: 4.1

Progress: Completed

One Year Retention

Objective Number: 4.2

Progress: Canceled

Graduation

Objective Number: 4.3

Progress: Completed

Fall-to-Fall Retention of FTFT students

Objective Number: 4.4

Progress: Completed

**RELATED ITEMS----- Accounting Technology - Accounting Clerk (CTS)**

RELATED ITEM LEVEL 1

ATC 18-19 Maintain an effective Accounting Technology - Accounting Clerk (ATC) (CTS) program.

Goal Number: 2

Progress: Completed

RELATED ITEM LEVEL 2

ATC 18-19 (CTS) Professional Competency

Objective Number: 2.1

Progress: Completed

ATC 18-19 (CTS) Placement

Objective Number: 2.2  
 Progress: Delayed

**RELATED ITEMS-----Administrative Technology Specialist (CTS)**

RELATED ITEM LEVEL 1

ATS 18-19 Maintain an effective Administrative Technology Specialist (ATS) (CTS) Program.

Goal Number: 3

Progress: Delayed

RELATED ITEM LEVEL 2

ATS 18-19 (CTS) Professional Competency

Objective Number: 3.1

Progress: Delayed

ATS 18-19 (CTS) Placement

Objective Number: 3.2

Progress: Delayed

**RELATED ITEMS-----Admissions and Recruitment (Enrollment Management)**

RELATED ITEM LEVEL 1

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

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

Bengal Day

Objective Number: 1.1

Progress: Completed

RELATED ITEM LEVEL 1

Assist with the enrollment process.

Goal Number: 2

Progress: Completed

RELATED ITEM LEVEL 2

Student Satisfaction with Admissions

Objective Number: 2.1

Progress: Completed

**RELATED ITEMS-----Athletics**

## RELATED ITEM LEVEL 1

To support academic achievement and progress of student athletes.

Goal Number: 1

Progress: Completed

## RELATED ITEM LEVEL 2

Student Learning and GPA

Objective Number: 1.1

Progress: Completed

## RELATED ITEM LEVEL 1

To be successful on the field of play.

Goal Number: 2

Progress: Completed

## RELATED ITEM LEVEL 2

Maintain a winning percentage

Objective Number: 2.1

Progress: Completed

## RELATED ITEM LEVEL 1

Implement Additional Sports Teams

Goal Number: 3

Progress: Completed

## RELATED ITEM LEVEL 2

New Sports Teams

Objective Number: 3.1

Progress: Completed

**RELATED ITEMS-----Bookstore (Business Affairs)**

## RELATED ITEM LEVEL 1

To operate as an auxiliary enterprise to support the academic mission of LSUE by providing educational books, supplies and other merchandise.

Goal Number: 1

Progress: Completed

## RELATED ITEM LEVEL 2

Bookstore-Faculty Satisfaction

Objective Number: 1.1

Progress: Completed

Bookstore-Student Satisfaction

Objective Number: 1.2

Progress: Completed

**RELATED ITEMS-----Budgeting (Business Affairs)**

## RELATED ITEM LEVEL 1

To prepare an annual budget which reflects the mission of the university and supports institutional priorities.

Goal Number: 1

Progress: Completed

## RELATED ITEM LEVEL 2

Budget Preparation

Objective Number: 1.1

Progress: Completed

## RELATED ITEMS-----

## RELATED ITEM LEVEL 1

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

Goal Number: 2

Progress: Completed

## RELATED ITEM LEVEL 2

Budget Review-Faculty

Objective Number: 2.1

Progress: Completed

Budget Review Committee

Objective Number: 2.2

Progress: Delayed

Budget Control

Objective Number: 2.3

Progress: Completed

**RELATED ITEMS-----Cafeteria (Business Affairs)****RELATED ITEM LEVEL 1**

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

Goal Number: 1

Progress: Completed

**RELATED ITEM LEVEL 2**

Food Service-Faculty Satisfaction

Objective Number: 1.1

Progress: Completed

Food Service-Staff Satisfaction

Objective Number: 1.2

Progress: Completed

Food Service-Student Satisfaction

Objective Number: 1.3

Progress: Completed

**RELATED ITEMS-----Care and Development of Young Children****RELATED ITEM LEVEL 1**

CDYC 18-19 Maintain an effective Care and Development of Young Children (CDYC) Associate of Science (AS) program.

Goal Number: 1

Progress: Completed

**RELATED ITEM LEVEL 2**

CDYC 18-19 (AS) Professional Competency

Objective Number: 1.1

Progress: Completed

CDYC 18-19 (AS) Placement

Objective Number: 1.2

Progress: Completed

CDYC 18-19 (AS) Retention

Objective Number: 1.3

Progress: Completed

**RELATED ITEMS-----Career Services (Student Success Center)****RELATED ITEM LEVEL 1**

To assist students in declaring a major.

Goal Number: 1

Progress: Completed

**RELATED ITEM LEVEL 2**

Career Decision Making

Objective Number: 1.1

Progress: Completed

**RELATED ITEM LEVEL 1**

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

Goal Number: 2

Progress: Canceled

**RELATED ITEM LEVEL 2**

Employment Services - Placement

Objective Number: 2.1

Progress: Canceled

**RELATED ITEMS----- Chemical Technician (CTS)****RELATED ITEM LEVEL 1**

CCHT 18-19 Maintain an effective Chemical Technician (CCHT) Certificate of Technical Studies (CTS) Program.

Goal Number: 8

Progress: Delayed

**RELATED ITEM LEVEL 2**

CCHT 18-19 (CTS) Professional Competency

Objective Number: 8.1

Progress: Delayed

CCHT 18-19 (CTS) Placement

Objective Number: 8.2

Progress: Delayed

**RELATED ITEMS-----Computer Information Technology (AAS)**



**RELATED ITEM LEVEL 1**

CIT 18-19 Maintain an effective Computer Information Technology (CIT) (AAS) program.

Goal Number: 6

Progress: Completed

**RELATED ITEM LEVEL 2**

CIT 18-19 (AAS) Program Professional Competency

Objective Number: 6.1

Progress: Completed

CIT 18-19 (AAS) Placement

Objective Number: 6.2

Progress: Completed

CIT 18-19 (AAS) Retention

Objective Number: 6.3

Progress: Completed

**RELATED ITEMS-----Criminal Justice (AS)****RELATED ITEM LEVEL 1**

CJ 18-19 Maintain an effective Criminal Justice (CJ) Associate of Science (AS) Program.

Goal Number: 1

Progress: Completed

**RELATED ITEM LEVEL 2**

CJ 18-19 (AS) Professional Competency

Objective Number: 1.1

Progress: Completed

CJ 18-19 (AS) Retention

Objective Number: 1.2

Progress: Completed

CJ 18-19 (AS) Placement

Objective Number: 1.3

Progress: Completed

**RELATED ITEMS-----Diagnostic Medical Sonography (AAS)**

**RELATED ITEM LEVEL 1**

DMS 18-19 Maintain an effective Diagnostic Medical Sonography Associate of Applied Science Program.

Goal Number: 1

Progress: Completed

**RELATED ITEM LEVEL 2**

DMS 18-19 (CAS) Professional Competency

Objective Number: 1.1

Progress: Completed

DMS 18-19 (AAS) Completion Rate

Objective Number: 1.2

Progress: Completed

DMS 18-19 (AAS) Employment

Objective Number: 1.3

Progress: Completed

**RELATED ITEMS-----Disability Services (Student Success Center)****RELATED ITEM LEVEL 1**

Streamline disability accommodations registration process.

Goal Number: 1

Progress: Canceled

**RELATED ITEM LEVEL 2**

To host disability accommodations request forms online.

Objective Number: 1.1

Progress: Canceled

**RELATED ITEM LEVEL 1**

Expand campus outreach efforts to educate the campus community on services available for students with disabilities.

Goal Number: 2

Progress: Completed

**RELATED ITEM LEVEL 2**

Participate in new student and athletics orientation.

Objective Number: 2.1

Progress: Completed

Include Disability Services information on course syllabi.

Objective Number: 2.2

Progress: Completed

Develop a campus disability awareness poster campaign.

Objective Number: 2.3

Progress: Completed

**RELATED ITEMS-----Dual enrollment and LSU Eunice Academy**

RELATED ITEM LEVEL 1

Maintain an effective LSUE Academy.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

Increase Enrollment

Objective Number: 1.1

Progress: Completed

Assessment of Incoming Students

Objective Number: 1.2

Progress: Completed

LSUE Academy Fall to Spring Retention

Objective Number: 1.3

Progress: Completed

LSUE Academy Fall to Fall Retention

Objective Number: 1.4

Progress: Completed

Compare New FF Academy Students to new FF LSUE Students

Objective Number: 1.5

Progress: Completed

**RELATED ITEMS-----Office of Federal/State Grants and Contracts**

RELATED ITEM LEVEL 1

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

Goal Number: 1

Progress: Completed

#### RELATED ITEM LEVEL 2

Grant Training

Objective Number: 1.1

Progress: Completed

Grant Submissions

Objective Number: 1.2

Progress: Completed

Perkins CTE Grant

Objective Number: 1.3

Progress: Completed

#### RELATED ITEM LEVEL 1

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

Goal Number: 2

Progress: Completed

#### RELATED ITEM LEVEL 2

Grant Guidelines

Objective Number: 2.1

Progress: Completed

Adherence to Grant Guidelines

Objective Number: 2.2

Progress: Completed

#### **RELATED ITEMS-----Financial Aid (Enrollment Management)**

##### RELATED ITEM LEVEL 1

Provide financial resources for eligible students in support of their educational/career goals.

Goal Number: 1

Progress: Completed

**RELATED ITEM LEVEL 2**

Financial Aid-Information

Objective Number: 1.1

Progress: Completed

Financial Aid - Resources

Objective Number: 1.2

Progress: Completed

Financial Aid-Scholarships

Objective Number: 1.3

Progress: Completed

Financial Aid - Counseling

Objective Number: 1.4

Progress: Completed

**RELATED ITEMS-----Fire and Emergency Services (AAS)****RELATED ITEM LEVEL 1**

FES 18-19 Maintain an effective Fire and Emergency Services (FES) Program, Associate of Applied Science (AAS).

Goal Number: 2

Progress: Completed

**RELATED ITEM LEVEL 2**

FES 18-19 (AAS) Professional Competency

Objective Number: 2.1

Progress: Completed

FES 18-19 (AAS) Retention

Objective Number: 2.2

Progress: Completed

FES 18-19 (AAS) Employment

Objective Number: 2.3

Progress: Completed

**RELATED ITEMS-----Fire Service Technology (CTS)****RELATED ITEM LEVEL 1**

FST 18-19 Maintain an effective Fire Service Technology (FST) Certificate of Technical Studies (CTS) Program.

Goal Number: 3

Progress: Completed

RELATED ITEM LEVEL 2

FST 18-19 (CTS) Professional Competency

Objective Number: 3.1

Progress: Completed

FST 18-19 (CTS) Employment

Objective Number: 3.2

Progress: Completed

**RELATED ITEMS-----First Year Experience (Student Support Center)**

RELATED ITEM LEVEL 1

Implement a First Year Experience Program - Completed in 17-18 (objective reassigned)

Goal Number: Temp 17-18 1

Progress: Canceled

RELATED ITEM LEVEL 1

Maintain an effective First Year Experience Program.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

Peer Mentoring Program

Objective Number: 1.1

Progress: Completed

Academic and Social Development

Objective Number: 1.2

Progress: Completed

**RELATED ITEMS-----Associate of General Studies**

RELATED ITEM LEVEL 1

AGS 18-19 Maintain an effective Associate of General Studies Program.

Goal Number: 1

Progress: Completed

**RELATED ITEM LEVEL 2**

AGS 18-19 Professional Competency using SLOs

Objective Number: 1.1

Progress: Completed

AGS 18-19 Professional Competency using Peregrine Academic

Objective Number: 1.2

Progress: Completed

AGS 18-19 Retention

Objective Number: 1.3

Progress: Completed

AGS 18-19 Placement

Objective Number: 1.4

Progress: Completed

**RELATED ITEMS-----Human Resource Management (CTS)****RELATED ITEM LEVEL 1**

HRM 18-19 Maintain an effective Human Resource Management (CTS) program.

Goal Number: 4

Progress: Completed

**RELATED ITEM LEVEL 2**

HRM 18-19 (CTS) Professional Competency

Objective Number: 4.1

Progress: Completed

HRM 18-19 (CTS) Placement

Objective Number: 4.2

Progress: Delayed

**RELATED ITEMS-----Office of Information Technology****RELATED ITEM LEVEL 1**

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

Goal Number: 2

Progress: Completed

## RELATED ITEM LEVEL 2

Staff Satisfaction

Objective Number: 2.1

Progress: Completed

Faculty Satisfaction

Objective Number: 2.2

Progress: Completed

## RELATED ITEM LEVEL 1

Provide students with access to the technology they need to be successful in meeting their academic goals.

Goal Number: 3

Progress: Completed

## RELATED ITEM LEVEL 2

User Services-Student Support

Objective Number: 3.1

Progress: Completed

## RELATED ITEM LEVEL 1

Update IT Infrastructure

Goal Number: 4

Progress: Completed

## RELATED ITEM LEVEL 2

Update IT Infrastructure

Objective Number: 4.1

Progress: Completed

## RELATED ITEM LEVEL 2

Implementation of new student system

Objective Number: 4.2

Progress: Completed

**RELATED ITEMS-----Office of Institutional Research**

## RELATED ITEM LEVEL 1

IR-Make course evaluations available online in a consistent, efficient manner.



Goal Number: 1  
Progress: Completed

RELATED ITEM LEVEL 2  
Data-Course Evaluation  
Objective Number: 1.1  
Progress: Completed

RELATED ITEM LEVEL 1  
IE-Compliance with SACSCOC Standards  
Goal Number: 3  
Progress: Completed

RELATED ITEM LEVEL 2  
IE-Prospectuses  
Objective Number: 3.1  
Progress: Completed

SACSCOC Paperwork, Profiles, and Substantive Changes  
Objective Number: 3.2  
Progress: Completed

SACSCOC Key Student Completion Indicator (KSCI)  
Objective Number: 3.3  
Progress: Completed

**RELATED ITEMS-----LSU Police and Campus Security**

RELATED ITEM LEVEL 1  
Increase the effectiveness of the LSU Police Department on the LSUE campus.  
Goal Number: 1  
Progress: Delayed

RELATED ITEM LEVEL 2  
Install surveillance cameras  
Objective Number: 1.1  
Progress: Delayed

Hire Second Full-Time Police Officer

Objective Number: 1.2  
Progress: Delayed

Publish Annual Security and Fire Report (Clery Act)  
Objective Number: 1.3  
Progress: Delayed

RELATED ITEMS-----

RELATED ITEM LEVEL 1

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

Goal Number: 2

Progress: Completed

RELATED ITEM LEVEL 2

Patrol

Objective Number: 2.1

Progress: Completed

Parking

Objective Number: 2.2

Progress: Completed

RELATED ITEM LEVEL 1

Provide regular training in emergency response procedures to campus personnel.

Goal Number: 3

Progress: Delayed

RELATED ITEM LEVEL 2

Emergency Response Training

Objective Number: 3.1

Progress: Delayed

**RELATED ITEMS-----Liberal Arts**

RELATED ITEM LEVEL 1

LA 18-19 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.

Goal Number: 1

Progress: Completed

## RELATED ITEM LEVEL 2

LA 18-19 Developmental English (ENGL 0001)

Objective Number: 1.1

Progress: Completed

LA 18-19 Orientation to University Studies (UNIV 1005)

Objective Number: 1.2

Progress: Completed

LA 18-19 College Reading (UNIV 0008)

Objective Number: 1.3

Progress: Delayed

## RELATED ITEM LEVEL 1

LA 18-19 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.

Goal Number: 2

Progress: Completed

## RELATED ITEMS-----

## RELATED ITEM LEVEL 1

LA 18-19 General Education - Artistic, Cultural, Historic Understanding; Written and Spoken Communication (see General Education Section)

Goal Number: 3

Progress: Completed

## RELATED ITEM LEVEL 1

LA 18-19 Retention of EDUN, PSYC, and SOCL Liberal Arts Majors

Goal Number: 4

Progress: Delayed

## RELATED ITEM LEVEL 2

LA 18-19 Retention- Aggregated Liberal Arts Majors of EDUN, PSYC, and SOCL

Objective Number: 4.1

Progress: Delayed

**RELATED ITEMS-----Library**

## RELATED ITEM LEVEL 1

Constituencies at LSUE will be satisfied with library operations.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

Faculty Satisfaction with the Library

Objective Number: 1.1

Progress: Completed

Staff Satisfaction with the Library

Objective Number: 1.2

Progress: Completed

Student Satisfaction with the Library

Objective Number: 1.3

Progress: Completed

RELATED ITEM LEVEL 1

Library Patron Usage and Traffic will Increase

Goal Number: 2

Progress: Completed

RELATED ITEM LEVEL 2

Increase the Number of Library Visits

Objective Number: 2.1

Progress: Completed

Increase the Number of Items Circulated

Objective Number: 2.2

Progress: Completed

RELATED ITEM LEVEL 1

Hire a General Librarian

Goal Number: 3

Progress: Completed

RELATED ITEM LEVEL 2

Hire General Librarian

Objective Number: 3.1  
 Progress: Completed

RELATED ITEM LEVEL 1

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

Goal Number: 4

Progress: Completed

RELATED ITEM LEVEL 2

Increase the number of Bibliographic Instructional Sessions

Objective Number: 4.1

Progress: Completed

**RELATED ITEMS-----Management (AAS)**

RELATED ITEM LEVEL 1

MGMT 18-19 Maintain an effective Management (MGMT) Associate of Applied Science (AAS) program.

Goal Number: 7

Progress: Completed

RELATED ITEM LEVEL 2

MGMT 18-19 (AAS) Professional Competency

Objective Number: 7.1

Progress: Completed

MGMT 18-19 (AAS) Placement

Objective Number: 7.2

Progress: Completed

MGMT 18-19 (AAS) Retention

Objective Number: 7.3

Progress: Completed

**RELATED ITEMS-----Medical Coding and Billing (CTS)**

RELATED ITEM LEVEL 1

MCB 18-19 Maintain an effective Medical Coding and Billing (MCB) Certificate of Technical Studies (CTS) Program.

Goal Number: 5

Progress: Completed

RELATED ITEM LEVEL 2  
 MCB 18-19 (CTS) Professional Competency  
 Objective Number: 5.1  
 Progress: Completed

MCB 18-19 (CTS) Placement  
 Objective Number: 5.2  
 Progress: Completed

**RELATED ITEMS-----Nursing (ASN)**

RELATED ITEM LEVEL 1  
 ASN 18-19 Maintain an effective Nursing (ASN) Program.  
 Goal Number: 2  
 Progress: Completed

RELATED ITEM LEVEL 2  
 ASN 18-19 Professional Competency based on NCLEX-RN  
 Objective Number: 2.1  
 Progress: Completed

ASN 18-19 Professional Competency based on Clinical Results  
 Objective Number: 2.1a  
 Progress: Completed

ASN 18-19 Graduation Rate  
 Objective Number: 2.2  
 Progress: Completed

ASN 18-19 Employment  
 Objective Number: 2.3  
 Progress: Completed

**RELATED ITEMS-----Pathways to Success (Student Success Center)**

RELATED ITEM LEVEL 1  
 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.  
 Goal Number: 3  
 Progress: Completed

**RELATED ITEM LEVEL 2**

Program Completion

Objective Number: 3.1

Progress: Completed

Fall to Spring Retention

Objective Number: 3.2

Progress: Completed

Fall to Fall Retention

Objective Number: 3.3

Progress: Completed

**RELATED ITEMS-----Physical Plant (Business Affairs)****RELATED ITEM LEVEL 1**

To provide clean and well maintained facilities and grounds.

Goal Number: 1

Progress: Completed

**RELATED ITEM LEVEL 2**

Building and Grounds-Faculty Satisfaction

Objective Number: 1.1

Progress: Completed

Building and Grounds-Staff

Objective Number: 1.2

Progress: Completed

Building and Grounds-Student Satisfaction

Objective Number: 1.3

Progress: Completed

Capital Improvements

Objective Number: 1.4

Progress: Completed

**RELATED ITEMS-----Public Affairs**

**RELATED ITEM LEVEL 1**

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

Goal Number: 1

Progress: Completed

**RELATED ITEM LEVEL 2**

Marketing and Advertising

Objective Number: 1.1

Progress: Completed

**RELATED ITEM LEVEL 1**

Implement a comprehensive social media strategy for LSUE.

Goal Number: 2

Progress: Delayed

**RELATED ITEM LEVEL 2**

Marketing and Visibility - Social Media Plan

Objective Number: 2.1

Progress: Delayed

**RELATED ITEMS-----Purchasing (Business Affairs)****RELATED ITEM LEVEL 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.

Goal Number: 1

Progress: Completed

**RELATED ITEM LEVEL 2**

Purchasing- Faculty Satisfaction

Objective Number: 1.1

Progress: Completed

Purchasing-Audit

Objective Number: 1.2

Progress: Delayed

**RELATED ITEMS-----Radiologic Technology (AS)****RELATED ITEM LEVEL 1**



RADT 18-19 Maintain an effective Radiologic Technology (RADT) Associate of Science (AS) Program.

Goal Number: 3

Progress: Completed

RELATED ITEM LEVEL 2

RADT 18-19 (AS) Professional Competency

Objective Number: 3.1

Progress: Completed

RADT 18-19 (AS) Surveys

Objective Number: 3.2

Progress: Completed

RADT 18-19 (AS) Retention

Objective Number: 3.3

Progress: Completed

RADT 18-19 (AS) Employment

Objective Number: 3.4

Progress: Completed

**RELATED ITEMS-----Registrar (Enrollment Management)**

RELATED ITEM LEVEL 1

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

Goal Number: 1

Progress: Delayed

RELATED ITEM LEVEL 2

Decreasing processing time of admission applications

Objective Number: 1.1

Progress: Delayed

**RELATED ITEMS-----Residential Life (Student Affairs)**

RELATED ITEM LEVEL 1

Implement a programming model.

Goal Number: 2

Progress: Completed

**RELATED ITEM LEVEL 2**

Plan and implement active programs at Bengal Village.

Objective Number: 2.1

Progress: Completed

Create and publish a schedule of activities.

Objective Number: 2.2

Progress: Completed

**RELATED ITEMS-----Respiratory Care (RC)****RELATED ITEM LEVEL 1**

RC 18-19 Maintain an effective Associate of Science (AS) Program in Respiratory Care (RC).

Goal Number: 4

Progress: Completed

**RELATED ITEM LEVEL 2**

RC 18-19 (AS) Professional Competency

Objective Number: 4.1

Progress: Completed

RC 18-19 (AS) Retention

Objective Number: 4.2

Progress: Completed

RC 18-19 (AS) Employment

Objective Number: 4.3

Progress: Completed

**RELATED ITEMS-----Science & Mathematics****RELATED ITEM LEVEL 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.

Goal Number: 1

Progress: Completed

**RELATED ITEM LEVEL 2**

Developmental Math (MATH 0001)

Objective Number: 1.1

Progress: Completed

Developmental Math (MATH 0015)

Objective Number: 1.2

Progress: Completed

Developmental Math (MATH 0021)

Objective Number: 1.3

Progress: Completed

RELATED ITEM LEVEL 1

General Education: Competency in sciences and mathematics

Goal Number: 2

Progress: Completed

RELATED ITEM LEVEL 1

Retention

Goal Number: 3

Progress: Canceled

RELATED ITEM LEVEL 2

General Education Sciences Retention

Objective Number: 3.1

Progress: Canceled

RELATED ITEM LEVEL 1

Sequential Courses

Goal Number: 4

Progress: Delayed

RELATED ITEM LEVEL 2

College-level mathematics sequence

Objective Number: 4.1

Progress: Delayed

BIOL 1001 to BIOL1160

Objective Number: 4.2

Progress: Delayed

**RELATED ITEMS-----Student Life (Student Affairs)****RELATED ITEM LEVEL 1**

Create a vibrant atmosphere of student life on campus at LSUE.

Goal Number: 1

Progress: Completed

**RELATED ITEM LEVEL 2**

Increase the quantity and quality of campus activities planned and sponsored by the Office of Student Activities.

Objective Number: 1.1

Progress: Completed

Implement outcomes-based campus activities

Objective Number: 1.2

Progress: Completed

Increase satisfaction with campus activities

Objective Number: 1.3

Progress: Completed

**RELATED ITEM LEVEL 1**

Support prospective and current student organizations

Goal Number: 2

Progress: Completed

**RELATED ITEM LEVEL 2**

Streamline the new and returning student organization registration process

Objective Number: 2.1

Progress: Completed

Provide template and sample materials for prospective student organizations

Objective Number: 2.2

Progress: Completed

**RELATED ITEMS-----Student Conduct (Student Affairs)****RELATED ITEM LEVEL 1**

Establish the CARE team

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

Schedule and host bi-weekly CARE team meetings

Objective Number: 1.1

Progress: Completed

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

Objective Number: 1.2

Progress: Completed

RELATED ITEM LEVEL 1

Streamline and standardize the conduct process

Goal Number: 2

Progress: Completed

RELATED ITEM LEVEL 2

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

Objective Number: 2.1

Progress: Canceled

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

Objective Number: 2.2

Progress: Canceled

**RELATED ITEMS-----Surgical Technology (AAS)**

RELATED ITEM LEVEL 1

ST 18-19 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program.

Goal Number: 11

Progress: Completed

RELATED ITEM LEVEL 2

ST 18-19 (AAS) Professional Competency based on Certified Surgical Technology (CST) Exam

Objective Number: 11.1

Progress: Delayed

ST 18-19 (AAS) Professional Competency based on Clinical Results

Objective Number: 11.2

Progress: Completed

ST 18-19 (AAS) Retention (Graduation) Rate

Objective Number: 11.3

Progress: Completed

ST 18-19 (AAS) Employment

Objective Number: 11.4

Progress: Completed

**RELATED ITEMS-----Testing Center (Business Affairs)**

RELATED ITEM LEVEL 1

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

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

Initiate a Testing Center

Objective Number: 1.1

Progress: Completed

**RELATED ITEMS-----Tutoring (Student Success Center)**

RELATED ITEM LEVEL 1

Increase awareness of tutoring services available

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

Track attendance and usage of tutoring services

Objective Number: 1.1

Progress: Completed

RELATED ITEM LEVEL 1

Provide academic support for Pathways to Success students.

Goal Number: 2

Progress: Completed

RELATED ITEM LEVEL 2

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

Objective Number: 2.1

Progress: Completed

**RELATED ITEMS-----Office of University Advancement / LSUE Foundation**

**RELATED ITEM LEVEL 1**

Implement Board Policies and Procedures

Goal Number: 1

Progress: Completed

**RELATED ITEM LEVEL 2**

Bylaw Revision

Objective Number: 1.1

Progress: Completed

Campus Policy Revisions

Objective Number: 1.2

Progress: Completed

**RELATED ITEM LEVEL 1**

Generate FY Increases in Revenue

Goal Number: 2

Progress: Completed

**RELATED ITEM LEVEL 2**

Secure resources

Objective Number: 2.1

Progress: Completed

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

**RELATED ITEMS-----Enrollment Management**

**RELATED ITEM LEVEL 1**

Increase Student Retention

Goal Number: 4

Progress: Completed

RELATED ITEM LEVEL 2

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

Objective Number: 4.1

Progress: Completed

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

Objective Number: 4.2

Progress: Completed

**RELATED ITEMS-----Affirmative Action, Equal Employment Opportunity, and Title IX**

RELATED ITEM LEVEL 1

Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.

Goal Number: 1

Progress: Canceled

RELATED ITEM LEVEL 2

Completion and Approval of Annual Affirmative Action Plan

Objective Number: 1.1

Progress: Canceled

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

Objective Number: 1.2

Progress: Canceled

**RELATED ITEMS-----Associate of Arts Louisiana Transfer**

RELATED ITEM LEVEL 1

AALT 18-19 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

AALT 18-19 Program Competency using SLOs

Objective Number: 1.1

Progress: Completed

AALT 18-19 Professional Competency using Peregrine Academic



Objective Number: 1.2  
Progress: Completed

AALT 18-19 Retention  
Objective Number: 1.3  
Progress: Completed

AALT 18-19 Placement  
Objective Number: 1.4  
Progress: Completed

**RELATED ITEMS-----Associate of Science Louisiana Transfer**

RELATED ITEM LEVEL 1

ASLT 18-19 Maintain an effective Associate of Science Louisiana Transfer Program.

Goal Number: 1  
Progress: Completed

RELATED ITEM LEVEL 2

ASLT 18-19 Program Competency using SLOs

Objective Number: 1.1  
Progress: Completed

ASLT 18-19 Professional Competency using Peregrine Academic

Objective Number: 1.2  
Progress: Completed

ASLT 18-19 Retention  
Objective Number: 1.3  
Progress: Completed

ASLT 18-19 Placement  
Objective Number: 1.4  
Progress: Completed

**RELATED ITEMS-----Academic Advising (Student Success Center)**

RELATED ITEM LEVEL 1

Advise students across academic disciplines within the Student Success Center.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

Form Steering Committee

Objective Number: 1.1

Progress: Canceled

Create a more structured and thorough advisor training program.

Objective Number: 1.2

Progress: Completed

Student Satisfaction with Academic Advising

Objective Number: 1.3

Progress: Completed

To develop an advising syllabus for students which aids with understanding the purpose of advising and advising processes in the Student Success Center.

Objective Number: 1.4

Progress: Completed

Provided By: Academic Advising

To develop a Student Success Center degree plan for students to supplement the academic catalog and aid with semester to semester course planning and degree completion.

Objective Number: 1.5

Progress: Completed

Provided By: Academic Advising

**RELATED ITEMS-----Athletics**

RELATED ITEM LEVEL 1

To be successful on the field of play.

Goal Number: 2

Progress: Completed

RELATED ITEM LEVEL 2

Maintain a winning percentage

Objective Number: 2.1

Progress: Completed

**RELATED ITEM LEVEL 1**

To support academic achievement and progress of student athletes.

Goal Number: 1

Progress: Completed

**RELATED ITEM LEVEL 2**

Student Learning and GPA

Objective Number: 1.1

Progress: Completed

**RELATED ITEM LEVEL 1**

Implement Additional Sports Teams

Goal Number: 3

Progress: Completed

**RELATED ITEM LEVEL 2**

New Sports Teams

Objective Number: 3.1

Progress: Completed

**RELATED ITEMS-----Bookstore (Business Affairs)****RELATED ITEM LEVEL 1**

To operate as an auxiliary enterprise to support the academic mission of LSUE by providing educational books, supplies and other merchandise.

Goal Number: 1

Progress: Completed

**RELATED ITEM LEVEL 2**

Bookstore-Faculty Satisfaction

Objective Number: 1.1

Progress: Completed

Bookstore-Student Satisfaction

Objective Number: 1.2

Progress: Completed

**RELATED ITEMS-----Cafeteria (Business Affairs)****RELATED ITEM LEVEL 1**

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

Goal Number: 1  
Progress: Completed

RELATED ITEM LEVEL 2  
Food Service-Faculty Satisfaction  
Objective Number: 1.1  
Progress: Completed

Food Service-Staff Satisfaction  
Objective Number: 1.2  
Progress: Completed

Food Service-Student Satisfaction  
Objective Number: 1.3  
Progress: Completed

**RELATED ITEMS-----Care and Development of Young Children**

RELATED ITEM LEVEL 1  
CDYC 18-19 Maintain an effective Care and Development of Young Children (CDYC) Associate of Science (AS) program.  
Goal Number: 1  
Progress: Completed

RELATED ITEM LEVEL 2  
CDYC 18-19 (AS) Professional Competency  
Objective Number: 1.1  
Progress: Completed

CDYC 18-19 (AS) Placement  
Objective Number: 1.2  
Progress: Completed

CDYC 18-19 (AS) Retention  
Objective Number: 1.3  
Progress: Completed

**RELATED ITEMS-----Career Services (Student Success Center)**

RELATED ITEM LEVEL 1  
To assist students in obtaining part-time/full-time employment.

Goal Number: 2  
 Progress: Canceled

RELATED ITEM LEVEL 2  
 Employment Services - Placement  
 Objective Number: 2.1  
 Progress: Canceled

**RELATED ITEMS-----Chemical Technician (CTS)**

RELATED ITEM LEVEL 1  
 CCHT 18-19 Maintain an effective Chemical Technician (CCHT) Certificate of Technical Studies (CTS) Program.  
 Goal Number: 8  
 Progress: Delayed

RELATED ITEM LEVEL 2  
 CCHT 18-19 (CTS) Professional Competency  
 Objective Number: 8.1  
 Progress: Delayed

RELATED ITEM LEVEL 2  
 CCHT 18-19 (CTS) Placement  
 Objective Number: 8.2  
 Progress: Delayed

**RELATED ITEMS-----Computer Information Technology (AAS)**

RELATED ITEM LEVEL 1  
 CIT 18-19 Maintain an effective Computer Information Technology (CIT) (AAS) program.  
 Goal Number: 6  
 Progress: Completed

RELATED ITEM LEVEL 2  
 CIT 18-19 (AAS) Program Professional Competency  
 Objective Number: 6.1  
 Progress: Completed

CIT 18-19 (AAS) Placement  
 Objective Number: 6.2  
 Progress: Completed

CIT 18-19 (AAS) Retention

Objective Number: 6.3

Progress: Completed

**RELATED ITEMS-----Office of Continuing Education**

**RELATED ITEM LEVEL 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.

Goal Number: 1

Progress: Completed

**RELATED ITEM LEVEL 2**

Credit Offerings: Extension Programs and Special Services

Objective Number: 1.1

Progress: Completed

**RELATED ITEM LEVEL 1**

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.

Goal Number: 2

Progress: Completed

**RELATED ITEM LEVEL 2**

Administer post-event evaluative surveys.

Objective Number: 2.1

Progress: Canceled

Courses or programs will meet clients' needs/interests.

Objective Number: 2.2

Progress: Completed

Clients will recommend Continuing Education courses or programs to others.

Objective Number: 2.3

Progress: Completed

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

Objective Number: 2.4  
 Progress: Completed

**RELATED ITEMS-----Criminal Justice (AS)**

RELATED ITEM LEVEL 1

CJ 18-19 Maintain an effective Criminal Justice (CJ) Associate of Science (AS) Program.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

CJ 18-19 (AS) Professional Competency

Objective Number: 1.1

Progress: Completed

CJ 18-19 (AS) Retention

Objective Number: 1.2

Progress: Completed

CJ 18-19 (AS) Placement

Objective Number: 1.3

Progress: Completed

**RELATED ITEMS-----Diagnostic Medical Sonography (AAS)**

RELATED ITEM LEVEL 1

DMS 18-19 Maintain an effective Diagnostic Medical Sonography Associate of Applied Science Program.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

DMS 18-19 (CAS) Professional Competency

Objective Number: 1.1

Progress: Completed

DMS 18-19 (AAS) Completion Rate

Objective Number: 1.2

Progress: Completed

DMS 18-19 (AAS) Employment

Objective Number: 1.3

Progress: Completed

**RELATED ITEMS-----Disability Services (Student Success Center)**

RELATED ITEM LEVEL 1

Expand campus outreach efforts to educate the campus community on services available for students with disabilities.

Goal Number: 2

Progress: Completed

RELATED ITEM LEVEL 2

Participate in new student and athletics orientation.

Objective Number: 2.1

Progress: Completed

Include Disability Services information on course syllabi.

Objective Number: 2.2

Progress: Completed

Develop a campus disability awareness poster campaign.

Objective Number: 2.3

Progress: Completed

**RELATED ITEMS-----Dual enrollment and LSU Eunice Academy**

RELATED ITEM LEVEL 1

Maintain an effective LSUE Academy.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

Increase Enrollment

Objective Number: 1.1

Progress: Completed

Assessment of Incoming Students

Objective Number: 1.2

Progress: Completed

LSUE Academy Fall to Spring Retention



Objective Number: 1.3  
 Progress: Completed  
 Provided By: Dual enrollment and LSU Eunice Academy

LSUE Academy Fall to Fall Retention  
 Objective Number: 1.4  
 Progress: Completed

Compare New FF Academy Students to new FF LSUE Students  
 Objective Number: 1.5  
 Progress: Completed

**RELATED ITEMS-----Office of Federal/State Grants and Contracts**

RELATED ITEM LEVEL 1

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

Goal Number: 1  
 Progress: Completed

RELATED ITEM LEVEL 2

Grant Training  
 Objective Number: 1.1  
 Progress: Completed

Grant Submissions  
 Objective Number: 1.2  
 Progress: Completed

Perkins CTE Grant  
 Objective Number: 1.3  
 Progress: Completed

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

RELATED ITEM LEVEL 2

Grant Guidelines

Objective Number: 2.1  
Progress: Completed

Adherence to Grant Guidelines  
Objective Number: 2.2  
Progress: Completed

**RELATED ITEMS-----Fire and Emergency Services (AAS)**

RELATED ITEM LEVEL 1

FES 18-19 Maintain an effective Fire Science (FES) Program, Associate of Applied Science (AAS).

Goal Number: 2  
Progress: Completed

RELATED ITEM LEVEL 2

FES 18-19 (AAS) Professional Competency

Objective Number: 2.1  
Progress: Completed

FES 18-19 (AAS) Retention

Objective Number: 2.2  
Progress: Completed

FES 18-19 (AAS) Employment

Objective Number: 2.3  
Progress: Completed

**RELATED ITEMS-----Fire Service Technology (CTS)**

RELATED ITEM LEVEL 1

FST 18-19 Maintain an effective Fire Service Technology (FST) Certificate of Technical Studies (CTS) Program.

Goal Number: 3  
Progress: Completed

RELATED ITEM LEVEL 2

FST 18-19 (CTS) Professional Competency

Objective Number: 3.1  
Progress: Completed

FST 18-19 (CTS) Employment

Objective Number: 3.2

Progress: Completed

**RELATED ITEMS-----First Year Experience (Student Success Center)**

RELATED ITEM LEVEL 1

Implement a First Year Experience Program - Completed in 17-18 (objective reassigned)

Goal Number: Temp 17-18 1

Progress: Canceled

RELATED ITEM LEVEL 1

Maintain an effective First Year Experience Program.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

Peer Mentoring Program

Objective Number: 1.1

Progress: Completed

Academic and Social Development

Objective Number: 1.2

Progress: Completed

**RELATED ITEMS-----Associate of General Studies**

RELATED ITEM LEVEL 1

AGS 18-19 Maintain an effective Associate of General Studies Program.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

AGS 18-19 Professional Competency using SLOs

Objective Number: 1.1

Progress: Completed

AGS 18-19 Professional Competency using Peregrine Academic

Objective Number: 1.2

Progress: Completed

AGS 18-19 Retention  
Objective Number: 1.3  
Progress: Completed

AGS 18-19 Placement  
Objective Number: 1.4  
Progress: Completed

**RELATED ITEMS-----Office of Information Technology**

RELATED ITEM LEVEL 1

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

Goal Number: 2  
Progress: Completed

RELATED ITEM LEVEL 2

Staff Satisfaction  
Objective Number: 2.1  
Progress: Completed

Faculty Satisfaction  
Objective Number: 2.2  
Progress: Completed

RELATED ITEM LEVEL 1

Provide students with access to the technology they need to be successful in meeting their academic goals.

Goal Number: 3  
Progress: Completed

RELATED ITEM LEVEL 2

User Services-Student Support  
Objective Number: 3.1  
Progress: Completed

RELATED ITEM LEVEL 1

Update IT Infrastructure  
Goal Number: 4  
Progress: Completed

## RELATED ITEM LEVEL 2

Update IT Infrastructure

Objective Number: 4.1

Progress: Completed

Implementation of new student system

Objective Number: 4.2

Progress: Completed

**RELATED ITEMS-----Office of Institutional Research**

## RELATED ITEM LEVEL 1

IR-Provide the campus at large with access to timely reporting information.

Goal Number: 2

Progress: Completed

## RELATED ITEM LEVEL 2

Overall Data Gathering and Reporting

Objective Number: 2.1

Progress: Completed

Reduce Open Time of Service Requests

Objective Number: 2.2

Progress: Completed

## RELATED ITEM LEVEL 1

IE-Compliance with SACSCOC Standards

Goal Number: 3

Progress: Completed

## RELATED ITEM LEVEL 2

IE-Prospectuses

Objective Number: 3.1

Progress: Completed

SACSCOC Paperwork, Profiles, and Substantive Changes

Objective Number: 3.2

Progress: Completed

SACSCOC Key Student Completion Indicator (KSCI)

Objective Number: 3.3

Progress: Completed

**RELATED ITEMS-----Liberal Arts**

RELATED ITEM LEVEL 1

LA 18-19 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.

Goal Number: 2

Progress: Completed

RELATED ITEM LEVEL 1

LA 18-19 General Education - Artistic, Cultural, Historic Understanding; Written and Spoken Communication (see General Education Section)

Goal Number: 3

Progress: Completed

RELATED ITEM LEVEL 1

LA 18-19 Retention of EDUN, PSYC, and SOCL Liberal Arts Majors

Goal Number: 4

Progress: Delayed

RELATED ITEM LEVEL 2

LA 18-19 Retention- Aggregated Liberal Arts Majors of EDUN, PSYC, and SOCL

Objective Number: 4.1

Progress: Delayed

**RELATED ITEMS-----Medical Coding and Billing (CTS)**

RELATED ITEM LEVEL 1

MCB 18-19 Maintain an effective Medical Coding and Billing (MCB) Certificate of Technical Studies (CTS) Program.

Goal Number: 5

Progress: Completed

RELATED ITEM LEVEL 2

MCB 18-19 (CTS) Professional Competency

Objective Number: 5.1

Progress: Completed

MCB 18-19 (CTS) Placement

Objective Number: 5.2

Progress: Completed

**RELATED ITEMS-----Nursing (ASN)**

RELATED ITEM LEVEL 1

ASN 18-19 Maintain an effective Nursing (ASN) Program.

Goal Number: 2

Progress: Completed

RELATED ITEM LEVEL 2

ASN 18-19 Professional Competency based on NCLEX-RN

Objective Number: 2.1

Progress: Completed

ASN 18-19 Professional Competency based on Clinical Results

Objective Number: 2.1a

Progress: Completed

ASN 18-19 Graduation Rate

Objective Number: 2.2

Progress: Completed

ASN 18-19 Employment

Objective Number: 2.3

Progress: Completed

**RELATED ITEMS----- Pathways to Success (Student Success Center)**

RELATED ITEM LEVEL 1

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.

Goal Number: 3

Progress: Completed

RELATED ITEM LEVEL 2

Program Completion

Objective Number: 3.1

Progress: Completed

Fall to Spring Retention  
Objective Number: 3.2  
Progress: Completed

Fall to Fall Retention  
Objective Number: 3.3  
Progress: Completed

**RELATED ITEMS-----Physical Plant (Business Affairs)**

RELATED ITEM LEVEL 1

To provide clean and well maintained facilities and grounds.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

Building and Grounds-Faculty Satisfaction

Objective Number: 1.1

Progress: Completed

Building and Grounds-Staff

Objective Number: 1.2

Progress: Completed

Building and Grounds-Student Satisfaction

Objective Number: 1.3

Progress: Completed

Capital Improvements

Objective Number: 1.4

Progress: Completed

**RELATED ITEMS-----Public Affairs**

RELATED ITEM LEVEL 1

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

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2



Marketing and Advertising

Objective Number: 1.1

Progress: Completed

RELATED ITEM LEVEL 1

Implement a comprehensive social media strategy for LSUE.

Goal Number: 2

Progress: Delayed

RELATED ITEM LEVEL 2

Marketing and Visibility - Social Media Plan

Objective Number: 2.1

Progress: Delayed

**RELATED ITEMS-----Purchasing (Business Affairs)**

RELATED ITEM LEVEL 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.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

Purchasing- Faculty Satisfaction

Objective Number: 1.1

Progress: Completed

Purchasing-Audit

Objective Number: 1.2

Progress: Delayed

**RELATED ITEMS-----Radiologic Technology (AS)**

RELATED ITEM LEVEL 1

RADT 18-19 Maintain an effective Radiologic Technology (RADT) Associate of Science (AS) Program.

Goal Number: 3

Progress: Completed

RELATED ITEM LEVEL 2

RADT 18-19 (AS) Professional Competency

Objective Number: 3.1  
Progress: Completed

RADT 18-19 (AS) Surveys  
Objective Number: 3.2  
Progress: Completed

RADT 18-19 (AS) Retention  
Objective Number: 3.3  
Progress: Completed

RADT 18-19 (AS) Employment  
Objective Number: 3.4  
Progress: Completed

**RELATED ITEMS-----Respiratory Care (AS)**

RELATED ITEM LEVEL 1

RC 18-19 Maintain an effective Associate of Science (AS) Program in Respiratory Care (RC).  
Goal Number: 4  
Progress: Completed

RELATED ITEM LEVEL 2

RC 18-19 (AS) Professional Competency  
Objective Number: 4.1  
Progress: Completed

RC 18-19 (AS) Retention  
Objective Number: 4.2  
Progress: Completed

RC 18-19 (AS) Employment  
Objective Number: 4.3  
Progress: Completed

**RELATED ITEMS-----Sciences and Mathematics**

RELATED ITEM LEVEL 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.

Goal Number: 1  
Progress: Completed

RELATED ITEM LEVEL 2  
Developmental Math (MATH 0001)  
Objective Number: 1.1  
Progress: Completed

Developmental Math (MATH 0015)  
Objective Number: 1.2  
Progress: Completed

Developmental Math (MATH 0021)  
Objective Number: 1.3  
Progress: Completed

**RELATED ITEMS-----Student Life (Student Affairs)**

RELATED ITEM LEVEL 1  
Support prospective and current student organizations  
Goal Number: 2  
Progress: Completed

RELATED ITEM LEVEL 2  
Streamline the new and returning student organization registration process  
Objective Number: 2.1  
Progress: Completed

Provide template and sample materials for prospective student organizations  
Objective Number: 2.2  
Progress: Completed

**RELATED ITEMS-----Student Conduct (Student Affairs)**

RELATED ITEM LEVEL 1  
Establish the CARE team  
Goal Number: 1  
Progress: Completed

RELATED ITEM LEVEL 2

Schedule and host bi-weekly CARE team meetings

Objective Number: 1.1

Progress: Completed

**RELATED ITEM LEVEL 2**

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

Objective Number: 1.2

Progress: Completed

**RELATED ITEM LEVEL 1**

Streamline and standardize the conduct process

Goal Number: 2

Progress: Completed

**RELATED ITEM LEVEL 2**

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

Objective Number: 2.1

Progress: Canceled

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

Objective Number: 2.2

Progress: Canceled

**RELATED ITEMS-----Surgical Technology (AAS)**

**RELATED ITEM LEVEL 1**

ST 18-19 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program.

Goal Number: 11

Progress: Completed

**RELATED ITEM LEVEL 2**

ST 18-19 (AAS) Professional Competency based on Certified Surgical Technology (CST) Exam

Objective Number: 11.1

Progress: Delayed

ST 18-19 (AAS) Professional Competency based on Clinical Results

Objective Number: 11.2

Progress: Completed

ST 18-19 (AAS) Retention (Graduation) Rate

Objective Number: 11.3

Progress: Completed

ST 18-19 (AAS) Employment

Objective Number: 11.4

Progress: Completed

**RELATED ITEMS-----Testing Center (Business Affairs)**

RELATED ITEM LEVEL 1

Complete Construction and Initiate a New Testing Center as a new Auxiliary.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

Initiate a Testing Center

Objective Number: 1.1

Progress: Completed

**RELATED ITEMS-----Office of University Advancement / LSUE Foundation**

RELATED ITEM LEVEL 1

Implement Board Policies and Procedures

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

Bylaw Revision

Objective Number: 1.1

Progress: Completed

Campus Policy Revisions

Objective Number: 1.2

Progress: Completed

RELATED ITEM LEVEL 1

Generate FY Increases in Revenue

Goal Number: 2

Progress: Completed

## RELATED ITEM LEVEL 2

Secure resources

Objective Number: 2.1

Progress: Completed

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

**RELATED ITEMS-----Quality Enhancement Plan**

## RELATED ITEM LEVEL 1

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

Goal Number: 1

Progress: Completed

## RELATED ITEM LEVEL 2

Increase achievement of SLOs in MATH 0001 and MATH 0002/0015/0021

Objective Number: 1.1

Progress: Completed

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

Objective Number: 1.2

Progress: Completed

## RELATED ITEM LEVEL 1

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).

Goal Number: 2

Progress: Completed

## RELATED ITEM LEVEL 1

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

Goal Number: 3

Progress: Completed

RELATED ITEM LEVEL 2  
 Professional Development  
 Objective Number: 3.1  
 Progress: Completed

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

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

**RELATED ITEMS-----Enrollment Management**

RELATED ITEM LEVEL 1  
 Increase Student Retention  
 Goal Number: 4  
 Progress: Completed

RELATED ITEM LEVEL 2  
 Increase Fall to Spring New First-Time Full-Time Student Retention  
 Objective Number: 4.1  
 Progress: Completed

Increase Fall to Fall New First-Time Full-Time Student Retention  
 Objective Number: 4.2  
 Progress: Completed

**RELATED ITEMS-----Affirmative Action, Equal Employment Opportunity, Title IX**

RELATED ITEM LEVEL 1  
 Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.  
 Goal Number: 1  
 Progress: Canceled

RELATED ITEM LEVEL 2  
 Completion and Approval of Annual Affirmative Action Plan  
 Objective Number: 1.1  
 Progress: Canceled

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

Objective Number: 1.2

Progress: Canceled

**RELATED ITEM LEVEL 1**

Ensure compliance with State and Federal laws and University policies related to Title IX in relation to campus climate, response, prevention and accountability.

Goal Number: 2

Progress: Canceled

**RELATED ITEM LEVEL 2**

Title IX Prevention Efforts

Objective Number: 2.2

Progress: Canceled

Title IX Response to Complaints

Objective Number: 2.3

Progress: Canceled

Communicate Effectively to Campus

Objective Number: 2.4

Progress: Canceled

**RELATED ITEMS-----Associate of Arts Louisiana Transfer**

**RELATED ITEM LEVEL 1**

AALT 18-19 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program.

Goal Number: 1

Progress: Completed

**RELATED ITEM LEVEL 2**

AALT 18-19 Program Competency using SLOs

Objective Number: 1.1

Progress: Completed

AALT 18-19 Professional Competency using Peregrine Academic

Objective Number: 1.2

Progress: Completed



AALT 18-19 Retention  
Objective Number: 1.3  
Progress: Completed

AALT 18-19 Placement  
Objective Number: 1.4  
Progress: Completed

**RELATED ITEMS-----Associate of Science Louisiana Transfer**

RELATED ITEM LEVEL 1

ASLT 18-19 Maintain an effective Associate of Science Louisiana Transfer Program.  
Goal Number: 1  
Progress: Completed

RELATED ITEM LEVEL 2

ASLT 18-19 Program Competency using SLOs  
Objective Number: 1.1  
Progress: Completed

ASLT 18-19 Professional Competency using Peregrine Academic  
Objective Number: 1.2  
Progress: Completed

ASLT 18-19 Retention  
Objective Number: 1.3  
Progress: Completed

ASLT 18-19 Placement  
Objective Number: 1.4  
Progress: Completed

**RELATED ITEMS-----Academic Advising (Student Success Center)**

RELATED ITEM LEVEL 1

Advise students across academic disciplines within the Student Success Center  
Goal Number: 1  
Progress: Completed

## RELATED ITEM LEVEL 2

Form Steering Committee

Objective Number: 1.1

Progress: Canceled

Create a more structured and thorough advisor training program.

Objective Number: 1.2

Progress: Completed

Student Satisfaction with Academic Advising

Objective Number: 1.3

Progress: Completed

To develop an advising syllabus for students which aids with understanding the purpose of advising and advising processes in the Student Success Center.

Objective Number: 1.4

Progress: Completed

To develop a Student Success Center degree plan for students to supplement the academic catalog and aid with semester to semester course planning and degree completion.

Objective Number: 1.5

Progress: Completed

**RELATED ITEMS-----Office of Academic Affairs**

## RELATED ITEM LEVEL 1

To ensure that faculty understand and participate in curriculum development.

Goal Number: 3. Curriculum Development

Progress: Completed

## RELATED ITEM LEVEL 2

Curriculum Development

Objective Number: 3.1

Progress: Completed

## RELATED ITEM LEVEL 1

To foster academic success through instructional effectiveness.

Goal Number: 4. Institutional Effectiveness

Progress: Completed

**RELATED ITEM LEVEL 2**

Instructional Program Satisfaction

Objective Number: 4.1

Progress: Completed

One Year Retention

Objective Number: 4.2

Progress: Canceled

Graduation

Objective Number: 4.3

Progress: Completed

Fall-to-Fall Retention of FTFT students

Objective Number: 4.4

Progress: Completed

**RELATED ITEM LEVEL 1**

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

Goal Number: 5. Policies and Procedures

Progress: Completed

**RELATED ITEM LEVEL 2**

Policies and Procedures-Faculty

Objective Number: 5.1

Progress: Completed

Policies and Procedures-Academic Council

Objective Number: 5.2

Progress: Completed

**RELATED ITEMS-----Accounting Technology, Account Clerk (CTS)****RELATED ITEM LEVEL 1**

ATC 18-19 Maintain an effective Accounting Technology - Accounting Clerk (ATC) (CTS) program.

Goal Number: 2

Progress: Completed

RELATED ITEM LEVEL 2  
 ATC 18-19 (CTS) Professional Competency  
 Objective Number: 2.1  
 Progress: Completed

ATC 18-19 (CTS) Placement  
 Objective Number: 2.2  
 Progress: Delayed

**RELATED ITEMS-----Administrative Technology Specialist (CTS)**

RELATED ITEM LEVEL 1  
 ATS 18-19 Maintain an effective Administrative Technology Specialist (ATS) (CTS) Program.  
 Goal Number: 3  
 Progress: Delayed

RELATED ITEM LEVEL 2  
 ATS 18-19 (CTS) Professional Competency  
 Objective Number: 3.1  
 Progress: Delayed

ATS 18-19 (CTS) Placement  
 Objective Number: 3.2  
 Progress: Delayed

**RELATED ITEMS-----Admissions and Recruitment (Enrollment Management)**

RELATED ITEM LEVEL 1  
 Provide opportunities for prospective students to acquaint themselves with university requirements, personnel and services.  
 Goal Number: 1  
 Progress: Completed

Bengal Day  
 Objective Number: 1.1  
 Progress: Completed

**RELATED ITEMS-----Athletics**

RELATED ITEM LEVEL 1  
 To support academic achievement and progress of student athletes.  
 Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2  
 Student Learning and GPA  
 Objective Number: 1.1  
 Progress: Completed

RELATED ITEM LEVEL 1  
 To be successful on the field of play.  
 Goal Number: 2  
 Progress: Completed

RELATED ITEM LEVEL 2  
 Maintain a winning percentage  
 Objective Number: 2.1  
 Progress: Completed

RELATED ITEMS-----  
 RELATED ITEM LEVEL 1  
 Implement Additional Sports Teams  
 Goal Number: 3  
 Progress: Completed

RELATED ITEM LEVEL 2  
 New Sports Teams  
 Objective Number: 3.1  
 Progress: Completed

**RELATED ITEMS-----Bookstore (Business Affairs)**

RELATED ITEM LEVEL 1  
 To operate as an auxiliary enterprise to support the academic mission of LSUE by providing educational books, supplies and other merchandise.  
 Goal Number: 1  
 Progress: Completed

RELATED ITEM LEVEL 2  
 Bookstore-Faculty Satisfaction  
 Objective Number: 1.1  
 Progress: Completed

Bookstore-Student Satisfaction

Objective Number: 1.2

Progress: Completed

**RELATED ITEMS-----Budgeting (Business Affairs)**

RELATED ITEM LEVEL 1

To prepare an annual budget which reflects the mission of the university and supports institutional priorities.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

Budget Preparation

Objective Number: 1.1

Progress: Completed

**RELATED ITEMS-----**

RELATED ITEM LEVEL 1

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

Goal Number: 2

Progress: Completed

RELATED ITEM LEVEL 2

Budget Review-Faculty

Objective Number: 2.1

Progress: Completed

Budget Review Committee

Objective Number: 2.2

Progress: Delayed

Budget Control

Objective Number: 2.3

Progress: Completed

**RELATED ITEMS-----Cafeteria (Business Affairs)**

RELATED ITEM LEVEL 1

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

Goal Number: 1  
Progress: Completed

RELATED ITEM LEVEL 2  
Food Service-Faculty Satisfaction  
Objective Number: 1.1  
Progress: Completed

RELATED ITEM LEVEL 2  
Food Service-Staff Satisfaction  
Objective Number: 1.2  
Progress: Completed

RELATED ITEM LEVEL 2  
Food Service-Student Satisfaction  
Objective Number: 1.3  
Progress: Completed

**RELATED ITEMS-----Care and Development of Young Children**

RELATED ITEM LEVEL 1  
CDYC 18-19 Maintain an effective Care and Development of Young Children (CDYC) Associate of Science (AS) program.  
Goal Number: 1  
Progress: Completed

RELATED ITEM LEVEL 2  
CDYC 18-19 (AS) Professional Competency  
Objective Number: 1.1  
Progress: Completed

CDYC 18-19 (AS) Placement  
Objective Number: 1.2  
Progress: Completed

CDYC 18-19 (AS) Retention  
Objective Number: 1.3  
Progress: Completed

**RELATED ITEMS-----Chemical Technician (CTS)**

**RELATED ITEM LEVEL 1**

CCHT 18-19 Maintain an effective Chemical Technician (CCHT) Certificate of Technical Studies (CTS) Program.

Goal Number: 8

Progress: Delayed

**RELATED ITEM LEVEL 2**

CCHT 18-19 (CTS) Professional Competency

Objective Number: 8.1

Progress: Delayed

CCHT 18-19 (CTS) Placement

Objective Number: 8.2

Progress: Delayed

**RELATED ITEMS-----Computer Information Technology (AAS)****RELATED ITEM LEVEL 1**

CIT 18-19 Maintain an effective Computer Information Technology (CIT) (AAS) program.

Goal Number: 6

Progress: Completed

**RELATED ITEM LEVEL 2**

CIT 18-19 (AAS) Program Professional Competency

Objective Number: 6.1

Progress: Completed

CIT 18-19 (AAS) Placement

Objective Number: 6.2

Progress: Completed

CIT 18-19 (AAS) Retention

Objective Number: 6.3

Progress: Completed

**RELATED ITEMS-----Criminal Justice (AS)****RELATED ITEM LEVEL 1**

CJ 18-19 Maintain an effective Criminal Justice (CJ) Associate of Science (AS) Program.

Goal Number: 1

Progress: Completed



RELATED ITEM LEVEL 2  
 CJ 18-19 (AS) Professional Competency  
 Objective Number: 1.1  
 Progress: Completed

CJ 18-19 (AS) Retention  
 Objective Number: 1.2  
 Progress: Completed

CJ 18-19 (AS) Placement  
 Objective Number: 1.3  
 Progress: Completed

**RELATED ITEMS-----Diagnostic Medical Sonography**

RELATED ITEM LEVEL 1  
 DMS 18-19 Maintain an effective Diagnostic Medical Sonography Associate of Applied Science Program.  
 Goal Number: 1  
 Progress: Completed

RELATED ITEM LEVEL 2  
 DMS 18-19 (CAS) Professional Competency  
 Objective Number: 1.1  
 Progress: Completed

DMS 18-19 (AAS) Completion Rate  
 Objective Number: 1.2  
 Progress: Completed

DMS 18-19 (AAS) Employment  
 Objective Number: 1.3  
 Progress: Completed

**RELATED ITEMS-----Disability Services (Student Success Center)**

RELATED ITEM LEVEL 1  
 Streamline disability accommodations registration process.  
 Goal Number: 1  
 Progress: Canceled

**RELATED ITEM LEVEL 2**

To host disability accommodations request forms online.

Objective Number: 1.1

Progress: Canceled

**RELATED ITEM LEVEL 1**

Expand campus outreach efforts to educate the campus community on services available for students with disabilities.

Goal Number: 2

Progress: Completed

**RELATED ITEM LEVEL 2**

Participate in new student and athletics orientation.

Objective Number: 2.1

Progress: Completed

Include Disability Services information on course syllabi.

Objective Number: 2.2

Progress: Completed

Develop a campus disability awareness poster campaign.

Objective Number: 2.3

Progress: Completed

**RELATED ITEMS-----Dual enrollment and LSU Eunice Academy****RELATED ITEM LEVEL 1**

Maintain an effective LSUE Academy.

Goal Number: 1

Progress: Completed

**RELATED ITEM LEVEL 2**

Increase Enrollment

Objective Number: 1.1

Progress: Completed

Assessment of Incoming Students

Objective Number: 1.2

Progress: Completed

LSUE Academy Fall to Spring Retention

Objective Number: 1.3

Progress: Completed

LSUE Academy Fall to Fall Retention

Objective Number: 1.4

Progress: Completed

Compare New FF Academy Students to new FF LSUE Students

Objective Number: 1.5

Progress: Completed

**RELATED ITEMS-----Office of Federal/State Grants and Contracts**

**RELATED ITEM LEVEL 1**

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

Goal Number: 1

Progress: Completed

**RELATED ITEM LEVEL 2**

Grant Training

Objective Number: 1.1

Progress: Completed

Grant Submissions

Objective Number: 1.2

Progress: Completed

Perkins CTE Grant

Objective Number: 1.3

Progress: Completed

**RELATED ITEM LEVEL 1**

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

Goal Number: 2

Progress: Completed

## RELATED ITEM LEVEL 2

Grant Guidelines

Objective Number: 2.1

Progress: Completed

Adherence to Grant Guidelines

Objective Number: 2.2

Progress: Completed

**RELATED ITEMS-----Fire and Emergency Services (AAS)**

## RELATED ITEM LEVEL 1

FES 18-19 Maintain an effective Fire and Emergency Services (FES) Program, Associate of Applied Science (AAS).

Goal Number: 2

Progress: Completed

## RELATED ITEM LEVEL 2

FES 18-19 (AAS) Professional Competency

Objective Number: 2.1

Progress: Completed

FES 18-19 (AAS) Retention

Objective Number: 2.2

Progress: Completed

FES 18-19 (AAS) Employment

Objective Number: 2.3

Progress: Completed

**RELATED ITEMS-----Fire Service Technology (CTS)**

## RELATED ITEM LEVEL 1

FST 18-19 Maintain an effective Fire Service Technology (FST) Certificate of Technical Studies (CTS) Program.

Goal Number: 3

Progress: Completed

## RELATED ITEM LEVEL 2

FST 18-19 (CTS) Professional Competency

Objective Number: 3.1

Progress: Completed

FST 18-19 (CTS) Employment

Objective Number: 3.2

Progress: Completed

**RELATED ITEMS-----First Year Experience (Student Success Center)**

RELATED ITEM LEVEL 1

Implement a First Year Experience Program - Completed in 17-18 (objective reassigned)

Goal Number: Temp 17-18 1

Progress: Canceled

RELATED ITEM LEVEL 1

Maintain an effective First Year Experience Program.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

Peer Mentoring Program

Objective Number: 1.1

Progress: Completed

Academic and Social Development

Objective Number: 1.2

Progress: Completed

**RELATED ITEMS-----Associate of General Studies**

RELATED ITEM LEVEL 1

AGS 18-19 Maintain an effective Associate of General Studies Program

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

AGS 18-19 Professional Competency using SLOs

Objective Number: 1.1

Progress: Completed

AGS 18-19 Professional Competency using Peregrine Academic

Objective Number: 1.2

Progress: Completed

AGS 18-19 Retention  
Objective Number: 1.3  
Progress: Completed

AGS 18-19 Placement  
Objective Number: 1.4  
Progress: Completed

**RELATED ITEMS-----Human Resource Management (CTS)**

RELATED ITEM LEVEL 1

HRM 18-19 Maintain an effective Human Resource Management (CTS) program.

Goal Number: 4  
Progress: Completed

RELATED ITEM LEVEL 2

HRM 18-19 (CTS) Professional Competency

Objective Number: 4.1  
Progress: Completed

HRM 18-19 (CTS) Placement

Objective Number: 4.2  
Progress: Delayed

**RELATED ITEMS-----Office of Information Technology**

RELATED ITEM LEVEL 1

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

Goal Number: 2  
Progress: Completed

RELATED ITEM LEVEL 2

Staff Satisfaction  
Objective Number: 2.1  
Progress: Completed

Faculty Satisfaction  
Objective Number: 2.2

Progress: Completed

RELATED ITEM LEVEL 1

Provide students with access to the technology they need to be successful in meeting their academic goals.

Goal Number: 3

Progress: Completed

RELATED ITEM LEVEL 2

User Services-Student Support

Objective Number: 3.1

Progress: Completed

RELATED ITEM LEVEL 1

Update IT Infrastructure

Goal Number: 4

Progress: Completed

RELATED ITEM LEVEL 2

Update IT Infrastructure

Objective Number: 4.1

Progress: Completed

Implementation of new student system

Objective Number: 4.2

Progress: Completed

**RELATED ITEMS-----Office of Institutional Research**

RELATED ITEM LEVEL 1

IR-Make course evaluations available online in a consistent, efficient manner.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

Data-Course Evaluation

Objective Number: 1.1

Progress: Completed

RELATED ITEM LEVEL 1

IR-Provide the campus at large with access to timely reporting information.

Goal Number: 2

Progress: Completed

RELATED ITEM LEVEL 2

Overall Data Gathering and Reporting

Objective Number: 2.1

Progress: Completed

Reduce Open Time of Service Requests

Objective Number: 2.2

Progress: Completed

RELATED ITEM LEVEL 1

IE-Compliance with SACSCOC Standards

Goal Number: 3

Progress: Completed

RELATED ITEM LEVEL 2

IE-Prospectuses

Objective Number: 3.1

Progress: Completed

SACSCOC Paperwork, Profiles, and Substantive Changes

Objective Number: 3.2

Progress: Completed

SACSCOC Key Student Completion Indicator (KSCI)

Objective Number: 3.3

Progress: Completed

**RELATED ITEMS-----LSU Police and Campus Security**

RELATED ITEM LEVEL 1

Increase the effectiveness of the LSU Police Department on the LSUE campus.

Goal Number: 1

Progress: Delayed

RELATED ITEM LEVEL 2



Install surveillance cameras

Objective Number: 1.1

Progress: Delayed

Hire Second Full-Time Police Officer

Objective Number: 1.2

Progress: Delayed

Publish Annual Security and Fire Report (Clery Act)

Objective Number: 1.3

Progress: Delayed

RELATED ITEM LEVEL 1

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

Goal Number: 2

Progress: Completed

RELATED ITEM LEVEL 2

Patrol

Objective Number: 2.1

Progress: Completed

Parking

Objective Number: 2.2

Progress: Completed

RELATED ITEM LEVEL 1

Provide regular training in emergency response procedures to campus personnel.

Goal Number: 3

Progress: Delayed

RELATED ITEM LEVEL 2

Emergency Response Training

Objective Number: 3.1

Progress: Delayed

**RELATED ITEMS-----Liberal Arts**

RELATED ITEM LEVEL 1

LA 18-19 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.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

LA 18-19 Developmental English (ENGL 0001)

Objective Number: 1.1

Progress: Completed

LA 18-19 Orientation to University Studies (UNIV 1005)

Objective Number: 1.2

Progress: Completed

LA 18-19 College Reading (UNIV 0008)

Objective Number: 1.3

Progress: Delayed

RELATED ITEM LEVEL 1

LA 18-19 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.

Goal Number: 2

Progress: Completed

RELATED ITEMS-----

RELATED ITEM LEVEL 1

LA 18-19 General Education - Artistic, Cultural, Historic Understanding; Written and Spoken Communication (see General Education Section)

Goal Number: 3

Progress: Completed

RELATED ITEM LEVEL 1

LA 18-19 Retention of EDUN, PSYC, and SOCL Liberal Arts Majors

Goal Number: 4

Progress: Delayed

RELATED ITEM LEVEL 2

LA 18-19 Retention- Aggregated Liberal Arts Majors of EDUN, PSYC, and SOCL

Objective Number: 4.1

Progress: Delayed

**RELATED ITEMS-----Library**

RELATED ITEM LEVEL 1

Constituencies at LSUE will be satisfied with library operations.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

Faculty Satisfaction with the Library

Objective Number: 1.1

Progress: Completed

Staff Satisfaction with the Library

Objective Number: 1.2

Progress: Completed

Student Satisfaction with the Library

Objective Number: 1.3

Progress: Completed

RELATED ITEM LEVEL 1

Library Patron Usage and Traffic will Increase

Goal Number: 2

Progress: Completed

RELATED ITEM LEVEL 2

Increase the Number of Library Visits

Objective Number: 2.1

Progress: Completed

Increase the Number of Items Circulated

Objective Number: 2.2

Progress: Completed

RELATED ITEM LEVEL 1

Hire a General Librarian

Goal Number: 3

Progress: Completed

RELATED ITEM LEVEL 2

Hire General Librarian

Objective Number: 3.1

Progress: Completed

RELATED ITEM LEVEL 1

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

Goal Number: 4

Progress: Completed

RELATED ITEM LEVEL 2

Increase the number of Bibliographic Instructional Sessions

Objective Number: 4.1

Progress: Completed

**RELATED ITEMS----- Management (AAS)**

RELATED ITEM LEVEL 1

MGMT 18-19 Maintain an effective Management (MGMT) Associate of Applied Science (AAS) program.

Goal Number: 7

Progress: Completed

RELATED ITEM LEVEL 2

MGMT 18-19 (AAS) Professional Competency

Objective Number: 7.1

Progress: Completed

MGMT 18-19 (AAS) Placement

Objective Number: 7.2

Progress: Completed

MGMT 18-19 (AAS) Retention

Objective Number: 7.3

Progress: Completed

**RELATED ITEMS-----Medical Coding and Billing (CTS)**

RELATED ITEM LEVEL 1

MCB 18-19 Maintain an effective Medical Coding and Billing (MCB) Certificate of Technical Studies (CTS) Program.

Goal Number: 5

Progress: Completed

RELATED ITEM LEVEL 2

MCB 18-19 (CTS) Professional Competency

Objective Number: 5.1

Progress: Completed

MCB 18-19 (CTS) Placement

Objective Number: 5.2

Progress: Completed

**RELATED ITEMS-----Nursing (ASN)**

RELATED ITEM LEVEL 1

ASN 18-19 Maintain an effective Nursing (ASN) Program.

Goal Number: 2

Progress: Completed

RELATED ITEM LEVEL 2

ASN 18-19 Professional Competency based on NCLEX-RN

Objective Number: 2.1

Progress: Completed

ASN 18-19 Professional Competency based on Clinical Results

Objective Number: 2.1a

Progress: Completed

ASN 18-19 Graduation Rate

Objective Number: 2.2

Progress: Completed

ASN 18-19 Employment

Objective Number: 2.3

Progress: Completed

**RELATED ITEMS-----Pathways to Success (Student Success Center)**

RELATED ITEM LEVEL 1

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.

Goal Number: 3

Progress: Completed

#### RELATED ITEM LEVEL 2

Program Completion

Objective Number: 3.1

Progress: Completed

Fall to Spring Retention

Objective Number: 3.2

Progress: Completed

Fall to Fall Retention

Objective Number: 3.3

Progress: Completed

#### **RELATED ITEMS-----Physical Plan (Business Affairs)**

##### RELATED ITEM LEVEL 1

To provide clean and well maintained facilities and grounds.

Goal Number: 1

Progress: Completed

##### RELATED ITEM LEVEL 2

Building and Grounds-Faculty Satisfaction

Objective Number: 1.1

Progress: Completed

Building and Grounds-Staff

Objective Number: 1.2

Progress: Completed

Building and Grounds-Student Satisfaction

Objective Number: 1.3

Progress: Completed

Capital Improvements

Objective Number: 1.4  
 Progress: Completed

**RELATED ITEMS-----Public Affairs**

RELATED ITEM LEVEL 1

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

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

Marketing and Advertising

Objective Number: 1.1

Progress: Completed

RELATED ITEMS-----

RELATED ITEM LEVEL 1

Implement a comprehensive social media strategy for LSUE.

Goal Number: 2

Progress: Delayed

RELATED ITEM LEVEL 2

Marketing and Visibility - Social Media Plan

Objective Number: 2.1

Progress: Delayed

**RELATED ITEMS-----Purchasing (Business Affairs)**

RELATED ITEM LEVEL 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.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

Purchasing- Faculty Satisfaction

Objective Number: 1.1

Progress: Completed

Purchasing-Audit

Objective Number: 1.2  
 Progress: Delayed

**RELATED ITEMS-----Radiologic Technology (AS)**

RELATED ITEM LEVEL 1

RADT 18-19 Maintain an effective Radiologic Technology (RADT) Associate of Science (AS) Program.

Goal Number: 3

Progress: Completed

RELATED ITEM LEVEL 2

RADT 18-19 (AS) Professional Competency

Objective Number: 3.1

Progress: Completed

RADT 18-19 (AS) Surveys

Objective Number: 3.2

Progress: Completed

RADT 18-19 (AS) Retention

Objective Number: 3.3

Progress: Completed

RADT 18-19 (AS) Employment

Objective Number: 3.4

Progress: Completed

**RELATED ITEMS-----Registrar (Enrollment Management)**

RELATED ITEM LEVEL 1

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

Goal Number: 1

Progress: Delayed

RELATED ITEM LEVEL 2

Decreasing processing time of admission applications

Objective Number: 1.1

Progress: Delayed

**RELATED ITEMS-----Residential Life (Student Affairs)**



**RELATED ITEM LEVEL 1**

Streamline the housing application process

Goal Number: 1

Progress: Completed

**RELATED ITEM LEVEL 2**

Implement online payment integration

Objective Number: 1.1

Progress: Completed

Configure single sign on with StarRez and the Student Information System.

Objective Number: 1.2

Progress: Completed

**RELATED ITEMS----- Respiratory Care****RELATED ITEM LEVEL 1**

RC 18-19 Maintain an effective Associate of Science (AS) Program in Respiratory Care (RC).

Goal Number: 4

Progress: Completed

**RELATED ITEM LEVEL 2**

RC 18-19 (AS) Professional Competency

Objective Number: 4.1

Progress: Completed

RC 18-19 (AS) Retention

Objective Number: 4.2

Progress: Completed

RC 18-19 (AS) Employment

Objective Number: 4.3

Progress: Completed

**RELATED ITEMS-----Sciences and Mathematics****RELATED ITEM LEVEL 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.

Goal Number: 1

Progress: Completed

RELATED ITEM LEVEL 2

Developmental Math (MATH 0001)

Objective Number: 1.1

Progress: Completed

Developmental Math (MATH 0015)

Objective Number: 1.2

Progress: Completed

Developmental Math (MATH 0021)

Objective Number: 1.3

Progress: Completed

RELATED ITEM LEVEL 1

General Education: Competency in sciences and mathematics

Goal Number: 2

Progress: Completed

**RELATED ITEMS-----Surgical Technology (AAS)**

RELATED ITEM LEVEL 1

ST 18-19 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program.

Goal Number: 11

Progress: Completed

RELATED ITEM LEVEL 2

ST 18-19 (AAS) Professional Competency based on Certified Surgical Technology (CST) Exam

Objective Number: 11.1

Progress: Delayed

ST 18-19 (AAS) Professional Competency based on Clinical Results

Objective Number: 11.2

Progress: Completed

ST 18-19 (AAS) Retention (Graduation) Rate

Objective Number: 11.3

Progress: Completed

ST 18-19 (AAS) Employment  
 Objective Number: 11.4  
 Progress: Completed

**RELATED ITEMS-----Testing Center (Business Affairs)**

RELATED ITEM LEVEL 1

Complete Construction and Initiate a New Testing Center as a new Auxiliary  
 Goal Number: 1  
 Progress: Completed

RELATED ITEM LEVEL 2

Initiate a Testing Center  
 Objective Number: 1.1  
 Progress: Completed

**RELATED ITEMS-----Tutoring (Student Success Center)**

RELATED ITEM LEVEL 1

Increase awareness of tutoring services available  
 Goal Number: 1  
 Progress: Completed

RELATED ITEM LEVEL 2

Track attendance and usage of tutoring services  
 Objective Number: 1.1  
 Progress: Completed

RELATED ITEM LEVEL 1

Provide academic support for Pathways to Success students.  
 Goal Number: 2  
 Progress: Completed

RELATED ITEM LEVEL 2

Require tutoring as an early alert system for Pathways to Success students.  
 Objective Number: 2.1  
 Progress: Completed

**RELATED ITEMS-----Office of University Advancement / LSUE Foundation**

## RELATED ITEM LEVEL 1

Implement Board Policies and Procedures

Goal Number: 1

Progress: Completed

## RELATED ITEM LEVEL 2

Bylaw Revision

Objective Number: 1.1

Progress: Completed

Campus Policy Revisions

Objective Number: 1.2

Progress: Completed

## RELATED ITEM LEVEL 1

Generate FY Increases in Revenue

Goal Number: 2

Progress: Completed

## RELATED ITEM LEVEL 2

Secure resources

Objective Number: 2.1

Progress: Completed

## VII. Academic Year 2018-2019 All Departments – Details for Goals and Objectives

This section provides the details for each departmental Assessment Plan Objective with whether it was met or not. Each objective contains the objective statement, a strategy for assessment, a progress report, and an improvement plan (each section underlined). Each objective also includes a start date, an end date, and a statement of progress. Note that the start and end dates for AY 2018-2019 lag behind the actual calendar dates to allow time for entering the data and sending the data to the senior administration.

Each departmental objective is then linked to the departmental goal shown as “Related Item Level 1” with a start date, an end date, and whether or not additional funds were requested through the Budget Planning Committee. The departmental goal is then related to at least one of LSU Eunice’s strategic goals shown as “Related Items Level 2”.

### AA/EEO/Title IX

#### Completion and Approval of Annual Affirmative Action Plan

**Objective Number: 1.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Canceled

#### 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 2017-2018, this objective was met.

**Director of IE's note:** For AY 2018-2019, the AA/EEO/Title IX Director left LSUE on March 21, 2019 (See 1-21-20 email on length of term file below) with no interim appointed. In addition, the Interim Chancellor from December 2018 through June 2019 was replaced by a new Chancellor at the end of June 2019. The new Chancellor appointed an Interim Director of AA/EEO/Title IX in November 2019. The Chancellor and the Interim Director of AA/EEO/Title IX decided to completely re-work the goals and objectives (See Title IX vision and outcomes AY 19-20 file below) for this department

and will input them for AY 2019-2020. As a result, the objective is cancelled to be replaced by a new objective in AY 2019-2020.

Improvement Plan/ Changes Made:

Completed by Paul Fowler on January 21, 2020.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.**

**Goal Number: 1**

Progress: Canceled

Provided By: AA/EEO/Title IX

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

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

**Objective Number: 1.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Canceled

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 AY 2017-2018, this objective was met.

For AY 2018-2019, this objective was met with both Ethics and Sexual Violence Training being completed by the end of the academic year. Unfortunately, documentation was deleted by a cyber-attack that took place on October 23, 2019.

Improvement Plan/ Changes Made:

**Director of IE's note:** For AY 2018-2019, the AA/EEO/Title IX Director left LSUE on March 21, 2019 (See 1-21-20 email on length of term file below) with no interim appointed. In addition, the Interim Chancellor From December 2018 through June 2019 was replaced by a new Chancellor at the end of June 2019. The new Chancellor appointed an Interim Director of AA/EEO/Title IX in November 2019. The Chancellor and the Interim Director of AA/EEO/Title IX decided to completely re-work the goals and objectives (See Title IX vision and outcomes AY 19-20 file below) for this department and will input them for AY 2019-2020. As a result, the objective is cancelled to be replaced by a new objective in AY 2019-2020.

Completed by Paul Fowler on January 22, 2020.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.**

**Goal Number: 1**

Progress: Canceled

Provided By: AA/EEO/Title IX

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

### **Title IX Prevention Efforts**

#### **Objective Number: 2.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Canceled

#### 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 (See file below), 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

#### 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 2017-2018, this objective was met.

For AY 2018-2019, this objective was met with students receiving training; however, documentation was lost in the cyber-attack of October 23,



2019.

Improvement Plan/ Changes Made:

**Director of IE's note:** For AY 2018-2019, the AA/EEO/Title IX Director left LSUE on March 21, 2019 (See 1-21-20 email on length of term file below) with no interim appointed. In addition, the Interim Chancellor From December 2018 through June 2019 was replaced by a new Chancellor at the end of June 2019. The new Chancellor appointed an Interim Director of AA/EEO/Title IX in November 2019. The Chancellor and the Interim Director of AA/EEO/Title IX decided to completely re-work the goals and objectives (See Title IX vision and outcomes AY 19-20 file below) for this department and will input them for AY 2019-2020. As a result, the objective is cancelled to be replaced by a new objective in AY 2019-2020.

Completed by Paul Fowler on January 22, 2020.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Ensure compliance with State and Federal laws and University policies related to Title IX in relation to campus climate, response, prevention and accountability.**

**Goal Number: 2**

Progress: Canceled

Provided By: AA/EEO/Title IX

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Title IX Response to Complaints**

**Objective Number: 2.3**

Start: 11/1/2018

End: 10/31/2019

Progress: Canceled

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 2017-2018, this objective was met.

**Director of IE's note:** For AY 2018-2019, the AA/EEO/Title IX Director left LSUE on March 21, 2019 (See 1-21-20 email on length of term file below) with no interim appointed. In addition, the Interim Chancellor From December 2018 through June 2019 was replaced by a new Chancellor at the end of June 2019. The new Chancellor appointed an Interim Director of AA/EEO/Title IX in November 2019. The Chancellor and the Interim Director of AA/EEO/Title IX decided to completely re-work the goals and objectives (See Title IX vision and outcomes AY 19-20 file below) for this department and will input them for AY 2019-2020. As a result, the objective is cancelled to be replaced by a new objective in AY 2019-2020.

Improvement Plan/ Changes Made:

Completed by Paul Fowler on January 22, 2020.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Ensure compliance with State and Federal laws and University policies related to Title IX in relation to campus climate, response,**

**prevention and accountability.****Goal Number: 2**

Progress: Canceled

Provided By: AA/EEO/Title IX

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Communicate Effectively to Campus****Objective Number: 2.4**

Start: 11/1/2018

End: 10/31/2019

Progress: Canceled

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 2017-2018, this objective was met.

For AY 2018-2019, training took place so the objective was met; however, documentation was lost in the cyber-attack of October 23, 2019.

Improvement Plan/ Changes Made:

**Director of IE's note:** For AY 2018-2019, the AA/EEO/Title IX Director left LSUE on March 21, 2019 (See 1-21-20 email on length of term file below) with no interim appointed. In addition, the Interim Chancellor From December 2018 through June 2019 was replaced by a new Chancellor at the end of June 2019. The new Chancellor appointed an Interim Director of AA/EEO/Title IX in November 2019. The Chancellor and the Interim Director of AA/EEO/Title IX decided to completely re-work the goals and objectives (See Title IX vision and outcomes AY 19-20 file below) for this department and will input them for AY 2019-2020. As a result, the objective is cancelled to be replaced by a new objective in AY 2019-2020.

Completed by Paul Fowler on November 21, 2020.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Ensure compliance with State and Federal laws and University policies related to Title IX in relation to campus climate, response, prevention and accountability.**

**Goal Number: 2**

Progress: Canceled

Provided By: AA/EEO/Title IX

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

## Office of Academic Affairs

### Academic Advising-Faculty

#### Objective Number: 1.1

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### Objective With Intended Outcomes:

Faculty will be satisfied with the academic advising process.

#### Assessment/Evaluation/Measures/Strategies:

Faculty will rate satisfaction with academic advising 3.5 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. However, since the average was 3.5 from AY 2017-2018, the benchmark is set at no lower than 3.5.

The choices on the faculty survey are

- 1 = strongly disagree
- 2 = disagree
- 3 = neutral
- 4 = agree
- 5 = strongly agree
- In 2018, n/a or not applicable was added.

#### Assessment/Evaluation Results (Progress Report):

Objective 1.1 Academic Advising-faculty was not met in AY 2017-2018. Improvements are included in the Improvement Plan for AY 2017-2018. Additional improvements are also included below.

For AY 2018-2019, according to the responses to the 2019 Faculty Survey (See file below), faculty rated their satisfaction with academic advising at 3.8 with 29/61 (47.54%) of faculty responding.

Because the observed value for AY 2018-2019 of 3.8 > the benchmark value of 3.5 from AY 2017-2018, this objective was tentatively met in AY 2018-2019. The word tentatively is used because this objective surpassed AY 2017-2018, but fell short of the desired 4.0.

#### Improvement Plan/ Changes Made:

It is positive that the satisfaction rating has increased from 3.5/5.0 in AY 2017-2018 to 3.8/5.0 in AY 2018-2019 and faculty participation in the survey has increased from 26% in AY 2017-2018 to 47.54% in AY 2018-2019.

The following practices are being continued:

#### Training

Advisor training continues through the combined efforts of Academic Affairs (See Faculty Workshop SP2019 file below) and the Student Success Center (See FA 2018-convocation-schedule file below). Slides from training sessions (See Advising Resources file below) were made available on the website to faculty.

Training memo September 2018 (See 9-10-18 training file below)

Training memo November 2018 (See Advisor training email 11-2018 file below)

Training memo January 2019 (See Advisor training email 2 file below)

#### Workday Student

Although LSUE was selected to pilot the student modernization system (See Student Modernization Project file below) available through Workday of which academic advising was a critical component, the project was put on hold.

#### Personnel Changes

Although the personnel changes were implemented and advising for incoming students was centralized in Student Support Center, further changes (See Advising Cabinet Minutes Oct. 1 2019 file below) are being discussed to better serve students (see highlighted).

#### RELATED ITEMS-----

##### RELATED ITEM LEVEL 1

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

**Goal Number: 1. Academic Advising**

Progress: Completed

Provided By: Academic Affairs

Budget Information: no additional funds were requested

Start: 11/1/2018

End: 10/31/2019

##### **Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

### **Academic Advising-Students**

#### **Objective Number: 1.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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 5.63 with a standard deviation 1.58.

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 following questions will be used to determine whether or not this objective has been met.

3. My academic advisor is available when I need help (national average = 5.66 with SD = 1.55).
14. My academic advisor is knowledgeable about my program requirements (national average = 5.85 with SD = 1.51).
16. My advisor helps me apply my program of study to career goals (national average = 5.66 with SD = 1.62).
22. My academic advisor is knowledgeable about transfer requirements of other schools (national average = 5.58 with SD = 1.59).
35. I receive ongoing feedback about progress toward my academic goals (national average = 5.41 with SD = 1.63).

#### Assessment/Evaluation Results (Progress Report):

Objective 1.2 Academic Advising-Students was met in AY 2017-2018.

**All LSUE (N=459):**

For AY 2018-19, LSUE students (all sites) rated their satisfaction with the overall effectiveness of academic advising, consisting of the five items (see SSI 2019 All Sites Summary below) described below, at 5.48 with a standard deviation (SD) of 1.61 as compared to the average of 5.63 with a SD of 1.58 for National Community Colleges.

Students rated their advisor to be knowledgeable about program requirements (question 14 on page 1) at 5.68 with a SD of 1.43 compared to 5.85 with a SD of 1.51. The difference is statistically significant at the 0.05 level. Academic advisors were rated to be knowledgeable about transfer requirements (question 22 on page 2) of their schools at 5.46 with SD of 1.68 compared to the national average of 5.58 with SD of 1.59 which is not statistically different. Advisors were found to help students apply their program (question 16 on page 2) of study to career goals at 5.48 with SD 1.69 compared to 5.66 with SD of 1.62 nationally which is statistically significant at the 0.05 level. Advisors were also found to be available (question 3 on page 1) when students needed help and rated 5.41 with SD of 1.70 compared to the national average of 5.66 with SD of 1.55 which was statistically significant at the 0.001 level. Students responded that they received ongoing feedback (question 35 on page 3) about progress toward academic goals with a score of 5.35 with a SD of 1.58 compared to a national score of 5.41 with a SD of 1.63 (no statistically significant difference).

**By Site (see SSI 2019 By Site file below): LSUE main campus (N=430):**

For AY 2018-19, LSUE students at the main campus rated their satisfaction with the overall effectiveness of academic advising, consisting of the five items described below, at 5.48 with a SD of 1.66 as compared to the average of 5.63 with a SD of 1.58 for National Community Colleges.

Students at the main campus rated their advisor to be knowledgeable about program requirements (question 14 on page 1) at 5.68 compared to 5.85 with a SD of 1.63. Academic advisors were rated to be knowledgeable about transfer requirements of their schools at 5.46 compared to 5.58 with a SD of 1.68 nationally (question 22 on page 1). Advisors were found to help students apply their program of study (question 16 on page 1) to career goals at 5.48 compared to 5.66 with SD of 1.69 nationally. Advisors were also found to be available (question 3 on page 1) when students needed help and rated 5.41 compared to the national average of 5.66 with SD of 1.70. Students responded that they received ongoing feedback (question 35 on page 2) about progress toward academic goals with a score of 5.35 compared to a national score of 5.41 with a SD of 1.58.

**LSUA (N=29):**

For AY 2018-19, LSUE students at the LSUA campus rated their satisfaction with the overall effectiveness of academic advising, consisting of the five items described below, at 4.98 with a SD of 2.07 as compared to the average of 5.63 with a SD of 1.58 for National Community Colleges.

Students at the LSUA site rated their advisor to be knowledgeable about program requirements (question 14 on page 1) at 5.00 compared to 5.85 with a SD of 2.04 nationally. Academic advisors were rated to be knowledgeable about transfer requirements (question 22 on page 1) of their schools at 4.82 compared to the national average of 5.58 with SD of 2.14 nationally. Advisors were found to help students apply their program of study (question 16 on page 1) to career goals at 4.83 compared to 5.66 with SD of 2.32 nationally. Advisors were also found to be available (question 3 on page 1) when students needed help and rated 4.97 compared to the national average of 5.66 with SD of 2.15. Students responded that they received ongoing feedback about progress toward academic goals (question 35 on page 2) with a score of 5.26 compared to a national score of 5.41 with a SD of 1.68.



**LSU Lab School (N = 0):**

For AY 2018-19, there were too few students enrolled in LSUE classes at the LSU Lab School to participate in the survey.

The objective was not met in AY 2018-2019.

Improvement Plan/ Changes Made:

In reviewing the data from individual responses, two areas of concern appear to be the lack of availability of advisors and the knowledge of those advisors as it relates to the program requirements of the student. In order to address these perceived deficiencies, the following practices are being continued:

## Training

Advisor training continues through the combined efforts of Academic Affairs and the Student Success Center. Slides from training sessions were made available on the website to faculty.

Training memo September 2018 (See 9-10-18 training file below)

Training memo November 2018 (See Advisor training email 11-2018 file below)

Training memo January 2019 (See Advisor Training email 2 file below)

## Workday Student

Although LSUE was selected to pilot the student modernization system (See Student Modernization Project file below) available through Workday of which academic advising was a critical component, the project was put on hold.

## Personnel Changes

Although the personnel changes were implemented and advising for incoming students was centralized in Student Support Center, further changes are being discussed to better serve students.

**LSUA**

The nature of the agreement with LSUA (See LSUA LSUE agreement file below) adds to the difficulty of providing advising specifically tailored to the LSUE at LSUA students. LSUA is a regional campus and as such must follow the admission requirements (See Minimum Admission Stds file below) set forth by the Louisiana Board of Regents. The role of LSUE is to provide the developmental coursework for those students that do not meet the admissions requirements for a regional campus, as well as facilitate their transition to LSUA once eligibility requirements are met. The courses are taught both online and on the LSUA campus. There is one full-time recruiter/advisor employed by LSUE and housed at LSUA whose role is to serve the needs of LSUE at LSUA students. In the future, conversations will occur with the Chancellor and Vice Chancellor for Academic Affairs of LSUA on how best to structure this relationship and meet student needs. The coordinator was contacted and responded with comments (See LSUA Academic Advising Improvement file below) related to questions 3, 14, 16, and 22. She also had some specific improvements recommended.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

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

**Goal Number: 1. Academic Advising**

Progress: Completed

Provided By: Academic Affairs

Budget Information: no additional funds were requested

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

**Articulation Agreements**

**Objective Number: 2.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Canceled

Objective With Intended Outcomes:

To work with University of Louisiana Lafayette and McNeese State University to remove from the articulation agreement those courses covered by the Board of Regents Common Course Numbering System.

Assessment/Evaluation/Measures/Strategies:

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

Objective 2.1 was to be revised for AY 2018-2019; however, the objective 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.

Improvement Plan/ Changes Made:

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**To enhance the transfer of courses between the main receiving institutions of LSUE transfer students.**

**Goal Number: 2 Course Articulation**

Progress: Completed

Provided By: Academic Affairs

Budget Information: No additional funds requested

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

**Increase the ease of transfer between LSUE and four-year institutions**

**Objective Number: 2.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

To facilitate the transfer of students from LSUE to four-year institutions by instituting transfer pathways.

Assessment/Evaluation/Measures/Strategies:

Perform the following each academic year:

1. Review the current curricula for alignment with transfer institutions.
2. Create and implement one transfer pathway to a four-year institution per academic year.
3. Track the number of students in the transfer pathways to determine a realistic baseline.

As this is a new objective, the target is based on what has been a realistic time frame based on past design and implementation of transfer

pathways.

Assessment/Evaluation Results (Progress Report):

This is a new objective and did not exist in AY 2017-2018.

1. No formalized tracking system currently exists to review transfer curricula alignment with transfer institutions.
2. In February 2019, a memorandum of understanding (see file below) was signed with the University of Louisiana at Lafayette (four-year university) to establish a transfer pathway for students majoring in the Associate of Applied Science at LSUE and continuing to UL Lafayette to complete the Bachelor of Science in Informatics.
3. No tracking mechanism exists at this time to identify those students in a 2+2 pathway.

The objective was partially met in AY 2018-19.

Improvement Plan/ Changes Made:

1. In a meeting on January 24, 2020, the Vice Chancellor for Academic Affairs mentioned that she will meet with the academic deans and program directors to ask them to devise a method to review existing criteria and determine alignment with transfer curricula for institutions where LSUE students are most likely to transfer (LSU, LSUA, University of Louisiana at Lafayette, and McNeese State University).
2. Continue to work with the four primary transfer institutions for our students (UL Lafayette, McNeese State University, LSUA, and Louisiana State University A&M) to identify and execute transfer pathways. Currently, a pathway is under design for the business program (see file below).
3. In a meeting on January 24, 2020, the Vice Chancellor for Academic Affairs mentioned that she will have the deans collaborate with the Offices of Information Technology and Enrollment Management to devise a method to track those students in active 2+2 programs.

Completed by Paul Fowler on January 24, 2020.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**To enhance the transfer of courses between the main receiving institutions of LSUE transfer students.**

**Goal Number: 2 Course Articulation**

Progress: Completed

Provided By: Academic Affairs

Budget Information: No additional funds requested

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

### **Curriculum Development**

#### **Objective Number: 3.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### Objective With Intended Outcomes:

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

#### Assessment/Evaluation/Measures/Strategies:

81.56% of the faculty will agree they have a role in curricular development as measured by responses to the annual Faculty Survey. This benchmark was calculated using the percentage of faculty choosing Agree or Strongly Agree on the survey from Spring 2014 through Spring 2018.

- Spring 2014 was 19/24 or 79.17%
- Spring 2015 was 19/22 or 86.36%
- Spring 2016 was 15/19 or 78.95%,
- Spring 2017 was 18/20 or 90.00%, and
- Spring 2018 was 11/15 or 73.33%.

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, n/a or not applicable was added.

#### Assessment/Evaluation Results (Progress Report):

The objective was not met in AY 2017-2018. It was noted in the improvement plan for AY 2017-2018 that faculty were elected to the various committees and that meeting minutes were distributed. It was also noted that there was a low n as well (15/57).

For AY 2018-2019, a total of 29/61 (47.5%) of the faculty surveyed responded to the survey (see file below). Note that this was an increase of 14 faculty members. Of those who responded, 25/29 (86%) indicated they agreed (6) or strongly agreed (5) they had a role in curricular development, change and review.

Since the observed value of 86% is > than the five-year historic benchmark of 81.56%, this objective was met.

Improvement Plan/ Changes Made:

The increase in survey (see Survey of Faculty file below) response rate is thought to be the result of increased efforts to educate new faculty on their role in curriculum development (see Distribution to committee for review file below). The Courses and Curriculum Committee (see Committee Membership file below) was charged and addressed by the Vice Chancellor of Academic Affairs at the first meeting (see VCAA 11 02 18 file below) as usual. The minutes of the meetings were distributed to the Faculty Council; examples of emails sent to distribute minutes from three meetings (Nov.2018 (see file below), Feb. 2019 (see file below), April 2019 (see file below)) are provided as evidence.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

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

**Goal Number: 3. Curriculum Development**

Progress: Completed

Provided By: Academic Affairs

Budget Information: no additional funds requested

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Instructional Program Satisfaction**

**Objective Number: 4.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 2017-18.

In fall 2018, 96 graduating students responded to the survey (see Graduating Student Survey FA 2018 file below). 97% responded that LSUE had prepared them very well (69%) and somewhat well (28%) in the area of written communication (question 12); 97% responded that LSUE had prepared them very well (59%) and somewhat well (38%) in the area of spoken communication (question 13); 98% responded that LSUE had prepared them very well (81%) and somewhat well (17%) for their career/educational goals (question 14).

In spring 2019, 164 graduating students responded to the survey (see Graduating Student Survey SP 2019 file below). 98% responded that LSUE had prepared them very well (73%) and somewhat well (25%) in the area of written communication (question 12); 96% responded that LSUE had prepared them very well (69%) and somewhat well (27%) in the area of spoken communication (question 13); 98% responded that LSUE had prepared them very well (74%) and somewhat well (24%) for their career/educational goals (question 14).

Since the observed average of the three questions in Fall 2018 = 97% and the average of the three questions in Spring 2019 = 97% > the historical benchmark of 95%, the objective was met in AY 2018-2019.

#### Improvement Plan/ Changes Made:

Although the objective was met again in AY 2018-19, the following improvements were made:

- The Speech and Debate Team (see file below) was formed and began competing in events in FA 2019.
- The LSUE Writing Lab continues in its service to students.
  - Writing Lab Schedule Fa2018 (see file below)
  - Writing Lab Log FA2018 (see file below)(student names and signatures have been redacted)
  - Writing Lab Schedule Sp2019 (see file below)
  - Writing Center Log Sp2019 (see file below) (student names and signatures have been redacted)

#### RELATED ITEMS-----

##### RELATED ITEM LEVEL 1

**To foster academic success through instructional effectiveness.**

**Goal Number: 4. Institutional Effectiveness**

Progress: Completed

Provided By: Academic Affairs

Budget Information: no additional funds requested

Start: 11/1/2018

End: 10/31/2019

#### **Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access



To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.  
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.  
New Number Identifier Field: 4. Improvement

### **One Year Retention**

#### **Objective Number: 4.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Canceled

#### Objective With Intended Outcomes:

The number of freshmen retained fall-to-fall will increase as compared to the baseline year of 2000-2001 to 2001-2002 of 59.66%.

This objective will be revised based on the LSUE Operational Plan (see file below).

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 (see objective 4.4)

#### 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: **Director of IE's note.** This objective is being cancelled in favor of the retention as defined by the LSUE Operational Plan (see objective 4.4).

#### Improvement Plan/ Changes Made:

RELATED ITEMS-----

## RELATED ITEM LEVEL 1

**To foster academic success through instructional effectiveness.**

**Goal Number: 4. Institutional Effectiveness**

Progress: Completed

Provided By: Academic Affairs

Budget Information: no additional funds requested

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Graduation**

**Objective Number: 4.3**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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. For

AY	Number of Completers
2012-2013	337
2013-2014	334
2014-2015	332
2015-2016	312
2016-2017	298
2017-2018	311
Mean	321
Median	322

Therefore, the benchmark for AY 2018-2019 is 321 completers.

Assessment/Evaluation Results (Progress Report):

The objective was not met in AY 2017-2018. Improvement plans were complete as discussed in the plan from AY 2017-2018.

However, the number of completers (346) for AY 2018-2019 (See file below) was > than the previous six year mean of 321. The objective was met in AY 2018-2019.

Improvement Plan/ Changes Made:

Deans will continue to monitor those students with 45 plus hours for degree completion and the Office of the Registrar will continue to encourage Reverse Transfer for those students who transfer prior to degree completion. To aid in this process LSUE is exploring the use of a transcript evaluation system (See TES Cabinet Minutes 9-10-19 file below) (TES). LSUE is also part of the "Degrees When Due" initiative (Cabinet Minutes September 3, 2019 (See file below) and Cabinet Minutes October 15, 2019 (See file below).

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**To foster academic success through instructional effectiveness.**

**Goal Number: 4. Institutional Effectiveness**

Progress: Completed

Provided By: Academic Affairs

Budget Information: no additional funds requested

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Fall-to-Fall Retention of FTFT students**

**Objective Number: 4.4**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

New Objective for AY 2018-2019 to replace 4.2:

LSUE will 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.

Assessment/Evaluation/Measures/Strategies:

Benchmark: Students will be retained at a rate equal to or exceeding 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); an average increase of 0.4% per year.

Benchmark is based on Performance Indicator 2 (page 5) (See file below) in the LSUE FY 2018-2019 Operational Plan.

Assessment/Evaluation Results (Progress Report):

This objective was not tracked as part of Academic Affairs assessment planning prior to 2018-2019.

Retention data as reflected in the Louisiana Performance Accountability System:

Fall 2015-Fall 2016-47.8% (See file below)

Fall 2016-Fall 2017-52.5% (See file below)

Fall 2017-Fall 2018-45.3% (See file below)

Fall 2018-Fall 2019-52.75% (See file below)

Average increase is 4.95% which exceeds the estimated 0.4% per year increase to reach the projected 2% increase by Fall 2020. The objective was met in FY 2018-19.

Improvement Plan/ Changes Made:

Although the objective was met, retention will continue to be monitored in conjunction with Enrollment Management and the Student Success Center. A collaborative effort will be launched to identify barriers to student success and persistence.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**To foster academic success through instructional effectiveness.**

**Goal Number: 4. Institutional Effectiveness**

Progress: Completed

Provided By: Academic Affairs

Budget Information: no additional funds requested

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Policies and Procedures-Faculty**

**Objective Number: 5.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

Faculty will indicate satisfaction with LSU Eunice's policies and procedures.

Assessment/Evaluation/Measures/Strategies:

72.73% 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 2018.

The questions used on the faculty survey for this assessment follow (question mean response from Spring 2014 to Spring 2018 - see Table 1)

- Q6 Dismissal, suspension, readmission, and resignation policies are clearly defined. (mean = 77.87%)
- Q8 Faculty have a role in curricular development, change, and review. (mean = 81.84%)
- Q11 Employment and evaluation policies are clearly communicated to me. (mean = 67.19%)
- Q38 Promotion and tenure policies are carefully followed. (mean = 64.00%)

Table 1. Mean calculations for faculty satisfaction agree or strongly agree (spring 2014-2018) as a percentage.

Spring	Q6	Q8	Q11	Q38	Mean	n
2014	75	79	71	75	75.00	24
2015	68	86	64	59	69.25	22
2016	84	79	58	58	69.75	19
2017	90	90	75	65	80.00	20
2018	73	73	67	60	68.25	15
weighted means	77.87	81.84	67.19	64.00	72.73	100

The choices on the faculty survey are

- strongly disagree
- disagree
- neutral
- agree
- strongly agree
- in 2018, n/a or not applicable was added. It was removed from the 2019 survey.

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 not met in 2017-2018.

In AY 2018-19, 29/61 (47.5%) of the faculty responded to the faculty survey which is an increase of 21.5% in participation from the previous year. 83% (24/29) of the faculty responding to the faculty survey (See file below) stated that the dismissal, suspension, and resignation policies are

clearly defined (question 6); 86% (25/29) were satisfied with faculty's role in curricular development (question 8); 69% (20/29) indicated that employment and evaluation policies are clearly communicated to them (question 11); 43% (12/28) of the faculty indicated that the promotion and tenure policies were carefully followed (question 38). The average satisfaction was 70.25%. It is important to note that there was increased satisfaction realized in the following areas:

- Dismissal, suspension, readmission, and resignation policies,
- Role in curricular development, change, and review, and
- Communication of employment and evaluation policies.

In the question asking whether promotion and tenure policies were carefully followed, there was a 17% drop in the number of faculty that agreed or strongly agreed as compared to the previous year. However, 21% of the faculty responded "neutral" to this question which may be due to the number of instructors and other faculty that are ineligible for promotion and tenure.

Given that the mean observed value of agree or strongly agree = 70.25% < 72.73%, this objective was not met in 2018-2019.

Improvement Plan/ Changes Made:

Efforts continue to provide training and information to faculty. A separate faculty handbook was not created as originally proposed. The Faculty Senate did take on the task and a committee was formed and started addressing the logistics of a faculty handbook. However, it was determined that it would be best to incorporate faculty-specific information into the existing Employee Handbook. Unfortunately, the emails and Faculty Senate minutes were lost when the system files were corrupted by a ransom-ware virus (See file below) in October of 2019. A separate faculty orientation was created in fall 2019 to better inform faculty on topics that are specific to them.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

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

**Goal Number: 5. Policies and Procedures**

Progress: Completed

Provided By: Academic Affairs

Budget Information: no additional funds requested

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Policies and Procedures-Academic Council**

**Objective Number: 5.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

Policy statements (See file below) under the purview of the VCAA will be reviewed annually by the Academic Council for clarity and conformity to best practices.

Assessment/Evaluation/Measures/Strategies:

In agreement with the revised policy statement (See file below), 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.

Assessment/Evaluation Results (Progress Report):

The objective was met in AY 2017-2018.

Twenty-three policies are under the purview of Academic Council; therefore, a minimum of 6 policies per AY must be reviewed by Academic Council for the objective to be met. For AY 2018-2019, 11 (47.8%) of the policies under the purview of Academic Affairs were reviewed by Academic Council.

The following minutes of the meetings of the Academic Council discuss the review of the policies and actions recommended.

Academic Council Meeting Minutes 1-17-2019 (See file below)

Academic Council Meeting Minutes 2-14-2019 (See file below)

Academic Council Meeting Minutes 3-14-2019 (See file below)

Academic Council Meeting Minutes 4-11-2019 (See file below)

Academic Council Meeting Minutes 5-22-2019 (See file below)

Since 11 policies > 6 policies, the objective was met in AY 2018-2019.

Improvement Plan/ Changes Made:

Each of the existing policies were reviewed based on earlier input from LSU and existing LSU A&M policies. LSUE subsequently took 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 was incorporated into either the website or the appropriate handbook.



Once complete, policies will be approved by the pertinent body and posted.

Documentation of progress (See file below) is attached. For AY 2018-19, more than 25% of the policies under the purview of Academic Affairs were reviewed by Academic Council.

The policy revision initiative is continuing as AY 2019-2020 begins.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

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

**Goal Number: 5. Policies and Procedures**

**Progress: Completed**

Provided By: Academic Affairs

Budget Information: no additional funds requested

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

## Continuing Education

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

**Objective Number: 1.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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):

For AY 2017-2018, this objective was met.

For AY 2018-2019, meetings were held with both LSUA and the various off-site dual enrollment sites. The list of fall 2018 (See FA 2018 List of Courses at Off-Site Locations file below) and spring 2019 (See SP 2019 List of Courses at Off-Site Locations file below) courses are offered as evidence of meetings taking place and courses being offered. The unduplicated headcount for fall 2018 was 153 for LSUA and 538 for dual enrollment. It was 120 for LSUA and 471 for dual enrollment in spring 2019.

Since the courses were offered and the needs of students met, this objective is met.

Improvement Plan/ Changes Made:

Maintain connections with LSUA and all dual enrollment high schools as needed.

Completed by Paul Fowler on January 17, 2020.

RELATED ITEMS-----

RELATED ITEM LEVEL 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.**

**Goal Number: 1**

Progress: Completed

Provided By: Continuing Education

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

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

New Number Identifier Field: 3. Partnerships

**Administer post-event evaluative surveys.****Objective Number: 2.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Canceled

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. (See file below)

The benchmark of 90% is adopted from the 2016 American Customer Satisfaction Index.

Assessment/Evaluation Results (Progress Report):

In AY 2017-2018, this objective was met.

In AY 2018-2019, this objective is cancelled.

**Director of IE's Note:** This objective is being cancelled because conducting assessments is required. There is no reason to state the obvious. The results of the surveys conducted are what is important to assessment and continuous improvement.

Improvement Plan/ Changes Made:

## RELATED ITEMS-----

## RELATED ITEM LEVEL 1

**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.**

**Goal Number: 2**

Progress: Completed

Provided By: Continuing Education

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

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

New Number Identifier Field: 3. Partnerships

**Courses or programs will meet clients' needs/interests.****Objective Number: 2.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 (See file below). The benchmark of 90% is adopted from the 2016 American Customer Satisfaction Index.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, participants at non-credit events were asked to complete a one page survey at the conclusion of the event. Question 1 stated "This course or program met my needs and interests". Participants were able to respond:

Strongly Agree (SA)

Agree (A)

No Opinion or Not Applicable (NO)

Disagree (D)

Strongly Disagree (SD)

During the assessment period, there were a total of 28 events held with 22 (78.6%) being assessed. The instructors for the remaining six events did not turn in completed surveys. Given that, there were 153 (73.91%) surveyed participants out of the 207 participants attending the 22 events. An average of 84% of the surveys were filled out with 98% either strongly agreeing or agreeing that the course met their needs or interests (see highlighted in interest data attached (See Interests-Outcomes Assessment June 1 2018 to May 31 2019 file below) and see question 1 on sample evaluations (See Sample Evaluations Meeting Needs and Interests file below).

Since the observed score of 98% > the established benchmark of 90%, this objective is met.

Improvement Plan/ Changes Made:

During the summer of 2019, the Director of Economic Development and Continuing Education resigned to take a position at another institution of higher education. At the same time, LSU Eunice hired a new Chancellor. In July 2019, the Chancellor removed the Economic Development portion of the title and placed Continuing Education under Academic Affairs (see the 12-2018 Organizational Chart and the 7-2019 LSUE Organizational-Chart files below).

An Interim Director of Continuing Education was (See Verification of Employment for Felicia Wiggins file below) hired on October 22, 2019 and is currently evaluating the types of programs offered and how they are assessed. As a result, the Continuing Education activities and assessment will be monitored throughout AY 2019-2020.

Completed by Paul Fowler on December 4, 2019.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**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.**

**Goal Number: 2**

Progress: Completed

Provided By: Continuing Education

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

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

New Number Identifier Field: 3. Partnerships

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

**Objective Number: 2.3**

Start: 11/1/2018  
 End: 10/31/2019  
 Progress: Completed

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 percent of respondents will indicate strongly agree or agree to this statement on the post-event evaluation (See file below). The benchmark of 90% is adopted from the 2016 American Customer Satisfaction Index.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, participants at non-credit events were asked to complete a one page survey at the conclusion of the event. Question 2 stated "I would recommend this course or program to others". Participants were able to respond:

- Strongly Agree (SA)
- Agree (A)
- No Opinion or Not Applicable (NO)
- Disagree (D)
- Strongly Disagree (SD)

During the assessment period, there were a total of 28 events held with 22 (78.6%) being assessed. The instructors for the remaining six events did not turn in completed surveys. Given that, there were 153 (73.91%) surveyed participants out of the 207 participants attending the 22 events. An average of 84% of the surveys were filled out with 95% either strongly agreeing or agreeing that the course met their needs or interests (see highlighted in the Recommend Data file below and question 2 on the sample evaluations file below).

Given that the observed score of 95% > the established benchmark, this objective is met.

Improvement Plan/ Changes Made:

During the summer of 2019, the Director of Economic Development and Continuing Education resigned to take a position at another institution of higher education. At the same time, LSU Eunice hired a new Chancellor. In July 2019, the Chancellor removed the Economic Development portion of the title and placed Continuing Education under Academic Affairs (see the 12-2018 Organizational Chart and the 7-2019 Organizational -Chart files below).

An Interim Director of Continuing Education (See Verification of Employment for Felicia Wiggins file below) was hired in late October 22, 2019 and is currently evaluating the types of programs offered and how they are assessed. As a result, the Continuing Education activities and assessment will be monitored throughout AY 2019-2020.

Completed by Paul Fowler on December 4, 2019.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**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.**

**Goal Number: 2**

Progress: Completed

Provided By: Continuing Education

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

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

New Number Identifier Field: 3. Partnerships

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

**Objective Number: 2.4**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 percent of respondents will indicate strongly agree or agree to this statement on the post-event evaluation (See file below). Our benchmark of 90% is adopted from the 2016 American Customer Satisfaction Index.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, participants at non-credit events were asked to complete a one page survey at the conclusion of the event. Question 1 stated "Taking this course was a worthwhile investment of time and money". Participants were able to respond:

Strongly Agree (SA)

Agree (A)

No Opinion or Not Applicable (NO)

Disagree (D)

Strongly Disagree (SD)

During the assessment period, there were a total of 28 events held with 22 (78.6%) being assessed. The instructors for the remaining six events did not turn in completed surveys. Given that, there were 153 (73.91%) surveyed participants out of the 207 participants attending the 22 events. An average of 84% of the surveys were filled out with 93% either strongly agreeing or agreeing that the course met their needs or interests (see highlighted in worthwhile investment data (See Worthwhile Investment-Outcomes Assessment June 1 2018 to May 21 2019 file below) and question 3 on the sample evaluations (See Sample Evaluations Investment file below).

Since the observed score of 93% > the established benchmark of 90%, this objective is met.

Improvement Plan/ Changes Made:

During the summer of 2019, the Director of Economic Development and Continuing Education resigned to take a position at another institution of higher education. At the same time, LSU Eunice hired a new Chancellor. In July 2019, the Chancellor removed the Economic Development portion of the title and placed Continuing Education under Academic Affairs (see the 12-2018 Organizational Chart and the 7-2019 LSUE Organizational-Chart files below).

An Interim Director of Continuing Education (See Verification of Employment for Felicia Wiggins file below) was hired in late October 22, 2019 and is currently evaluating the types of programs offered and how they are assessed. As a result, the Continuing Education activities and assessment will be monitored throughout AY 2019-2020.

Completed by Paul Fowler on December 4, 2019.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**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.**

**Goal Number: 2**



Progress: Completed  
 Provided By: Continuing Education  
 Budget Information: none (existing)  
 Start: 11/1/2018  
 End: 10/31/2019

### **Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.  
 New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.  
 New Number Identifier Field: 3. Partnerships

## Dual enrollment and LSU Eunice Academy

### **Increase Enrollment**

#### **Objective Number: 1.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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:

To continue to increase the enrollment in the LSUE Academy, the benchmark for Fall 2018 enrollment will exceed the Fall 2017 enrollment of 64 students enrolled and 693 credit hours.

#### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For Fall semester 2017 (See LACA\_credit\_hours\_FA2017 file below), the number of students enrolled in the academy 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 information meetings for 11th and 12th graders and after school meetings (See LSUE\_Academy\_parent\_night\_letter file below) for parents. Districts were also invited to schedule a visit to the LSUE campus (See Invitation\_to\_visit\_LSUE\_campus file below) for their students. These informational meetings were held

between January 8th 2018 - April 1, 2018.

In December 2017 and January 2018, 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 (See 20180317-Academy-6x9-card file below) 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 16th. A reminder email was sent to all counselors the week before the April 16, 2018 deadline to inform them of the application deadline.

In February and March 2018, a series of two workshops (See RE\_scheduling\_Room\_201 file below) 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 Fall 2018 (See LACA credit hours FA2018 file below), the academy had 90 students admitted and enrolled in 953 course hours. Given that

- the observed number of students enrolled for Fall 2018 = 90 > than the benchmark of 64 students and
- the observed number of credit hours enrolled for Fall 2018 = 953 > the benchmark of 693

this objective was met.

Improvement Plan/ Changes Made:

In AY 2019-2020, continue to hold information meetings for students and parents. Plan a meeting at LSUE for parents and students prior to open enrollment.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Maintain an effective LSUE Academy**

**Goal Number: 1**

Progress: Completed

Provided By: Dual enrollment and LSU Eunice Academy

Budget Information: Currently funded, no additional funding required

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

### **Assessment of Incoming Students**

#### **Objective Number: 1.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### Objective With Intended Outcomes:

The LSUE Academy will assess incoming students for academic readiness for AY 2018- 2019.

#### 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. Students could also use a score of 250 or higher on the Next Generation Accuplacer QRAS and/or 250 or higher on the Next Generation Accuplacer Exams Writing 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 (See file below).

#### Assessment/Evaluation Results (Progress Report):

For AY 2017 - 2018 this objective was met.

For AY 2018-2019 (See file below), 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.

#### Improvement Plan/ Changes Made:

For AY 2019-2020, continue to review student's ACT 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 LSUE testing center for ACCUPLACER Next Generation testing.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Maintain an effective LSUE Academy**

**Goal Number: 1**

Progress: Completed

Provided By: Dual enrollment and LSU Eunice Academy

Budget Information: Currently funded, no additional funding required

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**LSUE Academy Fall to Spring Retention**

**Objective Number: 1.3**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

Academy students will be retained from the Fall to Spring Semester (this objective deals with all Academy students, not just first-time students).

Assessment/Evaluation/Measures/Strategies:

The benchmark is for the percentage of students retained Fall 2018 to Spring 2019 to meet or exceed the 92.2% (59 out of 64) of students retained

from Fall 2017 to Spring 2018.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, a total of 90 Academy students were admitted for the Fall 2018 semester. A total of 87 (96.67%) students were retained to Spring (See FA\_17\_to\_SP\_18\_retention\_academy file below) 2019.

Since 96.67% of students were retained in from Fall 2018 - Spring 2019 > 92.2% of students retained from Fall 2017 - Spring 2018 (See FA18 - SP19 file below), this objective was met.

Improvement Plan/ Changes Made:

First time students will still be required to be enrolled in and attend UNIV 1000 Freshman Seminar (See file below) in the AY 2019-2020 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-----

RELATED ITEM LEVEL 1

**Maintain an effective LSUE Academy**

**Goal Number: 1**

Progress: Completed

Provided By: Dual enrollment and LSU Eunice Academy

Budget Information: Currently funded, no additional funding required

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.  
New Number Identifier Field: 4. Improvement

### **LSUE Academy Fall to Fall Retention**

#### **Objective Number: 1.4**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### Objective With Intended Outcomes:

All new first-time 11th grade LSUE Academy students will be retained from Fall semester to the following Fall semester.

#### Assessment/Evaluation/Measures/Strategies:

Based on 14th class day data, the percentage of eligible academy students retained from Fall 2018 to Fall 2019 will equal or exceed the 79% (31/39) of eligible academy students retained Fall 2017 to Fall 2018 (See file below). Eligibility determined by high school grade status of 11th.

#### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

The Fall to Fall Retention preliminary benchmark for AY 2017-2018 was 79%.

For AY 2018- 2019, a total of 90 new Academy students were admitted in Fall 2018 (See Accepted\_Students\_Fall\_2018 file below) with 24 students classified as an 11th grader and eligible to return. A total of 21 out of 24 students (87.5%) were retained to Fall 2019 (See Applicants Fall 2019 file below).

Since the observed Academy retention of 87.5% > the preliminary benchmark of 79% for new first-time academy students classified as an 11th grader and eligible to return, this objective was met.

#### Improvement Plan/ Changes Made:

Continue to implement the UNIV 1000 Freshman Seminar (See file below) course to improve student academic success and assist with student retention.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Maintain an effective LSUE Academy****Goal Number: 1**

Progress: Completed

Provided By: Dual enrollment and LSU Eunice Academy

Budget Information: Currently funded, no additional funding required

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field:

1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Compare New FF Academy Students to new FF LSUE Students****Objective Number: 1.5**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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:

In AY 2018-2019, the average Fall Semester GPA and Spring Semester GPAs for all new first-time LSUE Academy students will exceed the average (mean or median) Fall and Spring semester GPA's for the new first-time students.

Assessment/Evaluation Results (Progress Report):

In AY 2017 - 2018, this objective was met.

For AY 2018-2019, all first-time students enrolled in the LSUE Academy in the obtained a mean Fall semester GPA of 3.23 (see fall 2018 file below). Unfortunately, it was not possible to obtain the GPA of the new first-time students not in the Academy for fall 2018.

For Spring 2019, new first-time students in the academy had a GPA of 3.24 compared to the student body that had a GPA of 2.2554 (see spring 2019 file below).

Given that the LSUE Academy Spring 2019 GPA of 3.24 > LSUE Freshman Spring 2019 GPA of 2.4247, the objective was met (given that complete data for fall 2018 was not available).

Improvement Plan/ Changes Made:

In AY 2019-2020, students will continue to be scheduled for UNIV 1000 in the Fall semester so they have the opportunity to acquire transitional skills and college readiness skills in their first semester of college (see UNIV1000 file below). The director believes that taking this course in the first semester will provide students with academic skills necessary for good academic performance, thus improving student GPAs.

**Director of IE's note:** Some data was lost in the cyber-attack of October 23, 2019 and was not available. In addition, the data needs to be clarified if it is comparing new first-time students or all students.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Maintain an effective LSUE Academy**

**Goal Number: 1**

Progress: Completed

Provided By: Dual enrollment and LSU Eunice Academy

Budget Information: Currently funded, no additional funding required

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships



To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.  
New Number Identifier Field: 4. Improvement

### Office of Federal/State Grants and Contracts

Grant Training  
Objective Number: 1.1  
Start: 11/1/2018  
End: 10/31/2019  
Progress: Completed

Objective With Intended Outcomes:

Faculty and staff members will have access to grant development training.

Assessment/Evaluation/Measures/Strategies:

Benchmark: For Academic Year 2017-2018, this objective was met exceeding the previous benchmark, reaching thirty-eight (38) 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 for AY 2018-2019.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, the Director of Grants provided guidance and direction to forty-one (41) faculty and staff members on various sponsored programs and foundation based grants (in coordination with University Advancement). These include Carl Perkins (Basic and Carryover grant funding), LCTCS Workforce Training Rapid Response grant (Surgical Technology), Board of Regents Departmental Enhancement grant opportunities, National Institute of Health (NIH) grants, National Endowment for the Arts, Prime-Time Family, and the Moncus Family Foundation grant.

Information about potential grant sources from the Board of Regents Support Fund and Departmental Enhancement were provided to 100% of LSUE's faculty via email (See Grant Opportunity Emails to Faculty file below) during the academic year when the RFPs were released on July 3, 2019. Faculty members who inquired about program enhancement funding were provided information on grant opportunity options including both sponsored programs and foundation based grants. Grant development information and reference materials are also available to faculty and university staff on the Office of Grants section of the LSUE website (See Office of Grants Website file below). Last Academic Year's Improvement plan called for the addition of the grant database search engine SPIN (See SPIN Website file below). This was successfully launched and there are currently nine (9) approved staff member profiles (See SPIN Faculty Staff Approved Accounts file below) eligible to use the search engine.

On February 21, 2019 (See 2-21-19 Grant Writing Workshop Sign-In Sheet file below), the Director of Grants / Carl Perkins Coordinator provided a

Grants Writing Workshop to nine (9) 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 similar session was held on August 22, 2019 (See 8-22-19 Grant Workshop Sign-in Sheet file below) with nine (9) in attendance. Session sign-up sheets and the PowerPoint (See LSUE Grant Writing Workshop PowerPoint file below) along with Grant Guidelines (See Guidelines for Grants ad Gifts and Contracts file below) are attached to this objective for reference.

Since the observed number of faculty members = 41 > the benchmark = 38 faculty members, this objective is met.

Improvement Plan/ Changes Made:

The Director of Grants will update the Office of Grants website with current resources.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

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

**Goal Number: 1**

Progress: Completed

Provided By: Federal/State Grants and Contracts

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Grant Submissions**

**Objective Number: 1.2**

Start: 11/1/2018

End: 10/31/2019  
 Progress: Completed

Objective With Intended Outcomes:

Grants will be submitted annually to enhance LSU Eunice academic programs.

Assessment/Evaluation/Measures/Strategies:

Based on past history, a minimum of three grants will be submitted.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, a total of eight (8) grant proposals were submitted, five (5) of which were awarded totaling \$421,611.46. A synopsis of these grants follows. Three state grants were submitted: one (1) Board of Regents – Departmental Enhancement grant entitled “Laboratory Capacity Enhancement for Genetics and Cell Biology Instruction” by Dr. Kebede Beshera, submitted November 14, 2017 (not awarded); and, two (2) LCTCS Workforce Training Rapid Response grants, one for the Diagnostic Medical Sonography program developed and submitted by the Director of Grants; and the Surgical Technology program grant also developed and submitted by Director of Grants. Both grants were awarded with the DMS grant at \$149,995.75 awarded January 5, 2018 and SURT grant at \$150,000.00 awarded on February 28, 2018. The Director of Grants submitted the FY 2018-2019 Carl Perkins Basic grant on June 5, 2018 which was awarded June 26, 2018 at \$94,680.00. Additionally, the FY 2018-2019 Carl Perkins Carryover grant was submitted August 24, 2018 and awarded September 4, 2018 at \$13,495.71. A federal grant to the National Institute of Health was developed and submitted by Ms. Shanelle Joseph on November 20, 2017. This grant was not awarded. The Director of Grants developed and submitted two (2) U.S. Soccer Foundation, “Safe Places to Play” grants, one of which was awarded at \$13,440.00.

For AY 2018-2019, a total of nine (9) grant proposals were submitted as of the time of this reporting. A tenth grant proposal will be submitted for Carl Perkins Carryover FY 2019-2020 funding in the amount of \$10,184.00 which has been unofficially awarded as of October 2, 2019. Five grants have been awarded as of the end of September 2019 totaling \$346,515.22 and with the FY 2020 Perkins Carryover, the total grant awarded funding will amount to \$356,699.22. A description of each follows: one proposal was a federal grant, the Carl D. Perkins Local Application Plan (LAP) (a federal “pass-through” grant) developed and submitted by the Director of Grants on May 28, 2019 and awarded June 25, 2019 at \$91,577.00. Six proposals were state grants. One (1) LCTCS Workforce Training Rapid Response Surgical Technology (See LSUE SURT Workforce Training FY 18 19 RFP file below) program was submitted by the Director of Grants on November 9, 2018 and awarded December 18, 2018 at \$204,939.22; and, four (4) Louisiana Board of Regents along with the Endowed Two-Year and Student Workforce Scholarship proposals developed by the Director of Grants, submitted on January 30, 2019, and awarded April 1, 2019 at \$10,000.00 each totaling \$40,000.00. Two (2) private foundation grant proposals were submitted. One with the Moncus Family Foundation (See Moncus Family Foundation Grant file below) was developed by the Director of Grants resulting in an award of \$10,000.00. The second was a collaborative proposal with the LSU Foundation coordinated by Ms. Sasha Thackaberry and with participation by Dr. Doug Narby with LSUE entitled “All Learning Counts” through the Lumina Foundation. This grant proposal was submitted on June 21, 2019 and it was learned on August 9, 2019 that the grant was not awarded. Finally, a Prime-Time Family proposal through the Louisiana Endowment for the Humanities was submitted on April 15, 2019 by the Director of Library Services. This grant was not awarded.

Given that there were 9 grants submitted in AY 2018-2019 > the established benchmark, this objective was met.

Improvement Plan/ Changes Made:

At the beginning of the Academic Year, the Director will make a presentation to faculty on how the Office of Grants can support their grant initiatives. The Director of Grants will continue to advise faculty and staff of grant opportunities through various means (email, one-on-one meetings, and presentations) and how project awards can benefit their respective programs.

## RELATED ITEMS-----

## RELATED ITEM LEVEL 1

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

**Goal Number: 1**

Progress: Completed

Provided By: Federal/State Grants and Contracts

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Perkins CTE Grant****Objective Number: 1.3**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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):

This objective was met in AY 2017-2018.

In Academic Year 2018-2019, the Director of Grants / Carl Perkins Coordinator worked with each Career and Technical Education (CTE) Dean, Program Directors, and corresponding staff on developing the Fiscal Year 2018-2019 Carl Perkins Local Application Plan (LAP) Basic grant, which subsequently, continues into AY 2018-2019. 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 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. The FY 2018-2019 Perkins Basic and Carryover budgets were successfully amended to accommodate emerging program needs during Academic Year 2018-2019. It should be noted that Carl D. Perkins funding on a federal level is in transition from Perkins IV to Perkins V, a process that carried over into FY 2019-2020 during Academic Year 2018-2019. This entailed a total re-write of the application for FY 2019-2020, a Transition Plan for LSUE and other State of Louisiana institution Perkins recipients. The Perkins Basic Transition Plan for FY 2020 has been completed, submitted, and awarded and includes Part 1 (See file below), Part 2 (See file below), and Part 3 (See file below).

Objective met.

Improvement Plan/ Changes Made:

Plans will include budget amendments as necessary during AY 2018-2019 to fully utilize Perkins funding. 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-----

RELATED ITEM LEVEL 1

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

**Goal Number: 1**

Progress: Completed

Provided By: Federal/State Grants and Contracts

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

### **Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

### **Grant Guidelines**

#### **Objective Number: 2.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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 (See file below) that outline reporting responsibility, allowable expenditures (See file below), 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 (See file below).

**Director of IE's Note:** The grants policy (Policy Statement 83) was undergoing revision as of the completion of this objective on November 1, 2019).

#### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met. All closeout and final reports on ending grants were successfully submitted during this period and approved by the awarding agencies.

During the Academic Year 2018-2019 period, although there were several proposals awarded funding, none had contract-base requirements. The Principle Investigators (P.I.s) of grants that were awarded received information that outlined reporting responsibilities, allowable expenditures, and management processes according to the Carl D. Perkins Manual (See file below). The Director of Grants monitors the Grants dedicated emails to ensure P.I.'s are advised of all reports and due dates. Additionally, the Director of Grants sends internal Outlook invitations to mark important due dates on P.I.'s calendars. **Director of IE's note:** Unable to document because email archives lost in cyber-attack of October 23, 2019.

Also during AY 2018-2019, the Director of Grants secured a LCTCS Workforce Training Rapid Response program enhancement grant for the recently established Surgical Technology program. The Director of Grants provided copies of the proposal objectives and timelines to the Principle Investigator and Dean and reviewed the budget with the P.I. Since quarterly reporting is required, the Grants Director developed a reporting tool (See SURT Workforce Training Rapid Response Reporting Tool file below) for the Program Directors to utilize for LCTCS quarterly reporting (See SURT Workforce Training Rapid Response Budget Report file below) purposes.

All Program Directors received directions on approved Perkins Local Application Plan 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. The Director reviews and approves all purchases in Workday. **Director of IE's note:** Unable to document because email archives lost in cyber-attack of October 23, 2019.

The Director of Grants and Director of Accounting attended EDGAR (See file below) training on April 16-17, 2019 for Perkins V (new from previous AY) and each passed their exams as required to manage Carl Perkins funds in the State of Louisiana. The Director of Grants / Carl Perkins Coordinator and the Director of Accounting attended EDGAR (See file below) training on September 25, 2019 as a refresher.

Objective met.

Improvement Plan/ Changes Made:

The Director of Grants will develop a one-page quick reference guide for P.I.s on where they can obtain information on grant management.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

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

**Goal Number: 2**

**Progress: Completed**

Provided By: Federal/State Grants and Contracts

Budget Information: None (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.  
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.  
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.  
New Number Identifier Field: 4. Improvement

### **Adherence to Grant Guidelines**

#### **Objective Number: 2.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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 2017-2018, this objective was met.

During Academic Year 2018-2019, 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 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 (See file below) was developed to monitor monthly progress of all Perkins related travel and purchases to ensure LAP objectives are met and budget is in compliance according to LCTCS Policies Manual and EDGAR.

Objective met.

#### Improvement Plan/ Changes Made:

The Director of Grants will work with Program Directors to provide quarterly status reports on their Carl Perkins program purchases (and other



sponsored programs), remaining request to purchase, conference travel, etc.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

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

**Goal Number: 2**

Progress: Completed

Provided By: Federal/State Grants and Contracts

Budget Information: None (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

## Division of Health Sciences and Business Technology

### **Accounting Technology, Account Clerk (CTS)**

**ATC 18-19 (CTS) Professional Competency**

**Objective Number: 2.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 of using accounting software packages.

The student learning outcomes for the program are based on the courses below:

ACCT 2001 (See Acct 2001 FA2018 Syllabus file below) (Face-to-Face and Online) Introduction to Financial Accounting - Upon completion of this course, students will

1. Journalize transactions.
2. Prepare financial statements: income statement, balance sheet, and statement of retained earnings.

ACCT 2101 (See Acct 2101 FA 18 Syllabus file below) (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 (See ACCT 2105 Syllabus FA18 file below) (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 (note that the third outcome was not assessed (See ACCT 2501 Information on Third SLOs file below) and will be removed for next academic year).

Program outcomes updated on April 22, 2018.

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).

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 2017-2018, this objective was met.

For AY 2018-2019, there were three face-to-face sections and two online sections of ACCT 2001 (Introduction to Financial Accounting). In all,

enrollment on the 14th day totaled 96 students and 84 (87.5%) of the students were assessed for student learning outcomes (SLOs). An example of an SLO report (See ACCT 2001, Fa 2018 SLOs file below) for fall 2018 is provided.

- Overall both **face-to-face and online** = 95.6%
- Journalize transactions = 97.8% based on test results
- Financial statements = 91.9% based on test results
- n = 84
  
- Overall LSUE **face-to-face only** = 95.4%
- Journalize transactions = 97.8%
- Financial statements = 91.8%
- n = 55
  
- Overall **Online students only** = 95.9%
- Journalize transactions = 97.9%
- Financial statements = 92.0%
- n = 29

The data indicates that both online and face-to-face students scored similarly with both exceeding the benchmark of 70%.

For ACCT 2101 (Introduction to Managerial Accounting), there were four sections offered during AY 2018-2019 with two being online and two being face-to-face. In all, a total of 63 students were enrolled on the 14th class day and 61 (96.8%) students were assessed for SLOs. An example of an SLO report (See ACCT 2101, Sp 19 SLOs file below) for spring 2019 is provided.

- Overall both **face-to-face and online** = 89.7%
- Production cost report = 80.3%
- Break even point = 99.2%
- n = 61
  
- **Overall face-to-face only** = 95.4%
- Production cost report = 91.4%
- Break even point = 100%
- n = 22
  
- **Overall online only** = 86.6%
- Production cost report = 74.0%
- Break even point = 98.7%
- n = 39

Face-to-face students scored approximately ten percentage points higher overall; however, both groups met the 70% benchmark.

Finally, for ACCT 2105 (Quick Books Accounting with Payroll), a total of 19 students were enrolled in two online courses, one in fall 2018 and one in spring 2019. Eighteen (94.7%) of the 19 students were assessed using SLOs. An example of an SLO report (See ACCT 2105, Sp19 SLOs file below) from spring 2019 is provided.

- Overall online only = 92.7%
- Software for service companies = 90.7%
- Software for merchandising companies = 95.3%
- n = 19

Even though there is a small n, students seemed to do very good achieving a 92.7% overall for ACCT 2105.

Summary for all sites and all methods:

- Overall = 93.1%
- Outcome A = 90.3%
- Outcome B = 95.0%
- n = 163

Students overall performed rather well in their accounting courses. Given that the observed value of 93.1% > the benchmark of 70%, this objective is met.

Improvement Plan/ Changes Made:

ACCT 2001: Instructor intends spending additional time on review and working problems as necessary.

ACCT 2101: Additional examples of production cost reports will be given along with additional quizzes on the calculation of a breakeven point.

ACCT 2105: Instructor intends to hold workshops, if necessary, to assist students further.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**ATC 18-19 Maintain an effective Accounting Technology - Accounting Clerk (ATC) (CTS) program.**

**Goal Number: 2**

Progress: Completed

Provided By: Accounting Technology, Account Clerk (CTS)

Budget Information: existing

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

### **ATC 18-19 (CTS) Placement**

#### **Objective Number: 2.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Delayed

#### 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 given semester are contacted via telephone and/or email by the Office of Institutional Effectiveness 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. Students are called three times. If the call goes to voice mail, then a message will be left with the reason for the call. If there is no answer three times, then an email will be sent. As a last resort, faculty and deans are asked if they know the fate of the student upon graduation. Some faculty and staff will check students' Facebook accounts to find information if it is posted.

Benchmark is currently set at 32.9% (the sum of those placed in field and those continuing education) from AY 2012-2013 through AY 2016-2017. It was decided during AY 2018-2019 to standardize all placement benchmarks using a five-year average.

#### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, the results for this objective were inconclusive because none of the students could be contacted.

For AY 2018-2019, no students completed the Accounting Technology Fall 2017, Spring 2018, or Summer 2018 (See the 2018 LSUE Fact Book file below). As a result, there is no data to report.

Table 1. Accounting Technology, Account Clerk, CTS, Placement Rates							
Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
FA 12 - SP 13	n		no	completers			
	%						
FA 13 - SP 14	n		no	completers			
	%						
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
SP 18 - SU 18	No.	0	0	0	0	0	0
	%		no	completers		n/a	
Mean	n	8.5	0.3	1.3	0.7	1.7	1.3
	%		3.3	14.8	6.7	18.1	33.3

Improvement Plan/ Changes Made:

The faculty will work with the advisory committee (See file below) to ensure that the curriculum is up to date and create internships for students.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**ATC 18-19 Maintain an effective Accounting Technology - Accounting Clerk (ATC) (CTS) program.**

**Goal Number: 2**

Progress: Completed

Provided By: Accounting Technology, Account Clerk (CTS)

Budget Information: existing

Start: 11/1/2018

End: 10/31/2019

### **Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

## **Administrative Technology Specialist (CTS)**

### **ATS 18-19 (CTS) Professional Competency**

#### **Objective Number: 3.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Delayed

#### 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.

These program outcomes will be assessed using ISDS 2100 (See file below) (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 (See file below) (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.

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 along with a pretest and posttest. 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):

In AY 2017-2018, there were no students enrolled in this program; therefore, no data was collected.

In AY 2018-2019, there were no students enrolled in the program; therefore, no data was collected (see the highlighted 2018 LSUE Factbook Enrollment page) (See file below).

Improvement Plan/ Changes Made:

**Director of IE's note:** There was a short conversation in the SACSCOC Leadership Team meeting on June 12, 2019 (See file below) about closing the Administrative Technology Specialist Program as it will be on the Board of Regents' low completer list within the next year.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**ATS 18-19 Maintain an effective Administrative Technology Specialist (ATS) (CTS) Program**

**Goal Number: 3**

Progress: Delayed

Provided By: Administrative Technology Specialist (CTS)

Budget Information: existing

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success



To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.  
New Number Identifier Field: 4. Improvement

**ATS 18-19 (CTS) Placement**

**Objective Number: 3.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Delayed

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 telephone and/or email by the Office of Institutional Effectiveness 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. Students are called three times. If the call goes to voice mail, then a message will be left with the reason for the call. If there is no answer three times, then an email will be sent. As a last resort, faculty and deans are asked if they know the fate of the student upon graduation. Some faculty and staff will check students' Facebook accounts to find information if it is posted.

Benchmark is currently set at 41.7% (the sum of those placed in field and those continuing education) from AY 2012-2013 through AY 2016-2017. It was decided during AY 2018-2019 to standardize all placement benchmarks using a five-year average.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, the results were inconclusive because the one student completing could not be contacted.

For AY, 2018-2019, there was no data reported because no students completed the program in Fall 2017, Spring 2018, or Summer 2018 (one year behind - see the 2018 Fact Book (See file below). **Delayed.**

Table 1. Administrative Technology Specialist, CTS, Placement Rates							
Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
FA 12 - SP 13	n	3	1	1	0	1	0
	%		33	33	0	33	0
FA 13 - SP 14	n	1	1	0	0	0	0
	%		100	0	0	0	0
FA 14 - SP 15	n	2	0	1	0	1	0
	%		0	50	0	50	0
FA 15 - SP 16	n		no	completers			
	%						
FA 16 - SP 17	No.	1	0	0	0	0	1
	%		0	0	0	0	100
SP 18 - SU 18	No.	0	0	0	0	0	0
	%		no	completers			
Mean	n	3.2	0.5	0.5	0.0	0.5	0.3
	%		33.3	20.8	0.0	20.8	25.0

Improvement Plan/ Changes Made:

The faculty will work with the advisory committee (See file below) to ensure that the curriculum is up to date and create internships for students. As of this writing, the plan is to maintain the program.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**ATS 18-19 Maintain an effective Administrative Technology Specialist (ATS) (CTS) Program**

**Goal Number: 3**

Progress: Delayed

Provided By: Administrative Technology Specialist (CTS)

Budget Information: existing

Start: 11/1/2018

End: 10/31/2019

### **Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

## **Computer Information Technology**

### **CIT 18-19 (AAS) Program Professional Competency**

#### **Objective Number: 6.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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) (See file below) 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) (See file below) 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.

The SLOs for CSC 2340 (Network Infrastructure) (See file below) 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.

Assessment/Evaluation/Measures/Strategies:

For CSC 2253-Systems Analysis and Design: Course outcomes will be assessed in the following manner: Chapter assessments and Collective combination of Team Project, Analysis Tools, and Hands on Critical Thinking Challenge Exercises.

For CSC 2264: The outcomes will be assessed through end-of-chapter exercises, hands-on exercises (Arduino), as well as chapter quizzes.

For CSC 2340: The outcomes will be assessed using various sections from TestOut Network Pro.

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 LSU Eunice that might transfer to a four-year institution.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met. The faculty reported using additional hands on exercises in fall 2018 using the Arduino (micro controllers) in CSC 2264 (Introduction to Programming C/C++) and an oral project in CSC 2253 (Systems Analysis and Design) in a meeting with the Director of IE on February 27, 2019.

For AY 2018-2019, the CIT program was once again assessed by CSC 2253, CSC 2264, and CSC 2340.

For CSC 2253 (Systems Analysis and Design) (See file below), there was one **face-to-face section offered at the LSUE site** only with a total of 16 students registered on census day. There were no online sections, sections offered at other sites, or during spring 2019. Using end-of-chapter exercises, hands-on exercises, as well as chapter quizzes, the results were:

- Overall (LSUE) = 83.25%
- Define the role using Chapter 1 = 86.1%
- Stages of system development using chapter 2 = 81.2%
- SA&D Techniques using Chapters 3 and 6 long with a hands on exercise = 82.5%.
- n = 15 (93.8%) out of the 16.

The results indicated that students scored an 83.25% overall for SLOs in CSC 2253.

For CSC 2264 (Introduction to C/C++ Programming) (See file below), there was **one face-to-face section** offered at LSUE only with a total of 8 students enrolled on census day. No sections were offered online, at any of the off-site locations, or during spring 2019. Using end-of-chapter exercises, hands-on exercises (Arduino), as well as chapter quizzes, the results were:

- Overall (LSUE) = 91.3%
- Define problem solving processes in C++ programs = 89.1%
- Describing concepts of C++ = 93.5%
- Testing search strings and algorithms = 91.3%
- n = 8 (100%) out of 8 students were assessed.

The results indicated that students scored a 91.3% overall on the SLOs for CSC 2264.

For CSC 2340 (Network Infrastructure) (See file below), there was **one online course** offered in fall 2018. The course was not offered face-to-face or at any other site in fall 2018 or spring 2019. There were 3 students enrolled on census day for fall 2018. Using TestOut Network Pro (wiring implementation), the results were:

- Overall (online) = 100%
- Functions of the OSI and TCP/IP models = 100%
- Network cabling and connectors = 100%
- Ethernet networks = 100%
- n = 3. Note that all three were tested on the first two outcomes, but only one was tested on the last outcome.

The results indicated that students scored a 100% on the outcomes for CSC 2340.

Given that the observed SLO results of the individual courses (CSC 2253 = 83.25%; CSC 2264 = 91.3%; and CSC 2340 = 100%) > the established benchmark = 70%, this objective is met.

#### Improvement Plan/ Changes Made:

See Improvement Plan in SLO reports contained in the progress report section:

- CSC 2253: Instructor will continue to use team exercises and projects.
- CSC 2264: Instructor will continue to use hands-on experiments both inside and outside of class.
- CSC 2340: Instructor will continue to encourage students to participate in all activities prior to completing the practice questions.

#### RELATED ITEMS-----

##### RELATED ITEM LEVEL 1

#### **CIT 18-19 Maintain an effective Computer Information Technology (CIT) (AAS) program.**

##### **Goal Number: 6**

Progress: Completed

Provided By: Computer Information Technology

Budget Information: existing

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**CIT 18-19 (AAS) Placement****Objective Number: 6.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

Upon graduation, Computer Information Technology majors will either be employed in the field or will continue their education.

Assessment/Evaluation/Measures/Strategies:

Graduating students for a given semester are contacted via telephone and/or email by the Office of Institutional Effectiveness 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. Students are called three times. If the call goes to voice mail, then a message will be left with the reason for the call. If there is no answer three times, then an email will be sent. As a last resort, faculty and deans are asked if they know the fate of the student upon graduation. Some faculty and staff will check students' Facebook accounts to find information if it is posted.

Benchmark is currently set at 31.5% (the sum of those placed in field and those continuing education) from AY 2012-2013 through AY 2016-2017. It was decided during AY 2018-2019 to standardize all placement benchmarks using a five-year average.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, the results of this objective were inconclusive because no students could be contacted by Career Services.

For AY 2018-2019, placement data was gathered for Spring and Summer 2018 six months from graduation. Phone calls for Fall 2017 were not placed six months from graduation so the data was not collected almost a full year after the graduation date. In all, a total of 5 students graduated from the Computer Information Technology Program in Spring and Summer 2018 (see Table 1). A total of two (40%) were continuing their education with none reporting being employed in the field (see Table 1). As a result, a total of 2 out of 5 (40%) were either employed in the field or continuing their education.

As a result, since the observed value of 40% > the five-year benchmark of 31.5%, this objective is met.

Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
FA 12 - SP 13	n	11	5	1	1	2	2
	%		45	9	9	18	18
FA 13 - SP 14	n	12	1	6	1	0	4
	%		8	50	8	0	33
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
SP 18 - SU 18	No.	5	2	0	0	2	1
	%		40	0	0	40	20
Mean	n	9.4	2.0	2.6	1.8	1.2	4.0
	%		17.2	21.3	14.5	10.2	36.8

Improvement Plan/ Changes Made:

Since the Business Technology Director left in summer 2018, he was not able to develop the contacts for internships and job placement. Current faculty will attempt to do same during 2019-2021. The current faculty are also working on creating an advisory board at the same time.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**CIT 18-19 Maintain an effective Computer Information Technology (CIT) (AAS) program.**

**Goal Number: 6**

Progress: Completed

Provided By: Computer Information Technology  
 Budget Information: existing  
 Start: 11/1/2018  
 End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.  
 New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.  
 New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.  
 New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.  
 New Number Identifier Field: 4. Improvement

**CIT 18-19 (AAS) Retention**

**Objective Number: 6.3**

Start: 11/1/2018  
 End: 10/31/2019  
 Progress: Completed

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 from AY 1314-1415 to AY 1617-1718 with 48 new first-time students entering the Associate of Applied Science in Computer Information Technology and 27 being retained for a retention value of 56.25% (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
1617-1718	13	6	46.15
Totals	48	27	56.25

As a result, the retention benchmark is set at 56.25% based on historical data.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018 examining retention from Fall 2016 to Fall 2017, this objective was not met since the observed value of 46.15% < the historical benchmark of 60%. The CIT faculty member was hired full-time during the summer of 2018.

For AY 2018-2019 examining the retention for Fall 2017 to Fall 2018, there were 9 new first-time students enrolled in the program on the census day for Fall 2017 with 3 of them being retained to Fall 2018 yielding a retention of 33.33%.

Since the observed retention of 33.33% < the historical benchmark of 56.25%, this objective is not met.

Improvement Plan/ Changes Made:

A faculty member that was well-liked resigned in summer 2018, all cyber security courses were placed online resulting in the loss of some students. Beginning in fall 2019, faculty intend to use a virtual software program called test out where students can perform lab simulations online. This will be reflected in the syllabus for the cyber security courses. The faculty also will begin using the cyber security face-to-face lab in Manuel Hall again in fall 2019. In addition, LSU Eunice is signing a 2+2 memorandum of understanding with the University of Louisiana at Lafayette on February 28, 2019. It is hoped that the combination of these efforts will increase retention for fall 2018 to fall 2019 and fall 2019 to fall 2020.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**CIT 18-19 Maintain an effective Computer Information Technology (CIT) (AAS) program.**

**Goal Number: 6**

Progress: Completed

Provided By: Computer Information Technology

Budget Information: existing

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

## Diagnostic Medical Sonography

### DMS 18-19 (CAS) Professional Competency

#### Objective Number: 1.1

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### Objective With Intended Outcomes:

Diagnostic Medical Sonography (DMS) students will demonstrate competency as entry practitioners.

Per Joint Review Committee on Diagnostic Medical Sonography (JRCDMS), the outcomes associated with the program are as follows.

Upon the conclusion of the Associate of Applied Science (AAS) 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 (See file below) Fall 2018.

SLOs 3, 4, and 5 are assessed in DMS 2092 Clinical Practicum II (See file below) Spring 2019.

Assessment/Evaluation/Measures/Strategies:

Data will be collected and reported on 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** for the program.

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 the JRCDMS.

Assessment of Program Objective 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 2017-2018, this objective was met.

For AY 2018-2019, there were a total of seven (7) students enrolled in the AAS 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. Seven (100%) out of 7 students scored the minimum 77% with a mean =87.43 %.
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. Seven (100%) of the 7 students achieved the 80% benchmark for the clinical evaluation with a mean = 97.95%.
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. Seven (100%) of the 7 students scored the minimum 77% with a mean = 90.53%.
4. perform sonographic exams under guidance from clinical preceptor on obstetrical and gynecological patients. All students were assessed in the clinical setting. Seven (100%) out of the 7 students met the 80% benchmark for the clinical evaluation with a mean =97.52%.
5. demonstrate appropriate behaviors related to patient care. All students were assessed in the clinical setting. Seven (100%) out of 7 students met the 80% benchmark for the clinical evaluation with a mean = 99.93%.

Clinical Form one (See file below) and clinical form two (See file below) are provided for documentation from two different students for outcomes 2,

4, and 5.

Additional data will be added to this objective upon the conclusion of AY 2019-2020 in order to complete the assessment of the AY 2018-2019 class.

Given that the observed score on each program objective > the benchmark of 77% or 80%, this objective and program competency is met.

Improvement Plan/ Changes Made:

The DMS program director and faculty believe that the clinical assignments and overall scan time along with patient interaction should be monitored.

Separating the scan labs from an attached didactic course enables the faculty to direct the content of each scan lab to reinforce knowledge learned in the classroom to skills applied in the clinical setting.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**DMS 18-19 Maintain an effective Diagnostic Medical Sonography Associate of Applied Science Program**

**Goal Number: 1**

Progress: Completed

Provided By: Diagnostic Medical Sonography

Budget Information: none (Existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**DMS 18-19 (AAS) Completion Rate****Objective Number: 1.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

Students will successfully complete the Associate 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 2017-2018, this objective was met as all students completed the CAS in DMS program.

For 2018-2019, all 7 out of 7 (100%) students successfully completed all DMS courses with a 77% or higher at the conclusion of the summer 2019 semester; therefore, this objective is met.

Improvement Plan/ Changes Made:

Monitor since this is the first year of the AAS DMS degree.

Faculty intend to begin using scores from the ARDMS (American Registry of Diagnostic Medical Sonographers) exams instead of completion of the DMS coursework as it is a better assessment of student learning and is used for program accreditation.

**Director of IE's note:** Faculty have told me that they intend on moving to the ARDMS exams; however, there is no federal mandate for sonographers to become registered even after graduating.

## RELATED ITEMS-----

## RELATED ITEM LEVEL 1

**DMS 18-19 Maintain an effective Diagnostic Medical Sonography Associate of Applied Science Program****Goal Number: 1**

Progress: Completed

Provided By: Diagnostic Medical Sonography

Budget Information: none (Existing)

Start: 11/1/2018

End: 10/31/2019

### **Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

### **DMS 18-19 (AAS) Employment**

#### **Objective Number: 1.3**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### Objective With Intended Outcomes:

Students completing the Associate 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 2017-2018, 7 out of 9 or 77.77% were employed; therefore, the objective was met. This number has now increased to 9 out of 9 or 100% are currently employed.

For AY 2018-2019, the program was changed to the AAS. This objective is preliminary since students just graduated thus the one year interval has not passed. As of this writing 7 (100%) out of 7 have obtained employment that faculty are aware of. This was confirmed in July 2019.

Given that the observed value of 100% > the benchmark established JRCDMS of 75%, this objective is met.

Improvement Plan/ Changes Made:

Monitor because the AAS just began in fall 2018.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**DMS 18-19 Maintain an effective Diagnostic Medical Sonography Associate of Applied Science Program**

**Goal Number: 1**

Progress: Completed

Provided By: Diagnostic Medical Sonography

Budget Information: none (Existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Human Resources Management (CTS)**

HRM 18-19 (CTS) Professional Competency

Objective Number: 4.1

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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) (See file below) 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) (See file below) 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.

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).

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 2017-2018, this objective was met.

For AY 2018-2019, both the MGMT 2251 and MGMT 2260 courses were offered with MGMT 2251 being offered in fall 2018 only to a total of 19 **online** students. A total of 19 (100%) of the students were assessed for SLOs. The results were:

- overall = 78%
- defining supervisor = 79%
- corporate responsibility = 75%
- diversity = 81%
- n = 19

Overall, the students exceeded the 70% benchmark having scored an average of 52% on the pretest and an average of 78% on the post test for a



gain of 26 percentage points as the SLO Report (See FA18 file below) shows.

For MGMT 2260, a total of 22 students were enrolled in one **online** course in fall 2018 and one **online** course in spring 2019. In all, 20 (91%) were assessed for SLOs and the results were:

- Combined overall = 89.3%
- Knowledge of HR = 90.9%
- HR decision making = 91.6%
- Application = 82.4%
- n = 20

The results indicate that students did quite well achieving an 89.3% overall between the two courses. An SLO Report (See SP19 file below) is attached from one of the two sections. Combining both courses and all online sections yields that an 83.8% was achieved between the two courses.

Given that the individual outcomes for the two courses (MGMT 2251 = 78% and MGMT 2260 = 89.3%) and that the combined weighted average of 83.8% > the established benchmark of 70%, this outcome is met.

Improvement Plan/ Changes Made:

MGMT 2251: Encourage students to participate and offer one-on-one sessions to go over questions.

MGMT 2260: Send out feedback as needed (at least weekly).

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**HRM 18-19 Maintain an effective Human Resource Management (CTS) program**

**Goal Number: 4**

Progress: Completed

Provided By: Human Resources Management (CTS)

Budget Information: existing

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.  
New Number Identifier Field: 4. Improvement

### **HRM 18-19 (CTS) Placement**

#### **Objective Number: 4.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Delayed

#### 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 telephone and/or email by the Office of Institutional Effectiveness 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. Students are called three times. If the call goes to voice mail, then a message will be left with the reason for the call. If there is no answer three times, then an email will be sent. As a last resort, faculty and deans are asked if they know the fate of the student upon graduation. Some faculty and staff will check students' Facebook accounts to find information if it is posted.

Benchmark is currently set at 37.5% (the sum of those placed in field and those continuing education) from AY 2012-2013 through AY 2016-2017. It was decided during AY 2018-2019 to standardize all placement benchmarks using a five-year average.

#### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, the results for the objective were inconclusive because no students could be contacted.

For AY 2018-2019, there was no data to report because no students completed the program in Spring 2018 or Summer 2018. The two students completing the program in AY 2017-2018 according to the 2018 LSUE Factbook (See file below) were from Fall 2017 (confirmed by Institutional Research Reports). Calls were not placed in a timely fashion in June 2018 by the Career Center. As a result, only Spring 2018 and Summer 2018 program completers were contacted by the Office of Institutional Effectiveness in December 2018 and January 2019. Therefore no data to report.

Delayed

Table 1. Human Resource Management, CTS, Placement Rates							
Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
FA 12 - SP 13	n						
	%		no	completers			
FA 13 - SP 14	n						
	%		no	completers			
FA 14 - SP 15	n						
	%		no	completers			
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
SP 18 - SU 18	No.	0	0	0	0	0	0
	%		no	completers			
Mean	n	4.0	0.0	0.5	0.0	1.0	2.5
	%		0.0	12.5	0.0	25.0	62.5

Improvement Plan/ Changes Made:

The faculty will work with the advisory committee (See file below) to ensure that the curriculum is up to date and create internships for students.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**HRM 18-19 Maintain an effective Human Resource Management (CTS) program**

**Goal Number: 4**

Progress: Completed

Provided By: Human Resources Management (CTS)

Budget Information: existing

Start: 11/1/2018

End: 10/31/2019

### **Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

## **Management**

MGMT 18-19 (AAS) Professional Competency

Objective Number: 7.1

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

### 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 (See file below) (Face-to-Face and Online) Introduction to Financial Accounting - Upon completion of this course, the student will:

1. Prepare journal entries to record business transactions.
2. Prepare financial statements in accordance with generally accepted accounting principles.

ACCT 2101 (See file below) (Face-to-Face and Online) Introduction to Managerial Accounting - Upon completion of this course, the student will:

1. Prepare a production cost report.
2. Calculate the breakeven point.

ISDS 2100 (See file below) (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 (See file below) (online) Principles of Management - Upon completion of this course, the student will:

1. Explain the history of management
2. Describe ethics and social responsibility
3. Summarize global management

MKTG 2999 (See file below) (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

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 posttest.
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 2017-2018, this objective was met.

For AY 2018-2019, there were three face-to-face sections and two online sections of ACCT 2001 (Introduction to Financial Accounting). In all, enrollment on the 14th day totaled 96 students and 84 (87.5%) of the students were assessed for student learning outcomes (SLOs). An example of an SLO report (See ACCT 2001, Fall 2018 SLO's file below) for fall 2018 is provided. The results follow:

- Overall both **face-to-face and online** = 95.6%
- Journalize transactions = 97.8% based on test results
- Financial statements = 91.9% based on test results
- n = 84
  
- Overall **LSUE face-to-face only** = 95.4%
- Journalize transactions = 97.8%

- Financial statements = 91.8%
- n = 55
- Overall **Online students only** = 95.9%
- Journalize transactions = 97.9%
- Financial statements = 92.0%
- n = 29

The data indicates that both online and face-to-face students scored similarly with both exceeding the benchmark of 70%.

For ACCT 2101 (Introduction to Managerial Accounting), there were four sections offered during AY 2018-2019 with two being online and two being face-to-face. In all, a total of 63 students were enrolled on the 14th class day and 61 (96.8%) students were assessed for SLOs. An example of an SLO report (See ACCT 2101, Sp19 SLO's file below) for spring 2019 is provided. The results follow:

- Overall both **face-to-face and online** = 89.7%
- Production cost report = 80.3%
- Break-even point = 99.2%
- n = 61
- Overall **face-to-face only** = 95.4%
- Production cost report = 91.4%
- Break-even point = 100%
- n = 22
- Overall **online only** = 86.6%
- Production cost report = 74.0%
- Break-even point = 98.7%
- n = 39

Face-to-face students score approximately ten percentage points higher overall; however, both groups met the 70% benchmark.

Next ISDS 2100 (Microcomputer Applications in Business) had four online sections during AY 2018-2019 with 97 total students registered on census day of each semester. A total of 83 (85.6%) of the students were assessed for SLOs. SLO reporting forms from fall 2018 (See ISDS 2100 SLO FA18 file below) and from spring 2019 (See ISDS 2100 SLO SP19 file below) are provided for information. The results were:

- **Overall from four online sections** = 83.6%
- Word = 87.0%
- Excel = 85.6%
- PowerPoint = 79.5%
- n = 83

- Overall for pretest = 47.4%

Students in the ISDS 2100 sections performed above the benchmark of 70%. They gained 36.2 percentage points from the pretest of 47.4% to a post test of 83.6%.

Two online sections were also offered for MGMT 2999 (Principles of Management) during AY 2018-2019 with a total of 36 students enrolled on census day. Unfortunately, the SLO data from fall 2018 was not usable. As a result, the data from spring was used having a total of 16 (44.4%) students was the only section used in the analysis. The SLO report for spring 2019 (See MGMT 2999 SLO SP19 file below) is provided for information. The results were:

- Overall for the spring online section = 90%
- History = 92%
- Ethics and social responsibility = 92%
- Global management = 87%
- n = 16

Students in the spring section of MGMT 2999 scored well on SLO posttest gaining approximately 20 percentage points on each learning outcome. The overall of 90% exceeded the benchmark of 70%.

Finally, two online sections of MKTG 2999 (Principles of Marketing) were also offered during AY 2018-2019 with a total of 30 students enrolled on the census day for each semester. All 30 (100%) of the students were assessed for SLOs during the two semesters. Both SLO reports - one for fall 2018 (See SLO MKTG 2999 FA18 file below) and one for spring 2019 (See SLO MKTG 2999 SP19 file below) are provided. The results follow:

- Overall for both online courses = 87.2%
- Describe marketing terms and facts = 87.6%
- Understand marketing concepts = 90.5%
- Apply marketing principles = 84.1%
- n = 30

Students in both online sections did very well overall achieving an 87.2% which exceeds the benchmark of 70%.

**Summary:** Taking the mean of the overall scores for all SLO courses in Management yields an 89.22%. Since the observed overall score of 89.22% > the established benchmark of 70%, this objective is met.

#### Improvement Plan/ Changes Made:

ACCT 2001: Instructor intends spending additional time on review and working problems as necessary.

ACCT 2101: Additional examples of production cost reports will be given along with additional quizzes on the calculation of a break-even point.

ISDS 2100: Offer an additional and optional training

MGMT 2999: Encourage students to participate in activities (even though all deadline dates are posted).

MKTG 2999: Offer "real life" scenarios for discussion on marketing topics.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**MGMT 18-19 Maintain an effective Management (MGMT) Associate of Applied Science (AAS) program**

**Goal Number: 7**

Progress: Completed

Provided By: Management

Budget Information: existing

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**MGMT 18-19 (AAS) Placement**

**Objective Number: 7.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

Upon graduation, Management majors will either be employed in the field or will continue their education.

Assessment/Evaluation/Measures/Strategies:

Graduating students for a given semester are contacted via telephone and/or email by the Office of Institutional Effectiveness 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. Students are called three times. If the call goes to voice mail, then a message will be left with the reason for the call. If there is no answer three times, then an email will be sent. As a last resort, faculty and deans are asked if they know the fate of the student upon



graduation. Some faculty and staff will check students' Facebook accounts to find information if it is posted.

Benchmark is currently set at 48.3% (the sum of those placed in field and those continuing education) from AY 2012-2013 through AY 2016-2017. It was decided during AY 2018-2019 to standardize all placement benchmarks using a five-year average.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, the results were inconclusive because most of the students could not be contacted.

For AY 2018-2019, placement data was gathered for Spring and Summer 2018 six months from graduation. Phone calls for Fall 2017 were not placed six months from graduation so the data was not collected until almost a full year after the graduation date. In all, a total of six students graduated from the Management Program in Spring and Summer 2018 (see Table 1). A total of two (33%) were employed in the field and one (17%) were continuing their education (see Table 1). As a result, a total of three out of six (50%) were either employed in the field or continuing their education.

As a result, since the observed value of 50% > the five-year benchmark of 48.3%, this objective is met.

Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
FA 12 - SP 13	n	29	12	7	2	6	2
	%		41	24	7	21	7
FA 13 - SP 14	n	46	10	9	4	13	11
	%		22	20	9	28	24
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
SP 18 - SU 18	No.	6	2	2	0	1	1
	%		33	33	0	17	17
Mean	n	26.4	4.8	7.8	2.2	7.8	8.4
	%		14.3	24.9	6.6	23.4	31.3

Improvement Plan/ Changes Made:

Even though the objective was met, the faculty will work with the advisory committee (See 2-28-19 email on retention and placement file below) to

ensure that the curriculum is up-to-date and create internships for students.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**MGMT 18-19 Maintain an effective Management (MGMT) Associate of Applied Science (AAS) program**

**Goal Number: 7**

Progress: Completed

Provided By: Management

Budget Information: existing

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**MGMT 18-19 (AAS) Retention**

**Objective Number: 7.3**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 from AY 1314-1415 to AY 1617-1718 with 152 new first-time students entering the Management Program with 65 being retained for a retention rate of 42.76% (see Table 1).

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
1617-1718	26	13	50.00
Totals	152	65	42.76

As a result, the retention benchmark is set at 42.76% given the historical data.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018 examining Fall 2016 to Fall 2017 retention, this objective was met.

For AY 2018-2019 examining Fall 2017 to Fall 2018 retention, there were a total of 13 students enrolled on the census day for Fall 2017 with 7 of them being retained to Fall 2018 yielding a retention rate of 53.85%.

Since the observed retention rate of 53.85% > the historical benchmark of 42.76%, this objective is met.

Improvement Plan/ Changes Made:

Even though the objective was met, faculty wish to work with the Student Success Center (See file below) by notifying them about students who are at-risk, falling behind, or have excessive absences.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**MGMT 18-19 Maintain an effective Management (MGMT) Associate of Applied Science (AAS) program**

**Goal Number: 7**

Progress: Completed

Provided By: Management

Budget Information: existing

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field:

1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field:

2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field:

4. Improvement

**Medical Coding and Billing (CTS)****MCB 18-19 (CTS) Professional Competency****Objective Number: 5.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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) (See Syllabus FA 18 ALLH 1615 file below)
2. Reimbursement Methodologies (assessed in the ALLH 1620 course) (See Spring 2019 Syllabus ALLH 1620 file below)
3. Health Records and Data Content (assessed in the ALLH 1200 course) (See Spring 2019 Syllabus ALLH 1200 file below)
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) (See Fall 2018 Syllabus HCM 2650 file below)

Each of these SLOs tie to each program outcome.

Note: The Medical Billing and Coding Program is an online program. All SLOs are assessed through online courses.

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 weekly quizzes 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 final exam in ALLH 1200 Health Data.
4. Compliance - Assessment will take place using the final exam in ALLH 1200 Health Data.
5. Information Technologies - Assessment will take place using the final exam in ALLH 1200.
6. Confidentiality and Privacy - Assessment will take place on various quizzes 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.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, the four courses were once again used to assess SLOs. The results for each course follow:

**Outcome 1: Clinical Classification Systems Assessed in ALLH 1615 (Diagnostic Coding):** Data was turned in for three out of four **online** sections with 70 students in them on the fall and spring census days. In all, 28 (40%) of the 70 students enrolled were assessed and the instructor not turning in data is no longer employed by LSU Eunice. The results were:

Overall = 84% (weighted, not averaged)

Item A for syllabus SLOs 1, 2, and 3 = 89%

Item B for syllabus SLO 4 = 76%

Item C for syllabus SLOs 5 and 6 = 79%

n = 28

Students did well on the assessments scoring a 84% overall. Values shown are the values for students actually completing the work (see Fa18 ALLH 1615-27 SLO Results file below).

**Outcomes 3, 4 and 5: Health Records and Data Content; Compliance, and Information Technologies Assessed in ALLH 1200 (Health Data):** One **online** section offered in spring 2019 had 29 students on census day. A total of 28 (97%) were assessed:

Overall = 90.1%

Recognition = 90.1%

Health records = 90.1%

Quality Improvement = 90.1%  
 Organization and Work Planning = 90.1%  
 Health Data Sets = 90.1  
 n = 28

Students did quite well in achieving the benchmark as indicated in the ALLH 1200 SP 2019 SLO Report file below. The instructor used multiple measures, but asked the Director of IE to use the final exam as the overall results.

Outcome 2: Reimbursement Methodologies Assessed in ALLH 1620 (Health Insurance and Medical Billing): One **online** section in spring 2019 had 32 students enrolled in it on census day. A total of 28 (88%) were assessed on the final exam. The results were:

Overall = 86%  
 Sequence codes = 84%  
 Reimbursement = 86%  
 Regulations = 86%  
 Methodologies = 88%  
 n = 28

Results indicated that students exceeded the benchmark of 70% by scoring an overall 86%. Details are provided in the faculty member's SLO report from spring 2019 (See ALALH 1620 SLO Report SP 19 file below).

Outcome 6: Confidentiality and Data Content Assessed in HCM 2650 (Medical Law and Ethics): Two **online** sections were offered during AY 2018-2019 - one in fall 2018 and one in spring 2019. In all, 33 students were enrolled in the course on the census day for the fall and spring semesters. A total of 30 (90.9%) of the students were assessed using various quizzes. The results were:

Overall = 84%  
 A. Law and ethics = 83%  
 B. Law, courts, contracts = 89%  
 C. Health care issues = 83%  
 D. Identify provider and consumer issues = 84%  
 E. Health care provider problems and issues = 71%  
 F. Medical, legal, and ethical issues = 95%  
 n = 30

The fall 2018 SLO report (See 6-25-19 HCM 2650 SLOS fa18 file below) is attached because the instructor used different quizzes for SLO assessment.

The overall observed result for all four courses is 86% > the benchmark of 70%. As a result, this objective is met.

Improvement Plan/ Changes Made:

ALLH 1615: Faculty member added education videos to assist students and will add assignments that are not graded to improve understanding.  
 ALLH 1200: Re-evaluate quiz questions for future sections.  
 ALLH 1620: Encourage participation in discussions and spending more time on methodology.  
 HCM 2650: Encourage participation in quizzes and online discussions.

Ultimately, in addition to course assessment data, the faculty teaching in the program encourage 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 result, adjustments in terms of data may need to be made and a benchmark would have to be established.

**Director of IE's note:** The CCA exam was not addressed in AY 2018-2019 due to the sudden resignation of the full-time faculty member the week prior to classes beginning for fall 2018.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**MCB 18-19 Maintain an effective Medical Coding and Billing (MCB) Certificate of Technical Studies (CTS) Program**

**Goal Number: 5**

Progress: Completed

Provided By: Medical Coding and Billing (CTS)

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**MCB 18-19 (CTS) Placement****Objective Number: 5.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 telephone and/or email by the Office of Institutional Effectiveness 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. Students are called three times. If the call goes to voice mail, then a message will be left with the reason for the call. If there is no answer three times, then an email will be sent. As a last resort, faculty and deans are asked if they know the fate of the student upon graduation. Some faculty and staff will check students' Facebook accounts to find information if it is posted.

Benchmark is currently set at 33.6% (the sum of those placed in field and those continuing education) from AY 2012-2013 through AY 2016-2017. It was decided during AY 2018-2019 to standardize all placement benchmarks using a five-year average.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, the results were inconclusive because 13 of the 14 students could not be contacted.

For AY 2018-2019, placement data was gathered for Spring and Summer 2018 six months from graduation. Phone calls for Fall 2017 were not placed six months from graduation so the data was not collected until almost a full year after the graduation date. In all, a total of four students graduated from the Medical Coding and Billing Program in Spring and Summer 2018 (see Table 1). None of the students could be contacted by the office of Institutional Effectiveness.

Results inconclusive.

Improvement Plan/ Changes Made:

In AY 2017-2018, employment results were inconclusive due to the fact that Career Services was emailing students to obtain data since the Director of Career Services had left LSU Eunice.

In AY 2018-2019, the Office of Institutional Effectiveness took over attempting to contact students and had much greater success in other programs. The office called Medical Coding and Billing students up to four times and emailed them once. Students completing this program simply did not respond.



RELATED ITEMS-----

RELATED ITEM LEVEL 1

**MCB 18-19 Maintain an effective Medical Coding and Billing (MCB) Certificate of Technical Studies (CTS) Program**

**Goal Number: 5**

Progress: Completed

Provided By: Medical Coding and Billing (CTS)

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

## Nursing

**ASN 18-19 Professional Competency based on NCLEX-RN**

**Objective Number: 2.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

Nursing students will demonstrate competency as an entry-level nurse by successfully passing the National Council of State Boards of Nursing (NCSBN) License Examination (NCLEX-RN).

The exam has the following student learning outcomes organized by client need areas. Upon the conclusion of the program, nursing students will

demonstrate competency as evidenced testing at or above the passing performance as determined by the NCSBN in the following client need areas on the NCLEX-RN:

1. Management of Care
2. Safety and Infection Control
3. Health Promotion and Maintenance
4. Psychosocial 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 defined by the State of Louisiana (Title 46, Part XLVII, 3325 A), in order to be licensed as a registered nurse in Louisiana, all registered nurse applicants shall take and pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Nursing programs are required to meet the Louisiana State Board of Nursing (LSBN) percentage of students from a cohort taking the NCLEX-RN and passing the test on the first attempt in a calendar year. The current expectation is that nursing programs will have an 80% or greater for all first-time testers.

The administration and faculty of the nursing program have set the following benchmark: The LSUE NCLEX-RN pass rate will be at or above the national mean and/or 85% or above for first time test-takers.

Additionally, the official data released every six months on the NCLEX Program Reports will be utilized to determine the program's graduates success in the client needs category. The test plan performance report provides group testing outcomes, but not individual student outcomes. Evidence to be utilized: (a) comparison of NCSBN passing performance and graduates from LSUE ASN, (b) comparison of graduates from LSUE ASN program and graduates from jurisdiction (Louisiana ASN and BSN programs), and (c) comparison of graduates from LSUE ASN program and graduates from similar programs (ASN) across every jurisdiction.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018 assessing the 2016 class, this objective was met.

For AY 2018-2019, the NCLEX-RN results are reported by calendar year instead of the academic year from the NCSBN and delivered from the LSBN. The NCLEX-RN results for the 2018 calendar year is 84.62% for first-time testers from the Eunice campus (no graduates at the Lafayette campus). The attached AY 2018-2019 NCLEX-RN BY LOCATION (See file below) Data summarizes the academic year data.

NCLEX-RN results for academic year 2018-2019 captures the outcomes of the SP18 (Eunice) and FA18 (Lafayette) graduates. The SP18 (Eunice)

cohort had a pass rate of 84.62% with 55 of 65 graduates passing NCLEX-RN on the first-time. The cohort tested from June 2018 through September 2018. For the testing period the pass rate is approximately 2% lower than the national results and 8.33% lower than other RN (ASN and BSN) programs in the state/jurisdiction.

NCLEX-RN results for academic year 2018-19 for the FA18 (Lafayette) cohort were substantially lower. The FA18 (Lafayette) cohort had a pass rate of 73.33% with 11 of 15 graduates passing NCLEX-RN on the first-time. It is noted one graduate has retested and passed on a repeat-test attempt. The cohort tested from January 2019 to March 2019. For the testing period the pass rate is approximately 14% lower than the national results and 21% lower than other RN (ASN and BSN) programs in the state/jurisdiction.

The test plan performance report (Mountain Measurement NCLEX Program Reports) contains the client needs area of the NCLEX-RN test plan and the required passing performance for each content area. This report does not provide individual graduate data but only cohort data tested within a specified period. The data for both LSUE ASN Eunice and Lafayette are included in the attached document.

The LSUE ASN 65 graduates from spring 2018 Eunice cohort indicated they performed above the passing performance in 8 of 8 client needs content areas as reported from April 2018 through September 2018 (See April 18-September 18 Client Needs Performance Report Objective 2-1 file below). The Eunice cohort scored lower in 6 of 8 client needs area when compared to graduates from the jurisdiction (state), which includes both ASN and BSN program graduates in Louisiana. The areas that the graduates out-scored other jurisdiction graduates in the client needs area of Pharmacological and Parenteral Therapies, and Reduction of Risk Potential. Additionally, the cohort compared to graduates from similar programs (ASN only) in every jurisdiction scored lower in 6 of 8 client needs areas and tested strongly in the same two client needs areas noted above.

The LSUE ASN 15 graduates from the Lafayette (FA18) cohort indicated they performed above the passing performance in 7 of 8 client needs content areas as reported from October 2018 through March 2019 (See October 18-March 19 Client Needs Performance Report Objective 2-1 file below). It is noted in the client needs area (Health Promotion and Maintenance) the cohort had a 48% instead of the passing performance of 50%. The Lafayette cohort scored lower in all eight client needs area when compared to graduates from the jurisdiction (state), which includes both ASN and BSN program graduates in Louisiana. Additionally, the cohort compared to graduates from similar programs (ASN only) in every jurisdiction scored equal or lower in all eight client needs areas.

Given that the observed value of 84.62% for Eunice and the 73.33% for Lafayette < benchmark of 85%, this objective is not met.

#### Improvement Plan/ Changes Made:

It is evident based on comparative NCLEX-RN results and performance in key client needs areas, that improvement in preparation for licensure testing must occur. As of January 2019, a new director of nursing for the program was employed by LSUE. The director has 20 years of nursing education experience/management of similar programs.

The director along with the nursing faculty have implemented the following as a first step to improvement:

- Curriculum Mapping (See file below) – There wasn't evidence to support mapping had occurred for some time. The faculty mapped the course content individually to the NCLEX-RN test plan to the current ASN curriculum to identify gaps of information. The mapping utilized the NCLEX-RN test plan released in April 2019. Refer to the NCLEX Crosswalk 2019. *Rationale:* The curriculum utilized in the LSUE ASN

program has remained unchanged in content for a number of years.

- Student Engagement – It was observed by the director of nursing and faculty that students are not as engaged in their education with absences in didactic courses being problematic. Therefore, starting Fall 2019 the grading for the courses will include testing and class-related activities. The students will be required to obtain a minimum of 77% on all exams for the course and then other activities (i.e. presentations, case studies, lab preparation, etc.) will be added to the course grade only after that measure is met. As part of the resolution to this issue the faculty had training from a publisher partner on the engagement strategies in the classroom. *Rationale:* It is important that the majority of the grading (80%) arrive from testing as students are being prepared to take the NCLEX-RN for licensure. Adding, other activities grade after the 77% or greater is obtained prevents an issue with grade inflation.
- Teaching Practice and Experience – Upon review of teaching practice and verbal communications, faculty need/desire to have additional education/professional development activities to support them with various teaching strategies that are more relevant to the age group of students they are teaching. To address this, planning for the 2019-20 budget includes professional development activities that are focused solely on education in the classroom, laboratory and clinical settings. *Rationale:* Overall the faculty have been teaching for a limited amount of time with only one faculty member having 14 years of education experience. As registered nurses, they are prepared by their education for nursing practice versus education and require the additional knowledge.
- Technology – It was observed by the new director and comparative to other nursing programs in the state, that the students at both locations have limited exposure to electronic testing and have commonly not performed well when testing in this manner. Technology in the classroom/laboratory consist only of the use of a computer, projector, power point presentations, low-fidelity human patient simulators (HPS) (with exception of one high-fidelity HPS per location with 1:60 or 1:30 usage ratio), and paper/pencil testing. The Director of Nursing and faculty plan to implement electronic testing for classroom examinations, enhance the use of the standardized testing products from the current vendor (Assessment Technologies Institute, LLC [ATI]), align ATI (case studies, video skills, practice assessments by system, etc.) resources to the curriculum for improved student knowledge, and modify the practice in the laboratory setting for nursing skills to include documentation with electronic health records. *Rationale:* Graduates of the ASN program need to be well-versed in technology to prepare them for nursing practice. Classroom/laboratory enhancement will assist with preparation for licensing and practice.

#### RELATED ITEMS-----

##### RELATED ITEM LEVEL 1

#### **ASN 18-19 Maintain an Effective Nursing (ASN) Program**

##### **Goal Number: 2**

Progress: Completed

Provided By: Nursing

Budget Information: existing

Start: 11/1/2018

End: 10/31/2019

##### **Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

### **ASN 18-19 Professional Competency based on Clinical Results**

#### **Objective Number: 2.1a**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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). NURS 2535 Syllabus (See file below) used for LG Ortho Fall 2018 and Eunice Spring 2019.

#### 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 academic year 2017-2018, this objective was met.

For AY 2018-2019 examining the data from the 2018 graduating class **at LSUE** a total of 44 (80%) students out of 56 that began the program took NURS 2535 and were assessed using the Clinical Form.

Evaluation Sample One (See file below)

Evaluation Sample Two (See file below)

For AY 2018-2019 examining the data from the 2018 graduating class at LG Ortho site a total of 15 (75%) students out of 20 that began the program took NURS 2535 and were assessed using the Clinical Form.

Evaluation Sample One **Lafayette General Orthopaedic Hospital** (See file below)

Evaluation Sample Two **Lafayette General Orthopaedic Hospital** (See file below)

In all, 44 (100%) of the 44 students at the LSUE site 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).

In all, 15 (100%) of the 15 students at the LG Ortho site successfully completed the assessment at the end of the semester using the Clinical Form.

Given that the observed passing rate of 100 > the benchmark of 77%, Objective 2.1a is met.

Improvement Plan/ Changes Made:

Although the benchmark was met with Eunice campus and the LG Ortho site, the Program Director and Nursing faculty are continuing to work on strengthening the mentoring program by continuing to visit clinical sites. The Program Director and Nursing faculty are working to improve the clinical evaluation tool to include more self-reflection by the student that is a more objective rubric and grading scale.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**ASN 18-19 Maintain an effective Nursing (ASN) Program**

**Goal Number: 2**

Progress: Completed

Provided By: Nursing

Budget Information: existing

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

### **ASN 18-19 Graduation Rate**

#### **Objective Number: 2.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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".

#### 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 Program Completion Rates 2018 file below.

#### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was tentatively met. Early in fall 2018, Nursing staff contacted Assessment Technologies Institute to assist them in making decisions that would help students learn, retain, and study for the new NCLEX-RN including working with classroom lectures and presentations to aid in retention of information. This effort is continuing into 2019-2020 and is part of the improvement plan cited below.

For 2018-2019, based on spring 2018 graduates, institutional research indicated that in a count of all students at the LSUE site:

2.20 80% of the traditional students (n = 56) completed the program within the allotted time.

2.21 91% of the LPN to ASN students (n = 10) completed the program within the allotted time.

Since the observed completion rate of 80% is > the historical benchmark of 60% for traditional students and since the 91% completion rate is > the historical benchmark of 85% for LPNs, this objective is met for traditional and LPNs.

For AY 2018-2019, based on fall 2018, institutional research indicated that in a count of all students at LG Ortho:

2.20 75% of the traditional students (n= 20) completed the program within the allotted time.

Since the observed completion rate of 75% > the historical benchmark of 60% for traditional students this objective is met.

2.21 there were no LPN students at the LG Ortho site.

Improvement Plan/ Changes Made:

Program Director and faculty will continue to restructure the classroom lecture presentations to allow students to better retain theory presented. This strategy will improve student exam scores thereby improving graduation rates. Program Director and faculty have consulted with Assessment Technologies Institute (ATI) (See file below) to assist with developing strategies to improve the use of standardized testing products available with ATI to improve student test taking skills and better preparation for theory exams and NCLEX.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**ASN 18-19 Maintain an effective Nursing (ASN) Program**

**Goal Number: 2**

Progress: Completed

Provided By: Nursing

Budget Information: existing

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access



To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.  
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.  
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.  
New Number Identifier Field: 4. Improvement

### **ASN 18-19 Employment**

#### **Objective Number: 2.3**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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 survey data. For academic year 2018-2019 data was collected in Fall 2018 by graduate exit interview and ongoing communications with graduates related to employment. For Spring 2019, data was collected with a Nursing Program Completion Survey that is completed on the last day of class.

#### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018 assessing the class of 2017, this objective was met.

For AY 2018-2019, the ASN program had two graduating classes. The first Lafayette cohort graduated 15 students in Fall 2018. Of the 15, 12 were eligible for employment as a registered nurse (RN) related to passing NCLEX-RN® and are employed. The Spring 2019 Eunice cohort graduated 44 ASN Traditional students, with 41 reporting on the Nursing Program Completion Survey they had secured employment as a RN. The Spring 2019 Eunice cohort graduated 4 LPN to ASN students, with 4 of 4 reporting on the Nursing Program Completion Survey they had secured employment as a RN (See data file below).

As the ASN program is reported as one campus with the National Council of State Boards of Nursing (under NCLEX-RN® Code US06407500), the combined employment rate for the ASN Traditional and LPN to ASN programs at both locations is 90.48% (57 of 63 graduates had employment).

Since the observed value of 90.48% > the benchmark of 90%, this objective is met.

Improvement Plan/ Changes Made:

Monitor since changes are being made and course mapping to the NCLEX-RN is taking place.

## RELATED ITEMS-----

## RELATED ITEM LEVEL 1

**ASN 18-19 Maintain an effective Nursing (ASN) Program****Goal Number: 2**

Progress: Completed

Provided By: Nursing

Budget Information: existing

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Radiologic Technology**

RADT 18-19 (AS) Professional Competency

Objective Number: 3.1

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 2018.

- RADT 2093 Course Syllabus (See file below)

#### Assessment/Evaluation/Measures/Strategies:

Students are under direct or indirect supervision with an instructor using a rubric.

- JRCERT Standard 4 Health and Safety - Supervision (See file below)
- JRCERT Standard 6 Institutional and Programmatic Data (See file below)

The ten outcomes specific to the Radiologic Technology Program are articulated in their RADT 2093 Clinical Evaluation Form (See file below) conducted both at midterm and at the end of the students' final semester in the program. Students will achieve a score of >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 Comp Evaluation Form (See file below) 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.

#### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, the students graduating in Spring 2018 were assessed. In all, 18 (69%) 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 18 students (See Final Comp Evaluation Sample Class of 2018 file below). Note: The data reported is a year behind for the RADT Class of 2018.

##### 1. Communication:

The Class Average was 3 (Good) at both the midterm and end of semester evaluations. This was consistent with the Class of 2017 and Class of 2016 for the same course (RADT 2093) achieving a level of  $\geq 2$ . **Benchmark met.** (See RADT 2093 Semester Evaluation Data Summary on Communication file below)

##### 2. Dependability, Attendance and Responsibility of Student:

The Class Average was a 2.99 at midterm and a 2.91 at the end of the semester. This was a slight improvement from the Class of 2017. However, this was consistent with both the Class of 2017 and 2016 in achieving a level of  $\geq 2$ . **Benchmark met.** (See RADT 2093 Semester Evaluation Data Summary on Dependability, Attendance and Responsibility of Student file below)

##### 3. Professionalism:

The Class Average was a 3.0 (Good) at both midterm and at the end of the semester. This was consistent with the Class of 2017 and 2016 for the same course achieving a level of  $\geq 2$ . **Benchmark met.** (See RADT 2093 Semester Evaluation Data Summary on Professionalism file below)

4. Initiative of Student:

The Class Average was a 2.96 at midterm and a 3.0 at the end of the semester. This was consistent with the Class of 2017 and Class of 2016 for the same course achieving a level of  $\geq 2$ . **Benchmark met.** (See RADT 2093 Semester Evaluation Data Summary on Initiative of Student file below)

5. Attitude of Student:

The Class Average was a 2.99 at midterm and a 3.0 at the end of the semester. This was an improvement from the Class of 2017 a year ago. However, this was consistent with both the Class of 2017 and 2016 in achieving a level of  $\geq 2$ . **Benchmark met.** (See RADT 2093 Semester Evaluation Data Summary on Attitude of Student file below)

6. Organization/Perseverance/Quality of Procedures:

The Class Average was 2.30 at midterm and a 2.61 at the end of the semester. This was a slight decrease from the Class of 2017. However, this was consistent with both the Class of 2017 and 2016 in achieving a level of  $\geq 2$ . **Benchmark met.** (See RADT 2093 Semester Evaluation Data Summary on Organization Perseverance Quality of Procedures file below)

7. Problem Solving Skills and Critical Thinking:

The Class Average was 2.97 at midterm and a 2.99 at the end of the semester. This was consistent with the Class of 2017 and the Class of 2016 in achieving a level of  $\geq 2$ . **Benchmark met.** (See RADT 2093 Semester Evaluation Data Summary on Problem Solving Skills and Critical Thinking file below)

8. Clinical Skills of Student:

The Class Average was 2.78 at midterm and 2.90 at the end of the semester. This showed a decrease at midterm from the Class of 2017, but consistency with the Class of 2017 and 2016 by the end of the semester in achieving a level of  $\geq 2$ . **Benchmark met.** (See RADT 2093 Semester Evaluation Data Summary on Clinical Skills of Student file below)

9. Competency Exams:

The Class Average was 2.98 at both midterm and end of the semester. This was consistent with the Class of 2017 and Class of 2016 achieving a level of  $\geq 2$ . **Benchmark met.** (See RADT 2093 Semester Evaluation Data Summary on Competency Exams file below)

10. Student Was Able To Demonstrate Technical Aspects:

The Class Average was 2.76 at midterm and a 2.74 at the end of the semester. This data showed an improvement from the Class of 2017 and Class of 2016 achieving a level of  $\geq 2$ . **Benchmark met.** (See RADT 2093 Semester Evaluation Data Summary on Student Was Able to Demonstrate the Following file below)

Final Competency Evaluation Form Items are based on a scale of 100% (See RADT 2093 End of Semester Evaluation Sample Class of 2018 file below).

1. Performance Criteria:

The Class Average was a 96.67. This was a significant improvement from the Class of 2017 and Class of 2016 for the same course achieving a level of  $\geq 80$ . **Benchmark met.** Note: Most of the errors were in positioning skills and evidence of radiation protection which has been consistent with the two previous years. (See RADT 2093 Final Comp Evaluation Data Summary on Performance Criteria file below)

2. Image Evaluation:

The Class Average was 96.17. This was a significant improvement from the Class of 2017 and Class of 2016 for the same course achieving a level of  $\geq 80$ . **Benchmark met.** Note: Most of the errors were in evaluating anatomical parts, image and other identification, technique, and proper alignment which has been consistent with the two previous years. (See RADT 2093 Final Comp Evaluation Data Summary on Image Evaluation file below)

3. Critical Thinking and Problem Solving Skills:

The Class Average was 97.72. This was consistent with the Class of 2017 and Class of 2016 for the same course achieving a level of  $\geq 80$ . **Benchmark met.** Note: Most of the errors were in practicing sound judgement in radiation protection, and patient considerations. (See RADT 2093 Final Comp Evaluation Data Summary on Critical Thinking and Problem Solving Skills file below)

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 pages 5 and 6), the faculty will discuss and solicit input as needed. Also, three evaluation tools were used to evaluate communication skills. They were the Clinical Portfolio, the Pathology Research/Case Study evaluation, and the entrance essay. The benchmarks were met in all three evaluations. This was the first time the entrance essay was utilized to evaluate communication skills of the students.

2. Dependability, Attendance and Responsibility of Student:

- Even though the benchmark was met again for this proficiency skill on each student as last year, the faculty will discuss and solicit input as needed.

3. Professionalism:

- Even though the benchmark was met for this proficiency skill (highlighted page 10) on each student, the faculty will discuss and solicit input as needed. Also, additional methods were 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 pages 10-11). The benchmark was not met on the items on Test III in Patient Care. However, the students did show an improvement in achieving the benchmark on Test 1 in Registry Review. This evidence did reveal that the students did show an improvement in understanding professional ethics. Will discuss with faculty and solicit input as needed.

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 (see highlighted page 10).

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 page 1).
7. Problem Solving Skills and Critical Thinking:
- Even though the benchmarks were met for this proficiency skill (highlighted page 7), 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 page 10). 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 page 1).
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 on pages 2 and 3.
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 on pages 1-4.
- In addition, the assessment plan did reveal improvement based on the data collected from the RADT 2093 Final Competency Forms:
1. Performance Criteria:
- The positioning skills (pages 1-3) and providing evidence of radiation protection (pages 3-4) were two areas that showed improvement from a year ago. Also, improvement is seen in these areas from the first Clinical Comp Form evaluation and a year later using the Final Comp Form. The faculty will discuss and solicit input as needed.
2. Image Evaluation:
- Evaluation of anatomical parts (pages 8-9) did show improvement by the students. Two other areas--proper alignment and technique--also showed improvement. The faculty will discuss and solicit input as needed.
3. Critical Thinking and Problem Solving Skills:
- Improvement was seen in all areas in critical thinking and problem solving skills (pages 7-8) (See Outcomes Assessment Plan Grid Class of 2018 highlighted for Critical Thinking Skills and Problem Solving file below) by the students. The faculty will discuss and solicit input as needed.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**RADT 18-19 Maintain an effective Radiologic Technology (RADT) Associate of Science (AS) Program**

**Goal Number: 3**

Progress: Completed

Provided By: Radiologic Technology

Budget Information: existing

Start: 11/1/2018

End: 10/31/2019



**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**RADT 18-19 (AS) Surveys****Objective Number: 3.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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.

**Director of IE's note:** For AY 2019-2020 (class of 2019), this objective will change to the statistics on the first attempt of the American Registry of Radiologic Technologists (ARRT) Exam. Including all survey data is repetitive and not needed, but will be maintained in JRCERT documentation. LSU Eunice IE documentation will continue to assess employment rates in objective 3.4.

Assessment/Evaluation/Measures/Strategies:

3.20 Benchmark is 80% set by the program faculty members based on the Joint Review Committee on Education in Radiologic Technology (JRCERT) Standards. Graduate Survey sent to graduates 1 year post graduation as recommended by JRCERT. (This means that at least 80% of the employers and graduates will rate students as good, very good, or excellent.)

- Graduate Survey (See file below)

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. (This means that at least 80% of the employers and graduates will rate students as good, very good, or excellent.)

- Employer Survey (See file below)

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, the students graduating in Spring 2018 were assessed. Note: The data reported is a year behind for the RADT Class of 2018.

3.20: Graduate Survey: The surveys received (response rate 3 out of 18, or 17%) 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 2018 graduates who sought employment were hired within 6 months of completion of the program. This data is consistent with the Class of 2017 and Class of 2016. **Benchmark met.**

Graduate Survey Sample Class of 2018

Program Assessment Plan Class of 2018 (See Program Effectiveness Plan Class of 2018 showing employment file below)

3.21: Employer Survey: The surveys received (response rate 12 out of 18, or 67%) 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 Class of 2017 and Class of 2016. **Benchmark met.**  
Employer Survey Sample Class of 2018

Program Assessment Plan Class of 2018 (See Program Effectiveness Plan Class of 2018 showing employment file below)

Improvement Plan/ Changes Made:

3.20: Even though the benchmark was met, only 17% (3 of 18) of the Graduate Surveys were received. This return rate was a slight decrease from last years (2017) return rate of 29% but was still better than two years ago (2016) with a 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 2018.

Program Effectiveness Plan Class of 2018 (See file below)

3.21 Even though the benchmark was met, only 67% (12 of 18) of the Employer Surveys were received. This return rate was a vast improvement from last years (2017) return rate of 33% and two years ago (2016) with a return rate of 42.1. 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 2018.

Program Effectiveness Plan Class of 2018 (See file below)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**RADT 18-19 Maintain an effective Radiologic Technology (RADT) Associate of Science (AS) Program**

**Goal Number: 3**

Progress: Completed

Provided By: Radiologic Technology

Budget Information: existing

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**RADT 18-19 (AS) Retention**

**Objective Number: 3.3**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

The program will retain students in accordance with Joint Review Committee on Education in Radiologic Technology (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 (See file below)
- JRCERT Standard 5 Assessment (See file below)

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, the students graduating in Spring 2018 were assessed. Note: The data reported is a year behind for the RADT Class of 2018.

69% (18 of 26) of the original Class of 2018 completed the Program in spring 2018. **Benchmark was not met.** This was noted and highlighted in both the Program Effectiveness Plan (See Program Effectiveness Plan Class of 2018 showing retention file below) and in the Radiography Program Effectiveness Data (See Radiography Program Effectiveness Data 22018 showing retention file below) for the Class of 2018. Note: This was the second cohort that started with 26 students.

Improvement Plan/ Changes Made:

The attrition rate for the Class of 2018 was 30.8% **Benchmark was not met.** This was a sizable difference from the Class of 2017 (19%) and Class of 2016 (5%). Even though this deficit was unexpected, the students all had different reasons for leaving the Program as documented on the Program Effectiveness Plan for the Class of 2018.

Radiography Program Effectiveness Data for Class of 2018 showing retention (See file below)

Program Effectiveness Plan Class of 2018 showing retention (See file below)

Will discuss with faculty members the reasons behind this decline and solicit input as needed.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**RADT 18-19 Maintain an effective Radiologic Technology (RADT) Associate of Science (AS) Program**

**Goal Number: 3**

Progress: Completed

Provided By: Radiologic Technology

Budget Information: existing

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

## **RADT 18-19 (AS) Employment**

### **Objective Number: 3.4**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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 Joint Review Committee on Education in Radiologic Technology (JRCERT) Standards.

- Employer Survey Form (See file below)

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 (See file below)

**Director of IE's note:** For AY 2019-2020 (class of 2019), this objective will be updated to cover the placement rate at one year only (i.e. 3.42). Adding all of the survey data in the LSU Eunice IE system is burdensome and creates duplication of effort because it is required in the JRCERT documentation. Pass rates for ARRT will be moved to objective 3.2.

#### 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 (See file below)
- JRCERT Standard 5 Assessment (See file below)

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, the students graduating in Spring 2018 were assessed. Note: The data reported is a year behind for the RADT Class of 2018.

3.40: Employer Survey: The surveys received (response rate 12 out of 18, or 67%) revealed that employers would hire future graduates from the Radiography Program. The 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 data results from the Class of 2017 and Class of 2016. **Benchmark met.**

Employer Survey Sample Class of 2018 (See file below)

3.41: The five-year credentialing pass rate for the first attempt on the ARRT Board Exam in Radiography was 93.8%. **Benchmark met.** The 2018 credentialing pass rate for the first attempt on the ARRT exam was 100%. This was a vast improvement from the Class of 2017 and Class of 2016. Will discuss with faculty members and solicit strategies that hopefully maintain this level of achievement.

Program Effectiveness Plan Class of 2018 showing credentialing pass rates (See file below)

ARRT Annual Program Summary Report 2018 (See file below)

ARRT Candidate Exam Results Classes of 2014-2018 (See file below)

ARRT National Comparison Report Class of 2018 (See file below)

Radiography Program Effectiveness Data Class of 2018 showing credentialing pass rates (See file below)

3.42: 69% percent (12 of 18) of the Employer Surveys and 17% (3 of 18) 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 2018 graduates who sought employment were hired within 6 months of completing the program. This data is consistent with the Class of 2017 and Class of 2016.

The 5-year employment rate post 12 months graduation is 99%. **Benchmark met.**

Program Effectiveness Plan Class of 2018 showing employment (See file below)

Program Effectiveness Data Class of 2018 showing job placement rates (See file below)

Graduate Survey Sample Class of 2018 (See file below)

Improvement Plan/ Changes Made:

3.40: Even though the benchmark was met, only 67% (12 of 18) of the Employer Surveys and 17% (3 of 18) Graduate Surveys were received at the time of this review. This return rate was an improvement as compared to 2017 and 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 2018.

Program Effectiveness Plan Class of 2018 surveys (See file below)

3.41: Even though the benchmark was met, will discuss with the faculty members and solicit strategies to maintain this level of achievement. This was noted in the Program Effectiveness Plan Class of 2018.

Program Effectiveness Plan Class of 2018 showing credential pass rates (See file below)

3.42: Even though the benchmark was met, only 67% (12 of 18) of the Employer Surveys and 17% (3 of 18) Graduate Surveys were received. This return rate was an improvement as compared to 2017 and 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 Class of 2018.

Program Effectiveness Plan Class of 2018 surveys (See file below)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**RADT 18-19 Maintain an effective Radiologic Technology (RADT) Associate of Science (AS) Program**

**Goal Number: 3**

Progress: Completed

Provided By: Radiologic Technology

Budget Information: existing

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Respiratory Care**

RC 18-19 (AS) Professional Competency

Objective Number: 4.1

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 (See file below) 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 outcomes has associated student learning outcomes that are assessed at three cognitive levels - Recall, Application, and Analysis - by the NBRC.

#### 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). CoARC Outcomes Thresholds. 2017 Outcomes (See file below).

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 = 40.1 points)

Student Learning Outcomes: Upon the completion of the program the student will

- A. evaluate data in the patient record (national benchmark = 5.8 points)
- B. gather clinical information (national benchmark = 9.4 points)

- C. perform procedures to gather clinical information (national benchmark = 8.6 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 = 14.4 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 = 47.1 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 = 4.0 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)

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met. Note that remediation efforts were completed with students as needed (see results for AY 2018-2019). One effort used in the new remediation course, RC 2026, was a comprehensive patient assessment review and exam. Patient assessment was heavily reviewed because the majority of the TMC national board examination revolves around the topic of patient assessment. Within this review hemodynamic monitoring with formula calculation, Radiographic imaging studies, Assessment of the adult and infant, Diagnostic studies and Lab testing were just a few topics discussed and tested. Remediation Exam. Patient Assessment (See file below).

For AY 2018-2019, the data is analyzed for the class completing the program in December 2018. Each of the 14 new candidates including one re-entry candidate from a prior cohort took the NBRC exam achieving an overall program mean score of 118.9 points (new). There were no repeating attempts to this exam. All 15 graduates achieved the high-cut-score on 1st attempt. Overall, all 15 students successfully passed the exam. TMC grad.performance 1.18.19 (See file below) TMC scores by content area 1.18.19 (See file below).

The purpose for analyzing the "New Candidate Summary" rather than "All Candidate Summary" is because the 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 (1.18.19)

I: Patient data evaluation and recommendations (LSUE= 46.0 points > National = 40.2 points.

Student Learning Outcomes: Upon the completion of the program the student will

- A. evaluate data in the patient record (LSUE = 6.7 points > National = 5.8 points)
- B. gather clinical information (LSUE = 11.6 points > National = 9.4 points)
- C. perform procedures to gather clinical information (LSUE = 9.7 points > National = 8.7 points)
- D. evaluate procedure results (LSUE = 9.3 points > National = 8.1 points)
- E. recommend diagnostic procedures (LSUE = 8.7 points > National = 8.2 points)

II: Troubleshooting and quality control of equipment, and infection control (LSUE = 16.3 points > National = 14.4 points)

Student Learning Outcomes: Upon the conclusion of the program, the student will

- A. Assemble and troubleshoot equipment (LSUE = 12.5 points > National = 10.7 points)
- B. ensure infection control (LSUE = 1.8 points > National = 1.6 points)
- C. perform quality control procedures (LSUE = 2.0 points < National = 2.1 points)

III. Initiation and modification of interventions (LSUE = 56.5 points > National 47.1 points)

Student Learning Outcomes: Upon the conclusion of the program, the student will

- A. maintain a patent airway including the care of artificial airways (LSUE = 7.7 points > National = 6.6 points)
- B. perform airway clearance and lung expansion techniques (LSUE = 4.7 points > National = 4.0 points)
- C. support oxygenation and ventilation (LSUE = 8.2 points > National = 6.5 points)
- D. administer medication and specialty gases (LSUE = 4.4 points > National = 3.8 points)
- E. ensure modifications are made to the respiratory care plan (LSUE = 16.8 points > National = 13.5 points)
- F. utilize evidence-based medicine principles (LSUE = 5.0 points > National = 4.4 points)
- G. provide respiratory care techniques in high-risk situations (LSUE = 3.4 points > National 3.0 points)
- H. assist a physician/provider in performing procedures (LSUE = 3.7 points > National = 3.0 points)
- I. initiate and conduct a patient and family education (LSUE = 2.6 points > National = 2.3 points)

Given that the observed score of 118.9 > National benchmark of 101.6 and 100% of the students passed the TMC examination > 3-year average of 80% benchmark, this objective is met. TMC high.low cut report

#### Improvement Plan/ Changes Made:

16 of the 17 components met or exceeded the national average in those individual areas. The Program Director and faculty will continue to monitor the program curriculum closely to ensure it aligns with the detailed content matrix provided by the National Board for Respiratory Care (NBRC).

**Director of IE's note:** The "perform quality control procedures" from IIc above that was below the national average only has three questions in it.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**RC 18-19 Maintain an effective Associate of Science (AS) Program in Respiratory Care (RC)****Goal Number: 4**

Progress: Completed

Provided By: Respiratory Care

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**RC 18-19 (AS) Retention****Objective Number: 4.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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. CoARC

Thresholds for justification of Benchmarks (See file below).

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

The 2017-2018 Respiratory Care cohort consisted of 15 new students and 2 re-entry students from a previous cohort. The original 15 cohort lost 1 student due to attrition; therefore retention is 93.3%.

Given that the observed retention rate of 93.3% > the established benchmark of 70%; this objective was met.

Improvement Plan/ Changes Made:

Even though the benchmark was met, the Program Director and faculty are reassessing and are changing the selection process for the upcoming fall semester (2019). Options discussed are a mandatory Test of Essential Academic Skills (TEAS) including an interview process. The faculty will meet with each candidate, ask the same questions and rate the responses on a Likert scale of 1-5. The rubric to be used for this interview is currently under review and will seek the approval of the Dean of Health Sciences and Business Technology. Interview Questions for RC applicants (See file below); RC SEL APP;2019 (See file below); RC Selection Matrix (See file below).

**Director of IE's note:** Faculty were not able to implement additional requirements for Fall 2018 selection, but will for Fall 2019. Faculty - please note that documentation will be needed. The Program Director acknowledged this on March 11, 2019.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**RC 18-19 Maintain an effective Associate of Science (AS) Program in Respiratory Care (RC)**

**Goal Number: 4**

Progress: Completed

Provided By: Respiratory Care

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**RC 18-19 (AS) Employment**

**Objective Number: 4.3**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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) (See file below).

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 Outcomes Thresholds.2017 file below).

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 (See CoARC-Graduate-Survey-Entry-3-17.empty file below).

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

As of March 2019, all 15 graduates from the 2017-2018 cohort (100%) are 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.

CoARC annual report is unavailable at this time. CoARC states that graduate surveys are to be mailed out within six months post-graduation. This cohort graduated December, 2018; therefore, survey results are pending at this time.

**Director of IE' note:** Programs will focus on placement in the future and use the survey results for specific program evaluation and accreditation.

Improvement Plan/ Changes Made:

The Program continues to increase the number of options for clinical training that will enhance the student's ability to obtain additional clinical experience and employment opportunities. This past year, the Program was fortunate to add the largest hospital in the State of Louisiana, Our Lady of the Lake Hospital in Baton Rouge, Louisiana (See file below). This will also assist to recruit students who may reside on the outer region of Lafayette as well.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**RC 18-19 Maintain an effective Associate of Science (AS) Program in Respiratory Care (RC)**

**Goal Number: 4**

Progress: Completed

Provided By: Respiratory Care

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

### **Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

## **Surgical Technology**

ST 18-19 (AAS) Professional Competency based on Certified Surgical Technology (CST) Exam

Objective Number: 11.1

Start: 11/1/2018

End: 10/31/2019

Progress: Delayed

### Objective With Intended Outcomes:

**Director of IE's note:** This objective is scheduled to be implemented in spring 2020. The 2019 graduating class was not required to take the Certified Surgical Technologists (CST) Exam.

Surgical Technology students will demonstrate competency as entry level technologists by successfully passing the Certified Surgical Technologist Examination (CST Exam). The program outcomes as defined by NBSTSA are: Upon the conclusion of the Surgical Technology Program, students will demonstrate competency in:

1. Perioperative Care
2. Ancillary Duties
3. Basic Sciences

Scores on the student learning outcomes below will be collapsed down to the three categories provided to faculty by the NBSTSA.

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:



## I. PERIOPERATIVE CARE (91 items)

### A. Preoperative Preparation (18 items)

1. Review surgeon's preference card.
2. Verify availability of surgery equipment (e.g., reserve equipment for surgery).
3. Don personal protective equipment.
4. Utilize preoperative documentation (e.g., informed consent, advanced directives, allergies, laboratory results).
5. Consider patient needs (e.g., bariatrics, geriatrics, pediatrics, immunocompromised, patient allergies).
6. Prepare the operating room environment (e.g., temperature, lights, suction, wiping down the room and furniture).
7. Coordinate additional equipment (e.g., bovie pad, pneumatic tourniquet, sequential compression devices, thermoregulatory devices, positioning devices).
8. Obtain instruments and supplies needed for surgery.
9. Perform medical hand wash.
10. Check package integrity of sterile supplies.
11. Open sterile supplies/instruments while maintaining aseptic technique.
12. Perform surgical scrub (e.g., initial, waterless).
13. Don gown and gloves.
14. Assemble and set up sterile instruments and supplies for surgical procedures.
15. Transport the patient to and from operating room.
16. Transfer patient to operating room table.
17. Apply patient safety devices (e.g., bovie pad, safety strap, protective padding, x-ray safety).
18. Apply patient monitoring devices as directed.
19. Participate in positioning the patient.
20. Prepare surgical site (e.g., hair removal, surgical preparation).
21. Gown and glove sterile team members.
22. Participate in draping the patient.
23. Secure cords/tubing to drapes and apply light handles.
24. Drape specialty equipment (e.g., c-arm, Da Vinci, microscope).
25. Participate in Universal Protocol (Time Out).

### B. Intraoperative Procedures (61 items)

1. Maintain aseptic technique throughout the procedure.
2. Follow Standard and Universal Precautions.
3. Anticipate the steps of surgical procedures.
4. Perform counts with circulator at appropriate intervals.
5. Verify, receive, mix, and label all medications and solutions.
6. Provide intraoperative assistance under the direction of the surgeon.
7. Identify different types of operative incisions.
8. Identify instruments by:

- a. function.
- b. application.
- c. classification.

9. Assemble, test, operate, and disassemble specialty equipment:

- a. microscopes.
- b. computer navigation systems.
- c. thermal technology.
- d. laser technology (e.g., helium, argon, CO2 beam coagulators).
- e. ultrasound technology (e.g., harmonic scalpel, phacoemulsification).
- f. endoscopic technology.
- g. power equipment.

10. Assemble and maintain retractors.

11. Pass instruments and supplies.

12. Identify appropriate usage of sutures/needles and stapling devices.

13. Prepare, pass, and cut suture material as directed.

14. Provide assistance with stapling devices.

15. Differentiate among the various methods and applications of hemostasis (e.g., mechanical, thermal, chemical).

16. Irrigate, suction, and sponge operative site.

17. Monitor medication and solution use.

18. Verify with surgeon the correct type and/or size of specialty specific implantable items.

19. Prepare bone and tissue grafts (e.g., allograft, autograft, synthetic).

20. Verify, prepare, and label specimen(s).

21. Prepare drains, catheters, and tubing for insertion.

22. Observe patient's intraoperative status (e.g., monitor color of blood, blood loss, patient position).

23. Perform appropriate actions during an emergency.

24. Initiate preventative actions in potentially harmful situations.

25. Connect and activate drains to suction apparatus.

26. Prepare dressings and wound site.

27. Assist in the application of casts, splints, braces, and similar devices.

C. Postoperative Procedures (12 items)

1. Report medication and solution amount used.

2. Participate in case debrief.

3. Remove drapes and other equipment (e.g., suction, cautery, instrumentation and nondisposable items) from patient.

4. Report abnormal postoperative findings (e.g., bleeding at surgical site, hematoma, rash).

5. Dispose of contaminated waste and drapes after surgery in compliance with Standard Precautions.

6. Transfer patient from operating table to stretcher.

7. Dispose of contaminated sharps after surgery in compliance with Standard Precautions.

8. Perform room clean up and restock supplies.

II. Ancillary Duties (26 items)

A. Administrative and Personnel (9 items)

1. Revise surgeon's preference card as necessary.
2. Follow proper cost containment processes.
3. Utilize computer technology for:
  - a. surgeon's preference cards
  - b. interdepartmental communication
  - c. continuing education.
  - d. research.
4. Follow hospital and national disaster plan protocol.
5. Recognize safety and environmental hazards (e.g., fire, chemical spill, laser, smoke).
6. Understand basic principles of electricity and electrical safety.
7. Apply ethical and legal practices related to surgical patient care.
8. Use interpersonal skills (e.g., listening, diplomacy, responsiveness) and group dynamics.
9. Understand the importance of cultural diversity.
10. Understand concepts of death and dying.
11. Participate in organ and tissue procurement.
12. Serve as preceptor to perioperative personnel.

B. Equipment Sterilization and Maintenance (17 items)

1. Troubleshoot equipment malfunctions.
2. Decontaminate and clean instruments and equipment.
3. Inspect, test, and assemble instruments and equipment.
4. Sterilize instruments for immediate use (e.g., short cycle).
5. Package and sterilize instruments and equipment.

III. BASIC SCIENCE (33 items)

A. Anatomy and Physiology (20 items)

1. Use appropriate medical terminology and abbreviations.
2. Demonstrate knowledge of anatomical systems as they relate to the surgical procedure:
  - a. cardiovascular.
  - b. endocrine.
  - c. gastrointestinal.
  - d. genitourinary.
  - e. integumentary.
  - f. lymphatic.

- g. muscular.
- h. neurological.
- i. ophthalmic.
- j. otorhinolaryngology.
- k. peripheral vascular.
- l. pulmonary.
- m. reproductive.
- n. skeletal.

3. Demonstrate knowledge of human physiology as they relate to the surgical procedure:

- a. cardiovascular.
- b. endocrine.
- c. gastrointestinal.
- d. genitourinary.
- e. integumentary.
- f. lymphatic.
- g. muscular.
- h. neurological.
- i. ophthalmic.
- j. otorhinolaryngology.
- k. peripheral vascular.
- l. pulmonary.
- m. reproductive.
- n. skeletal.

4. Identify the following surgical pathologies:

- a. abnormal anatomy.
- b. disease processes.
- c. malignancies.
- d. traumatic injuries.

B. Microbiology (6 items)

1. Apply principles of surgical microbiology to operative practice:

- a. classification and pathogenesis of microorganisms (e.g., cultures).
- b. infection control procedures (e.g., aseptic technique).
- c. principles of tissue handling (e.g., Halsted principles, tissue manipulation methods, traction/counter traction).
- d. stages of, and factors influencing wound healing (e.g., condition of patient, wound type).
- e. surgical wound classification.

2. Identify and address factors that can influence an infectious process.

C. Surgical Pharmacology (7 items)

1. Apply principles of surgical pharmacology to operative practice:

- a. anesthesia related agents and medications.

- b. blood and fluid replacement.
  - c. complications from drug interactions (e.g., malignant hyperthermia).
  - d. methods of anesthesia administration (e.g., general, local, block).
  - e. types, uses, action, and interactions of drugs and solution (e.g., hemostaticagents, antibiotics, IV solutions).
  - f. weights, measures, and conversions.
2. Maintain awareness of maximum dosage.

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. However, the NBSTSA CST exam is an accreditation required outcomes assessment exam. Following initial accreditation all program graduates will be required to take the CST exam which is expected to be in spring 2020.

The program director will be the person arranging for the students to take the exam on campus in a computer lab no sooner than 30 days prior to graduation or no later than 30 days after graduation.

Benchmark: The Surgical Technology faculty have implemented a benchmark of 70% pass rate and 100% participation rate. The faculty believe that it is appropriate for the program to be based on the desire to maintain academic excellence above and beyond similar programs in the state. This is in compliance with accreditation Standard IV.B.: Outcomes Assessment.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, there were no students enrolled in the program.

For AY 2018-2019, students were not required to take the CST exam because the program is not yet accredited by CAAHEP.

The 9 students completing the Program in spring 2019 took the NBSTSA secure practice exam meeting the benchmark of 100% participation required by NBSTSA. Scores on the exam are not considered since the Program is not yet accredited by CAAHEP.

Since no students were able to take the actual CST Exam, there is no data to report. Students are expected to take the CST exam for the first time in spring 2020.

Improvement Plan/ Changes Made:

None until students can take the CST exam.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**ST 18-19 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program**

**Goal Number: 11**

Progress: Completed  
 Provided By: Surgical Technology  
 Budget Information: State grant and reallocation of University funds  
 Start: 11/1/2018  
 End: 10/31/2019

### **Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

### **ST 18-19 (AAS) Professional Competency based on Clinical Results**

#### **Objective Number: 11.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### Objective With Intended Outcomes:

Upon the conclusion of the Surgical Technology Program, the student will:

1. Apply theory and concepts learned in SURT lectures and laboratory to operating room practice
2. Apply principles of aseptic technique to operating room practice
3. Apply professional and ethical behaviors in the operating room practice.
4. Be able to pull supplies and instruments for every core procedure independently.
5. Be able to open for surgical cases with no or little guidance.
6. Be able to set up back tables for all core procedures in a safe manner.
7. Be able to set up for a core procedure in 10 minutes or less.
8. Be able to first scrub most of the core procedures with no or little guidance.
9. Be able to aid the ST in breaking the field and pulling supplies for each procedure.

10. Be self-directed, responsible and have a positive rapport with staff.

Developed by the Surgical Technology faculty, these competencies must be met in order for the student to successfully complete SURT 2103: Practicum/Clinical II (See file below) (the final clinical course in the program) and have been designed based Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Assessment/Evaluation/Measures/Strategies:

Students are directly assessed by the clinical instructor twice in the final semester using a rubric. The students are also directly assessed by the clinical preceptor daily and these evaluations are factored into the students final course grade. Each of the outcomes are broken out into specific tasks that are required of students.

Benchmark = 77% which is a 3.85 out of five points used on the rubric. This benchmark is developed by the Division of Health Sciences 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.

The final clinical observation will be used to determine competency.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, there were no students enrolled in the program.

For AY 2018-2019, 9 out of 9 (100%) of the students were assessed successfully in SURT 2103 using a standardized rubric created by the faculty based on requirements from core curriculum mandated by accreditation.

Each student was assessed on tasks related to the student learning outcomes for the course. Since the final rubric uses a letter grading system, the numbers below for each outcome refer to only those students who received an A, B, or C on the final observation. Three examples of completed rubrics are attached (see example one file below), (see example two file below), and (see example three file below).

1. Apply theory and concepts learned in SURT lectures and laboratory to operating room practice. 7/9 received an A, 1/9 received a B, and 1/9 received a C
2. Apply principles of aseptic technique to operating room practice. 0/9 received an A, 8/9 received a B, and 1/9 received a C
3. Apply professional and ethical behaviors in the operating room practice. 5/9 received an A, 2/9 received a B, and 2/9 received a C
4. Be able to pull supplies and instruments for every core procedure independently. 8/9 received an A, 0/9 received a B, and 1/9 received a C
5. Be able to open for surgical cases with no or little guidance. 2/9 received an A, 4/9 received a B, and 3/9 received a C
6. Be able to set up back tables for all core procedures in a safe manner. 0/9 received an A, 8/9 received a B, and 1/9 received a C
7. Be able to set up for a core procedure in 10 minutes or less. 5/9 received an A, 3/9 received a B, and 1/9 received a C
8. Be able to first scrub most of the core procedures with no or little guidance. 7/9 received an A, 2/9 received a B, and 0/9 received a C
9. Be able to aid the ST in breaking the field and pulling supplies for each procedure. 4/9 received an A, 1/9 received a B, and 4/9 received a C
10. Be self-directed, responsible and have a positive rapport with staff. 3/9 received an A, 5/9 received a B, and 1/9 received a C

All 9 students successfully met the minimum requirement of a grade of 77% C or 3.85 in all of the course objectives, therefore this objective was

met.

Improvement Plan/ Changes Made:

Restate course student learning outcomes to better parallel clinical rubrics.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**ST 18-19 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program**

**Goal Number: 11**

Progress: Completed

Provided By: Surgical Technology

Budget Information: State grant and reallocation of University funds

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

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New Number Identifier Field: 2. Student Success

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New Number Identifier Field: 3. Partnerships

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New Number Identifier Field: 4. Improvement

**ST 18-19 (AAS) Retention (Graduation) Rate**

**Objective Number: 11.3**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

Students admitted into the Surgical Technology Program will graduate in three semesters once admitted to the program based on Commission on



Accreditation of Allied Health Programs (CAAHEP).

Assessment/Evaluation/Measures/Strategies:

Graduation is calculated upon graduation/program completion by the number of graduates divided by the original number students enrolled into an on-time completion/graduation cohort plus any transfer-in/re-entry students multiplied by 100 = graduation rate.

This is in compliance with CAAHEP's Standard IV.B.: Outcomes Assessment.

Programmatic retention benchmark is 60% of students that are admitted to the program and taking core courses.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, there were no students enrolled in the program.

For AY, 2018-2019, the graduation rate is 64%. A total of 14 students were enrolled in the program in Summer 2018 with 9 students completing the program and graduating in Spring 2019. In the summer 2018 semester two failed core courses, and one voluntary withdrew due to pregnancy. In the fall 2019 semester, two students were dismissed from the program for code of conduct violations.

Given that the observed graduation rate is 64% > the benchmark of 60%, this objective is met.

Improvement Plan/ Changes Made:

In response to the code of conduct issues, the program implemented an online software, Trajecsyst, in June 2019. All students of the program are required to actively participate and utilize the software on a daily basis.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

ST 18-19 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program

Goal Number: 11

Progress: Completed

Provided By: Surgical Technology

Budget Information: State grant and reallocation of University funds

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

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New Number Identifier Field: 4. Improvement

### **ST 18-19 (AAS) Employment**

#### **Objective Number: 11.4**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### Objective With Intended Outcomes:

Surgical Technology students will be employed in a related field within 12 months of graduation.

#### Assessment/Evaluation/Measures/Strategies:

Expected level of employment in a field related to surgical technology is 80%, at least within 1 year after graduation. This benchmark is set by the Commission on Accreditation of Allied Health Programs (CAAHEP) Standard IV.B: Outcomes Assessment.

#### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, there were no students enrolled in the program.

At the completion of AY 2018-2019, there were 9 students enrolled in the program and 9 students successfully completed the program. There were approximately 38 open Surgical Technologist positions in south Louisiana. This goal was exceeded, all 9 students (100%) accepted positions prior to graduation. Park Place Surgical Hospital hired 5 students, Lafayette General Medical Center hired 2 students, Our Lady of Lourdes hired 1 student, and Opelousas General Hospital hired 1 student.

Since the observed value of 100% > the benchmark of 80%, this objective is met (even though the results are not at one year).

#### Improvement Plan/ Changes Made:

The Surgical Technology Program will continue to co-host a career fair at the Lafayette General Orthopaedic Hospital.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**ST 18-19 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program**

**Goal Number: 11**

Progress: Completed

Provided By: Surgical Technology

Budget Information: State grant and reallocation of University funds

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

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New Number Identifier Field: 3. Partnerships

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New Number Identifier Field: 4. Improvement

**Division of Liberal Arts**

**LA 18-19 Developmental English (ENGL 0001)**

**Objective Number: 1.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

Developmental education students 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

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 (see below) 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 2018-2019 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. At LSUE, the successful completion of ENGL 0001 is with a C or better. 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>

### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

### Direct Assessment

For AY 2018-2019, a total of 519 students were enrolled in 24 sections of ENGL 0001. A total of 359 (69%) of the 519 students were assessed from the 15-week online sections and from the LSUE and LSUA face-to-face sites (see Table 1). There were no sections of ENGL 0001 offered at the dual enrollment, LG Ortho, or LSU Lab School sites. In addition, there were no 8-week accelerated online sections.

ENGL 0001 SLO Description	Overall	LSUE	LSUA	Online
Overall	73	72	64	82
A. Using clear topic sentences	76	76	66	83
B. Using evidence to support a topic sentence	79	79	73	90
C. Using proper grammar and punctuation	68	69	60	75
Total number of students tested	359	290	32	37
Total number of sections in AY	24	19	2	3

Overall, students scored a 73% with a 76% on outcome A, 79% on outcome B, and a 68% on outcome C. Fifteen week online students scored the highest, then LSUE face-to-face students and LSUA students. An Item Analysis was conducted for the LSUA site since the students scored below a 70% in two of the three outcomes. Students had difficulty with questions 9, 6, 5, 3, 13, 22, 23, 16, and 17 (see the Item Analysis below). Next, Table 2 details the historical data from spring 2011 through present indicating that students in AY 2018-2019 scored slightly below the mean, but scored similarly to students in both AY 2016-2017 and AY 2017-2018.

ENGL 0001 SLO Description	SP 11	11-12	12-13	FA 13	14-15	15-16	16-17	17-18	18-19	Mean
Overall	72	76	79	80	78	77	73	74	73	75.78
A. Using clear topic sentences	79	85	87	85	84	80	77	76	76	81.00
B. Using evidence to support a topic sentence	87	87	89	88	87	84	80	79	79	84.44
C. Using proper grammar and punctuation	61	69	72	76	74	73	69	71	68	70.33
Total number of students	123	463	419	260	381	347	350	334	359	337.33

#### Indirect Assessment

Next, an Institutional Research report indicated that 405 (78%) of the 519 students enrolling in ENGL 0001 during AY 2018-2019 successfully completed it. Unfortunately, the report did not provide the section numbers so it was not possible to determine the individual sites. Given that the observed direct assessment value of 73% > the established benchmark of 70% and the observed indirect assessment value of 78% > the national benchmark of 69.2%, this objective is met.

#### Improvement Plan/ Changes Made:

Monitor the data given the lateness of this write up. This report along with the item analysis for LSUA will be shared with the English Composition Coordinator and the faculty member at LSUA to determine what might be done to help students as spring 2020 closes and fall 2020 begins. The ENGL 0001 instructor noted that additional reviews would certainly be a good idea; however, she also noted that there is often a problem with

student attendance (see file below).

Complete by Paul Fowler on March 9, 2020.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**LA 18-19 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.**

**Goal Number: 1**

Progress: Completed

Provided By: Liberal Arts

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**LA 18-19 Orientation to University Studies (UNIV 1005)**

**Objective Number: 1.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 2018 and Spring 2019 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 (see file below; note that the syllabus is from AY 17-18; however, no changes were made for AY 2018-2019) 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 2018-2019 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. Successfully completing the course is with an A, B, or C to earn credit and proceed to the next 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>.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

Direct Assessment

For AY 2018-2019 and the direct assessment of student learning, a total of 366 students were enrolled in 19 different UNIV 1005 sections from the LSUE and LSUA sites. The UNIV 1005 course was not offered online or at any dual enrollment, Lafayette General Hospital, or at the LSU Lab School sites. A total of 292 (79.8%) of the 366 students were assessed for the SLOs on the final exam (see Table 1).

Table 1. AY 2018-2019 UNIV 1005 Student Learning Outcomes Site Summary as a Percentage.

SLO Description	Overall	LSUE	LSUA
Overall	80	81	68
1. Locate and access LSUE resources	81	83	65
2. Demonstrate various transferable academic skills	79	80	71
Total number of sections	19	17	2
Total number of students	292	264	28

Table 1 indicates that the 292 students did quite well overall, meeting all outcomes followed by LSUE face-to-face students. LSUA lagged behind slightly for outcome 1 leading to a decrease in the overall score to a 65%. However, an item analysis (see file below) was completed for the LSUA sections noting that the probability of success for question number 8 on naming the Director of Developmental Education was 3.57%. Removing the question yielded the following: Overall = 72%; SLO 1 = 72.77%, and SLO 3 = 71%.

As Table 2 indicates, the results for AY 2018-2019 were similar to the results from AY 2017-2018 with the overall means being identical. In addition, the overall mean for AY 2018-2019 = 80% > the mean for the nine years of 79%

Table 2. UNIV 1005 Student Learning Outcomes Longitudinal Results as a Percent since Spring 2011.

UNIV 1005 SLO Description	SP 11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	Mean
Overall	70	74	82	81	83	84	80	80	80	79
1. Locate and access LSU Eunice resources	82	80	86	84	85	84	80	84	81	83
2. Demonstrate various transferable academic skills	60	68	78	78	80	82	80	76	79	76
Total number of students	131	399	341	320	313	278	324	309	292	

Data was also analyzed on whether the student was a Pathways to Success student needing developmental course work in every subject or not. Table 3 details that Pathways students scored slightly below that of non-Pathways students; however, both student groups scored at or above the minimum SLO benchmark for all areas.



Table 3 AY 2018-2019 UNIV 1005 SLOs by Pathways or Non Pathways as a Percentage.

UNIV 1005 Description	Pathways	Non-Pathways	Overall
Overall	79	84	80
1. Locate at access LSU Eunice resources	80	85	81
2. Demonstrate various transferable academic skills	78	82	79
Total number of students	221	71	292

**Indirect Assessment**

The course grades were not available as of this writing due to the cyber-attack on October 23, 2019. Given that the observed score = 80% > the established benchmark of 70%, this objective is met.

**Improvement Plan/ Changes Made:**

Monitor data given the late data that this objective is being completed. This summary has also been sent to the LSUA instructor for her information (see file below). The answer to question 8 is a little more complex as the Coordinator left in the middle of AY 2018-2019 and has not been replaced. It might be necessary to eliminate question 8 until a new coordinator is hired.

Completed by Paul Fowler on February 18, 2020.

**RELATED ITEMS-----****RELATED ITEM LEVEL 1**

**LA 18-19 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.**

**Goal Number: 1**

Progress: Completed

Provided By: Liberal Arts

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.  
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.  
New Number Identifier Field: 4. Improvement

### **LA 18-19 College Reading (UNIV 0008)**

#### **Objective Number: 1.3**

Start: 11/1/2018

End: 10/31/2019

Progress: Delayed

#### 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 (see below; please note that the syllabus for AY 2018-2019 did not change).

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 2018-2019 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>.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, 11 sections were offered with a total enrollment of 178 students on the census day for fall 2018 and spring 2019. The data was lost during a cyber-attack and has not been restored as of this writing on March 5, 2020.

As a result, this outcome was delayed.

Completed by Paul Fowler on March 5, 2020.

Improvement Plan/ Changes Made:

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**LA 18-19 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.**

**Goal Number: 1**

Progress: Completed

Provided By: Liberal Arts

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.  
New Number Identifier Field: 4. Improvement

**LA 18-19 Retention- Aggregated Liberal Arts Majors of EDUN, PSYC, and SOCL**

**Objective Number: 4.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Delayed

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 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 2017-2018, this objective was met.

For AY 2018-2019, the data was not available due to a cyber-attack so the objective and the benchmark was delayed.

Improvement Plan/ Changes Made:

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**LA 18-19 Retention of EDUN, PSYC, and SOCL Liberal Arts Majors**

**Goal Number: 4**

Progress: Delayed

Provided By: Liberal Arts

Budget Information: existing  
 Start: 11/1/2018  
 End: 10/31/2019

### **Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

## **Associate of Arts Louisiana Transfer (AALT)**

### **AALT 18-19 Program Competency using SLOs**

#### **Objective Number: 1.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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.

This objective will partially 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 (See file below) 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.

#### Problem Solving:

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 syllabus for MATH 1425 (See file below) 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.
- C. Calculate and interpret basic probabilities and binomial probabilities (note that this is a preliminary SLO being tested and has not been benchmarked).

#### 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 the **LSUE or LSUA sites** were separated from all students taking the ENGL 1002 Assessment during AY 2018-2019. These students took the assessment using Scantrons and data was reported by student. Students taking the ENGL 1002 course online were not included because faculty report data in aggregate by section (not by student). Also, dual enrollment students at the high schools were not included in this analysis because they are labeled as preparatory and do not declare majors.

A 70% benchmark was established for ENGL 1002 because it is typically the lowest average or "C" grade that will transfer to four-year institutions of higher education.

#### Problem Solving:

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 the LSUE site. For this objective, students declaring the AALT major at the **LSUE site** were separated from all students taking the MATH 1425 assessment during AY 2018-2019. Students taking the MATH 1425 course online were not included because 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 dual enrollment high 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 in Fall 2013 because it is the lowest average grade that will transfer to other institutions of higher education. Note, however, that objective C is being piloted and has no benchmark.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

**Communication**

For AY 2018-2019, there were a total of 36 AALT students enrolled in ENGL 1002. The students were assessed toward the end of the fall or spring semester with the updated SLO instrument. The results were:

overall = 69%

Thesis clarity = 74%

Research tools = 64%

n = 36

As the data depicts, students had some difficulty with the utilization of research tools; however, they did score high enough to nearly achieve the 70% overall (the actual number was 69.44%). The 64% was slightly less than the 67% scored last year on this section of the outcomes. The item analysis (See ENGL 1002 Item Analysis AALT Students Only AY 18-19 file below) indicated that questions 14, 20, and 25 were the three most missed for outcome B. This will be shared with the English Composition Coordinator so he can decide if he needs to update the ENGL 1002 SLO instrument.

**Problem Solving:**

For MATH 1425, there were a total of 21 students declaring AALT as their major. Their results on the final exam SLOs were:

Overall = 71%

SLO A: Descriptive = 78%

SLO B: Use normal and t distributions = 66%

SLO C: Probabilities = 65%

N = 21

Note that SLO C: Calculating probabilities was a new SLO that was reported, but faculty are working out the details with it. Even though students had difficulty with Outcomes B and C, the 71% achieved exceeded the benchmark. An item analysis (See AY 18-19 MATH 1425 Item Analysis AALT Only file below) showed that students most missed questions 33, 35, and 39 for Outcome B and questions 20, 23, 24, and 27 for Outcome C. This information will be shared with the mathematics coordinator.

Because the observed score for ENGL 1002 of 69% < the benchmark of 70% and the observed score for MATH 1425 of 71% > the benchmark of 70%, this objective is partially met.

Improvement Plan/ Changes Made:

ENGL 1002: Monitor since the overall benchmark was met and the SLO document is scheduled to be revised again (See Email thread on ENGL 1002 SLOs file below) for fall 2019.

MATH 1425: Monitor since AY 2018-2019 was the first year for Outcome C and most faculty were in the process of creating optional reviews (See 6-21-19 email on MATH 1425 Reviews file below) to help students.

The intention for AY 2019-2020 is to eliminate this objective to use the Peregrine General Education Exam for graduating students. However, there have been a number of resignations/retirements of senior administration so a specific course of action has not yet been decided.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**AALT 18-19 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program**

**Goal Number: 1**

Progress: Completed

Provided By: AA/LT

Budget Information: existing

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**AALT 18-19 Professional Competency using Peregrine Academic**

**Objective Number: 1.2**

Start: 11/1/2018



End: 10/31/2019  
 Progress: Completed

Objective With Intended Outcomes:

Because the Associate of Louisiana Transfer (AALT) degree is a transfer degree largely focused on General Education (GE) skills, graduating AALT students will successfully complete their GE coursework developing competencies in the areas required by their curricula.

In terms of SLOs for the AALT degree, students will be competent in the following areas:

1. Overall
2. American Literature/World Literature
3. Art/Music Appreciation
4. Biology/Microbiology
5. Cultural Anthropology/Sociology
6. English/English Composition
7. General Psychology
8. Interpersonal Education
9. Logic/Critical Thinking
10. Mathematics/Applied Mathematics

Assessment/Evaluation/Measures/Strategies:

Students will be assessed using the Peregrine Academic General Education Exam upon graduation in the following areas. The national averages are noted for each category.

1. Overall = 46.074%
2. American Literature/World Literature
3. Art/Music Appreciation
4. Biology/Microbiology
5. Cultural Anthropology/Sociology
6. English/English Composition = 45.537%
7. General Psychology
8. Interpersonal Education = 43.649%
9. Logic/Critical Thinking = 44.350%
10. Mathematics/Applied Mathematics

Note that AY 2018-2019 was the first year that the Peregrine Academic General Education Exam was used. As a result, benchmarks may be established comparing current data to existing LSU Eunice data when it is collected. LSU Eunice benchmarks may also be established against the national benchmarks; however, note that institutions located within the US shown on the report are from baccalaureate granting institutions. It simply may not be appropriate to compare LSU Eunice to baccalaureate institutions.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective did not exist.

For AY 2018-2019, a report was run from Peregrine's website noting that a total of 12 students (44.4%) of the 27 that graduated with the AALT in spring 2019 took the General Education Exam (See file below) in the final semester of classes. Note that all students taking the assessment listed LSU Eunice as their primary site. The results were (LSU Eunice scores are given first followed by highlighted scores that are results from institutions within the US for subjects that have national scores):

1. Overall = 45.83% < 46.074%
2. American Literature/World Literature = 29.17%
3. Art/Music Appreciation = 37.5%
4. Biology/Microbiology = 56.67%
5. Cultural Anthropology/Sociology = 63.33%
6. English/English Composition = 43.33% < 45.537%
7. General Psychology = 43.33%
8. Interpersonal Education = 37.5% < 43.649%
9. Logic/Critical Thinking = 40.0% < 44.350%
10. Mathematics/Applied Mathematics = 61.67%

The results indicated that students in the AALT group scored slightly lower than those in the national group within the US. It is also worth noting that the mean time spent on the exam was 41.132 minutes and that only 12 out of 27 took the exam.

Given that this objective has not been benchmarked, the results are inconclusive. Additional data will be generated during AY 2019-2020.

Improvement Plan/ Changes Made:

Continue to collect data into AY 2019-2020 and work with the deans to determine the best way to have students take the exam.

## RELATED ITEMS-----

## RELATED ITEM LEVEL 1

**AALT 18-19 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program****Goal Number: 1**

Progress: Completed

Provided By: AA/LT

Budget Information: existing

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**AALT 18-19 Retention****Objective Number: 1.3**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

Maintain Fall to Fall retention of all students declaring their chosen 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 2016-17) with 120 new first-time students entering the AALT and 53 being retained for a retention benchmark of 44.17%.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018 examining retention from Fall 2016 to Fall 2017, this objective was not met because the observed value of 37.10% < the benchmark of 51.72%. It was decided to monitor data for an additional year to determine if the decrease was a trend.

For AY 2018-2019 examining retention from Fall 2017 to Fall 2018, an Institutional Research Report was run through the Query Tools available on the web. The report details the initial number of new students beginning enrolled on the census day for Fall 2017 and returns the number of those in attendance in Fall 2018 on the census day (see Table 1).

Major	Major Code	Initial Fall 2017	Retained to Fall 2018	Percent Retention
Arts LA Trfr Mass Comm	AATC	4	2	50.00
Assc Arts LA Transfer CJ	AATJ	7	3	42.86
Arts Transfer Fine Arts	AATF	4	1	25.00
Assc Arts LA Transfer Business	AATB	27	13	48.15
Assc Arts LA Trfer Humanities	AATH	1	1	100.00
Assc Arts LA Trfer Soc Science	AATS	4	2	50.00
Totals		47	22	46.81

As Table 1 indicates, there were 47 new students with 22 retained for a retention calculated equal to 46.81%. Since the observed value of 46.81% > the observed benchmark of 44.17, this objective is met.

Improvement Plan/ Changes Made:

This assessment only accounts for students that indicate the AALT as their major. Many of the students in the division are pursuing an AALT but have listed their preferred B.S. degree as their major, such as social work, psychology or pre-law. These students are not included in this current assessment. For AY 2019-2020 all disciplines that lead to an AALT will be linked to the associate degree and used in the determination of retention percentage from fall-to-fall. This change will more accurately reflect actual success in retaining students.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**AALT 18-19 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program**

**Goal Number: 1**

Progress: Completed

Provided By: AA/LT

Budget Information: existing

Start: 11/1/2018  
End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**AALT 18-19 Placement**

**Objective Number: 1.4**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

Upon graduation, Associate of Arts Louisiana Transfer majors will either be employed in the field or will continue their education.

Assessment/Evaluation/Measures/Strategies:

Graduating students for a given semester are contacted via telephone and/or email by the Office of Institutional Effectiveness 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. Students are called three times. If the call goes to voice mail, then a message will be left with the reason for the call. If there is no answer three times, then an email will be sent. As a last resort, faculty and deans are asked if they know the fate of the student upon graduation. Some faculty and staff will check students' Facebook accounts to find information if it is posted.

Benchmark is currently set at 57.8% (the sum of those placed in field and those continuing education) from AY 2012-2013 through AY 2016-2017. It was decided during AY 2018-2019 to standardize all placement benchmarks using a five-year average.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective did not exist.

For AY 2018-2019, placement data was gathered for Spring and Summer 2018 six months from graduation. Phone calls for Fall 2017 were not placed six months from graduation so the data was not collected almost a full year after the graduation date. In all, a total of 14 students graduated from the Associate of Arts Louisiana Transfer Program in Spring and Summer 2018 (see Table 1). A total of two (14%) were employed in the field and six (43%) were continuing their education (see Table 1). As a result, a total of 8 out of 14 (57.1%) were either employed in the field or continuing their education.

As a result, since the observed value of 57.1% is essentially equal to the five-year benchmark of 57.8%, this objective is tentatively met (given the low n of 14).

Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
FA 12 - SP 13	n	8	1	0	0	6	1
	%		13	0	0	75	13
FA 13 - SP 14	n	11	1	0	0	8	2
	%		9	0	0	73	18
FA 14 - SP 15	n	25	3	2	0	15	5
	%		12	8	0	60	20
FA 15 - SP 16	n	19	2	1	1	11	4
	%		11	5	5	58	21
FA 16 - SP 17	No.	29	0	0	1	3	25
	%		0	0	3	10	86
SP 18 - SU 18	No.	14	0	2	1	6	5
	%		0	14	7	43	36
Mean	n	12.3	1.4	0.6	0.4	8.6	7.4
	%		8.8	2.7	1.7	55.2	31.6

Improvement Plan/ Changes Made:

Monitor since this is the first iteration of this objective.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

## **AALT 18-19 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program**

### **Goal Number: 1**

Progress: Completed

Provided By: AA/LT

Budget Information: existing

Start: 11/1/2018

End: 10/31/2019

### **Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

## **Care and Development of Young Children**

### **CDYC 18-19 (AS) Professional Competency**

#### **Objective Number: 1.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 (Practicum in Early Childhood Education) syllabus (See file below), 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 (Development and Methods in Early Childhood Education) syllabus, the SLO's for the course are as follows:

1. Demonstrate an understanding of stages of young children's characteristics 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 (Fostering Literacy in Young Children) syllabus (See file below), 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.

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 3.

Objective 3 is assessed on chapters 4, 5, 6, & 7.

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 2017-2018, this objective was met.

For AY 2018-2019, there were four students registered in **EDCI 2900** as of the census day for Spring 2019 and all four (100%) were evaluated. For EDCI 2900 SLO 1, four students submitted student practicum evaluations and reported data on a total of ten individual student learning goals. For EDCI 2900 SLO 2, four 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.

The results were:

1. For objective 1, the mean 4.4 > the benchmark of 3.

2. For objective 2, the mean 4.91 > the benchmark of 3.

See EDCI 2900 Sample Student Goal 1 file below and EDCI 2900 Sample Student Goal 2 file below.

See example of EDCI 2900 Sample Supervisor Eval 1 file below and EDCI 2900 Sample Supervisor Eval 2 file below.

Note that a total of 7 CJ (Cannot Judge) scores were assessed by two of the on-site practicum supervisors. Overlap occurred only in the areas of professional development specifically on measures of "continuing training/development" and "handles ethical issues as they arise". While it is plausible that there were no specific ethical issues/concerns for the supervisor to evaluate, NAEYC's Code of Professional and Ethical Standards is discussed in the course. The professional development component may be better evaluated in another manner and will be addressed in the improvement plan.

The overall mean of 4.66 > the benchmark of 3.

For AY 2018-2019, EDCI 2020 was not offered due to low enrollment. The course is scheduled for Fall 2019. The improvement plan from 2017-2018 will carry over to the 2019-2020 academic year.

For AY 2017-2018, there were 8 students registered in EDCI 2027 as of the census day for Spring 2018. A total of six (75%) students were evaluated out of the eight. 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 (See EDCI 2027 project guidelines file below) designed to assess the literacy development of a young child.

1. For objective 1, the mean 87.8 > the benchmark of 70%.
2. For objective 2, the mean 95.8 > the benchmark of 70%.
3. For objective 3, the mean 96.6 > the benchmark of 70%.
4. For objective 4, the mean 92.14 > the benchmark of 70%.

See EDCI 2027 sample project 1 file below and EDCI 2027 sample project 2 file below.

The overall mean 93.09 > the benchmark of 70%.

Given that the observed scores of 93% for EDCI 2027 > the 70% benchmark and the score of 4.66 in EDCI 2900 > the established benchmark of 3, this objective is met.

#### Improvement Plan/ Changes Made:

##### EDCI 2900:

The Spring 2019 EDCI 2900 class was comprised of students (3/4) who had minimal to no formal early childhood education experience (other than observation) prior to the practicum course. While unique to this group of students, compared to past classes, this may suggest that future students coming into the program will be less experienced and more difficult to evaluate on measures such as professional development. Therefore, it is recommended that the evaluation measure be revisited/ revised. Additionally, the professional development component can be captured by the student's designated learning goals (part IV) of the student's evaluation and may not be necessary to include as part of the supervisor's evaluation. Finally, although the improvement plan from AY 2017-2018 for spring 2019 was met, the spring 2020 practicum course should cover in more detail how to write an effective goal.

##### EDCI 2020:

Since EDCI 2020 was not offered in the 2018-2019 AY, the improvement plan from 2017-2018 will remain in effect. The plan is to include more instruction (lecture and video) on the cognitive domain where students' scores were weakest.

##### EDCI 2027:

Since the course is hybrid, make the Tuesday check-in process more of a progress report that students can use to self-assess their understanding of the book material.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**CDYC 18-19 Maintain an effective Care and Development of Young Children (CDYC) Associate of Science (AS) program.**

**Goal Number: 1**

Progress: Completed

Provided By: Care and Development of Young Children

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**CDYC 18-19 (AS) Placement**

**Objective Number: 1.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

Upon graduation, Care and Development of Young Children majors will either be employed in the field or will continue their education.

Assessment/Evaluation/Measures/Strategies:

Graduating students for a given semester are contacted via telephone and/or email by the Office of Institutional Effectiveness 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. Students are called three times. If the call goes to voice mail, then a message will be left with the reason for the call. If there is no answer three times, then an email will be sent. As a last resort, faculty and deans are asked if they know the fate of the student upon graduation. Some faculty and staff will check students' Facebook accounts to find information if it is posted.

Benchmark is currently set at 41.8% (the sum of those placed in field and those continuing education) from AY 2012-2013 through AY 2016-2017. It was decided during AY 2018-2019 to standardize all placement benchmarks using a five-year average.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, the results of this objective were inconclusive because Career Services could not contact any of the students that graduated.

For AY 2018-2019, placement data was gathered for Spring and Summer 2018 six months from graduation. Phone calls for Fall 2017 were not placed six months from graduation so the data was not collected almost a full year after the graduation date. In all, a total of two students graduated from the Care and Development of Young Children Program in Spring and Summer 2018 (see Table 1). A total of one (50%) were employed in the field and none (0%) were continuing their education (see Table 1). As a result, a total of one out of two (50%) were either employed in the field or continuing their education.

As a result, since the observed value of 50% > the five-year benchmark of 41.8%, this objective is met keeping in mind an n = 2.

Table 1. Care and Development of Young Children Placement Rates.							
Semester	No/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
FA 12 - SP 13	n	5	2	1	0	1	1
	%		40	20	0	20	20
FA 13 - SP 14	No.	11	0	5	2	1	3
	%		0	45	18	9	27
FA 14 - SP 15	No.	11	0	5	2	1	3
	%		0	45	18	9	27
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
SP 18 - SU 18	No.	2	1	1	0	0	0
	%		50	50	0	0	0
Mean	n	6.7	0.4	2.8	1.0	0.6	2.4
	%		8.0	34.2	11.3	7.6	38.9

Improvement Plan/ Changes Made:

First, please note that data on only two students hardly means anything statistically. Given that situation, the program coordinator noted on March 2, 2019 that they intend to:

1. participate in college career fairs
2. participate in local community network meetings, and
3. restart the advisory board.

However, attempting to increase enrollment may prove difficult given that beginning July 2019, the Louisiana Department of Education established the minimum requirement for Lead Teachers working in Type III licensed child care centers as an Early Childhood Ancillary Certificate. Candidates must enroll in a Board of Elementary and Secondary Education approved program. While these requirements are an improvement to the current credentials, they are significantly less coursework than what is required to complete a two-year associate degree. As a result, administration may decide to eliminate the program or change it to a certificate program.

Given that, low wages for child care teachers continue to diminish the number of students enrolling in the Care and Development of Young Children program as students interested in pursuing a degree often report opting for the four year early childhood teacher education program.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**CDYC 18-19 Maintain an effective Care and Development of Young Children (CDYC) Associate of Science (AS) program.**

**Goal Number: 1**

Progress: Completed

Provided By: Care and Development of Young Children

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**CDYC 18-19 (AS) Retention**

**Objective Number: 1.3**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

Retain new first-time students declaring their chosen 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 from AY 1314-1415 through AY 1617-1718) with 38 new first-time students entering the CDYC and 18 being retained for a retention value of 47.37% (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
1617-1718	9	4	44.44
Totals	38	18	47.37

As a result, the 47.37% benchmark will be used from historical data for the program.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018 that examined the retention rate from Fall 2016 to Fall 2017, this objective was not met since the observed retention rate of 44.44% < the historical benchmark of 48.28. Note that students from EDCI 2020 were not referred to the CARE team or the writing lab because the course was cancelled due to low enrollment in Fall 2018 (see 3-3-19 Email on Intervention file below). Note that the instructor did try to contact a student who was not participating in a group project for EDCI 2052 in fall 2018 (See EDCI 2052 Intervention file below).

For AY 2018-2019 examining Fall 2017 to Fall 2018 retention, there were a total of five new students entering in Fall 2017 with one being retained for a retention rate of 20%.

Given that the observed retention of 20% < the historical benchmark of 47.37%, this objective is not met.

Improvement Plan/ Changes Made:

Given an n of only five students yields few results of value statistically; however, the program coordinator may restart the advisory board to assist in increasing enrollment. However, given that, the Louisiana Department of Education established the minimum requirement for Lead Teachers working in Type III licensed child care centers as an Early Childhood Ancillary Certificate. Candidates must enroll in a Board of Elementary and Secondary Education approved program (not a higher education approved program). While these requirements are an improvement to the current credentials, they are significantly less coursework than what is required to complete a two-year associate degree. As a result, LSUE is considering eliminating the program or changing it to a certificate program.

Furthermore, low wages for child care teachers continue to diminish the number of students enrolling in the Care and Development of Young Children program as students interested in pursuing a degree often report opting for the four year early childhood teacher education program.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**CDYC 18-19 Maintain an effective Care and Development of Young Children (CDYC) Associate of Science (AS) program.**

**Goal Number: 1**

Progress: Completed

Provided By: Care and Development of Young Children

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Criminal Justice**

**CJ 18-19 (AS) Professional Competency**

**Objective Number: 1.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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) (See file below). Upon the conclusion of the CJ 2131 course, the student will demonstrate and 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) (See file below). 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 knowledge of requirements of becoming a correctional officer; limitations and roles of officers, administrators, and support staff.
4. Identify and understand the concepts of prison life; organizational structure and subculture of inmates; the differences between adult and juvenile incarceration; and the various programs available in order to satisfy the philosophy of rehabilitation.
5. 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 errors.

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 Spring 2019, 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 2019, the outcomes were assessed using the final exam.

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 2017-2018, this objective was met. Both the creation of the Criminal Justice Society (See Criminal Justice Society Approval Letter file below) and changing textbooks (See Textbook Adoption Forms 17-18 file below) were mentioned in the Improvement Plan from last year. Those documents are attached. The coordinator attempted to add one additional face-to-face CJ course in fall 2018, but not enough students enrolled so

it was cancelled.

For AY 2018-2019, there were 26 students enrolled in **two online accelerated (8 week) sections** of **CJ 2131**. A total of 21 (80.8%) of the 26 students were assessed for SLOs using the final exam (See CJ 2131 - SLO FA 18 file below). The results were:

Overall = 82.2%

SLO 1 = 80.3%

SLO 2 = 83.4%

n = 21

For **CJ 2133**, there were 29 students enrolled in **two online accelerated (8 week) sections** during AY 2018-2019. A total of 23 (79.3%) of the 29 were assessed using the final exam (See CJ 2133 FA18 SLO file below). The results were:

Overall = 98.2%

SLO A = 97.9%

SLO B = 98.6%

SLO C = 98.2%

n = 23

Given that the observed score in CJ 2131 of 82.2% and the observed score in CJ 2133 of 98.2% > the established benchmark of 70%, this objective is met.

Improvement Plan/ Changes Made:

**CJ 2131:** encourage students to complete all work and provide links to APA style to assist with the paper.

**CJ 2133:** create career hierarchy and update books on recent reforms.

**Director of IE's note:** the faculty member for CJ 2133 was new and did not include data on SLO 4 or 5 in his report; however, it appears as if the information is covered in 1-3 so no additional information was requested. He will be asked to provide separated data on all five outcomes next year.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**CJ 18-19 Maintain an effective Criminal Justice (CJ) Associate of Science (AS) Program**

**Goal Number: 1**

Progress: Completed

Provided By: Criminal Justice

Budget Information: no additional funds requested

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**CJ 18-19 (AS) Retention**

**Objective Number: 1.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 from AY 1314-1415 to AY 1617-1718 with 97 new first-time students entering the Associate of Science in Criminal Justice and 39 being retained for a retention value of 40.21% (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
1617-1718	20	11	55.00
Totals	97	39	40.21

As a result, a benchmark of 40.21% will be used based on historical data.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018 examining retention from Fall 2016 to Fall 2017, this objective was met. Documentation of the creation of a Criminal Justice Society (See file below) as a student organization was in the improvement plan from last year and is documented.

For AY 2018-2019 examining retention data from Fall 2017 to Fall 2018, a total of 27 students were enrolled in the program on census data for Fall 2017 with 15 of them being retained on the census day for Fall 2018 yielding a retention rate of 55.56%.

Given that the observed retention rate of 55.56% > the historical benchmark of 40.21%, this objective is met.

Improvement Plan/ Changes Made:

Recommendation: All CJ1107 (Introduction to Criminal Justice) students on campus MUST take the traditional classroom course instead of the ONLINE version. This is being done to allow the coordinator to provide a clear overview of the Criminal Justice field, which will hopefully inspire students to become more interested in the field of Criminal Justice. This will also enable students in the program to learn the online process and allow them to be more successful as they complete their degree program.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**CJ 18-19 Maintain an effective Criminal Justice (CJ) Associate of Science (AS) Program**

**Goal Number: 1**

Progress: Completed

Provided By: Criminal Justice

Budget Information: no additional funds requested

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**CJ 18-19 (AS) Placement**

**Objective Number: 1.3**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

Upon graduation, Criminal Justice majors will either be employed in the field or will continue their education.

Assessment/Evaluation/Measures/Strategies:

Graduating students for a given semester are contacted via telephone and/or email by the Office of Institutional Effectiveness 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. Students are called three times. If the call goes to voice mail, then a message will be left with the reason for the call. If there is no answer three times, then an email will be sent. As a last resort, faculty and deans are asked if they know the fate of the student upon graduation. Some faculty and staff will check students' Facebook accounts to find information if it is posted.

Benchmark is currently set at 50.4% (the sum of those placed in field and those continuing education) from AY 2012-2013 through AY 2016-2017. It was decided during AY 2018-2019 to standardize the placement benchmarks using a five-year average.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, placement data was gathered for Spring and Summer 2018 six months from graduation. Phone calls for Fall 2017 were not placed six months from graduation so the data was not collected almost a full year after the graduation date. In all, a total of 16 students graduated from the Criminal Justice Program in Spring and Summer 2018 (see Table 1). A total of 9 (56%) were employed in the field and three (19%) were continuing their education (see Table 1). As a result, a total of 12 out of 16 (75%) were either employed in the field or continuing their education.

As a result, since the observed value of 75% > the five-year benchmark of 50.4%, this objective is met.

Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
FA 12 - SP 13	n	18	7	6	1	1	3
	%		39	33	6	6	17
FA 13 - SP 14	n	16	3	2	1	6	4
	%		19	13	6	38	25
FA 14 - SP 15	n	13	3	2	1	4	3
	%		23	15	8	31	23
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
SP 18 - SU 18	No.	16	3	9	0	3	1
	%		19	56	0	19	6
Mean	n	14.3	3.4	5.8	1.2	3.4	3.8
	%		20.3	29.7	7.0	20.7	22.2

Improvement Plan/ Changes Made:

Recruitment for the Criminal Justice Program is at an all-time low.

There are several opportunities on campus that are cost effective

1. Recruiting events with high school juniors and seniors and other LSUE high school hosted events.
2. Work toward making Public Protection and Safety programs a priority in recruiting. Currently, presentation tables are established for Liberal Arts and other departments, but there is no emphasis on Public Protection and Safety (PP&S) programs.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**CJ 18-19 Maintain an effective Criminal Justice (CJ) Associate of Science (AS) Program**

**Goal Number: 1**

Progress: Completed

Provided By: Criminal Justice

Budget Information: no additional funds requested

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Fire and Emergency Services**

**FES 18-19 (AAS) Professional Competency**

**Objective Number: 2.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

Upon successful completion of the curriculum, students will demonstrate the theoretical knowledge 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 (See FSCI 2152 Syllabus file below). The outcomes are:  
Upon completion of this course, the student will:

1. Identify and explain the 16 life safety initiatives (see details in syllabus).
2. Understand the concepts of risk management and mitigation as it pertains to emergency services.

Second, online FSCI 2155 Fire Protection Systems and Equipment (See FSCI 2155 Syllabus Sp 19 file below) 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 (see details in syllabus).
2. Describe the basic elements of a public water supply system as it relates to fire protection.

Assessment/Evaluation/Measures/Strategies:

Students in each of the courses will be assessed using embedded Student Learning Objectives (SLO) questions. All students in each course will be assessed to determine a clear and concise understanding of SLO (i.e. no sampling).

FSCI 2152: Module Writing/discussion Assignments and final exam (for overall)

FSCI 2155: Module Quizzes

A 70% benchmark was established as the lowest acceptable average (C) grade for transfer purposes.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met. In the improvement plan, there was a comment about separating the CTS, Fire Service Technology and the AAS, Fire and Emergency Services student data. After a conversation with the coordinator, both agree it makes no difference because they are the same students.

For AY 2018-2019, there were a total of 13 students enrolled in the **online accelerated (eight week)** section of FSCI 2152 on census day for the fall 2018 semester. A total of 13 (100%) students were directly assessed using the module writing assignments. The faculty member broke out the 18 SLOs as follows (see Final SLO FSCI 2152 Fa 2018 file below):

Overall = 86.8% (Final exam assessing all outcomes (not an average of SLO means)

SLOs 1-10 = 89.2%

SLOs 11-14 = 89.8%

SLOs 15-18 = 92.2%

n = 13

The second course, **FSCI 2155**, was also offered in an **online accelerated (eight week)** format and had a total of 7 students registered on census



day for the spring 2019 semester. All 7 were directly assessed using the weekly quiz modules that broke out the 11 SLOs as follows (see FSCI 2155 Spring 19 SLOs file below):

Overall = 91% (average of the quiz modules)

SLOs 1-2 = 90%

SLOs 3-4 = 94%

SLOs 5-6 = 91%

SLOs 7-8 = 86%

SLOs 9-10 = 95%

SLO 11 = 92%

n = 7

Overall, both sections did quite well given the small number of students and the compressed time frame. Given that the observed score in FSCI 2152 of 86.8% and the observed score in FSCI 2155 of 90% > the established benchmark of 70%, this objective is met.

Improvement Plan/ Changes Made:

FSCI 2152: Continually communicate and engage students to actively participate in course work.

FSCI 2155: Stress time management to students and contact them when work or a quiz is taken late.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**FES 18-19 Maintain an effective Fire Science (FES) Program, Associate of Applied Science (AAS)**

**Goal Number: 2**

Progress: Completed

Provided By: Fire and Emergency Services

Budget Information: none

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.  
New Number Identifier Field: 4. Improvement

### **FES 18-19 (AAS) Retention**

#### **Objective Number: 2.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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 from AY 1314-1415 to AY 1617-1718 with 52 new first-time students entering the Associate of Applied Science in Fire and Emergency Services and 31 being retained for one year yielding a retention rate of 59.62% (see Table 1).

Table 1. New First-Time Fire and Emergency Services Student Retention for Years Indicated			
Initial Year	Initial Enrollment	Retained One Year	Percent Retention
1314-1415	15	10	66.67
1415-1516	20	12	60.00
1516-1617	9	4	44.44
1617-1718	8	5	62.50
Totals	52	31	59.62

As a result, a retention benchmark of 59.62% is set given historical data.

#### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018 examining retention from Fall 2016 to Fall 2017, this objective was met.

For AY 2018-2019, there were a total of 11 new first-time students enrolled on census day for Fall 2017 with six of them returning in Fall 2018 yielding a retention rate of 54.55%.

Given that the observed retention value of 54.55% < the historical benchmark of 59.62, this objective is not met.

Improvement Plan/ Changes Made:

The 10-year academic course policy was strictly enforced and many non-traditional Fire & Emergency Students decided to transfer to Columbia Southern University or other universities, as they, at the time, were more negotiable when accepting college courses beyond 10-years. Since, this policy has been discussed with the program coordinator and is handled with more consideration on a case-by-case basis. This policy is located and outlined in the Associate Degree and Certificates programs section and states that "Credits which are over 10 years old may be applied toward degree or diploma requirements only with the approval of the student's dean."

Fire & Emergency Services Programs generally consists of non-traditional students who might be out of school for a while. As a result, this policy is affecting them given that they pay tuition out-of-pocket and are not always able to sustain the costs. Therefore, they take these courses as their financial situation allows.

Recommendation:

1. Target high school students. The student population has not been captured (See High School Career Fair Confirmation Letter file below).
2. Conduct more presentations on specific Public Protection and Safety programs (See Email Evidence Recruiting Presentation Efforts file below).
3. Advertise online (Facebook, Twitter, Instagram, etc...).

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**FES 18-19 Maintain an effective Fire Science (FES) Program, Associate of Applied Science (AAS)**

**Goal Number: 2**

Progress: Completed

Provided By: Fire and Emergency Services

Budget Information: none

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

### **FES 18-19 (AAS) Employment**

#### **Objective Number: 2.3**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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.

#### Assessment/Evaluation/Measures/Strategies:

Graduating students for a given semester are contacted via telephone and/or emailed by the Office of Institutional Effectiveness 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. Students are called three times. If the call goes to voice mail, then a message will be left with the reason for the call. If there is no answer three times, then an email will be sent. As a last resort, faculty and deans are asked if they know the fate of the student upon graduation. Some faculty and staff will check students' Facebook accounts to find information if it is posted.

Benchmark is currently set at 81.4% (the sum of those placed in field and those continuing education) from AY 2012-2013 through AY 2016-2017. It was decided during AY 2018-2019 to standardize all placement benchmarks using a five-year average.

#### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, placement data was gathered for Spring and Summer 2018 six months from graduation. Phone calls for Fall 2017 were not placed six months from graduation so the data was not collected almost a full year after the graduation date. In all, a total of 16 students graduated from the Fire and Emergency Services Program in Spring and Summer 2018 (see Table 1). All 16 (100%) of the students were employed in the field at the time the calls were placed.

As a result, since the observed value of 100% > the five-year benchmark of 81.4%, this objective is met.

Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
FA 12 - SP 13	n	35	9	22	2	0	2
	%		26	63	6	0	6
FA 13 - SP 14	n	33	2	30	0	0	1
	%		6	91	0	0	3
FA 14 - SP 15	n	30	0	21	2	5	2
	%		0	70	7	17	7
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
SP 18 - SU 18	No.	16	0	16	0	0	0
	%		0	100	0	0	0
Mean	n	29.9	2.4	23.2	0.8	1.6	2.6
	%		7.0	75.7	2.5	5.8	9.1

Improvement Plan/ Changes Made:

As the employment of graduating students continues to increase, the program must continue to build partnerships with community practitioners. Currently, we have established a verbal agreement with Eunice Fire Department which allows a max of two students' free lodging and work in the Field of Fire & Emergency services, as a volunteer Fire Fighter.

**Director of IE's note:** The coordinator was asked several times for this documentation; however, the coordinator resigned and did not provide it.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**FES 18-19 Maintain an effective Fire Science (FES) Program, Associate of Applied Science (AAS)**

**Goal Number: 2**

Progress: Completed

Provided By: Fire and Emergency Services

Budget Information: none

Start: 11/1/2018  
End: 10/31/2019

### **Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

## **Fire Service Technology (CTS)**

### **FST 18-19 (CTS) Professional Competency**

#### **Objective Number: 3.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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 (See syllabus file below). The outcomes are: Upon completion of this course, the student will be able to:

1. Identify and explain the 16 life safety initiatives (see syllabus for details).

2. Understand the concepts of risk management and mitigation as it pertains to emergency services.

Second, online FSCI 2155 Fire Protection Systems and Equipment (See syllabus file below) 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 (see syllabus for details).
2. Describe the basic elements of a public water supply system as it relates to fire protection.

**Director of IE's Note:** This professional competency objective mirrors the professional competency objective for Fire and Emergency Services because almost all students graduating in the Associate of Applied Science in Fire and Emergency Service are also eligible for this Certificate. After a discussion, the program coordinator and the Director of IE decided there was no need to separate the data because they are the same students.

Assessment/Evaluation/Measures/Strategies:

Students in each of the courses will be assessed using embedded Student Learning Objectives (SLO) questions. All students in each course will be assessed to determine a clear and concise understanding of SLO (i.e. no sampling).

FSCI 2152: Module Writing Assignments and final exam (for overall)

FSCI 2155: Module Quizzes

A 70% benchmark was established as the lowest acceptable average (C) grade for transfer purposes.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, the aggregated competency data between Fire and Emergency Services and Fire Service Technology indicated that this objective was met.

For AY 2018-2019, there were a total of 13 students enrolled in the online accelerated (eight week) section of FSCI 2152 on census day for the fall 2018 semester. A total of 13 (100%) students were directly assessed using the module writing assignments. The faculty member broke down the 18 SLOs as follows ( See the SLO Report file below):

Overall = 86.8% (Final exam assessing all outcomes (not an average of SLO means)

SLOs 1-10 = 89.2%

SLOs 11-14 = 89.8%

SLOs 15-18 = 92.2%

n = 13

The second course, FSCI 2155, was also offered in an online accelerated (eight week) format and had a total of 7 students registered on census day for the spring 2019 semester. All 7 were directly assessed using the weekly quiz modules that broke out the 11 SLOs as follows (See the SLO Report file below):

Overall = 91% (average of the quiz modules)

SLOs 1-2 = 90%

SLOs 3-4 = 94%

SLOs 5-6 = 91%

SLOs 7-8 = 86%

SLOs 9-10 = 95%

SLO 11 = 92%

n = 7

Overall, both sections did quite well given the small number of students and the compressed time frame. Given that the observed score in FSCI 2152 of 86.8% and the observed score in FSCI 2155 of 90% > the established benchmark of 70%, this objective is met.

Improvement Plan/ Changes Made:

FSCI 2152: Continually communicate and engage students to actively participate in course work.

FSCI 2155: Stress time management to students and contact them when work or a quiz is taken late.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**FST 18-19 Maintain an effective Fire Service Technology (FST) Certificate of Technical Studies (CTS) Program**

**Goal Number: 3**

Progress: Completed

Provided By: Fire Service Technology (CTS)

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships



To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.  
New Number Identifier Field: 4. Improvement

### **FST 18-19 (CTS) Employment**

#### **Objective Number: 3.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### Objective With Intended Outcomes:

Upon completion, Fire Service Technology majors will either be employed in the field or will continue their education.

NOTE: 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 enhance the Fire Service Professionals 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 telephone and/or email by the Office of Institutional Effectiveness 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. Students are called three times. If the call goes to voice mail, then a message will be left with the reason for the call. If there is no answer three times, then an email will be sent. As a last resort, faculty and deans are asked if they know the fate of the student upon graduation. Some faculty and staff will check students' Facebook accounts to find information if it is posted.

Benchmark is currently set at 31.4% (the sum of those placed in field and those continuing education) from AY 2012-2013 through AY 2016-2017. It was decided during AY 2018-2019 to standardize all placement benchmarks using a five-year average.

#### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, there was no data reported for this objective because no students completed the program. Evidence of working with fire departments (See Email Evidence Recruiting Presentation Efforts file below) and high school career fairs (See High School Career Fair\_Confirmation Letter file below).

For AY 2018-2019, placement data was gathered for Spring and Summer 2018 six months from graduation. Phone calls for Fall 2017 were not placed six months from graduation so the data was not collected almost a full year after the graduation date. In all, a total of two students completed Fire Service Technology in Spring and Summer 2018 (see Table 1). Both students were employed in the field (see Table 1).

As a result, since the observed value of 100% > the five-year benchmark of 31.4%, this objective is met.

Table 1. Fire Service Technology Placement Rates.							
Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
FA 12 - SP 13	n	35	9	22	2	0	2
	%		26	63	6	0	6
FA 13 - SP 14	n						
	%						
FA 14 - SP 15	n	3	2	0	0	0	1
	%		67	0	0	0	33
FA 15 - SP 16	n						
	%						
FA 16 - SP 17	No.						
	%						
SP 18 - SU 18	No.	2	0	2	0	0	0
	%		0	100	0	0	0
Mean	n	23.2	5.5	11.0	1.0	0.0	1.5
	%		46.2	31.4	2.9	0.0	19.5

NOTE: Years with no data indicates that no students completed the program.

Improvement Plan/ Changes Made:

Attempt to coordinate an Emergency Service Job Fair for graduating students will be scheduled for students to submit resume and conduct interviews with employers seeking applicants (depending on funding).

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**FST 18-19 Maintain an effective Fire Service Technology (FST) Certificate of Technical Studies (CTS) Program**

**Goal Number: 3**

Progress: Completed

Provided By: Fire Service Technology (CTS)

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

## General Studies

### AGS 18-19 Professional Competency using SLOs

#### Objective Number: 1.1

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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.

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 (See file below) 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.

**Problem Solving:**

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 (See file below) 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.
- C. Calculate and interpret basic probabilities and binomial probabilities (note that this is a preliminary SLO being tested and has not been benchmarked).

**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 AGS major at **LSUE or LSUA** were separated from all students taking the ENGL 1002 assessment during AY 2018-2019. These students took the assessment using Scantrons and data was reported by student. Students taking the ENGL 1002 course online were not included because faculty report data in aggregate by section (not by student). Also, dual enrollment students at the high schools were not included in this analysis because they are labeled as preparatory and do not declare majors.

A 70% benchmark was established for ENGL 1002 because it is typically the lowest average or "C" grade that will transfer to four-year institutions of higher education.

**Problem Solving**

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 the LSU Eunice site during AY 2018-2019. For this objective, students declaring the AGS major were separated from all students taking MATH 1425. Students taking the MATH 1425 course online were not included because faculty report data in aggregate by section (not for each student). In addition, the MATH 1425 course is not offered at LSU Alexandria, LSU Lab School, or dual enrollment high 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 in Fall 2013 because it is the lowest average grade that will transfer to other institutions of higher education. Note, however, that objective C is being piloted and has no benchmark.

**Assessment/Evaluation Results (Progress Report):**

For AY 2017-2018, this objective was met.

**Communication:**

For AY 2018-2019, there were a total of 23 students declaring AGS as their major enrolled in ENGL 1002 during AY 2018-2019. They were assessed toward the end of the fall or spring semester with the updated SLO instrument. The results were:

Overall = 73%  
 Thesis clarity = 76%  
 Research tools = 70%  
 n = 23

Overall, students met the 70% benchmark in each of the outcomes and overall.

**Quantitative Reasoning:**

For MATH 1425, there were a total of 21 students declaring AGS as their major. Their results on the final exam SLOs were:

Overall = 62%  
 SLO A: Descriptive = 70%  
 SLO B: Use normal and t distributions = 57%  
 SLO C: Probabilities = 56%  
 n = 18

As the data indicates, students had difficulty with both outcome B and C in MATH 1425 (keeping in mind that C is new and is not benchmarked). An item analysis (See AY 18-19 Math 1425 Item Analysis AGS Only file below) for AGS students indicated that problems 33, 35, 36, and 37 were most missed for Outcome B and questions 19, 20, 23, 24, and 28 were most missed for Outcome C. This information will be shared with the mathematics coordinator.

Interestingly enough, four AGS students took MATH 1022 (Plane Trigonometry) (See Math 1022 Syllabus AY 2018\_2019 file below) and scored higher on the SLOs than did the students in the MATH 1425 course. Note that both MATH 1425 and MATH 1022 are transferable for the AGS course of study. The results were:

Overall = 83%  
 SLO A: Trig functions = 78%  
 SLO B: Solve trig equations = 88%  
 n = 4

In this case, the students met the overall benchmark of 70% and, in fact, did quite well in a more difficult course. Given that the observed value for

- ENGL 1002 of 74% > the benchmark of 70%,

- MATH 1425 of 62% < the benchmark of 70%, and
- MATH 1022 of 83% > the benchmark of 70%

this objective is partially met.

Improvement Plan/ Changes Made:

ENGL 1002: Monitor since the overall benchmark was met and the SLO document is scheduled to be revised (See Email thread on ENGL 1002 SLOs file below) again for fall 2019.

MATH 1425: Monitor since AY 2018-2019 was the first year for Outcome C and most faculty were in the process of creating optional reviews (See 6-21-19 email on MATH 1425 Reviews file below) to help students.

The intention for AY 2019-2020 is to eliminate this objective to use the Peregrine General Education Exam for graduating students. However, there have been a number of resignations/retirements of senior administration so a specific course of action has not yet been decided.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**AGS 18-19 Maintain an effective Associate of General Studies Program**

**Goal Number: 1**

Progress: Completed

Provided By: General Studies

Budget Information: existing

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**AGS 18-19 Professional Competency using Peregrine Academic****Objective Number: 1.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

Because the Associate in General Studies (AGS) Degree is a transfer degree largely focused on General Education (GE) skills, graduating AGS students will successfully complete their GE coursework developing competencies in the areas required by their curricula.

In terms of SLOs for the AGS degree, students will be competent in the following areas:

1. Overall
2. Art/Music Appreciation
3. Biology/Microbiology
4. Cultural Anthropology/Sociology
5. English/English Composition
6. General Psychology
7. Interpersonal Education
8. Logic/Critical Thinking
9. Mathematics/Applied Mathematics
10. US History

Assessment/Evaluation/Measures/Strategies:

Students will be assessed using the Peregrine Academic General Education Exam in their last semester of attendance. The national averages are noted for the categories that have scores.

1. Overall = 46.074%
2. Art/Music Appreciation
3. Biology/Microbiology
4. Cultural Anthropology/Sociology
5. English/English Composition = 45.537%
6. General Psychology
7. Interpersonal Education = 43.649%
8. Logic/Critical Thinking = 44.350%
9. Mathematics/Applied Mathematics
10. US History

Note that AY 2018-2019 was the first year that the Peregrine Academic General Education Exam was used. As a result, benchmarks may be established comparing current data to existing LSU Eunice data when it is collected. LSU Eunice benchmarks may also be established against the national benchmarks; however, note that institutions located within the US shown on the report are from baccalaureate granting institutions. It simply may not be appropriate to compare LSU Eunice to baccalaureate institutions.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective did not exist.

For AY 2018-2019, a report was run from Peregrine's website (See file below) to obtain the data. A total of 26 (96.3%) out of 27 students had usable scores - all from the LSU Eunice site. One student took 4.4 minutes on the exam and scored an 18.88; her score was removed from the data. Beyond that, the average time spent on the exam was 35.47 minutes. The results were (LSU Eunice scores followed by highlighted scores that are results from institutions within the US for subjects that have national scores):

1. Overall = 46.24% > 46.074%
2. Art/Music Appreciation = 35.00%
3. Biology/Microbiology = 42.69%
4. Cultural Anthropology/Sociology = 59.23%
5. English/English Composition = 44.62% < 45.537%
6. General Psychology = 39.62%
7. Interpersonal Education = 37.69% < 43.649%
8. Logic/Critical Thinking = 42.69% < 44.350%
9. Mathematics/Applied Mathematics = 55.77%
10. US History = 58.85%

Overall, the results for LSU Eunice students were slightly lower than the national group; however, given the higher scores on math and US History, the overall was slightly higher than the national group.

Given that this objective has not been benchmarked, the results are inconclusive. Additional data will be generated in AY 2019-2020.

Improvement Plan/ Changes Made:

Continue to collect data into AY 2019-2020 and work with the deans to determine the best way to have students take the exam.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

AGS 18-19 Maintain an effective Associate of General Studies Program

Goal Number: 1

Progress: Completed

Provided By: General Studies



Budget Information: existing  
 Start: 11/1/2018  
 End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**AGS 18-19 Retention**

**Objective Number: 1.3**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 (AGS).

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 from AY 1314-1415 to AY 1617-718 with 39 new first-time students entering GSA and 22 being retained for a retention rate of 38.64% (see Table 1).

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
1617-1718	31	17	54.84
Totals	132	51	38.64

As a result, the retention benchmark of 38.64% will be used based on historical data.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018 examining Fall 2016 to Fall 2017, this objective was met.

For AY 2018-2019 examining Fall 2017 to Fall 2018 retention, a total of 39 new students were enrolled in census day for Fall 2017 with 22 of them being retained on census day for Fall 2018. This yields a one-year retention of 56.41%.

Given that the observed retention rate of 56.41% > historical benchmark of 38.64%, this objective is met.

Improvement Plan/ Changes Made:

Fall-to-fall retention for the Associate of General Studies was met. However, to continuously improve in this area, students will receive timely and accurate advising. At this time, students within their first 30 credit hours receive their advising through the Student Support Center. As changes to the program occur, the Dean will meet with the Director of the Student Support Center and the advising team to assure that information is provided.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**AGS 18-19 Maintain an effective Associate of General Studies Program**

**Goal Number: 1**

Progress: Completed

Provided By: General Studies

Budget Information: existing

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

### **AGS 18-19 Placement**

#### **Objective Number: 1.4**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### Objective With Intended Outcomes:

Upon graduation, Associate of General Studies majors will either be employed in the field or will continue their education.

#### Assessment/Evaluation/Measures/Strategies:

Graduating students for a given semester are contacted via telephone and/or email by the Office of Institutional Effectiveness 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. Students are called three times. If the call goes to voice mail, then a message will be left with the reason for the call. If there is no answer three times, then an email will be sent. As a last resort, faculty and deans are asked if they know the fate of the student upon graduation. Some faculty and staff will check students' Facebook accounts to find information if it is posted.

Benchmark is currently set at 50.4% (the sum of those placed in field and those continuing education) from AY 2012-2013 through AY 2016-2017. It was decided during AY 2018-2019 to standardize all placement benchmarks using a five-year average.

#### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective did not exist.

For AY 2018-2019, placement data was gathered for Spring and Summer 2018 six months from graduation. Phone calls for Fall 2017 were not placed six months from graduation so the data was not collected almost a full year after the graduation date. In all, a total of 54 students graduated from the Associate of General Studies Program in Spring and Summer 2018 (see Table 1). A total of two (4%) were employed in the field and 27 (50%) were continuing their education (see Table 1). As a result, a total of 29 out of 54 (54%) were either employed in the field or continuing their education.

As a result, since the observed value of 54% > the five-year benchmark of 50.4%, this objective is met.

Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
FA 12 - SP 13	n	94	38	19	0	8	29
	%		40	20	0	9	31
FA 13 - SP 14	n	93	9	15	1	55	13
	%		10	16	1	59	14
FA 14 - SP 15	n	69	4	13	3	34	15
	%		6	19	4	49	22
FA 15 - SP 16	n	87	2	18	6	44	16
	%		2	21	7	51	18
FA 16 - SP 17	No.	102	1	2	2	7	90
	%		1	2	2	7	88
SP 18 - SU 18	No.	54	5	2	1	27	19
	%		9	4	2	50	35
Mean	n	72.5	10.8	13.4	2.4	29.6	32.6
	%		11.8	15.6	2.9	34.9	34.6

Improvement Plan/ Changes Made:

Monitor since this is the first iteration of this objective.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**AGS 18-19 Maintain an effective Associate of General Studies Program**

**Goal Number: 1**

Progress: Completed

Provided By: General Studies

Budget Information: existing

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

## Library

**Faculty Satisfaction with the Library****Objective Number: 1.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 use a 5 point Likert Scale where:

- 1 is strongly disagree
- 2 is disagree
- 3 is neutral
- 4 is agree
- 5 is strongly agree

The questions used are:

Q20 Library resources and services are adequate to meet campus needs.

Q46 Staff in the Library are helpful.

The benchmark was determined by using historical data for five years (see Table 1).

Table 1. Faculty satisfaction for the given years.

Spring	Q20	Q46	Mean	n
2014	4.2	4.5	4.35	24
2015	3.7	4.5	4.10	22
2016	4.1	4.4	4.25	19
2017	3.8	4.2	4.00	20
2018	3.5	4.4	3.95	15
weighted means	3.89	4.41	4.15	100

Meeting or exceeding these means is considered as meeting this objective.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, the faculty satisfaction objective was not met. In an effort to meet this objective in AY 2018-2019, the library staff intended to hold meetings with faculty from multiple departments to understand their expectations of resources and services provided by the library. Regrettably, due to staff shortage and poor planning on our part, we were only able to meet with faculty from the Business Department to discuss library resources during this AY. (Note: Due to a cyber-attack that occurred on October 23, 2019, we no longer have access to the encrypted documents and email that would have served as evidence of our efforts).

For AY 2018-2019, the spring surveys of faculty and staff were sent out to each group by the Office of Institutional Research.

A total of 29 (47.54%) of 61 faculty members responded to two questions on the faculty survey. See question 20 (mean = 3.7) and question 46 (mean = 4.5) on the attached faculty survey (See file below). The mean of the responses was 4.1. Since the most frequent n = 29 on the survey, it was used instead of 28.

Since the observed value of 4.1 is  $\approx$  the benchmark of 4.15, this objective is tentatively met given the mean for question 46 at 4.5 > the five year historical mean of 4.15.

Improvement Plan/ Changes Made:

While the objective as a whole was met, there is still room for improvement in library resources and services meeting campus needs.

After updating our proxy server last year, we have had fewer complaints with connection issues. We will continue to monitor database access changes and work with IT to keep remote connections operational at all times.

In 2019-2020, the library will be updating our LibGuides to help make finding resources for each subject area easier. Additionally, the library will continue to meet with the various departments to better understand their expectations of resources and services so that we can more thoroughly

suit their needs.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

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

**Goal Number: 1**

Progress: Completed

Provided By: Library

Budget Information: existing

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Staff Satisfaction with the Library**

**Objective Number: 1.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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

The following questions on the Staff Survey will determine the level of satisfaction:  
 Q17 Library resources and services are adequate to meet campus needs.  
 Q38 Staff in the Library are helpful.

Historical data was used to determine the benchmark (see Table 1).

Table 1. Historical values for staff satisfaction related to the library.

Spring	Q17	Q38	Mean	n
2014	3.8	4.1	3.95	73
2015	3.5	3.8	3.65	46
2016	3.7	4.0	3.85	43
2017	3.8	4.0	3.90	52
2018	3.8	4.1	3.95	40
weighted means	3.73	4.01	3.87	254

Meeting or exceeding these benchmarks is considered successful.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, the objective for staff satisfaction was met.

For AY 2018-2019, the spring surveys of faculty and staff were sent out by the Office of Institutional Research toward the end of the semester.

A total of 27 (25.23%) of the 107 staff members responded to two questions on the staff survey. See question number 17 (mean = 3.9) and 38 (mean = 4.2) on the attached staff survey (See file below). The mean of the responses was 4.05.

Since the observed value of 4.05 > the benchmark of 3.87, this objective is met.

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-----



## RELATED ITEM LEVEL 1

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

**Goal Number: 1**

Progress: Completed

Provided By: Library

Budget Information: existing

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Student Satisfaction with the Library**

**Objective Number: 1.3**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 2019 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 (See file below) 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 averaged over the last three years. Spring 2017 was 5.92; spring 2018 was 5.96; and spring 2019 was 5.99. The benchmark/mean is 5.93.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, a total of 459 students took the Noel-Levitz Student Satisfaction Survey (See file below). The overall score from all sites was 6.05 with LSUE receiving a 6.03 and 6.07 (n = 430) and LSUA receiving 6.26 and 6.05 (n = 29).

Data for online students or students enrolled at the Lafayette General Orthopaedic Hospital (LG Ortho) was not available. The dual enrollment site at the LSU Lab School had only three students enrolled so the site was not surveyed.

It should be noted that the

- LSUE students at LSUA use LSUA's Bolton library;
- LSUE students at the LSU Lab School (n = 3) use either the LSU Lab School Library or one of the LSU Libraries;
- LSUE students at the LG Ortho site use the LSUE Library; and
- 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 6.05 > the benchmark of 5.93, this objective is met.

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 sites 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-----

## RELATED ITEM LEVEL 1

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

**Goal Number: 1**

Progress: Completed

Provided By: Library

Budget Information: existing

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Increase the Number of Library Visits****Objective Number: 2.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 55,742 (See file below) in AY 2017-2018, the benchmark is 61,316 visits.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018 this objective was met.

For AY 2018-2019, the electronic gate counter data shows a total of 61,279 patron visits (See file below). This is less than the benchmark of

61,316. (Note: No data are collected during the months of May and June due to low patron visits during this time). Since the observed value of 61,279 < the benchmark of 61,316, Objective 2.1 is not met.

Improvement Plan/ Changes Made:

While the objective was not met, it was only short by 37 visits or 0.06% from the objective of 10%.

This was an ambitious goal that came very close to being achieved. With an average of 6,128 visits per month, the library was seeing almost double the number of students enrolled in foot traffic each month. This was achieved by promoting the library at orientation and other events, holding more bibliographic sessions, and an increase in enrollment numbers from the previous year.

Due to this fact, for the next academic year we will take the average of the previous three years as the benchmark, instead of trying to increase by a certain percentage. Enrollment numbers change from year to year and expecting an increase in traffic if/when enrollment decreases could be setting us up for failure.

**Director of IE's Note:** A continual increase of 10% per year is not achievable due to the ceiling effect (i.e. at some point there is diminishing returns). It is recommended to use a 3-5% average as a benchmark.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Library Patron Usage and Traffic will Increase**

**Goal Number: 2**

Progress: Completed

Provided By: Library

Budget Information: Existing

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Increase the Number of Items Circulated****Objective Number: 2.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 2017-2018 there were 1,266 items circulated (See file below) from the library's holdings. The benchmark for AY 2018-2019 is 1,393 items circulated.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was not met. In an effort to meet this objective, the library staff accomplished each of the tasks set in the improvement plan from AY 2017-2018. We verbally explained borrowing privileges at every opportunity and promoted titles available for circulation through social media (See Borrowing Promotion\_Social Media file below) and in-person by bringing a selection of titles (See Borrowing Promotion\_Select titles file below) from the library to a campus program open to all students. The library promoted new titles (See Borrowing Promotion\_New titles file below) available to checkout from the collection on the front page of the catalog and shared this information online. Additionally, we created interesting displays (See Borrowing Promotion\_Display file below) in an attempt to increase students' interest to check items out.

For AY 2018-2019, a total of 895 items were circulated (See 2018-2019 month-to-month totals file below). Given that the observed value of 895 < the benchmark of 1,393, objective 2.2 is not met.

During AY 2018-2019, the aim was to record all reserve uses through the electronic circulation system, rather than on paper as was done in previous years. Unfortunately, because it was a new process, it is likely that circulation staff forgot to scan reserve items that were used into the tracking system. All staff have been retrained on the proper way to record items on reserve in hopes of having better circulation records for all holdings used in the library.

**Director of IE's note**, there was also a slight enrollment decrease from spring 2019 compared to spring 2018, this also affected the circulation numbers.

Improvement Plan/ Changes Made:

The library staff will continue to promote borrowing privileges, highlight new titles on the front page of the catalog, and make more interesting/attractive displays in attempt to garner more interest in checking items out. Additional funds in our budget specifically to add some new titles to the collection have been secured.

The Library now has access to a mobile circulation application which allows us the ability to bring a selection of topically relevant books to events on campus and remotely check items out with our cell phone, via the mobile app, instead of being restricted to a hard-wired computer. We are also in the process of creating a fiction section in the library for students who wish to read more leisure material.

For 2018-2019, library personnel did collect electronic book data and found that there were a total of 473 accesses (See file below) from the eBook collection. Now that data has been collected, next year we will be able to set a measurable objective to compare.

**Director of IE's note:** Consider using a three year average because the 10% may not be achievable in the immediate future.

## RELATED ITEMS-----

## RELATED ITEM LEVEL 1

**Library Patron Usage and Traffic will Increase****Goal Number: 2**

Progress: Completed

Provided By: Library

Budget Information: Existing

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Hire General Librarian**

**Objective Number: 3.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 the open position was submitted and approved by the Vice Chancellor of Academic Affairs and the Chancellor. A position description (See file below) 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.

Assessment/Evaluation Results (Progress Report):

For 2017-2018 this objective was met.

For 2018-2019 the addition of the general librarian afforded the library to offer more reference desk hours, more one-on-one time for students with a librarian to assist them with their research needs, and more availability for bibliographic information sessions. The appointment form (See AY 18-19 General\_librarian Form A file below) indicates that the contract was continued through AY 2019-2020.

The new librarian also created a number of topical displays in the lobby such as National Poetry Month (See Poetry Month\_Display file below) and Autism Acceptance Month (See Autism Acceptance Month\_Display file below). These displays brought great interest and discussion among students and staff who visited.

Objective met.

Improvement Plan/ Changes Made:

The General Librarian has been a major asset for the LeDoux Library. She is working on updating our LibGuides, creating a fiction section, and is streamlining how our bibliographic information sessions are presented.

**Director IE's note:** This objective is complete and will be cancelled in AY 2019-2020.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Hire a General Librarian**

**Goal Number: 3**

Progress: Completed  
 Provided By: Library  
 Budget Information: Existing  
 Start: 11/1/2018  
 End: 10/31/2019

### **Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field:

1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field:

2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field:

4. Improvement

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

#### **Objective Number: 4.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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:

Previously, we only had data for the Spring 2016 semester to set the benchmark. For this year, AY 2017-2018 will be used to set the benchmark given that there were 14 BI sessions reaching 343 students (See file below).

The benchmark is a 10% increase to 15 BI sessions and 377 students.

#### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.



For AY 2018-2019, the library increased both the number of BI sessions and students reached. The library held 24 BI sessions for 593 students (See file below). Due to the fact that the observed number of 24 sessions > the benchmark of 15 sessions and that the observed number of 593 students > the benchmark of 377 students, this objective is met.

Improvement Plan/ Changes Made:

While this objective was met, 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.

We were successful in reaching a larger number of faculty this year, including those that teach history, speech, and dual enrollment English classes. We will strive to continue to build a stronger relationship with the faculty and bring the students into the library environment.

We have also subscribed to Credo Instruct in an effort to teach and assess foundational skills to students while aligning information literacy practices with faculty. Unfortunately, it hasn't been fully implemented yet, but we are aiming to have this new module running by the Spring 2020.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

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

**Goal Number: 4**

Progress: Completed

Provided By: Library

Budget Information: Existing

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

## Science & Mathematics

### Developmental Math (MATH 0001)

#### Objective Number: 1.1

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### Objective With Intended Outcomes:

Developmental education students 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 2018 and spring 2019 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 2018 and spring 2019 (see attachment below).

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 2018-2019 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. For LSUE, this means a student must obtain an A, B, or C in the course as a D in MATH 0001 cannot be used to begin MATH 0015 or MATH 0021. 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>

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was not met as the observed outcome was 67% < the benchmark of 70%. The improvement plan is documented in AY 2017-2018.

Direct Assessment

For AY 2018-2019, there were a total of 841 students enrolled in 39 sections of MATH 0001. All students were assessed; however, data was only available for 548 (65%) of the students from sections as shown in Table 1. Note that no course sections were offered at the LSU Lab School or LG Ortho sites or as accelerated (8-week) online.

MATH 0001 SLO Description	Overall	LSUE	Dual Enr < 50%	LSUA	LSU Lab	Online	Accelerated	Modular
Overall	69	63	81	68		79		72
1.1.1. Manipulate order of operations with real numbers	68	62	80	67	none	81	none	71
1.1.2. Perform basic algebraic operations with expressions and linear equations	69	63	79	67		78		72
1.1.3. Geometry	71	65	82	71		78		73
Total number of students tested	548	200	30	77		32		209
Total number of sections for AY	39	9	4	5		2		19

While dual enrollment, modular, and online students met the 70% benchmark, face-to-face students at LSUE and LSUA did not.

Table 2 presents the longitudinal data including AY 2018-2019. It indicates that the overall mean increased slightly from AY 2017-2018, but was above the mean of the longitudinal data.

MATH 0001 Student Learning Outcomes	Sp 11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	Mean
Overall	63	71	73	73	71	74	72	67	69	65.11
1.1.1. Manipulate order of operations with real numbers	68	77	78	78	75	80	76	67	68	69.00
1.1.2. Perform basic algebraic operations with expressions and linear equations	58	66	68	71	70	74	70	65	69	62.67
1.1.3. Geometry	x	64	67	64	62	67	71	69	71	61.63
Total number of students tested	259	714	608	512	483	424	555	585	548	491.56

Indirect Assessment:

The primary institutional database provided the indirect outcome information below. As Table 3 indicates, 446 (63.7%) of the 700 students registered for MATH 0001 on census day, completed it with an A, B, or C. Dual Enrollment students had the greatest success while other sites performed nearly identically.

Table 3. AY 2018-2019 MATH 0001 Success Rates Based on the Number of Students Enrolled.

Grade	Overall	LSUE	Dual Enrollment	LSUA	LSU Lab	Online	Accelerated
A, B, C	446	323	29	54		40	0
D, F, W	254	184	4	36	none	21	2
Total	700	507	40	90		61	2
Percent Success	63.7	63.7	72.5	60.0		65.6	0

Given that the observed direct assessment of 69% < the benchmark of 70% and the indirect success rate of 63.7% > the NCES benchmark of 50%, this objective is partially met.

Improvement Plan/ Changes Made:

Monitor data given that this objective was completed by Paul Fowler on May 6, 2020.

## RELATED ITEMS-----

## RELATED ITEM LEVEL 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.

Goal Number: 1

Progress: Completed

Provided By: Science & Mathematics

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

### **Developmental Math (MATH 0015)**

#### **Objective Number: 1.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### Objective With Intended Outcomes:

Developmental education students will successfully complete their developmental coursework gaining competencies in 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 2018 and Spring 2019 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 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 2018 and Spring 2019 (see attachment below).

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 2018-2019 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. For LSUE, this means a student must obtain an A, B, or C in the course as a D in MATH 0015 cannot be used to begin general

education mathematics. 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>

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was not met given that the observed mean of 64% < the established benchmark of 70%. Documented improvements were included in the AY 2017-2018 Improvement Plan.

For AY 2018-2019, there were a total of 347 students enrolled in 19 sections of MATH 0015. A total of 277 (80%) of the original 347 students were assessed as shown in Table 1. Note that no course sections were offered at the LSU Lab School, LG Ortho sites, or as accelerated (8-week) online.

MATH 0015 SLO Description	Overall	LSUE	Dual Enr < 50%	LSUA	LSU Lab	Online	Accelerated	Modular
Overall	72	69	85			70		72
1.1.4. Perform basic algebraic operations	71	67	84	none	none	70	none	72
1.1.5. Perform operations with the rectangular coordinate system	74	75	91			71		72
Total number of students tested	277	78	18			29		152
Total number of sections in AY	19	4	1			2		12

As Table 1 indicates, dual enrollment students scored the highest, then modular students and online with LSUE face-to-face performing slightly behind the online students. Overall, students performed at a 72% and met the objective for each outcome.

Longitudinally, students from AY 2018-2019 scored quite a bit higher than AY 2017-2018 and the mean from spring 2011 through present (see Table 2).

MATH 0002/0015 Description	Sp 11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	Mean
Overall	62	66	65	67	68	69	67	64	72	66.3
1.1.4. Perform basic algebraic operations	62	66	64	67	68	69	67	64	71	66.1
1.1.5. Perform operations with the rectangular coordinate system	60	67	69	64	67	69	68	65	74	67.0
Total number of students tested	306	533	534	492	474	349	449	247	277	387.9

Indirect Assessment

The indirect assessment could not be conducted as there was a problem with the report. The issue was reported at the beginning of February; however, the report was not corrected by the time this report was completed.

Given that the observed direct assessment score of 72% > the established benchmark of 70%, this objective is met.

Improvement Plan/ Changes Made:

Monitor into AY 2019-2020 given the lateness of the completion of this outcome.

Completed by Paul Fowler on March 6, 2020 and updated on May 6, 2020.

RELATED ITEMS-----

RELATED ITEM LEVEL 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.**

**Goal Number: 1**

Progress: Completed

Provided By: Science & Mathematics

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Developmental Math (MATH 0021)**

**Objective Number: 1.3**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

Developmental education students will successfully complete their developmental coursework gaining competencies in 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 2018 and Spring 2019 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 2018 and Spring 2019 (see syllabus attached below).

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 2018-2019 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. For LSUE, this means a student must obtain an A, B, or C in the course as a D in MATH 0021 cannot be used to begin general education mathematics. 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>

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was not met as the observed mean score of 59% < the established benchmark of 70%. Improvements were documented in the AY 2017-2018 Improvement Plan.



### Direct Assessment

For AY 2018-2019, there were a total of 250 students enrolled in 18 sections of MATH 0021. All students were assessed and data was available for 181 (72%%) of the students as shown in Table 1. Note that no course sections were offered at the LSU Lab School, LG Ortho sites, or as accelerated (8-week) online.

MATH 0021 SLO Description	Overall	LSUE	Dual Enrl < 50%	LSUA	LSU Lab	Online 15 Week	Accelerated 8-Week	Modular
Overall	69	66	81	66		75		67
1.1.4. Perform basic algebraic operations	69	66	78	66	none	78	none	67
1.1.5. Perform operations with the rectangular coordinate system	70	66	88	66		68		70
Total number of students tested	181	60	23	51		23		24
Total number of sections in AY	19	4	5	4		2		4

As Table 1 indicates, the overall performance from the various sites using the data available was 69%. Dual enrollment and online students performed at a higher level than modular students and the face-to-face sections at LSUE and LSUA. At the request of the mathematics coordinator, an item analysis was completed for the LSUE and LSUA face-to-face sites only. It indicated that students were having the most difficulty with questions 27, 26, 27, 29, 11, 19, 43, 39, 10, 12, and 31 (see attached Item Analysis below).

Next, the longitudinal SLO results were examined from spring 2011 to present. As Table 2 indicates, students performed higher in AY 2018-2019 than in any other year except AY 2016-2017. The data for AY 2018-2019 also exceeds the mean since spring 2011.

MATH 0002 Description	Sp 11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	Mean
Overall	62	66	65	67	68	69	67	69	66.6
1.1.4. Perform basic algebraic operations	62	66	64	67	68	69	67	69	66.5
1.1.5. Perform operations with the rectangular coordinate system	60	67	69	64	67	69	68	70	66.8
Total number of students tested	306	533	534	492	474	349	449	181	414.8

### Indirect Assessment

The indirect assessment could not be conducted as there was a problem with the report. The issue was reported at the beginning of February; however, the report was not corrected by the time this report was completed.

Given that the observed direct assessment score of 69% < the established benchmark of 70%, this objective is not met.

### Improvement Plan/ Changes Made:

Monitor into AY 2019-2020 given the lateness of the completion of this outcome.

Completed by Paul Fowler on March 6, 2020 and updated on May 6, 2020.

RELATED ITEMS-----

RELATED ITEM LEVEL 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.**

**Goal Number: 1**

Progress: Completed

Provided By: Science & Mathematics

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**General Education Sciences Retention**

**Objective Number: 3.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Canceled

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 (See file below) 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.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, this objective was cancelled.

**Director of IE's note:** This objective is being cancelled because it is a duplicate of ASLT Objective 1.3.

Improvement Plan/ Changes Made:

## RELATED ITEMS-----

## RELATED ITEM LEVEL 1

**Retention****Goal Number: 3**

Progress: Canceled

Provided By: Science & Mathematics

Budget Information: No additional funds requested

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

**College-level mathematics sequence****Objective Number: 4.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Delayed

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% because 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 2017-2018, this objective was met.

For AY 2018-2019, this objective was delayed. Data is not available due to the cyber-attack of October 23, 2019.

Completed by Paul Fowler on February 5, 2020.

**Director of IE's note:** This objective may not be continued in the future depending on whether the data can be obtained. Data was available through the COGNOS reporting system that is not being restored.

Improvement Plan/ Changes Made:

## RELATED ITEMS-----

## RELATED ITEM LEVEL 1

Sequential Courses

Goal Number: 4

Progress: Delayed

Provided By: Science &amp; Mathematics

Budget Information: No additional funds requested

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

**BIOL 1001 to BIOL1160**

**Objective Number: 4.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Delayed

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):

For AY 2017-2018, this objective was met.

For AY 2018-2019, this objective was delayed. Data is not available due to the cyber-attack of October 23, 2019.

Completed by Paul Fowler on February 5, 2020.

**Director of IE's note:** This objective may not be continued in the future depending on whether the data can be obtained. Data was available through the COGNOS reporting system that is not being restored.

Improvement Plan/ Changes Made:

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Sequential Courses**

**Goal Number: 4**

Progress: Delayed

Provided By: Science & Mathematics

Budget Information: No additional funds requested

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

**Associate of Science Louisiana Transfer**

ASLT 18-19 Program Competency using SLOs

Objective Number: 1.1

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 2018-2019, 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 (See file below) 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 syllabus for MATH 1022 (See file below) 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.

#### Assessment/Evaluation/Measures/Strategies: Communication

For ENGL 1002 (English Composition), 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 the LSUE or LSUA sites were separated from all students taking the ENGL 1002 assessment during AY 2018-2019. 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). Students taking the dual enrollment sections of ENGL 1002 at local high schools were not included as they do not declare majors and are labeled as preparatory students.

The benchmark established was 70% due to the fact that it is the lowest C that can be used for transfer to a four-year institution of higher education.

#### 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 2018-2019. 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 and dual enrollment students at the high schools do not declare a major and were not included.

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 2017-2018, this objective was met.

For AY 2018-2019, there were a total of 20 students taking the ENGL 1002 SLO assessment that were labeled as ASLT. There results were:

Overall = 81%

Thesis Statement, Organization = 80%

Library Research Tools = 82%

n = 20

For MATH 1022, there were a total of six ASLT student taking the course yielding the following results (keeping in mind the small n):

Overall = 74%

Evaluate & graph trig functions = 75%

Solve trig equations & applications = 73%

n = 6

Given that the observed values for ENGL 1002 = 80% and MATH 1022 = 74% > the benchmark of 70%, this objective is met.

Improvement Plan/ Changes Made:

ENGL 1002: Revise SLO document (See Email thread on ENGL 1002 SLOs file below) for fall 2019.

MATH 1022: Monitor since overall results were three percentage points higher in AY 2018-2019 than AY 2017-2018.

In addition, LSUE began using Peregrine Academic's General Education assessment in spring 2019. Science has chosen the modules shown in the attached document (See Peregrine GE Topic Choices by Degree SCIENCES file below) so there is a good possibility that this objective might be cancelled for AY 2019-2020. It will depend on the new Chancellor and Academic Council's appraisal of the standardized assessment because some subject matter is not yet benchmarked. All current personnel believe that it is better to use an exit examination than it is to use SLO from first or second year courses.

Completed by Paul Fowler on June 25, 2019.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

ASLT 18-19 Maintain an effective Associate of Science Louisiana Transfer Program

Goal Number: 1

Progress: Completed



Provided By: AS/LT

Budget Information: no additional funds requested

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**ASLT 18-19 Professional Competency using Peregrine Academic**

**Objective Number: 1.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

Since the Associate of Science Louisiana Transfer (ASLT) degree is a transfer degree largely focused on General Education (GE) skills, graduating ASLT students will successfully complete their GE coursework developing competencies in the areas required by their curricula.

In terms of SLOs for the ASLT degree, students will be competent in the following areas:

1. Overall
2. American Literature/World Literature
3. Art/Music Appreciation
4. Biology/Microbiology
5. Chemistry
6. College Algebra
7. English/English Composition

8. General Psychology
9. Logic/Critical Thinking
10. Scientific Process

Assessment/Evaluation/Measures/Strategies:

Students will be assessed using the Peregrine Academic General Education Exam (See file below) upon graduation in the following areas. The national averages are noted for each category.

1. Overall = 46.074%
2. American Literature/World Literature
3. Art/Music Appreciation
4. Biology/Microbiology
5. Chemistry
6. College Algebra = 26.05%
7. English/English Composition = 45.537%
8. General Psychology
9. Logic/Critical Thinking = 44.35%
10. Scientific Process = 49.721%

Competency is defined as scoring greater than or equal to the national averages for subject areas that have scores. Note that AY 2018-2019 is the first year that the Peregrine Academic General Education Exam will be used. As a result, the national benchmarks are tentative.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective did not exist.

For AY 2018-2019, a cohort report was run from Peregrine's website (See file below) indicated that 14 (100%) of the 14 ASLT graduates in spring 2019 took the assessment in the final semester of classes. Note that all students taking the assessment listed LSU Eunice as their primary site. The results were (LSU Eunice scores are given first followed by highlighted scores that are results from institutions within the US for subjects that have national scores):

1. Overall = 45.63 < 46.074%
2. American Literature/World Literature = 32.86%
3. Art/Music Appreciation = 41.43%
4. Biology/Microbiology = 54.29%
5. Chemistry = 45.71%
6. College Algebra = 34.29% > 26.05%
7. English/English Composition = 57.14% > 45.537%
8. General Psychology = 42.14%
9. Logic/Critical Thinking = 48.57% > 44.35%
10. Scientific Process = 54.29% > 49.721%

The results indicated that ASLT students did very well compared to their baccalaureate degree seeking peers inside the US. It is also worth noting that the ASLT spent a mean of 38.694 minutes on the exam.

Given that LSUE students scored above the national score in each subject area when compared to their baccalaureate degree seeking peers, this objective is met.

Improvement Plan/ Changes Made:

Continue to collect data into AY 2019-2020 and determine a specific benchmark based on data over a few academic years.

Completed by Paul Fowler on June 22, 2019.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**ASLT 18-19 Maintain an effective Associate of Science Louisiana Transfer Program**

**Goal Number: 1**

Progress: Completed

Provided By: AS/LT

Budget Information: no additional funds requested

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**ASLT 18-19 Retention****Objective Number: 1.3**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 from AY 1314-1415 to AY 1617-1718) with 74 new first-time students entering ASLT and 33 being retained for a retention rate of 44.59% (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
1617-1718	38	16	42.11
Totals	74	33	44.59

As a result, the retention benchmark is set at 44.59% given the historical data.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018 examining retention data from Fall 2016 to Fall 2017, this objective was not met. The decision was to monitor the data since it was the first time it was generated.

For AY 2018-2019 examining the retention data from Fall 2017 to Fall 2018, there were 28 new first-time students enrolled on the census day in Fall 2017 with 11 enrolled in Fall 2018 yielding a 39.29% retention rate.

Given that the observed value of 39.29% < the historic benchmark of 44.59%, this objective is not met.

Improvement Plan/ Changes Made:

This assessment only accounts for students that indicate the ASLT as their major. Most of the more than 300 students in the division are pursuing

an ASLT but have listed their preferred B.S. degree as their major, such as chemical engineer or pre-veterinary. These students are not included in this current assessment. For AY 2019-2020 all disciplines that lead to an ASLT will be linked to the associate degree and used in the determination of retention percentage from fall to fall. This change will more accurately reflect actual success in retaining students.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**ASLT 18-19 Maintain an effective Associate of Science Louisiana Transfer Program**

**Goal Number: 1**

Progress: Completed

Provided By: AS/LT

Budget Information: no additional funds requested

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**ASLT 18-19 Placement**

**Objective Number: 1.4**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

Upon graduation, Associate of Science Louisiana Transfer majors will either be employed in the field or will continue their education.

Assessment/Evaluation/Measures/Strategies:

Graduating students for a given semester are contacted via telephone and/or email by the Office of Institutional Effectiveness 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. Students are called three times. If the call goes to voice mail, then a message will be left with the reason for the call. If there is no answer three times, then an email will be sent. As a last resort, faculty and deans are asked if they know the fate of the student upon graduation. Some faculty and staff will check students' Facebook accounts to find information if it is posted.

Benchmark is currently set at 67.7% (the sum of those placed in field and those continuing education) from AY 2012-2013 through AY 2016-2017. It was decided during AY 2018-2019 to standardize all placement benchmarks using a five-year average.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective did not exist.

For AY 2018-2019, placement data was gathered for Spring and Summer 2018 six months from graduation. Phone calls for Fall 2017 were not placed six months from graduation so the data was not collected almost a full year after the graduation date. In all, a total of 12 students graduated from the Associate of Science Louisiana Transfer Program in Spring and Summer 2018 (see Table 1). A total of one (8%) were employed in the field and seven (58%) were continuing their education (see Table 1). As a result, a total of 8 out of 12 (67%) were either employed in the field or continuing their education.

As a result, since the observed value of 67% approximates the five-year benchmark of 67.7%, this objective is tentatively met given the low n of 12.

Table 1. Associate of Science LA Transfer Placement Rates							
Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
FA 12 - SP 13	n	11	4	0	0	4	2
	%		36	0	0	36	18
FA 13 - SP 14	n	5	0	0	0	5	0
	%		0	0	0	100	0
FA 14 - SP 15	n	8	0	0	0	8	0
	%		0	0	0	100	0
FA 15 - SP 16	n	15	1	0	0	12	2
	%		7	0	0	80	13
FA 16 - SP 17	No.	18	1	0	0	4	12
	%		6	0	0	22	67
SP 18 - SU 18	No.	12	0	1	0	7	4
	%		0	8.3	0	58.3	33
Mean	n	10.2	1.2	0.0	0.0	6.6	3.2
	%		9.7	0.0	0.0	67.7	19.6

Improvement Plan/ Changes Made:

Monitor since this is the first iteration of this objective.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**ASLT 18-19 Maintain an effective Associate of Science Louisiana Transfer Program**

**Goal Number: 1**

Progress: Completed

Provided By: AS/LT

Budget Information: no additional funds requested

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

## Chemical Technician (CTS)

### CCHT 18-19 (CTS) Professional Competency

#### Objective Number: 8.1

Start: 11/1/2018

End: 10/31/2019

Progress: Delayed

#### 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 2017-2018, the one student had not completed the courses containing the SLOs. As a result, no data was reported.

For AY 2018-2019, the one student (See file below) has not completed the certificate. As a result, no data was reported.

Improvement Plan/ Changes Made:

Sciences and Mathematics representatives will continue to attend career fairs to increase awareness and enrollment in chemical technician program. See documentation for the

- Unmasking Careers (See Career Futures Expo 2018 file below) for the St Landry and Evangeline Parish School Boards held on October 31, 2018.
- Engineering and Technology Expo (See ULL Engineering and Technology Day 2019 file below) for the University of Louisiana Lafayette held on March 27, 2019.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**CCHT 18-19 Maintain an effective Chemical Technician (CCHT) Certificate of Technical Studies (CTS) Program**

**Goal Number: 8**

Progress: Delayed

Provided By: Chemical Technician (CTS)

Budget Information: Existing

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**CCHT 18-19 (CTS) Placement****Objective Number: 8.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Delayed

Objective With Intended Outcomes:

Upon graduation, Chemical Technician, Certificate in Technical Studies majors will either be employed in the field or will continue their education.

Assessment/Evaluation/Measures/Strategies:

Graduating students for a given semester are contacted via telephone and/or email by the Office of Institutional Effectiveness 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. Students are called three times. If the call goes to voice mail, then a message will be left with the reason for the call. If there is no answer three times, then an email will be sent. As a last resort, faculty and deans are asked if they know the fate of the student upon graduation. Some faculty and staff will check students' Facebook accounts to find information if it is posted.

There is no benchmark as no students have completed this program from AY 2012-2013 through AY 2016-2017.

Assessment/Evaluation Results (Progress Report):

In AY 2017-2018, this objective did not exist.

In AY 2018-2019, this objective was to study the employment of students completing the Chemical Technician, CTS Program in AY 2017-2018. No students completed the program during that time span (2018 LSUE Factbook) (See AY 17-18 Chemical Technician file below). As a result, there is no data to report.

Objective delayed.

Improvement Plan/ Changes Made:

Sciences and Mathematics representatives will increase recruitment efforts by attending career fairs. Increasing enrollment will increase the likelihood of graduates that will become gainfully employed.

See documentation for the

- Unmasking Careers (See Career Futures Expo 2018 file below) for the St Landry and Evangeline Parish School Boards held on October 31, 2018.
- Engineering and Technology (See ULL Engineering and Technology Day 2019 file below) Expo for the University of Louisiana Lafayette held on March 27, 2019.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**CCHT 18-19 Maintain an effective Chemical Technician (CCHT) Certificate of Technical Studies (CTS) Program**

**Goal Number: 8**

Progress: Delayed

Provided By: Chemical Technician (CTS)

Budget Information: Existing

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

## Athletics

### Student Learning and GPA

#### Objective Number: 1.1

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### Objective With Intended Outcomes:

Each athletic team (women's basketball, men's basketball, women's softball, men's baseball, women's soccer, men's soccer) 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 2.50 GPA benchmark being set by the Athletic Director. Student data will be generated through Institutional Research and Registrar's Office.

For AY 2017-2018, the team GPAs were:

- Women's Softball - 3.24
- Men's Baseball - 3.16
- Women's Basketball - 2.81

#### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, the team GPAs were:

- Women's Softball Team (See file below) Achieved a 3.04 GPA
- Men's Baseball Team (See file below) Achieved a 3.21 GPA
- Women's Basketball Team (See file below) Achieved a 2.59 GPA
- Men's Basketball Team (See file below) Achieved a 2.37 GPA
- Women's Soccer Team (See file below) Achieved a 2.57 GPA
- Men's Soccer Team (See file below) Achieved a 2.39 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 2.77.

Since the overall observed value of 2.77 > the benchmark of 2.50, Objective 1.1 was tentatively met with the Men's Basketball Team and Men's Soccer team performing below the benchmark.

Improvement Plan/ Changes Made:

A focus on tutoring and study hall will continue.

**Director of IE's note:** AY 2018-2019 was the first year for the women's and men's soccer and men's basketball teams.

## RELATED ITEMS-----

## RELATED ITEM LEVEL 1

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

Progress: Completed

Provided By: Athletics

Budget Information: no additional funds requested

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Maintain a winning percentage****Objective Number: 2.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

Each athletic team will 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 60% of contests is realistic and feasible.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

## AY 2018 - 2019

- The Softball Program finished with a 52-6 record and an 89.7% winning percentage while winning the Program's 6th National Championship. Objective was met.
- The Baseball Program finished with a 51-8 record and an 86.4% winning percentage while finishing as the NJCAA Region 23 Runner Up. Objective was met.
- The Women's Basketball Program finished with a 18-4 record and an 81.8% winning percentage while winning the Miss/Lou Conference Championship. Objective was met.
- The Men's Basketball Program finished with a 14-15 record and a 48.3% winning percentage. Objective was not met.
- The Women's Soccer Program finished with a 7-2-1 record and a 75% winning percentage while finishing as the NJCAA Region 23 Runner Up. Objective was met.
- The Men's Soccer Program finished with 8-3-3 record and a 67.9% winning percentage while winning the NJCAA Region 23 Championship. Objective was met.

The overall record of the Athletic Department was 150-38-4 for a 79.2% winning percentage. The Softball Program's National Championship makes for a total of 12 National Championships (Softball - 6, Baseball - 6 in the last 14 years).

Since the observed 79.2% > the benchmark of 60%, Objective 2.1 was tentatively met as the Men's Basketball Program was at a 48.3% winning percentage.

Improvement Plan/ Changes Made:

Monitor winning percentage since it was the first year for Men's Basketball.

## RELATED ITEMS-----

## RELATED ITEM LEVEL 1

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

**Goal Number: 2**

Progress: Completed

Provided By: Athletics

Budget Information: no additional funds requested

Start: 11/1/2018

End: 10/31/2019

### **Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

### **New Sports Teams**

#### **Objective Number: 3.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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 2017-2018, this objective did not exist.

For AY 2018-2019, all three sports teams were initiated. Soccer was playing at a site off-campus because the fields were not yet ready.

Objective met.

Improvement Plan/ Changes Made:

This objective will be deleted in AY 2019-2020 since the teams began playing.

## RELATED ITEMS-----

## RELATED ITEM LEVEL 1

Implement Additional Sports Teams

Goal Number: 3

Progress:

Provided By: Athletics

Budget Information: New money from increased athletic fee

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement



## Office of Business Affairs Bookstore

### Bookstore-Faculty Satisfaction

#### Objective Number: 1.1

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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 2019 semester. Question number 30 will be used to determine satisfaction.

30. The campus bookstore adequately meets the needs of my students.

The choices on the faculty survey are

1. = strongly disagree
2. = disagree
3. = neutral
4. = agree
5. = strongly agree

#### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, 29/61 (48%) of the faculty rated bookstore satisfaction on the annual spring survey (See file below) a 4.3.

Since the observed score of 4.3 > the benchmark of 4.0, this objective is met.

#### Improvement Plan/ Changes Made:

The bookstore made more options available for students to purchase books (See file below): traditional textbook, e-book, and rental books. Monitor faculty satisfaction.

Completed by Paul Fowler on November 6, 2019.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

To operate as an auxiliary enterprise to support the academic mission of LSUE by providing educational books, supplies and other merchandise.

**Goal Number: 1**

**Progress: Completed**

Provided By: Bookstore

Budget Information: none

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Bookstore-Student Satisfaction**

**Objective Number: 1.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 2019 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):

For AY 2017-2018, this objective was met.

For AY 2018-2019, the overall score was 6.07 out of the 7.0 point scale (n = 459 students) on Question #44 (See file below): The bookstore is adequately stocked with books and supplies to meet my needs". The bookstore ranked 8 out of the 50 items surveyed.

Students at the LSUE site rated their satisfaction a 5.94 while LSUA students rated it a 6.10. Online students and students at the Lafayette General Orthopaedic Hospital site were not surveyed.

Since the observed 5.94 at LSUE and 6.10 at LSUA > the benchmark of 5.00, this objective was met.

Improvement Plan/ Changes Made:

Even though the objective was met, the bookstore manager noted in a November 6, 2019 email (See file below) that they worked to improve the bookstore experience for students. First, the bookstore began offering different options to purchase books. This includes purchasing the book, purchasing an e-book, and more rental options for students. The bookstore also began offering laptops for sale, updated the returns policy to benefit students, and is working to change the culture to be more customer friendly.

Completed by Paul Fowler on November 6, 2019.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**To operate as an auxiliary enterprise to support the academic mission of LSUE by providing educational books, supplies and other merchandise.**

**Goal Number: 1**

Progress: Completed

Provided By: Bookstore  
 Budget Information: none  
 Start: 11/1/2018  
 End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.  
 New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.  
 New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.  
 New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.  
 New Number Identifier Field: 4. Improvement

**Budgeting**

**Budget Preparation**

**Objective Number: 1.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

The FY 2018-2019 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):

For AY 2017-2018, this objective was met.

For AY 2018-2019, the budget was sent in (see file below) on time to LSU Baton Rouge.

As a result, this objective is met.

Improvement Plan/ Changes Made:

No action required at this time.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**To prepare an annual budget which reflects the mission of the university and supports institutional priorities.**

**Goal Number: 1**

**Progress: Completed**

Provided By: Budgeting

Budget Information: none

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Budget Review-Faculty**

**Objective Number: 2.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 2019 semester. Satisfaction will be determined using question 40 "I am satisfied with faculty involvement in the campus-wide budget review process".

The choices on the faculty survey are

- 1 = strongly disagree
- 2 = disagree
- 3 = neutral
- 4 = agree
- 5 = strongly agree

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was not met. Committee members, specifically faculty, were to involve their colleagues in the budget review process. However, this involvement did not take place because the interim Chancellor from December 2018 through June 2019 suspended the use of the budget committee (See 1-21-20 Budget Review file below) in favor of meeting with each department to discuss their budgets. Nothing new resulted from the budget discussions and the new full-time Chancellor took over at the end of June 2019.

For AY 2018-2019, 29 out of 61 (48%) of the faculty rated this question a 3.0 on the spring 2019 survey (See 2019 Faculty Survey Budget Preparation file below).

Given that the observed score of 3.0 < the established benchmark of 3.8, this objective was not met.

Improvement Plan/ Changes Made:

It is no wonder that the faculty rated this lower than AY 2017-2018 (a 3.1) because they had less information than in previous years.

The new Chancellor taking over in June 2019 has mentioned that she would like to begin meeting again and that she would like the Resource Request Form (See RequestforResoucesForm file below) updated in order for departments around campus to request additional funds (See Re Cabinet Minutes 1-21-20 file below), (see highlighted on final page).

Note that this is a work in progress and will extend into AY 2019-2020 as the new Chancellor becomes familiar with the processes at LSU Eunice.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

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

**Goal Number: 2**

Progress: Completed

Provided By: Budgeting

Budget Information: none

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Budget Review Committee**

**Objective Number: 2.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Delayed

Objective With Intended Outcomes:

The Budget Review Committee will meet four times annually. The committee will plan and review all departmental requested budgets for FY 2019-20 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):

For AY 2017-2018, this objective was met.

For AY 2017-2018, the interim Chancellor suspended the use of the Budget Planning Committee (See file below). The new full-time Chancellor expects to begin using the Budget Planning Committee in the near future.

As a result, this objective was delayed.

Improvement Plan/ Changes Made:

RELATED ITEMS-----

RELATED ITEM LEVEL 1

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

**Goal Number: 2**

Progress: Completed

Provided By: Budgeting

Budget Information: none

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Budget Control**

**Objective Number: 2.3**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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. Budget statements are available in Workday for heads for review and decision making.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.



For AY 2018-2019, 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 (See LSUE\_LSUE\_TEMPLATE\_LSU System Rev Exp\_18-19\_Q4 file below) 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. Since the quarterly report is not yet available, the Director of Accounting confirmed the information (See Budget Control file below) above.

Objective was met.

Improvement Plan/ Changes Made:

Monitor expenditures and revenues to ensure a balanced budget.

Completed by Paul Fowler on February 12, 2020.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

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

**Goal Number: 2**

Progress: Completed

Provided By: Budgeting

Budget Information: none

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

## Cafeteria

### **Food Service-Faculty Satisfaction**

#### **Objective Number: 1.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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 2019 semester. Survey question number 33: "Food service at LSUE is satisfactory" will be used to determine satisfaction.

The choices on the faculty survey are

1. = strongly disagree
2. = disagree
3. = neutral
4. = agree
5. = strongly agree

#### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was not met and the meal plans, "to go" plates, and refillable beverage cups were made available for sale.

For AY 2018-2019, a total of 29/61 (48%) of the faculty responded to the annual spring survey (See file below). Faculty rated the food service a 3.8 which was 3.7 the year prior. As a result, there was a degree of improvement. Interestingly enough, 18 of the respondents either agreed or strongly agreed while 11 disagreed or were neutral.

Regardless, since the observed score of 3.8 < the benchmark of 4.0, this objective is not met.

#### Improvement Plan/ Changes Made:

In a short meeting between the Chartwells (food service) Manager and the Director of IE on January 29, 2020, the food service manager noted that AY 2018-2019 was Chartwells' second year at LSUE and that they were still adjusting to the needs and desires of the students. Students were permitted to have seconds in AY 2018-2019 by showing their receipt for that specific meal to the cashier.

In addition, the student satisfaction should be monitored to determine if an averaged benchmark over several years should be used.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**To provide a high quality dining experience for students, faculty, and staff.**

**Goal Number: 1**

Progress: Completed

Provided By: Cafeteria

Budget Information: none

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Food Service-Staff Satisfaction**

**Objective Number: 1.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 2019 semester. Question 26 "Food service at LSUE is satisfactory" will be used to determine staff satisfaction.

The choices on the staff survey are

1. = strongly disagree
2. = disagree
3. = neutral
4. = agree
5. = strongly agree

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was not met. The cafeteria offered a meal plan along with a "to go" plate and a refillable cup for a nominal fee.

For AY 2018-2019, 26/107 (24%) of the staff responded to the spring 2018 survey (See file below) with cafeteria satisfaction scoring a 3.5 (a decrease from 3.8 last year--note that the response rate was almost half of what it was last year as well).

Given that the observed score of 3.5 < the established benchmark of 4.0, this objective is not met.

Improvement Plan/ Changes Made:

In a short meeting between the Chartwells (food service) Manager and the Director of IE on January 29, 2020, the food service manager noted that AY 2018-2019 was Chartwells' second year at LSUE and that they were still adjusting to the needs and desires of the students. Students were permitted to have seconds in AY 2018-2019 by showing their receipt for that specific meal to the cashier.

In addition, the student satisfaction should be monitored to determine if an averaged benchmark over several years should be used.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**To provide a high quality dining experience for students, faculty, and staff.**

**Goal Number: 1**

Progress: Completed

Provided By: Cafeteria

Budget Information: none

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.  
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.  
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.  
New Number Identifier Field: 4. Improvement

### **Food Service-Student Satisfaction**

#### **Objective Number: 1.3**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### Objective With Intended Outcomes:

Students will rate their satisfaction with the cafeteria on the Noel Levitz Student Satisfaction Survey.

#### Assessment/Evaluation/Measures/Strategies:

Benchmark is somewhat satisfied (5.0) or higher. The Noel Levitz Standard Satisfaction Survey will be administered during the Spring 2019 semester to students enrolled in math or English courses to students at the LSUE, LSUA, and LSU Lab School sites.

Student satisfaction will be determined using question 47: The cafeteria food service is adequate to meet my needs.

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):

For AY 2017-2018, this objective was met.

For AY 2018-2019, overall student satisfaction was 5.69 on a 7 point scale (n = 459 students) for question #47 (See file below): The cafeteria food

service is adequate to meet my needs. Students at the LSUE site rated the cafeteria at 5.69 and students at the LSUA site rate their cafeteria at 5.67.

The survey was not given at the LSU Lab School, dual enrollment site or at the Lafayette General Orthopaedic Hospital site.

Given that the observed values of 5.69 for LSUE and 5.67 at LSUA > the established benchmark of 5.0, this objective is met.

Improvement Plan/ Changes Made:

Monitor student satisfaction and determine if an averaged benchmark over several years should be used.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**To provide a high quality dining experience for students, faculty, and staff.**

**Goal Number: 1**

Progress: Completed

Provided By: Cafeteria

Budget Information: none

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

## Purchasing

### **Purchasing- Faculty Satisfaction**

#### **Objective Number: 1.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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 2019 semester. Question number 41 "The LSU Eunice Purchasing Office meets my needs." will be used to determine satisfaction.

The choices on the faculty survey are

- 1 = strongly disagree
- 2 = disagree
- 3 = neutral
- 4 = agree
- 5 = strongly agree

#### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was not met. Training did take place in fall 2018; however, the documentation was lost in a cyber-attack on October 23, 2019.

For AY 2018-2019, a total of 29 out of 61 (48%) of faculty members completed the annual spring survey (See file below). Question number 41 on purchasing scored a 3.6 which is slightly above the 3.5 from last year.

Since the observed score of 3.6 < the established benchmark of 4.0, this objective is not met.

#### Improvement Plan/ Changes Made:

**Director of IE's note:** In discussing this situation with the former administrative assistant in the Business Office and the former Assistant to the Vice Chancellor for Business Affairs, it was noted that the decrease in satisfaction may be related to the fact that LSU Baton Rouge Procurement Office has taken over most Purchasing duties.

Given that a new Chancellor began in July 2019 and the Vice Chancellor of Business Affairs for more than 15 years retired, the consensus was to monitor this situation until a new Vice Chancellor for Business Affairs is hired.

RELATED ITEMS-----

RELATED ITEM LEVEL 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.**

**Goal Number: 1**

Progress: Completed

Provided By: Purchasing

Budget Information: none

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Purchasing-Audit**

**Objective Number: 1.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Delayed

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):

For AY 2017-2018, this objective was met.

For AY 2018-2019, there were no audits on controls noted (See file below). The last audit occurred on May 23, 2018 and is documented in AY 2017-2018 Institutional Effectiveness documents. As a result, this objective is delayed.

**Director of IE's note:** Searched for control audit at the legislative web page on February 3, 2020 and did not see any audits on controls.

Improvement Plan/ Changes Made:

RELATED ITEMS-----

RELATED ITEM LEVEL 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.**

**Goal Number: 1**

Progress: Completed

Provided By: Purchasing

Budget Information: none

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

## Physical Plant

### **Building and Grounds-Faculty Satisfaction**

#### **Objective Number: 1.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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 2019 semester. Question number 32 "The campus buildings and grounds are well kept." will be used to determine faculty satisfaction.

The choices on the faculty survey are

1. = strongly disagree
2. = disagree
3. = neutral
4. = agree
5. = strongly agree

#### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, a total of 29 out of 61 (48%) faculty members completed the annual spring faculty survey (See 2019 Faculty Survey Results Facilities file below). Question number 32 scored a 4.4. The number of work orders (See 2-6-2020 Email on Facilities file below) completed by Physical Plan employees during 2018-2019 was lost in the cyber-attack of October 23, 2020.

Since the observed value of 4.4 > the established benchmark of 4.0, this objective is met.

#### Improvement Plan/ Changes Made:

Monitor faculty satisfaction.

Completed by Paul Fowler on February 10, 2020.

RELATED ITEMS-----

## RELATED ITEM LEVEL 1

**To provide clean and well maintained facilities and grounds.**

**Goal Number: 1**

Progress: Completed

Provided By: Physical Plant

Budget Information: none

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Building and Grounds-Staff****Objective Number: 1.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 2019 semester. Question number 25 "The campus buildings and grounds are well kept." will be used to determine staff satisfaction.

The choices on the staff survey are

1. = strongly disagree
2. = disagree
3. = neutral
4. = agree
5. = strongly agree

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, a total of 26 out 107 (24%) staff members completed the staff survey in spring of 2019 (See 2019 Staff Results Facilities file below). Question number 25 scored a 4.4. The total number of work orders (See 2-6-2020 Email on Facilities file below) was lost in the cyber-attack of October 23, 2020.

Given that the observed score of 4.4 > the established benchmark of 4.0, this objective is met.

Improvement Plan/ Changes Made:

Monitor staff satisfaction.

Completed by Paul Fowler on February 10, 2020.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**To provide clean and well maintained facilities and grounds.**

**Goal Number: 1**

Progress: Completed

Provided By: Physical Plant

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

### **Building and Grounds-Student Satisfaction**

#### **Objective Number: 1.3**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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 2019 semester to students enrolled in math or English courses at the LSUE, LSUA, and LSU Lab School sites. The benchmark of 5.0 somewhat satisfied is used.

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):

In AY 2017-2018, this objective was met.

In AY 2018-2019, students (overall n = 459) rated question #39 (See file below): "On the whole, the campus is well maintained." as a 6.12 out of 7 > the national average of 6.11. The response to the physical plant question ranked 5th out of 50 items surveyed. Students (n = 430) rated the physical plant at 6.12 at LSUE while students (n = 29) rated the physical plant at 6.07 at the LSUA site. Note that students at the Lafayette General Orthopaedic Hospital or the LSU Lab School dual enrollment site were not assessed. There were only 3 students enrolled at the LSU Lab School.

Given that the observed score at LSUE was 6.12 and LSUA was 6.07 > the benchmark of 5, this objective is met.

Improvement Plan/ Changes Made:

Monitor student satisfaction.

Completed by Paul Fowler on November 7, 2019.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**To provide clean and well maintained facilities and grounds.**

**Goal Number: 1**

Progress: Completed

Provided By: Physical Plant

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Capital Improvements**

**Objective Number: 1.4**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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. Complete other projects as required.

Assessment/Evaluation/Measures/Strategies:

Secure funding for HVAC repairs in the Science Building by December 31, 2018. Design the necessary work for the HVAC repairs by March 31, 2019. Bid and award the contract by May 31, 2019. Complete construction of the HVAC repairs by August 31, 2019.

Note that construction was not completed by August 31, 2019 because of a much larger HVAC issue with maintaining positive pressure in the building. As of this writing on February 10, 2020, this project is ongoing.

Additional benchmark is completing other projects as required.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, the following projects were completed:

- Kitchen renovation (See Summer 2019 Renovations to Cafeteria Kitchen file below) during summer 2019.
- Testing center renovation (See AY 18-19 Testing Center Renovation file below) during AY 2018-2019.

Additionally, a January 22, 2020 (See 1-22-20 Email on Fume Hoods file below) email was received from the Division of Administration Facility Planning and Control on the Science Building Fume Hood Project. Additional funding related to Heating, Ventilation, and Air Conditioning upgrades are delaying the project (which are out of the control of LSUE personnel).

Objective tentatively met given that that there was no action on the fume hood project for a period of time.

Improvement Plan/ Changes Made:

Continue to seek state funding for needed projects and continue with small local projects as required.

Completed by Paul Fowler on February 10, 2020.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**To provide clean and well maintained facilities and grounds.**

**Goal Number: 1**

Progress: Completed  
 Provided By: Physical Plant  
 Budget Information: none (existing)  
 Start: 11/1/2018  
 End: 10/31/2019

### **Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.  
 New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.  
 New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.  
 New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.  
 New Number Identifier Field: 4. Improvement

## Testing Center

### **Initiate a Testing Center**

#### **Objective Number: 1**

Start: 11/1/2018  
 End: 10/31/2019  
 Progress: Completed

#### 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 2017-2018, this objective did not exist.

For AY 2018-2019, the new testing center coordinator was hired on November 16, 2018 (See Testing Coordinator Hiring Date file below). The



testing center was ready to test orientation students for spring 2019 effective January 5, 2019 (See Partial Registration Guide Spring 2019 file below).

Improvement Plan/ Changes Made:

None as construction is complete and the testing center is open.

Completed by Paul Fowler on January 17, 2020.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

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

**Goal Number: 1**

Progress: Completed

Provided By: Testing Center

Budget Information: Public Private Partnership

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

## Office of Enrollment Management Admissions and Recruitment

### Bengal Day

#### Objective Number: 1.1

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### Objective With Intended Outcomes:

Prospective students will indicate that they are more likely to enroll at LSU Eunice after having attended Bengal Day.

#### Assessment/Evaluation/Measures/Strategies:

Assessment will take place using question five on a post event satisfaction survey (Are you more or less likely to enroll at LSU Eunice after having attended Bengal Day today?).

Benchmark of 70% for students answering "more likely to attend" on question five has been established based on history of the event.

#### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, a total of three Bengal Day Orientations were held with 204 prospective students attending. Overall, 201 (98.5%) of the students responded to the paper survey that was entered in to Survey Monkey with 184 (91.5%) of them responding they were more likely to attend.

Table 1. Data for Question Five "Are you more or less likely to enroll at LSU Eunice after having attended Bengal Day today?"

Date	No. Attended	More Likely/Total Completed
March 10, 2018	109	83/108
July 31, 2018	43	30/41
November 20, 2018	52	51/52
Totals	204	184/201

Given that the observed rate of 91.5% > the established benchmark of 70%, this objective is met.

#### Improvement Plan/ Changes Made:

Since this objective exceeded the 70% in the last two years, the benchmark will be raised to 75%. Continue to monitor data to gauge how changes

in the front end processes change with the new Chancellor.

Completed by Paul Fowler on February 12, 2020.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

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

**Goal Number: 1**

Progress: Completed

Provided By: Admissions and Recruitment

Budget Information: Activities supported by Student Affairs & Enrollment Services

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Student Satisfaction with Admissions**

**Objective Number: 2.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 2019 semester.

7. Admissions staff provide personalized attention prior to enrollment. (national mean = 5.58)  
 17. Admissions counselors accurately portray program offerings in their recruiting practices. (national mean = 5.55)  
 20. Students are made to feel welcome here. (national mean = 6.05)

n = 68,690

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 three questions = 5.727.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met. For AY 2018-2019, the Noel-Levitz Satisfaction Inventory (see below) was given to a total of 459 students (n = 430 at the LSUE site and n = 29 at the LSUA site). Note that only three students were enrolled at the LSU Lab School Site. The survey was not given at the LSU Lab School due to the small n.

Table 1. Satisfaction with Admissions.

Number	Question	Overall	LSUE	LSUA	National
7	Admissions staff provide personalized attention prior to enrollment.	5.59	5.59	5.14	5.58
17	Admissions counselors accurately portray program offerings in their recruiting practices.	5.49	5.49	5.22	5.55
20	Students are made to feel welcome here.	6.09	6.09	5.86	6.05
	Means	5.72	5.72	5.41	5.72
	N	459	430	29	68,690

The data indicates that LSUE satisfaction exceeded the national average for personalized attention and welcoming while falling short of the national average for accurately portraying program offerings. LSUA satisfaction fell short in all three areas when compared to the national average.

Given that the overall mean of 5.72 for all students = the benchmark mean = 5.72 for the national average, the objective is met.

Improvement Plan/ Changes Made:

Monitor student satisfaction and share this data with the LSUA personnel who assist with admissions at the LSUA site. Note that the student satisfaction at the LSUA site is mostly likely being influenced by the fact that the students in the LSUA program have been referred to LSUE at that site because they do not meet the requirements for admissions directly to LSUA. This is likely lowering satisfaction from the outset. The Registrar noted additional changes for LSUA in his February 4, 2020 email (see below).

Completed by Paul Fowler on February 5, 2020.

## RELATED ITEMS-----

## RELATED ITEM LEVEL 1

**Assist with the enrollment process****Goal Number: 2**

Progress: Completed

Provided By: Admissions and Recruitment

Budget Information: existing

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

**Financial Aid****Financial Aid-Information****Objective Number: 1.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 (see below) results from question number 5 for Spring 2019. 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 5.41.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, the objective was not met due to satisfaction not exceeding the national average. The average rating was 5.41 as compared to the national average of 5.42. The Office of Financial Aid did continue to use text messages and [emails](#) to notify students of their award letter (see Pending Award Letter Text Notification below). (**Director of IE's note:** An example from AY 2018-2019 cannot be provided as it was lost in a cyber-attack. This link from AY 2019-2020 is provided to try to establish ongoing documentation and efforts to improve effectiveness).

During the academic year of 2018-2019, six financial aid presentations for LSUE site students were conducted (see 2018-2019 Financial Aid Workshops below). Noel-Levitz Student Satisfactory Survey results for Spring 2019 showed responses in the area of satisfaction as follows for question number 5:

Satisfaction for the LSUE site was 5.35 (n = 430) on a 7 point scale on the Noel Levitz Student Satisfaction Survey (see Noel Levitz LSUE and LSUA file below for results and the Noel Levitz Satisfaction Survey 2019 for national results). Satisfaction for the LSUA site was 5.33 (n = 29).

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 5.35 < the national average of 5.41, and given that the score for LSUA site of 5.33 < the national average of 5.41 this objective is not met.

Improvement Plan/ Changes Made:

Two factors appear to be of direct effect on meeting this objective. First the Financial Aid Office deals with money and the office is unable to control the timeliness of a student and/or parent responding to an institution's request for documentation and/or action. The lateness of receiving needed

information just like late referrals received from LSUA are unfortunately out of the office's control. Beginning with the 2019-2020 year, the Office of Financial Aid will use the rolling average for the last five years of the national benchmark as the benchmark for meeting this objective.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Provide financial resources for eligible students in support of their educational/career goals.**

**Goal Number: 1**

Progress: Completed

Provided By: Financial Aid

Budget Information: Federal/State Funds and Recurring funds from the LSU Eunice Foundation for Scholarships

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

**Financial Aid Resources**

**Objective Number: 1.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 2019. The Survey uses a 7 point Likert Scale (see file below):

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 5.47.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, Noel-Levitz Student Satisfaction Survey results from question number 23 for Spring 2018 reveals the following (see file below):

Satisfaction for the LSUE site was 5.47 (n = 459) on a 7.0 scale. Satisfaction for the LSUA site was 5.04 (n = 29). Many of the students attending at the LSUA site are typically referred to LSUE at the last minute making it difficult to assist with identifying resources to finance their education in a timely manner.

Given that the overall score for the LSUE site was 5.47 = the national average of 5.47, objective 1.2 is met due to meeting the national average.

Improvement Plan/ Changes Made:

A meeting with LSU Alexandria staff has taken place, as indicated in the Director of IE's note below. In an effort to support this streamlining, it was also recommended no referrals would be submitted to LSU Eunice after August 1st. The goal is that given the additional two weeks that more students will have the opportunity to receive assistance with paying for their educational expenses.

**Director of IE's Note:** The February 4, 2020 Cabinet Meeting Minutes indicate a general attempt to streamline the registration process for all students and that a meeting took place at LSUA regarding the referral process (see highlighted passages) (see file below).

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Provide financial resources for eligible students in support of their educational/career goals.**

**Goal Number: 1**

Progress: Completed

Provided By: Financial Aid

Budget Information: Federal/State Funds and Recurring funds from the LSU Eunice Foundation for Scholarships

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.



New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

### **Financial Aid-Scholarships**

#### **Objective Number: 1.3**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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 five prior years (AY 2013-2014 through AY 2017-2018) which is \$164,817 (see file below).

#### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, the amount of scholarships awarded was \$207,500.

Since the observed value of \$207,500 (see file below) > the benchmark of \$164,817, Objective 1.3 is met for 2018-2019.

#### Improvement Plan/ Changes Made:

The LSU Eunice Scholarship Committee will continue working with LSUE and its Foundation to find additional funding for scholarships.

#### RELATED ITEMS-----

##### RELATED ITEM LEVEL 1

**Provide financial resources for eligible students in support of their educational/career goals.**

#### **Goal Number: 1**

Progress: Completed

Provided By: Financial Aid

Budget Information: Federal/State Funds and Recurring funds from the LSU Eunice Foundation for Scholarships

Start: 11/1/2018  
End: 10/31/2019

### **Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

### **Financial Aid Counseling**

#### **Objective Number: 1.4**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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 2019. The Survey uses a 7 point Likert Scale (see file below):

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 5.71.

#### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, the objective was not met. The Office of Financial Aid has continued to make the cost of attendance available to students through our website and also in the College 101 presentation that is done at orientation (see College 101 Presentation file below).

For AY 2018-2019, the results from the Noel-Levitz Student Satisfaction Inventory question 15 noted that the satisfaction for the LSUE site was 5.56 (n = 430) on a 7.0 scale. Satisfaction for the LSUA site was 5.52 (n = 29) (See Noel Levitz Student Satisfaction Survey LSUE and LSUA file below).

Given that the observed score for the LSUE site was 5.56 < the national average of 5.71 and given the score for LSUA site of 5.52 < the national average of 5.71 objective 1.4 is not met.

Improvement Plan/ Changes Made:

A meeting with LSU Alexandria staff has taken place, as indicated in the Director of IE's note below. In an effort to support this streamlining, it was also recommended no referrals would be submitted to LSU Eunice after August 1st. The goal is that given the additional two weeks that more students will have the opportunity to receive assistance with paying for their educational expenses.

**Director of IE's Note:** (Repeated from 1.2) The February 4, 2020 Cabinet Meeting Minutes indicate a general attempt to streamline the registration process for all students and that a meeting took place at LSUA regarding the referral process (see highlighted passages in file below).

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Provide financial resources for eligible students in support of their educational/career goals.**

**Goal Number: 1**

Progress: Completed

Provided By: Financial Aid

Budget Information: Federal/State Funds and Recurring funds from the LSU Eunice Foundation for Scholarships

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

## Registrar

### **Decreasing processing time of admission applications**

#### **Objective Number: 1.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Delayed

#### 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 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):

For AY 2017-2018, this objective was met.

For AY 2018-2019, this objective is delayed as data cannot be obtained. LSUE was the target of a cyber-attack on October 23, 2019 that encrypted the COGNOS Reporting files. As of today, January 24, 2020, COGNOS is not to be restored (see file below).

In addition, during AY 2018-2019, the Chancellor and the Dean of Enrollment Management who was acting Registrar both left their positions. As a result, this objective may need updated during AY 2018-2019 and AY 2019-2020

As a result, this objective is delayed.

#### Improvement Plan/ Changes Made:

RELATED ITEMS-----

RELATED ITEM LEVEL 1

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

**Goal Number: 1**

Progress: Delayed

Provided By: Registrar

Budget Information: No additional funds requested

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

## Information Technology

### Staff Satisfaction

#### Objective Number: 2.1

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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."

Year	Q24	Q28	Q41
2016	3.70	3.80	4.00
2017	3.60	3.80	4.10
2018	3.90	4.30	4.40
Mean	3.73	3.97	4.17

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 2017-2018, this objective was met.

For AY 2018-2019, 26 (24.30%) out of 107 staff members responding to the Staff Survey (See file below) that was sent out toward the end of Spring 2019 and the scores were as follows.

Semester	Q24	Q28	Q41
Spring 2019	3.60	4.00	4.40
Prior three year mean	3.73	3.97	4.17

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 3.60 < 3.73 = Objective not met

Q28 4.00 > 3.97 = Objective met

Q41 4.40 > 4.17 = Objective met

In summary, Objective 2.1 overall was partially met given how 2 of the 3 questions were at or above the benchmark data.

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. Availability of funding
3. The fact that the Office of Information Technology was shorthanded during part of AY 2018-2019 compared to a historical OIT view for the campus

We have made recent progress on the initiative to re-introduce a scheduled upgrade plan for faculty/staff computers with the in-progress roll-out of the first 40 over the last few months (See file below) after funding was made available during this past year.

Updating of computers within the labs is still to be determined given other potential higher priority needs on campus from a student perspective (ex: updating of the wireless network).

Funding will continue to be required and can be a roadblock for these items. However, plans are currently set to order additional staff/faculty computers during the coming year.

In addition, the OIT team has hired another staff member to get the team back to a more typical level for the department at LSUE from a historical view. The new person started July 1, 2019.

Completed by Stephen Heyward during September 2019.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

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

**Goal Number: 2**

Progress: Completed

Provided By: Information Technology

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Faculty Satisfaction**

**Objective Number: 2.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 49 (formerly question 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:

Semester	Q28	Q29	Q49
Spring 2016	3.70	3.80	4.30
Spring 2017	4.00	3.90	4.40
Spring 2018	3.30	3.90	4.30
Mean	3.67	3.87	4.33

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 2017-2018, this objective was tentatively met in that Q 28 did not meet the benchmark. OIT did begin the replacement of 40 computers (See Quote for 40 computers file below) from 2017-2018 to 2018-2019.

For AY 2018-2019, 29 (47.5%) out of 61 faculty members responded to the Faculty Survey (See 2019 Faculty Survey Results Information Technology file below) that was sent out toward the end of Spring 2019 and the scores were as follows:

Data	Q28	Q29	Q49
Spring 2019 results	3.20	3.70	3.90
Prior three years mean	3.67	3.87	4.33

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 3.20 < 3.67 = Objective not met

Q29 3.70 < 3.87 = Objective not met

Q49 4.10 < 4.33 = Objective not met

In summary, because the observed values for spring 2019 < the prior three year means, Objective 2.2 was not met.

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 2018-2019 compared to a historical OIT view for the campus

We have made recent progress on the initiative to re-introduce a scheduled upgrade plan for faculty/staff computers (See file below) with the in-progress roll-out of the first 40 over the last few months after funding was made available during this past year.

Updating of computers within the labs is still to be determined given other potential higher priority needs on campus from a student perspective (ex: updating of the wireless network).

Additional equipment within classrooms such as podiums, projectors, computers, etc. will continue to be looked at and updated when possible. Each classroom station costs several thousand dollars so this will take time to get back on schedule. We will continue to look for most pressing needs within this area to address first.

Funding will continue to be required and can be a roadblock for these items. However, plans are currently set to order additional faculty/staff computers during the coming year.

In addition, the OIT team is hiring another staff member to get the team back to a more typical level for the department at LSUE from a historical view. The new person will start July 1, 2019.

Completed by Stephen Heyward during June 2019.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

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

**Goal Number: 2**

Progress: Completed

Provided By: Information Technology

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**User Services-Student Support****Objective Number: 3.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 (see question number 18 file below). Given toward the end of Spring 2019, the Noel-Levitz Student Satisfaction Survey (attached below) national average was 6.06 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

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met at all three sites.

For AY 2018-2019, the Noel-Levitz Student Satisfaction Survey was given to 459 students total during the conclusion of the Spring 2019 semester (see question number 18 file below). The results attached indicate an overall score of 6.26 with LSUE = 6.26 (n = 430) and LSUE students at LSUA = 6.37 (n = 29). 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.

In addition, only three students were enrolled at the LSU Lab School in spring 2019. Due to the low n, they were not surveyed. No data was available for online students or Lafayette General Orthopaedic Hospital site students.

Given that the overall result = 6.26 (LSUE result = 6.26; LSUA result = 6.37) > benchmark national average of 6.06, Objective 3.1 is met.

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-----

RELATED ITEM LEVEL 1

**Provide students with access to the technology they need to be successful in meeting their academic goals.**

**Goal Number: 3**

Progress: Completed

Provided By: Information Technology

Budget Information: Technology Fee

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

### **Update IT Infrastructure**

#### **Objective Number: 4.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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. Migration to Microsoft A5 licensing
2. Implementation of new Bengal Village firewall
3. Implementation of new UPS for Manual Hall building
4. Implementation of new UPS for Health Tech building
5. Cutover of www.lsue.edu website to new infrastructure
6. Implementation of SSL certificates to determined websites
7. Setup of computers and all for new Testing Center
8. Setup of computers and all for Lafayette General location
9. Implementation of wireless for Bengal Village

#### Assessment/Evaluation/Measures/Strategies:

Completion of each section of the objective will be determined by the status of each project.

1. Migration to Microsoft A5 licensing
2. Implementation of new Bengal Village firewall
3. Implementation of new UPS for Manual Hall building
4. Implementation of new UPS for Health Tech building
5. Cutover of www.lsue.edu website to new infrastructure
6. Implementation of SSL certificates to determined websites
7. Setup of computers and all for new Testing Center
8. Setup of computers and all for Lafayette General location

## 9. Implementation of wireless for Bengal Village

### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met as several scheduled infrastructure projects were completed.

For AY 2018-2019, the following infrastructure projects were completed:

1. Migration to Microsoft A5 licensing (See IT Migration to Microsoft A5 licensing file below) - Completed December 2018
2. Implementation of new Bengal Village firewall - Completed January 2019
3. Implementation of new UPS for Manual Hall building - Completed December 2018
4. Implementation of new UPS for Health Tech building - Completed December 2018
5. Cutover of www.lsue.edu website to new infrastructure - Completed February 2019
6. Implementation of SSL certificates to determined websites - Completed March 2019
7. Setup of computers and all for new Testing Center - Completed November 2018
8. Setup of computers (See IT New Computer and Installation at LGOOrtho file below) for Lafayette General location - Completed January 2019
9. Implementation of wireless for Bengal Village (See IT Wireless for on Campus Housing file below) - Completed January 2019

In summary, Objective 4.1 overall was met given the successful completion of projects in line with their identified goal dates. Objective met.

### Improvement Plan/ Changes Made:

As the team has been able to refill positions vacated over the last several years, progress was made with several key infrastructure projects during the 2018 - 2019 time frame. One more position available was filled during July of 2019.

Factors moving forward that will help continued progress within the infrastructure area and the planned out remaining projects are:

1. Remaining position available on the team being filled in July
2. Continued funding of IT-related projects identified as priorities
3. Continued build-out of staff knowledge as the new employee comes aboard and then also continued knowledge transfer among the team members

Completed by Stephen Heyward during September 2019.

### RELATED ITEMS-----

#### RELATED ITEM LEVEL 1

#### **Update IT Infrastructure**

#### **Goal Number: 4**

Progress: Completed

Provided By: Information Technology

Budget Information: Existing and Student Technology where Appropriate

Start: 11/1/2018

End: 10/31/2019

### **Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

### **Implementation of new student system**

#### **Objective Number: 4.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### Objective With Intended Outcomes:

To better serve the campus community, Information Technology will work on the following tasks around the LSU system-wide student system upgrade project during AY 2017-2018 and through AY 2019-2020, which is currently set as the final go-live around the project:

1. Determination of go/no-go vote from an LSUE perspective on whether or not to proceed with Workday or go out to an RFP for another solution
2. Complete review around multi-campus and complex requirements for all areas - Recruiting, Admissions, Student Financials/Bursar Operations, Academic Record, Financial Aid, Registrar, Student Registration, and Advising
3. Finalization of backfill support position for IT through Jenzabar contract
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. Determination of go/no-go vote from an LSUE perspective on whether or not to proceed with Workday or go out to an RFP for another solution

2. Complete review around multi-campus and complex requirements for all areas - Recruiting, Admissions, Student Financials/Bursar Operations, Academic Record, Financial Aid, Registrar, Student Registration, and Advising
3. Finalization of backfill support position for IT through Jenzabar contract
4. Additional items to be defined as the project continues through the next couple of years

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met as the desired projects were completed.

For AY 2018-2019. The status of the projects/tasks is as follows:

1. Determination of go/no-go vote from an LSUE perspective on whether or not to proceed with Workday or go out to an RFP for another solution. Recommendation was made to IT Governance on behalf of the LSUE campus
2. Complete review around multi-campus and complex requirements for all areas - Recruiting, Admissions, Student Financials/Bursar Operations, Academic Record, Financial Aid, Registrar, Student Registration, and Advising. Review completed with campus partners
3. Finalization of backfill support position for IT through Jenzabar contract. Backfill support position agreement in place as planned
4. Additional items to be defined as the project continues through the next couple of years. Other items including completion of requirements gathering were completed as defined with the project

In summary, Objective 4.2 overall was met given the successful completion of projects identified.

Ultimately, a decision was made by LSU leadership to stop the Student Modernization project (See file below) at this time. Next steps will be identified with the community in the future.

Improvement Plan/ Changes Made:

We will maintain continued contact with LSU leadership in an effort to help identify the direction around the Student System Modernization area in the near future.

Completed by Stephen Heyward during September 2019.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Update IT Infrastructure**

**Goal Number: 4**

Progress: Completed

Provided By: Information Technology

Budget Information: Existing and Student Technology where Appropriate

Start: 11/1/2018

End: 10/31/2019



**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

## Institutional Research

### Data-Course Evaluation

#### Objective Number: 1.1

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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 be closed 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 2017-2018, this objective was met.

For AY 2018-2019, the following course evaluations were opened and completed as planned:

- Fall 2018 – on time
- Fall 2018 Term B – on time
- Fall 2018 Term C – on time
- Fall Intersession 2018 – on time
- Spring 2019 – on time
- Spring 2019 Term B – on time
- Spring 2019 Term C – on time
- Spring Intersession 2019 – on time

Evaluations for the following were overlooked given multiple projects going on during the summer and thus not started during the planned window. After discussions, it was decided to not send them out given the time that had passed since the "normal" window.

- Summer 2019
- Summer 2019 Term B
- Summer 2019 Term C

As a result, Objective 1.1 was tentatively 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. We will also add in a secondary check/person within the process to ensure all dates/time frames are met.

## RELATED ITEMS-----

## RELATED ITEM LEVEL 1

**IR-Make course evaluations available online in a consistent, efficient manner.**

**Goal Number: 1**

Progress: Completed

Provided By: Institutional Research

Budget Information: Evaluation software paid through IE budget (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Overall Data Gathering and Reporting**

**Objective Number: 2.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

Post semester enrollment data to internal and external agencies by the mandated deadlines.

Assessment/Evaluation/Measures/Strategies:

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

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, 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 2018 actions and reports (attached below as: Scheduled Jobs Fall IR 2018)
- Fall 2018 intersession actions and reports (attached below as: Scheduled Jobs FAIS IR 2018)
- Spring 2019 actions and reports (attached below as: Scheduled Jobs Spring IR 2018)
- Spring 2019 intersession actions and reports (attached below as: Scheduled Jobs SPIS IR 2018)
- Summer 2019 actions and reports (attached below as: Scheduled Jobs Summer IR 2018)

Since the actions and reports were completed in a timely fashion, this objective was met.

Improvement Plan/ Changes Made:

Continue to monitor as we move forward.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**IR-Provide the campus at large with access to timely reporting information.**

**Goal Number: 2**

Progress: Completed

Provided By: Institutional Research

Budget Information: None (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Reduce Open Time of Service Requests**

**Objective Number: 2.2**

Start: 11/1/2018

End: 10/31/2019  
 Progress: Completed

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 (See file below) 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.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, the time to complete Service Requests averaged out at 34.03 hours (See file below).

Since the observed hours 34.03 hours < 46.14 hours benchmarked, Objective 2.2 was met.

Improvement Plan/ Changes Made:

It is important to note that OIT filled the one remaining vacant position (See file below) as of July 2019 that was available to the team. It is expected that once this person becomes familiar with the environment, we would see service response time would remain at or further below the benchmark along with further improvements.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**IR-Provide the campus at large with access to timely reporting information.**

**Goal Number: 2**

Progress: Completed

Provided By: Institutional Research

Budget Information: None (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.  
New Number Identifier Field: 4. Improvement

**IE-Prospectuses**

**Objective Number: 3.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

This outcome is related to the Director's performance goals in Workday:

Write and send any Prospectus for an off-site program by the date established.

Assessment/Evaluation/Measures/Strategies:

Established dates during AY 2018-2019 are set by the administration.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, no prospectuses were necessary. This objective will be maintained.

Improvement Plan/ Changes Made:

Stay up-to-date with the requirements for the Substantive Change Prospectus on the SACSCOC website.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**IE-Compliance with SACSCOC Standards**

**Goal Number: 3**

Progress: Completed

Provided By: Institutional Research

Budget Information: none (existing funding in place)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**SACSCOC Paperwork, Profiles, and Substantive Changes****Objective Number: 3.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

This objective is related to the Director of IE's goals and objectives in Workday.

Complete substantive changes required in AY 2018-2019 in accordance with the SACSCOC Substantive Change Policy. Complete annual enrollment and financial profiles in accordance with SACSCOC requirements. Complete additional paperwork as required.

Assessment/Evaluation/Measures/Strategies:

Completion of the Substantive Changes, Annual Profiles, and other required paperwork by the SACSCOC stated deadline set is considered success.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, the following items were completed:

- The July 2018 July Financial Profile was completed on June 19, 2018 (See 7-18 Financial Profile file below).
- The December 2018 Enrollment Profile was completed on December 11, 2018 (See Profile December 2018 file below).
- SACSCOC was notified of the name change to Lafayette General Orthopaedic Hospital (See 1-18-19 LG Ortho Name Change file below).
- SACSCOC was notified of the change in Chancellors on January 8, 2019 (See 1-8-19 Change in Chancellors file below) and July 8, 2019

(See 7-8-19 New Chancellor file below).

- Teach between 25 and 49% of a program at Beau Chene High School (See 5-31-19 Sub Change Beau Chene HS file below).
- Submitted the Fifth-Year Interim Report on September 11, 2019 (See 9-11-19 Fedex Delivery Receipt for Fifth-Year Report and Final 8\_16\_19\_Summary\_Form\_for\_Commission\_Review\_jan20 files below).

Since the routine SACSCOC paperwork was filed in a timely fashion, this objective is met.

Improvement Plan/ Changes Made:

Monitor the SACSCOC website and emails for any changes.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**IE-Compliance with SACSCOC Standards**

**Goal Number: 3**

Progress: Completed

Provided By: Institutional Research

Budget Information: none (existing funding in place)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**SACSCOC Key Student Completion Indicator (KSCI)**

**Objective Number: 3.3**



Start: 11/1/2018  
 End: 10/31/2019  
 Progress: Completed

Objective With Intended Outcomes:

First-time credential seeking students beginning their coursework at LSU Eunice will earn their credential at LSU Eunice or another institution.

Assessment/Evaluation/Measures/Strategies:

This objective will be assessed using the National Student Clearinghouse's (NSC) data and includes completion from LSU Eunice and other institutions - both four-year and two-year - over a period of six years. Benchmark established by peer institutions is 41.4% (See file below) as of November 2016 as reported by SACSCOC on March 29, 2018.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was not met.

For AY 2018-2019, this objective uses the same data as AY 2017-2018 because the Student Achievement Website assessed much of the coursework from 2016-2017 and the November 2016 for the KSCI fell within that time span.

To repeat from last year, SACSCOC reported that the LSU Eunice completion number was 36.2% (See file below).

Since the observed 36.2% < the benchmark established by peers of 41.4%, this objective is not met.

Improvement Plan/ Changes Made:

The creation of new programs. LSU Eunice was notified that Surgical Technology was approved by SACSCOC on May 7, 2018 (See SACSCOC\_Surg\_Tech\_Approval\_5\_7\_18 file below). The expansion of the Nursing program to accept a second Nursing class at Lafayette General Orthopaedic Hospital. LSU Eunice was notified that the off-site location was approved by SACSCOC on June 25, 2018 (See SACSCOC\_Approval\_Nursing\_at\_LGH\_6\_25\_18 file below).

The creation of a Writing Center staffed by English faculty hosting 39 students for a total of 68 visits in Fall 2018 (See 1\_29\_19\_email\_on\_Writing\_Center\_Visits file below). At the beginning of Spring 2019, the Dean of Liberal Arts filed a report with the Retention Committee with descriptive statistics and an improvement plan (See highlighted on second page of FA\_18\_Writing\_Lab\_Report file below).

The creation of an Enrollment Services Committee that has been meeting approximately every other week since fall 2015. This committee discusses and reports on "everything" enrollment, including the number of new students and student retention. A selection of meeting minutes from AY 2018-2019 are attached: See 9-26-18 Enrollment Services Retention Committee Minutes; and 3-13-19 Enrollment Services Retention Committee Minutes files below. Committee discussions have resulted in a detailed examination of first-year student DWFIR rate dated April 4, 2018 (See QF 2018 6 Report on DFWIR file below); first-year student retention dated February 11, 2019 (See 2 11 19 Retention Summary and Graphs file below); student profile of those not retained dated March 11, 2019 (See 3 11 19 Final Draft Retention Report file below); and initiatives adopted

by the Committee dated April 1, 2019 (See 4 1 19 Initiatives Adopted by the Enrollment Services file below).

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**IE-Compliance with SACSCOC Standards**

**Goal Number: 3**

Progress: Completed

Provided By: Institutional Research

Budget Information: none (existing funding in place)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

## Public Affairs

### Marketing and Advertising

#### Objective Number: 1.1

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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 a partial plan was put into place to finish the year. A year-long plan needed to be created and implemented in 2018-2019.

#### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was partially met as a three-month plan was established to finish the academic year.

For AY 2018-2019, a marketing and recruiting plan (See 2018-2019 Marketing and Recruitment Plan file below) was created and partially implemented for the entire year with the help of student recruiters. The plan created built on the timeline laid forth in the 2017-2018 plan but expanded to cover the whole fiscal year. Some aspects of the plan could not be implemented as funding became low during the final quarter of the year.

A market penetration study (See 2017-2018 LSUE High School Market Share file below) of high schools in 16 parishes was conducted in AY 2017-2018 to begin to measure enrollment trends in each high school and parish.

As a result, this objective was met.

#### Improvement Plan/ Changes Made:

The plan should be adjusted for AY 2019-2020 based data from the updated market penetration study done of enrollment trends from local area high schools. The study should be completed each year after enrollment numbers are released by the Louisiana Board of Education.

**Director of IE's note:** Additional documentation was not possible as the cyber-attack on October 23, 2019 encrypted the files and they are not

available.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

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

**Goal Number: 1**

Progress: Completed

Provided By: Public Affairs

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Marketing and Visibility - Social Media Plan**

**Objective Number: 2.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Delayed

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 2017-2018, this objective was tentatively met.

For AY 2018-2019 and keeping in mind that a new Chancellor began in July 2019, the marketing plan was undergoing changes, but it was underway in terms of creating a calendar and a new marketing plan with the ability to measure analytics building on the improvement plan from AY 2017-2018. However, as of February 3, 2020, Public Relations has not been able to access their files in order to complete and document this objective.

**Director of IE's note:** Given the situation, the objective is delayed. It may be continued or updated for AY 2019-2020.

Improvement Plan/ Changes Made:

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Implement a comprehensive social media strategy for LSUE.**

**Goal Number: 2**

Progress: Delayed

Provided By: Public Affairs

Budget Information: none (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

## Student Affairs

### LSU Police and Campus Security

#### Install surveillance cameras

##### **Objective Number: 1.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Delayed

##### 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 Chancellor's Office through a series of meetings deciding areas of possible concern.

##### Assessment/Evaluation Results (Progress Report):

**Director of IE's note:** The Director of LSU Police and Campus Security did not complete this objective by the stated deadline.

##### Improvement Plan/ Changes Made:

#### RELATED ITEMS-----

##### RELATED ITEM LEVEL 1

#### **Increase the effectiveness of the LSU Police Department on the LSUE campus**

##### **Goal Number: 1**

Progress: Delayed

Provided By: LSU Police and Campus Security

Budget Information: Existing (joint effort between LSU and LSUE)

Start: 11/1/2018

End: 10/31/2019

#### **Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.  
New Number Identifier Field: 4. Improvement

**Hire Second Full-Time Police Officer**

**Objective Number: 1.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Delayed

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):

**Director of IE's note:** The Director of LSU Eunice Police and Campus Security did not complete this objective by the stated deadline.

Improvement Plan/ Changes Made:

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Increase the effectiveness of the LSU Police Department on the LSUE campus**

**Goal Number: 1**

Progress: Delayed

Provided By: LSU Police and Campus Security

Budget Information: Existing (joint effort between LSU and LSUE)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success



To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.  
New Number Identifier Field: 4. Improvement

**Publish Annual Security and Fire Report (Clery Act)**

**Objective Number: 1.3**

Start: 11/1/2018

End: 10/31/2019

Progress: Delayed

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 an 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):

**Director of IE's note:** The Director of LSU Police and Campus Security did not complete this objective by the stated deadline.

Improvement Plan/ Changes Made:

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Increase the effectiveness of the LSU Police Department on the LSUE campus**

**Goal Number: 1**

Progress: Delayed

Provided By: LSU Police and Campus Security

Budget Information: Existing (joint effort between LSU and LSUE)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.  
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.  
New Number Identifier Field: 4. Improvement

Patrol  
Objective Number: 2.1  
Start: 11/1/2018  
End: 10/31/2019  
Progress: Completed

Objective With Intended Outcomes:

Campus constituencies (students, faculty, and staff) will view the campus as safe and secure.

Assessment/Evaluation/Measures/Strategies:

Student Satisfaction

The Noel-Levitz Student Satisfaction Survey results questions 4 and 13 will be used to determine student satisfaction. 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 is "Security staff respond quickly to calls for assistance."  
5.65 from AY 2018-2019 (see NL-Police Sequential w Benchmark below)
- #13 is "The campus is safe and secure for all students."  
6.08 from AY 2018-2019
- The simple mean = 5.865 (since the national ns are the same). Meeting or exceeding 5.865 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

Faculty Satisfaction

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

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".

#### Staff Satisfaction

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".

#### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

#### Students Satisfaction

For 2018-2019, a total of 430 students took the NL Student Satisfaction Survey at the LSUE site and 29 took it at the LSUA site. The survey was not given at the LG Ortho Site or the LSU Lab School Site. The results were:

- students at LSUE scored question 4 = 5.56 and question number 13 = 6.15 for a simple mean = 5.855.
- students at LSUA scored question 4 = 5.70 and question number 13 = 6.61 for a simple mean = 6.155.

A weighted mean = 5.874 was calculated using the  $n = 430$  from LSUE and  $n = 29$  from LSUA.

Given that the observed overall score of 5.874 is approximately equal to the benchmark of 5.865, this portion of the objective is met.

#### Faculty

In spring 2019, a total of 29 faculty responded to the annual spring survey. Question 31 scored a 3.9 (see Faculty Attachment below). Given that the observed score of  $3.9 <$  the established benchmark of 4.0, this portion of the objective is not met.

#### Staff

In spring 2019, a total of 27 staff responded to the annual spring survey. Question 21 scored a 3.7 (see Staff Attachment below). Given that the observed score of 3.7 < the established benchmark of 4.0, this portion of the objective is not met.

#### Summary

Given the results above, the overall assessment is that this objective is not met.

#### Improvement Plan/ Changes Made:

Monitor data as between December 2018 and August 2019, LSUE had two different Chancellors and one Interim Chancellor.

**Director of IE's note:** Depending on the results for AY 2019-2020, it might be wise to use a three or five year average of the results rather than using the 4.0.

Completed by Paul Fowler on March 9, 2020.

#### RELATED ITEMS-----

##### RELATED ITEM LEVEL 1

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

##### **Goal Number: 2**

Progress: Completed

Provided By: LSU Police and Campus Security

Budget Information: None needed (existing)

Start: 11/1/2018

End: 10/31/2019

#### **Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

#### **Parking**

##### **Objective Number: 2.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

New objective: Students will be satisfied with the parking on campus.

Changed from: 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.

- Question 10= Parking lots are well lighted and secure.  
National average for spring 2019 = 5.67 (see NL-Parking Benchmark file below).
- Question 21= The amount of student parking space on campus is adequate.  
National average for spring 2019 = 5.11.
- The simple mean = 5.390 (given that the national ns are the same). Meeting or exceeding 5.390 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

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, a total of 430 students took the satisfaction survey at LSUE and 29 took it at LSUA. Note that students at the LSU Lab School and the LG Ortho site were not assessed. The results were:

- students at LSUE scored question 10 = 5.68 and question 21 = 5.33 for an mean = 5.505 (see NL-Parking by Site below).
- students at LSUA scored question 10 = 5.33 and question 21 = 4.61 for an mean = 4.84.

Finally, a weighted mean = 5.463 was calculated using the n = 430 from LSUE and n = 29 from LSUA.

Given that the observed weighted mean = 5.463 > the established national average = 5.390, this objective is met.

Improvement Plan/ Changes Made:

Monitor the data, especially for satisfaction at LSUA over the next year, then communicate results to the administration at the LSUA site to determine options.

Completed by Paul Fowler on March 9, 2020.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

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

**Goal Number: 2**

Progress: Completed

Provided By: LSU Police and Campus Security

Budget Information: None needed (existing)

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Emergency Response Training**

**Objective Number: 3.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Delayed

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):

**Director of IE's note:** The Director of LSU Police and Campus Security did not complete this objective by the stated deadline.

Improvement Plan/ Changes Made:

RELATED ITEMS-----

RELATED ITEM LEVEL 1

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

**Goal Number: 3**

Progress: Delayed

Provided By: LSU Police and Campus Security

Budget Information: Approx. \$1,500 annually for Red Cross trainers and supplies

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

## Residential Life

**Implement online payment integration**

**Objective Number: 1.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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.

Prior to implementation, 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, 2019.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met. However, there were some technical issues with the PayPal/StarRez integration that prevented some students from paying online.

For AY 2018-2019, the PayPal/StarRez integration technical issues were successfully resolved, and the online payment integration was established prior to the target date of April 1, 2019. Attached shows a screenshot of a student's housing application (See Housing App Fee paid file below) that shows the fee was paid electronically, and attached is a report of transactions from January 1, 2019 to March 31, 2019 that shows a total of 43 authorized transactions took place in that date range for a total of \$6,450 in application fees (See PayPal Manager Report for Housing Fees Jan19 to March19).

This objective is met.

Improvement Plan/ Changes Made:

Because this objective was successfully met, it should be discontinued. Other objectives focused on housing survey data should be created for the next reporting cycle.

**Director of IE's note:** This objective will be cancelled in AY 2019-2020 because it is complete.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Streamline the housing application process**

**Goal Number: 1**

Progress: Completed

Provided By: Residential Life

Budget Information: The current budget is sufficient for this goal.

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.



New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Configure single sign on with StarRez and the Student Information System.**

**Objective Number: 1.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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, 2019.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was tentatively met as the application was in place prior to the end of the academic year.

For AY 2018-2019, the functionality to allow housing applicants to use their MyLSUE usernames to access the online housing portal was implemented prior to the May 1, 2019 target date. Attached is an example of a signed contract (See Housing Contract Signed Electronically file below) showing the housing application was completed using this streamlined login functionality on January 22, 2019.

When users click on the "Apply for Housing" button on the LSUE Housing website (See Housing Website Main Page file below), they are brought to the main login page for the online housing application portal (See Housing Application Login Instructions file below), which has instructions on using their MyLSUE username to create a unique password to access the application portal.

This objective was met.

Improvement Plan/ Changes Made:

Although we were successful in utilizing student usernames to authenticate users and connect them to their student accounts, efforts to fully integrate with password functionality as a result of the tentative implementation of a new Student Information System and other higher priority items undertaken by the Office of Information and Technology as a result of the cyber-attack recovery plan.

Therefore, this item should be discontinued and not carried over to AY 2019-2020.

**Director of IE's note:** This objective will be cancelled for AY 2019-2020.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Streamline the housing application process**

**Goal Number: 1**

Progress: Completed

Provided By: Residential Life

Budget Information: The current budget is sufficient for this goal.

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Plan and implement active programs at Bengal Village**

**Objective Number: 2.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 academic year. Documentation of each program will include flyers, sign-in sheets, and/or program proposals/evaluations.

Assessment/Evaluation Results (Progress Report):

For AY 2017-18, there were 16 active Bengal Village programs that were planned and hosted during the academic year, and the objective was met. For AY 2018-19, there were 15 active Bengal Village programs that were planned and implemented during the academic year. However, paper

copies of attendance records, flyers, and other documents were not kept. Digital copies and emails advertising the programs were lost in the cyber-attack. Below are digital copies of documents related to these programs that were able to be recovered.

Since the observed number of events = 15 = the benchmark of 15, this objective met.

An event flyer (See Housing Door Decor Activity Flyer file below).

An email announcement (see Housing Door Decor Activity Email file below) for an event.

A Residence Life newsletter (See Housing Newsletter file below).

Improvement Plan/ Changes Made:

For AY 2019-20, Housing and Residence Life staff will focus assessing the quality of programs rather than the quantity. Using assessments that were administered in previous years, target measures will be set to assess program quality in the next reporting cycle.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Implement a programming model.**

**Goal Number: 2**

Progress: Completed

Provided By: Residential Life

Budget Information: The current budget was sufficient for this goal.

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

**Create and publish a schedule of activities.**

**Objective Number: 2.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

To create a schedule of activities for the Fall 2018 and Spring 2019 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 2018 semester.

Assessment/Evaluation Results (Progress Report):

For AY 2017-18, a programming calendar was finalized and published prior to the end of the Fall 2017 semester.

For AY 2018-19, a programming calendar (See file below) was also successfully finalized and published prior to the end of the Fall 2018 semester.

As a result, this objective is met.

Improvement Plan/ Changes Made:

For AY 2019-20, Housing and Residence Life staff will focus assessing the quality of programs rather than the quantity. Using assessments that were administered in previous years, target measures will be set to assess program quality in the next reporting cycle.

## RELATED ITEMS-----

## RELATED ITEM LEVEL 1

**Implement a programming model.****Goal Number: 2**

Progress: Completed

Provided By: Residential Life

Budget Information: The current budget was sufficient for this goal.

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

**Student Life****Increase the quantity and quality of campus activities planned and sponsored by the Office of Student Activities****Objective Number: 1.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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, 2018 until May 1, 2019 with the exception of holiday breaks, spring break, etc.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, one or more campus activity was successfully planned and executed from October 15, 2018 to May 1, 2019. Attached is a calendar of events (See Calendar of Campus Events file below) with at least one event highlighted (See Campus Activities Flyers file below) to show achievement of this objective.

This objective was met.

Improvement Plan/ Changes Made:

Our current offerings of campus activities for AY 2018-2019 is believed to be sufficient, so we plan to maintain the same level of offerings for AY 2019-20 reporting cycle.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Create a vibrant atmosphere of student life on campus at LSUE**

**Goal Number: 1**

Progress: Completed

Provided By: Student Life

Budget Information: Current levels of student assessed fees are sufficient to support goals.

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field:

2. Student Success

**Implement outcomes-based campus activities****Objective Number: 1.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 2017-2018, this objective was not met. In March 2018, the Coordinator for Student Activities position became vacant and was eventually eliminated indefinitely.

For AY 2018-2019, a coordinator was not hired. In the absence of a full-time coordinator, campus activities have been jointly managed by the Dean of Student Affairs and the Director of Housing.

Objective not met.

Improvement Plan/ Changes Made:

A quantitative assessment was conducted in April 2018 and April 2019 to provide two years of baseline data from which future assessment plans and target measures can be derived. For AY 2019-2020, the assessment plans and objectives will focus on utilizing this data to strategically plan to increase students' engagement.

## RELATED ITEMS-----

## RELATED ITEM LEVEL 1

**Create a vibrant atmosphere of student life on campus at LSUE****Goal Number: 1**

Progress: Completed

Provided By: Student Life

Budget Information: Current levels of student assessed fees are sufficient to support goals.

Start: 11/1/2018

End: 10/31/2019

### **Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

### **Increase satisfaction with campus activities**

#### **Objective Number: 1.3**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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 (See file below) will be used to assess student satisfaction local question #49: "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 2018-19 as an average between somewhat satisfied and satisfied. As this is a campus specific question, there is no national average.

#### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019 results on this survey (See file below) item showed a mean of 5.7 on the main campus and 5.15 for the LSU Alexandria campus for the following survey item: "49. Extra-curricular and recreational activities are available and adequate." The main campus mean score of 5.7 is higher than the 5.5 target, but the LSU Alexandria mean score of 5.15 is lower than the target.

Nursing students at LG Ortho, LSU Lab School, and online students were not surveyed.

The objective was partially met.

Improvement Plan/ Changes Made:

For AY 2019-2020, Student Life will create a three-year benchmark from the score for this item from the previous three years, and a target will be set. Additionally, online students, LG Ortho, and dual enrolled students will be included in the assessments for the first time.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Create a vibrant atmosphere of student life on campus at LSUE**

**Goal Number: 1**

Progress: Completed

Provided By: Student Life

Budget Information: Current levels of student assessed fees are sufficient to support goals.

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

**Objective Number: 2.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

To create and host webforms 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 webforms are created and published on the LSUE Student Organizations website by March 2019.



**Director of IE's Note:** This objective is being repeated for the purpose of data collection into AY 2018-2019 even though the form was created in spring 2018. It will be cancelled for AY 2019-2020.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, the New Student Organization Registration Form (see below) and the Student Organization Registration Renewal Form were both created and hosted on the student organization website (see screen shot below) in advance of the target date of March 2019. A log of submissions shows forms were successfully submitted prior to the target date (see below).

This objective is met.

Improvement Plan/ Changes Made:

A quantitative assessment was conducted in April 2018 and April 2019 to provide two years of baseline data from which future assessment plans and target measures can be derived. For AY 2019-2020, the assessment plans and objectives will focus on utilizing this data to strategically plan to increase student organization engagement.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Support prospective and current student organizations**

**Goal Number: 2**

Progress: Completed

Provided By: Student Life

Budget Information: Current student assessed fees are sufficient to meet the goal

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

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

**Objective Number: 2.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 2019:

- Student Organization Handbook
- Sample Constitutions (at least 3)
- Blank, Editable Template Constitution

**Director of IE's note:** This objective was carried forward into AY 2018-2019 for data collection purposes even though it was completed in AY 2017-2018. It will be cancelled in AY 2019-2020.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, the Student Organization Website Main Page (see below) shows several resources were made available for prospective student organizations prior to the target date. A blank constitution template (see below) is available for new organizations to utilize when crafting their constitutions. The following sample constitutions are hosted on the Sample Constitutions Web page (see below):

Sample Constitution #1 (see CABSD below)

Sample Constitution #2 (see NRHH below)

Sample Constitution #3 (see RHA below)

This objective was met.

Improvement Plan/ Changes Made:

A quantitative assessment was conducted in April 2018 and April 2019 to provide two years of baseline data from which future assessment plans and target measures can be derived. For AY 2019-2020, the assessment plans and objectives will focus on utilizing this data to strategically plan to increase student organization engagement.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Support prospective and current student organizations****Goal Number: 2**

Progress: Completed

Provided By: Student Life

Budget Information: Current student assessed fees are sufficient to meet the goal

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

**Student Judicial Affairs****Schedule and host bi-weekly CARE team meetings****Objective Number: 1.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 Fall 2018 and Spring 2019 semesters.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, the CARE Team met more than five times during the Spring 2019 semester. However, due to the cyber-attack, documentation of those meetings has been lost.

Objective tentatively met given documentation cannot be provided.

Improvement Plan/ Changes Made:

The CARE Team will continue to meet regularly to assess, refer, and evaluate cases of students of concern, so we will maintain the goal of bi-weekly meetings for the next reporting cycle.

## RELATED ITEMS-----

## RELATED ITEM LEVEL 1

Establish the CARE team

**Goal Number: 1****Progress: Completed**

Provided By: Student Conduct

Budget Information: The current budget is sufficient for this goal.

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

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

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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, 2019.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was not met because the Office of Information Technology suspended any new integrations with the current student database. After that, the committee overseeing the proposals for a new student database suspended that search.

For AY 2018-2019, the agreement with Maxient Case Management System (See Maxient Service Agreement file below) was signed October 30, 2019. This system will provide us with all the functionalities outlined in our objectives. The scheduled training and implementation (See Maxient Training Email file below) is scheduled for February 12, 2020.

Although the May 1, 2019 target date was missed, the objective was completed. This objective is partially met because the deadline was missed.

Improvement Plan/ Changes Made:

Although the target date was missed, we have been successful in making progress towards completion. The software should be fully implemented during the spring 2020 semester as planned.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Establish the CARE team**

**Goal Number: 1**

Progress: Completed

Provided By: Student Judicial Affairs

Budget Information: The current budget is sufficient for this goal.

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

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

**Objective Number: 2.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Canceled

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 2017-2018, this objective was met.

For AY 2018-2019, this objective is being cancelled because Ms. Amber Arnaud was hired and trained in October 2017. Documentation of the hire is in AY 2017-2018 IE documents for this objective.

**Director of IE's note:** This objective is cancelled for AY 2019-2020.

Improvement Plan/ Changes Made:

## RELATED ITEMS-----

## RELATED ITEM LEVEL 1

**Streamline and standardize the conduct process****Goal Number: 2**

Progress: Completed

Provided By: Student Judicial Affairs

Budget Information: The current budget is sufficient for this goal.

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

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

**Objective Number: 2.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Canceled

Objective With Intended Outcomes:

To create a standard, easy-to-use webform 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, 2018.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was tentatively met because the benchmark was missed by about a month.

For AY 2018-2019, an electronic behavioral incident reporting form (See Behavior Misconduct Reporting Form file below) created and implemented prior to the target date of December 15, 2019. A copy of an incident report submitted December 5, 2019 (See Incident Report Redacted 12-5-19 file below) shows the target date was met.

This objective was met.

**Director of IE's note:** This objective is being cancelled since it was completed in December 2018. A report is provided here since the objective was tentatively met in AY 2017-2018. The report also shows the forms are being used.

Improvement Plan/ Changes Made:

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Streamline and standardize the conduct process****Goal Number: 2**

Progress: Completed

Provided By: Student Judicial Affairs

Budget Information: The current budget is sufficient for this goal.

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.  
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.  
New Number Identifier Field: 3. Partnerships

## Student Success Center

### Academic Advising

#### Form Steering Committee

**Objective Number: 1.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Canceled

#### 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.

**Director of IE's note:** Work completed during AY 2017-2018. The objective is canceled for AY 2018-2019.

#### Assessment/Evaluation Results (Progress Report):

#### Improvement Plan/ Changes Made:

#### RELATED ITEMS-----

#### RELATED ITEM LEVEL 1

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

**Goal Number: 1**

Progress: Completed

Provided By: Academic Advising

Budget Information: Existing; no additional funds required

Start: 11/1/2018

End: 10/31/2019



**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Create a more structured and thorough advisor training program****Objective Number: 1.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

ORIGINAL: The Student Success Center will create comprehensive advisor training, which includes creating an advisor handbook and workshops based on best practices for establishing the important relationship between advising, student success and retention.

UPDATED: This objective is being revised for AY 2018-2019 including maintaining and updating the advisor training handbook each year.

Conducting at least two advisor training workshops each semester.

Assessment/Evaluation/Measures/Strategies:

The objective will be met if the advisor training handbook (See file below) is updated by March 1st and advisor training workshops are conducted each semester.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, the advisor training handbook was revised before March 1st (See LSUE Fall 2019 Advisor Handbook ver 1).

Four advisor training workshops were conducted each semester for AY 2018-2019. For fall 2018, training sessions were conducted (See Advisor Training Log (names redacted) AY 18 19 file below) on August 14, 2018, September 20, 2018, October 11, 2018, and November 15, 2018. For spring 2019, training sessions were conducted (See Advisor Training log (names redacted) spring 2019 file below) on January 30, 2019, February 20, 2019, March 6, 2019, and April 10, 2019. Each person received a certificate similar to the sample (See Certificate of Achievement Advisor Training SSC template file below).

The objective is met.

**Director of IE's note:** documentation such as the updated advisor handbook and the meeting minutes could not be provided as of this writing on February 2, 2020 due to the Cyber-Attack on October 23, 2019.

Improvement Plan/ Changes Made:

The advisor handbook will be updated annually or every semester as new policies and procedures are developed by the University. The handbooks should be hosted online. AY 2019-2020 will focus on advisor training satisfaction.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

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

**Goal Number: 1**

Progress: Completed

Provided By: Academic Advising

Budget Information: Existing; no additional funds required

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

### **Student Satisfaction with Academic Advising**

#### **Objective Number: 1.3**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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 2019 semester.

- 3. My academic advisor is available when I need help. (national mean = 5.66)
- 14. My academic advisor is knowledgeable about my program requirements. (national mean = 5.85)
- 16. My advisor helps me apply my program of study to career goals. (national mean = 5.66)
- 22. My academic advisor is knowledgeable about transfer requirements of other schools. (national mean = 5.58). See national means compared to LSUE overall means (See file below) for questions 3, 14, 16, and 22.

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 =5.68.

#### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, student satisfaction on the Noel-Levitz Student Satisfaction Inventory assessed this outcome benchmarked 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 2019 semester.

3. My academic advisor is available when I need help. (LSUE= 5.41; LSUA = 4.97)  
 14. My academic advisor is knowledgeable about my program requirements. (LSUE= 5.68; LSUA = 5.85).  
 16. My advisor helps me apply my program of study to career goals. (LSUE = 5.48; LSUA =5.66)  
 22. My academic advisor is knowledgeable about transfer requirements of other schools. (LSUE=5.46; LSUA = 5.58).

Success for this objective will be for LSUE questions to score greater than or equal to the overall national mean for the four questions =5.68. LSUE questions scored 5.51 and LSUA questions scored 4.91, both of which is lower than the overall national mean.

The objective is not met.

Improvement Plan/ Changes Made:

The improvement plan involved adequately assessing advising in the Student Success Center, since the Noel-Levitz does not differentiate between faculty and Student Success Center advising.

An advising survey instrument was created (See Academic advising student satisfaction survey file below) and is hosted online for dissemination. (**Director of IE's note:** Please create an entry for the date the form is filled in or the semester being evaluated).

The LSUA advisor responded via email on November 7, 2019 (See LSUA Academic Advising Improvement file below) with specific comments about each question. Understanding that the goal of the LSUE at LSUA student is to transfer to LSUA, the questions on program requirements (14) and career goals (16) are problematic from an advising standpoint given that the students are just trying to complete their developmental coursework in order to transfer. The advisor does note that she is in her office and that an automated degree planner would help. LSUE has been looking into further automating the degree plan and is currently seeking a new student database system.

**Director of IE's Note:** Noel-Levitz Student Satisfaction Survey should be distributed to students taking classes online and taking classes at the Lafayette General Orthopaedic Hospital sites. The survey was not distributed to the LSU Lab School site because there were only three students enrolled in spring 2019.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

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

**Goal Number: 1**

Progress: Completed

Provided By: Academic Advising

Budget Information: Existing; no additional funds required

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**To develop an advising syllabus for students which aids with understanding the purpose of advising and advising processes in the Student Success Center.**

**Objective Number: 1.4**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

To develop an advising syllabus for students which aids with understanding the purpose of advising and advising processes in the Student Success Center. What is an advising syllabus?

From Trabant (2006, par 2-4), "an advising syllabus is a tool which allows individual advisors or offices to outline the advising relationship and experience for their advisees. Use of this tool is grounded in our understanding that advising is essential to the educational mission of our institutions. On the majority of our campuses, course syllabi are a regular part of every student's classroom education. Generally speaking, most advising syllabi have eight main elements:

1. First and foremost, an advising syllabus must be relevant to the specific campus, office or advising philosophy. Some situations may call for a short two-page overview while others may require a longer, more detailed review.
2. The advising syllabus should adhere to the course syllabus guidelines used by campus faculty. It is important to use the tool in a recognizable and consistent format for students and campus stakeholders.
3. The syllabus should include a three to five sentence definition of advising and/or the advising mission statement used on campus. Some campus syllabi include historical definitions of advising (<http://www.nacada.ksu.edu/tadbid/3318/articleType/ArticleView/articled/653/article.aspx>), while others use a definition crafted for their

specific campus or student population.

4. Clear contact information is necessary so students can easily contact the correct advising office.
5. An advising syllabus should include a set of student expectations and/or responsibilities; when these are clearly delineated we can legitimately hold students responsible for their part of the advising relationship.
6. Likewise, an advising syllabus should include a corresponding list of responsibilities and/or expectations for advisors; if we expect to hold students accountable then we must do the same ourselves.
7. Advising syllabi should include expected outcomes of advising. Students must easily understand how advising impacts their success. These outcomes may differ widely from office to office or campus to campus, but they are an important method for communicating and measuring our impact on students' lives.
8. The final element includes tools, resources, and/or recommendations for students. For example, a syllabus can include calendars of advising events and appointment times, book or Web site recommendations, detailed location descriptions, or a blank line for advisors to personalize the syllabus with a recommendation."

Trabant, T.D. (2006). Advising Syllabus 101. Retrieved from *NACADA Clearinghouse of Academic Advising Resources* website:  
Website link: <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Creating-an-Advising-Syllabus.aspx>

Assessment/Evaluation/Measures/Strategies:

The objective will be met if a Student Success Center success coach creates the advising syllabus by May 31st.

The advising syllabus will be formatted as a pdf handout to distribute to students in the Student Success Center.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective did not exist.

For AY 2018-2019, a Student Success Center success coach created the advising syllabus (See file below) on April 15th.

Given that the advising syllabus was created by May 31, the objective is met.

Improvement Plan/ Changes Made:

The advising syllabus will be hosted online when the Student Success Center's web page is developed by the end of the summer semester 2020 (August 2020).

RELATED ITEMS-----

RELATED ITEM LEVEL 1

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

**Goal Number: 1**

Progress: Completed

Provided By: Academic Advising  
 Budget Information: Existing; no additional funds required  
 Start: 11/1/2018  
 End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.  
 New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.  
 New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.  
 New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.  
 New Number Identifier Field: 4. Improvement

**To develop a Student Success Center degree plan for students to supplement the academic catalog and aid with semester to semester course planning and degree completion.**

**Objective Number: 1.5**

Start: 11/1/2018  
 End: 10/31/2019  
 Progress: Completed

Objective With Intended Outcomes:

The Student Success Center will develop a Student Success Center degree plan for students to supplement the academic catalog and aid with semester to semester course planning and degree completion.

Assessment/Evaluation/Measures/Strategies:

Degree plans for each degree program, including demonstrating developmental pathways, will be created by May 31st by a Student Success Center coach.

The objective will be met if created by or before May 31st.

The degree plan will be used as a pdf handout given to students during advising sessions.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective did not exist.

For AY 2018-2019, degree plans for each degree program were created by a success coach on May 15th. Developmental pathways degree plans were also created. See: Nursing regular track (See AS Nursing SSC Degree Plan (Non Developmental file below) and nursing needing developmental (See Developmental AS Nursing SSC Degree Plan file below) courses. Other documentation could not be provided as of February 3, 2020 due to the cyber-attack of October 23, 2019.

Given that the degree plans were created, this objective is met.

Improvement Plan/ Changes Made:

Success coaches will continue to monitor degree audits issued by the Registrar's Office to ensure Student Success Center degree plans are updated annually.

## RELATED ITEMS-----

## RELATED ITEM LEVEL 1

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

Progress: Completed

Provided By: Academic Advising

Budget Information: Existing; no additional funds required

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.



New Number Identifier Field: 4. Improvement

## Career Services

### Career Decision Making

#### Objective Number: 1.1

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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 has been revised: 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 2017-2018 and compare it to the number of students who utilized and completed the Kuder assessment during AY 2018-2019. An increase in AY 2018-2019 over AY 2017-2018 will constitute the objective being met. AY 2017-2018, (n)=358

#### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

This objective utilized AY 2017-2018 completion report to compare Kuder completion progress. The Director of Student Success recommended the new benchmark based on course enrollment and an increase in access to academic major planning services.

AY 2017-2018 (See Kuder AY 18 completed file below), (n)=358

AY 2018-2019 (See Kuder AY 19 Completed file below), (n)=483 (Note that this includes both LSUA and LSUE students as there is no way to separate them in the Kuder Career System.

Because  $AY\ 2018-2019 = 483 > AY\ 2017-2018 = 358$ , the objective is met.

#### Improvement Plan/ Changes Made:

The Director of Student Success plans to increase Kuder access/completion and analyze Kuder completion and change of major requests in the Registrar's office.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**To assist students in declaring a major.****Goal Number: 1**

Progress: Completed

Provided By: Career Services

Budget Information: \$2,900 (Kuder Renewal \$2,900) - Carl Perkins Account

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

**Employment Services - Placement****Objective Number: 2.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Canceled

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):

**Director of IE's note:** This objective is being suspended/cancelled until the Career Services division secures a hire to conduct employment placement services. The division is currently being restructured.

Improvement Plan/ Changes Made:

The improvement plan includes hiring a workforce development coordinator to collect placement data and assist students with job placement.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

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

**Goal Number: 2**

Progress: Canceled

Provided By: Career Services

Budget Information: 1,862.04 (CCN - \$670.04 and Career Fairs - \$1,192) - Carl Perkins

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

**Disability Services**

**To host disability accommodations request forms online.**

**Objective Number: 1.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Canceled

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 a Disability Services electronic communication system is created by no later than the end of the Spring 2018 semester.

Assessment/Evaluation Results (Progress Report):

**Director of IE's note:** This objective was met in AY 2017-2018 and is cancelled for 2018-2019.

Improvement Plan/ Changes Made:

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Streamline disability accommodations registration process.**

**Goal Number: 1**

Progress: Canceled

Provided By: Disability Services

Budget Information: Existing; no additional funds required.

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Participate in new student and athletics orientation.**

**Objective Number: 2.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 2017-2018, this objective was met.

For AY 2018-2019, the director participated in the athletic orientation informing student-athletes of types of accommodations, the process for registering, and the process for testing in the Disability Services classroom.

Disability services also provides a table with information for distribution, as well as a presentation during the College 101 section of regular orientation. Unfortunately, the file containing the agenda and sign in sheets for athletics and the documents for regular orientation were lost in the cyber-attack on October 23, 2019 and were still not available as this objective was being completed on February 3, 2020.

Given that the materials were distributed and the sessions held, this objective is met.

Improvement Plan/ Changes Made:

Disability Services will begin assessing satisfaction by creating an instrument Summer 2020 to assess the LSUE site and adding one to two questions to the Noel-Levitz survey to assess online modalities and other sites, such as LSUA and LGH clinical.

## RELATED ITEMS-----

## RELATED ITEM LEVEL 1

**Expand campus outreach efforts to educate the campus community on services available for students with disabilities****Goal Number: 2**

Progress: Completed

Provided By: Disability Services

Budget Information: Existing; no additional funds required.

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

### **Include Disability Services information on course syllabi**

#### **Objective Number: 2.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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 2019 semester.

#### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, Disability Services conducted an assessment of syllabi from three academic divisions using probability (systematic) sampling. The attachments below delineate courses that included the disability services statement in course syllabi, included an incomplete statement, included an altered statement, or did not have a statement included.

Summary data from spring 2019 (See ODS Review of Syllabi Results Sp 19 completed file below)

Division of Health Sciences and Business Technology (See ODS Review of Syllabi Results Sp 19 completed Business and Technology file below)

Division of Sciences and Mathematics (See ODS Review of Syllabi Results Sp 19 completed Mathematics and Sciences file below)

Division of Liberal Arts (See ODS Review of Syllabi Results Sp 19 completed Liberal Arts file below)

Given that many syllabi did not conform to the published statement, this objective was not met.

Improvement Plan/ Changes Made:

The plan of action is to develop a standard ODS statement to be used on all syllabi. Statement must include information related to reasonable accommodations, temporary accommodations, office location, and other contact information, such as correct name of coordinator, telephone number, and web address. A sample statement (See file below) is attached. The sample statement's exact revised date is unknown. However, the attached statement was distributed to Deans summer 2018 per the temporary disabilities-pregnancy update. There have been no updates since that time.

## RELATED ITEMS-----

## RELATED ITEM LEVEL 1

**Expand campus outreach efforts to educate the campus community on services available for students with disabilities****Goal Number: 2**

Progress: Completed

Provided By: Disability Services

Budget Information: Existing; no additional funds required.

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Develop a campus disability awareness poster campaign****Objective Number: 2.3**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

Student Support Services will develop a campus-wide Disability Awareness Poster Campaign to begin Fall 2019 and continue each subsequent semester.

Assessment/Evaluation/Measures/Strategies:

The coordinator will design posters for the campus-wide Disability Awareness Campaign.

The objective will be met if posters are designed and in place by the end of classes in May 2019.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective did not exist.

For AY 2018-2019, five posters (See file below) were designed by the Coordinator of Disability Services in preparation for the Disability Awareness Campaign. Posters were posted on campus starting October 2018, with the Science Building first.

Given that the posters were developed and distributed on campus, the objective is met.

Improvement Plan/ Changes Made:

The Disability Services Campaign is in development. The improvement plan includes creating a student survey to assess the poster campaign's effectiveness regarding increasing student awareness of services.

## RELATED ITEMS-----

## RELATED ITEM LEVEL 1

**Expand campus outreach efforts to educate the campus community on services available for students with disabilities**

**Goal Number: 2**

Progress: Completed

Provided By: Disability Services

Budget Information: Existing; no additional funds required.

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access



To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.  
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.  
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.  
New Number Identifier Field: 4. Improvement

## First Year Experience

Peer Mentoring Program

Objective Number: 1.1

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

### Objective With Intended Outcomes:

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.

### 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, as a result, there is no benchmark set, yet.

A Likert scale will be used to survey participants before and after the program. The objective will be met if at least 50% of participants complete the pre/post surveys and reflections.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- No response

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this planning for the implementation of this objective was met.

For AY 2018-2019, there were 17 students (See FYE Mentoring AY 18 19 file below) total being mentored with an average mid-term GPA of 3.0. The average mid-term GPA of mentors was 3.3. The average final GPA of students being mentored was 3.3 and the average final GPA of mentors was a 3.26.

The post-mentoring survey and reflections revealed the mentoring program was effective because 90% of attendees rated the mentoring program favorably. A Likert scale was used to survey participants before and after the program. After completing the program, students improved in the following areas:

- I attended class regularly.
- I completed homework assignments.
- I studied class materials regularly.
- I am knowledgeable of campus resources.
- I am confident in my ability to be successful in college.
- I have the support necessary to be successful in college.
- I feel prepared to succeed in college.

The objective will be met if at least 50% of participants complete the pre/post survey and reflections. 90% of participants completed the pre/post surveys and reflections. (See ENGAGE mentoring documents midterm and finals performance file below)

Since 90% of the participants > the benchmark of 50%, this objective is met.

Improvement Plan/ Changes Made:

The mentoring program is in need of funding and due to the nature of the program being optional, it was difficult to acquire additional participants for spring 2019. The program was piloted in one instructor's evening UNIV 1005 course.

Moving forward, the director believes the program would develop if one or two sections of UNIV 1005 courses were deemed mentoring program courses. Also, there is room for improvement in recruiting student mentors. Funding is needed in the form of a stipend in order to maintain student-mentor participation, especially due to the amount of time dedicated to the program.

**Director of IE's note:** Please include dates on the forms and please also consider satisfaction of both the students being mentored and the mentors themselves.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

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

**Goal Number: 1**

Progress: Completed

Provided By: First Year Experience

Budget Information: Existing - no new funds requested

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Academic and Social Development**

**Objective Number: 1.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

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 2017-2018, this objective did not exist.

For AY 2018-2019, four success workshops were conducted. Post-workshop surveys (See file below) were conducted for each workshop.

Time Management (n=22): 95% stated successfully outlining goals; 95% stated being able to identify multiple strategies for successful time management after completing workshop; 90% stated the workshop was engaging; 90% stated information presented was useful.

Study Strategies (n=16): 64% were able to identify all of the steps of the study cycle; 100% correctly identified multiple note-taking and memorization strategies; 93% were able to identify methods of studying actively; 100% stated the workshop was engaging; and, 93% stated the information presented was relevant and useful.

Stress Management (n=6): 100% surveyed were able to identify negative impacts stress have and how to combat it; 100% were able to identify multiple strategies for successful time management; 100% stated the workshop was relevant and useful; 100% stated the workshop was engaging.

Resume Writing (n=7): 80% were able to identify all elements discussed in the presentation; 80% effectively created a sample resume; 100% stated the workshop was engaging; 100% stated the information and skills presented were relevant and useful.

Overall, over 90% of the students surveyed stated the workshops were relevant, useful, and engaging.

The objective is met.

Improvement Plan/ Changes Made:

**Director of IE's note:** The survey was conducted as shown in the progress report; however, there does not appear to be an assessment (quiz) of student learning.

Recommendation for future is to assess student learning using a short quiz.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Maintain an effective First Year Experience Program.**

**Goal Number: 1**

Progress: Completed

Provided By: First Year Experience

Budget Information: Existing - no new funds requested

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

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New Number Identifier Field: 3. Partnerships

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New Number Identifier Field: 4. Improvement

**Pathways to Success**

**Program Completion**

**Objective Number: 3.1**

Start: 11/1/2018

End: 10/31/2019  
Progress: Completed

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 meaning that the data typically runs one year behind. As a result, this iteration is up through spring 2018.

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. Given these two situations, a range 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 times 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 November 9, 2019.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, the Institutional Research report was completed on November 9, 2019 for students placed in the program from 2004 through spring 2018. The report indicated that 4,658 students enrolled in the program with 1,709 (36.7%) completing the requirements (all DE work). The median for the time span is 36.5% (see Table 1).

Table 1. Program Completion based on the Number of New First-Time Students			
Academic Year is Summer, Fall, Spring			
Academic Year	No. in Cohort	No. Completing	Percent Completing
04-05	323	97	30.0
05-06	333	131	39.3
06-07	320	119	37.2
07-08	364	129	35.4
08-09	406	137	33.7
09-10	406	126	31.0
10-11	430	192	44.7
11-12	399	144	36.1
12-13	328	121	36.9
13-14	293	120	41.0
14-15	312	133	42.6
15-16	244	106	43.4
16-17	259	67	25.9
17-18	241	87	36.1
Total	4658	1709	36.7
Mean	332.7	122.1	36.7
Median	325.5	123.5	36.5

Next, given that the NCES report allows six years for the completion of DE coursework, AY 2012-2013 was examined (see Table 1). As Table 1 indicates, the completion rate is 36.9% which is within the 25% to 40.4% range established by the NCES report.

As Table 2 indicates, the average grade point average at program completion is 2.795 taking 1.315 years. In addition, 420 (9.017%) of the original 4,658 students graduated taking 4.618 years, on average.

Table 2. Statistical Breakdown for Selected Data

Statistic	n	Percent	mean	median	Standard Deviation
GPA at program completion*	1709	36.690	2.795	2.780	0.634
Years to program completion*	1709	36.700	1.315	0.930	1.093
Years to graduation	420	9.017	4.618	4.320	1.823

\*Statistics are based on 1,667 students due to transfers.

The three majors with the highest frequency of graduation were Associate of General Studies = 70; Associate of Science in Nursing = 52; and the Associate of Applied Science in Management = 49.

Given that the observed (current) value of 36.7% is within the 30% to 40% range established by the Lumina Foundation and that the AY 2012-2013 rate of 36.9% is within the 25% to 40.4% range established by the NCES, Objective 3.1 is met.

Improvement Plan/ Changes Made:

The current total rate up to and including AY 2017-2018 is 36.7%. There was a concern last year when the completion rate dipped to 26.3% in AY 2016-2017; down 41.4 in AY 2015-2016. Monitor data to next year to see what changes there are in AY 2018-2019.

Completed by Paul Fowler on November 13, 2019.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**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.**

**Goal Number: 3**

Progress: Completed

Provided By: Pathways to Success

Budget Information: none (existing) - funds transferred from academic to Student Success Center

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access



To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

### **Fall to Spring Retention**

#### **Objective Number: 3.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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 76.4% as a benchmark was generated using a 10 year average (2007-2008 to 2016-2017) 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 2017-2018, this objective was met.

For AY 2018-2019, the fall 2017 to spring 2018 retention was examined for all new first-time pathways students using data from Institutional Research. Table 1 summarizes the trends over 12 years using AY 2007-2008 to AY 2016-2017 to generate the mean and median. Also noted is the retention rate for fall 2017 to fall 2018 = 82.1% (highlighted). The Pathways retention rate at LSUE was 81.4% and the Pathways retention rate at LSUA was 85.2%. Note that LSUE's overall fall 2017 to spring 2018 retention rate for first time students was 82.27%.

Table 1. New First Time Freshmen Fall to Spring Retention as a Percentage.														
Years	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	Mean	Mdn
All PWAY Students	76	77	81	74	76	72	72	80	74	82	76	82.1	76.4	76.0

Given that the observed rate of 82.1% > the 10-year benchmark of 76.4%, Objective 3.2 is met.

Improvement Plan/ Changes Made:

Monitor data.

Completed by Paul Fowler on November 13, 2019.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**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.**

**Goal Number: 3**

Progress: Completed

Provided By: Pathways to Success

Budget Information: none (existing) - funds transferred from academic to Student Success Center

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Fall to Fall Retention****Objective Number: 3.3**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

New first time students 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 2007-2008 through 2016-2017.

The 2017-2018 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 2017-2018, this objective was not met. The improvement plan is documented in AY 2017-2018 that includes monitoring attendance, emailing students about their schedules and to register, and sending out midterm letters to students.

For AY 2018-2019 examining fall 2017 to fall 2018 retention, data was obtained from Institutional Research to examine new first-time student retention in the Pathways to Success Program. The data presented in Table 1 details the historical values with fall 2007 to fall 2008 through fall 2016 to fall 2017 10-year average used as the benchmark. As Table 1 indicates, the fall 2017 to fall 2018 retention of new first-time students in the Pathways program was 53.2% (highlighted). The retention rate was 52.71% at LSUE and 55.56% at LSUA. The overall retention rate for all new first-time students was 51.69%.

Table 1. First Time Freshmen Fall to Fall Retention as a Percent.

Years	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	Mean	Mdn
All PWAY Students	43	46	53	31	52	47	45	50	47	49	44	53.2	46.4	47.0

Given that the observed retention from fall 2017 to fall 2018 = 53.2% > the 10-year average of 46.4%, objective 3.3 is met.

Improvement Plan/ Changes Made:

Monitor data.

Completed by Paul Fowler on November 13, 2019.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**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.**

**Goal Number: 3**

Progress: Completed

Provided By: Pathways to Success

Budget Information: none (existing) - funds transferred from academic to Student Success Center

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Tutoring**

**Track attendance and usage of tutoring services**

**Objective Number: 1.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

A. To track usage of tutoring services by maintaining sign-in sheets. Cancelled for AY 2018-2019, will be deleted in AY 2019-2020. While important, meeting student need and assessing effectiveness through surveys or other means is more important.

B. Students will be satisfied with the tutoring services offered.

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 (See file below) = 5.88)
- 28. This campus provides online access to the services I need. (national mean = 6.05)
- Average of the two questions is 5.965.

Success for this objective will be to score greater than or equal to the overall national mean for the two questions. So success is LSUE results greater or equal to 5.965.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019:

A. Tutoring log sheets (See Spring 2019 TUTORING ATTENDANCE files below) were maintained each semester (additional logs are shown below). **Director of IE's Note:** Cancelled for AY 2018-2019, will be deleted in AY 2019-2020.

B. Tutoring Services satisfaction was assessed using two questions from the Noel-Levitz Student Satisfaction Survey (See NL-SequentialSite file below). The Inventory used 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

Surveys were given toward the latter part of spring 2019. total n = 459; LSUE n = 430; LSUA n = 29. Online students and students at the Lafayette General Orthopaedic Hospital were not surveyed.

- Q27. Tutoring services are readily available. (LSUE=5.87; LSUA = 5.69)
- Q28. This campus provides online access to the services I need. (LSUE= 5.98; LSUA = 6.05)
- Average of the two questions for LSUE = 5.925; LSUA = 5.885

Given that the results are not greater than or equal to 5.956. The objective is not met.

Improvement Plan/ Changes Made:

To better gauge student satisfaction with specific tutoring services, a survey will be created to measure satisfaction with peer led tutoring and online tutoring services, provided by Smarthinking.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Increase awareness of tutoring services available**

**Goal Number: 1**

Progress: Completed

Provided By: Tutoring

Budget Information: Existing; no additional funds required

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

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

**Objective Number: 2.1**

Start: 11/1/2018  
 End: 10/31/2019  
 Progress: Completed

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:

Revised Benchmark: The objective will be met if sixty percent (60%) of the Pathways to Success students referred to the Tutoring Center for a particular subject attends tutoring for at least two hours a week. The Pathways to Success tutoring logs will be used as the instrument.

Original Benchmark: 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 per week for a particular subject and have completed the course will have achieved a passing grade ("C" or better) in that subject.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was not met. An electronic tracking system for capturing student attendance and tracking grade completion results. This was accomplished using excel (see link below).

For AY 2018-2019, mathematics:

- 19 Pathways to Success students attended tutoring (See file below) 55 times. Of the 19, only 3 attended by way of an instructor referral
- 42% of the 19 Pathways to Success students attending tutoring received a C or higher
- 184 of Pathways to Success students enrolled in spring 2019
- 10% of Pathways to Success students enrolled in spring 2019 and attended tutoring spring 2019
- 89 of 184 (48%) enrolled achieved C or higher in developmental Math
- 65 of 184 (35%) withdrew
- 87 (47%) did not complete successfully with a D/F

Because 42% of Pathways to Success students achieved a C or higher and not at least 60%, the objective is not met in mathematics. It is important to note that instructor referrals were extremely low this year.

English:

- 48 of 184 (26%) achieved a C or higher in ENGL 0001
- 10 of 184 (5%) withdrew

Because 26% of Pathways to Success students achieved a C or higher and not at least 60%, the objective was not met in English. It is important to note that instructor referrals were extremely low this year.

Overall, the objective was not met.

Improvement Plan/ Changes Made:

The improvement plan includes revising the objective and assessing developmental mathematics only from the Tutoring Center, since the new English lab now offers tutoring in English. A Pathways to Success sign-in log needs to be created for students attending tutoring in the English Lab, so that Pathways to Success tutoring in the English Lab is adequately assessed. Also, the current referral form routes to the Tutoring Center coordinator. The electronic referral form will need to be updated in order to include an English Lab coordinator or designated instructor.

**Director of IE's note:** The Writing Center has no coordinator as it is staffed with faculty in lieu of some office hours. Having electronic forms routed and having them summarized in the Writing Center is problematic.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

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

**Goal Number: 2**

Progress: Completed

Provided By: Tutoring

Budget Information: Existing; additional funds not required

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement



## Office of University Advancement / LSUE Foundation

### Bylaw Revision

#### Objective Number: 1.1

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

#### 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, 2019.

#### Assessment/Evaluation/Measures/Strategies:

Successful completion of this objective is that the May 2017 Bylaws (See file below) have been revised and approved by the Board as needed by June 30, 2019.

#### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, no updates were required.

For AY 2018-2019, no updates were required.

There were no bylaw changes brought forth by the LSUE Foundation Board or LSUE Foundation staff for the fiscal year 2018-2019 during any board meeting. The meeting minutes from September 14, 2018 (See Board Minutes Sept 2018 file below) and February 22, 2019 (See Minutes Feb. 2019 file below) are provided as documentation.

Objective met.

#### Improvement Plan/ Changes Made:

Improvement plan is to set by-law review for May meeting each year as needed.

#### RELATED ITEMS-----

##### RELATED ITEM LEVEL 1

#### **Implement Board Policies and Procedures**

##### **Goal Number: 1**

Progress: Completed

Provided By: University Advancement / LSUE Foundation

Budget Information: no new money needed for department operations

Start: 11/1/2018  
End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Campus Policy Revisions**

**Objective Number: 1.2**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

Review and Update LSUE Policy Statements regarding PS 60 fundraising by June 30, 2019, if necessary.

Assessment/Evaluation/Measures/Strategies:

LSU Eunice Policy Statement 60 being updated (if necessary) by the deadline will be considered as meeting this objective.

Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, all updates from February 2018 for PS No 60 (See file below) were still valid and no further updates required.

Objective met.

Improvement Plan/ Changes Made:

Continue to monitor PS No 60 for needed changes.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Implement Board Policies and Procedures**

**Goal Number: 1**

Progress: Completed

Provided By: University Advancement / LSUE Foundation

Budget Information: no new money needed for department operations

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

**Secure resources**

**Objective Number: 2.1**

Start: 11/1/2018

End: 10/31/2019

Progress: Completed

Objective With Intended Outcomes:

Increase annual revenue for expendable and endowment accounts in the LSUE Foundation. This includes funding to support annual, corporate/foundation giving, endowed gifts and planned giving.

Assessment/Evaluation/Measures/Strategies:

That contributions will be greater than \$413,833.46 which is 10% of FY 2017-2018 income of \$376,212.26. A 10% increase per year was expectation of performance within first 3 years of employment.

#### Strategies

1. Upload donor data into LSU Foundation Database and conduct alumni annual campaign.
2. Focus on scholarship endowments with goal of 10 new endowed scholarships by June 30, 2019.
3. Streamline online giving with link to LSU Foundation and remove PayPal account and fees.
4. Expand financial investment from work-force partners to support Allied Health Programs.

#### Assessment/Evaluation Results (Progress Report):

For AY 2017-2018, this objective was met.

For AY 2018-2019, the following applies to the strategies:

1. Upload donor data into LSU Foundation Database and conduct alumni annual campaign  
Student workers are entering data to merge into the database. (**Director of IE's note:** All student workers sign a nondisclosure and FERPA agreement prior to being employed).
2. Focus on scholarship endowments with goal of 10 new endowed scholarships by June 30, 2019.  
Secured Scholarships maximizing the two-year workforce development match from Board of Regents. Secured \$40,000 in matching funds for endowed scholarships. Created four new endowed scholarships and one \$10,000 one-time gift.
3. Streamline online giving with link to LSU Foundation and remove PayPal account and fees.  
PayPal fees were large expenses for the LSUE Foundation for online giving. The LSUE Foundation has 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 for Respiratory Therapy was secured for software purchase donation of equipment from Vie Med and an equipment donation from Iberia Medical Center to Surgical Technology and Nursing was around \$70,000.

The Total Foundation Contributions to endowment and expendable accounts for FY 2018-2019 totaled \$417,208.73 in cash, planned gift pledge of \$300,000 and Board of Regents Match Pledge (See Confirmation of BOR matching funds for FY 2018 2019 file below) of \$40,000. The fiscal year report for 2018-2019 (See Fiscal year report 2018-2019 file below) is included as documentation.

Given that the observed contributions of \$757,208.73 > the established benchmark of \$413,833.46. Objective was met.

#### Improvement Plan/ Changes Made:

Plan for Improvement for 2019-2020

- Incorporate electronic platform for athletic team fundraising to increase contributions from athletics from \$120,000 in FY 2018-2019 to

\$150,000 2019-2020.

- Engage LSUE Foundation Board Members in securing annual gifts of \$1,000 or more.
- Identifying Top 100 individual prospects and develop work plan for engagement and support.
- Identify Top 50 Corporate and Foundation prospects and develop work plan for engagement.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

**Generate FY Increases in Revenue**

**Goal Number: 2**

Progress: Completed

Provided By: University Advancement / LSUE Foundation

Budget Information: no new money needed

Start: 11/1/2018

End: 10/31/2019

**Related Items Level 2 (Strategic Goals)**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

## VIII. General Education Objectives

### General Education Objectives by Strategic Goal

The next section details of LSU Eunice's General Education Objectives. This first section begins by listing each of LSU Eunice's Strategic Goals and relating them to each of the six General Education Outcomes held at the Academic Affairs level shown as "Related Item Level 1". Each of the six General Education Outcomes are then related to their departmental General Education Objectives within each division shown as "Related Item Level 2".

As noted below, each of LSU Eunice's strategic goals are "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 General Education Outcomes at the Academic Affairs level are: "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."

After detailing the relationships, the next section shows meeting minutes indicating that the General Education Committee reviewed the objectives and believed that LSU Eunice was meeting its General Education Outcomes.

#### **LSU Eunice's Strategic Goal**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

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

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.  
New Number Identifier Field: 4. Improvement

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

**GE 1. Communication**

**General Education Description: An LSU Eunice graduate will demonstrate effective communication of complex knowledge and ideas.**

Progress: Ongoing

**RELATED ITEM LEVEL 2**

18-19 GE-Written Communication - ENGL 1001-1002

Objective Number: 3.11

Provided By: Liberal Arts

Progress: Completed

18-19 General Education English after Developmental Education English (ENGL 1001 after ENGL 0001)

Objective Number: 3.12

Provided By: Liberal Arts

Progress: Completed

18-19 GE-Information Literacy

Objective Number: 3.13

Provided By: Liberal Arts

Progress: Completed

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

**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: Ongoing

**RELATED ITEM LEVEL 2**

Increase Achievement of SLOs MATH 1015 and MATH 1021

Objective Number 2.1

Provided By: Quality Enhancement Plan  
Progress: Completed

18-19 Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra  
Objective Number: 2.21 Mathematics  
Provided By: Science & Mathematics  
Progress: Completed

18-19 Competency in Mathematics for Elementary School Teachers (MATH 1018)  
Objective Number: 2.22 Mathematics  
Provided By: Science & Mathematics  
Progress: Completed

18-19 Competency in Mathematics - Statistics (MATH 1425)  
Objective Number: 2.23 Mathematics  
Provided By: Science & Mathematics  
Progress: Completed

18-19 Competency in Mathematics - Plane Trigonometry (MATH 1022)  
Objective Number: 2.24 Mathematics  
Provided By: Science & Mathematics  
Progress: Completed

18-19 Competency in Mathematics - Precalculus (MATH 1023)  
Objective Number: 2.25 Mathematics  
Provided By: Science & Mathematics  
Progress: Completed

18-19 Competency in Mathematics - Calculus with Business and Economic Applications (MATH 1431)  
Objective Number: 2.26 Mathematics  
Provided By: Science & Mathematics  
Progress: Completed

18-19 General Education Math after Developmental Education Math (MATH 1015/1020/1021 after MATH 0015/0021)  
Objective Number: 2.27 Mathematics - DE to GE  
Provided By: Science & Mathematics  
Progress: Completed



18-19 GE-Critical Thinking  
Objective Number: 3.21  
Provided By: Liberal Arts  
Progress: Completed

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

**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: Ongoing

**RELATED ITEM LEVEL 2**

18-19 Competency in Biology I  
Objective Number: 2.31 Biological Science  
Provided By: Science & Mathematics  
Progress: Completed

18-19 Competency in Biology II  
Objective Number: 2.32 Biological Science  
Provided By: Science & Mathematics  
Progress: Completed

18-19 Competency in Physical Science  
Objective Number: 2.33 Physical Science  
Provided By: Science & Mathematics  
Progress: Completed

18-19 Competence in Chemistry I  
Objective Number: 2.34 Chemistry  
Provided By: Science & Mathematics  
Progress: Completed

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

**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: Ongoing

**RELATED ITEM LEVEL 2**

18-19 GE-History

Objective Number: 3.41

Provided By: Liberal Arts

Progress: Completed

18-19 GE-Speech Communication

Objective Number: 3.42

Provided By: Liberal Arts

Progress: Completed

18-19 GE-Written Communication - ENGL 2071/2072

Objective Number: 3.43

Provided By: Liberal Arts

Progress: Completed

18-19 Foreign Language (Spanish)

Objective Number: 3.45

Provided By: Liberal Arts

Progress: Delayed

18-19 GE-Foreign Language (French)

Objective Number: 3.46

Provided By: Liberal Arts

Progress: Completed

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

**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: Ongoing

**RELATED ITEM LEVEL 2**

18-19 GE-Psychology

Objective Number: 3.51  
 Provided By: Liberal Arts  
 Progress: Completed

18-19 GE-Sociology  
 Objective Number: 3.52  
 Provided By: Liberal Arts  
 Progress: Completed

18-19 GE-Political Science  
 Objective Number: 3.53  
 Provided By: Liberal Arts  
 Progress: Completed

18-19 GE ENGL from College Reading (UNIV 0008)  
 Objective Number: 3.54  
 Provided By: Liberal Arts  
 Progress: Completed

18-19 GE-Geography  
 Objective Number: 3.55  
 Provided By: Liberal Arts  
 Progress: Completed

General Education Economics  
 Objective Number: 9.1  
 Provided By: Management  
 Progress: Completed

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

**GE 6. Art**

**General Education Description:**

**An LSU Eunice graduate will demonstrate an aesthetic and historical understanding of the arts.**

Progress: Ongoing

**RELATED ITEM LEVEL 2**

18-19 GE-Art

Objective Number: 3.61  
Provided By: Liberal Arts  
Progress: Completed

18-19 GE-Art (Music Appreciation)  
Objective Number: 3.62  
Provided By: Liberal Arts  
Progress: Completed

## LSU Eunice General Education Committee Meeting Minutes from March 16, 2020

From: Tim Trant <ttrant@live.com>  
Sent: Thursday, March 19, 2020 11:21 AM  
To: Tim Trant  
Subject: Gen Education Committee Minutes 2/16/2020

GENERAL EDUCATION COMMITTEE MINUTES  
Monday, March 16, 2020

- I. Call to order
- II. Present: Paul Fowler, Sandra Mahoney, Timothy Trant (Chair), Brandon Borill, Billy Fontenot, Cassie Jobe-Ganucheau, Elizabeth Vidrine
- III. Old Business: None
- IV. New Business:

The committee's consideration of the 2018-2019 General Education Report was delayed due to the Fall 2019 cyber-attack that crippled computing services at LSUE.

The committee unanimously accepted Dr. Fowler's report that LSUE has met the general education outcomes for the 2018-2019 academic year in all academic areas despite limited sample sizes for some classes, personnel changes, and imprecision in identifying specific learning objectives for some classes.

Dr. Mahoney stated that several new courses approved by the Courses and Curriculum Committee have been proposed as general education courses and will need to be reviewed by the committee. She was informed that it is required that formal documents requesting the committee's consideration must be completed before any action can be taken.

- V. Meeting adjourned at 12:30

Respectfully submitted  
Timothy J. Trant, Ph.D.

## AY 2018-2019 General Education Objectives and Outcomes General Education Summary

February 24, 2020

The following report summarizes LSU Eunice's General Education Outcomes for AY 2018-2019. As with AY 2017-2018, 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.

Table 1 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. Whether met or not, each objective is required to have an improvement plan in order to increase student learning in the next planning cycle.

Table 1. LSU Eunice AY 2018-2019 General Education Outcomes.

Communication	Computation	Natural Sciences	Humanities	Social Science	Art
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. 497 – 508	pp. 509 – 529	pp. 530 – 537	pp. 538 – 549	pp. 550 – 566	pp. 567 – 572
ENGL 1001/1002 SLOs <b>Met</b>	QEP Increased Achievement of SLOs in MATH 1015 and 1021 <b>Met</b>	BIOL 1001 SLOs Multiple Choice Questions <b>Tentatively Met</b>	History HIST 1001, 1003, 2055, 2071, 2057 SLO questions and a book review <b>Met</b>	Psychology PSYC 2000, 2060, and 2070 Embedded SLO questions on topic exams <b>Met</b>	Art ART 1440/1441/2470 SLO questions on Pre and post test <b>Met</b>

Dev Ed Success in ENGL 1001 after completing ENGL 0001 Indirect: Grades Partially Met	MATH 1015/1021 SLOs on Final Met	BIOL 1002 SLOs Multiple Choice Questions Met	CMST 1061 SLOs Met	Sociology SOCL 2001/2505 Pre and post test Met	Music Appreciation MUS 1751 SLOs on Final Met
ENGL 1002 Info Literacy SLOs Tentatively Met	MATH 1018 SLOs on Final Met	PHYS 1001/1002 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	
CMST 1061 SLOs Met	MATH 1425 SLOs on Final Met	CHEM 1001 SLOs Multiple Choice Questions Not Met	FREN 1001/2101 Quizzes, oral exams, and presentation Met	Dev Ed. Social Science from College Reading Met	
	MATH 1022 SLOs on Final Met		ENGL 2071/2072 SLOs Met	Economics ECON 2010/2000/2010 Met	
	MATH 1023 SLOs on Final Met			Geography GEOG 1001 Exams Met New at LSU Lab only for AY 2018-2019	
	MATH 1431 SLOs on Final Met				
	Dev Ed Completion of GE math after DE math Indirect using completion rates Met				

	Peregrine Critical Thinking Met				
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## 2018-2019 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:** 11/1/2018

**End:** 10/31/2019

**Progress:** Ongoing

**Providing Department:** Academic Affairs

#### Related Items

##### 3.11: 18-19 GE-Written Communication - ENGL 1001-1002

**Start:** 11/1/2018

**End:** 10/31/2019

**Progress:** Completed

**Provided By:** Liberal Arts

#### Objective With Intended Outcomes

Students will successfully complete their general education coursework developing competencies in written communication as required by their curricula.

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.
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.

Fall 2018 [sample course syllabus](#) for ENGL 1001

Fall 2018 [sample course syllabus](#) for ENGL 1002

-  [ENGL 1001 dept syllabus FA18](#)
-  [ENGL 1002 dept syllabus FA18](#)

## **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 based on the outcomes of the books used for the courses and their professional judgement.

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 posttest during the last week of classes. **All students regardless of site or methodology will be assessed.**

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. AY 2018-2019 will represent the second iteration of the revised assessment. **All students regardless of site or methodology will be assessed.**

For AY 2018-2019, LSU Eunice had sites at the following locations:

- LSU Eunice,
- Dual Enrollment High Schools < 50% of a program,
- LSU Alexandria,
- LSU Laboratory School,
- 15-week Online,
- 8-week Accelerated, and
- Lafayette General Orthopedic Hospital (LG Ortho).

A benchmark of 70% is used for all outcomes because 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 benchmark of 70% is used for ENGL 1002 because the assessment underwent revision in Fall 2016 and the faculty wanted to use Spring 2017 and AY 2017-2018 to obtain data. The 70% is the lowest average grade that is transferable for ENGL 1002.

**External Direct Assessment** (All CAAP testing ended in Fall 2017)

### Assessment/Evaluation Results (Progress Report)

For AY 2017-2018, this objective was met.

### ENGL 1001 Student Learning Outcome Performance

For AY 2018-2019, the internal direct assessment took place involving all 1,112 students enrolled in the 50 sections of ENGL 1001 (see Table 1). Note that no sections were offered at the LSU Lab School or the LG Ortho site, so they will be eliminated from the remaining tables.

Description	Overall	LSUE	Dual Enr < 50%	LSUA	LSU Lab	Online	Accelerated
Total number of Students	1112	709	222	43	0	133	5
Total number of Sections	50	27	14	3	0	5	1

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 2018 and Spring 2019. Students were post tested using the same instrument during the last week of classes. A total of 1,066 (95.9%) of the 1,112 students had a pretest score across all sites with 794 (71.4%) having a post test score. Eliminating student data for missing scores yielded a total of 792 (71.2%) of the original 1,112 students with matched scores. A total of 109 (9.8%) of the original 1,112 withdrew from the course and could not have been post tested, so the 794 is 79.2% of the remaining 1003 students. The pretest and posttest means for students with matched scores and number of students from all sites where ENGL 1001 was offered during AY 2018-2019 are detailed in Table 2.

	Overall	LSUE	LSUA	Dual Enr < 50%	LSU Lab	Online	Accelerated
Pretest Mean	71.0	66.2	66.9	80.1	--	80.3	81.1
Post Test Mean	79.9	75.7	78.2	89.4	--	84.3	80.6
n	792	507	14	184	--	84	3

Next, a paired t-test was completed for the 792 matched pairs on outcomes 2, 3, and 4 at an alpha = 0.05. The t-test indicated the treatment of ENGL 1001 was statistically significant. Pretest (M = 70.97, SD = 15.49) and posttest (M = 79.85, SD = 13.94) conditions  $t(df = 791) = -19.537, p = 0.000$ . In other words, the results suggest that the instruction in ENGL 1001 resulted in learning that increased the post test scores over the pretest scores.

Table 3. Paired t-test Two Sample Means		
	Pretest Percent	Post Test Percent
Mean	70.97208754	79.85099747
Variance	238.6952251	194.344903
Observations	792	792
Pearson Correlation	0.625538076	
Hypothesized Mean Difference	0	
df	791	
t Stat	-19.53688077	
P(T<=t) one-tail	5.76993E-70	
t Critical one-tail	1.646782282	
P(T<=t) two-tail	1.15399E-69	
t Critical two-tail	1.962967579	

Table 4 was generated to examine the difference in the means (posttest - pretest). Overall, there was a mean gain of 8.879 percentage points with a standard deviation of 12.790%.

Mean	8.878909933
Standard Error	0.454469167
Median	6.67
Mode	5
Standard Deviation	12.78989607
Sample Variance	163.5814414
Kurtosis	2.891538187
Skewness	1.221325024
Range	96.66
Minimum	-21.66
Maximum	75
Sum	7032.096667
Count	792
Largest	75
Smallest	-21.66
Confidence Level (95.0%)	0.892108241

Next, the posttest SLO data was broken out in order to determine if the overall 70% benchmark was achieved at each site. The overall was 80% with outcome 1 at 82%, outcome 2 at 90%, outcome 3 at 92%, and outcome 4 at 77% (see Table 5). LSU Alexandria had some difficulty with outcome 4, but met the 70% benchmark for all other outcomes.

Description	Overall	LSUE	Dual Enr < 50%	LSUA	Online	Accelerated
Overall	80	76	88	72	84	85
1. Write an essay of five paragraphs with well-defined thesis statement	82	80	88	84	82	90
2. Use clear topic sentences	90	88	95	86	91	100
3. Use evidence, details, and facts	92	89	98	83	96	96
4. Use proper grammar and punctuation	77	73	87	67	84	82
Total number of students tested	877	544	203	32	93	5
Total number of sections	52	29	14	3	5	1

Longitudinally, Table 6 indicates that the achievement of all outcomes has increased since the original data was reported in spring 2015. Table 6 also indicates that the overall scores on each outcome exceeded the mean from spring 2015 through AY 2018-2019.

ENGL 1001 Descriptions	Sp 15	15-16	16-17	17-18	18-19	Mean
Overall	70	75	79	79	80	76.6
1. Essay	79	87	82	80	82	82.0
2. Topic Sentences	77	84	86	88	90	85.0
3. Using Evidence, details, and facts	68	84	87	90	92	84.2
4. Grammar and Punctuation	61	70	76	78	77	72.4
Total number of students tested	218	577	909	941	877	704.4

### ENGL 1002 Student Learning Outcome Performance

SLO data was also collected for all sections of the second semester English Composition course (ENGL 1002). Note that the ENGL 1002 course was not offered at the LG Ortho or LSU Lab School sites, so those columns are eliminated from the tables below. According to Institutional Research, there were 875 students enrolled in 41 sections of ENGL 1002 on the census day for fall 2018 and spring 2019. A total of 702 (80.2%) of the original 875 were assessed using the SLO instrument given in the last two week of classes (see Table 7).

Description	Overall	LSUE	Dual Enr < 50%	LSUA	Online	Accelerated
Overall	75	74	80	57	76	74
1. Identify clearly defined thesis statements, proper essay organization and development, and clarity in the essay writing process	77	75	82	66	79	72
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.	73	73	77	47	73	76
Total number of students tested	702	394	197	27	50	34
Total number of sections	41	18	15	2	3	3

Overall, students scored a 75% with a 77% on outcome 1 and a 73% on outcome 2. Dual enrollment high school sites < 50% of a program scored the highest while the LSU Alexandria site had the most difficulty with the assessment, not obtaining the

70% for either outcome. There is no longitudinal data for ENGL 1002 because the instrument has been revised several times over the past few years.

### Summary

Given that the:

- t-test for repeated measures was statistically significant,
- observed score for ENGL 1001 of 80% > the 70% benchmark, and
- observed score for ENGL 1002 of 75% > the 70% benchmark

this objective is met.

### Improvement Plan/ Changes Made

Effective AY 2019-2020, there is no longer a need to run the pretest in ENGL 1001 given that this is the third year that the t-test for repeated measures was found to be statistically significant. The t-test was a reaction to not meeting the 70% benchmark in AY 2014-2015 and during the redesign of the ENGL 1001 SLO instrument in AY 2015-2016. SLOs at the conclusion of the course will continue to be reported in a similar manner.

For ENGL 1002, the SLO document is [scheduled to be redesigned](#) for fall 2019. An [item analysis is included here](#) for the Coordinator of English Composition to determine which questions to examine closely. Given the results, he may wish to begin with questions 3, 14, 16, 18, 20, and 25.

For ENGL 1002 at LSUA, the instructor reported in a [July 25th email](#) providing the instruction and even going out of her way to provide feedback to the students; however, students often missed class during crucial lectures, failed to bring drafts to be examined, and failed to seek tutoring.

- [7-25-19 Response for ENGL 1002 at LSUA](#)
- [ENGL 1002 Item Analysis all Sections AY 18-19](#)
- [Email thread on ENGL 1002 SLOs](#)

## 3.12: 18-19 General Education English after Developmental Education English (ENGL 1001 after ENGL 0001)

**Start:** 11/1/2018

**End:** 10/31/2019

**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 area 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. **ACT's CAAP was discontinued in fall 2017 and is no longer available.**

#### **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 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 2013-2014 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 Course taking 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 2017-2018, this objective was tentatively met. The Liberal Arts Division implemented a Writing Lab. The Writing Center was staffed by English faculty hosting [39 students for a total of 68 visits in Fall 2018](#). The hours for [Fall 2018](#) and [Spring 2019](#) were posted as flyers around campus. At the beginning of Spring 2019, the Dean of Liberal Arts filed a report with the Retention Committee with descriptive statistics and an improvement plan ([highlighted on second page](#)).

For AY 2018-2019, the indirect assessment using Course Grades assessed 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 2013 and Spring 2014 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 1 summarizes the data for all students entering in AY 2013-2014, indicating that 386 students enrolled in DE English with 313 (81%) successfully completing it with a C or better in the six year time frame. In addition, 274 (88%) of the 313 that completed DE English enrolled in GE English, with 228 (72.4%) earning some credit (grade of D or higher). Table 1 also indicates that there was an increase in success from the AY 2012-2013 to AY 2013-2014 students.

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
1314	386	313	274	228	87.5	72.8

Table 3 splits out the data by whether or not the student was in the Pathways to Success Program, keeping in mind that the Pathways students are the least prepared. As a result, their grades typically are lower than Non-Pathways students. Regardless, Table 2 indicates that 89% of Pathways students enrolled in their first GE English course with 73% of them earning a D or higher. Non-Pathways students performed slightly lower, with 85% of the students registering for their first GE English course with 73% earning a D or better. LSUE's data meets the national rate (85.3%) of those enrolling in the first GE English; however, LSUE's completion rate is slightly below the national rate of 77.5%.





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	177	158	129	89.3	72.9
Non-Pathways	136	116	99	85.3	72.8
Total	313	274	228	87.5	72.8

Given that the

- observed rate for enrollment in GE English of 87.5% after the completion of DE English > the NCES benchmark of 85.3% and

- observed rate of 72.8% of the students earning college credit in English < the NCES benchmark of 77.5%,

Objective 3.12 is partially met.

-  [1\\_29\\_19\\_email\\_on\\_Writing\\_Center\\_Visits](#)
-  [FA\\_18\\_Writing\\_Lab\\_Report](#)
-  [Writing\\_Lab\\_Schedule\\_Fall\\_2018](#)
-  [Writing\\_Lab\\_Schedule\\_Spring\\_2019](#)

#### **Improvement Plan/ Changes Made**

Given the positive increase from AY 2018-2019 to AY 2019-2020 (see Table 1), The Director of Institutional Effectiveness believes that data should be collected for another year or two prior to making any changes.

#### **3.13: 18-19 GE-Information Literacy**

**Start:** 11/1/2018

**End:** 10/31/2019

**Progress:** Completed

**Provided By:** Liberal Arts

#### **Objective With Intended Outcomes**

Students will demonstrate competency in using library research tools in the ability to cite from both primary and secondary sources.

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 FA18](#)

#### **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 because the assessment underwent revision in Fall 2016 and the faculty wanted to use Spring 2017, AY 2017-2018, and AY 2018-2019 to obtain data and to establish problematic questions.

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%, and  
 AY 2018-2019: n = 700 with a mean = 65%.

A weighted mean = 62.89% was used as the benchmark for AY 2017-2018 using spring 2015, AY 2015-2016, and spring 2017. Adding AY 2018-2019, the weighted mean decreased to 62.1 using the data from above. Since the intention is to improve, the 62.89% benchmark will be used again for AY 2018-2019.

-  [ENGL 1002 departmental syllabus](#)

#### Assessment/Evaluation Results (Progress Report)

For AY 2017-2018, this objective was tentatively met given that the observed score of 65% > the benchmark of 62.89%. It was labeled as tentative because the "ideal" benchmark is 70%.

For AY 2018-2019, SLO data was collected for all sections of the second semester English Composition course (ENGL 1002). Note that the ENGL 1002 course was not offered at the LG Ortho or LSU Lab School sites, so those columns are eliminated from the table below. According to Institutional Research, there were 875 students enrolled in 41 sections of ENGL 1002 on the census day for fall 2018 and spring 2019. A total of 702 (80.2%) of the original 875 were assessed using the SLO instrument given in the last two weeks of classes (see Table 1).

Description	Overall	LSUE	Dual Enroll < 50%	LSUA	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.	73	73	77	47	73	76
Total number of students tested	702	394	197	27	50	34
Total number of sections	41	18	15	2	3	3

The data in Table 1 indicates that there was some improvement during AY 2018-2019 based on the bench marking data from above. For the first time in several years, all sites except the LSUA site (with a low n) scored above a 70% on the ENGL 1002 SLO used to assess research tools.

An [item analysis](#) was run for all student data with questions 13, 14, 15, 17, 19, 20, 21, 22, 23, 24, and 25 related to this outcome. Note that three questions, namely 14, 20, and 25, had low success rates (and this has been a consistent issue over the last few years).

Given that the overall observed score of 73% > the established benchmark of 62.89%, this objective is met.




-  [ENGL 1002 Item Analysis all Sections AY 18-19](#)

### **Improvement Plan/ Changes Made**

While this objective shows improvement over the past few years, the ENGL 1002 document is to be [redesigned due to some problematic questions](#) with low success rates, especially questions 14, 20, and 25 (see the [item analysis](#)).

For ENGL 1002 at LSUA, the instructor reported in a [July 25th email](#) providing the instruction and even going out of her way to help students; however, students often missed class during crucial lectures, failed to bring drafts to be examined, and failed to seek tutoring.

Completed by Paul Fowler on 9/10/19.

-  [7-25-19 Response for ENGL 1002 at LSUA](#)
-  [ENGL 1002 Item Analysis all Sections AY 18-19](#)
-  [Email thread on ENGL 1002 SLOs](#)



## 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:** 11/1/2018

**End:** 10/31/2019

**Progress:** Ongoing

**Providing Department:** Academic Affairs

### Related Items

#### 2.1: Increase Achievement of SLOs MATH 1015 and MATH 1021

**Start:** 11/1/2018

**End:** 10/31/2019

**Progress:** Completed

**Provided By:** Quality Enhancement Plan

### Objective With Intended Outcomes

The QEP seeks to increase achievement of student learning outcomes (SLOs) in Applied College Algebra (MATH 1015) and College Algebra (MATH 1021).

Outcome 2.1.1: The student, upon successful completion of this course, will solve equations and inequalities algebraically and graphically.

Outcome 2.1.2: The student, upon successful completion of this course, will solve inequalities algebraically and graphically. **Cancelled (combined with 2.1.1).**

Outcome 2.1.3: The student, upon successful completion of this course, will evaluate and interpret function values.

Outcome 2.1.4: The student, upon successful completion of this course, will graph functions.

### Assessment/Evaluation/Measures/Strategies

Method: Objective 2.1 is related to the SLOs in each general education 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 2013-2014 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 the needs of four-year institutions. The comprehensive final exams for both courses contain embedded SLO questions which are then computer scored using Scantron and Remark software. The final exams were then separated by whether the student took face-to-face or modular developmental mathematics with the face-to-face results becoming the benchmark (see Table 1).

Table 1. SLO performance in Applied College Algebra (MATH 1015) and College Algebra (MATH 1021) after taking developmental mathematics.

SLO Description	Benchmark from Face-to-Face
Overall	68
2.1.1/2. Solve equations & inequalities algebraically & graphically	66
2.1.3. Evaluate and interpret functional values	75
2.1.4. Graph Functions	67
Total number of students	640

Target: Modular mathematics students will meet or exceed the benchmarked value for developmental students who took face-to-face developmental mathematics shown in Table 1. The QEP Committee and mathematics faculty feel that this target is realistic given the current institutional resources.

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2017-2018, this objective was met.

For AY 2018-2019, data was being summarized and reported to SACSCOC for the QEP Impact Report. That data has been edited and included here thus completing the data collection for the QEP.

Objective 2.1 used a direct internal assessment of the SLOs from the final exams in the first general education Applied College Algebra (MATH 1015) and College Algebra (MATH 1021) courses. The results from the general education mathematics SLOs were separated by whether students took face-to-face or modular developmental mathematics, using the face-to-face performance as the benchmark.

As the data in Table 4 indicates, modular developmental students outperformed students taking face-to-face developmental mathematics on the MATH 1015 and MATH 1021 SLOs, except for Objective 2.1.3 (see highlighting). Despite performing lower on functions, students from modular developmental sections scored an additional 2.5 percentage points, on average, higher than students from face-to-face developmental sections. In addition, students from the modular sections also scored at or above the typical 70% benchmark needed to indicate mastery of the College Algebra material. The results seem to suggest that modular developmental students were slightly more prepared for their college level mathematics courses. Note that dual enrollment data is not included in the face-to-face column.

Table 2. SLO performance in Applied College Algebra (MATH 1015) and College Algebra (MATH 1021) after taking developmental mathematics.

SLO Description	Benchmark from Face-to-Face	Results from Modular Sections
Overall	68	71
2.1.1/2. Solve equations & inequalities algebraically & graphically	66	72
2.1.3. Evaluate and interpret functional values	75	73
2.1.4. Graph Functions	67	70
Total number of students	640	570

Given that the overall SLO performance for modular students > the SLO performance of the face-to-face students, Objective 2.1 is met.

#### **Improvement Plan/ Changes Made**

This completes this iteration of the QEP. Data will be monitored.

#### **2.21: Mathematics 18-19 Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra**

**Start:** 11/1/2018

**End:** 10/31/2019

**Progress:** Completed

**Provided By:** Science & Mathematics

#### **Objective With Intended Outcomes**

Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics 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 taking the MATH 1015 and MATH 1021 final exams at **all sites and all delivery methods**. For AY 2018-2019, LSU Eunice had sites at the following locations:

- LSU Eunice,
- Dual Enrollment High Schools < 50% of a program,
- LSU Alexandria,
- LSU Laboratory School,

- 15-week Online,
- 8-week Accelerated, and
- Lafayette General Orthopedic Hospital (LG Ortho).

The [syllabus for MATH 1015](#), Applied College Algebra, meant for terminal two-year degrees or non-STEM degrees, and the [syllabus for MATH 1021](#), 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:

- Solve equations and inequalities algebraically and graphically.
- Evaluate and interpret function values.
- Graph functions.

Benchmark = 70% which is the lowest average grade that will typically transfer to four-year institutions.

**External Direct Assessment** (ACT discontinued the CAAP at the end of fall 2017)

-  [MATH 1015 SYLLABUS AY 18-19](#)
-  [MATH 1021 SYLLABUS AY 18-19](#)

### **Assessment/Evaluation Results (Progress Report)**

For AY 2017-2018, this objective was met.

For AY 2018-2019, there were a total of 451 students enrolled in 21 sections of MATH 1015 (Applied College Algebra) and a total of 554 students enrolled in 22 sections of MATH 1021 (College Algebra) on the census day for the fall 2018 and spring 2019 semesters. Note that MATH 1015 was not offered at LSU Alexandria, LG Ortho, LSU Lab School, or any dual enrollment high school site offering < 50% of a program. MATH 1021 was not offered at the LSU Lab School, LG Ortho, or as an 8-week accelerated course. As a result, these sites were eliminated from the tables below for space.

In all, 726 (72.2%) of the 1005 total students were assessed for SLOs (see Table 1) including 335 (74.3%) of the 451 students enrolled in MATH 1015 and 391 (70.6%) enrolled in MATH 1021. As Table 1 indicates, students in both courses did rather well on the SLO assessment achieving a 76% overall and a 74% on outcome A, 78% on outcome B, and a 77% on outcome C.



MATH 1021 SLO Description	Overall for both College Algebra Courses	Overall MATH 1015	Overall MATH 1021
Overall	76	77	76
A. Solve Equations and Inequalities Algebraically & Graphically	74	78	70
B. Evaluate and Interpret Function Values	78	74	81
C. Graph Functions	77	77	77
Total number of students tested	726	335	391

Longitudinally, the data shows that AY 2018-2019 students performed nearly identical to the AY 2017-2018 students (see Table 2). The longitudinal data also shows that there have been modest gains since AY 2013-2014 that have been sustained.

SLO	13-14	14-15	15-16	16-17	17-18	18-19	Mean
Overall	71	74	73	73	76	76	73.9
A. Solve Equations and Inequalities Algebraically & Graphically	73	75	74	70	73	74	73.1
B. Evaluate and Interpret Function Values	70	82	78	77	79	78	77.3
C. Graph Functions	74	74	72	74	77	77	74.7
Total number of students tested	594	763	678	707	619	726	

Next, data was split out between the Applied College Algebra (MATH 1015) and College Algebra (MATH 1021). First, Table 3 breaks out the data by site keeping in mind that no sections of MATH 1015 were offered at dual enrollment high school sites < 50% of a program, LSU Alexandria, or at LSU Lab School. One additional column indicates the performance of modular students showing that they struggled with outcome B and C achieving a 63% and 69% respectively. This is five percentage points below the performance of outcome B and outcome C from AY 2017-2018.

MATH 1015 SLO Description	Overall	LSUE	Online	Accelerated	Modular
Overall	77	79	82	81	73
A. Solve Equations and Inequalities Algebraically and Graphically	78	76	77	75	81
B. Evaluate and Interpret Function Values	74	80	83	82	63
C. Graph Functions	77	80	82	89	69
Total number of students tested	335	184	32	6	113
Total number of sections	21	12	2	1	6

Longitudinally, Table 4 shows that MATH 1015 students essentially performed the same as they did in AY 2017-2018. In addition, Table 4 indicates that the overall results for MATH 1015 fluctuate from year to year, but are continually above the 70% benchmark. An item analysis from the modular sections indicated issues with the following problems from outcome B:

- q 16 on solving quadratic applications had a 49% chance of success,
- q 27 on performing basic operations on a quadratic had a 44% chance of success, and
- q 29 on performing basic operations on a quadratic had a 44% chance of success.

Next, the following issues were found for outcome C:

- q 5 on graphing vertical lines had a 47% chance of success and
- q 17 on finding the x and y intercept of a quadratic equation had a 37% chance of success.

MATH 1015 SLO Description	13-14	14-15	15-16	16-17	17-18	18-19	Mean
Overall	78	79	77	74	76	77	76.8
A. Solve Equations and Inequalities Algebraically and Graphically	80	80	76	72	75	78	76.8
B. Evaluate and Interpret Function Values	80	81	80	75	76	74	77.7
C. Graph Functions	81	80	77	75	78	77	78
Total number of students tested	334	359	322	288	325	335	

For MATH 1021, students achieved a 76% overall with a 70% on outcome A, an 81% on outcome B, and a 77% on outcome C (see Table 5). Some individual issues were noticed including a 65% on outcome A for LSU Eunice face-to-face and scores below 70% for LSU Alexandria students. An [Item Analysis in Table 6](#) indicated that LSU Alexandria students had difficulty with the following [final exam](#) questions:

- Outcome A (yellow highlight)
  - q 17 on solving a rational equation had a 21% chance of success,
  - q 19 on solving an inequality involving absolute value had a 46% chance of success, and
  - q 35 on solving an equation involving a  $\log_5$  had a 42% chance of success
- Outcome C (green highlight)
  - q 16 on finding at which intervals a quadratic was increasing or decreasing had a 42% chance of success,
  - q 21 on factoring a fourth degree function using a graph had a 54% chance of success, and
  - q 24 on finding vertical and horizontal asymptotes had a 33% chance of success.

In addition, the LSU Eunice [Item Analysis in Table 7](#) found that students had difficulty with the following:

- q 17 on solving a rational equation had a 31% chance of success,
- q 19 on solving an inequality involving an absolute value had a 55% chance of success, and
- q 26 on an inverse had a 54% chance of success.




The Item Analysis for both sites will be shared with the faculty for input.

MATH 1021 SLO Description	Overall	LSUE	Dual Enr < 50%	LSUA	Online
Overall	76	73	82	68	80
A. Solve Equations and Inequalities Algebraically and Graphically	70	65	79	57	84
B. Evaluate and Interpret Function Values	81	81	83	75	76
C. Graph Functions	77	74	85	68	79
Total number of students tested	391	223	106	24	38
Total number of sections	22	12	6	2	2

Finally, Table 8 indicates that student performance on MATH 1021 SLOs has improved since AY 2013-2014. It also indicates that a point of diminishing returns may have been reached given AY 2017-2018 and AY 2018-2019 student performance is nearly identical.

Description	13-14	14-15	15-16	16-17	17-18	18-19	Mean
Overall	64	70	70	72	77	76	71.5
A. Solve Equations and Inequalities Algebraically and Graphically	66	70	73	69	71	70	69.8
B. Evaluate and Interpret Function Values	60	83	76	78	82	81	76.7
C. Graph Functions	68	69	68	74	76	77	72.0
Total number of students tested	260	404	356	419	294	391	

Given that the overall combined performance of 76%, the 77% for MATH 1015, and the 76% for MATH 1021 > the benchmark of 70%, this objective is met.

-  [MATH 1021 Final 18-19](#)
-  [T6 MATH 1021 Item Analysis LSUA AY 18-19](#)
-  [T7 MATH 1021 Item Analysis LSUE AY 18-19](#)

### Improvement Plan/ Changes Made

See [July 11, 2017](#) email:

LSUA Performance: Monitor because the instructor reported that students do not do well because they do not do homework or reviews and do not attend class on a regular basis.

Modular MATH 1015: The coordinator mentioned that some questions are not multiple choice so the results are skewed so modular could not really be compared to face-to-face. The remaining questions will be changed to multiple choice in order to maintain the same format.

Completed by Paul Fowler on August 6, 2019.

-  [7-11-19 Email on Improvements](#)

### 2.22: Mathematics 18-19 Competency in Mathematics for Elementary School Teachers (MATH 1018)

**Start:** 11/1/2018

**End:** 10/31/2019

**Progress:** Completed

**Provided By:** Science & Mathematics

#### Objective With Intended Outcomes

Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics 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 [AY 2018-2019 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 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 because it is the lowest average grade that will transfer to other institutions of higher education.

-  [MATH 1018 SYLLABUS AY2018\\_2019](#)

### Assessment/Evaluation Results (Progress Report)

For AY 2017-2018 this objective was met.

For AY 2018-2019, due to a cyber-attack, only data from one section in Fall 2018 was available. The course was offered at the LSUE site only and not online or at any other site. A total of 20 students were enrolled and assessed in that section. Students scored an 77% overall, a 74% on Outcome A, an 88% on Outcome B, and a 73% on Outcome C.

Table 1. SLO results for MATH 1018 only AY 2018-2019 as Percentages.		
SLO Description	Overall	LSUE
Overall	77	77
A. Express and Perform Calculations	74	74
B. Apply basic operations to solve applications	87	87
C. Interpret, explain, and develop patterns in problem solving	73	73
Total number of sections	1	1
Total number of students tested	20	20

Given that the observed overall SLO score of 77% > the benchmark of 70%, Objective 2.22 is tentatively met due to complete data being unavailable.

### Improvement Plan/ Changes Made

Continue to collect data on all sections taught during AY 2019-2020 to confirm objective is being met.

### 2.23: Mathematics 18-19 Competency in Mathematics - Statistics (MATH 1425)

**Start:** 11/1/2018

**End:** 10/31/2019

**Progress:** Completed

**Provided By:** Science & Mathematics

### Objective With Intended Outcomes

Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics 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 taking MATH 1425 (Elementary Statistics) final exam at **all sites and all delivery methods**. For AY 2018-2019, LSU Eunice had sites at the following locations:

- LSU Eunice,
- Dual Enrollment High Schools < 50% of a program,
- LSU Alexandria,
- LSU Laboratory School,
- 15-week Online,
- 8-week Accelerated, and
- Lafayette General Orthopedic Hospital (LG Ortho).

The 2018-2019 [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.
- C. Calculate and interpret basic probabilities and binomial probabilities.

Note that objective C is new for AY 2018-2019 and has not yet been implemented at all sites and has not yet been benchmarked.

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 because it is the lowest average grade that will transfer to other institutions of higher education.

-  [MATH 1425 SYLLABUS AY2018 2019](#)

### **Assessment/Evaluation Results (Progress Report)**

For AY 2017-2018, this objective was met and the faculty implemented required reviews for online students because their scores were lower than LSU Eunice face-to-face students.

For AY 2018-2019, there were a total of 395 students enrolled in 13 sections on census day for fall and spring. However, no MATH 1425 sections were offered at the Alexandria, Dual Enrollment High School Sites, LSU Lab, or LG Ortho sites. As a

result, those sites were removed from Table 1 to make it more manageable.

Table 1. MATH 1425 SLO Results AY 2018-2019 as a Percentage.				
MATH 1425 SLO Description	Overall	LSUE	Online	Accelerated
Overall	70	71	70	61
A. Organize and summarize data using descriptive techniques that are both mathematical and pictorial	77	77	76	68
B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters	65	67	65	56
C. Calculate probabilities	--	66	--	56
Total number of students tested	343	284	39	20
Total number of sections for AY	13	9	2	2

A total of 343 (86.8%) of the 395 students were assessed for SLOs on the [final exam](#). Overall, students from the three sites scored a 70% with a 77% on outcome A and a 65% on outcome B (see Table 1). Again, outcome C is being piloted and was not implemented at all sites. The results will be examined by the mathematics faculty.

Two items are worth noting. First, the 65% on Outcome B for 15-week online students was a 58% in AY 2017-2018 so there was quite an improvement. Second, the 8-week Accelerated students had an overall score of 49% with a 57% on Outcome A and a 38% on outcome B in AY 2017-2018. While they did not meet the 70% benchmark, they did improve quite a bit to a 61% overall, 68% on Outcome A, and a 56% on Outcome B in AY 2018-2019. The mandatory reviews seem to help students increase scores.

Next, Table 2 presents the data longitudinally for all students assessed. It indicates that Outcome B has a history of fluctuating between the mid-60s and low-70s; however, there was some improvement in both outcomes comparing AY 2017-2018 to AY 2018-2019.

MATH 1425 SLO Description	13-14	14-15	15-16	16-17	17-18	18-19	Mean
Overall	73	70	74	73	70	70	71.7
A. Organize and summarize data using descriptive techniques that are both mathematical and pictorial	76	72	78	76	76	77	76
B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters	72	68	67	70	64	67	68
C. Calculate probabilities	--	--	--	--	--	66	--
Total number of students tested	314	289	283	288	335	284	

Regardless of the slight increase in performance, the mathematics faculty asked for an [Item Analysis](#) for all face-to-face students taking MATH 1425. Online faculty use parallel questions and also teach the face-to-face sections so they will look at their individual exams based on the data presented here. The Item analysis indicated the following:

For outcome A (green highlighting):

- q 9 on standard deviation had a 55% chance of success,
- q 11 on determining quartiles had a 47% chance of success, and
- q 25 on finding a mean had a 57% chance of success.

For outcome B (blue highlighting):

- q 35 on finding a probability using a normal distribution had a 35% chance of success,
- q 39 on confidence intervals had a 51% chance of success, and
- q 45 on estimating the mean had a 54% chance of success

For outcome C (yellow highlighting):

- q 23 on a probability distribution had 54% chance of success,
- q 24 on calculating a probability given data had a 43% chance of success, and
- q 28 on binomial probability had a 33% chance of success.

Improving student performance on these questions would greatly increase the overall performance on each of the outcomes; however, it should be noted that some of the questions were rather straight forward and required the student to know a definition or perform a one-step calculation. The mathematics faculty will be left with the decision on what might be the best course of action for each problem.

Given that the observed score of 70% = the benchmark of 70%, this objective is met.



-  [AY 18-19 MATH 1425 Item Analysis All FF Students](#)
-  [MATH 1425 DEPARTMENTAL FINAL FALL2018](#)

### **Improvement Plan/ Changes Made**

Monitor since AY 2018-2019 was the first year for Outcome C and most faculty were in the [process of creating videos](#) to help students. In addition, see [July 11, 2019](#) email.

Completed by Paul Fowler on July 11, 2019.

-  [6-23-19 Email on MATH 1425 Videos](#)
-  [7-11-19 Email on MATH 1425 Improvement](#)

## 2.24: Mathematics 18-19 Competency in Mathematics - Plane Trigonometry (MATH 1022)

**Start:** 11/1/2018

**End:** 10/31/2019

**Progress:** Completed

**Provided By:** Science & Mathematics

### **Objective With Intended Outcomes**

Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics 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). For AY 2018-2019, LSU Eunice had sites at the following locations:

- LSU Eunice,
- Dual Enrollment High Schools < 50% of a program,
- LSU Alexandria,
- LSU Laboratory School,
- 15-week Online,
- 8-week Accelerated, and
- Lafayette General Orthopedic Hospital (LG Ortho).

The 2018-2019 [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 the 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 AY2018 2019](#)

### Assessment/Evaluation Results (Progress Report)

For AY 2017-2018, this objective was met.

For AY 2018-2019, there were a total of 156 students enrolled in eight sections of MATH 1022 (see Table 1). A total of 113 (72.4%) of the 156 students from the LSU Eunice face-to-face site and dual enrollment local high school sites were assessed with the same final exam. Note that no MATH 1022 sections were offered at the Alexandria, LSU Lab, online or LG Ortho sites. As a result, those sites were removed from Table 1 to make it more manageable.

MATH 1022 SLO Description	Overall	LSUE	Dual Credit < 50%
Overall	78	75	82
A. Evaluate trig functions and manipulate their graphs	79	77	82
B. Solve trig equations and applications	77	73	82
Total number of students tested	113	66	47
Total number of sections for AY	7	4	3

Overall, students scored quite well at 78% with Outcome A at 79% and Outcome B at 77%. Dual enrollment students outperformed the LSU Eunice students, but each outcome was above the 70% benchmark. Longitudinally, students performed above the mean for each SLO since data was kept in spring 2014 (see Table 2).

MATH 1022 SLO Description	SP 14	14-15	15-16	16-17	17-18	18-19	Mean
Overall	77	75	75	76	75	78	76
A. Evaluate trig functions and manipulate their graphs	78	79	78	76	78	79	78
B. Solve trig equations and applications	76	69	71	76	71	77	73
Total number of students tested	33	134	125	144	160	113	

Given that the observed results of 78% > the established benchmark of 70%, this objective is met.

**Improvement Plan/ Changes Made**

Monitor data given the increase in performance.

Completed by Paul Fowler on July 11, 2019.

 **2.25: Mathematics Competency in Mathematics - Precalculus (MATH 1023)**

**Start:** 11/1/2018

**End:** 10/31/2019

**Progress:** Completed

**Provided By:** Science & Mathematics

**Objective With Intended Outcomes**

Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics 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 2018 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 the 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 AY 2018\\_2019](#)

**Assessment/Evaluation Results (Progress Report)**

For AY 2017-2018, this objective was met (overall = 77.4% with an n = 5 from fall 2017).

For AY 2018-2019, a total of six students were enrolled in the MATH 1023 course for fall 2018 at the LSUE site only. Sections were not offered online or at any other site. The six students were assessed for SLOs on the final exam. The results were:

- Overall = 77.54%
- Solve equations = 72.22%
- Operations with functions = 72.92%
- Graph functions = 87.50%
- Trig function graphs = 100.00%
- Trig function equations and applications = 100%
- n = 6

Given that the observed score of 77.54% > the established benchmark of 70%, this objective is met.

#### **Improvement Plan/ Changes Made**

Monitor results for AY 2018-2019 given the lateness of this completion and given that the outcome has been met for two years.

Completed by Paul Fowler on February 7, 2020.

### **2.26: Mathematics Competency in Mathematics - Calculus with Business and Economic Applications (MATH 1431)**

**Start:** 11/1/2018

**End:** 10/31/2019

**Progress:** Completed

**Provided By:** Science & Mathematics

#### **Objective With Intended Outcomes**

Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics 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 AY 2018-2019 [syllabus for MATH 1431](#) contains the following student learning outcomes.

The student, upon successful completion of this course will:

- A. Evaluate and simplify elementary limits and apply the intuitive concept of continuity.
- B. Apply various techniques of differentiation and integration on elementary exponential, logarithmic and rational functions.
- C. Solve applied business optimization problems.

The faculty used the outcomes from the 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 institutions, was used.

-  [Math1431\\_DeptSyllabus\\_AY2018\\_2019](#)

### Assessment/Evaluation Results (Progress Report)

For AY 2017-2018, this objective was met.

For AY 2018-2019, two sections of MATH 1431 were offered - one in fall 2018 and one in spring 2019 at the LSUE site only. No other sections were offered online or at any other site. Students were assessed using SLO questions on the final exam for each semester. The results were:

- Overall Mean = 77.1%
- A. Limits and Continuity = 67.8%
- B. Differentiation and Integration = 81.0%
- C. Application = 81.2%
- Total number of students = 42

Longitudinally, the results since AY 2014-2015 are shown in Table 1.

Table 1. Longitudinal Results for MATH 1431 by Academic Year as a Percent.

Math 1431 SLO Description	14-15	15-16	16-17	17-18	18-19	Mean
Overall	73	78	73	73	77	74.7
A. Evaluate and simplify limits and apply the intuitive concept of continuity.	77	77	84	77	68	76.5
B. Apply various techniques of differentiation and integration on elementary, exponential, logarithmic and rational functions.	71	81	84	74	81	78.3
C. Solve applied business optimization problems.	74	65	55	67	81	68.6
Total number of students tested	36	30	40	35	42	183

The students taking the course during AY 2018-2019 showed gains in all areas except Outcome A and the overall score improved after being at 73% for two years.

Given that the overall observed score of 77% > the benchmark of 70%, this objective is met.

### Improvement Plan/ Changes Made

Given the improvement, monitor student performance in AY 2019-2020.

Completed by Paul Fowler on February 6, 2020.

 **2.27: Mathematics - DE to GE General Education Math after Developmental Education Math (MATH 1015/1020/1021 after MATH 0015/0021)**

**Start:** 11/1/2018

**End:** 10/31/2019

**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 subject areas 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. **ACT's CAAP Assessment was discontinued in fall 2017 and is no longer available.**

**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 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 2013-2014 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 2017-2018, this objective was met.

For AY 2018-2019, the indirect assessment using the NCES's method assesses if a DE student is 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 2013 and Spring 2014 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 mathematics 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 2013-2014 indicating that 404 new first-time students enrolled in DE mathematics (MATH 0002) with 310 (77%) successfully completing it with a C or better in the six year time frame. In addition, 263 (85%) of the 310 DE mathematics completers enrolled in the first GE mathematics course with 219 (71%) of them earning some credit (grade of D or higher). The results for AY 2012-2013 are shown in Table 1 for comparison purposes.

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
1314	404	310	263	219	84.8	70.6

Next, Table 2 breaks out the data by whether or not the student was a Pathways student at the time they entered in AY 2013-2014. Pathways students, those needing developmental coursework in all subject areas, enrolled in the first GE mathematics course at a lower rate compared to Non-Pathways students (78.9% versus 87.4%). Pathways students also had a lower

completion rate in the first GE mathematics course (60.0% versus 75.3%).

Table 2. Indirect Assessment for AY 2013-2014: 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	95	75	57	78.9	60.0
Non-Pathways	215	188	162	87.4	75.3
Total	310	263	219	84.8	70.6

Given that:

- the observed enrollment rate of 84.8% > the benchmark of 71.7% established by the NCES and
- the observed rate of 70.6% for students earning credit in GE mathematics > the benchmark of 61.7% established by NCES

Objective 2.27 is met subject to examining the Pathways data for the next few years.

#### **Improvement Plan/ Changes Made**

Given the fluctuation from AY 2018-2019 to AY 2019-2020 (see Table 1), The Director of Institutional Effectiveness believes that data should be collected for another year or two prior to making any changes.

Completed by Paul Fowler on November 11, 2019.

#### **3.21: 18-19 GE-Critical Thinking**

**Start:** 11/1/2018

**End:** 10/31/2019

**Progress:** Completed

**Provided By:** Liberal Arts

#### **Objective With Intended Outcomes**

Students will successfully complete their general education coursework developing competencies in critical thinking.

#### **Assessment/Evaluation/Measures/Strategies**

##### **External Direct Assessment**

Prior to AY 2018-2019, ACT's Collegiate Assessment of Academic Proficiency (CAAP) Critical Thinking Skills Test was used to assess critical thinking. The CAAP was discontinued in December 2017.



Effective AY 2018-2019, the Peregrine General Education (GE) Examination will be given to students as they graduate. It will be piloted with students in the spring 2019 semester. All students are required to take a section labeled "Logic/Critical Thinking" section that includes questions on foundational theory and verbal reasoning. Peregrine reports no national comparison for two-year institutions of higher education; however, a score of 44.4% is reported for a comparison to four-year institutions.

LSU Eunice students will approximate the 44.4% average obtained by four-year students. The word "approximate" is used since LSU Eunice is giving the test for the first time. As a result, the 44.4% benchmark is tentative.

### **Assessment/Evaluation Results (Progress Report)**

For AY 2017-2018, the results of this objective were inconclusive using CAAP because there were only 28 students in the sample.

For AY 2018-2019, spring 2019 graduates were asked to take the Peregrine GE Exam upon graduation. Of the 200 graduates, 68 students took the exam; however, four students took less than 15 minutes to take the exam so they were eliminated. As a result, 64 (32%) students were used in the analysis obtaining a score of 44.6875%. The Peregrine data is [presented here](#) with those eliminated in red (see students 25, 35, 52, and 53). Note also that one online student (number 12) took the exam and scored a 40 on the Logic and Critical Thinking Section.

Given that the observed score of 44.6875% > the tentative benchmark of 44.4%, this objective is met.

-  [Logic Critical Thinking Sp 19 All Students](#)

### **Improvement Plan/ Changes Made**

While writing this, the Director of IE believes that the best course of action is to monitor the data in order to obtain a higher number of students taking the assessment.

Completed by Paul Fowler on 9/11/19.



## 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:** 11/1/2018

**End:** 10/31/2019

**Progress:** Ongoing

**Providing Department:** Academic Affairs

### Related Items

#### **2.31: Biological Science 18-19 Competency in Biology I**

**Start:** 11/1/2018

**End:** 10/31/2019

**Progress:** Completed

**Provided By:** Science & Mathematics

### Objective With Intended Outcomes

Students will successfully complete their general education coursework developing competencies in natural sciences as required by their curriculum.

This objective will be measured by the student learning outcomes in BIOL 1001: General Biology.

### Assessment/Evaluation/Measures/Strategies

#### Direct Assessment:

The outcomes will be directly assessed and analyzed from multiple choice questions designed by the biology faculty. All sections will be assessed.

According to the [BIOL 1001 syllabus](#) (fall 2017 syllabus was still used being used in fall 2018-spring 2019), the student learning outcomes are:

The student will:

1. Understand terms in the context of a scientific statement.
2. Critically evaluate biological concepts.
3. 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 FA18](#)

### Assessment/Evaluation Results (Progress Report)

For AY 2017-2018, this objective was met.

For AY 2018-2019, 15 of 19 sections were directly assessed by using multiple choice questions for BIOL 1001 (Spring 2019 sections 25, 26, 27, and C1 data was lost due to a cyber-attack on October 23, 2019). Total n = 604 over 15 sections for both fall 2018 and spring 2019. The 15 sections represent 78.9% of the 19 sections offered. However, the 492 students represent 88.8% of the 680 students enrolled on the last day of classes. The intention was to assess all classes in AY 2018-2019. Improvement over last AY reporting occurred, but the goal is to have all sections reporting for AY 2019-2020. There were 12 face-to-face and three online classes assessed.

For [online, students scored](#) the following:

- Mean = 61.2%
- SLO 1 = 63.4%
- SLO 2 = 61.5%
- SLO 3 = 58.8%
- n =65

[Face-to-face students scored](#) the following:

- Mean = 73.3%
- SLO 1 = 69.5%
- SLO 2 = 75.8%
- SLO 3 = 74.5%
- n =539

[Overall, students scored:](#)

- Mean = 72%
- SLO 1 = 68.8%
- SLO 2 = 74.3%
- SLO 3 = 72.8%
- n =604

For each of the SLO the average scores of students were calculated. For SLO 1 the average was 68.8% (AY 17-18 = 75.1%) of questions were answered correctly. For SLO 2 the average was 74.3% (AY 17-18 = 75.5%). And the average for SLO 3 was 72.8% (AY 17-18 = 76.3%).

Overall, students scored an average of 72% for the 604 students. Given that the observed score of 72% > the benchmark of 70%, the objective is tentatively met due to complete data being unavailable.

-  [SLO Data Analysis Biol1001 F2F](#)
-  [SLO Data Analysis Biol1001 Online](#)
-  [SLO Data Analysis Biol1001 Overall](#)

### Improvement Plan/ Changes Made

The results include 15 of 19 sections of LSUE students that took classes with LSUE. All SLO benchmarks were maintained at 70% for AY 2018-2019. Three of seven online sections were reported on in the third year of collecting data due to lost data from a cyber-attack. Online SLO scores appeared to be lower than face-to-face. Another 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 18-19 Competency in Biology II

**Start:** 11/1/2018

**End:** 10/31/2019

**Progress:** Completed

**Provided By:** Science & Mathematics

### Objective With Intended Outcomes

Students will successfully complete their general education coursework developing competencies in natural sciences as required by their curriculum.

This objective will be measured by the student learning outcomes in BIOL 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.

According to the [BIOL 1002 syllabus](#) (note that the 8/17 syllabus was in use during AY 2018-2019), the student learning outcomes are:

The student will:

- Arrange, breakdown, illustrate and outline the order of classification of living organisms.
- Compare and contrast the life history and life cycle of diverse groups of microorganisms, fungi, plants and animals.
- 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 FA18](#)

### **Assessment/Evaluation Results (Progress Report)**

For AY 2017-2018, this objective was met.

For AY 2018-2019, one out of five sections were directly assessed by using multiple choice questions for BIOL 1002. Total n = 31 in the face-to-face section were captured. Data for the other face-to-face section, two online sections, and one dual enrollment section was lost due to a cyber-attack on October 23, 2019.

#### Overall, students scored:

- Mean = 72.9%
- SLO 1 = 80.6%
- SLO 2 = 67.8%
- SLO 3 = 70.3%
- n = 31

For each of the SLO the average scores of students were calculated. For SLO 1 the average was 80.6% (AY 17-18 = 74.8%) of questions were answered correctly. For SLO 2 the average was 67.8% (AY 17-18 = 75.5%). And the average for SLO 3 was 70.3% (AY 17-18 = 78.6%).

Overall, students scored an average of 72.9% for the 31 students. Given that the observed score of 72.9% > the benchmark of 70%, the objective is tentatively met due to complete data being unavailable.

-  [BIOL1002-01-FA18](#)

### **Improvement Plan/ Changes Made**

The results include one of six sections of LSUE students that took classes with LSUE. All SLO benchmarks were maintained at 70% for AY 2018-2019. Only one section was reported on due to lost data from a cyber-attack. Although the objective was met for this section, it is problematic to extrapolate to a course wide outcome based on that single source. Another 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 18-19 Competency in Physical Science

**Start:** 11/1/2018

**End:** 10/31/2019

**Progress:** Completed

**Provided By:** Science & Mathematics

**Objective With Intended Outcomes**

Students will successfully complete their general education coursework developing competencies in natural sciences as required by their curriculum.

This objective will be measured by the student learning outcomes in PHSC 1001: Physical Science I and PHSC 1002: Physical Science II.

**Assessment/Evaluation/Measures/Strategies**

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 faculty will be analyzed.

According to the syllabus for [PHSC 1001](#) (note that the August 2017 syllabus was the same syllabus used for AY 2018-2019), 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](#) (note that the August 2017 syllabus was the same syllabus used for AY 2018-2019), 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 FA18 syllabus](#)
-  [PHSC 1002 FA18 syllabus](#)

**Assessment/Evaluation Results (Progress Report)**

For AY 2017-2018 the objective was not met. Data for PHSC 1001 was not collected because the faculty member left without reporting SLO data. It was the first year of reporting for PHSC 1002 and the Dean recommended collecting additional data prior to making any changes. The Director of IE agreed.

For AY 2018-2019, All PHSC 1001 (3 sections) and PHSC 1002 (2 sections) classes were directly assessed by using multiple choice questions.

[PHSC 1001](#) had a total n=65 over 3 face-to-face sections at LSUE, one for fall 2018 and two for spring 2019. No sections were offered online or at any other sites.

- Mean = 54.8%
- SLO 1 = 63.4%
- SLO 2 = 43.07%
- SLO 3 = 57.8%
- n =65

For each of the SLO the average scores of students were calculated. For SLO 1 the average was 63.4% (AY 17-18 = The faculty member left LSUE and did not report SLOs prior to leaving) of questions were answered correctly. For SLO 2 the average was 43.07% (AY 17-18 = NA%). And the average for SLO 3 was 57.8% (AY 17-18 = NA%). Students scored an average of 54.8% (AY 17-18 = NA%) for the 65 students.

[PHSC 1002](#) had a total n=17 over 2 face-to-face sections at LSUE only, one for fall 2018 and one for spring 2019. No sections were offered online or at any other site.

- Mean = 68.2%
- SLO 1 = 58.8%
- SLO 2 = 71.8%
- SLO 3 = 74.1%
- n = 17

For each of the SLO the average scores of students were calculated. For SLO 1 the average was 58.8% (AY 17-18 = 66.4%) of questions were answered correctly. For SLO 2 the average was 71.8% (AY 17-18 = 74.9%). And the average for SLO 3 was 74.1% (AY 17-18 = 62.1%).

Students scored an average of 68.2% (AY 17-18 = 67.8%) for the 17 students.

The pooled mean for PHSC 1001 and PHSC 1002 is 57.6% (n = 82). Overall, given that the pooled mean of 57.6% < the benchmark of 70%, the objective is not met.

-  [PHSC 1001 AY2018-19](#)
-  [PHSC 1002 AY2018-19](#)

### **Improvement Plan/ Changes Made**

This is the first year of using a pooled mean to determine if the objective was met in these courses. Individually, neither course met the 70% requirement, whereas pooled data was only 57.6%.

Personnel changes have hampered efforts to address the short comings in meeting these course objectives. Additional data will be collected in AY 2019-2020 before a more exhaustive evaluation of PHSC course offerings is undertaken.

### 2.34: Chemistry 18-19 Competence in Chemistry I

**Start:** 11/1/2018

**End:** 10/31/2019

**Progress:** Completed

**Provided By:** Science & Mathematics

#### **Objective With Intended Outcomes**

Students will successfully complete their general education coursework developing competencies in natural sciences as required by their curriculum.

This objective will be measured by the student learning outcomes in CHEM 1001: 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. If possible, all sections taught 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 FA18](#)

#### **Assessment/Evaluation Results (Progress Report)**

For AY 2017-2018, this objective was not met. Due to a low n, it was decided to gather data for an additional year.

For AY 2018-2019, two sections of CHEM 1001 were taught at LSUE, both face-to-face. No sections were offered online or at any other site. There were 71 registered students that were directly assessed by using multiple choice questions on the CHEM 1001 cumulative final exam.



Overall, students scored

- Mean = 65.4%
- SLO 1 = 78.9%
- SLO 2 = 71.8%
- SLO 3 = 45.4%
- n=71

Overall, students scored an average of 65.4% (n=71). SLO 1 and SLO 2 were above the 70% benchmark, but SLO 3 was sufficiently low to bring the mean score below the 70% benchmark. Given that the observed score of 65.4% < the benchmark of 70%, the objective is not met.

Although the objective was not met, significant improvements were observed. In AY 2017-2018 no SLO score met the 70% benchmark and the mean score was 59.3%. In AY 2018-2019 two of the SLO scores met the 70% threshold and the mean score rose to 65.4%.

-  [CHEM1001 Overall](#)

#### **Improvement Plan/ Changes Made**

Faculty plan to monitor the data for another year to see if improvements continue to occur. If SLO 3 is not improved in AY 2019-2020 the course content/delivery will be examined to boost the success in that area.



## 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:** 11/1/2018

**End:** 10/31/2019

**Progress:** Ongoing

**Providing Department:** Academic Affairs

### Related Items

#### 3.41 18-19 GE-History

**Start:** 11/1/2018

**End:** 10/31/2019

**Progress:** Completed

**Provided By:** Liberal Arts

### Objective With Intended Outcomes

Students will successfully complete their general education coursework developing competencies in historical periods of their choice.

This objective will be 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 courses 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 2057 Syllabus](#) Spring 2019 Dual Enrollment < 50% of a program,  
[HIST 2057 Syllabus](#) Spring 2019 at LSUE face-to-face,  
[HIST 2055 Syllabus](#) Fall 2018 at LSUA, and  
[HIST 2055 Syllabus](#) Fall 2018 accelerated 8-week, and  
[HIST 2071 Syllabus](#) Fall 2018 15-week online

- [2057-D2 Syllabus SP 19](#)
- [Clark Cullen Hist 2057 Sec 01 SP19](#)
- [Gaspard, R HIST 2055-C6 SP 2019 Syllabus](#)
- [Gaspard, R HIST 2055-A1 Syllabus-FA 2018](#)
- [Sellers LSUE Online HIST 2071 Section 25 Course Guide Fall, 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 (note that individual faculty members may differ from this slightly depending on their own class section situation):

#### 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 2017-2018, this objective was met.

For AY 2018-2019, there were a total of 949 students enrolled in 32 sections on the census day for fall 2018 and spring 2019. There were 12 sections with 396 students at LSUE face-to-face, 10 sections with 228 students at dual enrollment sites < 50% of a program, one section with 18 students at LSUA, 7 sections with 227 students in 15-week online, and two sections with 80 students in 8-week accelerated online. Note that there were no history courses offered at the LG Ortho site or the LSU Lab School site.

In all, 838 (88%) of the 949 students were assessed for SLOs during fall 2018 and spring 2019 (see Table 1). Students performance was quite well with an 88% overall, an 86% on outcomes 1 and 2, and an 90% on outcome 3. Individual sites scored above the 70% benchmark overall; however, students at the LSUA site scored a 64% on outcome 1 and a 60% on outcome 2. The instructor provided a partial [grade book noting that the 0s represented absences](#) and then confirmed [via email](#) that there were a significant number of absences during the fall 2018 semester. Technically, those scores should have been removed, but it was not noticed when he reported them.

History SLO Description	Overall	LSUE Face-to-Face	Dual Enroll < 50%	LSUA	15-Week Online	8-Week Accelerated
Overall	88	81	92	75	93	88
1. Recognize major events, theories, and issues	86	78	94	64	93	87
2. Recognize major figures and movements	86	76	93	60	93	89
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	90	86	92	100	92	87
Total Number of Students:	838	338	185	12	253	50
Total Number of Sections:	32	12	10	1	7	2

Table 2 examines the SLO data for history since AY 2012-2013. The Table indicates that the scores were essentially the same as AY 2017-2018 and that all AY 2018-2019 scores were greater than the means.






History SLO Description	12-13	13-14	14-15	15-16	16-17	17-18	18-19	Mean
Overall		82	85	83	86	88	88	84.6
1. Recognize major events, theories, and issues	81	83	84	85	83	88	86	84.3
2. Recognize major figures and movements	79	83	85	83	87	90	86	84.7
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	90	84.4
Total Number of Students:	195	421	498	628	838	891	838	615.6

Examples of the various SLO reports follow as documentation:

- fall 2018 [HIST 2057](#) 15-week online,

- fall 2018 [HIST 2055](#) 8-week online accelerated, and
- spring 2019 [HIST 2055](#) face-to-face at LSUE

Given that the observed score of 80% > the established benchmark of 70%, this objective is met.




-  [9-11-19 Email from LSUA](#)
-  [HIST 2055-A1 FA 2018](#)
-  [SLO 2055.01 Quebedeaux SP19](#)
-  [SLO 2057.25 FA18.Quebedeaux](#)
-  [SLO Thorp HIST 2055.C6.fall 2018](#)

### Improvement Plan/ Changes Made

Even though the objectives were met, a selection of improvements is reported below:

- Improve writing skills (method not mentioned) for [15-week online](#) courses.
- Post the rubric for the paper in objective 3 and have students submit a rough draft for the [8-week online](#) accelerated courses.
- encourage students to submit assignments and move to written responses for the [face-to-face courses](#) at LSUE.

Completed by Paul Fowler on 9/12/19.

-  [SLO 2055.01 Quebedeaux SP19](#)
-  [SLO 2057.25 FA18.Quebedeaux](#)
-  [SLO Thorp HIST 2055.C6.fall 2018](#)

### 3.42: 18-19 GE-Speech Communication

**Start:** 11/1/2018

**End:** 10/31/2019

**Progress:** Completed

**Provided By:** Liberal Arts

### Objective With Intended Outcomes

Students will successfully complete their general education coursework developing competencies in oral communication required for their chosen major.

This objective will be assessed using the following Student Learning Outcomes (SLOs) from CMST 1061 (Fundamentals of Communication). Upon successful completion of this course, the student will

- A. Research for speeches and write a sentence outline with a bibliography

- B. Deliver speeches orally
- C. Effectively participate in group problem-solving activities.

[Sample Syllabus](#) from fall 2018 at LSUE.

-  [CMST 1061 Syllabus \(Fall 2018\)](#)

### **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 LSU Eunice sites.

All students enrolled in the CMST 1061 course will be directly assessed using internal documents regardless of the methodology of instruction.

Faculty will calculate the grade on the informative outline for Outcome A. The Informative, Persuasive, and/or Motivational 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 grade 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 2017-2018, this objective was met.

For AY 2018-2019, there were a total of 14 face-to-face sections with 414 students enrolled and two 15-week online sections with 78 students enrolled on the census day for each semester for a total of 492 total students. Please note that there were no course sections offered at any dual enrollment site, the LSU Lab School, Lafayette General Orthopedic Hospital, or eight week accelerated.

Overall, a total of 427 (87%) students out of the original 492 were assessed for SLOs. Students did quite well scoring an 85% overall with each individual outcome scoring above the 70% benchmark (see Table 1).

SLO Description	Overall	LSUE	15-week Online
Overall	85	85	84
A. Research for speeches...write outline with bibliography	83	84	76
B. Deliver speeches orally	85	83	95
C. Effectively participate in group problem solving activities	88	89	86
Total number of students tested	427	354	73
Total number of sections in AY	16	14	2

Longitudinal results from AY 2013-2014 are shown in Table 2. AY 2018-2019 students performed at nearly the same as AY 2017-2018. They performed near the longitudinal mean for overall, outcome A, and outcome B, but slightly below the mean for outcome C (see Table 2).

SLO Description	13-14	14-15	15-16	16-17	17-18	18-19	Mean
Overall	--	83	85	87	87	85	85.4
A. Research for speeches...write outline with bibliography	78	82	80	79	84	83	81.0
B. Deliver speeches orally	91	82	89	84	83	85	87.7
C. Effectively participate in group problem solving activities	96	87	88	98	93	88	91.7
Total number of students tested	280	254	303	210	190	427	277.3






Evidence that online CMST 1061 sections are completing the same tasks as face-to-face (see [October 11, 2019 email](#)).

Samples of speech rubrics are provided as documentation:

- [motivational speech](#) from fall 2018
- [persuasive speech](#) from fall 2018
- [informative speech](#) from spring 2019
- [group evaluation](#) from spring 2019 (note that the faculty did not send originally; however, one faculty member used her grade book to fill in the data without the comments.
- [Online individual speech](#) evaluation form.

Given that the observed score of 85% > the established benchmark of 70%, this objective is met.




-  [10-11-19 Email for Online CMST 1061](#)

-  [B Walker CMST Group Sp 19](#)
-  [Completed Individual Speech Evaluation Form](#)
-  [Fall 18 Informative Speech Eval Form.Emerald](#)
-  [Fall 18 Monroe's motivated eval form](#)
-  [Spring 19 Persuasive Policy Speech Eval Form.Maleah](#)

### Improvement Plan/ Changes Made

**Face-to-face at LSU Eunice:** Both faculty members suggest that class sizes be lowered ([see 9-16-19 email](#) and [10-14-19 email](#)).

**Online:** Try to have students understand that Google is not really an academic source and create a [sample outline](#) (see [October 13, 2019](#) email).

-  [10-13-19 email on improvement](#)
-  [10-14-19 Email on CMST 1061 Improvements](#)
-  [9-16-19 Email on Improvement](#)
-  [How to deliver a sales pitch](#)

### 3.43: 18-19 GE-Written Communication - ENGL 2071/2072

**Start:** 11/1/2018

**End:** 10/31/2019

**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:



4. demonstrate an understanding of the cultural traditions and the human condition through a broad-based study of historical, cultural, and philosophical concepts.

This is an [ongoing issue from AY 2017-2018](#) and faculty have been made aware of this error and have been asked to update the syllabi for the Spring 2020 semester.

- [2072 Syllabus Spring 2019](#)
- [9-13-19 Email Exchange on GE Outcomes and SLOs](#)
- [FA18 ENGL 2071 Updated 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 2017-2018, this objective was met.

For AY 2018-2019, there was one section each of ENGL 2071 and ENGL 2072 offered during fall 2018 and spring 2019 using [face-to-face at LSUE](#), [15-week online](#), and [8-week online](#) as shown in Table 1. Note that no sections were offered at the LSUA site, the LG Ortho site, or at the LSU Lab School site. A combined total of 112 students were enrolled in the sections on the census day for fall and spring with 104 (93%) of them being assessed for SLOs (see Table 1).

Description	Overall	LSUE	15-Week Online	Eight Week Accelerated
Overall	91	90	87	93
1. Identify significant writers and their work	91	92	93	90
2. Understand the society and historical change on individual works	92	88	80	96
Total number of students tested	104	28	14	62
Total number of sections	4	1	1	2

As noted in Table 1, students did very well in both courses, achieving a 91% overall, a 91% for outcome 1, and a 92% for outcome 2. An example of an SLO report from fall 2018 [ENGL 2071 face-to-face](#) and spring 2019 [ENGL 2072 accelerated online](#) are attached as evidence.

Given that the observed score of 91% > the benchmark of 70%, this objective is met.

-  [ENGL 2071-01 SLO Reporting Form FA 18 Langlois](#)
-  [ENGL 2072-C6 Sp19 SLO Reporting NEW FORM Fontenot](#)

#### **Improvement Plan/ Changes Made**

Even though the benchmark was met, in an effort to improve, [faculty from fall](#) believes she can:

- supplement with historical material for students to include in journals and
- asking for a historical context for non-fiction works presented.

The [faculty member from spring](#) believes he can:

- create practice test to demonstrate format
- present additional material to help students connect the authors' lives to the historical and political eras of the time.

Completed by Paul Fowler on 9/13/19.

-  [ENGL 2071-01 SLO Reporting Form FA 18 Langlois](#)
-  [ENGL 2072-C6 Sp19 SLO Reporting NEW FORM Fontenot](#)

#### **3.45: 18-19 Foreign Language (Spanish)**

**Start:** 11/1/2018

**End:** 10/31/2019

**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)**

**Director of IE's note** for AY 2018-2019: There were no Spanish courses offered. Therefore, no data to report.

Completed by Paul Fowler on 9/9/19.

**Improvement Plan/ Changes Made**

**Start:** 11/1/2018

**End:** 10/31/2019

**Progress:** Completed

**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 and FREN 1002 - both courses are Elementary French and have the same SLOs. 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.

(updated [FREN 1001 syllabus](#) and updated [FREN 1002 syllabus](#))

-  [MillerFrench1001Spring2019](#)
-  [MillerFrench1002Spring2019](#)

### **Assessment/Evaluation/Measures/Strategies**

Outcomes from FREN 1001 and FREN 1002 will be assessed using the following:

1. written quizzes, tests, and the final exam
2. oral exam
3. daily assessment and a presentation project

All **students will be assessed at all sites** (i.e. no sampling). The benchmark is 70%. This is a historic metric and the lowest C (or average grade) for transfer purposes.

### **Assessment/Evaluation Results (Progress Report)**

For AY 2017-2018, no data was reported.

For AY 2018-2019, there were two face-to-face sections offered of FREN 1001 and FREN 1002 - one each semester for a total of four enrolling 43 students. Note that there were no sections of French offered at no other site or online.

Combining the two courses since the SLOs were the same yielded a total of 38 (88.4%) of the 43 students being assessed. The results were as follows:

Overall = 85%  
A. Written French = 82%  
B. Conversational French = 86%  
C. Application = 91%  
n = 38 students

As noted by the data, students did very well scoring above the 70% benchmark in each case. An [SLO Report from FREN 1001](#) and an [SLO Report from FREN 1002](#), both from fall 2018 are included as evidence.

Since the observed score of 85% > the established benchmark of 70%, this objective is met.

-  [2-18-19 French1001Fall2018SLOMiller](#)
-  [2-18-19 French1002Fall2018SLOMiller](#)

#### **Improvement Plan/ Changes Made**

Even though the benchmarks were met, the faculty member noted that he can

- add writing assignments,
- include a conversational element in each class period, and
- include higher level thinking elements in the course.

Completed by Paul Fowler on 9/11/19.



## 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:** 11/1/2018

**End:** 10/31/2019

**Progress:** Ongoing

**Providing Department:** Academic Affairs

### Related Items

#### 3.51: 18-19 GE-Psychology

**Start:** 11/1/2018

**End:** 10/31/2019

**Progress:** Completed

**Provided By:** Liberal Arts

### Objective With Intended Outcomes

Students will successfully complete their general education coursework developing competencies in cultural understanding through the use of psychology.

This objective will be assessed using the student learning outcomes (SLOs) from Introduction to Psychology (PSYC 2000), Developmental Psychology of the Life Span (PSYC 2070), and/or Educational Psychology (PSYC 2060).

Please note the syllabi below were revised in 2015, but were in use during AY 2018-2019.

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

-  [Gen Ed Syllabus from PSYC2000 FA18](#)
-  [Gen Ed Syllabus from PSYC2060 FA18](#)
-  [Gen Ed Syllabus from PSYC2070sp19](#)

### **Assessment/Evaluation/Measures/Strategies**

The PSYC 2000 (Introduction to Psychology), PSYC 2060 (Educational Psychology), and PSYC 2070 (Developmental Psychology of the Life Span) are selected as the primary assessment tools since they are the vast majority of the Psychology courses offered during any academic year.

**All students in the course sections** 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 2017-2018, this objective was met.

For AY 2018-2019 in **PSYC 2000**, there were a total of

- 234 students enrolled in five face-to-face LSUE sections,
- 28 students enrolled in one face-to-face section at LSUA,
- 91 students enrolled in two 15-week online sections,
- 118 students enrolled in two 8-week accelerated online sections, and
- 8 students enrolled in one high school dual enrollment section (at a location offering less than 50% of a program)

on the census day for the two semesters. Note that no sections were offered at the LSU Lab School or the Lafayette General Orthopedic Hospital sites.

Table 1 summarizes the SLO data for PSYC 2000. Overall 435 (91%) of the 479 students were assessed for SLOs. Students scored an 81% overall with an 81% on outcome 1, and 80% on outcome 2, and an 85% on outcome 3. Each site scored above

the minimum 70% for all outcomes except LSUA outcome 3. The instructor emailed the Director of IE noting that he had limited data, but thought the outcome 3 questions might have been a bit too difficult for students ([see 9-17-19 email from LSUA Instructor](#)).

**Director of IE's note:** Some adjunct faculty were removed from the computer system in between semesters and lost some course data as a result. Information Technology is no longer removing faculty in between semesters if they plan on returning to teach in a subsequent semester.

SLO Description	Overall	LSUE	Dual Credit < 50%	LSUA	15-Week Online	8-Week Accelerated
Overall	81	79	91	73	83	85
1. Major theoretical perspectives in psychology	81	78	89	79	84	87
2. Knowledge of major fields of study in psychology	80	77	81	74	82	85
3. Major goals of the study of psychology	85	87	92	66	86	84
Total number of students tested	435	208	8	26	77	116
Total number of sections	11	5	1	1	2	2

Longitudinally, student data fluctuated as indicated in Table 2. While performance decreased, the scores on each item indicated that students performed well above the 70% benchmark. Examples of SLO Reports are included as evidence from spring 2019 [LSUE face-to-face](#), spring 2019 [8-week accelerated online](#), and spring 2019 [high school dual enrollment](#).

Student Learning Outcomes	14-15	15-16	16-17	17-18	18-19	Mean
Overall	82	86	87	88	81	84.8
1. Major theoretical perspectives in psychology	84	87	87	90	81	85.8
2. Knowledge of major fields of study in psychology	83	84	90	90	80	85.4
3. Major goals of the study of psychology	79	85	80	86	85	83.0
Total number of students tested	299	355	239	298	435	325.2

Next, there were 77 students enrolled in two face-to-face LSUE sections of PSYC 2060 on census day for fall 2018 and spring 2019. There were no sections offered at any other site or online. Table 3 summarizes the data for the two sections indicating that 58 (75.3%) of the 77 students were assessed for SLOs. Students did quite well scoring above the 70% benchmark for all SLOs and achieving an 81% overall.



SLO Description	Overall	LSUE
Overall	81	81
1. Major theoretical perspectives in educational psychology	97	97
2. How various psychological factors affecting the educational process	71	71
3. Critical concepts in educational psychology	76	76
Total number of students tested	58	58
Total number of sections	2	2

Longitudinally, students scored above the mean overall for outcome 1 (see Table 4). Outcome 2 was below the mean and outcome 3 approximated the mean. The data for AY 2018-2019 was below the performance of AY 2017-2018; however, the results, taken in their entirety, indicate that improvement has been made since AY 2014-2015. The [PSYC 2060 SLO Report](#) for spring 2019 is attached as evidence.

Student Learning Outcomes	14-15	15-16	16-17	17-18	18-19	Mean
Overall	63	71	89	92	81	79.2
1. Major theoretical perspectives in educational psychology	66	81	86	84	97	82.8
2. How various psychological factors affecting the educational process	66	80	85	94	71	79.2
3. Critical concepts in educational psychology	62	51	96	97	76	76.4
Total number of students tested	56	39	60	54	58	53.4

For PSYC 2070, there were

- 461 students enrolled in six face-to-face LSUE sections,
- 24 students enrolled in one face-to-face LSUA section, and
- 163 students enrolled in three 15-week online sections

on the census days for fall 2018 and spring 2019. A total of 504 (78%) out of the 648 students were assessed for SLOs as shown in Table 5. Note that no sections of PSYC 2070 were offered at the LSU Lab School, at high school dual enrollment locations below 50% of a program, at Lafayette General Orthopedic Hospital, or accelerated 8-week online. Students did quite well scoring above the 70% benchmark in all outcomes (see Table 5). Aggregating the data, students scored an 89% overall for outcome 1; an 85% for outcome 2; and a 90% for outcome 3. As Table 5 indicates, students at all sites and online scored above the minimum 70% for all outcomes.

SLO Description	Overall	LSUE	LSUA	Online
Overall	89	90	85	83
1. major theoretical perspective in developmental psychology	89	90	87	87
2. critical concepts in developmental psychology	85	89	87	71
3. the relative contributions of heredity and environment to critical phenomena in developmental psychology	90	90	82	92
Total number of students tested	504	379	21	104
Total number of sections	10	6	1	3

Longitudinally, results since AY 2013-2014 indicate that performance on SLOs has increased exceeding the mean in three out of the four scores. PSYC 2070 SLO Reporting Forms are included for a spring 2019 [face-to-face LSUE](#) section and a fall 2018 [15-week online](#) section.

Student Learning Outcomes	13-14	14-15	15-16	16-17	17-18	18-19	Mean
Overall	76	89	87	91	90	89	87.0
1. major theoretical perspective in developmental psychology	77	90	89	93	93	89	88.5
2. critical concepts in developmental psychology	76	87	85	95	90	85	86.3
3. the relative contributions of heredity and environment to critical phenomena in developmental psychology	76	89	84	86	88	90	85.5
Total number of students tested	230	307	455	192	392	504	346.7

Given that the observed score of

- 81% > the established benchmark of 70% for PSYC 2000,
- 81% > the established benchmark of 70% for PSYC 2060, and
- 89% > the established benchmark of 70% for PSYC 2070

this objective is met.

- [9-17-19 email from LSUA PSYC 2000 Instructor](#)
- [PSYC 2000 SLO Reporting Form C1 SP19](#)
- [PSYC 2000 SP 19 Dual Enrollment SLO Reporting Form](#)
- [PSYC 2000 SP 19 FF SLO Reporting Form](#)

-  [PSYC 2060 SLO Reporting Form Sp 19 Face-to-Face](#)
-  [PSYC 2070 15-week Online SLO FA 18.Trant](#)
-  [PSYC 2070 FF SP 19 SLO Reporting Form](#)

### Improvement Plan/ Changes Made

Even though the results indicate that the benchmarks were met, the following improvements were noted by the faculty.

#### PSYC 2000:







- [Face-to-Face at LSUE](#): monitor performance with new book and increase interaction with students.
- [8-week Accelerated Online](#): less reliance on exam scores and increase student interaction.
- [High School Dual Enrollment](#): Provide review and stress the importance of turning in assignments.

**PSYC 2060:** The faculty member will increase the use of online resources for outcomes 1 and 3 and restructure the lecture and assignments on outcome 2.

#### PSYC 2070:

- [15-week online](#): increase use of interactive forums.
- [LSUE Face-to-face](#): monitor student achievement given the new book and work to have more interaction with students.

Completed by Paul Fowler on 10/1/19.

-  [PSYC 2000 SLO Reporting Form C1 SP19](#)
-  [PSYC 2000 SP 19 Dual Enrollment SLO Reporting Form](#)
-  [PSYC 2000 SP 19 FF SLO Reporting Form](#)
-  [PSYC 2060 SLO Reporting Form SP 19 FF](#)
-  [PSYC 2070 15-week Online SLO FA 18.Trant](#)
-  [PSYC 2070 15-week Online SLO FA 18.Trant](#)
-  [PSYC 2070 FF SP 19 SLO Reporting Form](#)

### 3.52: 18-19 GE-Sociology

**Start:** 11/1/2018

**End:** 10/31/2019

**Progress:** Completed

**Provided By:** Liberal Arts

### Objective With Intended Outcomes

Students will successfully complete their general education coursework developing competencies in the sociology of their choice.




This objective 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 [Fall 2018 syllabus for SOCL 2001](#) is attached.

The [Fall 2018 syllabus for SOCL 2501](#) is attached.

Note that the faculty member did not correctly cite general education #5 for social sciences again in [AY 2018-2019 syllabus](#). The Director of IE corrected it again for AY 2019-2020.

-  [Fowler Revised Syllabus Sociology 2001 spring 2020](#)
-  [Syllabus Sociology 2001 Fall 2018](#)
-  [syllabus Sociology 2501 Fall 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: learning outcomes will be assessed using 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 2017-2018, this objective was met.

For AY 2018-2019, there were a total of

- 168 students enrolled in four face-to-face sections at LSU Eunice,
- 199 students enrolled in four 15 week online sections, and
- 11 students enrolled in two 8 week accelerated online sections

on census days for the fall 2018 and spring 2019 semesters for a total of 381 students. Note that no course sections of SOCL 2001 or SOCL 2501 were offered at the LSU Alexandria site, the LSU Lab School site, or at any dual enrollment off-site location offering between 25% and 49% of a program. A total of 349 (92%) of the 381 students were assessed using internally created

SLO document for the SOCL 2001 and SOCL 2501 courses (see Table 1).

SOCL 2001 and 2501 SLO Results by Site AY 2018-2019 in Percentages.				
SLO Description	Overall	LSUE	15-week Online	8-week Accelerated
Overall	87	86	89	79
A. Theoretical perspectives in Sociology	89	87	92	72
B. Application and critical thinking in sociology	85	84	86	83
Total number of students tested	349	167	171	11
Total number of sections	10	4	4	2

Students performed well on the SLOs achieving an 87% overall, an 89% on outcome A and 85% on outcome B. Students at the LSUE face-to-face, the 15 online, and the 8 week accelerated performed above the 70% benchmark.

In addition, the face-to-face and 15-week online sections gave a pretest and posttest. The results were as follows:

15-week face-to-face - pretest = 54%, posttest = 86%

15-week online - pretest = 56%, posttest = 89%

SLO reports from [15-week face-to-face](#) at LSUE, [15-week](#) online, and [8-week accelerated](#) are provided for documentation.

Since the observed score of 87% > the benchmark of 70%, the objective is met.

- [SLO Fa 18 SOCL 2001 15-Week Online](#)
- [SLO Fa 18 Sp 19 Combined SOCL 2501 8-wk Accelerated](#)
- [SLO Sp 19 SOCL 2001 LSUE Face-to-Face](#)




#### Improvement Plan/ Changes Made

Even though the outcomes were met, faculty reported the following in an effort to improve:

- [Face-to-face](#): encourage questions.
- [15-week online](#): provide comprehensive reviews
- [8-week accelerated](#): provide students with a sample paper to demonstrate APA style.

In addition, the Director of Institutional Effectiveness encourages the faculty to have a conversation about the SLOs for SOCL 2501 since they did not match. For the 8-week accelerated, outcome 1 was matched up with outcome 1 and outcomes 2 and 3 were matched with outcome 2.

Completed by Paul Fowler on 10/9/19.

-  [SLO Fa 18 Sp 19 Combined SOCL 2501 8-wk Accelerated](#)
-  [SLO Fall 2018 SOCL 2001 15-Week Online](#)
-  [SLO Sp 19 SOCL 2001 LSUE Face-to-Face](#)

### 3.53: 18-19 GE-Political Science

**Start:** 11/1/2018

**End:** 10/31/2019

**Progress:** Completed

**Provided By:** Liberal Arts

#### **Objective With Intended Outcomes**

Students will successfully complete their general education coursework developing competencies in American government as required by their curriculum.

This objective will be directly assessed by the student learning outcomes in POLS 2051: American Government.

Upon successful completion of this course, students will:

- Identify the roles and powers of the Executive, Legislative, and Judicial branches of government.
- Correctly answer questions related to theories, events, and issues covered in class.
- Demonstrate the ability to analyze historic material.

The [fall 2018 accelerated \(eight week\)](#) online session syllabus is attached for reference.

-  [POLS 2051 Fall 2018 Term C Course Syllabus 8.3.18](#)

#### **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:

- 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.
- midterm exam.
- 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 2017-2018, this objective was met.

In AY 2018-2019, a total of 93 students were enrolled in the four sections of POLS 2051 for fall 2018 and spring 2019 census days. Three of the sections were online accelerated (eight week) totaling 66 students and one section was face-to-face with 27 students enrolled.

A total of 78 (83.9%) of the students were assessed. For the face-to-face course:

Overall = 82%

- Roles and Powers = 83%
- Theories, events, and issues = 90%
- Historical Material = 89%
- n = 23

For the three online accelerated eight week sessions:

Overall = 85%

- Roles and Powers = 87%
- Theories, events, and issues = 88%
- Historical Material = 89%
- n = 55

Overall - all sections combined:

Overall = 84%

- Roles and Powers = 86%
- Theories, events, and issues = 89%
- Historical Material = 78%
- n = 78

Since the observed overall score of 84% > the established benchmark of 70%, this objective is met.

See an example of a completed [SLO Reporting Form](#).

-  [POLS 2051.C1 Fall 2018 Liberal Arts Reporting Form Learning Outcomes](#)

### **Improvement Plan/ Changes Made**

While the students did very well on the SLOs, the instructor reported that he is making an effort to:

- stress submitting assignments
- enhance instruction and review with the students
- provide additional study resources.

### **3.54: 18-19 GE ENGL from College Reading (UNIV 0008)**

**Start:** 11/1/2018

**End:** 10/31/2019

**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 composition course at rates that approximate national averages after successfully completing developmental reading (UNIV 0008).

Pathways students are students needing developmental coursework in every subject area 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 was discontinued in fall 2017 and is no longer available.**

#### **Internal Indirect Assessment**

Note methodology change to parallel the National Center for Education Statistics (NCES). The indirect assessment of student learning is calculated by generating the success rate (D or higher) in the first GE English composition course after successfully completing the DE reading course (UNIV 0008) with a C or better. The report tabulates the various metrics from DE reading course (UNIV 0008) through GE courses regardless whether a student took the courses **face-to-face (LSUE or off-site) or online**. The NCES provides the methodology and benchmark. The 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 2013-2014 will be examined during this assessment cycle.

Benchmarks established by the NCES using the total: This includes students completing the DE reading course (student obtains



a C or higher in UNIV 0008):

- 85.3% enrolled in the first college level GE English composition course.
- 77.5% earned credit from the first GE English composition course (D or higher).

Note: The Louisiana Board of Regents has no reading requirement for enrollment in college in the State of Louisiana.

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> (see "completed all" in Table 4).

### Assessment/Evaluation Results (Progress Report)

For AY 2017-2018, this objective was tentatively met using social science, humanities, and biology courses as opposed to registration and success in the first GE English composition course.

For AY 2018-2019, this objective was completed using registration and success in the first GE English composition course (ENGL 1001). This indirect section focuses on new first-time students entering DE reading in AY 2013-2014 with their success rates analyzed over a six-year period similar to the NCES. Table 1 shows that 150 students registered for the reading course with 122 (81%) students successfully completing it. A total of 110 (90%) out of the 122 enrolled in their first GE English composition course. From the 122, 101 (83%) earned any credits by completing the English course with a D or higher.

AY	Enrolled DE Reading	Completed DE Reading with a C or Higher	Enrolled GE English	Completed GE English with a D or Higher	Percent Enrolled in GE English	Percent Earning Credits in GE English
1314	150	122	110	101	90.2	82.8

Next, Table 2 breaks out the data from Table 1 by whether the student was a Pathways student (needing developmental coursework in all subject areas) or not. The data indicates that Pathways students have slightly higher levels of enrollment and earning credits in the first GE English composition compared to Non-Pathways students.

Student Group	Completed DE Reading 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	85	78	71	91.8	83.5
Non-Pathways	37	32	30	86.5	81.1
Total	122	110	101	90.2	82.8

Given that the observed results

- that 90.2% of registration of the first GE English composition > the NCES benchmark of 85.3%, and
- that 82.8% earn some credits in the first GE English Composition > the NCES benchmark of 77.5%

Objective 3.54 is met.

### **Improvement Plan/ Changes Made**

Monitor data as this is the first iteration of this objective comparing success in developmental reading to registration and success in the first GE English composition course.

Completed by Paul Fowler on November 12, 2019.

### **3.55: 18-19 GE-Geography**

**Start:** 11/1/2018

**End:** 10/31/2019

**Progress:** Completed

**Provided By:** Liberal Arts

### **Objective With Intended Outcomes**

Students will successfully complete their general education coursework developing competencies in Human Geography - World Regional Geography as required by their curriculum.

This objective will be directly assessed by the student learning outcomes in GEOG 1001: Human Geography - World Regional Geography.

Upon the successful completion of this course, students will:

1. describe countries in terms of their physical, economic, demographic, and socio-cultural features.
2. apply empirical and scientific methods in basic and elementary fashion to illustrate an understanding of geography.
3. demonstrate an understanding of social responsibility, how the geography of a country affects the economic and socio-cultural beliefs and actions of individuals, groups, institutions, and events in that country.

The [fall 2018 syllabus](#) used at the LSU Lab School is attached for reference. The student learning outcomes (SLOs) are in red.

-  [GEOG 1001 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:

1. Unit exam
2. Map exam
3. 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.

GEOG 1001 was chosen to represent student learning since it is the only course at the LSU Lab School in Fall 2018.

### **Assessment/Evaluation Results (Progress Report)**

For AY 2017-2018, this objective did not exist.

For fall 2018, this course was offered at the LSU Lab School with a total of 65 students enrolled on the 14th day. All students present for the assessments took them; however, some were absent and the assessments were not made up. The results were:

SLO 1: mean = 81.2%, n = 58

SLO 2: mean = 98.5%, n = 64

SLO 3: mean = 90.5%, n = 60

Overall: mean = 87.9% (weighted), n = 61 (averaged).

The [data suggests that students](#) did very well on the SLO questions in each case. Given that the observed mean of 87.9% > the established benchmark of 70%, the objective is met.

-  [Final w means revised GEOG SLO Fall 2018](#)

### **Improvement Plan/ Changes Made**

The instructor reported the following improvements would be made:

SLO 1: Efforts will be made to encourage students to keep up with assigned readings to enhance their understanding and enrich class discussions.

SLO 2: Efforts will be made to assist students in analyzing data as it relates to human geography.

SLO 3: Student will be introduced to the UN Global Goals and will have the opportunity to meet students from other countries

## 9.1: General Education Economics

**Start:** 11/1/2018

**End:** 10/31/2019

**Progress:** Delayed  
**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 in 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 2017-2018, this objective was met subject to monitoring some specific SLOs where students scored below a 70%.

For AY 2018-2019, there were a total of 86 students enrolled in the ECON 2000 course with 69 (80%) of the students being assessed as shown in Table 1. Students in the eight-week online accelerated courses scored slightly below those in the 15-week online courses; however, both exceeded the 70% benchmark. Note that no sections were offered at the LSUE site, the LSUA

site, at any dual enrollment site, at the LSU Lab School, or at Lafayette General Orthopaedic Hospital.

Table 1. ECON 2000 AY 2018-2019 SLO Results as a Percentage.

ECON 2000 SLO Descriptions	Overall	Online 15 Wk	Accelerated 8 Wk
Overall	79	80	75
A. Demonstrate knowledge of demand and supply.	81	84	75
B. Demonstrate knowledge of production costs and market structures.	76	77	17
Total number of students tested	69	52	17
Total number of sections for AY	5	3	2

Longitudinally, Table 2 indicates that students for AY 2018-2019 slightly outperformed students in AY 2017-2018. Note that SLOs were assessed in a different fashion prior to AY 2017-2018 so comparisons could not be made.

Table 2. Longitudinal SLO Results for ECON 2000 by Academic Year as a Percentage.			
ECON 2000 SLO Descriptions	17-18	18-19	Mean
Overall	77	79	78
A. Demonstrate knowledge of demand and supply.	81	81	81
B. Demonstrate knowledge of production costs and market structures.	72	76	74
Total number of students tested	39	69	54

For AY 2018-2019, the overall was slightly above the mean from AY 2017-2018.

For ECON 2010, there were a total of 51 students enrolled for AY 2018-2019 with 27 (53%) of them being assessed (see Table 3). Unfortunately, one 15-week online section with 21 students was not assessed. As before, there were no face-to-face sections offered at the LSUE site, the LSUA site, at any dual enrollment site, at the LSU Lab School, or at Lafayette General Orthopaedic Hospital.

Table 3. ECON 2010 AY 2018-2019 SLO Results as a Percentage.			
ECON 2010 SLO Descriptions	Overall	Online 15 Wk	Accelerated 8 Wk
Overall	82	83	81
A. Demonstrate knowledge of macroeconomic fundamentals.	78	80	75
B. Demonstrate knowledge of fiscal policy and the public sector.	85	85	87
C. Demonstrate knowledge of money, banking, and monetary policy.	82	82	81
Total number of students tested	27	12	15
Total number of sections for AY	3	1	2

The results for the 27 online students indicated that they scored an 82% overall. Longitudinally, Table 4 breaks out the data for the two academic years showing that students scored higher in AY 2018-2019 and eliminated the concern about two of the objectives scoring below 68%.

Table 4. Longitudinal SLO Results for ECON 2010 by Academic Year as a Percentage.			
ECON 2010 SLO Descriptions	17-18	18-19	Mean
Overall	71	82	76.5
A. Demonstrate knowledge of macroeconomic fundamentals.	75	78	76.5
B. Demonstrate knowledge of fiscal policy and the public sector.	68	85	76.5
C. Demonstrate knowledge of money, banking, and monetary policy.	68	82	75
Total number of students tested	26	27	26.5

Given that the observed score for ECON 2000 = 79% and the observed score for ECON 2010 = 82 > the established benchmark that will transfer to other institutions of higher education = 70%, this objective is met.

Completed by Paul Fowler on February 18, 2020.

**Improvement Plan/ Changes Made**

Incomplete.



## GE 6. Art

### General Education Description

An LSU Eunice graduate will demonstrate an aesthetic and historical understanding of the arts.

**Start:** 11/1/2018

**End:** 10/31/2019

**Progress:** Ongoing

**Providing Department:** Academic Affairs

### Related Items

 **3.61: 18-19 GE-Art**

**Start:** 11/1/2018

**End:** 10/31/2019

**Progress:** Completed

**Provided By:** Liberal Arts

### Objective With Intended Outcomes

Students will successfully complete their general education coursework developing competencies in art as required by their curriculum.

This objective will be 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 2018](#) face-to-face at the LSU Eunice Site
- [ART 1440 Fall 2018](#) online accelerated eight week course
- [ART 1440 Fall 2018](#) online 15 week course.
- [ART 2470 Spring 2019](#) face-to-face at the LSU Eunice Site

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 Fall 2018 15-week Online](#)
-  [ART 1440 Fall 2018 Accelerated](#)

-  [ART 1440 Fall 2018 LSUE Face-to-Face](#)
-  [ART 2470 Spring 2019](#)

### **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 of 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 posttest exceeding the pretest is considered successful.

### **Assessment/Evaluation Results (Progress Report)**

For AY 2017-2018, this objective was met.

For AY 2018-2019, there were

- 105 students enrolled in 4 sections of face-to-face sections at LSU Eunice,
- 122 students enrolled in 4 15-week online sections,
- 138 students enrolled in 5 8-week accelerated online sections, and
- 21 students enrolled in 2 sections at a dual enrollment site offering < 50% of a program.

for a total of 386 students enrolled in the three courses on the census day for fall 2018 and spring 2019. Please note that no art sections were offered at LSU Alexandria, LSU Lab Dual Enrollment High School, or at the LG Orthopedic Hospital. A total of 301 (78%) students were assessed achieving a 90% overall (see Table 1).



Table 1. Art History SLO Results by Site AY 2018-2019 in Percentages.					
Art History SLO Description	Overall	LSUE	Dual Enr < 50%	15-week Online	8-week Online Accelerated
Overall	90	88	95	93	87
1. Correctly identify by period, culture, and style works of art covered in lectures.	85	90	95	95	90
2. Correctly identify the works of art and architecture covered in lectures.	85	87	95	95	84
Total number of students tested	301	74	21	94	112
Total number of sections	15	4	2	4	5

Students also achieved an 85% on outcome 1 and an 85% on outcome 2 (see Table 1). Students at all locations scored above the 70% benchmark with the 84% being the lowest score from 8-week accelerated students for outcome 2. Faculty believed that this is due to the pace at which the 8-week online accelerated course moves. Nevertheless, the 8-week online accelerated students did exceed the benchmark for all outcomes.

Next, Table 2 details the longitudinal data since AY 2014-2015. Data seems to be fluctuating somewhat, much as it did in AY 2016-2017. Given that, the scores for AY 2018-2019 exceed the 70% as previously mentioned.

Table 2. Longitudinal SLO Results for Art History by Academic Year as a Percentage.						
Student Learning Outcomes	14-15	15-16	16-17	17-18	18-19	Mean
Overall	87	87	85	93	90	88.4
1. Correctly identify by period, culture, and style works of art covered in lectures.	89	91	86	93	85	88.8
2. Correctly identify the works of art and architecture covered in lectures.	86	84	84	92	85	86.2
Total number of students tested	182	177	309	343	301	262.4

For outcome 3, a pretest post-test design was used to indicate the growth of knowledge as a result of taking the courses. As [Table 3 indicates](#), the average mean gain was 58 percentage points overall with a 53 percentage point gain for outcome 1 and a 54 percentage point gain for outcome 2. The face-to-face sections at LSU Eunice averaged a 57-point gain while the regular term online sections had a mean gain of 70 points and the 8-week online accelerated course had 47-point gain. Note that the dual enrollment was not required to give the pretest due to time constraints.

A [15-week online student learning outcome report](#) is attached as evidence.

Given that the observed score of 90% > the established benchmark of 70%, this objective is met.

-  [Online SLO Report Fa 18 ART 1440 sect. 26](#)
-  [Table 3 ART Pre and Post Test Results AY 18-19](#)

#### **Improvement Plan/ Changes Made**

Even though the outcomes were met, the faculty believe they can improve by encouraging students to use the study aids (see SLO reporting form for the [15-week online](#) sections and the [October 11, 2019 email](#) for the face-to-face and for the 8-week accelerated sections).

Completed by Paul Fowler on 10/10/19.

-  [10-11-19 email from ART Instructor](#)
-  [Online SLO Report Fa 18 ART 1440 sect. 26](#)

#### **3.62: 18-19 GE-Art (Music Appreciation)**

**Start:** 11/1/2018

**End:** 10/31/2019

**Progress:** Completed

**Provided By:** Liberal Arts

#### **Objective With Intended Outcomes**

Students will successfully complete their general education coursework developing competencies in art as required by their curriculum.

In this case, students have elected to take the Music Appreciation Course (MUS 1751). This general education outcome is supported by the student learning outcomes (SLOs) in the MUS 1751 course. Upon successful completion of this course, the student will:

1. Develop a fundamental music vocabulary
2. Recognize the effect of music on society and history
3. Identify general characteristics of the major music style periods

These three student learning outcomes are based on the outcomes given in the syllabus for MUS 1751 (Music Appreciation). An example of the [course syllabus for Spring 2019](#) is provided for MUS 1751.

-  [MUS 1751 Syllabus SP 19](#)

### 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**.

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 2017-2018, this objective was met.

For AY 2018-2019, there were a total of 488 students enrolled in 18 sections of MUS 1751 on the 14th day of the fall and spring semesters. A total of 439 (90%) were assessed for SLOs during the two semesters achieving an 89% overall with a 91% on outcomes 1, an 89% on outcome 2, and an 87% on outcome 3 (see Table 1). Overall, students across all sites and online methodologies did quite well, especially given the fact that 90% of the students enrolled on the 14th day were assessed in the course.

MUS 1751 SLO Description by Site	Overall	LSUE	Dual Enr < 50%	LSUA	LSU Lab	Online	Accelerated
Overall	88	92	80	79	100	91	80
1. Develop a fundamental music vocabulary	91	93	81	79	100	94	88
2. Recognize the effect of music on society and history	89	93	79	83	100	91	82
3. Identify general characteristics of the major music style periods	87	91	79	74	100	90	77
Total number of sections	18	2	1	2	1	9	3
Total number of students tested	439	17	26	22	1	310	63




Longitudinally, students performed just below AY 2017-2018 and just below the overall mean (see Table 2). Given the slight decrease, students at all sites met the benchmark for all outcomes.

Table 2. MUS 1751 Longitudinal Data as Percentages.					
MUS 1751 SLO Description	15-16	16-17	17-18	18-19	Mean
Overall	92	92	90	88	90.5
1. Develop a fundamental music vocabulary	91	90	91	91	90.8
2. Recognize the effect of music on society and history	94	93	91	89	91.8
3. Identify general characteristics of the major music style periods	93	93	90	87	90.8
Total number of students tested	208	309	388	439	336.0

Given that the observed score of 88% > the established benchmark of 70%, this objective is met.

### Improvement Plan/ Changes Made

Even though students did quite well, the faculty thought they might additionally assist students by doing the following:

- online: creating worksheets to supplement concepts in reading and contacting those scoring a 0 or not participating in tests (see [SLO reporting sheet](#) from one of the online instructors),
- dual enrollment < 50%: Instructor may look at alternate ways of presenting concepts for one SLO and spending additional time on another (see [SLO reporting sheet](#) from the dual enrollment instructor with program < 50%), and
- LSU Lab School: include rough drafts, more discussion, and incorporate listening examples (see [SLO reporting sheet](#) from the LSU Lab School instructor)
-  [MUS 1751 F18 SLO Data Report from Online](#)
-  [MUS 1751 SP19 SLO Report from LSU Lab](#)
-  [MUS 1751 Sp 19 SLO Report from Dual Enrollment](#)