LSUE

May 7, 2021

Compiled by Paul Fowler (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 annual process of institutional effectiveness (IE), the effort to 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. The text in many places in Sections IX and X may say "see PDF documents below". This comment refers to attachments that are included as documentation for SACSCOC IE Reviewers. The attached documents do not download with the report for security reasons. SACSCOC Reviewers will use the electronic version of this report that does contain hyperlinks to the documentation.

The document is divided into a number of sections.
- Sections I through VI follow the IE summary documents (Section VII) as they moved up through administration. This includes Administrative Council (Sections IV and V) and the Chancellor's Cabinet (Sections I through III). The Chancellor's Cabinet affirms that LSU Eunice is meeting its mission and strategic goals in Section I (see highlighted passage) after reviewing supplemental information on objectives that were not met (see Section II). This included some additional language on accountability and the need for strategic planning that is currently underway.
- The Summary Planning Forms from each department are contained in section VII while a listing of LSU Eunice's Strategic Goals and the linkages to each departmental goal and unit objective is contained in Section VIII. Specific language for each objective, assessment plan, progress report, and improvement plan are omitted from this section, but are included in Sections IX and X.
- The detail for each department's Assessment Plan Objectives and Goals and how they relate to the Strategic Goals are contained in Section IX. 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 includes 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 X details the General Education Outcomes and 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 level.

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

May 7, 2021

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I. Chancellor's Cabinet March 23, 2021 Partial Meeting Minutes

Chancellor's Cabinet Partial Meeting Minutes
March 23, 2021

Chancellor's Report
- Great meeting w/ Ochsner, Legislators, area Chancellor's and board members, etc. to promote and highlight LSUE partnership with OLGH and upcoming partnerships. It also highlighted the quality programs we provide the area as well as ROI of private business/state funding through LSUE. They also toured the LSUE/OLGH Surg Tech facility and were able to speak about future expansions in allied health.
- It was good that they were able to highlight the partnerships across the LSU system and private business as well.
- Student Testimony video that day was very well received.
- I will be sharing a letter by Board Chair, Robert Dampf to all. His letter has expressed his dismay that our former LSU president has helped to portray our state as having a poor moral standard.
- SWIM Digital will be on campus 2 days next week. The meeting invites will go out this week and are mandatory.
- Bengal Day was great! I was super impressed with the Bengal Ambassadors. The tours, department sessions, presentations, and activities were well planned and received.
  - Kyle – Shout out to facilities for their help in the early hours set up.
- Shout out to John, Carey, Dotty, Joe, Lisa, and Renee for their work on the BlueCross BlueShield grant. They were able to get it completed this weekend. This grant will provide $1 million to support expansion of evening/weekend programs in allied health.
- Last week I met with Don Reber and Clint Bischoff. Clint is the incoming Campus Board of Advisors president. We will be kicking off with a meeting in April. Clint's relative had a wonderful testimonial that LSUE is the AAA farm team for preparation of students going into pre-med fields (dentistry, pharmacy, vet, etc)
- Travis and I went to the Lions Club meeting last week to present. Had a couple speak with us about their son who is in Physical Therapy field. He was the only student from Louisiana accepted at UT at Austin. He credits his time/preparation at LSUE for his continued success.
- Our website is constantly being tweaked and updated. However, we know it is still clunky and simply adequate. We will be emphasizing lots of updating over the coming months.

Institutional Effectiveness
- PS 65.2 was presented to cabinet as having had no public comments turned in. It has been approved to post.
- Dr. Fowler moved on to discuss the IE memo and list of objectives that were not met in AY 2019-2020. This document was sent out right after the last Cabinet Meeting. He mentioned that all objectives, met or not, are required to have an improvement plan. He asked Cabinet and Extended Cabinet if there were any questions. He then made the motion that, based, in part, on evidence from Intuitional Effectiveness, LSU Eunice met its strategic goals and mission in AY 2019-2020. The evidence was from the Summary Reporting Forms discussed at Administrative Council on February 23, 2021 and the list of objectives not met sent to Cabinet and Extended Cabinet on March 16, 2021 and reviewed today. There were no objections.
- The Chancellor noted, and Fowler agreed, that taking time for institutional accountability was the right thing to do moving forward and would strengthen the institution. This included taking time to examine, revise, improve, and perhaps rewrite some of the objectives from AY 2019-2020. The strategic planning initiative that is currently underway also speaks toward accountability, transparency, and continuous improvement in order to strengthen LSU Eunice in the future.

II. Supplemental Information Provided to Cabinet on Institutional Effectiveness Outcomes that were not Met

LSUE

EUNICE

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

Date: March 15, 2021

To: Chancellor's Cabinet

From: Dr. Paul Fowler, Director of Institutional Effectiveness and
               Accreditation

Re: Affirming that LSU Eunice is Meeting the Mission and Strategic Goals

This memo and attached documents are a follow up to the discussion in last week's Cabinet meeting on whether or not LSU Eunice is meeting its mission and strategic goals. In AY 2019-2020, LSU Eunice had 201 measurable general education or assessment plan objectives used to measure effectiveness. Rather than examine all 201 objectives, it was decided some time ago to complete one page summaries and then forward them to Administrative Council for consideration. The summary forms were presented to the Council on February 23, 2021 with that body accepting them and forwarding them to Cabinet for consideration.

As a final step, the Chancellor's Cabinet is then charged with determining if LSU Eunice's mission and strategic goals are being met based on the Summary Forms reported to Administrative Council. Rather than examining the Summary Forms a second time, the Chancellor asked for a document detailing the objectives that <u>were not met</u> along with improvement plan for each. A summary in table is attached to this memo with that information for AY 2019-2020. The table includes a shortened objective, progress report, and improvement plan along with whether the objective was met the year before (AY 2018-2019) and if there was a possible CV-19 influence.

The Chancellor's Cabinet is asked to determine if they believe that the mission and strategic goals were met in AY 2019-2020 based, in part, on the Institutional Effectiveness documents and those objectives not met along with their improvement plans contained in this memo.

Please contact me if you have any questions.

Thank you for your attention on this matter as AY 2019-2020 Institutional Effectiveness ends.

Department	Objective Number	Objective	AY 2018-2019	AY 2019-2020 Assessment/Evaluation Results (Progress Report)	Improvement Plan/ Changes Made	Covid Influence?
AA/LT	5.4	Placement or continuing education	Tentatively Met	18.2% of the 33 students were either employed or were continuing their education. Since 18.2% < 57.7% and that 75.8% of the graduates could not be contacted, the data is inconclusive.	Note that the Dean of Liberal Arts resigned and did not offer an improvement plan.	N
Academic Affairs	1.1	Academic Advising-Faculty	Tentatively Met	A total of 29 (48.33%) out of 60 eligible faculty members completed the spring 2020 Faculty Survey. The results of the survey indicated an average of 3.70 < 4.0 (satisfied), this objective is not met.	Monitor the results given that number of respondents does not quite meet 30 given normalization issues.	?
Admissions and Recruitment	2.1	Increase Unduplicated enrollment headcount	Met	Enrollment for fall 2019 was 2,989 < 3,232 (i.e. enrollment did not remain flat), this objective is not met.	Expand the Enrollment Management Committee to include athletics, foundation, recruiters, and business office. Admissions will work with OIT and Business Office to move the application fee to the back end.	N
Admissions and Recruitment	4.1	Orientation	Met	There was a clerical error that duplicated survey item number 41 in replace of survey item number 42. Student satisfaction with orientation was not measured. Results inconclusive.	The orientation program has moved to a virtual format for AY 2020-2021. Survey item number 42 will be corrected.	N
Admissions and Recruitment	5.1	Increase Fall to Spring New First-Time Full-Time Student Retention	Met	For fall 2019, 678 new first-time full-time students were admitted to LSUE with 530 (78.2%) being retained to spring 2020. Since 78.2% < 82.3%, this objective is not met.	Expand the Enrollment Management Committee to include athletics, foundation, recruiters, and business office. Admissions will work with OIT and Business Office to move the application fee to the back end.	Y
Admissions and Recruitment	5.2	Increase Fall to Fall New First-Time Full-Time Student Retention	Not met	794 new first-time students were enrolled fall 2018 with 398 retained to fall 2019 at LSUE. Since 50.13% < 51.45%, this objective is not met.	Expand the Enrollment Management Committee to include athletics, foundation, recruiters, and business office. Admissions will work with OIT and Business Office to move the application fee to the back end.	N
AS/LT	1.4	Placement or continuing education	Tentatively Met	There were 17 students completing the ASLT (all concentrations) in AY 2018-2019 with none employed and 11.8% of them were continuing their education. Given that the observed value of 11.8% < 67.5% and that 88.2% of the students could not be calculated, the results are inconclusive.	Monitor results since most students could not be contacted.	

Department	Objective Number	Objective	AY 2018-2019	AY 2019-2020 Assessment/Evaluation Results (Progress Report)	Improvement Plan/ Changes Made	Covid Influence?
Cafeteria	1.1	Food Service-Faculty Satisfaction	Not met	29 (48.3%) faculty out of 60 responded to the faculty survey in spring 2020. The faculty rated food service = 3.5 < 4.0, this objective is not met.	A new chef was hired through Chartwells and is offering some new menu items. The shift supervisor noted that she attempts to remedy complaints. The survey does not ask faculty if they eat there. This objective will be monitored.	?
Cafeteria	1.2	Food Service-Staff Satisfaction	Not met	44 (43.1%) of the 102 staff members responded to the spring 2020 Staff Survey. The satisfaction rating was 3.5. Given that the observed value of 3.5 < 4.0, this objective is not met.	A new chef was hired through Chartwells and is offering some new menu items. The shift supervisor noted that she attempts to remedy complaints. Note that the survey does not ask staff if they actually eat there. Monitor into next year.	?
Computer Information Technology	6.3	Retention	Not met	For fall 2018, 17 new students began their coursework for the CIT degree with 4 (23.5%) being retained to fall 2019. Since the observed value of 23.5% < 52.63%, this objective is not met.	The plan was to monitor student progress and reach out to those with poor attendance or poor grades, utilize the Student Success Center's workshops, and use "show your presence" in online courses. The program coordinator has been advised to document her efforts.	N
Criminal Justice	1.2	Retention	Met	For fall 2018, 24 new students began their coursework for the CJ degree with 10 (41.7%) retained to fall 2019. Since 41.7% < 43.55%, this objective is not met.	The improvement plan for AY 2019-2020 is incomplete because the interim coordinator left office in August 2020 without completing any of the IE work.	N
Criminal Justice	1.3	Placement or continuing education	Met	None of the five graduates from AY 2018-2019 were employed in the field and 20% of them were continuing their education. Since 20% < 54.5% and given the low n, the results are inconclusive.	Monitor into next year given that three out of five students could not be contacted.	N
Disability Services	1.2	Include Disability Services information on course syllabi	Not met	The audit of course syllabi audit that usually takes place in late spring did not occur in spring 2020 due to COVID. Results are inconclusive.	The assessment will be conducted in Spring 2021.	Y
Dual Enrollment & LSUE Academy	1.3	LSUE Academy Fall to Spring Retention	Met	90 Academy students were admitted for Fall 2019 with 86 (95.5%) retained to Spring 2020. Since 95.5% < 96.67% of students retained from Fall 18 - Spring 19, this objective was not met.	First time students will continue to be required to enroll in and attend UNIV 1000 Freshman Seminar. Students will attend tutoring, meet with faculty, and/or complete assignments.	?

Department	Objective Number	Objective	AY 2018-2019	AY 2019-2020 Assessment/Evaluation Results (Progress Report)	Improvement Plan/ Changes Made	Covid Influence?
Dual Enrollment & LSUE Academy	1.4	LSUE Academy Fall to Fall Retention	Met	90 new first time Academy students were admitted in Fall 2019 with 37 students classified as an 11th graders and eligible to return with 31 (83.7%) being retained to Fall 2020. Since 83.7% < 87.5%, this objective was not met.	First time students will continue to be required to enroll in and attend UNIV 1000 Freshman Seminar. Students will attend tutoring, meet with faculty, and/or complete assignments.	?
Dual Enrollment & LSUE Academy	2.1	Increase Enrollment	Met	Since the observed number of unduplicated DE students enrolled for Fall 2019 = 374 < 446 unduplicated students for Fall 2018 and the observed number of credit hours enrolled for Fall 2019 = 1632 < 1660 for Fall 2018 this objective was not met.	The director will hold online Zoom DE informational meetings for students and parents prior to open enrollment, create new DE partnerships, and revise DE procedures to improve communication with current and potential DE students.	Y
Finance	2.1	Budget Review-Faculty	Not met	The spring 2020 faculty survey was send out with 29 (48.33%) out of 60 responding. The department heads are then to work with faculty in their individual areas on budgets. Since the observed score on question 40 of 3.3 < 3.8, this objective is not met.	Two reasons were possible with the first was moving all personnel off-campus during the Covid-19 quarantine that lasted from 3/13/20 - mid May 2020. Next, the budget request was sent out late - June 1, 2020 when it is usually sent out in March or April. Monitor into 2021.	N
FES (AAS) & FST (CTS)	2.1	Professional Competency	Met	This objective was delayed because the interim coordinator left office in August 2020 without completing any of the IE work.	n/a	N
FES (AAS) & FST (CTS)	2.3	Employment	Met	Nine students graduated from the FES (AAS) in AY 2018-2019 with 55.6% being employed. Since 55.6% < 84.5% and 33.3% of the students could not be contacted, this objective is not met.	Monitor results given the low n = 9 students.	N
General Studies	7.3	Retention	Met	For fall 2018, 72 new students began the AGS degree with 28 (38.9%) being retained to fall 2019. Since 38.9% < 42.69%, this objective is not met.	Note that the Dean of Liberal Arts resigned and stepped back into the classroom on July 31, 2020. She did not offer any further text as improvement.	N
General Studies	7.4	Placement or continuing education	Met	87 students graduated from AGS in AY 18-19 with 33.3% were either employed or continuing their education. Since 33.3% < 51.0% and 61% of the students could not be contacted, the results are inconclusive.	Note that the Dean of Liberal Arts resigned and stepped back into the classroom on July 31, 2020. She did not offer any further text as improvement.	N

Department	Objective Number	Objective	AY 2018-2019	AY 2019-2020 Assessment/Evaluation Results (Progress Report)	Improvement Plan/ Changes Made	Covid Influence?
Liberal Arts	3.12	General Education English after Developmental Education English (ENGL 1001 after ENGL 0001)	Met	416 students enrolled in the ENGL 0001 course with 327 (78.6%) completing it in AY 2014-2015. Given that, 274 (83.8%) of the 327 students enrolled in ENGL 1001 and 233 (71.3%) of the 327 successfully completed it with a D or better. Since 83.8% < NCES Benchmark of 85.3% and that 71.3% < NCES Benchmark of 77.5%, objective is not met.	Attempt to have transfer students included in the report. The Director of IE will ask Institutional Research to include transfer numbers in the future.	?
Library	2.1	Increase the Number of Library Visits	Not met	The electronic gate counter data showed a total of 48,548 physical patron visits to the library. This is less than the benchmark of 54,716. Since 48,548 < 54,716, Objective 2.1 is not met.	The objective was not met due to two main factors: The ransomware attack in Fall 2019 and moving to virtual instruction because of COVID-19.	Y
Library	2.2	Increase the Number of Items Circulated	Not met	808 items were circulated. Given that the observed value of 808 < 1,204, Objective 2.2 is not met.	The library staff will continue to promote borrowing privileges, highlight new titles on the front page of the catalog, and collect electronic book data.	Y
LSU Eunice Police and Campus Security	1.1	Install surveillance cameras	Did not complete	This project was delayed to budgetary considerations. The objective will be kept active for AY 2020-2021.	Alternative avenues of funding (grants and or budget reallocations) will be sought to meet this objective.	N
LSU Eunice Police and Campus Security	1.2	Hire Another Full-Time Police Officer	Did not complete	This objective was not met because another officer was not hired and the objective was postponed for budgetary reasons.	Alternative sources of funding (budget reallocations and or grants) will be sought to complete this objective.	N
LSU Eunice Police and Campus Security	3.1	Emergency Response Training	Did not complete	A project on training, revising existing emergency plans, and creating an Emergency Operations Committee for LSUE was in progress. Due to COVID -19, this process was put on hold. As a result, this objective was delayed.	This process will either move forward or alternative means to accomplish this objective will be sought.	Y
Management	7.3	Retention	Met	For fall 2018, 22 new students began the MGMT program with 5 (22.7%) retained to fall 2019. Since 22.7% < 43.64%, this objective is not met.	Faculty noted that they would follow up with students not showing for class or having poor performance, Utilize the Student Success Center workshops, and post information on the Program's Facebook page.	?

Department	Objective Number	Objective	AY 2018-2019	AY 2019-2020 Assessment/Evaluation Results (Progress Report)	Improvement Plan/ Changes Made	Covid Influence?
Pathways to Success	3.2	Fall to Spring Retention	Met	The fall 2018 to spring 2019 retention was examined for all new first-time pathways students with 202 being admitted and 151 (74.8%) (177 at LSUE in fall 2018 with 126 (71.2) retained and 25 at LSUA in fall 2018 with 25 (100%). Since 74.8% < 77.0%, Objective 3.2 is not met.	(1) re-design pathways curricula; (2) develop innovative instructional approaches; (3) enhance academic support programs; (4) re-design UNIV 1005 and UNIV0008; (5) provide quality professional development/support for faculty; (6) improve the academic intervention response time; (7) re-open the coordinator of pathways position; and (8) redesign corequisite courses.	N
Pathways to Success	3.3	Fall to Fall Retention	Met	The fall 2018 to fall 2019 retention data had 202 new first-time students being admitted to the Pathways to Success program in fall 2018 with 85 (42.1%) retained to fall 2019 (LSUA site had 25 in fall 2018 with 5 (20%) retained and LSUE had 177 with 80 (45.2%) retained). Since 42.1% < 47.1%, objective 3.3 is not met.	(1) re-design pathways curricula; (2) develop innovative instructional approaches; (3) enhance academic support programs; (4) re-design UNIV 1005 and UNIV0008; (5) provide quality professional development/support for faculty; (6) improve the academic intervention response time; (7) re-open the coordinator of pathways position; and (8) redesign co-requisite courses.	N
Science & Mathematics	1.1	SLOs Developmental Math (MATH 0001)	Partially met	768 students enrolled in 32 different sections of MATH 0001 results: overall = 69%; outcome 1.1.1 = 70% and outcomes 1.1.2 and 1.1.3 = 68%. Course completion rate = 46.6% during AY 2019-2020. Given that 69% < 70% and that 46.6% < NCES rate of 50%, this objective is not met.	Online and face-to-face formats of MATH 0001 will change the textbook and begin using the same textbook as our modular MATH 0001. During the spring semester, our students converted to fully online courses during the middle of the semester and this definitely affected our students.	Y
Science & Mathematics	4.1	College-level mathematics sequence	Delayed	The first attempt pass rate in the next class in the college-level mathematics sequence was 68% (315 out of 463 students). MATH 1022 after MATH 1021 (n = 71) with a 77.5%. The success rate from MATH 1015 to MATH 1425 (n = 229 students) = 64.6% and from MATH 1021 to MATH 1425 (n = 163) = 68.7% after the first attempt. Since 68.03% < 70%, this objective is not met.	Given the cyber attack in fall and moving all courses online in spring, the recommendation is to monitor.	Y
Science & Mathematics	4.2	BIOL 1001 to BIOL 1160	Delayed	Of the students (n = 272) who passed BIOL 1001, only 43.4% passed BIOL 1160 on their first attempt. Since 43.4% < 50%, this objective is not met.	Given the cyber attack in fall and moving all courses online in spring, the recommendation is to monitor.	Y

Department	Objective Number	Objective	AY 2018-2019	AY 2019-2020 Assessment/Evaluation Results (Progress Report)	Improvement Plan/ Changes Made	Covid Influence?
Student Activities	1.2	Implement outcomes-based campus activities	Not Met	Strategy was to increase quality of campus activities. Data was collected from the AY 2017-2018 and AY 2018-2019 surveys was not utilized to make changes to the AY 2019-2020 student activities assessment plans and objectives. As a result, this objective was not met.	The Student Engagement survey data that was collected in AY 2017-2018 and AY 2018-2019 provide baseline measures that will be used for assessment planning for AY 2020-2021. Note that improving campus activities may prove difficult due to implications from CV-19.	Y
Tutoring	2.1	Require tutoring as an early alert system for Pathways to Success students.	Not met	The number of students referred to the Tutoring Center for math and English could not be retrieved; English attendance is not tracked as there is not a coordinator or person designated to track attendance in the Writing Lab. The Pathways to Success tutoring referral e-mail was not working correctly and was not restored until the end of spring 2020. The numbers provided are from Pathways to Success walk-in or drop-in tutoring visits for spring 2020. Total Tutoring Center visits for spring 2020 (January 1, 2020- March 12, 2020) was 329 with the majority of visits (289) for Math0015. Due to not having effective reporting, for AY 2019-2020, the results for this objective are inconclusive.	Director's note: The Pathways to Success coordinator position needs to be re-opened and funded for adequate tracking of Pathways to Success students. A electronic tracking system for English needs to be developed/purchased to adequately track attendance for tutoring in English. The director has redesigned the Tutoring Coordinator (reopened) position to Tutoring and Retention specialist so that the position requirements involve adequately developing and tracking tutoring and retention best practices.	Y
University Advancement / LSUE Foundation	2.1	Secure resources	Met	Five new scholarship funds were established. Due to COVID-19 fundraising campaign kick-off was unable to be held in Spring 2020 and discussions with healthcare workforce partners have been delayed until fall 2020. Did expand to secure grants from 2 new sources resulting in an additional $35,000. E-team sponsor technology was utilized by LSUE Athletics. Objective not met because $720,833 was raised and is $187,942.33 below goal.	Develop pipeline of 50 scholarship prospects. Set goal of 5 scholarship asks per month. Develop pipeline of 25 Corporate Partners. Make 4 large corporate asks per year. Over $10,000. Renew Eteamsponsor contract and work with coaches to develop strategy for implementation with deadlines and goals.	Y

III. Transmittal of Summary Reporting Forms to the Chancellor's Cabinet

Requests for the Chancellor's Cabinet are taken through email from the Chancellor's Executive Secretary. The email below indicates that the IE documents were transmitted on March 8, 2021 for consideration at the March 9, 2021 Cabinet Meeting.

The agenda…

CABINET AGENDA
March 9, 2021
11:00 A.M., C-213/zoom
https://lsue.zoom.us/j/98182105147

1. Chancellor
    - Welcome
    - Update

2. Facilities
    - Science Building Fume Hood Replacement Project – update
    - STEAM Innovation Center Programming Project – Account Number Needed

3. Institutional Effectiveness
    - Transmittal of the AY 2019-2020 IE Summary Reporting Forms (SRFs) for final disposition…based on the evidence in the SRFs, is
        - LSUE achieving each of its strategic goals?
        - LSUE achieving its mission?
    - Creating departmental objectives, KPIs, and strategies in Cascade…any questions?
    - Spencer from Cascade (Strategic Planning): Please describe the kind of information you'd like to see for each report. Example reports you've shared in the past:
        - QEP formulation
        - LSU Board of Supervisors
        - LA Board of Regents
        - Others?
    - Five policy statements are about ready for Cabinet review. (3, 24, 26, 30, and 42).
    - Strategic Planning - strategic and campus goals (if time permits)

4. Office of Information Technology
    - Classroom Technology Update project
    - Jenzabar Student System updates

5. Area updates

IV. February 23, 2021 Administrative Council Meeting Minutes

<div align="center">
Administrative Council Meeting
Meeting Minutes – February 23, 2021
2:00pm Science Building Room 112 and Zoom
</div>

Dr. Paul Fowler called the meeting to order at 2:00pm. The following individuals were present (in-person and via Zoom): Dr. Paul Fowler, Chancellor Nancee Sorenson, Jacqueline LaChapelle, Stephen Heyward, Donnie Thibodeaux, Dr. Jessica Jones, Dr. Brandon Borrill, Dr. Michael Alleman, Dotty McDonald, Cory Lalonde, Sondra Cormier, Dr. John Hamlin, Dr. Jim Robinson, Dr. Kyle Smith, Jeff Willis, Carey Lawson, Amy Greagoff, Michael Broussard, Cassie Jobe-Ganucheau, Lacey Hamilton, Katherine Tucker, Angela Greaud and Travis Webb. Absent: Joe Cilano

Mrs. Tanva Huval appointed as secretary.

Dr. Fowler had one correction to the minutes of October 30, 2018 (note: no meeting took place for AY 2018-2019 due to delays in completing the documents given the Fifth-Year Interim Report along with COVID-19 in spring 2020 and working remotely) – his title is Director of Institutional Effectiveness, not Research. Dr. John Hamlin moved to accept the minutes of October 30, 2018 with the correction. Dr. Paul Fowler seconded the motion. The motion passed unanimously.

Dr. Paul Fowler, Director of Institutional Effectiveness, explained that the Council would review and have each unit present AY 2019-2020 IE goals and objectives. After being accepted by Administrative Council, the documents are transmitted to the Chancellor's Cabinet for a decision on whether or not LSU Eunice is meeting its strategic goals based on IE documentation.

The following summaries for AY 2019-2020 were presented:

i. AAEEO/Title IX
ii. Academic Affairs
    a. Continuing Education – Lacey Hamilton, the new Director of Workforce Innovation and Continuing Education, mentioned that there are many changes in this area and will be taking a new path; these changes will be addressed.
    b. Dual Enrollment – Sondra Cormier noted that we lost LSU Lab School and Rapides Public Schools; also, the SCA Portal opened up for schools to be able to choose whom they wanted to use for dual enrollment. We were down to 374 students but the good news is that credit hours were up for AY 2019-2020.
    c. Federal/State Grants and Contracts – Joe Cilano was absent; Dr. Fowler gave his recap.
    d. Health Sciences and Business Technology – Dotty McDonald noted that CJ/FES was not met, but a new Program Director has been hired and he is making adjustments.
    e. Liberal Arts – Dr. Fowler commended Dr. Alleman with his assistance in getting SLO's from faculty in a timely manner during AY 2020-2021.
    f. LeDoux Library – Chancellor Sorenson asked if digital usage is included in the numbers; Cassie Jobe-Ganucheau responded that yes, that those numbers are included. Cassie noted that LSU Eunice students prefer hard copies to digital.
    g. LSUE Academy – Jeff Willis asked Sondra Cormier if the high school students enrolled in the LSUE Academy are allowed to play high school sports; the answer is yes.
    h. Sciences and Mathematics – Dr. Fowler asked Dr. Borill if this is the first time that the Physical Science benchmark is met and the answer is, Yes.
iii. Athletics – Jeff Willis noted that GPA's were met by all sports teams except for 2 of them; ways to improve were included increased tutoring.
iv. Business Affairs – Amy Greagoff noted that the Faculty Survey for dining was not met; she thinks this is because faculty taking the survey are selecting neutral. There is a new

chef and new offerings. The Chancellor noted that Starbucks has also updated their grab and go items.

v.   Facilities Services

vi.   Information Technology

vii.   Institutional Effectiveness – Dr. Fowler noted that the second goal's data was updated and an addendum will be made to reflect that it is met. The data was available in late December.

viii.   Institutional Research – Chancellor wanted to commend the entire I.T. Staff on the effective performance by such a small I.T. Team during the cyber-attack and then Covid 19. Dr. Jim Robinson also noted that from a faculty standpoint this is the best I.T. Team we have had.

ix.   LSU Eunice Police and Campus Security – Mr. Cory Lalonde handed out his update since it was not included in the presentation due to other issues present within the department at the same time. It was sent to Dr. Fowler and he will cut and paste it into the report.

x.   Public Affairs

xi.   Student Affairs – Dr. Kyle Smith noted that with the Covid 19 regulations, Student Activities will adjust.

xii.   Student Success Center

xiii.   University Advancement/LSUE Foundation

b.   Dr. Fowler asked if the report is accepted as is and all agreed. Any comments:
- Carey Lawson – we are going in the right direction with the Strategic Plan; we need to focus on the goals with measuring in the right areas.
- Dr. Jessica Jones – Commented that she started in 2018, institutional and departmental goals didn't seem to align and that things were blurry. Some folks in the Student Success Center indicated it often felt like they were just turning their wheels, but now the work we're doing is more purposeful and tangible.
- Jeff Willis – despite the funding situation, we are doing great.
- Chancellor – We are a small but mighty team and there has been so much positive change on our campus. We don't do it for the pay, we are in a transition phase and we are moving forward and on the cusp of doing things the way we want with an outstanding response.
-

c.   Dr. Fowler noted that the planning system is ready to enter data for AY 2020-2021 and the Cabinet will establish the deadlines.

Notes:
- Any missing documentation for AY 2019-2020 needs to be provided. Dr. Fowler has notified those involved.
- Please remember to justify benchmarks
- Improvement Plans are required even if the objective was met
- Do not cut and paste progress reports from last year
- If you need to delete goals and objectives, please let Dr. Fowler know. They must be left in the system for a period of one year in order to complete the IE loop.
- Use caution when using "Monitor Results", site visitors will question its use

Meeting Adjourned at 3:03pm

V. February 23, 2021 Administrative Council Agenda

LSUE

-----Office of-----
The
Chancellor

Administrative Council Meeting
Tuesday, February 23, 2021
Science Building, S-112 at 2 PM
https://lsue.zoom.us/j/92525611645?pwd=dnpWZXJpQVFvYzVRaDhqOUt1SW9sUT09

AGENDA

A. Approval of Minutes of February 8, 2018 – note that no meeting took place in for AY 2018-2019 due to delays in completing the documents given the Fifth-Year Interim Report along with Covid-19 in spring 2020 and working remotely.
B. Chancellor's Comments
C. New Business – The purpose of the meeting is to examine the IE goals and objectives from AY 2019-2020 that departments believe are the most important. After being accepted by Administrative Council, the documents are transmitted to the Chancellor's Cabinet for a decision on whether or not LSU Eunice is meeting its strategic goals based on IE documentation.
   a. Institutional Effectiveness Summaries from AY 2019-2020
      i. AAEEO/Title IX
      ii. Academic Affairs
         1. Continuing Education
         2. Dual Enrollment
         3. Federal/State Grants and Contracts
         4. Health Sciences and Business Technology
         5. Liberal Arts
         6. LeDoux Library
         7. LSUE Academy
         8. Sciences and Mathematics
      iii. Athletics
      iv. Business Affairs
      v. Facilities Services
      vi. Information Technology
      vii. Institutional Effectiveness
      viii. Institutional Research
      ix. LSU Eunice Police and Campus Security
      x. Public Affairs
      xi. Student Affairs
      xii. Student Success Center
      xiii. University Advancement / LSUE Foundation
   b. Why Institutional Effectiveness according to the SACSCOC Standards
   c. The planning system is ready to enter data for AY 2020-2021
D. Old Business
E. Adjournment

VI. Transmittal of AY 2019-2020 Summary Planning Forms to the Chancellor

LSUE

EUNICE

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

Date: December 3, 2020
To: Dr. Nancee Sorenson, Chancellor
From: Dr. Paul Fowler, Director of Institutional Effectiveness and Accreditation
RE: Transmittal of Institutional Effectiveness Summary Reporting Forms (SRFs) to Administrative
         Council

Attached as a PDF you will find the Institutional Effectiveness Summary Reporting Forms for AY 2019-2020. I respectfully ask that an Administrative Council meeting be scheduled for December 2020 or January 2021 so they may be presented and then forwarded to Cabinet. The following Divisions/Departments are included:

1. AAEEO/Title IX
2. Academic Affairs
   a. Continuing Education
   b. Dual Enrollment
   c. Federal/State Grants and Contracts
   d. Health Sciences and Business Technology
   e. Liberal Arts
   f. LeDoux Library
   g. LSUE Academy
   h. Sciences and Mathematics
3. Athletics
4. Business Affairs
5. Facilities Services
6. Information Technology
7. Institutional Effectiveness
8. Institutional Research
9. LSU Eunice Police and Campus Security
10. Public Affairs
11. Student Affairs
12. Student Success Center
13. University Advancement / LSUE Foundation

If accepted at Administrative Council, the SRFs will be forwarded to Cabinet for consideration making the statement that we believe we are fulfilling our strategic goals and mission. The action at Cabinet will conclude all administrative actions on the AY 2019-2020 Institutional Effectiveness planning cycle.

Please contact me if you have any questions.

Thank you.

VII. AY 2019-2020 Assembled Summary Planning Forms

Assembled Summary Reporting Forms

AY 2019-2020

For the

Administrative Council Meeting

February 23, 2021

The Office of Institutional Effectiveness and Accreditation
Dr. Paul Fowler, Director

Planning Unit: AAEEO/Title IX
Assessment Year: 2019-2020
Person responsible: Dr. Jessica J. Jones

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

LSU Eunice will annually provide AA/EEO education/training/information at the Faculty-Staff Fall/Spring Workshop. For AY 2019-2020, the sexual harassment and ethics training modules were updated and posted on the employee/faculty and staff webpage after LSU completed the updates to the modules. Objective met.

To prepare for the changes to the Title IX regulations released by the US Department of Education, the Title IX website was updated to reflect said changes. Several resources were added to the website, along with the newly created documents: confidential advisor checklist, complainant rights, and respondent rights. A diversity, equity, and inclusion webpage was created to provide important resources and training on various AAEEO topics. In addition, a Diversity, Equity, and Inclusion Taskforce was created to develop recommendations to best support the campus' diversity, equity, and inclusion (AAEEO) efforts. The trainings were hosted on the LSUE website for compliance. The objective is met.

Even though the objective was met, the improvement plan is to create a Title IX reporting system and develop additional content for the diversity, equity, and inclusion webpage.

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

All objectives were met in this area for AY 2019-2020

Planning Unit: Academic Affairs
Assessment Year: 2019-2020
Person responsible: John Hamlin

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

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

Methodology and Benchmark: Students will rate their satisfaction with advising at or above the national average which fluctuates year to year. This year's national average was 5.712 with a standard deviation 1.552. Note that this is the mean of the data from the five questions on the Ruffalo Noel Levitz Student Satisfaction Survey.

Progress Report: Given that the overall LSU Eunice observed score of 5.822 (with 543 (21.3%) out of 2,555 responding) > the national benchmark of 5.712, this objective is met. Note that one question (3. My academic advisor is available when I need help) scored at 5.68 while the national score was 5.75. All other questions scored above the national average.

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

Objective 1.1: Academic Advising-Faculty: Faculty will rate satisfaction with academic advising 4.0 or higher on the Faculty Survey given each spring semester.

Methodology and Benchmark: Question number 4 on the survey will be used to assess the outcome: "I have received adequate information to provide appropriate academic advisement to students." 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.

Progress Report: Given that the observed score of 3.7 < 4.0 with 29 (48.33%) out of 60 responding, this objective is not met.

Improvement: The Director of IE and the new Vice Chancellor for Academic Affairs met on October 30, 2020 and decided to monitor the results given that number of respondents does not quite meet 30 needed to normalize the results for the sample results to approximate the population parameters.

Planning Unit: Continuing Education
Assessment Year: 2019-2020
Person responsible: Paul Fowler (Lacye Hamilton hired in October 2020)

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

Objective 2.2: Respondents to post-event surveys will strongly agree or agree to the statement that the course or program met their needs/interests.

Methodology and Benchmark: This is question one on the survey given out at the end of the class. The benchmark is that ninety percent of respondents will indicate strongly agree or agree to this statement on the post-event evaluation. The benchmark is adopted from the 2016 American Customer Satisfaction Index. The choices are: strongly agree, agree, no opinion or not applicable, disagree, and strongly disagree.

Progress report: In all, 15 events were held from July 1, 2019 through June 30, 2020 with 156 participants. Of those 156, 96 (61.5%) were surveyed to determine if the course met the needs of the participants. A total of 88 (91.7%) out the 96 surveys received either strongly agreed or agreed that the course met their needs. Given that the observed score of 91.7% > the established benchmark of 90%, this objective is met.

Improvement: Several meetings were held to determine local needs.

Objective 1.1: During AY 2019-2020, the objective is to execute courses already booked and determine new classes based on community need.

Methodology and Benchmark: For this objective, data will be entered for the number and types of classes and programs. Note that there was no benchmark due to Objective 1.1 being new.

Progress Report: For this year, the interim director has decided to give a progress on the number and types of events and the number in attendance. Note that a number of classes were cancelled in spring due to CV-19 (approximately 41 classes with 479 participants were cancelled in March and April alone). In all, the interim director was able to keep data on the 15 events detailed in the planning system (date, time, title of the event, and the number of students). This objective was met keeping in mind that there were about as many events cancelled as were held.

Improvement: In the future, the will be a focus on offering courses online.

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

The new director will have the opportunity to change the goals and objectives for the department in late fall 2020.

Planning Unit: Dual Enrollment
Assessment Year: 2019-2020
Person responsible: Sondra Cormier

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

There was only one Dual Enrollment objective this year and it was not met.

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

LSUE DE Objective 2.1: The LSUE Dual Enrollment Program will increase new student enrollment for fall 2019 over the initial fall 2018 semester.

Methodology and Benchmark: Increase the enrollment in the LSUE dual enrollment program based on the census day headcount. The fall 2018 enrollment of 446 unduplicated student enrollment in 1660 credit hours will be used as a historical benchmark. Meeting or exceeding this benchmark in fall 2019 will be considered successful. Institutional Research Reports will be used to generate the data.

Progress: For fall 2019, LSUE Dual Enrollment had 374 unduplicated students admitted and enrolled in 1632 credit hours.

In fall 2018 the Louisiana Department of Education implemented a new Course Choice Portal (website) funded by the Supplemental Course Allocation that required all Dual Enrollment providers in the state to post all offered Dual Enrollment courses along with the tuition cost for each offered course on their website. The new Course Choice portal enabled all high schools in the state to compare tuition cost. In fall 2019 LSU Lab school decided not to partner with LSUE for dual enrollment but instead partnered with LSU. In 2018 LSU lab school provided an enrollment of 65 students compared to only 4 students in fall 2019. In fall 2020, Rapides Parish public schools decided not to offer developmental math to their high school students. In fall 2018, Rapides Parish public schools provided a DE enrollment of 26 students and in fall 2018 the enrollment was 0. The loss of Dual Enrollment students from these two schools contributed to the decrease in enrollment for the fall 2019 semester.

Given that
the observed number of unduplicated Dual Enrollment students enrolled for fall 2019 = 374 < than the benchmark of 446 unduplicated students for fall 2018 and
the observed number of credit hours enrolled for fall 2019 = 1632 < the benchmark of 1660 for fall 2018
this objective was not met.

Improvement: In AY 2020-2021 hold online Zoom Dual Enrollment informational meetings for students and parents prior to open enrollment. A new Director of Dual Enrollment is working to stabilize the enrollment by creating new partnerships and revising procedures to improve communication with current and potential Dual Enrollment students.

Note that Ms. Cormier assumed responsibility for dual enrollment during fall 2019. For AY 2020-2021, she will have the opportunity to update the outcomes.

Planning Unit: Federal/State Grants and Contracts
Assessment Year: 2019-2020
Person responsible: Joseph Cilano

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

Objective Number 1.2: Grant Submissions – Grants will be submitted annually to enhance LSU Eunice academic programs.
Benchmark: Based on past history, a minimum of three grants will be submitted.

Progress Report: For AY 2019-2020, a total of seventeen (17) grant proposals were submitted as of this reporting, of which nine (9) were awarded totaling $319,740.53. The nine grant applications include: 1. LCTCS Workforce Training Rapid Response Nursing Program Enhancement grant developed by Joseph Cilano, awarded December 23, 2019; 2. Carl D. Perkins Basic Local Application Plan grant developed by Joseph Cilano, awarded June 29, 2020; 3. Union Pacific Foundation grant developed by Elizabeth Vidrine and Hannah Henry, awarded June 16, 2020; Four (4) Louisiana Board of Regents Endowed Two-Year Workforce Scholarship proposals that include 4. Diana Lynn Lable Memorial Endowed Scholarship at $10,000.00, 5. Lafayette Surgical Specialty Endowed Scholarship at $20,000.00, 6. Dr. John L. Couvillion Memorial Endowed Scholarship at $20,000.00, and 7. Rotary Club of Crowley Endowed Scholarship at $10,000.00. These were written by a grant development team consisting of Dr. Renee Robichaux, Dr. John Hamlin, Dr. Lisa Hawthorne, Joseph Cilano, and Carey Lawson. 8. & 9. Two (2) Louisiana Board of Regents LOUIS Open Resources Transformation opportunities were submitted by Mrs. Felicia May - BADM 1001 and BAS 2300. Both were awarded totaling $4,500.00.

Four (4) submitted proposals are pending at the time of this reporting totaling $1,662,129.00. The proposals include: 1. USDA Distance Learning / Telemedicine grant application submitted on June 13, 2020 with a request of $59,803.00 by Dr. John Hamlin; 2. National Endowment for the Humanities CARES Act proposal entitled CARES: Cultural Organizations by Dr. Sandra Mahoney on May 11, 2020 with a request of $61,440.00; 3. Campus Consortium proposal developed by Ms. Catherine Molleno at $100,000.00 is also in a pending award status; 4. The last proposal submitted during this period is a Department of Education - Institutional Resilience and Expanded Postsecondary Opportunity (IREPO) at $1,440,886.00 on October 20, 2020 developed by Joseph Cilano and Sondra Cormier.

Four (4) proposals submitted during AY 2019-2020 were not awarded. These include: 1. a Louisiana Board of Regents Departmental Enhancement proposed submitted by Dr. Lisa Hawthorne on October 24, 2019; 2. a Louisiana Board of Regents Departmental Enhancement proposed submitted on October 24, 2019 by Dr. Kebede Beshera; 3. A TRIO Student Support Services developed by Dr. Jessica Jones submitted on January 27, 2020. 4. One (1) Louisiana Board of Regents LOUIS Open Resources Transformation opportunities were submitted by Mr. William Holmes.

17 grants were submitted > the historical benchmark of 3 grants, this objective is met.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.
All five objectives were met this reporting period. However, Improvement Plans were submitted to make improvements in each objective. Most noted area for improvement is with P.I. grant management after award (Objective 2.1 Grant Guidelines).

Planning Unit: Health Sciences and Business Technology
Assessment Year: 2019-2020
Person responsible: Dotty McDonald

1. List one or two of your most significant goals/objectives that were met.
Radiologic Technology Objective 3.1: Upon the conclusion of the Radiologic Technology program, students will demonstrate proficiency as an entry level Radiologic Technologist.

Methodology and Benchmark: Final Competency Evaluation Form Items were used and are based on a scale of 100%. The benchmark was 80%.

Progress Report:
- Performance Criteria: The Class Average for 2019 was a 97.46%. This was consistent with the Class of 2018 achieving a Class Average of 96.67% achieving a level of $\geq$ 80%**. Benchmark met.**
- Image Evaluation: The Class Average for 2019 was 96.48%. This was consistent with the Class of 2018 achieving a Class Average of 96.17% achieving a level of $\geq$ 80%**. Benchmark met.**
- Critical Thinking and Problem-Solving Skills: The Class Average for 2019 was 97.17%. This was consistent with the Class of 2018 for the same course achieving a level of $\geq$ 80%**. Benchmark met.**

Improvement Plan: Because the results showed consistency or improvement from past years, the director will discuss the results with program faculty and solicit input as needed.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.
Criminal Justice Objective 1.1 Professional Competency: 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 Safety and Protection professional.

Methodology and Benchmark: The student learning outcome data from CJ 2131 (Police Processes) and CJ 2133 (Correctional Process) was used to analyze competency. The established benchmark is 70% given that it is the lowest transferrable grade to most higher education institutions in Louisiana.

Progress Report: The IE documents were not completed so the objectives were marked delayed. A national search for a new Program Director in Public Protection and Safety was conducted in Summer 2020 with the new Program Director starting in the fall 2020. A number of tasks have been accomplished as of this summary.

Criminal Justice 1.3 Objective: Upon graduation, Criminal Justice majors will either be employed in the field or will continue their education. Data reported is for AY 2018-2019.

Methodology and Benchmark: Students are contacted six months after graduation via telephone. Students are contacted three times. If no contact can be made, then the student is emailed at their personal email account. Finally, program coordinators or directors are asked if they have any information if a student cannot be reached. The benchmark was 54.5% obtaining a job or continuing their education based on criminal justice historical information from fall 2012 through spring 2018.

Progress Report: The results AY 2018-2019 studied in AY 2019-2020 indicated that the one (20%) student contacted was not employed in the field and one (20%) was continuing his education. Given that the observed value of 20% < the historical benchmark of 54.5% and keeping in mind that 60% of the students could not be contacted, the results are inconclusive.

Improvement: The new program director will assist with these efforts.

Planning Unit: Liberal Arts
Assessment Year: 2019-2020
Person responsible: Michael Alleman (Interim Dean)

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

General Education Objective 3.11: Students will successfully complete their general education coursework developing competencies in written communication as required by their curricula.

Methodology and Benchmark: The written communication (ENGL 1001 and 1002) student learning outcomes are used for assessment. Both courses use a multiple choice assessment toward the end of the semester. The benchmark is 70% because it is the lowest average (C) grade that will transfer to most institutions of higher education.

Progress Report: For AY 2019-2020, ENGL 1001 overall SLO performance was 80%. Scores have remained the same or increased each year since AY 2015-2016. For ENGL 1002, the SLO performance was 77%; scores have increased each year since AY 2016-2017. The ENGL 1002 score have exceeded benchmark for the past two years after failing to meet the benchmark the two years prior.

Improvement (both related to LSUA): Faculty member will continue to emphasize the importance of attending class and completing assignments. She has attempted to review grammar and punctuation with students. She also has added online quizzes, but students are either absent or simply don't complete the quizzes.

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

General Education Objective 3.12:   Developmental Education (DE) students 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.

Methodology and Benchmark: Methodology is from the National Center for Education Statistics and asks did the student earn a D or better in the first general education English course (ENGL 1001) after successfully completing Developmental Education English (ENGL 0001). 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) in a six-year time span.
- 77.5% earned college level English credits (D or higher in ENGL 1001) in a six-year time span.

Progress Report: For new first-time students enrolled in AY 2014-2015, the observed value for students enrolling in GE English of 83.8% < the NCES Benchmark of 85.3% and that the observed value for students receiving a D or better in ENGL 1001 of 71.3% < the NCES Benchmark of 77.5%, objective is not met.

Improvement Plan: Attempt to have transfer students included in the report. The Director of IE will ask Institutional Research to include transfer numbers in the future (subject to COGNOS being restored). Dean will speak to English faculty about possible changes to the course structure/content.

Planning Unit: LeDoux Library
Assessment Year: 2019-2020
Person responsible: Cassie Jobe-Ganucheau

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

<u>Objective 3.1:</u> Increase the number of Bibliographic Instructional (BI) Sessions.
<u>Benchmark and Strategy:</u> The benchmark is a 10% increase to 26 BI sessions and 652 students.
<u>Progress Report:</u> For AY 2019-2020, the library increased both the number of BI sessions and students reached. The library held 28 BI sessions for 723 students. Due to the fact that the observed number of 28 sessions > the benchmark of 26 sessions and that the observed number of 723 students > the benchmark of 593 students, this objective is met.
<u>Improvement:</u> The library staff were successful in reaching out to more faculty this year, including those that teach nursing, radiologic technology, and math classes. The library staff strive to continue to build a stronger relationship with the faculty and bring the students into the library environment. The library staff also subscribed to Credo Instruct in an effort to teach and assess foundational skills to students while aligning information literacy practices with faculty.

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

<u>Objective 2.2:</u> Increase the Number of Items Circulated.
<u>Benchmark and Strategy:</u> This objective will assess library circulation of all physical holdings: audio, books, DVD/Video, and reserves. The benchmark is the mean of the previous 3 academic years (1,204).
<u>Progress Report:</u> For AY 2018-2019, this objective was not met because there was a new process to scan all reserves. In addition, there was an enrollment decrease that probably affected circulation numbers. It was suggested to begin using a 3-5-year average instead of a 10% increase as a benchmark.

For AY 2019-2020, a total of 808 items were circulated. During AY 2019-2020, a ransomware attack in the fall followed by COVID-19 quarantine in the spring caused a reduction in library visits and circulated items. Additionally, due to these circumstances, efforts had to shift to other immediate needs and promoting circulation became a low priority. Given that the observed value of 808 < the benchmark of 1,204, Objective 2.2 is not met.
<u>Improvement:</u> The Library now has access to a mobile circulation application that allows the ability to bring a selection of topically relevant books to events on campus and remotely check items out with a cell phone, via the mobile app, instead of being restricted to a hard-wired computer.

For AY 2019-2020 library personnel did continue to collect electronic book data and found that they were accessed 99 times from the eBook collection. This decrease in usage from the previous year (473 accesses) could be explained by a loss of access to the library's proxy service for three months as a result of the ransomware attack in Fall 2019 and a change in faculty assignments/requirements as instruction moved to a 100% online format in Spring 2020 due to the COVID-19 pandemic.

Planning Unit: LSUE Academy
Assessment Year: 2019-2020
Person responsible: Sondra Cormier

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

LSUE Academy Objective 1.5: Compare New FF Academy Students to new FF LSUE Students

Benchmark and Assessment: In AY 2019-2020, 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. Institutional Research Reports will be used to generate the data.

Progress: Given that the LSUE first-time Academy students' fall 2019 GPA of 3.044 > LSUE first-time freshman fall 2019 GPA of 2.17 and spring 2020 GPA of 3.132 > LSUE first-time freshman spring 2020 GPA of 2.646 the objective was met.

Improvement: In AY 2020-2021, 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.

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

LSUE Academy Objective 1.4: 11th grade LSUE Academy students will be retained from fall semester to the following fall semester.

Benchmark and Assessment: Based on 14th class day data, the percentage of eligible academy students retained from fall 2019 to fall 2020 will equal or exceed the 87.5% (21/24) of eligible academy students retained fall 2018 to fall 2019. Eligibility determined by high school grade status of 11th. Institutional Research Reports will be used to generate the data.

Progress: For AY 2019- 2020, a total of 90 new Academy students were admitted in fall 2019 with 37 students classified as an 11th graders and eligible to return. A total of 31 out of 37 students (83.7%) were retained to fall 2020. One student did not return due to an outstanding tuition balance from the spring semester which prevented her from registering for fall courses. One student was no longer interested in taking courses on the college campus for the senior year. Four of the students did not return for the spring semester due to inadequate progress in courses based on final course grades.

Since the observed Academy retention of 83.7% < the preliminary benchmark of 87.5% for new first-time academy students classified as an 11th grader and eligible to return, this objective was not met.

Improvement: Continue to implement the UNIV 1000 Freshman Seminar course to improve student academic success and assist with student retention. Continue to implement the academic intervention program for students who are performing below successful academic standards at midterm. Implement academic probation for students placed on academic intervention for both fall and spring semester.

Planning Unit: Science and Mathematics
Assessment Year: 2019-2020
Person responsible: Brandon Borill (Interim Dean)

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

General Education Objective 2.33: Students will successfully complete their general education coursework developing competencies in natural sciences as required by their curriculum.

Methodology and Benchmark: This objective will be measured by the student learning outcomes in PHSC 1001: Physical Science I and PHSC 1002: Physical Science II. Both courses assess outcomes on multiple choice final exams. The benchmark established for student competency is 70%, which is the lowest C for transfer purposes. A pooled mean is used for data from PHSC 1001 and PHSC 1002 that are evaluated collectively.

Progress Report: For AY 2019-2020, overall SLO performance for PHSC 1001 was 71%. The overall SLO performance for PHSC 1002 in AY 2019-2020 was 86.1%. The pooled mean for these courses in AY 2019-2020 was 74%. All means are an improvement from the previous academic year. Given that the observed value for PHSC 1001 = 71% and PHSC 1002 = 86.1% > the established benchmark of 70%, this objective is met.

Improvement: Faculty members will continue to emphasize the importance of class attendance, completing assignments, and studying for exams.

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

Outcome Assessments Goal 8: Maintain an effective Chemical Technician (CCHT) Certification of Technical Studies Program

Methodology and Benchmark: This assessment is measured using Objective 8.1: CTS professional competency and Objective 8.2: CTS placement. Professional competency is measured by student learning outcomes. The preliminary benchmark established for the learning outcomes is 70%, which is the lowest acceptable "average grade" according to the LSU Eunice Catalog. For Objective 8.2, Chemical Technician, Certificate in Technical Studies majors either will be employed in the field or will continue their education.

Progress Report: For AY 2019-2020, only one student completed the program and, therefore, statistics were not collected for goal 8.1.

Improvement: Outreach will be necessary to make students aware of the Chemical Technician CTS at LSU Eunice. It is hoped we can attract more students in the future.

Planning Unit: Athletics
Assessment Year: 2019-2020
Person responsible: Jeff Willis

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

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

Objective 1.1: Student Learning and GPA: LSUE athletic teams will attain a 2.50 benchmark GPA. This benchmark is established by the Athletic Director based on historical data.

The overall GPA of the Athletic Department was 2.88. Women's Basketball achieved a 2.76 GPA, Men's Basketball achieved a 2.39 GPA, Women's Softball achieved a 3.47 GPA, Men's Baseball achieved a 3.16 GPA, Women's Soccer achieved a 2.83 GPA, and Men's Soccer achieved a 2.32 GPA. The Men's Basketball and Men's Soccer teams performed below the benchmark. The Women's Softball and Men's Baseball teams achieved the National Junior College Association (NJCAA) Academic Team of the Year Award.

Since the overall observed value of 2.88 > the benchmark of 2.50, Objective 1.1 was met.

For improvement, a focus of tutoring and study halls will continue.

Goal 2: To be successful on the field of play

Objective 2.1: Maintain a winning percentage: LSUE athletic teams will achieve a winning percentage of 60%. This benchmark is established by the Athletic Director based on historical data.

Women's Basketball finished with a 21-7 record and a 75% winning percentage while winning the Conference Championship. Men's Basketball finished with a 20-6 record and a 76.9% winning percentage while winning the Conference Championship. Women's Softball finished with a 12-11 record and a 52.8% winning percentage in a COVID 19 shortened season. Men's Baseball finished with a 21-0 record and a 100% winning percentage in a COVID 19 shortened season. Women's Soccer finished with a 13-3-1 record and a 79.4% winning percentage while finishing as Regional Runner-Up. Men's Soccer finished with a 16-2 record and an 88.9% winning percentage while finishing as the Regional Champion.

The overall record of the Athletic Department was 103-29-1 for a 77.8% winning percentage.

Since the observed 77.8% > the benchmark of 60%, Objective 2.1 was met.

Action Taken: Continue to monitor winning percentage as the Spring 2020 semester was unique given the shortened season due COVID 19.

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

All objectives were met.

Planning Unit: Business Affairs
Assessment Year: 2019-2020
Person responsible: Amy Greagoff

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

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

Objective 1: Faculty will rate their satisfaction with the Business Office, which includes the Office of Purchasing, as agreeable or higher on the Faculty Survey. Benchmark is agreeable (4.0) or higher because it is "agreeable". For AY 2018-2019, this objective was not met. It was decided to monitor this objective's results due to personnel change and procedural changes mentioned in the improvement plan form AY 2018-2019. For AY 2019-2020, 29 (48.3%) out of 60 faculty members completed the faculty survey in spring 2020. The overall rating with purchasing was a 4.0 with eight rating it as n/a. Given that the observed value of 4.0 = the benchmark of 4.0, this objective is met (for the first time in two years).

Improvement: During AY 2019-2020, the purchasing authority was at LSU Baton Rouge. As AY 2020-2021 began, two members of the Business Office were being trained to make purchases to eliminate delays that were taking place from LSU.

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

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

Objective 1: Faculty will rate their satisfaction with food service as agreeable or higher on the Faculty Survey. Benchmark is agreeable (4.0) or higher. For AY 2019-2020, the faculty survey was sent out in spring 2020 with 29 (48.3%) out of 60 responding with an average of 3.5. Given that the observed value of 3.5 < the established benchmark of 4.0, this objective is not met.

Objective 2: Staff will rate their satisfaction with the cafeteria as agreeable or higher on the Staff Survey. Benchmark is agreeable (4.0) or higher. For AY 2019-2020, 44 (43.1%) of the 102 staff members filled out the spring 2020 Staff Survey with an average of 3.5. Given that the observed value of 3.5 < the established benchmark of 4.0, this objective is not met.

Improvement: For AY 2020-2021, a new chef was hired through Chartwells and is offering some new menu items. The Interim Associate Vice Chancellor of Business Affairs feels as if most faculty and staff do not eat there and may be rating it lower. Given everything that has happened in 2020, especially Covid-19, the opinion of those involved with this objective is to monitor the situation for another year and then decide a course of action which may include adjusting the benchmark because the scores have been between neutral and agree (and not "dissatisfied" with the cafeteria).

Planning Unit: Facility Services (Physical Plant)
Assessment Year: 2019-2020
Person responsible: Michael P. Broussard

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

Objective 1.1: Faculty will rate their satisfaction with campus buildings and grounds as agreeable or higher on the Faculty Survey.

Methodology and Benchmark: The Faculty Survey will be administered during the Spring 2020 semester. Question number 32 "The campus buildings and grounds are well kept." will be used to determine faculty satisfaction. The benchmark is agreeable (4.0) or higher.

Progress Report: For AY 2019-2020, a total of 29 (48.33%) out of 60 were completed by faculty. The average was 4.3 according to the survey. Given that the observed score of 4.3 > the established benchmark of 4.0, this objective is met.

Improvement Plan: Monitor results because the last two years have been positive and the objective was met.

Objective 1.3: Students will rate their satisfaction with the Physical Plant on Noel-Levitz Student Satisfaction Inventory.

Methodology and Benchmark: The Noel-Levitz Student Satisfaction Inventory will be administered during the spring 2020 semester to students at all sites using a stratified approach. For satisfaction surveys, the online "sites" (eight weeks shortened term versus the 16 week full semester) are combined and reported as online only. They are, however, separated for program and general education student learning outcome data. Student rating will be at or above the national average or students will at least be satisfied (a rating of 6 or higher).

Progress Report: Students (overall n = 543) rated question 39: "On the whole, the campus is well maintained." as a 6.57 out of 7 > the national average of 6.2. Students (n = 416) rated Facility Services at 6.58 at LSUE while students (n = 11) rated Facility Services at 6.0 at the LSUA site. Students (n = 22) rated Facility Services at 6.67 for the Dual Enrollment Program < 50% of a program, and students (n = 87) rated Facility Services 6.65 for online. Finally, students (n = 7) rated the Facility Services at 6.0 at the Lafayette General Orthopaedic Hospital site. Overall LSU Eunice Sites score was 6.57 > the national benchmark of 6.2 and all sites had a value of at least 6; the value for "satisfied". As a result, this objective is met.

Improvement Plan: Given that this objective was met for the last two years, the improvement plan is to monitor the values.

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

All objectives met.

Planning Unit: Information Technology
Assessment Year: 2019-2020
Person responsible: Stephen Heyward

1. List one or two of your most significant goals/objectives that were met.
- Objective 3.1-2: Implementation of the new campus wireless network – The prior wireless network was an old solution that was no longer supported by a vendor/partner. In addition, parts/equipment were no longer available (ex: wireless access points throughout campus) so network coverage for students, faculty, and staff users was lacking throughout locations on campus. The implementation of a modern system allowed IT personnel to re-enable a vendor support structure, which is always needed for a service as important as the wireless network. In addition, the coverage throughout campus was greatly improved for all users. Objective met.
- Objective 3.1-1: Implementation of a shared-service approach of Moodle/myCourses with LSU – Migrating to an LSU version of Moodle enabled us to work more closely with LSU around the Moodle/myCourses area. LSU Eunice now has LSU support available if/when needed, which can be very beneficial given lower staffing levels. In addition, LSU Eunice is now positioned to migrate to new future versions of Moodle in a timelier manner as LSU continues to migrate their environment. Finally, the partnership will allow LSU Eunice to migrate the system from residing on campus to the cloud environment utilized by LSU. Objective met.

For Improvement, Information Technology personnel will establish priorities for funding and continue cross training employees.

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

- Objective 1.2: The Faculty Satisfaction Survey results were lower than desired in certain areas (two out of three questions scored below the established benchmark). Many improvements were made from a software standpoint during the past year with the implementation of Zoom conferencing solution, the migration to a modern lecture capture package with Panopto, etc. However, the technology within faculty offices and classrooms continued to lag this past year and it was reflected within the survey.

Improvement: Given the CARES Act funds that recently became available, Information Technology personnel were able to provide new laptops for all full-time faculty over the last few months. In addition, Information Technology personnel have a project in progress to update the technology within the classrooms throughout campus.

Planning Unit: Institutional Effectiveness
Assessment Year: 2019-2020
Person responsible: Paul Fowler

1. List one or two of your most significant goals/objectives that were met. Filing the Financial and Enrollment Profiles and sending them to SACSCOC (required each year)

Objective 1.3: The Accreditation Liaison will complete the SACSCOC enrollment profile and financial profile by the stated deadlines.

Methodology: SACSCOC establishes the deadlines and procedures for completion in email communications.

Progress Report: Both reports filed on time. The Enrollment Profile was filed using the old paper system and sent via FedEx and the Financial Profile was filed using the new electronic system. The objective was met.

Improvement: Keep current on any changes related to the two required profiles.

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

Objective 1.4: Updating the Student Achievement and Key Student Completion Indicator Annually First-time credential seeking students beginning their coursework at LSU Eunice will earn their credential at LSU Eunice or another institution.

Methodology: 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. The benchmark established by peer institutions is 41.4% as reported by SACSCOC on March 29, 2018.

Progress Report: For AY 2019-2020, this objective was delayed by the inability to receive the data due to the cyber-attack from October 2019. As of this writing on July 24, 2020, IE does not have access to the reports needed to complete this objective.

Improvement Plan as of October 26, 2020: Information Technology is in the process of restarting the report server.

Data was entered in late December 2020 that led to this objective then being met.

Planning Unit: Institutional Research
Assessment Year: 2019-2020
Person responsible: Stephen Heyward

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

Objective 2.2: Reduce the average length of time that service calls and work requests are left open or unresolved to 45 hours based on the top 15 service request types with the longest times.

Methodology and Benchmark: This objective was benchmarked using a report from the Helpdesk software and based on the average time open of the 15 longest service request categories over the latest data available from a three-year period. An average time of 45 or less hours would be success.

Progress Report: For AY 2018-2019, this goal was met. For AY, 2019-2020, the time to complete Service Requests averaged out at 37.18 hours with n = 3,474. Since the observed hours 37.18 hours < 45 hours benchmarked, Objective 2.2 was met.

Improvement: It is important to note two major impacting events for the campus during the past year: 1) the cyberattack during October 2019 2) the Coronavirus impact during 2020. Both events presented many challenges to the campus including the OIT area. While this objective was met during the past year, the expectation is that the ticket service time will decrease further given an expected "more normal" environment during the coming year along with two newer employees becoming more familiar with the environment. One of the department's new employees began in December of 2019 and another began during the summer of 2019.

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

Note that all objectives for Institutional Research were either met or tentatively met.

Planning Unit: LSU Eunice Police and Campus Security
Assessment Year: 2019-2020
Person responsible: J. Cory Lalonde

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

Objective 2.1 Provide for the safety and security of all members of the university community

For Students, given that the observed satisfaction = 6.405 > the three year average = 5.822 for the two questions (and the 5.97 for spring 2020), this part of the objective is met. For Faculty, the observed score of 4.30 > the historical benchmark of 4.03, this part of the objective is met. For Staff, the observed score of 4.00 > the historical benchmark of 3.77, this part of the objective was met.

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

Objective 3.1 Emergency Response Training

For AY 2019-2020, a group project amongst all the campuses in the LSU system in regards to training, revising existing emergency plans and establishment of an Emergency Operations Committee for LSUE was in progress. Due to Federal and Statewide restrictions for in person training amid the COVID -19 Pandemic, this entire process was put on hold.

Training is to begin in June 2021.

As a result, this objective was delayed.

Planning Unit: Public Affairs
Assessment Year: 2019-2020
Person responsible: Travis Webb

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

Objective 1.1 – A partial marketing and advertising plan is beginning to take shape through a partnership with *The Advocate*. LSUE is using *The Advocate* for third-party design and purchasing of digital ad space as well as social media advertising and monitoring. This is the largest scale marketing and advertising measure in LSUE history and will help broaden the school's brand reach far past the typical demographics and geography of its current student population. Even though the objective was met, the Director will begin to produce testimonial and program specific videos.

Objective 2.1 – As mentioned above, the partnership with *The Advocate* has helped with large-scale social media efforts. The Public Affairs department will continue to work with the enrollment management team to put forth the best messaging and adhere to a social media calendar that meshes with important dates and deadlines in the enrollment process. Even though the objective was met, the department will become a more collaborative space for the campus.

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

All objectives were met for AY 2019-2020.

Director of IE's Note: The interim director took over the department at the end of the AY 2019-2020 planning cycle using the former director's goals and objectives. The interim director will be given an opportunity to change the goals and objectives as needed for AY 2020-2021.

Planning Unit: Student Affairs
Assessment Year: 2019-2020
Person responsible: Kyle Smith

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

Admissions & Recruitment: Objective 1.2 Student Satisfaction with Admissions

Student satisfaction on the Noel Levitz Student Satisfaction Inventory will assess this outcome bench marked against national satisfaction for three questions related to admissions.

7. Admissions staff provide personalized attention prior to enrollment. (national mean = 5.67).
17. Admissions counselors accurately portray program offerings in their recruiting practices. (national mean = 5.65).
20. Students are made to feel welcome here. (national mean = 6.13).

Success for this objective will be for LSUE questions to score greater or equal to the overall national mean for the three questions = 5.82. Given that the LSUE observed score of 6.26 > the established benchmark of 5.82, this objective is met. Note that all sites scored above the national means of each individual question. Even though the objective was met, Student Affairs is seeking to streamline the admissions process with a new application.

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

Student Activities: Objective 1.2 Implement outcomes-based campus activities

This objective is 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.

For AY 2019-2020, the data collected from the AY 2017-2018 and AY 2018-2019 surveys was not utilized to make changes to the AY 2019-2020 student activities assessment plans and objectives. As a result, this objective was not met.

To improve, Student Activities plan to change this objective to focus on Student Engagement for AY 2020-2021. A baseline of 72% of respondents will indicate "Agree" or "Strongly Agree" on the survey item: "LSUE hosts campus events and activities that are interactive and allow me to participate."

NOTE: Strategically planning to improve campus activities in AY 2020-2021 will be difficult given event restrictions and safety precautions that exist to prevent the spread of COVID-19. The Office of Student Affairs anticipates significantly limited campus activities and student organization activities for AY 2020-2021.

Planning Unit: Student Success Center
Assessment Year: 2019-2020
Person responsible: Dr. Jessica J. Jones

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

Academic Advising Objective 1.2: Student Satisfaction with Academic Advising:

For AY 2019-2020, the webform for the Student Success Center advising was inactive since the cyber-attack. The paper survey form was not used due to the COVID transition. The results for the NL Student Satisfaction Survey were:

3. My academic advisor is available when I need help. (LSUE All Sites = 5.68; National = 5.75). Note that students at the LSUE face-to-face site rated this question at 5.52 (below the national average) while all other sites rate this question above the national average.
14. My academic advisor is knowledgeable about my program requirements. (LSUE All Sites = 6.04; National = 5.92). All sites rated this question above the national average.
16. My advisor helps me apply my program of study to career goals. (LSUE All Sites = 5.79; National = 5.73). For this question, the LSUE face-to-face students (n = 416) rated it at 5.72 (slightly below the national average) while dual enrollment students < 50% of a program rated it at 5.70 (n = 22).
22. My academic advisor is knowledgeable about transfer requirements of other schools. (LSUE All Sites = 5.88; National = 5.68). Students at the Lafayette General Orthopaedic Hospital rated this below the national average by 0.08 of a point with an n = 7). In spring 2020, there were 2,555 students enrolled so the survey return was 543 students or 21.3%.

Success for this objective was for LSUE questions to score greater than or equal to the overall national mean for the four questions. Given that the observed LSU Eunice mean of the four questions = 5.84 > the national mean for the four questions = 5.73, this objective is met. The improvement plan was to reinstate the Student Success Center advising survey to assess first-year advising to refine the data for LSUE face-to-face students.

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

First-Year Experience Objective 1.1: Develop a First Year Experience peer led mentoring program:

This objective will not be carried forward due to the following. The First-Year Experience program needs to be redesigned to include hiring a coordinator responsible for presiding over activities. Additionally, dedicated funding is needed in order to adequately support the program and initiatives, such as the mentoring program. If the mentoring program is to be effective, the redesign needs to include the following: (1) Creating a UNIV 1000 or first year experience course offered to ALL students, (2) developing a first-year experience curriculum, and (3) campus wide collaboration. The first-year experience program is more than a single event, program, or course.

For efficacy, the first-year experience program needs to include the following: volunteer student leader engagement; transparent communications; Teaching to Succeed: The First-Year Curriculum course; Create a FYE coordinator position; Create student positions and integrate with FYE staff; Create a Bengal first-year guidebook; Re-imagine first year student communications (email/social/web); Re-design UNIV 1000 curriculum; Integrate mentor program with creation of first-year experience curriculum.

Planning Unit: University Advancement / LSUE Foundation
Assessment Year: 2019-2020
Person responsible: Carey Lawson

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

Objective 1.1: Continue oversight of LSUE Foundation Bylaws to meet CASE (Council and Support of Education) standards and obtain necessary LSUE Foundation approvals.

Methodology and Benchmark: Update the policy as needed and obtain the approvals by June 30, 2020.

Progress Report: Upon review, there were no changes needed to LSUE Foundation Bylaws in FY 2019 – 2020. Thus, this objective for fiscal year was delayed.

Improvement Plan: n/a

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

Objective 2.1: Increase annual revenue for expendable and endowment accounts in the LSUE Foundation by at least 20% by June 30, 2020. This includes funding to support annual, corporate/foundation giving, endowed gifts and planned giving.

Benchmark and Methodology: Contributions will be greater than $908,775.33 which is greater than 20% of FY18-19 income of $757,208.73. This will be achieved by an annual alumni campaign, additional scholarships, the use of e-team sports, and expanded investment from work-force partners

Progress: A total of $720,833 was secured. Annual alumni campaign was not conducted because the database was not completed due to the cyber-attack. Scholarships were created in fall 2019, but not spring 2020 due to Covid-19. E-teams was used by athletics. CV-19 also delayed any work with workforce partners; however, $35,000 was raised. Objective not met.

Improvement: Currently working on increasing amount of asks per month in dollar amount to $100,000 per month in academic support and athletic support along with 50 scholarships and 25 corporate donors. Also engaging the LSUE Foundation Board in making fundraising asks for support. Finally, the e-team sponsor contract was renewed and coaches are held to fund raising timelines.

VIII. Assessment Plan Goals and Objectives by 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---
RELATED ITEM LEVEL 1
AA/EEO 19-20 Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.
Goal Number: 1
Progress: Completed
Provided By: AA/EEO/Title IX

RELATED ITEM LEVEL 2
AA/EEO 19-20 Annually Provide Training on AA/EEO topics to faculty & staff
Objective Number: 1.2
Progress: Completed
Provided By: AA/EEO/Title IX

RELATED ITEM LEVEL 2
AA/EEO 19-20 Completion and Approval of Annual Affirmative Action Plan
Objective Number: 1.1
Progress: Completed
Provided By: AA/EEO/Title IX

RELATED ITEMS---
RELATED ITEM LEVEL 1
Title IX 19-20 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: Completed
Provided By: AA/EEO/Title IX

RELATED ITEM LEVEL 2
Title IX 19-20 Communicate Effectively to Campus
Objective Number: 2.3
Progress: Completed
Provided By: AA/EEO/Title IX

RELATED ITEM LEVEL 2
Title IX 19-20 Prevention Efforts
Objective Number: 2.1
Progress: Completed
Provided By: AA/EEO/Title IX

RELATED ITEM LEVEL 2
Title IX 19-20 Response to Complaints
Objective Number: 2.2
Progress: Completed
Provided By: AA/EEO/Title IX

RELATED ITEMS--
RELATED ITEM LEVEL 1
AALT 19-20 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program
Goal Number: 5
Progress: Completed
Provided By: AA/LT

RELATED ITEM LEVEL 2
AALT 19-20 Program Competency using SLOs
Objective Number: 5.1
Progress: Canceled
Provided By: AA/LT

RELATED ITEM LEVEL 2
AALT 19-20 Placement
Objective Number: 5.4
Progress: Completed
Provided By: AA/LT

RELATED ITEM LEVEL 2
AALT 19-20 Retention
Objective Number: 5.3
Progress: Completed
Provided By: AA/LT

RELATED ITEM LEVEL 2
AALT 19-20 Program Competency using Peregrine Academic
Objective Number: 5.2
Progress: Completed
Provided By: AA/LT

RELATED ITEMS--
RELATED ITEM LEVEL 1
ASLT 19-20 Maintain an Effective Associate of Science Louisiana Transfer Program
Goal Number: 1
Progress: Completed
Provided By: AS/LT

RELATED ITEM LEVEL 2
ASLT 19-20 Program Competency using SLOs
Objective Number: 1.1
Progress: Canceled
Provided By: AS/LT

RELATED ITEM LEVEL 2
ASLT 19-20 Placement
Objective Number: 1.4
Progress: Completed
Provided By: AS/LT

RELATED ITEM LEVEL 2

ASLT 19-20 Retention
Objective Number: 1.3
Progress: Completed
Provided By: AS/LT

RELATED ITEM LEVEL 2
ASLT 19-20 Program Competency using Peregrine Academic
Objective Number: 1.2
Progress: Completed
Provided By: AS/LT

RELATED ITEMS---
RELATED ITEM LEVEL 1
ACAD 19-20 Advise students across academic disciplines within the Student Success Center
Goal Number: 1
Progress: Completed
Provided By: Academic Advising

RELATED ITEM LEVEL 2
ACAD 19-20 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: Canceled
Provided By: Academic Advising

RELATED ITEM LEVEL 2
ACAD 19-20 Create a more structured and thorough advisor training program
Objective Number: 1.1 (formerly 1.2)
Progress: Completed
Provided By: Academic Advising

RELATED ITEM LEVEL 2
ACAD 19-20 Student Satisfaction with Academic Advising
Objective Number: 1.2 (formerly 1.3)
Progress: Completed
Provided By: Academic Advising

RELATED ITEMS---
RELATED ITEM LEVEL 1
AA 19-20 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

RELATED ITEM LEVEL 2
AA 19-20 Increase the ease of transfer between LSUE and four-year institutions
Objective Number: 2.2
Progress: Delayed
Provided By: Academic Affairs

RELATED ITEMS---
RELATED ITEM LEVEL 1
AA 19-20 To foster academic success through instructional effectiveness.
Goal Number: 4. Institutional Effectiveness
Progress: Completed
Provided By: Academic Affairs

RELATED ITEM LEVEL 2
AA 19-20 Graduation
Objective Number: 4.3
Progress: Completed
Provided By: Academic Affairs

RELATED ITEM LEVEL 2
AA 19-20 Instructional Program Satisfaction
Objective Number: 4.1
Progress: Completed
Provided By: Academic Affairs

RELATED ITEM LEVEL 2
AA 19-20 Fall-to-Fall Retention of FTFT students
Objective Number: 4.4
Progress: Completed
Provided By: Academic Affairs

RELATED ITEMS---
RELATED ITEM LEVEL 1
AA 19-20 To ensure that faculty understand and participate in curriculum development.
Goal Number: 3. Curriculum Development
Progress: Completed
Provided By: Academic Affairs

RELATED ITEM LEVEL 2
AA 19-20 Curriculum Development
Objective Number: 3.1
Progress: Completed
Provided By: Academic Affairs

RELATED ITEMS---
RELATED ITEM LEVEL 1
AA 19-20 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

RELATED ITEM LEVEL 2
AA 19-20 Academic Advising-Faculty
Objective Number: 1.1
Progress: Completed

Provided By: Academic Affairs

RELATED ITEM LEVEL 2
AA 19-20 Academic Advising-Students
Objective Number: 1.2
Progress: Completed
Provided By: Academic Affairs

RELATED ITEMS---
RELATED ITEM LEVEL 1
ATC 19-20 Maintain an effective Accounting Technology - Accounting Clerk (ATC) (CTS)
program.
Goal Number: 2
Progress: Completed
Provided By: Accounting Technology, Account Clerk (CTS)

RELATED ITEM LEVEL 2
ATC 19-20 (CTS) Placement
Objective Number: 2.2
Progress: Completed
Provided By: Accounting Technology, Account Clerk (CTS)

RELATED ITEM LEVEL 2
ATC 19-20 (CTS) Professional Competency
Objective Number: 2.1
Progress: Completed
Provided By: Accounting Technology, Account Clerk (CTS)

RELATED ITEMS---
RELATED ITEM LEVEL 1
ATS 19-20 Maintain an effective Administrative Technology Specialist (ATS) (CTS) Program
Goal Number: 3
Progress: Delayed
Provided By: Administrative Technology Specialist (CTS)

RELATED ITEM LEVEL 2
ATS 19-20 (CTS) Professional Competency
Objective Number: 3.1
Progress: Delayed
Provided By: Administrative Technology Specialist (CTS)

RELATED ITEM LEVEL 2
ATS 19-20 (CTS) Placement
Objective Number: 3.2
Progress: Delayed
Provided By: Administrative Technology Specialist (CTS)

RELATED ITEMS---
RELATED ITEM LEVEL 1
ADRE 19-20 Provide opportunities for prospective students to acquaint themselves with

university requirements, personnel and services.
Goal Number: 1
Progress: Completed
Provided By: Admissions and Recruitment

RELATED ITEM LEVEL 2
ADRE 19-20 Bengal Day
Objective Number: 1.1
Progress: Completed
Provided By: Admissions and Recruitment

RELATED ITEMS---
RELATED ITEM LEVEL 1
ADRE 19-20 Increase overall Unduplicated enrollment headcount
Goal Number: 2
Progress: Completed
Provided By: Admissions and Recruitment

RELATED ITEM LEVEL 2
ADRE 19-20 Bengal Day
Objective Number: 1.1
Progress: Completed
Provided By: Admissions and Recruitment

RELATED ITEMS---
RELATED ITEM LEVEL 1
ADRE 19-20 Track Student Immunization records to assure that all new students meet health
requirements.
Goal Number: 3
Progress: Completed
Provided By: Admissions and Recruitment

RELATED ITEM LEVEL 2
ADRE 19-20 Immunizations
Objective Number: 3.1
Progress: Completed
Provided By: Admissions and Recruitment

RELATED ITEMS---
RELATED ITEM LEVEL 1
ATHL 19-20 To support academic achievement of student athletes using grade point average
Goal Number: 1
Progress: Completed
Provided By: Athletics

RELATED ITEM LEVEL 2
ATHL 19-20 Grade Point Average
Objective Number: 1.1
Progress: Completed

Provided By: Athletics

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

RELATED ITEM LEVEL 2
BOOK 19-20 Bookstore-Student Satisfaction
Objective Number: 1.2
Progress: Completed
Provided By: Bookstore

RELATED ITEM LEVEL 2
BOOK 19-20 Bookstore-Faculty Satisfaction
Objective Number: 1.1
Progress: Completed
Provided By: Bookstore

RELATED ITEMS---
RELATED ITEM LEVEL 1
BUDG 19-20 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

RELATED ITEM LEVEL 2
BUDG 19-20 Budget Review Committee
Objective Number: 2.2
Progress: Canceled
Provided By: Budgeting

RELATED ITEM LEVEL 2
Budget Control
Objective Number: 2.3
Progress: Completed
Provided By: Budgeting

RELATED ITEM LEVEL 2
BUDT 19-20 Budget Review-Faculty
Objective Number: 2.1
Progress: Completed
Provided By: Budgeting

RELATED ITEMS---

RELATED ITEM LEVEL 1
BUDG 19-20 To prepare an annual budget which reflects the mission of the university and supports institutional priorities.
Goal Number: 1
Progress: Completed
Provided By: Budgeting

RELATED ITEM LEVEL 2
BUDG 19-20 Budget Preparation
Objective Number: 1.1
Progress: Completed
Provided By: Budgeting

RELATED ITEMS--
RELATED ITEM LEVEL 1
CAFE 19-20 To provide a high quality dining experience for students, faculty, and staff.
Goal Number: 1
Progress: Completed
Provided By: Cafeteria

RELATED ITEM LEVEL 2
CAFE 19-20 Food Service-Faculty Satisfaction
Objective Number: 1.1
Progress: Completed
Provided By: Cafeteria

RELATED ITEM LEVEL 2
CAFE 19-20 Food Service-Student Satisfaction
Objective Number: 1.3
Progress: Completed
Provided By: Cafeteria

RELATED ITEM LEVEL 2
CAFE 19-20 Food Service-Staff Satisfaction
Objective Number: 1.2
Progress: Completed
Provided By: Cafeteria

RELATED ITEMS--
RELATED ITEM LEVEL 1
CDYC 19-20 Maintain an effective Care and Development of Young Children (CDYC) Associate of Science (AS) program.
Goal Number: 6
Progress: Completed
Provided By: Care and Development of Young Children

RELATED ITEM LEVEL 2
CDYC 19-20 (AS) Retention
Objective Number: 6.3
Progress: Completed

Provided By: Care and Development of Young Children

RELATED ITEM LEVEL 2
CDYC 19-20 (AS) Professional Competency
Objective Number: 6.1
Progress: Completed
Provided By: Care and Development of Young Children

RELATED ITEM LEVEL 2
CDYC 19-20 (AS) Placement
Objective Number: 6.2
Progress: Completed
Provided By: Care and Development of Young Children

RELATED ITEMS---
RELATED ITEM LEVEL 1
CCHT 19-20 Maintain an Effective Chemical Technician (CCHT) Certificate of Technical Studies
(CTS) Program
Goal Number: 8
Progress: Delayed
Provided By: Chemical Technician (CTS)

RELATED ITEM LEVEL 2
CCHT 19-20 (CTS) Placement
Objective Number: 8.2
Progress: Delayed
Provided By: Chemical Technician (CTS)

RELATED ITEM LEVEL 2
CCHT 19-20 (CTS) Professional Competency
Objective Number: 8.1
Progress: Delayed
Provided By: Chemical Technician (CTS)

RELATED ITEMS---
RELATED ITEM LEVEL 1
CIT 19-20 Maintain an effective Computer Information Technology (CIT) (AAS) program.
Goal Number: 6
Progress: Completed
Provided By: Computer Information Technology

RELATED ITEM LEVEL 2
CIT 19-20 (AAS) Placement
Objective Number: 6.2
Progress: Completed
Provided By: Computer Information Technology

RELATED ITEM LEVEL 2
CIT 19-20 (AAS) Program Professional Competency
Objective Number: 6.1

Progress: Completed
Provided By: Computer Information Technology

RELATED ITEM LEVEL 2
CIT 19-20 (AAS) Retention
Objective Number: 6.3
Progress: Completed
Provided By: Computer Information Technology

RELATED ITEMS--
RELATED ITEM LEVEL 1
CE 19-20 (Updated) The Office of Continuing Education will offer non-credit programs and
classes based on community needs.
Goal Number: 1
Progress: Completed
Provided By: Continuing Education

RELATED ITEM LEVEL 2
CE 19-20 (Update) Non-Credit Program Offerings Based on Community Need
Objective Number: 1.1
Progress: Completed
Provided By: Continuing Education

RELATED ITEMS--
RELATED ITEM LEVEL 1
CE 19-20 The Continuing Education Office will use post-event survey data to evaluate the
effectiveness of its programs.
Goal Number: 2
Progress: Completed
Provided By: Continuing Education

RELATED ITEM LEVEL 2
CE 19-20 Courses or programs will meet clients' needs/interests.
Objective Number: 2.2
Progress: Completed
Provided By: Continuing Education

RELATED ITEM LEVEL 2
CE 19-20 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
Provided By: Continuing Education

RELATED ITEM LEVEL 2
CE 19-20 Clients will recommend Continuing Education courses or programs to others.
Objective Number: 2.3
Progress: Completed
Provided By: Continuing Education

RELATED ITEMS---
RELATED ITEM LEVEL 1
CJ 19-20 Maintain an Effective Criminal Justice (CJ) Associate of Science (AS) Program
Goal Number: 1
Progress: Completed
Provided By: Criminal Justice

RELATED ITEM LEVEL 2
CJ 19-20 (AS) Retention
Objective Number: 1.2
Progress: Completed

Provided By: Criminal Justice

RELATED ITEM LEVEL 2
CJ 19-20 (AS) Placement
Objective Number: 1.3
Progress: Completed
Provided By: Criminal Justice

RELATED ITEM LEVEL 2
CJ 19-20 (AS) Professional Competency
Objective Number: 1.1
Progress: Delayed
Provided By: Criminal Justice

RELATED ITEMS---
RELATED ITEM LEVEL 1
DMS 19-20 (AAS) Maintain an effective Diagnostic Medical Sonography Associate of Applied
Science Program
Goal Number: 1
Progress: Completed
Provided By: Diagnostic Medical Sonography

RELATED ITEM LEVEL 2
DMS 19-20 (AAS) Completion Rate
Objective Number: 1.2
Progress: Completed
Provided By: Diagnostic Medical Sonography

RELATED ITEM LEVEL 2
DMS 19-20 (AAS) Professional Competency
Objective Number: 1.1
Progress: Completed
Provided By: Diagnostic Medical Sonography

RELATED ITEM LEVEL 2
DMS 19-20 (AAS) Employment
Objective Number: 1.3
Progress: Completed

Provided By: Diagnostic Medical Sonography

RELATED ITEMS--
RELATED ITEM LEVEL 1
DISA 19-20 Expand campus outreach efforts to educate the campus community on services available for students with disabilities
Goal Number: 1
Progress: Completed
Provided By: Disability Services

RELATED ITEM LEVEL 2
DISA 19-20 Participate in new student and athletics orientation.
Objective Number: 1.1

Progress: Completed
Provided By: Disability Services

RELATED ITEM LEVEL 2
DISA 19-20 Develop a campus disability awareness poster campaign
Objective Number: 1.3
Progress: Completed
Provided By: Disability Services

RELATED ITEM LEVEL 2
DISA 19-20 Include Disability Services information on course syllabi
Objective Number: 1.2
Progress: Completed
Provided By: Disability Services

RELATED ITEMS--
RELATED ITEM LEVEL 1
DEAC 19-20 Maintain an effective Dual Enrollment program
Goal Number: 2
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEM LEVEL 2
DEAC 19 - 20 Increase Enrollment
Objective Number: 2.1
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEMS--
RELATED ITEM LEVEL 1
DEAC 19-20 Maintain an effective LSUE Academy
Goal Number: 1
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEM LEVEL 2
DEAC 19-20 LSUE Academy Fall to Fall Retention
Objective Number: 1.4
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEM LEVEL 2
DEAC 19-20 Increase Enrollment
Objective Number: 1.1
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEM LEVEL 2
DEAC 19-20 LSUE Academy Fall to Spring Retention
Objective Number: 1.3
Progress: Completed

Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEM LEVEL 2
DEAC 19-20 Assessment of Incoming Students
Objective Number: 1.2
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEM LEVEL 2
DEAC 19-20 Compare New FF Academy Students to new FF LSUE Students
Objective Number: 1.5
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEMS---
RELATED ITEM LEVEL 1
GRAN 19-20 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

RELATED ITEM LEVEL 2
GRAN 19-20 Perkins CTE Grant
Objective Number: 1.3
Progress: Completed
Provided By: Federal/State Grants and Contracts

RELATED ITEM LEVEL 2
GRAN 19-20 Grant Submissions
Objective Number: 1.2
Progress: Completed
Provided By: Federal/State Grants and Contracts

RELATED ITEM LEVEL 2
GRAN 19-20 Grant Training
Objective Number: 1.1
Progress: Completed
Provided By: Federal/State Grants and Contracts

RELATED ITEMS---
RELATED ITEM LEVEL 1
FIAD 19-20 Provide financial resources for eligible students in support of their
educational/career goals.
Goal Number: 1
Progress: Completed
Provided By: Financial Aid

RELATED ITEM LEVEL 2
FIAD 19-20 Financial Aid Counseling
Objective Number: 1.4
Progress: Completed
Provided By: Financial Aid

RELATED ITEM LEVEL 2
FIAD 19-20 Financial Aid-Information
Objective Number: 1.1
Progress: Completed
Provided By: Financial Aid

RELATED ITEM LEVEL 2
FIAD 19-20 Financial Aid-Scholarships
Objective Number: 1.3
Progress: Completed
Provided By: Financial Aid

RELATED ITEM LEVEL 2
FIAD 19-20 Financial Aid Resources
Objective Number: 1.2
Progress: Completed
Provided By: Financial Aid

RELATED ITEMS---
RELATED ITEM LEVEL 1
FST 19-20 Maintain an effective Fire Service Technology (FST) Certificate of Technical Studies
(CTS) Program
Goal Number: 3
Progress: Delayed
Provided By: Fire Service Technology (CTS)

RELATED ITEM LEVEL 2
FST 19-20 (CTS) Employment
Objective Number: 3.2
Progress: Delayed

Provided By: Fire Service Technology (CTS)

RELATED ITEM LEVEL 2
FST 19-20 (CTS) Professional Competency
Objective Number: 3.1
Progress: Delayed
Provided By: Fire Service Technology (CTS)

RELATED ITEMS---
RELATED ITEM LEVEL 1
FES 19-20 Maintain an Effective Fire and Emergency Services (FES) Program, Associate of Applied Science (AAS)
Goal Number: 2
Progress: Completed
Provided By: Fire and Emergency Services

RELATED ITEM LEVEL 2
FES 19-20 (AAS) Employment
Objective Number: 2.3
Progress: Completed
Provided By: Fire and Emergency Services

RELATED ITEM LEVEL 2
FES 19-20 (AAS) Professional Competency
Objective Number: 2.1
Progress: Delayed
Provided By: Fire and Emergency Services

RELATED ITEM LEVEL 2
FES 19-20 (AAS) Retention
Objective Number: 2.2
Progress: Completed
Provided By: Fire and Emergency Services

RELATED ITEMS---
RELATED ITEM LEVEL 1
FYEX 19-20 Maintain an Effective First Year Experience Program.
Goal Number: 1
Progress: Completed
Provided By: First Year Experience

RELATED ITEM LEVEL 2
FYEX 19-20 Develop a peer-led mentoring program
Objective Number: 1.1
Progress: Completed
Provided By: First Year Experience

RELATED ITEM LEVEL 2
FYEX 19-20 Academic and Social Development
Objective Number: 1.2

Progress: Completed
Provided By: First Year Experience

RELATED ITEMS--
RELATED ITEM LEVEL 1
AGS 19-20 Maintain an Effective Associate of General Studies Program
Goal Number: 7
Progress: Completed
Provided By: General Studies

RELATED ITEM LEVEL 2
AGS 19-20 Placement
Objective Number: 7.4
Progress: Completed
Provided By: General Studies

RELATED ITEM LEVEL 2
AGS 19-20 Program Competency using SLOs
Objective Number: 7.1
Progress: Canceled
Provided By: General Studies

RELATED ITEM LEVEL 2
AGS 19-20 Program Competency using Peregrine Academic
Objective Number: 7.2
Progress: Completed
Provided By: General Studies

RELATED ITEM LEVEL 2
AGS 19-20 Retention
Objective Number: 7.3
Progress: Completed
Provided By: General Studies

RELATED ITEMS--
RELATED ITEM LEVEL 1
HRM 19-20 Maintain an effective Human Resource Management (CTS) program
Goal Number: 4
Progress: Completed
Provided By: Human Resources Management (CTS)

RELATED ITEM LEVEL 2
HRM 19-20 (CTS) Professional Competency
Objective Number: 4.1
Progress: Completed
Provided By: Human Resources Management (CTS)

RELATED ITEM LEVEL 2
HRM 19-20 (CTS) Placement
Objective Number: 4.2

Progress: Completed
Provided By: Human Resources Management (CTS)

RELATED ITEMS---
RELATED ITEM LEVEL 1
IT 19-20 Provide Faculty and Staff with the technology and support required to produce successful students.
Goal Number: 1
Progress: Completed
Provided By: Information Technology

RELATED ITEM LEVEL 2
IT 19-20 Faculty Satisfaction
Objective Number: 1.2
Progress: Completed
Provided By: Information Technology

RELATED ITEM LEVEL 2
IT 19-20 Staff Satisfaction
Objective Number: 1.1
Progress: Completed
Provided By: Information Technology

RELATED ITEMS---
RELATED ITEM LEVEL 1
IT 19-20 Provide students with access to the technology they need to be successful in meeting their academic goals.
Goal Number: 2
Progress: Completed
Provided By: Information Technology

RELATED ITEM LEVEL 2
IT 19-20 User Services-Student Support
Objective Number: 2.1
Progress: Completed
Provided By: Information Technology

RELATED ITEMS---
RELATED ITEM LEVEL 1
IT 19-20 Update Infrastructure
Goal Number: 3
Progress: Completed
Provided By: Information Technology

RELATED ITEM LEVEL 2
IT 19-20 Implementation of new student system
Objective Number: 3.2
Progress: Completed
Provided By: Information Technology

RELATED ITEM LEVEL 2
IT 19-20 Update Infrastructure
Objective Number: 3.1
Progress: Completed
Provided By: Information Technology

RELATED ITEMS---
RELATED ITEM LEVEL 1
LA 19-20 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
Provided By: Liberal Arts

RELATED ITEM LEVEL 1
LA 19-20 Retention of EDUN, PSYC, and SOCL Liberal Arts Majors
Goal Number: 4
Progress: Completed
Provided By: Liberal Arts

RELATED ITEM LEVEL 2
LA 19-20 Retention- Aggregated Liberal Arts Majors of EDUN, PSYC, and SOCL
Objective Number: 4.1
Progress: Completed
Provided By: Liberal Arts

RELATED ITEMS---
RELATED ITEM LEVEL 1
LA 19-20 In working to maintain an effective developmental education program, LSU Eunice will
provide students the necessary support for the successful completion of their developmental
coursework.
Goal Number: 1
Progress: Completed
Provided By: Liberal Arts

RELATED ITEM LEVEL 2
LA 19-20 Orientation to University Studies (UNIV 1005)
Objective Number: 1.2
Progress: Completed
Provided By: Liberal Arts

RELATED ITEM LEVEL 2
LA 19-20 Developmental English (ENGL 0001)
Objective Number: 1.1
Progress: Completed
Provided By: Liberal Arts

RELATED ITEM LEVEL 2

LA 19-20 College Reading (UNIV 0008)
Objective Number: 1.3
Progress: Completed
Provided By: Liberal Arts

RELATED ITEMS--
RELATED ITEM LEVEL 1
LA 19-20 General Education - Artistic, Cultural, Historic Understanding; Written and Spoken
Communication (see General Education Section)
Goal Number: 3
Progress: Completed
Provided By: Liberal Arts

RELATED ITEM LEVEL 1
LIB 19-20 Constituencies at LSUE will be satisfied with library operations.
Goal Number: 1
Progress: Completed
Provided By: Library

RELATED ITEM LEVEL 2
LIB 19-20 Staff Satisfaction with the Library
Objective Number: 1.2
Progress: Completed
Provided By: Library

RELATED ITEM LEVEL 2
LIB 19-20 Faculty Satisfaction with the Library
Objective Number: 1.1
Progress: Completed
Provided By: Library

RELATED ITEM LEVEL 2
LIB 19-20 Student Satisfaction with the Library
Objective Number: 1.3
Progress: Completed
Provided By: Library

RELATED ITEMS--
RELATED ITEM LEVEL 1
LIB 19-20 Library Patron Usage and Traffic will Increase
Goal Number: 2
Progress: Completed
Provided By: Library

RELATED ITEM LEVEL 2
LIB 19-20 Increase the Number of Items Circulated
Objective Number: 2.2
Progress: Completed
Provided By: Library

RELATED ITEM LEVEL 2
LIB 19-20 Increase the Number of Library Visits
Objective Number: 2.1
Progress: Completed
Provided By: Library

RELATED ITEMS---
RELATED ITEM LEVEL 1
LIB 19-20 The Library will provide guidance and instruction in library skills and information
literacy.
Goal Number: 3
Progress: Completed
Provided By: Library

RELATED ITEM LEVEL 2
LIB 19-20 Increase the number of Bibliographic Instructional Sessions
Objective Number: 3.1
Progress: Completed
Provided By: Library

RELATED ITEMS---
RELATED ITEM LEVEL 1
MGMT 19-20 Maintain an effective Management (MGMT) Associate of Applied Science (AAS)
program
Goal Number: 7
Progress: Completed
Provided By: Management

RELATED ITEM LEVEL 2
MGMT 19-20 (AAS) Retention
Objective Number: 7.3
Progress: Completed
Provided By: Management

RELATED ITEM LEVEL 2
MGMT 19-20 (AAS) Placement
Objective Number: 7.2
Progress: Completed
Provided By: Management

RELATED ITEM LEVEL 2
MGMT 19-20 (AAS) Professional Competency
Objective Number: 7.1
Progress: Completed
Provided By: Management

RELATED ITEMS---
RELATED ITEM LEVEL 1
MGMT 19-20 General Education Competency in the Social Sciences

Goal Number: 9
Progress: Completed
Provided By: Management

RELATED ITEM LEVEL 1
MCB 19-20 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)

RELATED ITEM LEVEL 2
MCB 19-20 (CTS) Placement
Objective Number: 5.2
Progress: Completed
Provided By: Medical Coding and Billing (CTS)

RELATED ITEM LEVEL 2
MCB 19-20 (CTS) Professional Competency
Objective Number: 5.1
Progress: Completed
Provided By: Medical Coding and Billing (CTS)

RELATED ITEMS---
RELATED ITEM LEVEL 1
ASN 19-20 Maintain an Effective Nursing (ASN) Program
Goal Number: 2
Progress: Completed
Provided By: Nursing

RELATED ITEM LEVEL 2
ASN 19-20 Graduation Rate
Objective Number: 2.2
Progress: Completed
Provided By: Nursing

RELATED ITEM LEVEL 2
ASN 19-20 Employment
Objective Number: 2.3
Progress: Completed
Provided By: Nursing

RELATED ITEM LEVEL 2
ASN 19-20 Professional Competency based on Clinical Results
Objective Number: 2.1a
Progress: Completed
Provided By: Nursing

RELATED ITEM LEVEL 2
ASN 19-20 Professional Competency based on NCLEX-RN
Objective Number: 2.1

Progress: Completed
Provided By: Nursing

RELATED ITEMS---
RELATED ITEM LEVEL 1
PWAY 19-20 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

RELATED ITEM LEVEL 2
PWAY 19-20 Program Completion
Objective Number: 3.1
Progress: Completed
Provided By: Pathways to Success

RELATED ITEM LEVEL 2
PWAY 19-20 Fall to Spring Retention
Objective Number: 3.2
Progress: Completed
Provided By: Pathways to Success

RELATED ITEM LEVEL 2
PWAY 19-20 Fall to Fall Retention
Objective Number: 3.3
Progress: Completed
Provided By: Pathways to Success

RELATED ITEMS---
RELATED ITEM LEVEL 1
FACL 19-20 To provide clean and well maintained facilities and grounds.
Goal Number: 1
Progress: Completed
Provided By: Physical Plant

RELATED ITEM LEVEL 2
FACL 19-20 Capital Improvements
Objective Number: 1.4
Progress: Completed
Provided By: Physical Plant

RELATED ITEM LEVEL 2
FACL 19-20 Building and Grounds-Staff
Objective Number: 1.2
Progress: Completed
Provided By: Physical Plant

RELATED ITEM LEVEL 2
FACL 19-20 Building and Grounds-Student Satisfaction

Objective Number: 1.3
Progress: Completed
Provided By: Physical Plant

RELATED ITEM LEVEL 2
FACL 19-20 Building and Grounds-Faculty Satisfaction
Objective Number: 1.1
Progress: Completed
Provided By: Physical Plant

RELATED ITEMS--
RELATED ITEM LEVEL 1
PR 19-20 Develop and implement a comprehensive marketing and advertising plan during the
AY 2017-2018 for the 2019-2020 academic year.
Goal Number: 1
Progress: Completed
Provided By: Public Affairs

RELATED ITEM LEVEL 2
PR 19-20 Marketing and Advertising
Objective Number: 1.1
Progress: Completed
Provided By: Public Affairs

RELATED ITEMS--
RELATED ITEM LEVEL 1
PR 19-20 Implement a comprehensive social media strategy for LSUE.
Goal Number: 2
Progress: Completed
Provided By: Public Affairs

RELATED ITEM LEVEL 2
PR 19-20 Marketing and Visibility - Social Media Plan
Objective Number: 2.1
Progress: Completed
Provided By: Public Affairs

RELATED ITEMS--
RELATED ITEM LEVEL 1
PURCH 19-20 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

RELATED ITEM LEVEL 2
PURCH 19-20 Purchasing- Faculty Satisfaction
Objective Number: 1.1

Progress: Completed
Provided By: Purchasing

RELATED ITEM LEVEL 2
PURCH 19-20 Purchasing-Audit
Objective Number: 1.2
Progress: Completed
Provided By: Purchasing

RELATED ITEMS--
RELATED ITEM LEVEL 1
RADT 19-20 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS)
Program
Goal Number: 3
Progress: Completed
Provided By: Radiologic Technology

RELATED ITEM LEVEL 2
RADT 19-20 (AS) Employment
Objective Number: 3.4
Progress: Completed
Provided By: Radiologic Technology

RELATED ITEM LEVEL 2
RADT 19-20 (AS) Credentialing
Objective Number: 3.2
Progress: Completed
Provided By: Radiologic Technology

RELATED ITEM LEVEL 2
RADT 19-20 (AS) Professional Competency
Objective Number: 3.1
Progress: Completed
Provided By: Radiologic Technology

RELATED ITEM LEVEL 2
RADT 19-20 (AS) Retention
Objective Number: 3.3
Progress: Completed
Provided By: Radiologic Technology

RELATED ITEMS--
RELATED ITEM LEVEL 1
REG 19-20 The Office of Admissions will decrease turnaround time for processing of paid
applications.
Goal Number: 1
Progress: Canceled
Provided By: Registrar

RELATED ITEM LEVEL 2

REG 19-20 Decreasing processing time of admission applications
Objective Number: 1.1
Progress: Canceled
Provided By: Registrar

RELATED ITEMS---
RELATED ITEM LEVEL 1
REG 19-20 To meet the needs during the registration process of students, faculty, and staff
Goal Number: 1
Progress: Completed
Provided By: Registrar

RELATED ITEM LEVEL 2
REG 19-20 Registrar's Office - Student Satisfaction
Objective Number: 1.3
Progress: Completed
Provided By: Registrar

RELATED ITEM LEVEL 2
REG 19-20 Registrar's Office - Staff Satisfaction
Objective Number: 1.2
Progress: Completed
Provided By: Registrar

RELATED ITEM LEVEL 2
REG 19-20 Registrar's Office - Faculty Satisfaction
Objective Number: 1.1
Progress: Completed
Provided By: Registrar

RELATED ITEMS---
RELATED ITEM LEVEL 1
RC 19-20 Maintain an Effective Associate of Science (AS) Program in Respiratory Care (RC)
Goal Number: 4
Progress: Completed
Provided By: Respiratory Care

RELATED ITEM LEVEL 2
RC 19-20 (AS) Retention
Objective Number: 4.2
Progress: Completed
Provided By: Respiratory Care

RELATED ITEM LEVEL 2
RC 19-20 (AS) Professional Competency
Objective Number: 4.1
Progress: Completed
Provided By: Respiratory Care

RELATED ITEM LEVEL 2

RC 19-20 (AS) Employment
Objective Number: 4.3
Progress: Completed
Provided By: Respiratory Care

RELATED ITEMS---
RELATED ITEM LEVEL 1
SCI 19-20 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

RELATED ITEM LEVEL 2
SCI 19-20 Developmental Math (MATH 0001)
Objective Number: 1.1
Progress: Completed
Provided By: Science & Mathematics

RELATED ITEM LEVEL 2
SCI 19-20 Developmental Math (MATH 0015)
Objective Number: 1.2
Progress: Completed
Provided By: Science & Mathematics

RELATED ITEM LEVEL 2
SCI 19-20 Developmental Math (MATH 0021)
Objective Number: 1.3
Progress: Completed
Provided By: Science & Mathematics

RELATED ITEMS---
RELATED ITEM LEVEL 1
SCI 19-20 General Education: Competency in sciences and mathematics
Goal Number: 2
Progress: Completed
Provided By: Science & Mathematics

RELATED ITEM LEVEL 1
SCI 19-20 Sequential Courses
Goal Number: 4
Progress: Completed
Provided By: Science & Mathematics

RELATED ITEM LEVEL 2
SCI 19-20 BIOL 1001 to BIOL1160
Objective Number: 4.2
Progress: Completed
Provided By: Science & Mathematics

RELATED ITEM LEVEL 2
SCI 19-20 College-level mathematics sequence
Objective Number: 4.1
Progress: Completed
Provided By: Science & Mathematics

RELATED ITEMS---
RELATED ITEM LEVEL 1
ST 19-20 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program
Goal Number: 11
Progress: Completed
Provided By: Surgical Technology

RELATED ITEM LEVEL 2
ST 19-20 (AAS) Retention (Graduation) Rate
Objective Number: 11.3
Progress: Completed
Provided By: Surgical Technology

RELATED ITEM LEVEL 2
ST 19-20 (AAS) Employment
Objective Number: 11.4
Progress: Completed
Provided By: Surgical Technology

RELATED ITEM LEVEL 2
ST 19-20 (AAS) Professional Competency based on Certified Surgical Technology (CST) Exam
Objective Number: 11.1
Progress: Completed
Provided By: Surgical Technology

RELATED ITEM LEVEL 2
ST 19-20 (AAS) Professional Competency based on Clinical Results
Objective Number: 11.2
Progress: Completed
Provided By: Surgical Technology

RELATED ITEMS---
RELATED ITEM LEVEL 1
TEST 19-20 Complete Construction and Initiate a New Testing Center as a new Auxiliary
Goal Number: 1
Progress: Canceled
Provided By: Testing Center

RELATED ITEM LEVEL 2
TEST 19-20 Initiate a Testing Center
Objective Number: 1
Progress: Canceled

Provided By: Testing Center

RELATED ITEMS---
RELATED ITEM LEVEL 1
UAF 19-20 Generate FY Increases in Revenue
Goal Number: 2
Progress: Completed
Provided By: University Advancement / LSUE Foundation

RELATED ITEM LEVEL 2
UAF 19-20 Secure resources
Objective Number: 2.1
Progress: Completed
Provided By: University Advancement / LSUE Foundation

RELATED ITEMS---
RELATED ITEM LEVEL 1
UAF 19-20 Implement Board Policies and Procedures
Goal Number: 1
Progress: Delayed
Provided By: University Advancement / LSUE Foundation

RELATED ITEM LEVEL 2
UAF 19-20 Bylaw Revision
Objective Number: 1.1
Progress: Delayed
Provided By: University Advancement / LSUE Foundation

RELATED ITEM LEVEL 2
UAF 19-20 Campus Policy Revisions
Objective Number: 1.2
Progress: Delayed
Provided By: University Advancement / LSUE Foundation

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

RELATED ITEMS---
RELATED ITEM LEVEL 1
AA/EEO 19-20 Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.
Goal Number: 1
Progress: Completed
Provided By: AA/EEO/Title IX

RELATED ITEM LEVEL 2
AA/EEO 19-20 Annually Provide Training on AA/EEO topics to faculty & staff
Objective Number: 1.2

Progress: Completed
Provided By: AA/EEO/Title IX

RELATED ITEM LEVEL 2
AA/EEO 19-20 Completion and Approval of Annual Affirmative Action Plan
Objective Number: 1.1
Progress: Completed
Provided By: AA/EEO/Title IX

RELATED ITEMS---
RELATED ITEM LEVEL 1
Title IX 19-20 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: Completed
Provided By: AA/EEO/Title IX

RELATED ITEM LEVEL 2
Title IX 19-20 Communicate Effectively to Campus
Objective Number: 2.3
Progress: Completed
Provided By: AA/EEO/Title IX

RELATED ITEM LEVEL 2
Title IX 19-20 Prevention Efforts
Objective Number: 2.1
Progress: Completed
Provided By: AA/EEO/Title IX

RELATED ITEM LEVEL 2
Title IX 19-20 Response to Complaints
Objective Number: 2.2
Progress: Completed
Provided By: AA/EEO/Title IX

RELATED ITEMS---
RELATED ITEM LEVEL 1
AALT 19-20 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program
Goal Number: 5
Progress: Completed
Provided By: AA/LT

RELATED ITEM LEVEL 2
AALT 19-20 Program Competency using SLOs
Objective Number: 5.1
Progress: Canceled
Provided By: AA/LT

RELATED ITEM LEVEL 2
AALT 19-20 Placement

Objective Number: 5.4
Progress: Completed
Provided By: AA/LT

RELATED ITEM LEVEL 2
AALT 19-20 Retention
Objective Number: 5.3
Progress: Completed
Provided By: AA/LT

RELATED ITEM LEVEL 2
AALT 19-20 Program Competency using Peregrine Academic
Objective Number: 5.2
Progress: Completed
Provided By: AA/LT

RELATED ITEMS--
RELATED ITEM LEVEL 1
ASLT 19-20 Maintain an Effective Associate of Science Louisiana Transfer Program
Goal Number: 1
Progress: Completed
Provided By: AS/LT

RELATED ITEM LEVEL 2
ASLT 19-20 Program Competency using SLOs
Objective Number: 1.1
Progress: Canceled
Provided By: AS/LT

RELATED ITEM LEVEL 2
ASLT 19-20 Placement
Objective Number: 1.4
Progress: Completed
Provided By: AS/LT

RELATED ITEM LEVEL 2
ASLT 19-20 Retention
Objective Number: 1.3
Progress: Completed
Provided By: AS/LT

RELATED ITEM LEVEL 2
ASLT 19-20 Program Competency using Peregrine Academic
Objective Number: 1.2
Progress: Completed
Provided By: AS/LT

RELATED ITEMS--
RELATED ITEM LEVEL 1
ACAD 19-20 Advise students across academic disciplines within the Student Success Center
Goal Number: 1

Progress: Completed
Provided By: Academic Advising

RELATED ITEM LEVEL 2
ACAD 19-20 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: Canceled
Provided By: Academic Advising

RELATED ITEM LEVEL 2
ACAD 19-20 Create a more structured and thorough advisor training program
Objective Number: 1.1 (formerly 1.2)
Progress: Completed
Provided By: Academic Advising

RELATED ITEM LEVEL 2
ACAD 19-20 Student Satisfaction with Academic Advising
Objective Number: 1.2 (formerly 1.3)
Progress: Completed
Provided By: Academic Advising

RELATED ITEMS--
RELATED ITEM LEVEL 1
AA 19-20 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

RELATED ITEM LEVEL 2
AA 19-20 Increase the ease of transfer between LSUE and four-year institutions
Objective Number: 2.2
Progress: Delayed
Provided By: Academic Affairs

RELATED ITEMS--
RELATED ITEM LEVEL 1
AA 19-20 To foster academic success through instructional effectiveness.
Goal Number: 4. Institutional Effectiveness
Progress: Completed
Provided By: Academic Affairs

RELATED ITEM LEVEL 2
AA 19-20 Graduation
Objective Number: 4.3
Progress: Completed
Provided By: Academic Affairs

RELATED ITEM LEVEL 2

AA 19-20 Instructional Program Satisfaction
Objective Number: 4.1
Progress: Completed
Provided By: Academic Affairs

RELATED ITEM LEVEL 2
AA 19-20 Fall-to-Fall Retention of FTFT students
Objective Number: 4.4
Progress: Completed
Provided By: Academic Affairs

RELATED ITEMS--
RELATED ITEM LEVEL 1
AA 19-20 To ensure that faculty understand and participate in curriculum development.
Goal Number: 3. Curriculum Development
Progress: Completed
Provided By: Academic Affairs

RELATED ITEM LEVEL 2
AA 19-20 Curriculum Development
Objective Number: 3.1
Progress: Completed
Provided By: Academic Affairs

RELATED ITEMS--
RELATED ITEM LEVEL 1
AA 19-20 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

RELATED ITEM LEVEL 2
AA 19-20 Academic Advising-Faculty
Objective Number: 1.1
Progress: Completed
Provided By: Academic Affairs

RELATED ITEM LEVEL 2
AA 19-20 Academic Advising-Students
Objective Number: 1.2
Progress: Completed
Provided By: Academic Affairs

RELATED ITEMS--
RELATED ITEM LEVEL 1
ATC 19-20 Maintain an effective Accounting Technology - Accounting Clerk (ATC) (CTS)
program.
Goal Number: 2

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

RELATED ITEM LEVEL 2
ATC 19-20 (CTS) Placement
Objective Number: 2.2
Progress: Completed
Provided By: Accounting Technology, Account Clerk (CTS)

RELATED ITEM LEVEL 2
ATC 19-20 (CTS) Professional Competency
Objective Number: 2.1
Progress: Completed
Provided By: Accounting Technology, Account Clerk (CTS)

RELATED ITEMS--
RELATED ITEM LEVEL 1
ATS 19-20 Maintain an effective Administrative Technology Specialist (ATS) (CTS) Program
Goal Number: 3
Progress: Delayed
Provided By: Administrative Technology Specialist (CTS)

RELATED ITEM LEVEL 2
ATS 19-20 (CTS) Professional Competency
Objective Number: 3.1
Progress: Delayed
Provided By: Administrative Technology Specialist (CTS)

RELATED ITEM LEVEL 2
ATS 19-20 (CTS) Placement
Objective Number: 3.2
Progress: Delayed
Provided By: Administrative Technology Specialist (CTS)

RELATED ITEMS--
RELATED ITEM LEVEL 1
ATHL 19-20 To support academic achievement of student athletes using grade point average
Goal Number: 1
Progress: Completed
Provided By: Athletics

RELATED ITEM LEVEL 2
ATHL 19-20 Grade Point Average
Objective Number: 1.1
Progress: Completed
Provided By: Athletics

RELATED ITEMS--
RELATED ITEM LEVEL 1
ATHL 19-20 To be successful on the field of play.

Goal Number: 2
Progress: Completed
Provided By: Athletics

RELATED ITEM LEVEL 2
ATHL 19-20 Maintain a winning percentage
Objective Number: 2.1
Progress: Completed
Provided By: Athletics

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

RELATED ITEM LEVEL 2
BOOK 19-20 Bookstore-Student Satisfaction
Objective Number: 1.2
Progress: Completed
Provided By: Bookstore

RELATED ITEM LEVEL 2
BOOK 19-20 Bookstore-Faculty Satisfaction
Objective Number: 1.1
Progress: Completed
Provided By: Bookstore

RELATED ITEMS---
RELATED ITEM LEVEL 1
BUDG 19-20 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

RELATED ITEM LEVEL 2
BUDG 19-20 Budget Review Committee
Objective Number: 2.2
Progress: Canceled
Provided By: Budgeting

RELATED ITEM LEVEL 2
Budget Control
Objective Number: 2.3
Progress: Completed
Provided By: Budgeting

RELATED ITEM LEVEL 2
BUDT 19-20 Budget Review-Faculty
Objective Number: 2.1
Progress: Completed
Provided By: Budgeting

RELATED ITEMS--
RELATED ITEM LEVEL 1
BUDG 19-20 To prepare an annual budget which reflects the mission of the university and supports institutional priorities.
Goal Number: 1
Progress: Completed
Provided By: Budgeting

RELATED ITEM LEVEL 2
BUDG 19-20 Budget Preparation
Objective Number: 1.1
Progress: Completed
Provided By: Budgeting

RELATED ITEMS--
RELATED ITEM LEVEL 1
CAFE 19-20 To provide a high quality dining experience for students, faculty, and staff.
Goal Number: 1
Progress: Completed
Provided By: Cafeteria

RELATED ITEM LEVEL 2
CAFE 19-20 Food Service-Faculty Satisfaction
Objective Number: 1.1
Progress: Completed
Provided By: Cafeteria

RELATED ITEM LEVEL 2
CAFE 19-20 Food Service-Student Satisfaction
Objective Number: 1.3
Progress: Completed
Provided By: Cafeteria

RELATED ITEM LEVEL 2
CAFE 19-20 Food Service-Staff Satisfaction
Objective Number: 1.2
Progress: Completed
Provided By: Cafeteria

RELATED ITEMS--
RELATED ITEM LEVEL 1
CDYC 19-20 Maintain an effective Care and Development of Young Children (CDYC) Associate of Science (AS) program.

Goal Number: 6
Progress: Completed
Provided By: Care and Development of Young Children

RELATED ITEM LEVEL 2
CDYC 19-20 (AS) Retention
Objective Number: 6.3
Progress: Completed
Provided By: Care and Development of Young Children

RELATED ITEM LEVEL 2
CDYC 19-20 (AS) Professional Competency
Objective Number: 6.1
Progress: Completed
Provided By: Care and Development of Young Children

RELATED ITEM LEVEL 2
CDYC 19-20 (AS) Placement
Objective Number: 6.2
Progress: Completed
Provided By: Care and Development of Young Children

RELATED ITEMS--
RELATED ITEM LEVEL 1
CARSE 19-20 To assist students in declaring a major.
Goal Number: 1
Progress: Completed
Provided By: Career Services

RELATED ITEM LEVEL 2
CARSE 19-20 Career Decision Making
Objective Number: 1.1
Progress: Completed
Provided By: Career Services

RELATED ITEMS--
RELATED ITEM LEVEL 1
CCHT 19-20 Maintain an Effective Chemical Technician (CCHT) Certificate of Technical Studies
(CTS) Program
Goal Number: 8
Progress: Delayed
Provided By: Chemical Technician (CTS)

RELATED ITEM LEVEL 2
CCHT 19-20 (CTS) Placement
Objective Number: 8.2
Progress: Delayed
Provided By: Chemical Technician (CTS)

RELATED ITEM LEVEL 2

CCHT 19-20 (CTS) Professional Competency
Objective Number: 8.1
Progress: Delayed
Provided By: Chemical Technician (CTS)

RELATED ITEMS--
RELATED ITEM LEVEL 1
CIT 19-20 Maintain an effective Computer Information Technology (CIT) (AAS) program.
Goal Number: 6
Progress: Completed
Provided By: Computer Information Technology

RELATED ITEM LEVEL 2
CIT 19-20 (AAS) Placement
Objective Number: 6.2
Progress: Completed
Provided By: Computer Information Technology

RELATED ITEM LEVEL 2
CIT 19-20 (AAS) Program Professional Competency
Objective Number: 6.1
Progress: Completed
Provided By: Computer Information Technology

RELATED ITEM LEVEL 2
CIT 19-20 (AAS) Retention
Objective Number: 6.3
Progress: Completed
Provided By: Computer Information Technology

RELATED ITEMS--
RELATED ITEM LEVEL 1
CE 19-20 (Updated) The Office of Continuing Education will offer non-credit programs and
classes based on community needs.
Goal Number: 1
Progress: Completed
Provided By: Continuing Education

RELATED ITEM LEVEL 2
CE 19-20 (Update) Non-Credit Program Offerings Based on Community Need
Objective Number: 1.1
Progress: Completed
Provided By: Continuing Education

RELATED ITEMS--
RELATED ITEM LEVEL 1
CE 19-20 The Continuing Education Office will use post-event survey data to evaluate the
effectiveness of its programs.
Goal Number: 2

Progress: Completed
Provided By: Continuing Education

RELATED ITEM LEVEL 2
CE 19-20 Courses or programs will meet clients' needs/interests.
Objective Number: 2.2
Progress: Completed
Provided By: Continuing Education

RELATED ITEM LEVEL 2
CE 19-20 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
Provided By: Continuing Education

RELATED ITEM LEVEL 2
CE 19-20 Clients will recommend Continuing Education courses or programs to others.
Objective Number: 2.3
Progress: Completed
Provided By: Continuing Education

RELATED ITEMS---
RELATED ITEM LEVEL 1
CJ 19-20 Maintain an Effective Criminal Justice (CJ) Associate of Science (AS) Program
Goal Number: 1
Progress: Completed
Provided By: Criminal Justice

RELATED ITEM LEVEL 2
CJ 19-20 (AS) Retention
Objective Number: 1.2
Progress: Completed
Provided By: Criminal Justice

RELATED ITEM LEVEL 2
CJ 19-20 (AS) Placement
Objective Number: 1.3
Progress: Completed
Provided By: Criminal Justice

RELATED ITEM LEVEL 2
CJ 19-20 (AS) Professional Competency
Objective Number: 1.1
Progress: Delayed
Provided By: Criminal Justice

RELATED ITEMS---
RELATED ITEM LEVEL 1
DMS 19-20 (AAS) Maintain an effective Diagnostic Medical Sonography Associate of Applied Science Program

Goal Number: 1
Progress: Completed
Provided By: Diagnostic Medical Sonography

RELATED ITEM LEVEL 2
DMS 19-20 (AAS) Completion Rate
Objective Number: 1.2
Progress: Completed
Provided By: Diagnostic Medical Sonography

RELATED ITEM LEVEL 2
DMS 19-20 (AAS) Professional Competency
Objective Number: 1.1
Progress: Completed
Provided By: Diagnostic Medical Sonography

RELATED ITEM LEVEL 2
DMS 19-20 (AAS) Employment
Objective Number: 1.3
Progress: Completed
Provided By: Diagnostic Medical Sonography

RELATED ITEMS--
RELATED ITEM LEVEL 1
DISA 19-20 Expand campus outreach efforts to educate the campus community on services available for students with disabilities
Goal Number: 1
Progress: Completed
Provided By: Disability Services

RELATED ITEM LEVEL 2
DISA 19-20 Participate in new student and athletics orientation.
Objective Number: 1.1
Progress: Completed
Provided By: Disability Services

RELATED ITEM LEVEL 2
DISA 19-20 Develop a campus disability awareness poster campaign
Objective Number: 1.3
Progress: Completed
Provided By: Disability Services

RELATED ITEM LEVEL 2
DISA 19-20 Include Disability Services information on course syllabi
Objective Number: 1.2
Progress: Completed
Provided By: Disability Services

RELATED ITEMS--
RELATED ITEM LEVEL 1
DEAC 19-20 Maintain an effective Dual Enrollment program

Goal Number: 2
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEM LEVEL 2
DEAC 19 - 20 Increase Enrollment
Objective Number: 2.1
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEMS--
RELATED ITEM LEVEL 1
DEAC 19-20 Maintain an effective LSUE Academy
Goal Number: 1
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEM LEVEL 2
DEAC 19-20 LSUE Academy Fall to Fall Retention
Objective Number: 1.4
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEM LEVEL 2
DEAC 19-20 Increase Enrollment
Objective Number: 1.1
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEM LEVEL 2
DEAC 19-20 LSUE Academy Fall to Spring Retention
Objective Number: 1.3
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEM LEVEL 2
DEAC 19-20 Assessment of Incoming Students
Objective Number: 1.2
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEM LEVEL 2
DEAC 19-20 Compare New FF Academy Students to new FF LSUE Students
Objective Number: 1.5
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEMS--
RELATED ITEM LEVEL 1
GRAN 19-20 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

RELATED ITEM LEVEL 2
GRAN 19-20 Adherence to Grant Guidelines
Objective Number: 2.2
Progress: Completed
Provided By: Federal/State Grants and Contracts

RELATED ITEM LEVEL 2
GRAN 19-20 Grant Guidelines
Objective Number: 2.1
Progress: Completed
Provided By: Federal/State Grants and Contracts

RELATED ITEMS---
RELATED ITEM LEVEL 1
FIAD 19-20 Provide financial resources for eligible students in support of their
educational/career goals.
Goal Number: 1
Progress: Completed
Provided By: Financial Aid

RELATED ITEM LEVEL 2
FIAD 19-20 Financial Aid Counseling
Objective Number: 1.4
Progress: Completed
Provided By: Financial Aid

RELATED ITEM LEVEL 2
FIAD 19-20 Financial Aid-Information
Objective Number: 1.1
Progress: Completed
Provided By: Financial Aid

RELATED ITEM LEVEL 2
FIAD 19-20 Financial Aid-Scholarships
Objective Number: 1.3
Progress: Completed
Provided By: Financial Aid

RELATED ITEM LEVEL 2
FIAD 19-20 Financial Aid Resources
Objective Number: 1.2
Progress: Completed
Provided By: Financial Aid

RELATED ITEMS---
RELATED ITEM LEVEL 1
FST 19-20 Maintain an effective Fire Service Technology (FST) Certificate of Technical Studies

(CTS) Program
Goal Number: 3
Progress: Delayed
Provided By: Fire Service Technology (CTS)

RELATED ITEM LEVEL 2
FST 19-20 (CTS) Employment
Objective Number: 3.2
Progress: Delayed
Provided By: Fire Service Technology (CTS)

RELATED ITEM LEVEL 2
FST 19-20 (CTS) Professional Competency
Objective Number: 3.1
Progress: Delayed
Provided By: Fire Service Technology (CTS)

RELATED ITEMS--
RELATED ITEM LEVEL 1
FES 19-20 Maintain an Effective Fire and Emergency Services (FES) Program, Associate of
Applied Science (AAS)
Goal Number: 2
Progress: Completed
Provided By: Fire and Emergency Services

RELATED ITEM LEVEL 2
FES 19-20 (AAS) Employment
Objective Number: 2.3
Progress: Completed
Provided By: Fire and Emergency Services

RELATED ITEM LEVEL 2
FES 19-20 (AAS) Professional Competency
Objective Number: 2.1
Progress: Delayed
Provided By: Fire and Emergency Services

RELATED ITEM LEVEL 2
FES 19-20 (AAS) Retention
Objective Number: 2.2
Progress: Completed
Provided By: Fire and Emergency Services

RELATED ITEMS--
RELATED ITEM LEVEL 1
FYEX 19-20 Maintain an Effective First Year Experience Program.
Goal Number: 1
Progress: Completed
Provided By: First Year Experience

RELATED ITEM LEVEL 2
FYEX 19-20 Develop a peer-led mentoring program
Objective Number: 1.1
Progress: Completed
Provided By: First Year Experience

RELATED ITEM LEVEL 2
FYEX 19-20 Academic and Social Development
Objective Number: 1.2
Progress: Completed
Provided By: First Year Experience

RELATED ITEMS--
RELATED ITEM LEVEL 1
AGS 19-20 Maintain an Effective Associate of General Studies Program
Goal Number: 7
Progress: Completed
Provided By: General Studies

RELATED ITEM LEVEL 2
AGS 19-20 Placement
Objective Number: 7.4
Progress: Completed
Provided By: General Studies

RELATED ITEM LEVEL 2
AGS 19-20 Program Competency using SLOs
Objective Number: 7.1
Progress: Canceled
Provided By: General Studies

RELATED ITEM LEVEL 2
AGS 19-20 Program Competency using Peregrine Academic
Objective Number: 7.2
Progress: Completed
Provided By: General Studies

RELATED ITEM LEVEL 2
AGS 19-20 Retention
Objective Number: 7.3
Progress: Completed
Provided By: General Studies

RELATED ITEMS--
RELATED ITEM LEVEL 1
HRM 19-20 Maintain an effective Human Resource Management (CTS) program
Goal Number: 4
Progress: Completed
Provided By: Human Resources Management (CTS)

RELATED ITEM LEVEL 2
HRM 19-20 (CTS) Professional Competency
Objective Number: 4.1
Progress: Completed
Provided By: Human Resources Management (CTS)

RELATED ITEM LEVEL 2
HRM 19-20 (CTS) Placement
Objective Number: 4.2
Progress: Completed
Provided By: Human Resources Management (CTS)

RELATED ITEMS---
RELATED ITEM LEVEL 1
IT 19-20 Provide Faculty and Staff with the technology and support required to produce successful students.
Goal Number: 1
Progress: Completed
Provided By: Information Technology

RELATED ITEM LEVEL 2
IT 19-20 Faculty Satisfaction
Objective Number: 1.2
Progress: Completed
Provided By: Information Technology

RELATED ITEM LEVEL 2
IT 19-20 Staff Satisfaction
Objective Number: 1.1
Progress: Completed
Provided By: Information Technology

RELATED ITEMS---
RELATED ITEM LEVEL 1
IT 19-20 Provide students with access to the technology they need to be successful in meeting their academic goals.
Goal Number: 2
Progress: Completed
Provided By: Information Technology

RELATED ITEM LEVEL 2
IT 19-20 User Services-Student Support
Objective Number: 2.1
Progress: Completed
Provided By: Information Technology

RELATED ITEMS---
RELATED ITEM LEVEL 1
IT 19-20 Update Infrastructure
Goal Number: 3

Progress: Completed
Provided By: Information Technology

RELATED ITEM LEVEL 2
IT 19-20 Implementation of new student system
Objective Number: 3.2
Progress: Completed
Provided By: Information Technology

RELATED ITEM LEVEL 2
IT 19-20 Update Infrastructure
Objective Number: 3.1
Progress: Completed
Provided By: Information Technology

RELATED ITEMS---
RELATED ITEM LEVEL 1
IR 19-20 Make course evaluations available online in a consistent, efficient manner.
Goal Number: 1
Progress: Completed
Provided By: Institutional Research

RELATED ITEM LEVEL 2
IR 19-20 Course Evaluation
Objective Number: 1.1
Progress: Completed
Provided By: Institutional Research

RELATED ITEMS---
RELATED ITEM LEVEL 1
LA 19-20 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
Provided By: Liberal Arts

RELATED ITEM LEVEL 1
LA 19-20 Retention of EDUN, PSYC, and SOCL Liberal Arts Majors
Goal Number: 4
Progress: Completed
Provided By: Liberal Arts

RELATED ITEM LEVEL 2
LA 19-20 Retention- Aggregated Liberal Arts Majors of EDUN, PSYC, and SOCL
Objective Number: 4.1
Progress: Completed
Provided By: Liberal Arts

RELATED ITEMS--
RELATED ITEM LEVEL 1
LA 19-20 In working to maintain an effective developmental education program, LSU Eunice will provide students the necessary support for the successful completion of their developmental coursework.
Goal Number: 1
Progress: Completed
Provided By: Liberal Arts

RELATED ITEM LEVEL 2
LA 19-20 Orientation to University Studies (UNIV 1005)
Objective Number: 1.2
Progress: Completed
Provided By: Liberal Arts

RELATED ITEM LEVEL 2
LA 19-20 Developmental English (ENGL 0001)
Objective Number: 1.1
Progress: Completed
Provided By: Liberal Arts

RELATED ITEM LEVEL 2
LA 19-20 College Reading (UNIV 0008)
Objective Number: 1.3
Progress: Completed
Provided By: Liberal Arts

RELATED ITEMS--
RELATED ITEM LEVEL 1
LA 19-20 General Education - Artistic, Cultural, Historic Understanding; Written and Spoken Communication (see General Education Section)
Goal Number: 3
Progress: Completed
Provided By: Liberal Arts

RELATED ITEM LEVEL 1
LIB 19-20 Constituencies at LSUE will be satisfied with library operations.
Goal Number: 1
Progress: Completed
Provided By: Library

RELATED ITEM LEVEL 2
LIB 19-20 Staff Satisfaction with the Library
Objective Number: 1.2
Progress: Completed
Provided By: Library

RELATED ITEM LEVEL 2
LIB 19-20 Faculty Satisfaction with the Library
Objective Number: 1.1
Progress: Completed

Provided By: Library

RELATED ITEM LEVEL 2
LIB 19-20 Student Satisfaction with the Library
Objective Number: 1.3
Progress: Completed
Provided By: Library

RELATED ITEMS---
RELATED ITEM LEVEL 1
LIB 19-20 Library Patron Usage and Traffic will Increase
Goal Number: 2
Progress: Completed
Provided By: Library

RELATED ITEM LEVEL 2
LIB 19-20 Increase the Number of Items Circulated
Objective Number: 2.2
Progress: Completed
Provided By: Library

RELATED ITEM LEVEL 2
LIB 19-20 Increase the Number of Library Visits
Objective Number: 2.1
Progress: Completed
Provided By: Library

RELATED ITEMS---
RELATED ITEM LEVEL 1
LIB 19-20 The Library will provide guidance and instruction in library skills and information
literacy.
Goal Number: 3
Progress: Completed
Provided By: Library

RELATED ITEM LEVEL 2
LIB 19-20 Increase the number of Bibliographic Instructional Sessions
Objective Number: 3.1
Progress: Completed
Provided By: Library

RELATED ITEMS---
RELATED ITEM LEVEL 1
MGMT 19-20 Maintain an effective Management (MGMT) Associate of Applied Science (AAS)
program
Goal Number: 7
Progress: Completed
Provided By: Management

RELATED ITEM LEVEL 2
MGMT 19-20 (AAS) Retention
Objective Number: 7.3
Progress: Completed
Provided By: Management

RELATED ITEM LEVEL 2
MGMT 19-20 (AAS) Placement
Objective Number: 7.2
Progress: Completed
Provided By: Management

RELATED ITEM LEVEL 2
MGMT 19-20 (AAS) Professional Competency
Objective Number: 7.1
Progress: Completed
Provided By: Management

RELATED ITEMS--
RELATED ITEM LEVEL 1
MGMT 19-20 General Education Competency in the Social Sciences
Goal Number: 9
Progress: Completed
Provided By: Management

RELATED ITEM LEVEL 1
MCB 19-20 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)

RELATED ITEM LEVEL 2
MCB 19-20 (CTS) Placement
Objective Number: 5.2
Progress: Completed
Provided By: Medical Coding and Billing (CTS)

RELATED ITEM LEVEL 2
MCB 19-20 (CTS) Professional Competency
Objective Number: 5.1
Progress: Completed
Provided By: Medical Coding and Billing (CTS)

RELATED ITEMS--
RELATED ITEM LEVEL 1
ASN 19-20 Maintain an Effective Nursing (ASN) Program
Goal Number: 2
Progress: Completed
Provided By: Nursing

RELATED ITEM LEVEL 2
ASN 19-20 Graduation Rate
Objective Number: 2.2
Progress: Completed
Provided By: Nursing

RELATED ITEM LEVEL 2
ASN 19-20 Employment
Objective Number: 2.3
Progress: Completed
Provided By: Nursing

RELATED ITEM LEVEL 2
ASN 19-20 Professional Competency based on Clinical Results
Objective Number: 2.1a
Progress: Completed
Provided By: Nursing

RELATED ITEM LEVEL 2
ASN 19-20 Professional Competency based on NCLEX-RN
Objective Number: 2.1
Progress: Completed
Provided By: Nursing

RELATED ITEMS--
RELATED ITEM LEVEL 1
PWAY 19-20 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

RELATED ITEM LEVEL 2
PWAY 19-20 Program Completion
Objective Number: 3.1
Progress: Completed
Provided By: Pathways to Success

RELATED ITEM LEVEL 2
PWAY 19-20 Fall to Spring Retention
Objective Number: 3.2
Progress: Completed
Provided By: Pathways to Success

RELATED ITEM LEVEL 2
PWAY 19-20 Fall to Fall Retention
Objective Number: 3.3
Progress: Completed
Provided By: Pathways to Success

RELATED ITEMS--
RELATED ITEM LEVEL 1
FACL 19-20 To provide clean and well maintained facilities and grounds.
Goal Number: 1
Progress: Completed
Provided By: Physical Plant

RELATED ITEM LEVEL 2
FACL 19-20 Capital Improvements
Objective Number: 1.4
Progress: Completed
Provided By: Physical Plant

RELATED ITEM LEVEL 2
FACL 19-20 Building and Grounds-Staff
Objective Number: 1.2
Progress: Completed
Provided By: Physical Plant

RELATED ITEM LEVEL 2
FACL 19-20 Building and Grounds-Student Satisfaction
Objective Number: 1.3
Progress: Completed
Provided By: Physical Plant

RELATED ITEM LEVEL 2
FACL 19-20 Building and Grounds-Faculty Satisfaction
Objective Number: 1.1
Progress: Completed
Provided By: Physical Plant

RELATED ITEMS--
RELATED ITEM LEVEL 1
PR 19-20 Develop and implement a comprehensive marketing and advertising plan during the
AY 2017-2018 for the 2019-2020 academic year.
Goal Number: 1
Progress: Completed
Provided By: Public Affairs

RELATED ITEM LEVEL 2
PR 19-20 Marketing and Advertising
Objective Number: 1.1
Progress: Completed
Provided By: Public Affairs

RELATED ITEMS--
RELATED ITEM LEVEL 1
PR 19-20 Implement a comprehensive social media strategy for LSUE.
Goal Number: 2

Progress: Completed
Provided By: Public Affairs

RELATED ITEM LEVEL 2
PR 19-20 Marketing and Visibility - Social Media Plan
Objective Number: 2.1
Progress: Completed
Provided By: Public Affairs

RELATED ITEMS--
RELATED ITEM LEVEL 1
PURCH 19-20 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

RELATED ITEM LEVEL 2
PURCH 19-20 Purchasing- Faculty Satisfaction
Objective Number: 1.1
Progress: Completed
Provided By: Purchasing

RELATED ITEM LEVEL 2
PURCH 19-20 Purchasing-Audit
Objective Number: 1.2
Progress: Completed
Provided By: Purchasing

RELATED ITEMS--
RELATED ITEM LEVEL 1
RADT 19-20 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS)
Program
Goal Number: 3
Progress: Completed
Provided By: Radiologic Technology

RELATED ITEM LEVEL 2
RADT 19-20 (AS) Employment
Objective Number: 3.4
Progress: Completed
Provided By: Radiologic Technology

RELATED ITEM LEVEL 2
RADT 19-20 (AS) Credentialing
Objective Number: 3.2
Progress: Completed
Provided By: Radiologic Technology

RELATED ITEM LEVEL 2
RADT 19-20 (AS) Professional Competency
Objective Number: 3.1
Progress: Completed
Provided By: Radiologic Technology

RELATED ITEM LEVEL 2
RADT 19-20 (AS) Retention
Objective Number: 3.3
Progress: Completed
Provided By: Radiologic Technology

RELATED ITEMS---
RELATED ITEM LEVEL 1
REG 19-20 The Office of Admissions will decrease turnaround time for processing of paid
applications.
Goal Number: 1
Progress: Canceled
Provided By: Registrar

RELATED ITEM LEVEL 2
REG 19-20 Decreasing processing time of admission applications
Objective Number: 1.1
Progress: Canceled
Provided By: Registrar

RELATED ITEMS---
RELATED ITEM LEVEL 1
REG 19-20 To meet the needs during the registration process of students, faculty, and staff
Goal Number: 1
Progress: Completed
Provided By: Registrar

RELATED ITEM LEVEL 2
REG 19-20 Registrar's Office - Student Satisfaction
Objective Number: 1.3
Progress: Completed
Provided By: Registrar

RELATED ITEM LEVEL 2
REG 19-20 Registrar's Office - Staff Satisfaction
Objective Number: 1.2
Progress: Completed
Provided By: Registrar

RELATED ITEM LEVEL 2
REG 19-20 Registrar's Office - Faculty Satisfaction
Objective Number: 1.1
Progress: Completed
Provided By: Registrar

RELATED ITEMS--
RELATED ITEM LEVEL 1
RL 19-20 Implement a programming model.
Goal Number: 2
Progress: Canceled
Provided By: Residential Life

RELATED ITEM LEVEL 2
RL 19-20 Plan and implement active programs at Bengal Village
Objective Number: 2.1
Progress: Canceled
Provided By: Residential Life

RELATED ITEM LEVEL 2
RL 19-20 Create and publish a schedule of activities.
Objective Number: 2.2
Progress: Canceled
Provided By: Residential Life

RELATED ITEMS--
RELATED ITEM LEVEL 1
RC 19-20 Maintain an Effective Associate of Science (AS) Program in Respiratory Care (RC)
Goal Number: 4
Progress: Completed
Provided By: Respiratory Care

RELATED ITEM LEVEL 2
RC 19-20 (AS) Retention
Objective Number: 4.2
Progress: Completed
Provided By: Respiratory Care

RELATED ITEM LEVEL 2
RC 19-20 (AS) Professional Competency
Objective Number: 4.1
Progress: Completed
Provided By: Respiratory Care

RELATED ITEM LEVEL 2
RC 19-20 (AS) Employment
Objective Number: 4.3
Progress: Completed
Provided By: Respiratory Care

RELATED ITEMS--
RELATED ITEM LEVEL 1
SCI 19-20 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

RELATED ITEM LEVEL 2
SCI 19-20 Developmental Math (MATH 0001)
Objective Number: 1.1
Progress: Completed
Provided By: Science & Mathematics

RELATED ITEM LEVEL 2
SCI 19-20 Developmental Math (MATH 0015)
Objective Number: 1.2
Progress: Completed
Provided By: Science & Mathematics

RELATED ITEM LEVEL 2
SCI 19-20 Developmental Math (MATH 0021)
Objective Number: 1.3
Progress: Completed
Provided By: Science & Mathematics

RELATED ITEMS---
RELATED ITEM LEVEL 1
SCI 19-20 General Education: Competency in sciences and mathematics
Goal Number: 2
Progress: Completed
Provided By: Science & Mathematics

RELATED ITEM LEVEL 1
SCI 19-20 Sequential Courses
Goal Number: 4
Progress: Completed
Provided By: Science & Mathematics

RELATED ITEM LEVEL 2
SCI 19-20 BIOL 1001 to BIOL1160
Objective Number: 4.2
Progress: Completed
Provided By: Science & Mathematics

RELATED ITEM LEVEL 2
SCI 19-20 College-level mathematics sequence
Objective Number: 4.1
Progress: Completed
Provided By: Science & Mathematics

RELATED ITEMS---
RELATED ITEM LEVEL 1
SACT 19-20 Create a vibrant atmosphere of student life on campus at LSUE

Goal Number: 1
Progress: Completed
Provided By: Student Activities

RELATED ITEM LEVEL 2
SACT 19-20 Increase the quantity and quality of campus activities planned and sponsored by the Office of Student Activities
Objective Number: 1.1
Progress: Completed
Provided By: Student Activities

RELATED ITEM LEVEL 2
SACT 19-20 Increase satisfaction with campus activities
Objective Number: 1.3
Progress: Completed
Provided By: Student Activities

RELATED ITEM LEVEL 2
SACT 19-20 Implement outcomes-based campus activities
Objective Number: 1.2
Progress: Completed
Provided By: Student Activities

RELATED ITEMS--
RELATED ITEM LEVEL 1
STCO 19-20 Establish the CARE team
Goal Number: 1
Progress: Completed
Provided By: Student Conduct

RELATED ITEM LEVEL 2
STCO 19-20 Schedule and host bi-weekly CARE team meetings
Objective Number: 1.1
Progress: Completed
Provided By: Student Conduct

RELATED ITEMS--
RELATED ITEM LEVEL 1
STCO 19-20 Streamline and standardize the conduct process
Goal Number: 2
Progress: Completed
Provided By: Student Conduct

RELATED ITEM LEVEL 2
STCO 19-20 Purchase and implement a system for managing student case files for conduct cases and student of concern cases.
Objective Number: 2.1
Progress: Completed
Provided By: Student Conduct

RELATED ITEMS---
RELATED ITEM LEVEL 1
ST 19-20 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program
Goal Number: 11
Progress: Completed
Provided By: Surgical Technology

RELATED ITEM LEVEL 2
ST 19-20 (AAS) Retention (Graduation) Rate
Objective Number: 11.3
Progress: Completed
Provided By: Surgical Technology

RELATED ITEM LEVEL 2
ST 19-20 (AAS) Employment
Objective Number: 11.4
Progress: Completed
Provided By: Surgical Technology

RELATED ITEM LEVEL 2
ST 19-20 (AAS) Professional Competency based on Certified Surgical Technology (CST) Exam
Objective Number: 11.1
Progress: Completed
Provided By: Surgical Technology

RELATED ITEM LEVEL 2
ST 19-20 (AAS) Professional Competency based on Clinical Results
Objective Number: 11.2
Progress: Completed
Provided By: Surgical Technology

RELATED ITEMS---
RELATED ITEM LEVEL 1
TEST 19-20 Complete Construction and Initiate a New Testing Center as a new Auxiliary
Goal Number: 1
Progress: Canceled
Provided By: Testing Center

RELATED ITEM LEVEL 2
TEST 19-20 Initiate a Testing Center
Objective Number: 1
Progress: Canceled
Provided By: Testing Center

RELATED ITEMS---
RELATED ITEM LEVEL 1
TUTR 19-20 Increase awareness of tutoring services available
Goal Number: 1

Progress: Completed
Provided By: Tutoring

RELATED ITEM LEVEL 2
TUTR 19-20 Changed to Tutoring Satisfaction
Objective Number: 1.1
Progress: Completed
Provided By: Tutoring

RELATED ITEMS---
RELATED ITEM LEVEL 1
TUTR 19-20 Provide academic support for Pathways to Success students.
Goal Number: 2
Progress: Completed
Provided By: Tutoring

RELATED ITEM LEVEL 2
TUTR 19-20 Require tutoring as an early alert system for Pathways to Success students.
Objective Number: 2.1
Progress: Completed
Provided By: Tutoring

RELATED ITEMS---
RELATED ITEM LEVEL 1
UAF 19-20 Generate FY Increases in Revenue
Goal Number: 2
Progress: Completed
Provided By: University Advancement / LSUE Foundation

RELATED ITEM LEVEL 2
UAF 19-20 Secure resources
Objective Number: 2.1
Progress: Completed
Provided By: University Advancement / LSUE Foundation

RELATED ITEMS---
RELATED ITEM LEVEL 1
UAF 19-20 Implement Board Policies and Procedures
Goal Number: 1
Progress: Delayed
Provided By: University Advancement / LSUE Foundation

RELATED ITEM LEVEL 2
UAF 19-20 Bylaw Revision
Objective Number: 1.1
Progress: Delayed
Provided By: University Advancement / LSUE Foundation

RELATED ITEM LEVEL 2

UAF 19-20 Campus Policy Revisions
Objective Number: 1.2
Progress: Delayed
Provided By: University Advancement / LSUE Foundation

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

RELATED ITEMS--
RELATED ITEM LEVEL 1
AA/EEO 19-20 Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.
Goal Number: 1
Progress: Completed
Provided By: AA/EEO/Title IX

RELATED ITEM LEVEL 2
AA/EEO 19-20 Annually Provide Training on AA/EEO topics to faculty & staff
Objective Number: 1.2
Progress: Completed
Provided By: AA/EEO/Title IX

RELATED ITEM LEVEL 2
AA/EEO 19-20 Completion and Approval of Annual Affirmative Action Plan
Objective Number: 1.1
Progress: Completed
Provided By: AA/EEO/Title IX

RELATED ITEMS--
RELATED ITEM LEVEL 1
AALT 19-20 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program
Goal Number: 5
Progress: Completed
Provided By: AA/LT

RELATED ITEM LEVEL 2
AALT 19-20 Program Competency using SLOs
Objective Number: 5.1
Progress: Canceled
Provided By: AA/LT

RELATED ITEM LEVEL 2
AALT 19-20 Placement
Objective Number: 5.4
Progress: Completed
Provided By: AA/LT

RELATED ITEM LEVEL 2
AALT 19-20 Retention

Objective Number: 5.3
Progress: Completed
Provided By: AA/LT

RELATED ITEM LEVEL 2
AALT 19-20 Program Competency using Peregrine Academic
Objective Number: 5.2
Progress: Completed
Provided By: AA/LT

RELATED ITEMS---
RELATED ITEM LEVEL 1
ASLT 19-20 Maintain an Effective Associate of Science Louisiana Transfer Program
Goal Number: 1
Progress: Completed
Provided By: AS/LT

RELATED ITEM LEVEL 2
ASLT 19-20 Program Competency using SLOs
Objective Number: 1.1
Progress: Canceled
Provided By: AS/LT

RELATED ITEM LEVEL 2
ASLT 19-20 Placement
Objective Number: 1.4
Progress: Completed
Provided By: AS/LT

RELATED ITEM LEVEL 2
ASLT 19-20 Retention
Objective Number: 1.3
Progress: Completed
Provided By: AS/LT

RELATED ITEM LEVEL 2
ASLT 19-20 Program Competency using Peregrine Academic
Objective Number: 1.2
Progress: Completed
Provided By: AS/LT

RELATED ITEMS---
RELATED ITEM LEVEL 1
ACAD 19-20 Advise students across academic disciplines within the Student Success Center
Goal Number: 1
Progress: Completed
Provided By: Academic Advising

RELATED ITEM LEVEL 2
ACAD 19-20 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: Canceled
Provided By: Academic Advising

RELATED ITEM LEVEL 2
ACAD 19-20 Create a more structured and thorough advisor training program
Objective Number: 1.1 (formerly 1.2)
Progress: Completed
Provided By: Academic Advising

RELATED ITEM LEVEL 2
ACAD 19-20 Student Satisfaction with Academic Advising
Objective Number: 1.2 (formerly 1.3)
Progress: Completed
Provided By: Academic Advising

RELATED ITEMS---
RELATED ITEM LEVEL 1
ATHL 19-20 To support academic achievement of student athletes using grade point average
Goal Number: 1
Progress: Completed
Provided By: Athletics

RELATED ITEM LEVEL 2
ATHL 19-20 Grade Point Average
Objective Number: 1.1
Progress: Completed
Provided By: Athletics

RELATED ITEMS---
RELATED ITEM LEVEL 1
ATHL 19-20 To be successful on the field of play.
Goal Number: 2
Progress: Completed
Provided By: Athletics

RELATED ITEM LEVEL 2
ATHL 19-20 Maintain a winning percentage
Objective Number: 2.1
Progress: Completed
Provided By: Athletics

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

Provided By: Bookstore

RELATED ITEM LEVEL 2
BOOK 19-20 Bookstore-Student Satisfaction
Objective Number: 1.2
Progress: Completed
Provided By: Bookstore

RELATED ITEM LEVEL 2
BOOK 19-20 Bookstore-Faculty Satisfaction
Objective Number: 1.1
Progress: Completed
Provided By: Bookstore

RELATED ITEMS--
RELATED ITEM LEVEL 1
CAFE 19-20 To provide a high quality dining experience for students, faculty, and staff.
Goal Number: 1
Progress: Completed
Provided By: Cafeteria

RELATED ITEM LEVEL 2
CAFE 19-20 Food Service-Faculty Satisfaction
Objective Number: 1.1
Progress: Completed
Provided By: Cafeteria

RELATED ITEM LEVEL 2
CAFE 19-20 Food Service-Student Satisfaction
Objective Number: 1.3
Progress: Completed
Provided By: Cafeteria

RELATED ITEM LEVEL 2
CAFE 19-20 Food Service-Staff Satisfaction
Objective Number: 1.2
Progress: Completed
Provided By: Cafeteria

RELATED ITEMS--
RELATED ITEM LEVEL 1
CDYC 19-20 Maintain an effective Care and Development of Young Children (CDYC) Associate
of Science (AS) program.
Goal Number: 6
Progress: Completed
Provided By: Care and Development of Young Children

RELATED ITEM LEVEL 2
CDYC 19-20 (AS) Retention
Objective Number: 6.3

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

RELATED ITEM LEVEL 2
CDYC 19-20 (AS) Professional Competency
Objective Number: 6.1
Progress: Completed
Provided By: Care and Development of Young Children

RELATED ITEM LEVEL 2
CDYC 19-20 (AS) Placement
Objective Number: 6.2
Progress: Completed
Provided By: Care and Development of Young Children

RELATED ITEMS---
RELATED ITEM LEVEL 1
CCHT 19-20 Maintain an Effective Chemical Technician (CCHT) Certificate of Technical Studies (CTS) Program
Goal Number: 8
Progress: Delayed
Provided By: Chemical Technician (CTS)

RELATED ITEM LEVEL 2
CCHT 19-20 (CTS) Placement
Objective Number: 8.2
Progress: Delayed
Provided By: Chemical Technician (CTS)

RELATED ITEM LEVEL 2
CCHT 19-20 (CTS) Professional Competency
Objective Number: 8.1
Progress: Delayed
Provided By: Chemical Technician (CTS)

RELATED ITEMS---
RELATED ITEM LEVEL 1
CIT 19-20 Maintain an effective Computer Information Technology (CIT) (AAS) program.
Goal Number: 6
Progress: Completed
Provided By: Computer Information Technology

RELATED ITEM LEVEL 2
CIT 19-20 (AAS) Placement
Objective Number: 6.2
Progress: Completed
Provided By: Computer Information Technology

RELATED ITEM LEVEL 2
CIT 19-20 (AAS) Program Professional Competency

Objective Number: 6.1
Progress: Completed
Provided By: Computer Information Technology

RELATED ITEM LEVEL 2
CIT 19-20 (AAS) Retention
Objective Number: 6.3
Progress: Completed
Provided By: Computer Information Technology

RELATED ITEMS--
RELATED ITEM LEVEL 1
CE 19-20 (Updated) The Office of Continuing Education will offer non-credit programs and classes based on community needs.
Goal Number: 1
Progress: Completed
Provided By: Continuing Education

RELATED ITEM LEVEL 2
CE 19-20 (Update) Non-Credit Program Offerings Based on Community Need
Objective Number: 1.1
Progress: Completed
Provided By: Continuing Education

RELATED ITEMS--
RELATED ITEM LEVEL 1
CE 19-20 The Continuing Education Office will use post-event survey data to evaluate the effectiveness of its programs.
Goal Number: 2
Progress: Completed
Provided By: Continuing Education

RELATED ITEM LEVEL 2
CE 19-20 Courses or programs will meet clients' needs/interests.
Objective Number: 2.2
Progress: Completed
Provided By: Continuing Education

RELATED ITEM LEVEL 2
CE 19-20 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
Provided By: Continuing Education

RELATED ITEM LEVEL 2
CE 19-20 Clients will recommend Continuing Education courses or programs to others.
Objective Number: 2.3
Progress: Completed
Provided By: Continuing Education

RELATED ITEMS--
RELATED ITEM LEVEL 1
CJ 19-20 Maintain an Effective Criminal Justice (CJ) Associate of Science (AS) Program
Goal Number: 1
Progress: Completed
Provided By: Criminal Justice

RELATED ITEM LEVEL 2
CJ 19-20 (AS) Retention
Objective Number: 1.2
Progress: Completed
Provided By: Criminal Justice

RELATED ITEM LEVEL 2
CJ 19-20 (AS) Placement
Objective Number: 1.3
Progress: Completed
Provided By: Criminal Justice

RELATED ITEM LEVEL 2
CJ 19-20 (AS) Professional Competency
Objective Number: 1.1
Progress: Delayed
Provided By: Criminal Justice

RELATED ITEMS--
RELATED ITEM LEVEL 1
DMS 19-20 (AAS) Maintain an effective Diagnostic Medical Sonography Associate of Applied Science Program
Goal Number: 1
Progress: Completed
Provided By: Diagnostic Medical Sonography

RELATED ITEM LEVEL 2
DMS 19-20 (AAS) Completion Rate
Objective Number: 1.2
Progress: Completed
Provided By: Diagnostic Medical Sonography

RELATED ITEM LEVEL 2
DMS 19-20 (AAS) Professional Competency
Objective Number: 1.1
Progress: Completed
Provided By: Diagnostic Medical Sonography

RELATED ITEM LEVEL 2
DMS 19-20 (AAS) Employment
Objective Number: 1.3
Progress: Completed

Provided By: Diagnostic Medical Sonography

RELATED ITEMS--
RELATED ITEM LEVEL 1
DISA 19-20 Expand campus outreach efforts to educate the campus community on services available for students with disabilities
Goal Number: 1
Progress: Completed
Provided By: Disability Services

RELATED ITEM LEVEL 2
DISA 19-20 Participate in new student and athletics orientation.
Objective Number: 1.1
Progress: Completed
Provided By: Disability Services

RELATED ITEM LEVEL 2
DISA 19-20 Develop a campus disability awareness poster campaign
Objective Number: 1.3
Progress: Completed
Provided By: Disability Services

RELATED ITEM LEVEL 2
DISA 19-20 Include Disability Services information on course syllabi
Objective Number: 1.2
Progress: Completed
Provided By: Disability Services

RELATED ITEMS--
RELATED ITEM LEVEL 1
DEAC 19-20 Maintain an effective Dual Enrollment program
Goal Number: 2
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEM LEVEL 2
DEAC 19 - 20 Increase Enrollment
Objective Number: 2.1
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEMS--
RELATED ITEM LEVEL 1
DEAC 19-20 Maintain an effective LSUE Academy
Goal Number: 1
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEM LEVEL 2

DEAC 19-20 LSUE Academy Fall to Fall Retention
Objective Number: 1.4
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEM LEVEL 2
DEAC 19-20 Increase Enrollment
Objective Number: 1.1
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEM LEVEL 2
DEAC 19-20 LSUE Academy Fall to Spring Retention
Objective Number: 1.3
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEM LEVEL 2
DEAC 19-20 Assessment of Incoming Students
Objective Number: 1.2
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEM LEVEL 2
DEAC 19-20 Compare New FF Academy Students to new FF LSUE Students
Objective Number: 1.5
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEMS---
RELATED ITEM LEVEL 1
GRAN 19-20 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

RELATED ITEM LEVEL 2
GRAN 19-20 Perkins CTE Grant
Objective Number: 1.3
Progress: Completed
Provided By: Federal/State Grants and Contracts

RELATED ITEM LEVEL 2
GRAN 19-20 Grant Submissions
Objective Number: 1.2
Progress: Completed
Provided By: Federal/State Grants and Contracts

RELATED ITEM LEVEL 2
GRAN 19-20 Grant Training

Objective Number: 1.1
Progress: Completed
Provided By: Federal/State Grants and Contracts

RELATED ITEMS---
RELATED ITEM LEVEL 1
GRAN 19-20 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

RELATED ITEM LEVEL 2
GRAN 19-20 Adherence to Grant Guidelines
Objective Number: 2.2
Progress: Completed
Provided By: Federal/State Grants and Contracts

RELATED ITEM LEVEL 2
GRAN 19-20 Grant Guidelines
Objective Number: 2.1
Progress: Completed
Provided By: Federal/State Grants and Contracts

RELATED ITEMS---
RELATED ITEM LEVEL 1
FST 19-20 Maintain an effective Fire Service Technology (FST) Certificate of Technical Studies
(CTS) Program
Goal Number: 3
Progress: Delayed
Provided By: Fire Service Technology (CTS)

RELATED ITEM LEVEL 2
FST 19-20 (CTS) Employment
Objective Number: 3.2
Progress: Delayed
Provided By: Fire Service Technology (CTS)

RELATED ITEM LEVEL 2
FST 19-20 (CTS) Professional Competency
Objective Number: 3.1
Progress: Delayed
Provided By: Fire Service Technology (CTS)

RELATED ITEMS---
RELATED ITEM LEVEL 1
FES 19-20 Maintain an Effective Fire and Emergency Services (FES) Program, Associate of
Applied Science (AAS)
Goal Number: 2

Progress: Completed
Provided By: Fire and Emergency Services

RELATED ITEM LEVEL 2
FES 19-20 (AAS) Employment
Objective Number: 2.3
Progress: Completed
Provided By: Fire and Emergency Services

RELATED ITEM LEVEL 2
FES 19-20 (AAS) Professional Competency
Objective Number: 2.1
Progress: Delayed
Provided By: Fire and Emergency Services

RELATED ITEM LEVEL 2
FES 19-20 (AAS) Retention
Objective Number: 2.2
Progress: Completed
Provided By: Fire and Emergency Services

RELATED ITEMS---
RELATED ITEM LEVEL 1
FYEX 19-20 Maintain an Effective First Year Experience Program.
Goal Number: 1
Progress: Completed
Provided By: First Year Experience

RELATED ITEM LEVEL 2
FYEX 19-20 Develop a peer-led mentoring program
Objective Number: 1.1
Progress: Completed
Provided By: First Year Experience

RELATED ITEM LEVEL 2
FYEX 19-20 Academic and Social Development
Objective Number: 1.2
Progress: Completed
Provided By: First Year Experience

RELATED ITEMS---
RELATED ITEM LEVEL 1
AGS 19-20 Maintain an Effective Associate of General Studies Program
Goal Number: 7
Progress: Completed
Provided By: General Studies

RELATED ITEM LEVEL 2
AGS 19-20 Placement
Objective Number: 7.4

Progress: Completed
Provided By: General Studies

RELATED ITEM LEVEL 2
AGS 19-20 Program Competency using SLOs
Objective Number: 7.1
Progress: Canceled
Provided By: General Studies

RELATED ITEM LEVEL 2
AGS 19-20 Program Competency using Peregrine Academic
Objective Number: 7.2
Progress: Completed
Provided By: General Studies

RELATED ITEM LEVEL 2
AGS 19-20 Retention
Objective Number: 7.3
Progress: Completed
Provided By: General Studies

RELATED ITEMS---
RELATED ITEM LEVEL 1
IT 19-20 Provide Faculty and Staff with the technology and support required to produce
successful students.
Goal Number: 1
Progress: Completed
Provided By: Information Technology

RELATED ITEM LEVEL 2
IT 19-20 Faculty Satisfaction
Objective Number: 1.2
Progress: Completed
Provided By: Information Technology

RELATED ITEM LEVEL 2
IT 19-20 Staff Satisfaction
Objective Number: 1.1
Progress: Completed
Provided By: Information Technology

RELATED ITEMS---
RELATED ITEM LEVEL 1
IT 19-20 Provide students with access to the technology they need to be successful in meeting
their academic goals.
Goal Number: 2
Progress: Completed
Provided By: Information Technology

RELATED ITEM LEVEL 2

IT 19-20 User Services-Student Support
Objective Number: 2.1
Progress: Completed
Provided By: Information Technology

RELATED ITEMS--
RELATED ITEM LEVEL 1
IT 19-20 Update Infrastructure
Goal Number: 3
Progress: Completed
Provided By: Information Technology

RELATED ITEM LEVEL 2
IT 19-20 Implementation of new student system
Objective Number: 3.2
Progress: Completed
Provided By: Information Technology

RELATED ITEM LEVEL 2
IT 19-20 Update Infrastructure
Objective Number: 3.1
Progress: Completed
Provided By: Information Technology

RELATED ITEMS--
RELATED ITEM LEVEL 1
IR 19-20 Provide the campus at large with access to timely reporting information.
Goal Number: 2
Progress: Completed
Provided By: Institutional Research

RELATED ITEM LEVEL 2
IR 19-20 Overall Data Gathering and Reporting
Objective Number: 2.1
Progress: Completed
Provided By: Institutional Research

RELATED ITEM LEVEL 2
IR 19-20 Reduce Open Time of Service Requests
Objective Number: 2.2
Progress: Completed
Provided By: Institutional Research

RELATED ITEMS--
RELATED ITEM LEVEL 1
LA 19-20 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
Provided By: Liberal Arts

RELATED ITEM LEVEL 1
LA 19-20 General Education - Artistic, Cultural, Historic Understanding; Written and Spoken
Communication (see General Education Section)
Goal Number: 3
Progress: Completed
Provided By: Liberal Arts

RELATED ITEM LEVEL 1
MGMT 19-20 General Education Competency in the Social Sciences
Goal Number: 9
Progress: Completed
Provided By: Management

RELATED ITEM LEVEL 1
MCB 19-20 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)

RELATED ITEM LEVEL 2
MCB 19-20 (CTS) Placement
Objective Number: 5.2
Progress: Completed
Provided By: Medical Coding and Billing (CTS)

RELATED ITEM LEVEL 2
MCB 19-20 (CTS) Professional Competency
Objective Number: 5.1
Progress: Completed
Provided By: Medical Coding and Billing (CTS)

RELATED ITEMS---
RELATED ITEM LEVEL 1
ASN 19-20 Maintain an Effective Nursing (ASN) Program
Goal Number: 2
Progress: Completed
Provided By: Nursing

RELATED ITEM LEVEL 2
ASN 19-20 Graduation Rate
Objective Number: 2.2
Progress: Completed
Provided By: Nursing

RELATED ITEM LEVEL 2
ASN 19-20 Employment
Objective Number: 2.3

Progress: Completed
Provided By: Nursing

RELATED ITEM LEVEL 2
ASN 19-20 Professional Competency based on Clinical Results
Objective Number: 2.1a
Progress: Completed
Provided By: Nursing

RELATED ITEM LEVEL 2
ASN 19-20 Professional Competency based on NCLEX-RN
Objective Number: 2.1
Progress: Completed
Provided By: Nursing

RELATED ITEMS--
RELATED ITEM LEVEL 1
PWAY 19-20 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

RELATED ITEM LEVEL 2
PWAY 19-20 Program Completion
Objective Number: 3.1
Progress: Completed
Provided By: Pathways to Success

RELATED ITEM LEVEL 2
PWAY 19-20 Fall to Spring Retention
Objective Number: 3.2
Progress: Completed
Provided By: Pathways to Success

RELATED ITEM LEVEL 2
PWAY 19-20 Fall to Fall Retention
Objective Number: 3.3
Progress: Completed
Provided By: Pathways to Success

RELATED ITEMS--
RELATED ITEM LEVEL 1
FACL 19-20 To provide clean and well maintained facilities and grounds.
Goal Number: 1
Progress: Completed
Provided By: Physical Plant

RELATED ITEM LEVEL 2
FACL 19-20 Capital Improvements

Objective Number: 1.4
Progress: Completed
Provided By: Physical Plant

RELATED ITEM LEVEL 2
FACL 19-20 Building and Grounds-Staff
Objective Number: 1.2
Progress: Completed
Provided By: Physical Plant

RELATED ITEM LEVEL 2
FACL 19-20 Building and Grounds-Student Satisfaction
Objective Number: 1.3
Progress: Completed
Provided By: Physical Plant

RELATED ITEM LEVEL 2
FACL 19-20 Building and Grounds-Faculty Satisfaction
Objective Number: 1.1
Progress: Completed
Provided By: Physical Plant

RELATED ITEMS--
RELATED ITEM LEVEL 1
PR 19-20 Develop and implement a comprehensive marketing and advertising plan during the
AY 2017-2018 for the 2019-2020 academic year.
Goal Number: 1
Progress: Completed
Provided By: Public Affairs

RELATED ITEM LEVEL 2
PR 19-20 Marketing and Advertising
Objective Number: 1.1
Progress: Completed
Provided By: Public Affairs

RELATED ITEMS--
RELATED ITEM LEVEL 1
PR 19-20 Implement a comprehensive social media strategy for LSUE.
Goal Number: 2
Progress: Completed
Provided By: Public Affairs

RELATED ITEM LEVEL 2
PR 19-20 Marketing and Visibility - Social Media Plan
Objective Number: 2.1
Progress: Completed
Provided By: Public Affairs

RELATED ITEMS---
RELATED ITEM LEVEL 1
PURCH 19-20 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

RELATED ITEM LEVEL 2
PURCH 19-20 Purchasing- Faculty Satisfaction
Objective Number: 1.1
Progress: Completed
Provided By: Purchasing

RELATED ITEM LEVEL 2
PURCH 19-20 Purchasing-Audit
Objective Number: 1.2
Progress: Completed
Provided By: Purchasing

RELATED ITEMS---
RELATED ITEM LEVEL 1
RADT 19-20 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS) Program
Goal Number: 3
Progress: Completed
Provided By: Radiologic Technology

RELATED ITEM LEVEL 2
RADT 19-20 (AS) Employment
Objective Number: 3.4
Progress: Completed
Provided By: Radiologic Technology

RELATED ITEM LEVEL 2
RADT 19-20 (AS) Credentialing
Objective Number: 3.2
Progress: Completed
Provided By: Radiologic Technology

RELATED ITEM LEVEL 2
RADT 19-20 (AS) Professional Competency
Objective Number: 3.1
Progress: Completed
Provided By: Radiologic Technology

RELATED ITEM LEVEL 2
RADT 19-20 (AS) Retention
Objective Number: 3.3
Progress: Completed

Provided By: Radiologic Technology

RELATED ITEMS---
RELATED ITEM LEVEL 1
RC 19-20 Maintain an Effective Associate of Science (AS) Program in Respiratory Care (RC)
Goal Number: 4
Progress: Completed
Provided By: Respiratory Care

RELATED ITEM LEVEL 2
RC 19-20 (AS) Retention
Objective Number: 4.2
Progress: Completed
Provided By: Respiratory Care

RELATED ITEM LEVEL 2
RC 19-20 (AS) Professional Competency
Objective Number: 4.1
Progress: Completed
Provided By: Respiratory Care

RELATED ITEM LEVEL 2
RC 19-20 (AS) Employment
Objective Number: 4.3
Progress: Completed
Provided By: Respiratory Care

RELATED ITEMS---
RELATED ITEM LEVEL 1
SCI 19-20 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

RELATED ITEM LEVEL 2
SCI 19-20 Developmental Math (MATH 0001)
Objective Number: 1.1
Progress: Completed
Provided By: Science & Mathematics

RELATED ITEM LEVEL 2
SCI 19-20 Developmental Math (MATH 0015)
Objective Number: 1.2
Progress: Completed
Provided By: Science & Mathematics

RELATED ITEM LEVEL 2
SCI 19-20 Developmental Math (MATH 0021)

Objective Number: 1.3
Progress: Completed
Provided By: Science & Mathematics

RELATED ITEMS---
RELATED ITEM LEVEL 1
SCI 19-20 General Education: Competency in sciences and mathematics
Goal Number: 2
Progress: Completed
Provided By: Science & Mathematics

RELATED ITEM LEVEL 1
ST 19-20 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS)
Program
Goal Number: 11
Progress: Completed
Provided By: Surgical Technology

RELATED ITEM LEVEL 2
ST 19-20 (AAS) Retention (Graduation) Rate
Objective Number: 11.3
Progress: Completed
Provided By: Surgical Technology

RELATED ITEM LEVEL 2
ST 19-20 (AAS) Employment
Objective Number: 11.4
Progress: Completed
Provided By: Surgical Technology

RELATED ITEM LEVEL 2
ST 19-20 (AAS) Professional Competency based on Certified Surgical Technology (CST) Exam
Objective Number: 11.1
Progress: Completed
Provided By: Surgical Technology

RELATED ITEM LEVEL 2
ST 19-20 (AAS) Professional Competency based on Clinical Results
Objective Number: 11.2
Progress: Completed
Provided By: Surgical Technology

RELATED ITEMS---
RELATED ITEM LEVEL 1
TEST 19-20 Complete Construction and Initiate a New Testing Center as a new Auxiliary
Goal Number: 1
Progress: Canceled
Provided By: Testing Center

RELATED ITEM LEVEL 2

TEST 19-20 Initiate a Testing Center
Objective Number: 1
Progress: Canceled
Provided By: Testing Center

RELATED ITEMS--
RELATED ITEM LEVEL 1
UAF 19-20 Generate FY Increases in Revenue
Goal Number: 2
Progress: Completed
Provided By: University Advancement / LSUE Foundation

RELATED ITEM LEVEL 2
UAF 19-20 Secure resources
Objective Number: 2.1
Progress: Completed
Provided By: University Advancement / LSUE Foundation

RELATED ITEMS--
RELATED ITEM LEVEL 1
UAF 19-20 Implement Board Policies and Procedures
Goal Number: 1
Progress: Delayed
Provided By: University Advancement / LSUE Foundation

RELATED ITEM LEVEL 2
UAF 19-20 Bylaw Revision
Objective Number: 1.1
Progress: Delayed
Provided By: University Advancement / LSUE Foundation

RELATED ITEM LEVEL 2
UAF 19-20 Campus Policy Revisions
Objective Number: 1.2
Progress: Delayed
Provided By: University Advancement / LSUE Foundation

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--
RELATED ITEM LEVEL 1
AA/EEO 19-20 Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.
Goal Number: 1
Progress: Completed
Provided By: AA/EEO/Title IX

RELATED ITEM LEVEL 2
AA/EEO 19-20 Annually Provide Training on AA/EEO topics to faculty & staff
Objective Number: 1.2
Progress: Completed
Provided By: AA/EEO/Title IX

RELATED ITEM LEVEL 2
AA/EEO 19-20 Completion and Approval of Annual Affirmative Action Plan
Objective Number: 1.1
Progress: Completed
Provided By: AA/EEO/Title IX

RELATED ITEMS---
RELATED ITEM LEVEL 1
AALT 19-20 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program
Goal Number: 5
Progress: Completed
Provided By: AA/LT

RELATED ITEM LEVEL 2
AALT 19-20 Program Competency using SLOs
Objective Number: 5.1
Progress: Canceled
Provided By: AA/LT

RELATED ITEM LEVEL 2
AALT 19-20 Placement
Objective Number: 5.4
Progress: Completed
Provided By: AA/LT

RELATED ITEM LEVEL 2
AALT 19-20 Retention
Objective Number: 5.3
Progress: Completed
Provided By: AA/LT

RELATED ITEM LEVEL 2
AALT 19-20 Program Competency using Peregrine Academic
Objective Number: 5.2
Progress: Completed
Provided By: AA/LT

RELATED ITEMS---
RELATED ITEM LEVEL 1
ASLT 19-20 Maintain an Effective Associate of Science Louisiana Transfer Program
Goal Number: 1
Progress: Completed
Provided By: AS/LT

RELATED ITEM LEVEL 2
ASLT 19-20 Program Competency using SLOs
Objective Number: 1.1
Progress: Canceled
Provided By: AS/LT

RELATED ITEM LEVEL 2
ASLT 19-20 Placement
Objective Number: 1.4
Progress: Completed
Provided By: AS/LT

RELATED ITEM LEVEL 2
ASLT 19-20 Retention
Objective Number: 1.3
Progress: Completed
Provided By: AS/LT

RELATED ITEM LEVEL 2
ASLT 19-20 Program Competency using Peregrine Academic
Objective Number: 1.2
Progress: Completed
Provided By: AS/LT

RELATED ITEMS--
RELATED ITEM LEVEL 1
ACAD 19-20 Advise students across academic disciplines within the Student Success Center
Goal Number: 1
Progress: Completed
Provided By: Academic Advising

RELATED ITEM LEVEL 2
ACAD 19-20 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: Canceled
Provided By: Academic Advising

RELATED ITEM LEVEL 2
ACAD 19-20 Create a more structured and thorough advisor training program
Objective Number: 1.1 (formerly 1.2)
Progress: Completed
Provided By: Academic Advising

RELATED ITEM LEVEL 2
ACAD 19-20 Student Satisfaction with Academic Advising
Objective Number: 1.2 (formerly 1.3)
Progress: Completed
Provided By: Academic Advising

RELATED ITEMS--
RELATED ITEM LEVEL 1
AA 19-20 To foster academic success through instructional effectiveness.
Goal Number: 4. Institutional Effectiveness
Progress: Completed
Provided By: Academic Affairs

RELATED ITEM LEVEL 2
AA 19-20 Graduation
Objective Number: 4.3
Progress: Completed
Provided By: Academic Affairs

RELATED ITEM LEVEL 2
AA 19-20 Instructional Program Satisfaction
Objective Number: 4.1
Progress: Completed
Provided By: Academic Affairs

RELATED ITEM LEVEL 2
AA 19-20 Fall-to-Fall Retention of FTFT students
Objective Number: 4.4
Progress: Completed
Provided By: Academic Affairs

RELATED ITEMS--
RELATED ITEM LEVEL 1
AA 19-20 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

RELATED ITEM LEVEL 2
AA 19-20 Policies and Procedures-Faculty
Objective Number: 5.1
Progress: Completed
Provided By: Academic Affairs

RELATED ITEM LEVEL 2
AY 19-20 Policies and Procedures-Academic Council
Objective Number: 5.2
Progress: Completed
Provided By: Academic Affairs

RELATED ITEMS--
RELATED ITEM LEVEL 1
AA 19-20 To ensure that faculty understand and participate in curriculum development.
Goal Number: 3. Curriculum Development

Progress: Completed
Provided By: Academic Affairs

RELATED ITEM LEVEL 2
AA 19-20 Curriculum Development
Objective Number: 3.1
Progress: Completed
Provided By: Academic Affairs

RELATED ITEMS---
RELATED ITEM LEVEL 1
ATC 19-20 Maintain an effective Accounting Technology - Accounting Clerk (ATC) (CTS) program.
Goal Number: 2
Progress: Completed
Provided By: Accounting Technology, Account Clerk (CTS)

RELATED ITEM LEVEL 2
ATC 19-20 (CTS) Placement
Objective Number: 2.2
Progress: Completed
Provided By: Accounting Technology, Account Clerk (CTS)

RELATED ITEM LEVEL 2
ATC 19-20 (CTS) Professional Competency
Objective Number: 2.1
Progress: Completed
Provided By: Accounting Technology, Account Clerk (CTS)

RELATED ITEMS---
RELATED ITEM LEVEL 1
ATS 19-20 Maintain an effective Administrative Technology Specialist (ATS) (CTS) Program
Goal Number: 3
Progress: Delayed
Provided By: Administrative Technology Specialist (CTS)

RELATED ITEM LEVEL 2
ATS 19-20 (CTS) Professional Competency
Objective Number: 3.1
Progress: Delayed
Provided By: Administrative Technology Specialist (CTS)

RELATED ITEM LEVEL 2
ATS 19-20 (CTS) Placement
Objective Number: 3.2
Progress: Delayed
Provided By: Administrative Technology Specialist (CTS)

RELATED ITEMS---

RELATED ITEM LEVEL 1
ATHL 19-20 To support academic achievement of student athletes using grade point average
Goal Number: 1
Progress: Completed
Provided By: Athletics

RELATED ITEM LEVEL 2
ATHL 19-20 Grade Point Average
Objective Number: 1.1
Progress: Completed
Provided By: Athletics

RELATED ITEMS---
RELATED ITEM LEVEL 1
ATHL 19-20 To be successful on the field of play.
Goal Number: 2
Progress: Completed
Provided By: Athletics

RELATED ITEM LEVEL 2
ATHL 19-20 Maintain a winning percentage
Objective Number: 2.1
Progress: Completed
Provided By: Athletics

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

RELATED ITEM LEVEL 2
BOOK 19-20 Bookstore-Student Satisfaction
Objective Number: 1.2
Progress: Completed
Provided By: Bookstore

RELATED ITEM LEVEL 2
BOOK 19-20 Bookstore-Faculty Satisfaction
Objective Number: 1.1
Progress: Completed
Provided By: Bookstore

RELATED ITEMS---
RELATED ITEM LEVEL 1
BUDG 19-20 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

RELATED ITEM LEVEL 2
BUDG 19-20 Budget Review Committee
Objective Number: 2.2
Progress: Canceled
Provided By: Budgeting

RELATED ITEM LEVEL 2
Budget Control
Objective Number: 2.3
Progress: Completed
Provided By: Budgeting

RELATED ITEM LEVEL 2
BUDT 19-20 Budget Review-Faculty
Objective Number: 2.1
Progress: Completed
Provided By: Budgeting

RELATED ITEMS--
RELATED ITEM LEVEL 1
BUDG 19-20 To prepare an annual budget which reflects the mission of the university and supports institutional priorities.
Goal Number: 1
Progress: Completed
Provided By: Budgeting

RELATED ITEM LEVEL 2
BUDG 19-20 Budget Preparation
Objective Number: 1.1
Progress: Completed
Provided By: Budgeting

RELATED ITEMS--
RELATED ITEM LEVEL 1
CAFE 19-20 To provide a high quality dining experience for students, faculty, and staff.
Goal Number: 1
Progress: Completed
Provided By: Cafeteria

RELATED ITEM LEVEL 2
CAFE 19-20 Food Service-Faculty Satisfaction
Objective Number: 1.1
Progress: Completed
Provided By: Cafeteria

RELATED ITEM LEVEL 2

CAFE 19-20 Food Service-Student Satisfaction
Objective Number: 1.3
Progress: Completed
Provided By: Cafeteria

RELATED ITEM LEVEL 2
CAFE 19-20 Food Service-Staff Satisfaction
Objective Number: 1.2
Progress: Completed
Provided By: Cafeteria

RELATED ITEMS---
RELATED ITEM LEVEL 1
CDYC 19-20 Maintain an effective Care and Development of Young Children (CDYC) Associate
of Science (AS) program.
Goal Number: 6
Progress: Completed
Provided By: Care and Development of Young Children

RELATED ITEM LEVEL 2
CDYC 19-20 (AS) Retention
Objective Number: 6.3
Progress: Completed
Provided By: Care and Development of Young Children

RELATED ITEM LEVEL 2
CDYC 19-20 (AS) Professional Competency
Objective Number: 6.1
Progress: Completed
Provided By: Care and Development of Young Children

RELATED ITEM LEVEL 2
CDYC 19-20 (AS) Placement
Objective Number: 6.2
Progress: Completed
Provided By: Care and Development of Young Children

RELATED ITEMS---
RELATED ITEM LEVEL 1
CCHT 19-20 Maintain an Effective Chemical Technician (CCHT) Certificate of Technical Studies
(CTS) Program
Goal Number: 8
Progress: Delayed
Provided By: Chemical Technician (CTS)

RELATED ITEM LEVEL 2
CCHT 19-20 (CTS) Placement
Objective Number: 8.2
Progress: Delayed
Provided By: Chemical Technician (CTS)

RELATED ITEM LEVEL 2
CCHT 19-20 (CTS) Professional Competency
Objective Number: 8.1
Progress: Delayed
Provided By: Chemical Technician (CTS)

RELATED ITEMS--
RELATED ITEM LEVEL 1
CIT 19-20 Maintain an effective Computer Information Technology (CIT) (AAS) program.
Goal Number: 6
Progress: Completed
Provided By: Computer Information Technology

RELATED ITEM LEVEL 2
CIT 19-20 (AAS) Placement
Objective Number: 6.2
Progress: Completed
Provided By: Computer Information Technology

RELATED ITEM LEVEL 2
CIT 19-20 (AAS) Program Professional Competency
Objective Number: 6.1
Progress: Completed
Provided By: Computer Information Technology

RELATED ITEM LEVEL 2
CIT 19-20 (AAS) Retention
Objective Number: 6.3
Progress: Completed
Provided By: Computer Information Technology

RELATED ITEMS--
RELATED ITEM LEVEL 1
CE 19-20 (Updated) The Office of Continuing Education will offer non-credit programs and classes based on community needs.
Goal Number: 1
Progress: Completed
Provided By: Continuing Education

RELATED ITEM LEVEL 2
CE 19-20 (Update) Non-Credit Program Offerings Based on Community Need
Objective Number: 1.1
Progress: Completed
Provided By: Continuing Education

RELATED ITEMS--
RELATED ITEM LEVEL 1
CE 19-20 The Continuing Education Office will use post-event survey data to evaluate the

effectiveness of its programs.
Goal Number: 2
Progress: Completed
Provided By: Continuing Education

RELATED ITEM LEVEL 2
CE 19-20 Courses or programs will meet clients' needs/interests.
Objective Number: 2.2
Progress: Completed
Provided By: Continuing Education

RELATED ITEM LEVEL 2
CE 19-20 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
Provided By: Continuing Education

RELATED ITEM LEVEL 2
CE 19-20 Clients will recommend Continuing Education courses or programs to others.
Objective Number: 2.3
Progress: Completed
Provided By: Continuing Education

RELATED ITEMS---
RELATED ITEM LEVEL 1
CJ 19-20 Maintain an Effective Criminal Justice (CJ) Associate of Science (AS) Program
Goal Number: 1
Progress: Completed
Provided By: Criminal Justice

RELATED ITEM LEVEL 2
CJ 19-20 (AS) Retention
Objective Number: 1.2
Progress: Completed
Provided By: Criminal Justice

RELATED ITEM LEVEL 2
CJ 19-20 (AS) Placement
Objective Number: 1.3
Progress: Completed
Provided By: Criminal Justice

RELATED ITEM LEVEL 2
CJ 19-20 (AS) Professional Competency
Objective Number: 1.1
Progress: Delayed
Provided By: Criminal Justice

RELATED ITEMS---

RELATED ITEM LEVEL 1
DMS 19-20 (AAS) Maintain an effective Diagnostic Medical Sonography Associate of Applied Science Program
Goal Number: 1
Progress: Completed
Provided By: Diagnostic Medical Sonography

RELATED ITEM LEVEL 2
DMS 19-20 (AAS) Completion Rate
Objective Number: 1.2
Progress: Completed
Provided By: Diagnostic Medical Sonography

RELATED ITEM LEVEL 2
DMS 19-20 (AAS) Professional Competency
Objective Number: 1.1
Progress: Completed
Provided By: Diagnostic Medical Sonography

RELATED ITEM LEVEL 2
DMS 19-20 (AAS) Employment
Objective Number: 1.3
Progress: Completed
Provided By: Diagnostic Medical Sonography

RELATED ITEMS---
RELATED ITEM LEVEL 1
DISA 19-20 Expand campus outreach efforts to educate the campus community on services available for students with disabilities
Goal Number: 1
Progress: Completed
Provided By: Disability Services

RELATED ITEM LEVEL 2
DISA 19-20 Participate in new student and athletics orientation.
Objective Number: 1.1
Progress: Completed
Provided By: Disability Services

RELATED ITEM LEVEL 2
DISA 19-20 Develop a campus disability awareness poster campaign
Objective Number: 1.3
Progress: Completed
Provided By: Disability Services

RELATED ITEM LEVEL 2
DISA 19-20 Include Disability Services information on course syllabi
Objective Number: 1.2
Progress: Completed
Provided By: Disability Services

RELATED ITEMS---
RELATED ITEM LEVEL 1
DEAC 19-20 Maintain an effective Dual Enrollment program
Goal Number: 2
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEM LEVEL 2
DEAC 19 - 20 Increase Enrollment
Objective Number: 2.1
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEMS---
RELATED ITEM LEVEL 1
DEAC 19-20 Maintain an effective LSUE Academy
Goal Number: 1
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEM LEVEL 2
DEAC 19-20 LSUE Academy Fall to Fall Retention
Objective Number: 1.4
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEM LEVEL 2
DEAC 19-20 Increase Enrollment
Objective Number: 1.1
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEM LEVEL 2
DEAC 19-20 LSUE Academy Fall to Spring Retention
Objective Number: 1.3
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEM LEVEL 2
DEAC 19-20 Assessment of Incoming Students
Objective Number: 1.2
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEM LEVEL 2
DEAC 19-20 Compare New FF Academy Students to new FF LSUE Students
Objective Number: 1.5
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy

RELATED ITEMS---
RELATED ITEM LEVEL 1
GRAN 19-20 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

RELATED ITEM LEVEL 2
GRAN 19-20 Perkins CTE Grant
Objective Number: 1.3
Progress: Completed
Provided By: Federal/State Grants and Contracts

RELATED ITEM LEVEL 2
GRAN 19-20 Grant Submissions
Objective Number: 1.2
Progress: Completed
Provided By: Federal/State Grants and Contracts

RELATED ITEM LEVEL 2
GRAN 19-20 Grant Training
Objective Number: 1.1
Progress: Completed
Provided By: Federal/State Grants and Contracts

RELATED ITEMS---
RELATED ITEM LEVEL 1
GRAN 19-20 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

RELATED ITEM LEVEL 2
GRAN 19-20 Adherence to Grant Guidelines
Objective Number: 2.2
Progress: Completed
Provided By: Federal/State Grants and Contracts

RELATED ITEM LEVEL 2
GRAN 19-20 Grant Guidelines
Objective Number: 2.1
Progress: Completed
Provided By: Federal/State Grants and Contracts

RELATED ITEMS---
RELATED ITEM LEVEL 1
FST 19-20 Maintain an effective Fire Service Technology (FST) Certificate of Technical Studies

(CTS) Program
Goal Number: 3
Progress: Delayed
Provided By: Fire Service Technology (CTS)

RELATED ITEM LEVEL 2
FST 19-20 (CTS) Employment
Objective Number: 3.2
Progress: Delayed
Provided By: Fire Service Technology (CTS)

RELATED ITEM LEVEL 2
FST 19-20 (CTS) Professional Competency
Objective Number: 3.1
Progress: Delayed
Provided By: Fire Service Technology (CTS)

RELATED ITEMS---
RELATED ITEM LEVEL 1
FES 19-20 Maintain an Effective Fire and Emergency Services (FES) Program, Associate of
Applied Science (AAS)
Goal Number: 2
Progress: Completed
Provided By: Fire and Emergency Services

RELATED ITEM LEVEL 2
FES 19-20 (AAS) Employment
Objective Number: 2.3
Progress: Completed
Provided By: Fire and Emergency Services

RELATED ITEM LEVEL 2
FES 19-20 (AAS) Professional Competency
Objective Number: 2.1
Progress: Delayed
Provided By: Fire and Emergency Services

RELATED ITEM LEVEL 2
FES 19-20 (AAS) Retention
Objective Number: 2.2
Progress: Completed
Provided By: Fire and Emergency Services

RELATED ITEMS---
RELATED ITEM LEVEL 1
FYEX 19-20 Maintain an Effective First Year Experience Program.
Goal Number: 1
Progress: Completed
Provided By: First Year Experience

RELATED ITEM LEVEL 2
FYEX 19-20 Develop a peer-led mentoring program
Objective Number: 1.1
Progress: Completed
Provided By: First Year Experience

RELATED ITEM LEVEL 2
FYEX 19-20 Academic and Social Development
Objective Number: 1.2
Progress: Completed
Provided By: First Year Experience

RELATED ITEMS--
RELATED ITEM LEVEL 1
AGS 19-20 Maintain an Effective Associate of General Studies Program
Goal Number: 7
Progress: Completed
Provided By: General Studies

RELATED ITEM LEVEL 2
AGS 19-20 Placement
Objective Number: 7.4
Progress: Completed
Provided By: General Studies

RELATED ITEM LEVEL 2
AGS 19-20 Program Competency using SLOs
Objective Number: 7.1
Progress: Canceled
Provided By: General Studies

RELATED ITEM LEVEL 2
AGS 19-20 Program Competency using Peregrine Academic
Objective Number: 7.2
Progress: Completed
Provided By: General Studies

RELATED ITEM LEVEL 2
AGS 19-20 Retention
Objective Number: 7.3
Progress: Completed
Provided By: General Studies

RELATED ITEMS--
RELATED ITEM LEVEL 1
HRM 19-20 Maintain an effective Human Resource Management (CTS) program
Goal Number: 4
Progress: Completed
Provided By: Human Resources Management (CTS)

RELATED ITEM LEVEL 2
HRM 19-20 (CTS) Professional Competency
Objective Number: 4.1
Progress: Completed
Provided By: Human Resources Management (CTS)

RELATED ITEM LEVEL 2
HRM 19-20 (CTS) Placement
Objective Number: 4.2
Progress: Completed
Provided By: Human Resources Management (CTS)

RELATED ITEMS--
RELATED ITEM LEVEL 1
IT 19-20 Provide Faculty and Staff with the technology and support required to produce
successful students.
Goal Number: 1

Progress: Completed
Provided By: Information Technology

RELATED ITEM LEVEL 2
IT 19-20 Faculty Satisfaction
Objective Number: 1.2
Progress: Completed
Provided By: Information Technology

RELATED ITEM LEVEL 2
IT 19-20 Staff Satisfaction
Objective Number: 1.1
Progress: Completed
Provided By: Information Technology

RELATED ITEMS--
RELATED ITEM LEVEL 1
IT 19-20 Provide students with access to the technology they need to be successful in meeting
their academic goals.
Goal Number: 2
Progress: Completed
Provided By: Information Technology

RELATED ITEM LEVEL 2
IT 19-20 User Services-Student Support
Objective Number: 2.1
Progress: Completed
Provided By: Information Technology

RELATED ITEMS--
RELATED ITEM LEVEL 1

IT 19-20 Update Infrastructure
Goal Number: 3
Progress: Completed
Provided By: Information Technology

RELATED ITEM LEVEL 2
IT 19-20 Implementation of new student system
Objective Number: 3.2
Progress: Completed
Provided By: Information Technology

RELATED ITEM LEVEL 2
IT 19-20 Update Infrastructure
Objective Number: 3.1
Progress: Completed
Provided By: Information Technology

RELATED ITEMS---
RELATED ITEM LEVEL 1
IR 19-20 Make course evaluations available online in a consistent, efficient manner.
Goal Number: 1
Progress: Completed
Provided By: Institutional Research

RELATED ITEM LEVEL 2
IR 19-20 Course Evaluation
Objective Number: 1.1
Progress: Completed
Provided By: Institutional Research

RELATED ITEMS---
RELATED ITEM LEVEL 1
IR 19-20 Provide the campus at large with access to timely reporting information.
Goal Number: 2
Progress: Completed
Provided By: Institutional Research

RELATED ITEM LEVEL 2
IR 19-20 Overall Data Gathering and Reporting
Objective Number: 2.1
Progress: Completed
Provided By: Institutional Research

RELATED ITEM LEVEL 2
IR 19-20 Reduce Open Time of Service Requests
Objective Number: 2.2
Progress: Completed
Provided By: Institutional Research

RELATED ITEMS--
RELATED ITEM LEVEL 1
LA 19-20 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
Provided By: Liberal Arts

RELATED ITEM LEVEL 1
LA 19-20 Retention of EDUN, PSYC, and SOCL Liberal Arts Majors
Goal Number: 4
Progress: Completed
Provided By: Liberal Arts

RELATED ITEM LEVEL 2
LA 19-20 Retention- Aggregated Liberal Arts Majors of EDUN, PSYC, and SOCL
Objective Number: 4.1
Progress: Completed
Provided By: Liberal Arts

RELATED ITEMS--
RELATED ITEM LEVEL 1
LA 19-20 In working to maintain an effective developmental education program, LSU Eunice will provide students the necessary support for the successful completion of their developmental coursework.
Goal Number: 1
Progress: Completed
Provided By: Liberal Arts

RELATED ITEM LEVEL 2
LA 19-20 Orientation to University Studies (UNIV 1005)
Objective Number: 1.2
Progress: Completed
Provided By: Liberal Arts

RELATED ITEM LEVEL 2
LA 19-20 Developmental English (ENGL 0001)
Objective Number: 1.1
Progress: Completed
Provided By: Liberal Arts

RELATED ITEM LEVEL 2
LA 19-20 College Reading (UNIV 0008)
Objective Number: 1.3
Progress: Completed
Provided By: Liberal Arts

RELATED ITEMS--
RELATED ITEM LEVEL 1

LA 19-20 General Education - Artistic, Cultural, Historic Understanding; Written and Spoken Communication (see General Education Section)
Goal Number: 3
Progress: Completed
Provided By: Liberal Arts

RELATED ITEM LEVEL 1
LIB 19-20 Constituencies at LSUE will be satisfied with library operations.
Goal Number: 1
Progress: Completed
Provided By: Library

RELATED ITEM LEVEL 2
LIB 19-20 Staff Satisfaction with the Library
Objective Number: 1.2
Progress: Completed
Provided By: Library

RELATED ITEM LEVEL 2
LIB 19-20 Faculty Satisfaction with the Library
Objective Number: 1.1
Progress: Completed
Provided By: Library

RELATED ITEM LEVEL 2
LIB 19-20 Student Satisfaction with the Library
Objective Number: 1.3
Progress: Completed
Provided By: Library

RELATED ITEMS---
RELATED ITEM LEVEL 1
LIB 19-20 Library Patron Usage and Traffic will Increase
Goal Number: 2
Progress: Completed
Provided By: Library

RELATED ITEM LEVEL 2
LIB 19-20 Increase the Number of Items Circulated
Objective Number: 2.2
Progress: Completed
Provided By: Library

RELATED ITEM LEVEL 2
LIB 19-20 Increase the Number of Library Visits
Objective Number: 2.1
Progress: Completed
Provided By: Library

RELATED ITEMS---

RELATED ITEM LEVEL 1
LIB 19-20 The Library will provide guidance and instruction in library skills and information literacy.
Goal Number: 3
Progress: Completed
Provided By: Library

RELATED ITEM LEVEL 2
LIB 19-20 Increase the number of Bibliographic Instructional Sessions
Objective Number: 3.1
Progress: Completed
Provided By: Library

RELATED ITEMS---
RELATED ITEM LEVEL 1
MGMT 19-20 Maintain an effective Management (MGMT) Associate of Applied Science (AAS) program
Goal Number: 7
Progress: Completed
Provided By: Management

RELATED ITEM LEVEL 2
MGMT 19-20 (AAS) Retention
Objective Number: 7.3
Progress: Completed
Provided By: Management

RELATED ITEM LEVEL 2
MGMT 19-20 (AAS) Placement
Objective Number: 7.2
Progress: Completed
Provided By: Management

RELATED ITEM LEVEL 2
MGMT 19-20 (AAS) Professional Competency
Objective Number: 7.1
Progress: Completed
Provided By: Management

RELATED ITEMS---
RELATED ITEM LEVEL 1
MGMT 19-20 General Education Competency in the Social Sciences
Goal Number: 9
Progress: Completed
Provided By: Management

RELATED ITEM LEVEL 1
MCB 19-20 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)

RELATED ITEM LEVEL 2
MCB 19-20 (CTS) Placement
Objective Number: 5.2
Progress: Completed
Provided By: Medical Coding and Billing (CTS)

RELATED ITEM LEVEL 2
MCB 19-20 (CTS) Professional Competency
Objective Number: 5.1
Progress: Completed
Provided By: Medical Coding and Billing (CTS)

RELATED ITEMS--
RELATED ITEM LEVEL 1
ASN 19-20 Maintain an Effective Nursing (ASN) Program
Goal Number: 2
Progress: Completed
Provided By: Nursing

RELATED ITEM LEVEL 2
ASN 19-20 Graduation Rate
Objective Number: 2.2
Progress: Completed
Provided By: Nursing

RELATED ITEM LEVEL 2
ASN 19-20 Employment
Objective Number: 2.3
Progress: Completed
Provided By: Nursing

RELATED ITEM LEVEL 2
ASN 19-20 Professional Competency based on Clinical Results
Objective Number: 2.1a
Progress: Completed
Provided By: Nursing

RELATED ITEM LEVEL 2
ASN 19-20 Professional Competency based on NCLEX-RN
Objective Number: 2.1
Progress: Completed
Provided By: Nursing

RELATED ITEMS--
RELATED ITEM LEVEL 1
PWAY 19-20 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

RELATED ITEM LEVEL 2
PWAY 19-20 Program Completion
Objective Number: 3.1
Progress: Completed
Provided By: Pathways to Success

RELATED ITEM LEVEL 2
PWAY 19-20 Fall to Spring Retention
Objective Number: 3.2
Progress: Completed
Provided By: Pathways to Success

RELATED ITEM LEVEL 2
PWAY 19-20 Fall to Fall Retention
Objective Number: 3.3
Progress: Completed
Provided By: Pathways to Success

RELATED ITEMS--
RELATED ITEM LEVEL 1
FACL 19-20 To provide clean and well maintained facilities and grounds.
Goal Number: 1
Progress: Completed
Provided By: Physical Plant

RELATED ITEM LEVEL 2
FACL 19-20 Capital Improvements
Objective Number: 1.4
Progress: Completed
Provided By: Physical Plant

RELATED ITEM LEVEL 2
FACL 19-20 Building and Grounds-Staff
Objective Number: 1.2
Progress: Completed
Provided By: Physical Plant

RELATED ITEM LEVEL 2
FACL 19-20 Building and Grounds-Student Satisfaction
Objective Number: 1.3
Progress: Completed
Provided By: Physical Plant

RELATED ITEM LEVEL 2
FACL 19-20 Building and Grounds-Faculty Satisfaction
Objective Number: 1.1
Progress: Completed

Provided By: Physical Plant

RELATED ITEMS---
RELATED ITEM LEVEL 1
PR 19-20 Develop and implement a comprehensive marketing and advertising plan during the AY 2017-2018 for the 2019-2020 academic year.
Goal Number: 1
Progress: Completed
Provided By: Public Affairs

RELATED ITEM LEVEL 2
PR 19-20 Marketing and Advertising
Objective Number: 1.1
Progress: Completed
Provided By: Public Affairs

RELATED ITEMS---
RELATED ITEM LEVEL 1
PR 19-20 Implement a comprehensive social media strategy for LSUE.
Goal Number: 2
Progress: Completed
Provided By: Public Affairs

RELATED ITEM LEVEL 2
PR 19-20 Marketing and Visibility - Social Media Plan
Objective Number: 2.1
Progress: Completed
Provided By: Public Affairs

RELATED ITEMS---
RELATED ITEM LEVEL 1
PURCH 19-20 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

RELATED ITEM LEVEL 2
PURCH 19-20 Purchasing- Faculty Satisfaction
Objective Number: 1.1
Progress: Completed
Provided By: Purchasing

RELATED ITEM LEVEL 2
PURCH 19-20 Purchasing-Audit
Objective Number: 1.2
Progress: Completed
Provided By: Purchasing

RELATED ITEMS---
RELATED ITEM LEVEL 1
RADT 19-20 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS)
Program
Goal Number: 3
Progress: Completed
Provided By: Radiologic Technology

RELATED ITEM LEVEL 2
RADT 19-20 (AS) Employment
Objective Number: 3.4
Progress: Completed
Provided By: Radiologic Technology

RELATED ITEM LEVEL 2
RADT 19-20 (AS) Credentialing
Objective Number: 3.2
Progress: Completed
Provided By: Radiologic Technology

RELATED ITEM LEVEL 2
RADT 19-20 (AS) Professional Competency
Objective Number: 3.1
Progress: Completed
Provided By: Radiologic Technology

RELATED ITEM LEVEL 2
RADT 19-20 (AS) Retention
Objective Number: 3.3
Progress: Completed
Provided By: Radiologic Technology

RELATED ITEMS---
RELATED ITEM LEVEL 1
REG 19-20 The Office of Admissions will decrease turnaround time for processing of paid
applications.
Goal Number: 1
Progress: Canceled
Provided By: Registrar

RELATED ITEM LEVEL 2
REG 19-20 Decreasing processing time of admission applications
Objective Number: 1.1
Progress: Canceled
Provided By: Registrar

RELATED ITEMS---
RELATED ITEM LEVEL 1

REG 19-20 To meet the needs during the registration process of students, faculty, and staff
Goal Number: 1
Progress: Completed
Provided By: Registrar

RELATED ITEM LEVEL 2
REG 19-20 Registrar's Office - Student Satisfaction
Objective Number: 1.3
Progress: Completed
Provided By: Registrar

RELATED ITEM LEVEL 2
REG 19-20 Registrar's Office - Staff Satisfaction
Objective Number: 1.2
Progress: Completed
Provided By: Registrar

RELATED ITEM LEVEL 2
REG 19-20 Registrar's Office - Faculty Satisfaction
Objective Number: 1.1
Progress: Completed
Provided By: Registrar

RELATED ITEMS---
RELATED ITEM LEVEL 1
RC 19-20 Maintain an Effective Associate of Science (AS) Program in Respiratory Care (RC)
Goal Number: 4
Progress: Completed
Provided By: Respiratory Care

RELATED ITEM LEVEL 2
RC 19-20 (AS) Retention
Objective Number: 4.2
Progress: Completed
Provided By: Respiratory Care

RELATED ITEM LEVEL 2
RC 19-20 (AS) Professional Competency
Objective Number: 4.1

Progress: Completed
Provided By: Respiratory Care

RELATED ITEM LEVEL 2
RC 19-20 (AS) Employment
Objective Number: 4.3
Progress: Completed
Provided By: Respiratory Care

RELATED ITEMS---

RELATED ITEM LEVEL 1
SCI 19-20 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

RELATED ITEM LEVEL 2
SCI 19-20 Developmental Math (MATH 0001)
Objective Number: 1.1
Progress: Completed
Provided By: Science & Mathematics

RELATED ITEM LEVEL 2
SCI 19-20 Developmental Math (MATH 0015)
Objective Number: 1.2
Progress: Completed
Provided By: Science & Mathematics

RELATED ITEM LEVEL 2
SCI 19-20 Developmental Math (MATH 0021)
Objective Number: 1.3
Progress: Completed
Provided By: Science & Mathematics

RELATED ITEMS---
RELATED ITEM LEVEL 1
SCI 19-20 General Education: Competency in sciences and mathematics
Goal Number: 2
Progress: Completed
Provided By: Science & Mathematics

RELATED ITEM LEVEL 1
ST 19-20 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program
Goal Number: 11
Progress: Completed
Provided By: Surgical Technology

RELATED ITEM LEVEL 2
ST 19-20 (AAS) Retention (Graduation) Rate
Objective Number: 11.3
Progress: Completed
Provided By: Surgical Technology

RELATED ITEM LEVEL 2
ST 19-20 (AAS) Employment
Objective Number: 11.4
Progress: Completed
Provided By: Surgical Technology

RELATED ITEM LEVEL 2
ST 19-20 (AAS) Professional Competency based on Certified Surgical Technology (CST) Exam
Objective Number: 11.1
Progress: Completed
Provided By: Surgical Technology

RELATED ITEM LEVEL 2
ST 19-20 (AAS) Professional Competency based on Clinical Results
Objective Number: 11.2
Progress: Completed
Provided By: Surgical Technology

RELATED ITEMS---
RELATED ITEM LEVEL 1
TEST 19-20 Complete Construction and Initiate a New Testing Center as a new Auxiliary
Goal Number: 1
Progress: Canceled
Provided By: Testing Center

RELATED ITEM LEVEL 2
TEST 19-20 Initiate a Testing Center
Objective Number: 1
Progress: Canceled
Provided By: Testing Center

RELATED ITEMS---
RELATED ITEM LEVEL 1
TUTR 19-20 Increase awareness of tutoring services available
Goal Number: 1
Progress: Completed
Provided By: Tutoring

RELATED ITEM LEVEL 2
TUTR 19-20 Changed to Tutoring Satisfaction
Objective Number: 1.1
Progress: Completed
Provided By: Tutoring

RELATED ITEMS---
RELATED ITEM LEVEL 1
TUTR 19-20 Provide academic support for Pathways to Success students.
Goal Number: 2
Progress: Completed
Provided By: Tutoring

RELATED ITEM LEVEL 2
TUTR 19-20 Require tutoring as an early alert system for Pathways to Success students.
Objective Number: 2.1

Progress: Completed
Provided By: Tutoring

RELATED ITEMS---
RELATED ITEM LEVEL 1
UAF 19-20 Generate FY Increases in Revenue
Goal Number: 2
Progress: Completed
Provided By: University Advancement / LSUE Foundation

RELATED ITEM LEVEL 2
UAF 19-20 Secure resources
Objective Number: 2.1
Progress: Completed
Provided By: University Advancement / LSUE Foundation

RELATED ITEMS---
RELATED ITEM LEVEL 1
UAF 19-20 Implement Board Policies and Procedures
Goal Number: 1
Progress: Delayed
Provided By: University Advancement / LSUE Foundation

RELATED ITEM LEVEL 2
UAF 19-20 Bylaw Revision
Objective Number: 1.1
Progress: Delayed
Provided By: University Advancement / LSUE Foundation

RELATED ITEM LEVEL 2
UAF 19-20 Campus Policy Revisions
Objective Number: 1.2
Progress: Delayed
Provided By: University Advancement / LSUE Foundation

IX. Academic Year 2019-2020: Details for Goals and Objectives All Departments

AA/EEO/Title IX

AA/EEO 19-20 Completion and Approval of Annual Affirmative Action Plan
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

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.

AY 2019-2020- According to LSU's HR, the State Department of Civil Service no longer requires organizations to submit AA plans for review unless an official audit is conducted. The Chancellor's approval of the plan constitutes the objective being met.

Director of IE's note: The language for this objective will be updated in AY 2020-2021 to reflect the change in the process.

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 and the Chancellor's office. Approval of the plan by the Chancellor constitutes the objective being met.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, there was no data reported.

For AY 2019-2020, the Affirmative Action plan was completed in collaboration with LSU's HR analyst to ensure accuracy. The analyst indicated previous years plans did not include all required information due to the former AAEEO officer not receiving full access to Workday reporting. The Affirmative Action plan was completed April 21, 2020 for Data Year January 1, 2019-December 31, 2019 and AA Plan Year January 1, 2020-December 31, 2020.

The objective is met as it was signed by the Chancellor electronically.

Improvement Plan/ Changes Made:
The Affirmative Action plan will be used as a guide to improve hiring processes to ensure a more equitable workforce.

Policy statement 29 (Affirmative Action/Equal Opportunity) was rescinded effective July 3, 2020, which led to the revised policy statement 11 (Equal Opportunity). Updates to policy statement 11 included creating complaint, investigative, and resolution procedures for discrimination claims. The updated policy statement (PS 11) is attached below.

RELATED ITEMS--
RELATED ITEM LEVEL 1
AA/EEO 19-20 Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.
Goal Number: 1
Progress: Completed
Provided By: AA/EEO/Title IX
Budget Information: None (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM 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

AA/EEO 19-20 Annually Provide Training on AA/EEO topics to faculty & staff
Objective Number: 1.2
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

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 2018-2019, this objective was met.

For AY 2019-2020, the sexual harassment and ethics training modules were posted on the employee/faculty and staff webpage for completion after LSU completed the updates to the modules. To prepare for the changes to the Title IX regulations released by the US Dept. of Education, the Title IX website was updated to reflect said changes. Several resources were added to the website, along with the newly created documents: confidential advisor checklist (item #2), complainant rights (item #1), and respondent rights (item #4) ; a diversity, equity, and inclusion webpage (item #3) was created to provide important resources and training on various AAEEO topics; a Diversity, Equity, and Inclusion Taskforce (item #3) was created to develop recommendations to best support the campus' diversity, equity, and inclusion (AAEEO) efforts.

The trainings were hosted on the LSUE website for compliance.

AAEEO Officer's note: Due to the sensitive nature of documentation, case information will be stored in the AAEEO's locked files and the secure database management system (EthicsPoint).

The objective is met.

Improvement Plan/ Changes Made:
Plan of action is to create system where reporting of Title IX module completion is streamlined and continue to develop content for the diversity, equity, and inclusion webpage (AAEEO).

RELATED ITEMS--
RELATED ITEM LEVEL 1
AA/EEO 19-20 Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.
Goal Number: 1
Progress: Completed

Provided By: AA/EEO/Title IX
Budget Information: None (existing)
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2

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 19-20 Prevention Efforts
Objective Number: 2.1
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
Deliver centralized training to ensure that all employees are kept up to date regarding their reporting obligations as responsible employees and resources available.

Deliver centralized training for first-time students at LSUE in compliance with federal law. This includes students enrolled in academic programs, such as LSUE at LSUA, online LGH, LSU Lab, and University Academy. Students were encouraged to complete MyStudentBody, which covered bystander intervention as well as University policies and procedures and resources regarding sexual misconduct.

- Assess current state of campus climate and baseline metrics related to reporting, investigations, and adjudication
- Provide comprehensive education programs, through in-person trainings and print media

- Provide ongoing training for campus community members involved with processing, investigating, or resolving complaints

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 2018-2019, this objective was met.

For AY 2019-2020, the Title IX Taskforce was developed Fall 2019 (evidence please label as #1) (see attachment 1 below); campus training provided by LSU's HR as well as Title IX Compliance training developed by Title IX coordinator. The compliance training developed by coordinator is available as a presentation to various groups on campus (e.g. athletics, SGA, residential assistants, etc.) upon request (see attachment 2). Confidential advisors and taskforce members received copies of the newly created confidential advisor checklist (see attachment 3), respondent rights (see attachment 4), and complainant rights (see attachment 5).

The objective is met.

Improvement Plan/ Changes Made:
Action plan includes improving analyzing sexual violence incidents to quantify the use of alcohol as a contributing factor; partnering with other services and external organizations to enhance awareness efforts, and clarifying the role of the deputy Title IX coordinator.

For AY 2020-2021, the goals, objectives and measures of effectiveness will be updated.

Goals:

1. Implement relevant national best practices in communicating student and employee rights and responsibilities under Title IX.
2. Ensure a schedule of presentations representing LSUE's implementation of Title IX.
3. Ensure consistent training for all LSUE stakeholders regarding Title IX compliance.
4. Initiate and participate effectively in policy and procedure reviews to ensure compliance with all relevant governance.

5. Maintain a record of prompt and effective resolution to Title IX concerns.

Campus Outcomes:

- Develop a Title IX Task Force consisting of a diverse group of campus stakeholders.
- Partner with and review policies, procedures, and practices with Human Resources and other stakeholders, such as Academic Affairs, Athletics, and Student Affairs.
- Coordinate with Campus Police and Security to ensure seamless compliance with Clery Act and Annual Security Report requirements.
- Offer training to classes or student organizations.
- Publish online resources for 24/7 reference, such as links for physical safety, support for emotional concerns, and assistance with an immediate problem as well as a link for the procedure to resolve discrimination concerns, which addresses Title IX concerns.
- Encourage online training modules that document compliance with requirements for periodic education of students offered through LSU and other certifying bodies. Programs may include Title IX topics such as sex discrimination, sexual harassment, responses to sexual assault of students, and practices focused on students' academic participation related to pregnancy and childbirth, domestic violence, dating violence or stalking.
- Consider accommodations in collaboration with Disability Services, Academic Affairs, and Student Affairs, such as switching to online classes or expunging late withdrawals following confirmation of assault; establishing a "medical leave" policy in addition to medical withdrawal for victims.
- Communicate effectively with faculty and employees in contact with students regarding responses to a disclosure of sexual assault, domestic violence, dating violence or stalking.
- Work with Academic Affairs and Disability Services to ensure policies relating to pregnancy and childbirth conform to Title IX requirements. Address make-up testing, make-up assignments, incomplete grades, substitute class assignments, attendance requirements and medical documentation.
- Utilize social media and LSU/LSUE webpage to communicate commitment and programs.

Measures of effectiveness:

- Updated policy, procedure and guidance for University's response to disclosure of sexual assault hosted on website.
- Record of trainings/initiatives/programs provided annually.
- Website search engine linked to online guidance on Title IX.
- Reported progress on strategic plan at periodic meetings to Chancellor and Chancellor's Cabinet.

RELATED ITEMS--

RELATED ITEM LEVEL 1
Title IX 19-20 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: Completed
Provided By: AA/EEO/Title IX
Budget Information: None (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

Title IX 19-20 Response to Complaints
Objective Number: 2.2
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

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
- First 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:
<u>**Response Actions and Assessments**</u>

- 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 2018-2019, this objective was not completed and was scheduled to be canceled.

Title IX Coordinator's note: This section needs to be re-examined to ensure the objective follows reporting processes and procedures of the new regulations using EthicsPoint management system.

The Confidential advisor checklist was recently developed to adequately track informal reporting/supportive measures (see #1 attached below).

EthicsPoint report details number of incident reports. I will not include that information in this document until gaining clarification from LSU's lead Title IX coordinator if the number and case type can be included in this public database. Title IX coordinator's response time from reporting of case to opening of case was 24 hours.

Director of IE's Response: Because this type of information is very sensitive and confidential, I think it prudent to NOT include any type of completed documents, even with names redacted, because IE documents are public record (without attachments). My opinion is that a statement be made that confidential documents are on file in the Title IX Coordinator's Office and can be reviewed by SACSCOC reviewers to the extent permitted by law.

Clery reporting (annual security reporting) is maintained by Campus Police and Security. The categories related to Title IX include sexual assault (criminal offense), domestic violence, dating violence, and stalking (Violence Against Women Act offenses). Any case that falls under any of the aforementioned categories are referred to Campus Police for reporting and tracking through the EthicsPoint management system.

Title IX Coordinator's note: Due to the sensitive nature of documentation, case information will be stored in the secure database management system (EthicsPoint).

The objective is met.

Improvement Plan/ Changes Made:
Title IX Coordinator's note: Due to the releasing of the new regulations, this objective needs to be revised for AY 2020-2021.

For AY 2020-2021, the goals, objectives and measures of effectiveness will be updated.

Goals:

1. Implement relevant national best practices in communicating student and employee rights and responsibilities under Title IX.
2. Ensure a schedule of presentations representing LSUE's implementation of Title IX.
3. Ensure consistent training for all LSUE stakeholders regarding Title IX compliance.
4. Initiate and participate effectively in policy and procedure reviews to ensure compliance with all relevant governance.
5. Maintain a record of prompt and effective resolution to Title IX concerns.

Campus Outcomes:

- Develop a Title IX Task Force consisting of a diverse group of campus stakeholders.
- Partner with and review policies, procedures, and practices with Human Resources and other stakeholders, such as Academic Affairs, Athletics, and Student Affairs.
- Coordinate with Campus Police and Security to ensure seamless compliance with Clery Act and Annual Security Report requirements.
- Offer training to classes or student organizations.
- Publish online resources for 24/7 reference, such as links for physical safety, support for emotional concerns, and assistance with an immediate problem as well as a link for the procedure to resolve discrimination concerns, which addresses Title IX concerns.
- Encourage online training modules that document compliance with requirements for periodic education of students offered through LSU and other certifying bodies. Programs may include Title IX topics such as sex discrimination, sexual harassment, responses to sexual assault of students, and practices focused on students' academic participation related to pregnancy and childbirth, domestic violence, dating violence or stalking.
- Consider accommodations in collaboration with Disability Services, Academic Affairs, and Student Affairs, such as switching to online classes or expunging late withdrawals following confirmation of assault; establishing a "medical leave" policy in addition to medical withdrawal for victims.
- Communicate effectively with faculty and employees in contact with students regarding responses to a disclosure of sexual assault, domestic violence, dating violence or stalking.
- Work with Academic Affairs and Disability Services to ensure policies relating to pregnancy and childbirth conform to Title IX

requirements. Address make-up testing, make-up assignments, incomplete grades, substitute class assignments, attendance requirements and medical documentation.

- Utilize social media and LSU/LSUE webpage to communicate commitment and programs.

Measures of effectiveness:

- Updated policy, procedure and guidance for University's response to disclosure of sexual assault hosted on website.
- Record of trainings/initiatives/programs provided annually.
- Website search engine linked to online guidance on Title IX.
- Reported progress on strategic plan at periodic meetings to Chancellor and Chancellor's Cabinet.

RELATED ITEMS---
RELATED ITEM LEVEL 1
Title IX 19-20 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: Completed
Provided By: AA/EEO/Title IX
Budget Information: None (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

Title IX 19-20 Communicate Effectively to Campus
Objective Number: 2.3
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

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 2018-2019, this objective was met.

For AY 2019-2020, the campus community receives effective communication by adequately maintaining the Title IX website (evidence? please label as #1), creation of Title IX compliance presentation (see attachment #2 below), creation of complainant/respondent rights (see attachments #3 and #4), and a confidential advisor checklist (see attachment #5). Additionally, sexual misconduct and violence training is hosted online via MyCourses for faculty and staff to access (see attachment #6) (evidence? Please label as #6)

Title IX coordinator's note: This objective needs to be revised to reflect the new Title IX regulations and procedures.

The objective is met.

Improvement Plan/ Changes Made:
Expand responsibilities of Title IX Taskforce to improve campus awareness and communication. For AY 2020-2021, the goals, objectives and measures of effectiveness will be updated.

Goals:

- Implement relevant national best practices in communicating student and employee rights and responsibilities under Title IX.
- Ensure a schedule of presentations representing LSUE's implementation of Title IX.
- Ensure consistent training for all LSUE stakeholders regarding Title IX compliance.
- Initiate and participate effectively in policy and procedure reviews to ensure compliance with all relevant governance.
- Maintain a record of prompt and effective resolution to Title IX concerns.

Campus Outcomes:

- Develop a Title IX Task Force consisting of a diverse group of campus stakeholders.
- Partner with and review policies, procedures, and practices with Human Resources and other stakeholders, such as Academic Affairs, Athletics, and Student Affairs.
- Coordinate with Campus Police and Security to ensure seamless compliance with Clery Act and Annual Security Report requirements.
- Offer training to classes or student organizations.
- Publish online resources for 24/7 reference, such as links for physical safety, support for emotional concerns, and assistance with an immediate problem as well as a link for the procedure to resolve discrimination concerns, which addresses Title IX concerns.
- Encourage online training modules that document compliance with requirements for periodic education of students offered through LSU and other certifying bodies. Programs may include Title IX topics such as sex discrimination, sexual harassment, responses to sexual assault of students, and practices focused on students' academic participation related to pregnancy and childbirth, domestic violence, dating violence or stalking.
- Consider accommodations in collaboration with Disability Services, Academic Affairs, and Student Affairs, such as switching to online classes or expunging late withdrawals following confirmation of assault; establishing a "medical leave" policy in addition to medical withdrawal for victims.
- Communicate effectively with faculty and employees in contact with students regarding responses to a disclosure of sexual assault, domestic violence, dating violence or stalking.
- Work with Academic Affairs and Disability Services to ensure policies relating to pregnancy and childbirth conform to Title IX requirements. Address make-up testing, make-up assignments, incomplete grades, substitute class assignments, attendance requirements and medical documentation.
- Utilize social media and LSU/LSUE webpage to communicate commitment and programs.

Measures of effectiveness:

- Updated policy, procedure and guidance for University's response to disclosure of sexual assault hosted on website.

- Record of trainings/initiatives/programs provided annually.
- Website search engine linked to online guidance on Title IX.
- Reported progress on strategic plan at periodic meetings to Chancellor and Chancellor's Cabinet.

RELATED ITEMS---
RELATED ITEM LEVEL 1
Title IX 19-20 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: Completed
Provided By: AA/EEO/Title IX
Budget Information: None (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 Affairs

AA 19-20 Academic Advising-Faculty
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
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 4.0 or higher on the Faculty Survey given each spring semester. Question number 4 on the survey will be used to assess the outcome: "I have received adequate information to provide appropriate academic advisement to students."

The Faculty Survey is based on a Likert Scale with 4.0 representing that faculty "agree" with the statement. In this case, the objective is to have faculty agree overall that they are satisfied with academic advising.

The choices on the faculty survey are

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

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was tentatively met. Improvements were documented in AY 2018-2019's improvement plan.

For AY 2019-2020, a total of 29 (48.33%) out of 60 eligible faculty members completed the spring 2020 survey. The results of the survey indicated an average of 3.70 for question number four with two faculty members responding not applicable (see file below).

Given that the observed score of 3.7 < 4.0, this objective is not met.

Improvement Plan/ Changes Made:
The Director of IE and the new Vice Chancellor for Academic Affairs met on October 30, 2020 and decided to monitor the results given that number of respondents does not quite meet 30 needed to normalize the results to so the sample results approximate the population parameters.

RELATED ITEMS--
RELATED ITEM LEVEL 1
AA 19-20 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: None (existing)
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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

AA 19-20 Academic Advising-Students
Objective Number: 1.2
Start: 11/1/2019
End: 10/31/2020
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 Ruffalo Noel Levitz (RFL) 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 5.712 with a standard deviation 1.552. Note that this is the mean of the means of the data from the five questions. (see RNL Data in the Progress Section).

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 = 5.75 with SD = 1.52).
14. My academic advisor is knowledgeable about my program requirements (national average = 5.92 with SD = 1.48).
16. My advisor helps me apply my program of study to career goals (national average = 5.73 with SD = 1.59).
22. My academic advisor is knowledgeable about transfer requirements of other schools (national average = 5.68 with SD = 1.56).
35. I receive ongoing feedback about progress toward my academic goals (national average = 5.48 with SD = 1.61).

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was not met. Additional training, LSUA, and personnel changes were discussed in the AY 2018-2019 Improvement Plan.

For AY 2019-2020, a total of 543 (21.3%) of the 2,555 students responded to the RNL Student Satisfaction Survey at the various LSU Eunice sites (see Table 1 and the data file attached below). No courses were offered at the LSU laboratory High School so it was not included in Table 1. Students at every other site and methodology were included in the survey.

Table 1 does indicate some areas where students were not exactly satisfied. For example, question 3 (My academic advisor is available when I need help) was below the national average at the LSU Eunice face-to-face site. However, this is not surprising given that full-time faculty teach five courses per semester at LSU Eunice site and students often have to email their advisor in order to set a time to meet with them.

Question	Nat'l	Overall	LSUE	LSUA	Dual Enroll < 50%	Online	LG Hospital
3	5.75	5.68	5.52	6.13	6.29	6.13	6.17
14	5.92	6.04	5.99	6.11	6.13	6.28	6.50
16	5.73	5.79	5.72	6.22	5.70	6.06	6.20
22	5.68	5.88	5.79	5.78	5.83	6.44	5.60
35	5.48	5.72	5.67	6.00	5.77	5.88	6.00
Means	5.712	5.822	5.738	6.048	5.944	6.158	6.094
n	63625	543	416	11	22	87	7

Table 1. Student Satisfaction with Academic Advising AY 2019-2020 Based on RNL Likert Scale.

Also, students at the LSU Eunice site scored their satisfaction with question number 16 (My advisor helps me apply my program of study to career goals) 0.01 below the national average on the Likert Scale. Dual enrollment students scored the same question 0.03 below the national score as well.

Next, the students at the Lafayette General Orthopaedic Hospital site rated question 22 (My academic advisor is knowledgeable about transfer requirements of other schools) 0.08 points below the national average. The nursing and Surgical Technology programs are the only two programs offered at that site. This may be a reflection of students not understanding that faculty might be familiar with some, but not all institution's requirements because they differ from institution to institution. It is also important to note that there is an $n = 7$ from that site so it is difficult to generalize to the overall results with such a small sample size.

Understanding that there will always be trouble spots in academic advising, it is important to note that all LSU Eunice sites exceeded the national average indicating that students are generally satisfied with the advising they receive (see blue row of numbers in Table 1).

Given that the overall LSU Eunice observed score of 5.822 > the national benchmark of 5.712, this objective is met.

Improvement Plan/ Changes Made:
Director of IE's note: Some of the low scores could have been caused by the move to online relating to the Coronavirus as the survey was given shortly after LSU Eunice moved all face-to-face courses online on March 13, 2020.

As a result, it is recommended that the results be monitored. Attached below is an email that went to all faculty and students about academic advising in the middle of the Coronavirus in an attempt to maintain some semblance of a normal routine during the national quarantine.

RELATED ITEMS---
RELATED ITEM LEVEL 1
AA 19-20 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: None (existing)
Start: 11/1/2019
End: 10/31/2020

   RELATED ITEM LEVEL 2

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

AA 19-20 Increase the ease of transfer between LSUE and four-year institutions
Objective Number: 2.2
Start: 11/1/2019
End: 10/31/2020
Progress: Delayed

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):
For AY 2018-2019, this objective was partially met as it was a new objective. The Vice Chancellor for Academic Affairs charged the Academic Deans to devise a strategy to track transfers.

For AY 2019-2020, this was not accomplished due to other competing demands (see file attached).

Improvement Plan/ Changes Made:
As a new Vice Chancellor for Academic Affairs began July 1, 2020, he will need to make a decision on whether to keep this objective.

Director of IE's note: Classes being moved online on March 13, 2020 due to CV 19 also had an impact on the ability to complete this outcome.

RELATED ITEMS--
RELATED ITEM LEVEL 1
AA 19-20 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: None (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

AA 19-20 Curriculum Development
Objective Number: 3.1
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
Faculty will agree they have a role in curricular development, change, and review.

Assessment/Evaluation/Measures/Strategies:
This outcome will be assessed using question number 8 on the faculty survey given each spring: "The faculty have a role in curricular development, change, and review."

82.95% 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 2019.

- 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%,
- Spring 2018 was 11/15 or 73.33%, and
- Spring 2019 was 25/29 or 86.21%

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
- undecided
- agree
- strongly agree
- in 2018, a n/a or not applicable was added.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, the faculty survey was given at the conclusion of the spring 2020 semester. In all, a total of 29 (48.33%) out of 60 faculty members eligible to respond did so. 28 (96.55%) of the 29 faculty responding to question 8 either agreed or strongly agreed that they had a role in curricular development (see the Faculty Survey Attached below).

Given that the observed score of 96.55% > the historical benchmark of 82.95%, this objective is met.

Improvement Plan/ Changes Made:
Monitor the results since they seem to be improving over past years.

RELATED ITEMS--
RELATED ITEM LEVEL 1
AA 19-20 To ensure that faculty understand and participate in curriculum development.
Goal Number: 3. Curriculum Development
Progress: Completed

Provided By: Academic Affairs
Budget Information: None (existing)
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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

AA 19-20 Instructional Program Satisfaction
Objective Number: 4.1
Start: 11/1/2019
End: 10/31/2020
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 2014 through fall 2018 (n = 373)

- question 12 = 99.04%
- question 13 = 98.82%
- question 14 = 98.35%

Benchmark data for the spring semesters is the weighted mean for students choosing somewhat or very well from spring 2014 through spring 2017 (n = 713)

- question 12 = 97.98%
- question 13 = 97.50%
- question 14 = 97.58%

Based on the historical data, it was decided that a benchmark of no lower than 90% would be established given the narrow range between 98% to 100% and that not every student will be completely satisfied with their preparation. (Note that the benchmark was adjusted downward from 95% for two reasons. First it is difficult to maintain a 95% or higher satisfaction rate for anything let alone satisfaction related to education. Second, with the campus closure on March 13, 2020 due to CV 19, the 90% allows a larger band between 90% and 100% to allow for students not satisfied with face-to-face classes being moved online during quarantine.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, the online versions were used to determine satisfaction. Students take the graduate student survey as they are taking a general education assessment during their last semester of attendance. The results were:

For fall 2019 (n = 60)

- question 12 = 73.3% very well and 26.7% somewhat totaled 99.9%
- question 13 = 66.7% very well and 28.3% somewhat totaled 95.0%
- question 14 = 66.7% very well and 33.3% somewhat totaled 100.0%

For spring 2020 (n = 83)

- question 12 = 60.2% very well and 32.5% somewhat totaled 92.7%.
- question 13 = 57.8% very well and 32.5% somewhat totaled 90.3%
- question 14 = 61.4% very well and 361% somewhat totaled 97.5%

It is interesting to note that the fall 2019 results seem to be relatively consistent with past fall years while the spring 2020 results dipped somewhat. As mentioned above, this could be related to the quarantine from March 12, 2020 through the end of the semester. Regardless, given that the results for the questions indicate that the all scores were 90%+ > the benchmark of 90%, this objective was met.

Improvement Plan/ Changes Made:
Monitor the results to determine if the results for spring 2021 increase back into the high 90%. The results may go back to using the paper and pencil since the participation rate of the graduates is nearly 100%.

RELATED ITEMS--
RELATED ITEM LEVEL 1
AA 19-20 To foster academic success through instructional effectiveness.
Goal Number: 4. Institutional Effectiveness
Progress: Completed
Provided By: Academic Affairs
Budget Information: None (existing)
Start: 11/1/2019
End: 10/31/2020

    RELATED ITEM LEVEL 2
    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

AA 19-20 Graduation
Objective Number: 4.3
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
LSUE will increase overall Associate Degree and Certificate Attainment.

Director of IE's note: The data is being repeated in this objective from AY 2018-2019 due to timing with the Board of Regents. This will allow the report to run one year behind so that the Board of Regents data is posted from the year needed as this objective is being completed (typically in the summer).

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 nine years. Average will be the mean or median - whichever is less.

Data is obtained from the Louisiana Board of Regents Reporting System published in "LSUE's Fact Book" each December.

LSU Eunice Number of Completers by Academic Year	
AY	Number of Completers
2010-2011	289
2011-2012	289
2012-2013	337
2013-2014	334
2014-2015	332
2015-2016	310
2016-2017	298
2017-2018	311
Mean	312.5
Median	310.5

The mean was 312.5 and the median was 310.5 establishing the benchmarks for AY 2018-2019.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, repeating the data from AY 2018-2019, there were a total of 346 completers (see the Board of Regents Report attached below).

Given that the observed number of completers of 346 > the historical mean = 312.5 and median = 310.5, this objective is met.

Improvement Plan/ Changes Made:
Monitor the results to determine what, if any, impact the quarantine for CV 19 had during spring 2020. The Enrollment Management

Committee has discussed some items related to the graduation of students (see highlighted passages in the meeting minutes below):

September 11, 2019: Reverse transfer program.
December 13, 2019: Transfer students placed on unofficial transcripts, then following up with grades.
March 12, 2020: Superscoring of ACT Scores

RELATED ITEMS--
RELATED ITEM LEVEL 1
AA 19-20 To foster academic success through instructional effectiveness.
Goal Number: 4. Institutional Effectiveness
Progress: Completed
Provided By: Academic Affairs
Budget Information: None (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

AA 19-20 Fall-to-Fall Retention of FTFT students
Objective Number: 4.4
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
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.

Director of IE's note: This objective and its data is being repeated from AY 2018-2019 so as to allow data to run one year behind. The deadline for academic areas to complete their IE documentation is August 15, 2020 so the same year retention (in this case - fall 2019 to fall 2020) will not be available to complete this objective within its regularly scheduled time period.

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 (See file below) in the LSUE FY 2018-2019 Operational Plan.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, this data is repeated from last year and will allow for completion of the objective during the summer beginning summer 2021 which will examine the Fall 2019-Fall 2020 retention.

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.

Improvement Plan/ Changes Made:
Although the objective was met, retention will continued 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.

See September 26, 2019 meeting minutes on correcting barriers related to financial aid and the application fee highlighted in the file below
See December 13, 2019 Academic Advising plan highlighted in file below.

RELATED ITEMS---
RELATED ITEM LEVEL 1
AA 19-20 To foster academic success through instructional effectiveness.
Goal Number: 4. Institutional Effectiveness
Progress: Completed
Provided By: Academic Affairs
Budget Information: None (existing)
Start: 11/1/2019
End: 10/31/2020

    RELATED ITEM LEVEL 2
    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

AA 19-20 Policies and Procedures-Faculty
Objective Number: 5.1
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
Faculty will indicate satisfaction with LSU Eunice's policies and procedures.

Assessment/Evaluation/Measures/Strategies:
This objective will be assessed using the results from the Faculty Survey given each spring semester. The questions used on the faculty survey used for this assessment follow with the percentage of faculty that responded as agree or strongly agree (see Table 1).

- Q6 Dismissal, suspension, readmission, and resignation policies are clearly defined.
- Q8 Faculty have a role in curricular development, change, and review.
- Q11 Employment and evaluation policies are clearly communicated to me.
- Q38 Promotion and tenure policies are carefully followed.

The choices on the faculty survey are

- strongly disagree
- disagree
- undecided
- agree
- strongly agree
- in 2018, a n/a or not applicable was added.

Table 1. Mean calculations for faculty satisfaction agree or strongly agree (spring 2014-2019) 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
2019	83	86	69	43	70.25	29
weighted means	79.02	82.78	67.60	59.28	72.17	129

The benchmark of 72.17% was calculated using the weighted percentages for faculty choosing Agree or Strongly Agree on the survey from Spring 2014 through Spring 2019. Meeting or exceeding the 72.17% will constitute success.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was not met. Information on improvement related to the faculty handbook is included in the AY 2018-2019 improvement plan.

For AY 2019-2020, the spring 2020 faculty survey was given as usual with 29 (48.33%) out of 60 eligible faculty members responding generating the following results (see PDF file below):

- Q6 Dismissal, suspension, readmission, and resignation policies are clearly defined. (25/29 = 86.21%)
- Q8 Faculty have a role in curricular development, change, and review. (28/29 = 96.55%)
- Q11 Employment and evaluation policies are clearly communicated to me. (22/29 = 78.86%)
- Q38 Promotion and tenure policies are carefully followed. (17/25 = 68%)

It is interesting to note that the percentages for agree or strongly agree have increased, and in some cases substantially, from spring 2019 (see Table 1). It is also worth noting that all values for the spring 2020 results exceeded the means from spring 2014 through 2019 (again, see Table 1). This includes question 38 that had a maximum value in spring 2014 and has decreased substantially since. However, it increased from 43% to 68% in just one year.

The bullet points below show the current percent compared to the means for the questions from spring 2014:

- Q6 Dismissal, suspension, readmission, and resignation policies are clearly defined. (spring 2020 = 86.21% > mean from Table 1 = 79.02%)
- Q8 Faculty have a role in curricular development, change, and review. (96.55% > 82.78%)
- Q11 Employment and evaluation policies are clearly communicated to me. (78.86% > 67.60%)
- Q38 Promotion and tenure policies are carefully followed. (68.00% > 59.28%)

Calculating a simple mean from the spring 2020 results above yields a satisfaction rate of 82.41%. This is a substantial increase from the spring 2019 results = 70.25% and the spring 2018 results = 68.25 (see Table 1).

Given that the observed value of 82.41% > the historical benchmark of 72.17%, this objective is met.

Improvement Plan/ Changes Made:
Given the rather dramatic increase over spring 2019, the recommendation is to monitor the results into spring 2021. It is worth noting that LSU Eunice is undergoing a multi-year project in updating all policy statements. These policies touch almost every aspect of the institution including human resources, faculty workloads, evaluation, and promotion and students' rights and responsibilities. Faculty and staff are given an opportunity to provide input on policies that have been posted for a 30 day review prior to final review by the Chancellor's Cabinet (see the Policy Statement Attachments below).

The Curriculum Development Manual was under review during spring 2020 as well. Faculty Senate will also be given an opportunity to review the updated Curriculum Development Manual when it is completed (scheduled for some time between December 2020 and the end of spring 2021). See the CDM documents below.

RELATED ITEMS---
RELATED ITEM LEVEL 1
AA 19-20 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: None (existing)
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2

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

AY 19-20 Policies and Procedures-Academic Council
Objective Number: 5.2
Start: 11/1/2019
End: 10/31/2020
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, 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 (see file below).

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, there were 18 policies under the primary responsibility of academic affairs. Twenty-five percent of the 18 policies is 4.5 or 5 policies that need to be updated in order for this objective to be met.

The following policies were updated during AY 2019-2020 (see 7-22-20 Status of PSs attached below):

- PS 23 rescinded 4/13/20 documents placed on library website,
- PS 33 updated 4/10/20,
- PS 34 updated 6/17/20 and then again on 7/3/20,
- PS 43 rescinded 4/13/20 documents placed in the Employee Handbook,
- PS 48 rescinded 4/13/20 documents placed in the Catalog,
- PS 58 rescinded 4/13/20 document placed in the Employee Handbook (document is also part of the Board Documents),
- PS 59 updated 4/10/20,
- PS 61 rescinded 4/13/20 documents placed in the Employee Handbook, and
- PS 83 updated 5/20/20.

Given that the observed value of 9 (50%) policies were updated > the established benchmark of 25%, this objective is met.

Improvement Plan/ Changes Made:
LSU Eunice is undergoing a multi-year project in updating all policy statements. These policies touch almost every aspect of the institution including human resources, faculty workloads, evaluation, and promotion and students' rights and responsibilities. Faculty and staff have the opportunity to provide input for policies that have been posted for a 30 day review prior to final review by the Chancellor's Cabinet. This process is to continue into AY 2020-2021.

RELATED ITEMS---
RELATED ITEM LEVEL 1
AA 19-20 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: None (existing)
Start: 1/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

CE 19-20 (Update) Non-Credit Program Offerings Based on Community Need
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
New Objective: This objective is being updated by a new interim director (see HR file below). During AY 2019-2020. the objective is to execute classes already booked and determine new classes based on community need.

Old Objective: 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.

Director of IE's note: The Office of Continuing Education no longer has responsibility for academic courses.

Assessment/Evaluation/Measures/Strategies:
New: For this objective, data will be entered for the number and types of classes and programs.

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

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

As AY 2019-2020 began, the former Director of Continuing Education resigned to take another job out of state. An interim director was hired in October 2019. As a result, this objective was changed to accommodate the new interim director.

For this year, the director has decided to give a progress on the number and types of events and the number in attendance.

Water Aerobics   average 25 students per class / cancelled Jan/Feb 2020 due to change of instructors. Cancelled as of March 2020 due to Covid-19. Class met twice a week.

Yoga   average 3/4 students per class / cancelled March 2020 due to Covid-19 / class met twice a week.

Y12SR 12 step recovery program with Yoga / confidential program offered at no charge as community service / according to instructor average 3/4 students per class / class met once a week.

ServSafe Food Safety Certification / October 2019 / 16 students / one day class with exam / rescheduled for July 2020

OSHA 10 Certification / **Private Investigation** Prep Course and Certification & / **ServSafe** cancelled for January 2020 due to lack of students registered.

Lifeguard Certification 7 students registered / cancelled due to Covid-19

While a number events were cancelled due to CV 19, 15 classes were held with 156 attendees (see blue highlighting in the attached Continuing Education Data file below).

Since data was kept on the number and types of classes held, this objective is met (please see random documentation below).

Improvement Plan/ Changes Made:
Office of Continuing Education is planning to offer more classes in an online version so as to increase participation and as a back-up plan should University need to close campus for reasons of health or environmental, etc. Office of Continuing Education personnel will also meet with community leaders to re-visit workforce needs due to the displacement of workers and shutdowns due to CV-19.

RELATED ITEMS---
RELATED ITEM LEVEL 1
CE 19-20 (Updated) The Office of Continuing Education will offer non-credit programs and classes based on community needs.
Goal Number: 1
Progress: Completed
Provided By: Continuing Education
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

CE 19-20 Courses or programs will meet clients' needs/interests.
Objective Number: 2.2
Start: 11/1/2019
End: 10/31/2020
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. This is question one on the survey given out at the end of the class.

Assessment/Evaluation/Measures/Strategies:
Ninety percent of respondents will indicate strongly agree or agree to this statement on the post-event evaluation below. Our benchmark of 90% is adopted from the 2016 American Customer Satisfaction Index.

The choices are:

- Strongly agree
- Agree
- No opinion or not applicable
- Disagree
- Strongly disagree (see the blank evaluation form attached)

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, an Interim Coordinator of Continuing Education was hired in October 2019 (see HR Doc file attached). Water Aerobics and Yoga were in progress classes and ServSafe Food Safety Certification was held in late October.

Plans for following classes and reasons for cancellation are listed below.

- **Private Investigation** (not enough students)
- **2nd Food Safety Class** in February rescheduled due to Covid-19
- **Notary Prep Certification** in conjunction with LSUS new offering but no enrollments from LSUE
- **Osha 10 Certification** planned and heavily promoted but no enrollment.
- **Lifeguard Certification** cancelled because of Covid-19
- **Beekeeping** cancelled due to Covid-19 /March April May
- **Water Aerobics and Yoga** cancelled because of Covid-19
- **STEM Camp & Arduino** cancelled due to Covid-19

One reason for all January courses seems to be the difficulty for promoting during the December holiday season. This will be taken in to consideration for January 2021 class scheduling.

In all, 15 events were held from July 1, 2019 through June 30, 2020 with 156 participants. Of those 156, 96 (61.5%) were surveyed (see blue highlighting in the attached Continuing Education Data file below). Question one surveyed whether the course met the needs of the participants. A total of 88 (91.7%) out the 96 surveys received either strongly agreed or agreed that the course met their needs (see yellow highlighting in the Continuing Education Data file attached).

Given that the observed score of 91.7% > the established benchmark of 90%, this objective is met.

Improvement Plan/ Changes Made:
Several in-person meetings, webinars, ZOOM meetings, phone conferences were held to research area needs. On-going research is being done as well to include more options for online non-credit programs. A few of the meetings are listed below with accompanying documentation.

1. 10-30-2019 St. Landry Economic Development group meeting to discuss building use in City of Opelousas.

2. 11-8-2019 Phone discussion with Celeste Gomez, former Executive Director St. Landry Parish Tourism commission to discuss Eunice Strategic Plan. Plan received via email.

3. 12-9-2019 Conversations/meetings with L. Seeder, H. Henry and S. Cormier, instructors for STEM camp and Arduino summer offerings at LSUE.

4. 12-18-2019 Conversations/discussion notifications to Mr. Oakley and 9 other area businesses for planned OSHA Certification programs.

5. 1-13-2020   Constant Contact email marketing campaigns and business leader survey.

6. 1-24-2019 IWTP (Incumbent Worker Training Program) email/phone conference with Program Advisor for the Louisiana Workforce Commission and Joseph Cilano in the LSU Eunice Grant Department.

7. 1-29-2020 ZOOM meeting (one of several) with Daniel Vopat, our ed2Go/CENGAGE representative regarding non-credit online course offerings.

Much of February spent in marketing our online classes and assisting with administrative duties (due to the medical leave of our administrative assistant).

RELATED ITEMS---
RELATED ITEM LEVEL 1
CE 19-20 The Continuing Education Office will use post-event survey data to evaluate the effectiveness of its programs.
Goal Number: 2
Progress: Completed
Provided By: Continuing Education
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

CE 19-20 Clients will recommend Continuing Education courses or programs to others.
Objective Number: 2.3
Start: 11/1/2019
End: 10/31/2020
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 below. Our benchmark of 90% is adopted from the 2016 American Customer Satisfaction Index.

For AY 2019-2020, participates 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)

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, an Interim Coordinator of Continuing Education was hired in October 2019 (see HR Doc, file attached). Water Aerobics and Yoga were in progress classes and ServSafe Food Safety Certification was held in late October.

Plans for following classes and reasons for cancellation are listed below.

- **Private Investigation** (not enough students)
- **2nd Food Safety Class** in February rescheduled due to Covid-19
- **Notary Prep Certification** in conjunction with LSUS new offering but no enrollments from LSUE
- **Osha 10 Certification** planned and heavily promoted but no enrollment.
- **Lifeguard Certification** cancelled because of Covid-19
- **Beekeeping** cancelled due to Covid-19 /March April May
- **Water Aerobics and Yoga** cancelled because of Covid-19
- **STEM Camp & Arduino** cancelled due to Covid-19

One reason for all January courses seems to be the difficulty for promoting during the December holiday season. This will be taken in to consideration for January 2021 Class Scheduling.

In all, 15 events were held with 156 participants. Of those 156, 96 (61.5%) were surveyed (see blue highlighting in the attached Continuing Education Data file attached). Question two "I would recommend this course or program to others" surveyed whether the course met the needs of the participants. A total of 93 (96.8%) out the 96 surveys received either strongly agreed or agreed that the course met their needs (see orange highlighting in the Continuing Education Data file attached).

Given that the observed score of 96.8% > the established benchmark of 90%, this objective is met.

Improvement Plan/ Changes Made:
Several in-person meetings, webinars, ZOOM meetings, phone conferences were held to research area needs. On-going research is being done as well to include more options for online non-credit programs. A few of my meetings are listed below with accompanying documentation.

1. 10-30-2019 St. Landry Economic Development group meeting to discuss building use in City of Opelousas.

2. 11-8-2019 Phone discussion with Celeste Gomez, former Executive Director St. Landry Parish Tourism commission to discuss Eunice Strategic Plan. Plan received via email.

3. 12-9-2019 Conversations/meetings with L. Seeder, H. Henry and S. Cormier, instructors for STEM camp and Arduino summer offerings at LSUE.

4. 12-18-2019 Conversations/discussion notifications to Mr. Oakley and 9 other area businesses for planned OSHA Certification programs.

5. 1-13-2020 Constant Contact email marketing campaigns and business leader survey.

6. 1-24-2019 IWTP (Incumbent Worker Training Program) email/phone conference with Program Advisor for the Louisiana Workforce Commission and Joseph Cilano in our Grant Department.

7. 1-29-2020 ZOOM meeting (one of several) with Daniel Vopat, our ed2Go/CENGAGE representative regarding non-cred online course offerings.

Much of February spent in marketing our online classes and assisting with administrative duties (due to the medical leave of our administrative assistant).

RELATED ITEMS---
RELATED ITEM LEVEL 1
CE 19-20 The Continuing Education Office will use post-event survey data to evaluate the effectiveness of its programs.
Goal Number: 2
Progress: Completed
Provided By: Continuing Education
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

>   **RELATED ITEM LEVEL 2**
>   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

CE 19-20 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: 11/1/2019
End: 10/31/2020
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 below. Our benchmark of 90% is adopted from the 2016 American Customer Satisfaction Index.

For AY 2019-2020, participates 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)

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For Ay 2019-2020, an Interim Coordinator of Continuing Education was hired in October 2019 (see HR Doc file attached). Water Aerobics and Yoga were in progress classes and ServSafe Food Safety Certification was held in late October.

Plans for following classes and reasons for cancellation are listed below.

- **Private Investigation** (not enough students)

- **2nd Food Safety Class** in February rescheduled due to Covid-19
- **Notary Prep Certification** in conjunction with LSUS new offering but no enrollments from LSUE
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- **Beekeeping** cancelled due to Covid-19 /March April May
- **Water Aerobics and Yoga** cancelled because of Covid-19
- **STEM Camp & Arduino** cancelled due to Covid-19

One reason for all January courses seems to be the difficulty for promoting during the December holiday season. That is being taken in to consideration for January 2021 Class Scheduling

In all, 15 events were held with 156 participants. Of those 156, 96 (61.5%) were surveyed (see blue highlighting in the attached Continuing Education Data file attached). Question three "Taking this course was a worthwhile investment of time and money" surveyed whether the course met the needs of the participants. A total of 92 (95.8%) out the 96 surveys received either strongly agreed or agreed that the course met their needs (see green highlighting in the Continuing Education Data file attached).

Given that the observed score of 95.8% > the established benchmark of 90%, this objective is met.

Improvement Plan/ Changes Made:
Several in-person meetings, webinars, ZOOM meetings, phone conferences were held to research area needs. On-going research is being done as well to include more options for online non-credit programs. A few of my meetings are listed below with accompanying documentation.

1. 10-30-2019 St. Landry Economic Development group meeting to discuss building use in City of Opelousas.

2. 11-8-2019 Phone discussion with Celeste Gomez, former Executive Director St. Landry Parish Tourism commission to discuss Eunice Strategic Plan. Plan received via email.

3. 12-9-2019 Conversations/meetings with L. Seeder, H. Henry and S. Cormier, instructors for STEM camp and Arduino summer offerings at LSUE.

4. 12-18-2019 Conversations/discussion notifications to Mr. Oakley and 9 other area businesses for planned OSHA Certification programs.

5. 1-13-2020   Constant Contact email marketing campaigns and business leader survey.

6. 1-24-2019 IWTP (Incumbent Worker Training Program) email/phone conference with Program Advisor for the Louisiana Workforce Commission and Joseph Cilano in our Grant Department.

7. 1-29-2020 ZOOM meeting (one of several) with Daniel Vopat, our ed2Go/CENGAGE representative regarding non-cred online course offerings.

Much of February spent in marketing our online classes and assisting with administrative duties (due to the medical leave of our administrative assistant).

RELATED ITEMS--
RELATED ITEM LEVEL 1
CE 19-20 The Continuing Education Office will use post-event survey data to evaluate the effectiveness of its programs.
Goal Number: 2
Progress: Completed
Provided By: Continuing Education
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

Dual enrollment and LSU Eunice Academy

DEAC 19-20 Increase Enrollment
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
The LSUE Academy will increase student enrollment for Fall 2019 semester over the enrollment for Fall 2018 semester.

Assessment/Evaluation/Measures/Strategies:
To continue to increase the enrollment in the LSUE Academy, the benchmark for the Fall 2019 enrollment will meet or exceed the Fall 2018 enrollment of 90 students enrolled in 953 credit hours.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For Fall semester 2018 (See LACA credit hours FA2018 file below), the number of students enrolled in the academy was 90 students with 953 credit hours registered.

In October 2018, 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 for parents. These informational meetings were held between January 7th 2019- April 12, 2019. (Emails for the invites for scheduling meetings were lost in the cyber-attack of October 23, 2019.)

In December 2018 and January 2019, 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 2019 semester.

In January 2019, an informational flyer (See DE 6x9 card PDF 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 26, 2019. A reminder email was sent to all counselors the week before the April 26, 2019 deadline to inform them of the application deadline. (See DE 6x9-card.pdf file below).

In February and March 2019, a series of two workshops were held to provide parents with information on FAFSA application to apply for the Pell Grant and to actively assist parents with completing the FAFSA application. The workshops were advertised on the LSUE

website. (Emails for the FAFSA parent night invitations were lost in the cyber-attack of 2019)

In Fall 2019 (See FA 2019 LACA credit hours file below), the academy had 90 students admitted and enrolled in 1057 course hours.

Given that

- the observed number of students enrolled for Fall 2019 = 90 = than the benchmark of 90 students and
- the observed number of credit hours enrolled for Fall 2019 = 1057 > the benchmark of 953

this objective was met.

Improvement Plan/ Changes Made:
In AY 2020-2021, hold multiple online Zoom Academy informational meetings for students and parents prior to and throughout open enrollment.

RELATED ITEMS--
RELATED ITEM LEVEL 1
DEAC 19-20 Maintain an effective LSUE Academy
Goal Number: 1
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy
Budget Information: budget currently exists
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

DEAC 19-20 Assessment of Incoming Students
Objective Number: 1.2
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
The LSUE Academy will assess incoming students for academic readiness for AY 2019-2020.

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 AA2.22 file below).

Assessment/Evaluation Results (Progress Report):
For AY 2018 - 2019 this objective was met.

For AY 2019-2020 , all students met or exceeded the test requirements set by the Board of Regents (See Fall 2019-2020 Applicant Test Data file below). Since the requirements were met or exceeded, the objective was met.

Improvement Plan/ Changes Made:
For AY 2020-2021, 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
DEAC 19-20 Maintain an effective LSUE Academy

Goal Number: 1
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy
Budget Information: budget currently exists
Start: 11/1/2019
End: 10/31/2020

> ### RELATED ITEM LEVEL 2
> 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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> 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

DEAC 19-20 LSUE Academy Fall to Spring Retention
Objective Number: 1.3
Start: 11/1/2019
End: 10/31/2020
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 2019 to Spring 2020 to meet or exceed the 96.67% (87 out of 90) of students retained from Fall 2018 to Spring 2019 (see FA18-SP19 Retention attached below).

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, a total of 90 Academy students were admitted for the Fall 2019 semester. A total of 86 (95.5%) students were retained to Spring 2020.

Two of the students who left the academy left based on counselor recommendations after reviewing final grades in college courses and after meeting with the student and parents at the end of the semester. The other two students were no longer interested in attending the LSUE Academy on the LSUE campus.

Since 95.5% of students were retained in from Fall 2019 - Spring 2020 < 96.67% of students retained from Fall 2018 - Spring 2019 (See Fall 19 -Spring 20 file below), this objective was not met.

Improvement Plan/ Changes Made:
First time students will continue to be required to enroll in and attend UNIV 1000 Freshman Seminar (see UNIV 1000 Syllabus file below) in the AY 2020-2021 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. Implement the Academic Intervention program for students who are performing below successful academic standards at midterm for the Fall semester.

RELATED ITEMS---
RELATED ITEM LEVEL 1
DEAC 19-20 Maintain an effective LSUE Academy
Goal Number: 1
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy
Budget Information: budget currently exists
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

DEAC 19-20 LSUE Academy Fall to Fall Retention
Objective Number: 1.4
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
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 2019 to Fall 2020 will equal or exceed the 87.5% (21/24) of eligible academy students retained Fall 2018 to Fall 2019. Eligibility determined by high school grade status of 11th. Institutional Research Reports will be used to generate the data.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019- 2020, a total of 90 new Academy students were admitted in Fall 2019 (See Fall 2019 - 2020 applicant Test Data file below) with 37 students classified as an 11th graders and eligible to return. A total of 31 out of 37 students (83.7%) were retained to Fall 2020 (See 11th graders returning...2020 file below).

One student did not return due to an outstanding tuition balance from the spring semester which prevented her from registering for fall courses. One student was no longer interested in taking courses on the college campus for the senior year. Four of the students did not return for the spring semester due to inadequate progress in courses based on final course grades.

Since the observed Academy retention of 83.7% < the preliminary benchmark of 87.5% for new first-time academy students classified as an 11th grader and eligible to return, this objective was not met.

Improvement Plan/ Changes Made:
Continue to implement the UNIV 1000 Freshman Seminar (See UNIV1000 syllabus file below) course to improve student academic success and assist with student retention.

Continue to implement the Academic Intervention program for students who are performing below successful academic standards at midterm.

Implement academic probation for students who have been placed on academic intervention for both fall and spring semester.

RELATED ITEMS---
RELATED ITEM LEVEL 1
DEAC 19-20 Maintain an effective LSUE Academy
Goal Number: 1
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy
Budget Information: budget currently exists
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

DEAC 19-20 Compare New FF Academy Students to new FF LSUE Students
Objective Number: 1.5
Start: 11/1/2019
End: 10/31/2020
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 2019-2020, 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. Institutional Research Reports will be used to generate the data.

Assessment/Evaluation Results (Progress Report):
In AY 2018 - 2019, this objective was met.

For AY 2019-2020, all first-time students enrolled in the LSUE Academy in the Fall obtained a mean Fall semester GPA of 3.044. LSUE first time freshman in the Fall obtained a mean Fall semester GPA of 2.17.

For Spring 2020, new first-time students in the academy had a GPA of 3.132 compared to the student body that had a mean GPA of 2.646 (see Comparison GPA 2019 - 2020).

Given that the LSUE First time Academy students

- Fall 2019 GPA of 3.044 > LSUE First-time Freshman Fall 2019 GPA of 2.17 and
- Spring 2020 GPA of 3.132 > LSUE First-time Freshman Spring 2020 GPA of 2.646

the objective was met.

Improvement Plan/ Changes Made:
In AY 2020-2021, 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.

RELATED ITEMS---
RELATED ITEM LEVEL 1
DEAC 19-20 Maintain an effective LSUE Academy
Goal Number: 1
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy
Budget Information: budget currently exists
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

DEAC 19 - 20 Increase Enrollment
Objective Number: 2.1
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:

The LSUE Dual Enrollment Program will increase new student enrollment for Fall 2019 over the initial Fall 2018 semester.

Assessment/Evaluation/Measures/Strategies:
To continue to increase the enrollment in the LSUE dual enrollment program, the fall 2018 enrollment of 446 unduplicated student enrollment in 1160 credit hours will be used as a historical benchmark. Meeting or exceeding this benchmark in fall 2019 will be considered successful. Institutional Research Reports will be used to generate the data.

Assessment/Evaluation Results (Progress Report):
For AY 2018 - 2019, this objective did not exist.

For Fall semester 2018, the number of unduplicated students enrolled in Dual Enrollment was 446 students with 1660 credit hours registered.

In Fall 2019 , LSUE DE had 374 unduplicated students admitted and enrolled in 1632 credit hours (See Fall 2019 DE credit hour file below).

In Fall 2018 the Louisiana Department of Education implemented a new Course Choice Portal funded by the Supplemental Course Allocation that required all DE providers in the state to post all offered DE courses along with the tuition cost for each offered course. The new Course Choice portal enabled all high schools in the state to compare tuition cost. In Fall 2019 LSU Lab school decided not to partner with LSUE for dual enrollment but instead partner with LSU. In 2018 LSU lab school provided a DE enrollment of 65 students compared to only 4 students in Fall 2019. In Fall 2020, Rapides Parish public schools decided not to offer developmental math to their high school students. In Fall 2018, Rapides parish public schools provided a DE enrollment of 26 students and in Fall 2018 the DE enrollment was 0. The loss of DE enrollment from these two schools contributed to the decrease in DE enrollment for the Fall 2019 semester.

Given that

- the observed number of unduplicated DE students enrolled for Fall 2019 = 374 < than the benchmark of 446 unduplicated students for Fall 2018 and
- the observed number of credit hours enrolled for Fall 2019 = 1632 < the benchmark of 1660 for Fall 2018

this objective was not met.

Improvement Plan/ Changes Made:
In AY 2020-2021, hold online Zoom DE informational meetings for students and parents prior to open enrollment.   A new Director of Dual Enrollment is working to stabilize the DE enrollment by creating new DE partnerships and revising DE procedures to improve communication with current and potential DE students.

RELATED ITEMS---
RELATED ITEM LEVEL 1
DEAC 19-20 Maintain an effective Dual Enrollment program
Goal Number: 2
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy
Budget Information: budget currently exists
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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

Federal/State Grants and Contracts

GRAN 19-20 Grant Training
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
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 2019-2020, this objective will be met if the previous benchmark (reaching thirty-eight (38) faculty and staff members) is met or exceeded. Information about potential grant sources was provided to 100% faculty members.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, the Director of Grants provided guidance and direction to forty-two (42) faculty and staff members on various sponsored programs and foundation based grants. Faculty and staff had access to grant development training, or a one-on-one orientation, or simply a review of a request of proposal (RFP) of interest.

A Spring 2020 semester classroom training was not provided, but an overview of grant resources was provided during Spring 2020 convocation's Academic Affairs meeting.   A grant training was conducted August 20, 2020 (#11 announcement and #10 roster document below).   Of the forty-two (42) count, information was provided to thirty-six (36) faculty and/or staff members in the form of an orientation or a review of grant announcement / RFP.

Louisiana Board of Regents opportunity announcements were provided to 100% faculty members via email (reference file documentation below). The Director of Grants reviews daily sponsored program announcements from Grants.gov and SPIN, LSU's grant search engine, and then sends relevant announcements via email to faculty, Deans, staff, etc., for their consideration (reference file documentation #1 - #7 below). Grant development resources and reference materials are available to faculty and university staff on the Office of Grants section of the LSUE website (reference file documentation below). Finally, Grants.gov and SPIN are both accessible to all faculty and staff from the Office of Grants webpage in order to establish an account to research opportunities (reference file documentation #8, #9, and #10 below).

Objective met.

Improvement Plan/ Changes Made:
The coronavirus pandemic presented challenges for offering additional training in a classroom settling and it is uncertain at the time of this reporting what conditions will be like in the foreseeable future to conduct in-person grant workshops. However, the Director of Grants is committed to continue advising faculty and staff of grant opportunities through Zoom meeting, phone, or via email. One-on-one meetings are also an option following COVID-19 meeting protocols.

RELATED ITEMS---
RELATED ITEM LEVEL 1

GRAN 19-20 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: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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

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

GRAN 19-20 Grant Submissions
Objective Number: 1.2
Start: 11/1/2019
End: 10/31/2020
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 2018-2019, this objective was met.

For AY 2019-2020, a total of seventeen (17) grant proposals were submitted as of this reporting, of which Nine (9) were awarded totaling $319,740.53 as of this reporting. The nine grant applications include: LCTCS Workforce Training Rapid Response Nursing Program Enhancement grant developed by Joseph Cilano, submitted on November 6, 2019 and awarded December 23, 2019 (reference documentation #1 below); Carl D. Perkins Basic Local Application Plan grant developed by Joseph Cilano, submitted on June 19, 2020 and awarded June 29, 2020; Union Pacific Foundation grant developed by Elizabeth Vidrine and Hannah Henry, submitted May 6, 2020 and awarded June 16, 2020 (reference #2 documentation below); and four (4) Louisiana Board of Regents Endowed Two-Year Workforce Scholarship proposals that include a. Diana Lynn Lable Memorial Endowed Scholarship at $10,000.00, b. Lafayette Surgical Specialty Endowed Scholarship at $20,000.00, c. Dr. John L. Couvillion Memorial Endowed Scholarship at $20,000.00, and d. Rotary Club of Crowley Endowed Scholarship at $10,000.00. These were written by a grant development team consisting of Dr. Renee Robichaux, Dr. John Hamlin, Dr. Lisa Hawthorne, Joseph Cilano, and Carey Lawson. Louisiana Board of Regents LOUIS Open Resources Transformation opportunities were submitted by Mrs. Felicia May - BADM 1001 and BAS 2300. Both were awarded totaling $4,500.00.

Four (4) submitted proposals are pending at the time of this reporting totaling $1,662,129.00.   The proposals include a USDA Distance Learning / Telemedicine grant application submitted on June 13, 2020 with a request of $59,803.00 by Dr. John Hamlin (reference #3 documentation below); a National Endowment for the Humanities CARES Act proposal entitled CARES: Cultural Organizations by Dr. Sandra Mahoney on May 11, 2020 with a request of $61,440.00; and, a Campus Consortium proposal developed by Ms. Catherine Molleno at $100,000.00 is also in a pending award status. The last proposal submitted during this period is a Department of Education - Institutional Resilience and Expanded Postsecondary Opportunity (IREPO) at $1,440,886.00 on October 20, 2020 developed by Joseph Cilano and Sondra Cormier.

Four (4) proposals submitted during AY 2019-2020 were not awarded. These include: a Louisiana Board of Regents Departmental Enhancement proposed submitted by Dr. Lisa Hawthorne on October 24, 2019; a Louisiana Board of Regents Departmental Enhancement proposed submitted on October 24, 2019 by Dr. Kebede Beshera (reference #4 documentation below); and a TRIO Student Support Services developed by Dr. Jessica Jones submitted on January 27, 2020. One (1) Louisiana Board of Regents LOUIS Open Resources Transformation opportunities submitted by Mr. William Holmes.

Given that 17 grants were submitted > the benchmark of 3 grants based on past history, this objective is met.

Improvement Plan/ Changes Made:
At the beginning of each fiscal year, the Director of Grants 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

GRAN 19-20 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: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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

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

GRAN 19-20 Perkins CTE Grant
Objective Number: 1.3
Start: 11/1/2019
End: 10/31/2020
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):
For AY 2018-2019, this objective was met.

For AY 2019-2020, the Director of Grants / Carl Perkins Coordinator worked with each Career and Technical Education (CTE) Dean, Program Director, Program Manager, and external stakeholders in developing the Fiscal Year 2020-2021 Perkins V Local Application Plan (reference documentation, #1 - #27 below) according to the new Perkins V Manual (reference documentation #28 below). Planning began December 2019 and continued into the spring semester 2020 with a submission date of June 19, 2020 and a substantial approval on June 29, 2020.

Following previous planning objectives, the development process began during the April to May 2020 timeline as the Director of Grants began working with CTE program directors soliciting their "wish lists" to develop the Local Application Plan (LAP) budget. Relevant stakeholders were involved with updating and providing feedback on the LAP narrative and programmatic content. There are fourteen (14) CTE programs included in the funding request: Nursing; Respiratory Care; Radiologic Technology; Diagnostic Medical Sonography; Surgical Technology; Computer Information Technology; Fire and Emergency Services; Criminal Justice; Management; and the Certificate programs of Medical Billing and Coding, Accounting Technology: Account Clerk; Administrative Technology Specialist; and, Fire Service Technology. As the new LAP was in the process of development, on-going maintenance of the FY 2019-2020 Perkins Basic and Carryover grant continued and the Basic grant period was extended into this reporting period (September 30, 2020) to accommodate COVID-19 budgetary related concerns.

Objective met.

Improvement Plan/ Changes Made:
On-going methods to improve budget requests during the academic year to ensure full utilization of Perkins funds. Perkins Carryover funds will be planned accordingly to supplement priority program needs not funded through Perkins Basic.

RELATED ITEMS--
RELATED ITEM LEVEL 1
GRAN 19-20 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: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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

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

GRAN 19-20 Grant Guidelines
Objective Number: 2.1
Start: 11/1/2019
End: 10/31/2020
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 sample contract/guidelines file #3 below) that outline reporting responsibility, allowable expenditures (see expenditure file #1 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 grants policy #2 below).

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, all Principal Investigators (P.I.s) of grants that were awarded received information on reporting responsibilities, allowable expenditures, and grant management processes according to their respective awards. The Director of Grants / Carl Perkins Coordinator follows grant management expectations according to the Louisiana Community Technical College System's (LCTCS) Carl D. Perkins –

Perkins V State Plan approved by OCTAE (reference document #1 below) as well as the Department of Education's EDGAR grant financial management manual (reference document #2 below). The Director of Grants also 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 Outlook calendars. The Director of Grants and Principal Investigators follow guidance established in the LSU Eunice Policy Statement 83 Grants and Sponsored Programs (reference document #3 below).

The Director of Grants secured a LCTCS Workforce Training Rapid Response program enhancement grant for Louisiana State University at Eunice's Nursing Program. Simultaneously, the Surgical Technology (SURT) grant was still on-going thanks to an extension granted by LCTCS because of a delay in hiring a qualified adjunct instructor. The SURT Workforce Training Rapid Response grant ended June 30, 2020. Both LCTCS grants require that the P.I.s manage their projects according to the approved grant objectives and timelines while adhering to the financial expectations of their respective budgets. The Director of Grants / Carl Perkins Coordinator sends out reminders on reporting submissions and purchasing due dates to ensure P.I.s understand timelines, allowable amounts, reporting, etc. The Director reviews and approvals all purchases in LSUE's Workday.

The Director of Grants and Director of Accounting attended EDGAR training on September 25, 2019 for Perkins V. Although this falls out of this reporting cycle, EDGAR training stays in affect for two years after passing the examination (reference document #4 below). This is a requirement to manage Carl Perkins funds in the State of Louisiana.

Objective met.

Improvement Plan/ Changes Made:
The Director of Grants / Carl Perkins Coordinator will continue to provide hands-on guidance to P.I.s, send grant management information to them, and develop tracking tools to manage expenditures.

RELATED ITEMS---
RELATED ITEM LEVEL 1
GRAN 19-20 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: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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

GRAN 19-20 Adherence to Grant Guidelines
Objective Number: 2.2
Start: 11/1/2019
End: 10/31/2020
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 2018-2019, this objective was met.

For AY 2019-2020, the Director of Grants reviews and approves all (100%) budget and planned expenditures in LSUE's Workday throughout the academic year. All Principal Investigators (P.I.s) receive Perkins Allowable / Unallowable Expenditure Guidance (reference documentation #1 below). Additionally, at the end of each month and prior to seeking reimbursement requests from LCTCS Perkins, the Director reviews grant tracking spreadsheets to ensure accuracy of acquisitions by P.I.s to ensure fiscal matter policies are followed.   A tracking spreadsheet (reference documentation #2 below) was developed as a tool for P.I.s to monitor their monthly equipment and supply acquisition progress. These tools aid not only the P.I.s, but also the Director of Grants to ensure grant objectives are met and budgets are in compliance according to LCTCS Perkins V Manual (reference documentation #3 below) 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 of purchase, conference travel, etc.

RELATED ITEMS---
RELATED ITEM LEVEL 1
GRAN 19-20 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: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

Health Sciences and Business Technology

Accounting Technology, Account Clerk (CTS)

ATC 19-20 (CTS) Professional Competency
Objective Number: 2.1
Start: 11/1/2019

End: 10/31/2020
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 to use of accounting software packages.

The student learning outcomes for the program are based on the courses below (see respective files below):

ACCT 2001 (Face-to-Face and Online) Introduction to Financial Accounting - Upon completion of this course, students will

1.   Prepare financial statements in accordance with generally accepted accounting principles.
2.   Prepare journal entries to record business transactions.

ACCT 2101 (Face-to-Face and Online) Introduction to Managerial Accounting - Upon completion of this course, students will

1.   Prepare a production cost report.
2.   Calculate the breakeven point.

ACCT 2105 (Face-to-Face) Quick Books Accounting with Payroll - Upon the completion of this course, students will proficient in using

1.   and applying Quickbooks software for Service Companies.
2.   and applying Quickbooks software for Merchandising Companies.

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

<mark>be assessed (i.e. no sampling).</mark>

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 2018-2019, this objective was met.

For AY 2019-2020, there were two face-to-face sections and two online sections of **ACCT 2001** (Introduction to Financial Accounting). In all, enrollment on the 14th day totaled 91 students with 71 (78.0%) of the students were assessed for student learning outcomes (SLOs).

The results follow:

- **Overall both face-to-face and online** = 89%
- Financial statements = 81% based on test results
- Journalize transactions = 96% based on test results
- n = 71

- **Overall LSUE <mark>face-to-face only</mark>** = 88%
- Financial statements = 80%
- Journalize transactions = 96%
- n = 43

- **Overall <mark>Online full-term students only</mark>** = 90%
- Financial statements = 83%
- Journalize transactions = 96%
- n = 28

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 55 (87.3%) students were assessed for SLOs.

The results were as follows:

- **Overall both face-to-face and online** = 83%
- Production cost report = 76%

- Breakeven point = 89%
- n = 55

- **<mark>Overall face-to-face only</mark>** = 79%
- Production cost report = 71%
- Breakeven point = 87%
- n = 36

- **<mark>Overall full-term online only</mark>** = 90%
- Production cost report = 86%
- Breakeven point = 93%
- n = 19

Online students score approximately ten percentage points higher overall; however, both groups met the 70% benchmark for all outcomes.

Finally, for **ACCT 2105** (Quick Books Accounting with Payroll), a total of ten students were enrolled in one full-term online section, spring 2020 only. Eight (80%) of the ten students were assessed for learning.

- **<mark>Overall full-term online only</mark>** = 97%
- Software for service companies = 97%
- Software for merchandising companies = 96%
- n = 8

Caution is urged in any generalizations given the low n..

Given that the observed value of

- 89% for ACCT 2001 > the established benchmark of 70%,
- 83% for ACCT 2101 > the established benchmark of 70%, and
- 97% for ACCT 2105 > the established benchmark of 70%

this objective is met.

Improvement Plan/ Changes Made:
Even though the benchmark was met, the faculty member believes he can improve as follows (see PDF files below):

- ACCT 2001: (LSUE face-to-face and full-term online): work representative problems and assign homework related to exam questions.
- ACCT 2101: (LSUE face-to-face and full-term online): work representative problems and assign homework related to exam questions.
- ACCT 2105: (LSUE full-term online only): work representative problems and assign homework related to exam questions.

RELATED ITEMS--
RELATED ITEM LEVEL 1
ATC 19-20 Maintain an effective Accounting Technology - Accounting Clerk (ATC) (CTS) program.
Goal Number: 2
Progress: Completed
Provided By: Accounting Technology, Account Clerk (CTS)
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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 19-20 (CTS) Placement
Objective Number: 2.2
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

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 summer 2018.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, there was no data to report because no student completed the program.

For AY 2019-2020, there were five students receiving a certificate from the ATC program during AY 2018-2019. Phone calls were placed approximately six months after graduation with the results being depicted in Table 1.

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		n/a	
FA 18 - SP 19	No.	5	0	1	1	2	2
	%	--	0	20	20	40	20
Mean	n	5.3	0.3	1.0	0.5	1.3	1.0
	%	--	3.3	14.8	6.7	18.1	33.3
			Average for all students:			32.9	percent

The results indicated that 60% of the five students were either employed in the field or were continuing their education. Given that the observed value of 60% > the historical benchmark, of 32.9%, this objective is met keeping in mind an n = 5.

Improvement Plan/ Changes Made:
Monitor results since there have been no completers in some academic years.

RELATED ITEMS--
RELATED ITEM LEVEL 1
ATC 19-20 Maintain an effective Accounting Technology - Accounting Clerk (ATC) (CTS) program.
Goal Number: 2
Progress: Completed
Provided By: Accounting Technology, Account Clerk (CTS)
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 19-20 (CTS) Professional Competency
Objective Number: 3.1
Start: 11/1/2019
End: 10/31/2020
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 (Microcomputer Applications in Business) - with the following student learning outcomes (SLOs (see ISDS 2100 file below)).

Upon successful completion of this course in Administrative Technology CTS) Program, students will:

1. Create and format professional documents using Microsoft Word
2. Enter, analyze, and present quantitative data using Microsoft Excel
3. Create a collection of slides containing text, charts, pictures, sound, movies, and other multimedia components using Microsoft PowerPoint

The program outcome will also be assessed using BAS 2300 (Business Correspondence) with the following SLOs (see BAS 2300 file below):

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 post test. 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 and the 70% represents the lowest average grade (C) at LSU Eunice.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, no data was collected because there were no students in the program.

For AY 2019-2020, Institutional Research reported that no students were enrolled in the program; therefore, there was no data to report (see email below).

Improvement Plan/ Changes Made:
Delayed - No students

RELATED ITEMS---
RELATED ITEM LEVEL 1
ATS 19-20 Maintain an effective Administrative Technology Specialist (ATS) (CTS) Program
Goal Number: 3
Progress: Delayed
Provided By: Administrative Technology Specialist (CTS)
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 19-20 (CTS) Placement
Objective Number: 3.2
Start: 11/1/2019
End: 10/31/2020
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 summer 2018.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was delayed because there were no students in the program.

For AY 2019-2020, this objective is again delayed because there were no completers in the program from AY 2018-2019. The attached data in the PDF below indicates that there were no completers for the ATS because it is not listed.

Improvement Plan/ Changes Made:
Delayed - no students

RELATED ITEMS---
RELATED ITEM LEVEL 1
ATS 19-20 Maintain an effective Administrative Technology Specialist (ATS) (CTS) Program
Goal Number: 3
Progress: Delayed
Provided By: Administrative Technology Specialist (CTS)
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

        RELATED ITEM LEVEL 2
        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 19-20 (AAS) Program Professional Competency
Objective Number: 6.1
Start: 11/1/2019
End: 10/31/2020
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 (see syllabi files below):

The SLOs for CSC 2253 (Systems Analysis and Design) are:

Upon the successful completion of the course, students will:

1. define the role of the systems analyst.
2. Describe the stages of the system development life cycle model.
3. Describe different methodologies and state-of-the-art developments in Systems Analysis and Designs techniques and methods

The SLOs for CSC 2264: (Introduction to C/C++ Programming) are:

Upon the successful completion of the course, students will:

1. Define problem-solving processes using variables, constants, strings, and assignment statements.
2. Describe the basic concepts of the C and C++ languages.
3. Design, code, and test small C and C++ programs that meet requirements expressed using the Arduino and Code Blocks, respectively.

The SLOs for CSC 2340 (Network Infrastructure) are:

Upon the successful completion of this course, students will:

1. Have a basic understanding of network infrastructures, topologies and their functions.
2. Be able to recognize, secure and maintain network security threats.
3. Understand how to configure, secure and maintain various network infrastructures.

Note that the SLOs for CSC 2340 are new for Fall 2019 and replace the SLOs below:

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.

Rationale: The new SLO number 1 encompasses the old 1, 2, and 3 and the new SLO 2 and 3 expand the information in the course.

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 chapter materials, labs assignments, and weekly discussions.

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 2018-2019, this objective was met.

For AY 2019-2020...

For **CSC 2253 (Systems Analysis and Design**), there was one <mark>face-to-face section offered at the LSUE site</mark> only during fall 2019 with a total of 7 students registered on census day. There were no online sections, sections offered at other sites, or during spring 2020.

Using end-of-chapter exercises, hands-on exercises, as well as chapter quizzes, the SLO results were:

- Overall (LSUE) = 84%
- Define the role using Chapter 1 = 80%
- Stages of system development using chapter 2 = 91%
- SA&D Techniques using Chapters 3 and 6 long with a hands on exercise = 82%.
- n = 7 (100%) out of the 7 students registered.

For **CSC 2264 (Introduction to C/C++ Programming)**, there was <mark>one face-to-face section</mark> offered at LSUE only during fall 2019 with a total of 5 students enrolled on census day. No sections were offered online, at any of the off-site locations, or during spring 2020.

Using end-of-chapter exercises, hands-on exercises (Arduino), as well as chapter quizzes, the results were:

- Overall (LSUE) = 78%
- Define problem solving processes in C++ programs = 88%
- Describing concepts of C++ = 74%
- Testing search strings and algorithms = 71%
- n = 5 (100%) out of 5 students were assessed.

For **CSC 2340 (Network Infrastructure)**, there was <mark>one full-term (16-week) online course</mark> offered during fall 2019. The course was not offered face-to-face or at any other site in fall 2019 or during spring 2020. There were 8 students enrolled on census day for fall 2019.

- Overall (online) = 96%
- Network infrastructure, topologies = 96%
- Network security = 97%

- Configure and maintain network infrastructures = 94%
- n = 6 (75%).

Even though there is a low n associated with each assessment and generalizations are difficult, students apparently did well in their learning as indicated above. Given that the observed score on the SLO assessments of

- 84% in CSC 2253
- 78% in CSC 2264
- 96% in CSC 2340

> the established benchmark of 70%, this outcome is met.

Improvement Plan/ Changes Made:
Even though the outcomes were met, faculty believe they can improve in the following ways. See SLO Reports below):

- **CSC 2253:** Continue use team projects and creating diagrams.
- **CSC 2264:** Continue to use hands-on projects and additional multimedia exercises.
- **CSC 2340:** Provide additional online tools and remediation testing.

RELATED ITEMS--
RELATED ITEM LEVEL 1
CIT 19-20 Maintain an effective Computer Information Technology (CIT) (AAS) program.
Goal Number: 6
Progress: Completed
Provided By: Computer Information Technology
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 19-20 (AAS) Placement
Objective Number: 6.2
Start: 11/1/2019
End: 10/31/2020
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 32.9% (the sum of those placed in field and those continuing education) from AY 2012-2013 through summer 2018.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, there were 7 students graduating from the CIT program in AY 2018-2019. Phone calls were placed approximately six months after graduation with the results being depicted in Table 1.

Table 1. Computer Information Technology Placement Rates.							
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
FA 18 - SP 19	No.	7	0	4	1		0
	%	--	0.0	57	14.3	43	0.0
Mean	n	9.0	2.0	2.2	1.5	1.3	3.5
	%	--	21.0	17.8	12.1	15.1	34.0
			Average for all students:			32.9	percent

The results indicated that 100% of the seven students were either employed in the field or were continuing their education. Given that the observed value of 100% > the historical benchmark of 32.9%, this objective is met keeping in mind that n = 7 and it is difficult to make generalizations from such a small n.

Improvement Plan/ Changes Made:
Continue tracking results given the low n in some academic years.

RELATED ITEMS--
RELATED ITEM LEVEL 1
CIT 19-20 Maintain an effective Computer Information Technology (CIT) (AAS) program.
Goal Number: 6
Progress: Completed
Provided By: Computer Information Technology
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 19-20 (AAS) Retention
Objective Number: 6.3
Start: 11/1/2019
End: 10/31/2020
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 (CIT).

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 1718-1819 with 57 new first-time students entering the Associate of Applied Science in Computer Information Technology and 30 being retained for a retention value of 52.63% (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
1718-1819	9	3	33.33
Totals	57	30	52.63

As a result, the retention benchmark is set at 52.63% based on historical data.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was not met. The efforts to increase retention are detailed in the AY 2018-2019 improvement plan.

For AY 2019-2020, examining retention from fall 2018 to fall 2019, 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 2018 and returns the number of those in attendance in fall 2019 on the census day. For fall 2018, 17 new students began their coursework for the CIT degree with 4 (23.5%) being retained to fall 2019.

Given that the observed value of 23.5% < historical benchmark of 52.63%, this objective is not met.

Improvement Plan/ Changes Made:
The program coordinator for CIT took a look at the retention plan from Management and decided that she can target some of the same efforts toward her students as well (see attached email below).

It may include, but is not limited to:

- Monitor student progress and reach out to those with problematic attendance or are receiving poor grades.
- Utilize the Student Success Center's workshops
- Tell students of campus activities
- Use "show your presence" in online courses.

The program coordinator has been advised to document her efforts.

RELATED ITEMS---
RELATED ITEM LEVEL 1
CIT 19-20 Maintain an effective Computer Information Technology (CIT) (AAS) program.
Goal Number: 6
Progress: Completed
Provided By: Computer Information Technology
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 19-20 (AAS) Professional Competency
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
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 Fall 2018 (see file below).
SLOs 3, 4, and 5 are assessed in DMS 2092 Clinical Practicum II Spring 2019 (see file below).

Director of IE's note: For AY 2019-2020, the data entered for AY 2018-2019 was repeated. This was approved because students complete the program at the beginning of August. Rather than "rush" incomplete data entry for the current year by the stated deadline (usually mid-September), the Program Director and the Director of IE made a joint decision for data to be entered for students completing the program a year earlier as is common for all other Nursing and Allied Health Programs. In AY 2020-2021, the data will be entered for students completing the program in August 2020.

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.

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 2018-2019, this objective was met.

For AY 2019-2020, for the graduating class of summer 2019 (again, data lags one year behind), 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.

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 19-20 (AAS) Maintain an effective Diagnostic Medical Sonography Associate of Applied Science Program
Goal Number: 1
Progress: Completed
Provided By: Diagnostic Medical Sonography
Budget Information: Equipment requested through Carl Perkins and through the institutional budget ($8000 increase for equipment and maintenance on equipment).
Start: 11/1/2019
End: 10/31/2020

       RELATED ITEM LEVEL 2
       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 19-20 (AAS) Completion Rate
Objective Number: 1.2
Start: 11/1/2019
End: 10/31/2020
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.

Director of IE's note: For AY 2019-2020, the data entered for AY 2018-2019 was repeated. This was approved because students complete the program at the beginning of August. Rather than "rush" incomplete data entry for the current year by the stated deadline (usually mid-September), the Program Director and the Director of IE made a joint decision for data to be entered for students completing the program a year earlier as is common for all other Nursing and Allied Health Programs. In AY 2020-2021, the data will be entered for students completing the program in August 2020.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, 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.

Note that there were additional resources requested related to this objective (see the Resources Request Form below).

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.rm

RELATED ITEMS---
RELATED ITEM LEVEL 1
DMS 19-20 (AAS) Maintain an effective Diagnostic Medical Sonography Associate of Applied Science Program
Goal Number: 1
Progress: Completed
Provided By: Diagnostic Medical Sonography
Budget Information: Equipment requested through Carl Perkins and through the institutional budget ($8000 increase for equipment and maintenance on equipment).
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 19-20 (AAS) Employment

Objective Number: 1.3
Start: 11/1/2019
End: 10/31/2020
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.

Director of IE's note: For AY 2019-2020, the data entered for AY 2018-2019 was repeated. This was approved because students complete the program at the beginning of August. Rather than "rush" incomplete data entry for the current year by the stated deadline (usually mid-September), the Program Director and the Director of IE made a joint decision for data to be entered for students completing the program a year earlier as is common for all other Nursing and Allied Health Programs. In AY 2020-2021, the data will be entered for students completing the program in August 2020.

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 2018-2019, this objective was met.

For AY 2019-2020, 7/7 (100%) graduates of AAS-DMS from summer 2019 were employed within one year.

Given that the observed value of 100% > the benchmark established JRCDMS of 75%, this objective is met.

Improvement Plan/ Changes Made:
There are no attachments.

Monitor because the AAS-DMS curriculum is continuing to be developed to meet the needs of the current sonographic environment including didactic courses in vascular sonography. This will begin with the fall 2020 cohort.

RELATED ITEMS--
RELATED ITEM LEVEL 1
DMS 19-20 (AAS) Maintain an effective Diagnostic Medical Sonography Associate of Applied Science Program

Goal Number: 1
Progress: Completed
Provided By: Diagnostic Medical Sonography
Budget Information: Equipment requested through Carl Perkins and through the institutional budget ($8000 increase for equipment and maintenance on equipment).
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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 19-20 (CTS) Professional Competency
Objective Number: 4.1
Start: 11/1/2019
End: 10/31/2020
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 (full-term online) Supervision - Upon completion of this course, the student will (see file below):

1. Define what a supervisor is
2. Describe corporate social responsibility, ethics, and sustainability
3. Explain diversity, it's challenges, and implications

MGMT 2260 (full-term online) Human Resources Management - Upon completion of this course, the student will (see file below):

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 2018-2019, this objective was met.

For AY 2019-2020, both the MGMT 2251 and MGMT 2260 courses were offered with **MGMT 2251** being offered in fall 2019 only to a total of 12 full-term (16-week) online students. All 12 (100%) of the students were assessed for SLOs.

The results were:

- overall = 90%
- defining supervisor = 88%

- corporate responsibility = 91%
- diversity = 92%
- n = 12

For **MGMT 2260**, a total of 33 students were enrolled in one full-term (16-week) <mark>online</mark> course in fall 2019 and one full-term (16-week) <mark>online</mark> course in spring 2020. In all, 27 (81.8%) of the 33 were assessed for SLOs and the results were:

- Combined overall = 88%
- Knowledge of HR = 95%
- HR decision making = 90%
- Application = 90%
- n = 27

The results indicated that the students met the 70% benchmark in the overalls and each of the individual outcomes for both courses.

Given that the observed values of

- 90% for MGMT 2251 and
- 88% for MGMT 2260

> the established benchmark of 70%, this objective is met.

Improvement Plan/ Changes Made:
Even though students met the benchmark, faculty believe they can improve by

- MGMT 2251: Encourage students to participate and offer additional (optional) assignments to reinforce material
- MGMT 2260: Encourage students to read chapters and notes and participate in discussion board assignments.

RELATED ITEMS--
RELATED ITEM LEVEL 1
HRM 19-20 Maintain an effective Human Resource Management (CTS) program
Goal Number: 4
Progress: Completed
Provided By: Human Resources Management (CTS)

Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2

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 19-20 (CTS) Placement
Objective Number: 4.2
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

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 summer 2018.

Assessment/Evaluation Results (Progress Report):

For AY 2018-2019, this objective was delayed because there were no completers.

For AY 2019-2020, there were eight students completing the HRM CTS during AY 2018-2019. Phone calls were placed approximately six months after graduation with the results being depicted in Table 1.

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	none	--	--	--	--	--
	%	--	--	--	--	--	--
FA 13 - SP 14	n	none	--	--	--	--	--
	%	--	--	--	--	--	--
FA 14 - SP 15	n	none	--	--	--	--	--
	%	--	--	--	--	--	--
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.	none	--	--	--	--	--
	%	--	--	--	--	--	--
FA 18 - SP 19	No.	8	0	4	0	1	3
	%	--	0	50	0	12.5	37.5
Mean	n	2.7	0.0	0.3	0.0	0.7	1.7
	%	--	0.0	12.5	0.0	25.0	62.5
			Average for all students:			37.5	percent

The results indicated that 62.5% of the eight students were either employed in the field or were continuing their education. Given that the observed value of 62.5% > the historical benchmark of 35.7%, this objective is met keeping in mind that 37.5% of the students could not be contacted.

Improvement Plan/ Changes Made:
Monitor results because there are several years with no completers.

RELATED ITEMS---
RELATED ITEM LEVEL 1
HRM 19-20 Maintain an effective Human Resource Management (CTS) program
Goal Number: 4
Progress: Completed
Provided By: Human Resources Management (CTS)
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 19-20 (AAS) Professional Competency
Objective Number: 7.1
Start: 11/1/2019

End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
Upon successful completion of the Management Program, students will demonstrate the knowledge base and application to work effectively as a Managerial professional.

Upon completion of the Management AAS Program, students will:

1. Use accounting information to make business decisions.
2. Demonstrate the use of business software applications
3. Demonstrate management and marketing principles.

Student Learning outcomes for the program are based on the courses below:

ACCT 2001 (Face-to-Face and Full-Term (16-week) Online) Introduction to Financial Accounting - Upon completion of this course, the student will (see file below):

1. Prepare financial statements in accordance with generally accepted accounting principles.
2. Prepare journal entries to record business transactions.

ACCT 2101 (Face-to-Face and Full-Term (16-week) Online) Introduction to Managerial Accounting - Upon completion of this course, the student will (see file below):

1. Prepare a production cost report.
2. Calculate the breakeven point.

ISDS 2100 (Full-Term (16-week) Online) Microcomputer Applications in Business - Upon completion of this course, the student will (see file below):

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 (Full-Term (16-week) Online only) Principles of Management - Upon completion of this course, the student will (see file below):

1. Explain the history of management
2. Describe ethics and social responsibility
3. Summarize global management

MKTG 2999 (<mark>Full-Term (16-week) Online only</mark>) Principles of Marketing - Upon completion of this course, the student will see file below):

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. <mark>All students in the course(s) at the time of the assessment will be assessed (i.e. no sampling)</mark>.

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

Questions will be developed from:

1. ACCT 2001 Introduction to Financial Accounting - assignments and exams.
2. ACCT 2101 Introduction to Managerial Accounting - assignments and exams.
3. ISDS 2100 Microcomputer Applications in Business - pretest and post test
4. MGMT 2999 Principles of Management - pretest and post test.
5. MKTG 2999 Principles of Marketing - combination of exams (objective and essay) along with final business plan project.

 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 2018-2019, this objective was met.

For AY 2019-2020, there were two face-to-face sections and two online sections of **ACCT 2001** (Introduction to Financial Accounting). In all, enrollment on the 14th day totaled 91 students with 71 (78.0%) of the students were assessed for student learning outcomes (SLOs).

The results follow:

- **Overall both face-to-face and online** = 89%
- Financial statements = 81% based on test results
- Journalize transactions = 96% based on test results
- n = 71

- **Overall LSUE face-to-face only** = 88%
- Financial statements = 80%
- Journalize transactions = 96%
- n = 43

- **Overall Online full-term students only** = 90%
- Financial statements = 83%
- Journalize transactions = 96%
- n = 28

Both face-to-face and online students performed similarly meeting all outcomes.

For **ACCT 2101** (Introduction to Managerial Accounting), there were four sections offered during AY 2018-2019 with two being full-term online and two being face-to-face. In all, a total of 63 students were enrolled on the 14th class day and 55 (87.3%) students were assessed for SLOs.

The results were as follows:

- **Overall both face-to-face and online** = 83%
- Production cost report = 76%
- Breakeven point = 89%
- n = 55

- **Overall face-to-face only** = 79%
- Production cost report = 71%
- Breakeven point = 87%
- n = 36

- **Overall full-term online only** = 90%
- Production cost report = 86%
- Breakeven point = 93%
- n = 19

Online students score approximately ten percentage points higher overall; however, both groups met the 70% benchmark for all outcomes.

Next **ISDS 2100 (Microcomputer Applications in Business)** had four full-term online sections during AY 2019-2020 with 96 total students registered on census day of each semester. A total of 82 (85.4%) of the students were assessed for learning.

The results were:

- **Overall from four online sections** = 84%
- Word = 85%
- Excel = 79%
- PowerPoint = 89%
- n = 82
- Overall for pretest = 50%

Students in the ISDS 2100 sections performed well achieving an 85% overall with an 85% on Word, a 79% on Excel, and an 89% on PowerPoint. Students gained an average of 35 percentage points from the pretest of 50% to a post test of 85%.

Two full-term online sections were also offered for **MGMT 2999 (Principles of Management)** during AY 2019-2020 with a total of 32 students enrolled on census day. Data from both sections indicated that 29 (90.6%) of the 32 students were assessed for learning.

The results were:

- **Overall for the spring online section** = 84%
- History = 87%
- Ethics and social responsibility = 83%
- Global management = 84%

- n = 29

Finally, two full-term online sections of **MKTG 2999 (Principles of Marketing)** were also offered during AY 2019-2020 with a total of 30 student enrolled on the census day for each semester. All 30 (100%) of the students were assessed for SLOs during the two semesters.

The results follow:

- <mark>**Overall for both online courses**</mark> = 90%
- Describe marketing terms and facts = 89%
- Understand marketing concepts = 90%
- Apply marketing principles = 90%
- n = 30

Summary: Students in the five courses did well in the overall scores and the each individual outcomes exceeding the benchmark of 70% in each case. Given that the observed overall SLO score for:

- ACCT 2001 = 89%
- ACCT 2101 = 83%
- ISDS 2100 = 84%
- MGMT 2999 = 84%
- MKTG 2999 = 90%

> the established benchmark in each case, this objective is met.

Improvement Plan/ Changes Made:
Even though all outcomes were met for the Management Program, the faculty believe they can improve in the following ways. See the SLO Reports with Improvement Plans below.

- ACCT 2001: Work representative problems to assist student learning
- ACCT 2101: Work representative problems to assist student learning
- ISDS 2100: Encourage students to participate and offer one-on-one sessions
- MGMT 2999: Offer additional assignments to reinforce important material
- MKTG 2999: Increase discussions and offer real life scenarios

RELATED ITEMS--

RELATED ITEM LEVEL 1
MGMT 19-20 Maintain an effective Management (MGMT) Associate of Applied Science (AAS) program
Goal Number: 7
Progress: Completed
Provided By: Management
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 19-20 (AAS) Placement
Objective Number: 7.2
Start: 11/1/2019
End: 10/31/2020
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 48.6% (the sum of those placed in field and those continuing education) from AY 2012-2013 through summer 2018.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, there were 21 students graduating with a Management degree during AY 2018-2019. Phone calls were placed approximately six months after graduation with the results being depicted in Table 1.

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
FA 18 - SP 19	No.	21	0	9	0	4	8
	%	--	0.0	43	0.0	19	38
Mean	n	23.4	4.3	6.8	1.8	6.7	7.2
	%	--	17.5	26.3	5.5	22.2	28.9
			Average for all students:			48.6	percent

Table 1. Management Placement Rates.

The results indicated that 62% of the 21 students were either employed in the field or were continuing their education. Given that the observed value of 62% > the historical benchmark of 48.6%, this objective is met.

Improvement Plan/ Changes Made:
Faculty will try having students filling out an exit form prior to graduating (see highlighted red passage in the attached PDF).

RELATED ITEMS--
RELATED ITEM LEVEL 1
MGMT 19-20 Maintain an effective Management (MGMT) Associate of Applied Science (AAS) program
Goal Number: 7
Progress: Completed
Provided By: Management
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 19-20 (AAS) Retention
Objective Number: 7.3
Start: 11/1/2019
End: 10/31/2020
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 1718-1819 with 165 new first-time students entering the Management Program with 72 being retained for a retention rate of 43.64% (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
1718-1819	13	7	53.85
Totals	165	72	43.64

As a result, the retention benchmark is set at 43.64% given the historical data.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, examining retention from fall 2018 to fall 2019, 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 2018 and returns the number of those in attendance in fall 2019 on the census day. For fall 2018, 22 new students began their coursework for the MGMT degree with 5 (22.7%) being retained to fall 2019.

Given that the observed value of 22.7% < historical benchmark of 43.64%, this objective is not met.

Improvement Plan/ Changes Made:
Faculty noted that they would like to try some of the following:

- Follow up with students not showing for class or having poor performance,
- Utilize the Student Success Center workshops
- Post relevant information on the Management Program's Facebook page.

Further items are contained in the highlighted passage of the email PDF file below.

RELATED ITEMS--
RELATED ITEM LEVEL 1
MGMT 19-20 Maintain an effective Management (MGMT) Associate of Applied Science (AAS) program
Goal Number: 7
Progress: Completed
Provided By: Management
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 19-20 (CTS) Professional Competency
Objective Number: 5.1

Start: 11/1/2019
End: 10/31/2020
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 below)
2. Reimbursement Methodologies (assessed in the ALLH 1620 course - see syllabus below)
3. Health Records and Data Content (assessed in the ALLH 1200 course - see syllabus 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 syllabus 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 only.

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 graded assignments and 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 quizzes in ALLH 1200 Health Data.
4. Compliance - Assessment will take place using quizzes in ALLH 1200 Health Data.

5. Information Technologies - Assessment will take place using quizzes in ALLH 1200 Health Data.
6. Confidentiality and Privacy - Assessment will take place on various quizzes, assignments, midterm, and final exam in HCM 2650 Medical Law and Ethics.

The benchmark established is 70% on all assessments. The faculty have established this benchmark based on their own experience and it is considered by LSUE to be the lowest average grade.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020,

Outcome 1: Clinical Classification Systems Assessed in ALLH 1615 (Diagnostic Coding): Data was turned in for all four full-term online sections with 39 students in them on the fall and spring census days. In all, 33 (84.6%) of the 39 students enrolled were assessed.

The results were:

Overall = 72% (grand means weighted by section)
History and purpose = 77%
Coding conventions = 72%
Coding for organ systems = 73%
n = 33

Outcomes 3, 4 and 5: Health Records and Data Content; Compliance, and Information Technologies Assessed in ALLH 1200 (Health Data): Two full-term online sections were offered - one in fall 2019 and one in spring 2020 with 29 students enrolled. A total of 28 (96.6%) were assessed:

Overall = 90% (grand means weighted by section)
Recognition = 96%
Health records = 88%
Quality Improvement = 84%
Organization and Work Planning = 89%
Health Data Sets = 86%
n = 28

Outcome 2: Reimbursement Methodologies Assessed in ALLH 1620 (Health Insurance and Medical Billing): Two full-term <mark>online</mark> sections were offered (one in the fall and one in the spring) with a total of 28 students enrolled in them on census day. A total of 28 (100%) were assessed on the final exam.

The results were:

Overall = 84% (grand means weighted by section)
Sequence codes = 93%
Reimbursement = 77%
Regulations = 81%
Methodologies = 84%
n = 28

Outcome 6: Confidentiality and Data Content Assessed in HCM 2650 (Medical Law and Ethics): Two <mark>online</mark> sections were offered during AY 2019-2020 - one in fall 2019 and one in spring 2020. In all, 51 students were enrolled in the course on the census day for the fall and spring semesters. The instructor from fall 2019 was replaced and did not turn in SLO data. A total of 27 (65.9%) of the students were assessed using the spring 2020 data. using various quizzes.

The results were:

Overall = 90%
A. Law and ethics, law issues, courts, and contracts = 91%
B. Health care issues and delivery systems, consumer issues, and insurance = 89%
n = 27

Given that the observed scores of

- 72% for ALLH 1615,
- 90% for ALLH 1200,
- 84% for ALLH 1620, and
- 90% for HCM 2650

> the established benchmark of 70%, this objective is met.

Improvement Plan/ Changes Made:
Even though the students met the outcomes in all areas, faculty believe they can improve by:

- ALLH 1615: Add assignments that are not graded as practice
- ALLH 1200: Add quiz and exam reviews
- ALLH 1620: Provide students with engaging resources and take time to explain certain concepts
- HCM 2650: Provide a method and resources for additional critical thinking

RELATED ITEMS---
RELATED ITEM LEVEL 1
MCB 19-20 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: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 19-20 (CTS) Placement
Objective Number: 5.2
Start: 11/1/2019
End: 10/31/2020
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 22.4% (the sum of those placed in field and those continuing education) from AY 2012-2013 through summer 2018.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, the results for this objective were inconclusive because none of the students could be contacted.

For AY 2019-2020, 18 students completed the Medical Billing and Coding Program during AY 2018-2019. Phone calls were placed approximately six months after graduation with the results being depicted in Table 1.

Table 1. Medical Billing and Coding, CTS, Placement Rates							
Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
FA 12 - SP 13	n	none	--	--	--	--	--
	%		--	--	--	--	--
FA 13 - SP 14	n	none	--	--	--	--	--
	%		--	--	--	--	--
FA 14 - SP 15	n	none	--	--	--	--	--
	%		--	--	--	--	--
FA 15 - SP 16	n	5	1	2	0	1	1
	%		20	40	0	20	20
FA 16 - SP 17	No.	14	0	1	0	0	13
	%		0	7	0	0	93
SP 18 - SU 18	No.	4	0	0	0	0	4
	%		0	0	0	0	100
FA 18 - SP 19	No.	18	5	2	1	3	7
	%		28	11.1	5.6	17	39
Mean	n	7.7	0.3	1.0	0.0	0.3	6.0
	%		6.7	15.7	0.0	6.7	71.0
			Average for all students:			22.4	percent

The results indicated that 28% of the 18 students were either employed in the field or were continuing their education. Given that the observed value of 28% > the historical benchmark of 22.4% and keeping in mind that 39% of the students could not be contact and that there were no graduates in some years, this objective is met.

Improvement Plan/ Changes Made:
Monitor results given the number of students who could not be contacted and the fact that the program had no graduates in some years that were used for benchmarking.

RELATED ITEMS---
RELATED ITEM LEVEL 1
MCB 19-20 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: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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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> 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 19-20 Professional Competency based on NCLEX-RN
Objective Number: 2.1
Start: 11/1/2019
End: 10/31/2020
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 2018-2019, this objective was not met.

The program instituted several measure to address the areas of concern, to include curriculum mapping to ensure all NCLEX content was evident in the curriculum plan, improved student engagement with active learning strategies to augment testing (implemented with Fall 2019 graduates, not Spring 2019 graduates), increased teaching professional development with assistance from vendors, and re-engaged students with technology improvements for study materials (implemented with future graduating classes). It is noted that the overall client needs reporting from the NCLEX-RN Program Reports (Mountain Measurement) indicated an increase in the Fall 2019 graduates' abilities for all 8 client needs areas when compared nationally to other similar (associate programs). For AY 2018-19 report indicated that all 8 of 8 client needs area scored lower than other similar programs, whereby the results for the Fall 2019 cohort indicate the LSUE ASN program scored higher or equal to in 7 of 8 client needs areas for AY 2019-2020. See the attached Test Plan Performance Results for 4-2019 to 9-2019 and Test Plan Performance Results for 10-2019 to 3-2020 below.

For AY 2019-2020, NCLEX-RN® results for academic year 2019-2020 captures the outcomes of Spring 2019 (Eunice) and Fall 2019 (Lafayette) graduates. The combined first-time pass rate is 92.86% with 65 graduates of 70 passing on the first attempt of the NCLEX-RN®. See attached AY 2019-2020 NCLEX-RN By Location Data Report.

For AY 2019-2020, the NCLEX-RN® results are reported by calendar year instead of the academic year from the National Council of State Boards of Nursing (NCSBN) and delivered via a final annual report and quarterly reports from the Louisiana State Board of Nursing (LSBN). The NCLEX-RN® results for the 2019 calendar year was 87.3% for first-time testers from the Eunice campus and Lafayette site. The attached AY 2019-2020 NCLEX-RN® By Location Data Report summarized the academic year data for NCLEX-RN® first-time testers (see below).

The Spring 2019 (Eunice) cohort had first-time pass rate of 91.67% with 44 of 48 graduates passing NCLEX-RN® on the first attempt. It is noted that of the 4 graduates who did not pass on the first testing attempt, all 4 repeated testing and passed on the second attempt for a total of 100% pass rate for the cohort within 6 months post-graduation. The cohort tested from May 2019 through September 2019. The Fall 2019 (Lafayette) cohort had a first-time pass rate of 95.45% with 21 of 22 graduates passing NCLEX-RN® on the first attempt. It is noted that the 1 graduate who did not pass on the first testing attempt, repeated testing and passed on the second attempt for a total of 100% pass rate for the cohort within 6 months post-graduation.

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. The 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 data is merged as the program is one in accordance with the NCSBN.

The LSUE ASN 48 graduates from Spring 2019 (Eunice) cohort performed above the passing performance in 8 of 8 client needs content areas as reported from April 2019 to September 2019 (Test Plan Performance Results 4-2019 to 9-2019). 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. Additionally, the cohort graduates scored higher or equal to graduates from similar programs (Associate level) nationally, in 3 of 8 areas to include management of care, safety and infection control, and pharmacological and parenteral therapies. This increase is notable in that the similar cohort in Spring 2018 scored lower than similar programs in 8 of 8 client needs areas.

The LSUE ASN 22 graduates from Fall 2019 (Lafayette) cohort performed above the passing performance in 8 of 8 client needs content areas as reported from October 2019 to March 2020 (Test Plan Performance Results 10-2019 to 3-2020). The Lafayette cohort scored higher in 4 of 8 client needs area when compared to graduates from the jurisdiction (state), which includes both ASN and BSN program graduates in Louisiana. Additionally, the cohort graduates scored higher or equal to graduates from similar programs (Associate level) nationally, in 7 of 8 client needs areas. This increase is notable in that the similar cohort in Fall 2018 scored lower than similar programs in 8 of 8 client needs areas.

Given that the pass rate for Eunice students is 91.67% and the pass rate for Lafayette students is 95.45% both being > that 85% benchmark, this objective is met.

Improvement Plan/ Changes Made:
The test plan performance results are continuously monitored for ongoing improvements with NCLEX-RN content requirements and students performance related to the jurisdiction (state) and nationally. The program continues to utilize standardized assessments for NCLEX preparation (ATI and HESI) to determine areas of opportunity to enhance student's education.

RELATED ITEMS--
RELATED ITEM LEVEL 1
ASN 19-20 Maintain an Effective Nursing (ASN) Program
Goal Number: 2
Progress: Completed
Provided By: Nursing
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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 19-20 Professional Competency based on Clinical Results
Objective Number: 2.1a
Start: 11/1/2019
End: 10/31/2020
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 2535-55 Syllabus (below) used each semester with the semester, year and faculty updated.

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.

Director of IE's note: Note that this is an indirect assessment as far as the grade is concerned, but this course is a pass/fail course and students must have an average of 77% from all assessments in order to "pass" the class and show competence. The final grade is based on direct assessments from faculty.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

Graduates of the program during AY 2019-2020 successfully met the benchmark with NURS 2535 as the final clinical course for the traditional ASN program. It is noted that one student in the Spring 2019 (Eunice) cohort failed NURS 2535, which resulted in termination from the program (44 instead of 45 students completed NURS 2535 for a rate of 97.77%). The one student re-entered the program and graduated with the Fall 2019 (Lafayette) cohort (22 of 22 students completed NURS 2535 for a rate of 100%). Additionally, 4 LPN-ASN students completed NURS 2555 (the paired course to NURS 2535) and successfully completed it. Provided as an attachment are 4 redacted student final evaluation samples from NURS2535 - two from Spring 2019 and two from Fall 2019. It is noted that the clinical evaluation criteria was reorganized with more emphasis on the nursing process to assist students with a more comprehensive evaluation of their abilities to work with the expectation of the work of nurses.

Given that the pass rate of 97.77% > the established benchmark of 77%, this objective is met.

Improvement Plan/ Changes Made:
Although the benchmark was met for both locations, the program director and faculty are continuing to monitor student's knowledge, skills and abilities to perform patient care at a basic entry-level nurse.

Director of IE's note: For next year, please separate the data out for Eunice students versus Lafayette General Students.

RELATED ITEMS---
RELATED ITEM LEVEL 1
ASN 19-20 Maintain an Effective Nursing (ASN) Program
Goal Number: 2
Progress: Completed
Provided By: Nursing
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2

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 19-20 Graduation Rate
Objective Number: 2.2
Start: 11/1/2019
End: 10/31/2020
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.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

The Traditional ASN students starting Fall 2017, with an expected graduation of Spring 2019 (FA17:SP19), had 57 students in the cohort with 44 students graduating on-time with the cohort for a 77.19% completion rate, and 48 of 57 graduating within one-and-one-half the length of the program and/or six semesters for an overall completion rate of 84.2%.

The Traditional ASN students starting Spring 2018, with an expected graduation of Fall 2019 (SP18:FA19), had 29 students in the cohort with 21 graduating on-time with the cohort for a 72.41% completion rate, and 23 of 29 graduating within one-and-one-half the length of the program and/or six semesters for an overall completion rate of 79.31%.

2.20 – For AY 2019, the Traditional ASN cohorts of FA17:SP19 and SP18:FA19 achieved the benchmark individually and collectively with an on-time completion rate of 75.58% and a within one-and-one-half the length of the program and/or six semesters for an overall completion rate of 82.56% (see documentation in the pdf file below).

For AY 2019-20, one LPN to ASN cohort starting Spring 2018, with an expected graduation of Spring 2019 (SP18:SP19), had 5 students in the cohort with 4 students graduating on-time with the cohort for an 80% completion rate. The one student who did not graduate repeated courses and subsequently had an additional academic failure and is ineligible to complete the LPN to ASN program. The SP18:SP19 cohort is the first one admitted with a change to the admission requirements. Previously the LPNs were required to have a minimum of 2 years of acute care nursing experience, which assisted in the critical thinking process to adapt to the registered nursing role. However, LPNs are not as gainfully employed in acute care at this time, working more in skilled nursing and nursing home facilities.

2.21 – The benchmark for LPN's entering through advanced standing to graduate within one year, or one-and-one-half the length of the program for the LPN "fast-track" was not met for AY 2019-20. 4 of 5 students completed the program with the one student who did not complete having an academic failure of multiple courses resulting ineligibility to return to the program (see documentation in pdf file below).

Summary: Given that 82.56% of the students graduated in one and one-half time > the established benchmark for new nursing students of 60%, this part of the objective is met.

Given that 80% of the LPN students completed the program in one and one-half time < the established benchmark of 85%, this part of the objective is not met.

Given the results, Objective 2.2 is partially met (note the low n for the LPNs).

Improvement Plan/ Changes Made:
The program director and faculty are continuing to increase the rigor of the programs (Traditional ASN and LPN to ASN) to ensure student are well-prepared to enter the nursing workforce. As the benchmark of 60% completion rate for the Traditional ASN students was met, the program director and faculty will continue to monitor the rates.

The LPN to ASN program completion rate was not met and the following actions have been started based on the changes to the admission criteria and increased frequency of enrollments (from once per year to twice per year).

- Remove the use of the ATI Practical Nursing Comprehensive Predictor Assessment. Rationale: In the past the program utilized the Elsevier LPN to ASN Mobility Assessment to determine gaps in knowledge between the two levels of nursing (LPN and RN levels). The previously mentioned PN Comprehensive Predictor Assessment is only developed to determine if students would be successful on the NCLEX licensing exam for practical nurses and is not relevant for the purpose of the program.
- Update the benchmark to reflect the change to the admission criteria (removed requirement of acute care nursing work as a LPN). Rationale: LPNs without acute care experience have a high learning curve. The faculty and program director, along with assistance of the division dean, have recommended a benchmark of 75% instead of 85% completion.

For overall improvement with measurement of completion rates the nursing program would like to adjust to the benchmarks to assist with consistency:

2.20 Expected level of achievement for Traditional ASN students: 60% of the students who begin the first semester of nursing will graduate from the nursing program within 150% of the time frame allotted for the program completion (6 semesters).

2.21 Expected level of achievement for LPN to ASN students: 75% of the students who begin the first semester of nursing will graduate from the nursing program within 150% of the time frame allotted for the program completion (5 semesters).

Rationale for Benchmark Change: This change will more closely align with the expectations of national accrediting body (ACEN) and the Louisiana State Board of Nursing.

Director of IE's note: I agree with the benchmark adjustment for the LPN to ASN part of the program.

RELATED ITEMS---
RELATED ITEM LEVEL 1
ASN 19-20 Maintain an Effective Nursing (ASN) Program
Goal Number: 2
Progress: Completed
Provided By: Nursing
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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 19-20 Employment
Objective Number: 2.3
Start: 11/1/2019
End: 10/31/2020
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 data. For academic year 2019-2020 data was collected with a nursing program graduate information form that is completed on the last day of class. Both of the graduating classes (Spring 2019 - Eunice and Fall 2019 - Lafayette) completed the forms, with any students not securing employment at time of graduation communicated with via telephone calls, text messages and/or emails to obtain additional information about employment.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, both cohorts of graduates (65 of 70) reported securing employment for a rate of 92.86%, as noted in the employment information by cohort document attached.

The Spring 2019 (Eunice) cohort, reported at time of graduation that 45 of 48 had secured employment as reported with the graduate information form for a rate of 93.75%. The cohort consisted of 4 LPN-ASN graduates and 41 Traditional ASN graduates. 4 of 4 of the LPN-ASN graduates secured employment (100%) while 41 of 44 Traditional ASN graduates secured employment (93.18%).

The Fall 2019 (Lafayette) cohort, reported at time of graduation that 20 of 22 graduates had secured employment as reported with the graduate information form for a rate of 90.9%. The cohort included only Traditional ASN graduates.

Given that the total employment rate is 92.86% > the benchmark of 90%, this objective is met.

Improvement Plan/ Changes Made:
The benchmark was met for employment, however the program director and faculty are continuing to monitor the progress of employment related to ongoing concerns with COVID-19 for future opportunities for students to participate in virtual employment fairs and continuing to invite recruiters from local hospitals to visit with students prior to graduation.

RELATED ITEMS--
RELATED ITEM LEVEL 1
ASN 19-20 Maintain an Effective Nursing (ASN) Program
Goal Number: 2
Progress: Completed
Provided By: Nursing
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 19-20 (AS) Professional Competency
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
Progress: Delayed

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 Safety and Protection professional.

Upon the completion of the program, students will demonstrate:

1. Theories of Criminal Justice;
2. Practices of Criminal Justice; and
3. Anticipated evolution of the Criminal Justice professional.

The above objectives are supported by the Student Learning Outcomes (SLOs), in CJ 2131 (Police Processes). Upon the conclusion of the CJ 2131 course, the student will demonstrate an understanding of the (see file below):

1. Roles, responsibilities, and functions of contemporary law enforcement; historical foundations of the modern American police system; qualifications required to be a law enforcement officer.
2. Policies and procedures governing law enforcement and the constitutional limitations imposed to balance citizen's rights versus law enforcement operations.

The program outcomes are also assessed using SLOs in CJ 2133 (Correctional Process). Upon the completion of this course, students will (see file below):

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 knowledge of the requirements for 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 error.

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 2018-2019, this objective was met.

For AY 2019-2020, this objective was delayed because the interim coordinator left office without completing any of the IE work when he was replaced by a full-time coordinator from out of state.

Director of IE's note: The new coordinator will, no doubt, wish to create his own student learning outcomes and methods of assessment for AY 2020-2021.

Improvement Plan/ Changes Made: n/a

RELATED ITEMS--
RELATED ITEM LEVEL 1
CJ 19-20 Maintain an Effective Criminal Justice (CJ) Associate of Science (AS) Program

Goal Number: 1
Progress: Completed
Provided By: Criminal Justice
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> ### RELATED ITEM LEVEL 2
> 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 19-20 (AS) Retention
Objective Number: 1.2
Start: 11/1/2019
End: 10/31/2020
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 1718-1819 with 124 new first-time students entering the Associate of Science in Criminal Justice and 54 being retained for a retention value of 43.55% (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
1718-1819	27	15	55.56
Totals	124	54	43.55

As a result, a benchmark of 43.55% will be used based on historical data.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, examining retention from fall 2018 to fall 2019, 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 2018 and returns the number of those in attendance in fall 2019 on the census day. For fall 2018, 24 new students began their coursework for the CJ degree with 10 (41.7%) being retained to fall 2019.

Given that the observed value of 41.7% < historical benchmark of 43.55%, this objective is not met.

Improvement Plan/ Changes Made:
The improvement plan for AY 2019-2020 is incomplete because the interim coordinator left office in August 2020 without completing any of the IE work when he was replaced by a full-time coordinator from out of state.

RELATED ITEMS---
RELATED ITEM LEVEL 1
CJ 19-20 Maintain an Effective Criminal Justice (CJ) Associate of Science (AS) Program

Goal Number: 1
Progress: Completed
Provided By: Criminal Justice
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2

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 19-20 (AS) Placement
Objective Number: 1.3
Start: 11/1/2019
End: 10/31/2020
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 54.5% (the sum of those placed in field and those continuing education) from AY 2012-2013 through summer 2018.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, a total of five students graduated with a Criminal Justice degree during AY 2018-2019. Phone calls were placed approximately six months after graduation with the results being depicted in Table 1.

Table 1. Criminal Justice Placement Rates.							
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
FA 18 - SP 19	No.	5	1	0	0	1	3
	%	--	20.0	0.0	0.0	20.0	60.0
Mean	n	15.4	3.9	5.3	0.8	2.7	2.8
	%	--	20.1	34.2	5.8	20.4	19.6
			Average for all students:			54.5	percent

The results indicated that none of the five students were employed in the field and 20% of them were continuing their education. Given that the observed value of 20% < the historical benchmark of 54.5% and keeping in mind that 60% of the students could not be contacted, the results of the data are inconclusive.

Improvement Plan/ Changes Made:
Monitor into next year given that three out of five students could not be contacted.

RELATED ITEMS--
RELATED ITEM LEVEL 1
CJ 19-20 Maintain an Effective Criminal Justice (CJ) Associate of Science (AS) Program
Goal Number: 1
Progress: Completed
Provided By: Criminal Justice
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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 19-20 (AAS) Professional Competency
Objective Number: 2.1
Start: 11/1/2019
End: 10/31/2020
Progress: Delayed

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. The outcomes are: Upon completion of this course, the student will (see file below):

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 was used. The outcomes are: Upon completion of this course, the student will (see file below):

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 2018-2019, this objective was met.

For AY 2019-2020, this objective was delayed because the interim coordinator left office in August 2020 without completing any of the IE work when he was replaced by a full-time coordinator from out of state.

Director of IE's note: The new coordinator will, no doubt, wish to create his own student learning outcomes and methods of assessment for AY 2020-2021.

Improvement Plan/ Changes Made: n/a

RELATED ITEMS---
RELATED ITEM LEVEL 1
FES 19-20 Maintain an Effective Fire and Emergency Services (FES) Program, Associate of Applied Science (AAS)
Goal Number: 2
Progress: Completed
Provided By: Fire and Emergency Services
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 19-20 (AAS) Retention
Objective Number: 2.2

Start: 11/1/2019
End: 10/31/2020
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 1718-1819 with 63 new first-time students entering the Associate of Applied Science in Fire and Emergency Services and 37 being retained for one year yielding a retention rate of 58.73% (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
1718-1819	11	6	54.55
Totals	63	37	58.73

As a result, a retention benchmark of 58.73% is set given historical data.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was not met. The Interim director did not detail if completed the task set forth for improvement. He was replaced by a full-time coordinator from out of state in August 2020.

For AY 2019-2020, examining retention from fall 2018 to fall 2019, 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 2018 and returns the number of those in attendance in fall 2019 on the census day. For fall 2018, 11 new students began their coursework for the FESA degree with 8 (72.7%) being retained to fall 2019.

Given that the observed value of 72.7% > historical benchmark of 58.73%, this objective is met.

Improvement Plan/ Changes Made:
Since the current retention 72.7% from 2018 to 2019 is a 33.2% increase of 54.55% from 2017-2018, retention will be monitored.

RELATED ITEMS--
RELATED ITEM LEVEL 1
FES 19-20 Maintain an Effective Fire and Emergency Services (FES) Program, Associate of Applied Science (AAS)
Goal Number: 2
Progress: Completed
Provided By: Fire and Emergency Services
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 19-20 (AAS) Employment
Objective Number: 2.3
Start: 11/1/2019
End: 10/31/2020
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 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 81.4% (the sum of those placed in field and those continuing education) from AY 2012-2013 through summer 2018.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, a total of nine students graduated from the Fire and Emergency Services (AAS) in AY 2018-2019. Phone calls were placed approximately six months after graduation with the results being depicted in Table 1.

Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
				Table 1. Fire and Emergency Services Placement Rates.			
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
FA 18 - SP 19	No.	9	0	5	1	0	3
	%	--	0.0	55.6	11.1	0	33.3
Mean	n	27.4	2.0	22.0	0.7	1.3	2.2
	%		5.8	79.7	2.1	4.8	7.6
			Average for all students:			84.5	percent

The results indicated that 55.6% of the students were employed in the field with no students continuing their education. Given that the observed value of 55.6% < the historical benchmark of 84.5% keeping in mind that 33.3% of the students could not be contacted, this objective is not met.

Improvement Plan/ Changes Made:
Monitor results given the low n = 9 students.

RELATED ITEMS--
RELATED ITEM LEVEL 1
FES 19-20 Maintain an Effective Fire and Emergency Services (FES) Program, Associate of Applied Science (AAS)
Goal Number: 2
Progress: Completed
Provided By: Fire and Emergency Services
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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 19-20 (CTS) Professional Competency
Objective Number: 3.1
Start: 11/1/2019
End: 10/31/2020
Progress: Delayed

Objective With Intended Outcomes:

Upon successful completion of the curriculum, students will demonstrate the technical knowledge and basic skills as a Fire and Emergency Service professional. This curriculum will enable students to be better prepared for any Fire Fighter Academy or for most basic Fire Training Certifications.

Upon the conclusion of the Fire Service Technology, Certificate of Technical Studies, the student will:

1. Apply the principles of Fire and Emergency Services,
2. Identify practices of Fire and Emergency Services, and
3. Anticipate the evolution of the Fire and Emergency Service professional.

These outcomes will be assessed using two sophomore level courses traditionally completed at the end of the Fire Service Technology Program.

First, online FSCI 2152 Principles of Fire and Emergency Services Safety and Survival. The outcomes are: Upon completion of this course, the student will be able to (see file below):

1. Identify and explain the 16 life safety initiatives (see syllabus for a details).
2. Understand the concepts of risk management and mitigation as it pertains to emergency services.

Second, online FSCI2155 Fire Protection Systems and Equipment was used. The outcomes are: Upon completion of this course, the student will be able to (see file below):

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 at 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 2018-2019, this objective was met.

For AY 2019-2020, this objective was delayed because the interim coordinator left office without completing any of the IE work when he was replaced by a full-time coordinator from out of state.

Director of IE's note: The new coordinator will, no doubt, wish to create his own student learning outcomes and methods of assessment for AY 2020-2021.

Improvement Plan/ Changes Made: n/a

RELATED ITEMS--
RELATED ITEM LEVEL 1
FST 19-20 Maintain an effective Fire Service Technology (FST) Certificate of Technical Studies (CTS) Program
Goal Number: 3
Progress: Delayed
Provided By: Fire Service Technology (CTS)
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 19-20 (CTS) Employment
Objective Number: 3.2
Start: 11/1/2019
End: 10/31/2020
Progress: Delayed

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 academics foundation to become eligible to take the Chief's Examination. The certificate provides specific continuing education courses that enhances the Fire Service professional ability to perform in day-to-day operations of the Fire & Emergency Service Profession.

Assessment/Evaluation/Measures/Strategies:
Graduating students for a given semester are contacted via 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 54.3% (the sum of those placed in field and those continuing education) from AY 2012-2013 through summer 2018.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, there were no completers in the FST program during AY 2018-2019. See Completers file below. Since FST is not shown, there were no completers.

Improvement Plan/ Changes Made:

RELATED ITEMS--
RELATED ITEM LEVEL 1
FST 19-20 Maintain an effective Fire Service Technology (FST) Certificate of Technical Studies (CTS) Program
Goal Number: 3
Progress: Delayed
Provided By: Fire Service Technology (CTS)
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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: 3. Partnerships
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> 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 19-20 (AS) Professional Competency
Objective Number: 3.1
Start: 11/1/2019
End: 10/31/2020
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 JRCERT Standard 4 file below)
- JRCERT Standard 6 Institutional/Programmatic Data (see JRCERT Standard 6 file below)

The ten outcomes specific to the Radiologic Technology Program are articulated in their RADT 2093 Clinical Evaluation Form conducted both at midterm and at the end of the students' final semester in the program. Students will achieve a score of ≥ 2 (above average) on a scale of 0-3 for each outcome (see RADT 2093 Clinical Evaluation file below).

The scale for the ten items is:

- 3 = Good
- 2 = Above Average; Needs Minor Improvement
- 1 = Average; Needs Major Improvement
- 0 = Unacceptable; Needs Further Instruction or Remediation

The Final Competency Evaluation Form measures student performance on the three primary items over the entire semester and are averaged. Students must achieve a minimum grade of 80% to demonstrate proficiency set by the program faculty members based on the JRCERT Standards (see Final Comp Evaluation Form below).

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, the students graduating in Spring 2019 were assessed. In all, 24 (92.3%) 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 24 students (See Final Comp Evaluation Sample Class of 2019 file below). Note: The data reported is a year behind for the RADT Class of 2019.

1. Communication:

The Class Average was 2.99 at midterm and a 3.0 at the end of the semester evaluations. This was consistent with the Class of 2018 and Class of 2017 for the same course (RADT 2093) achieving a level of ≥ 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 3.0 at midterm and a 2.97 at the end of the semester. This was consistent with the Class of 2018 achieving a level of ≥ 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 2.96 at midterm and a 2.95 at the end of the semester evaluations. This was consistent with the Class of 2018 for the same course (RADT 2093) 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 2018 and Class of 2017 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 2.96 at midterm and a 2.96 at the end of the semester. This was consistent with the Class of 2018 for the same course (RADT 2093) 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 2.87 at midterm and a 2.90 at the end of the semester. This was a slight improvement from the Class of 2018 still 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 3.0 at midterm and a 3.0 at the end of the semester. This was a slight improvement from the Class of 2018 still 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 2.8 at midterm and 2.88 at the end of the semester. This was a slight improvement from the Class of 2018 still 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 2.97 at midterm and 3.0 at the end of the semester. This was a slight improvement from the Class of 2018 still 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 2.70 at midterm and a 2.60 at the end of the semester. This data showed a slight decrease from the Class of 2018 but still 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 97.46. This was consistent with the Class of 2018 having a Class Average of 96.67 a year ago; both 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 three previous years. (See RADT 2093 Final Comp Evaluation Data Summary on Performance Criteria file below)

2. Image Evaluation:

The Class Average was 96.46. This was consistent with the Class of 2018 having a Class Average of 96.17 a year ago; both achieving a level of $\geq$ 80. **Benchmark met.** Note: Most of the errors were in evaluating anatomical parts and image and other identification as the previous year. Improvement was seen on technique. (See RADT 2093 Final Comp Evaluation Data Summary on Image Evaluation file below)

3. Critical Thinking and Problem Solving Skills:

The Class Average was 97.17. This was consistent with the Class of 2018 having a Class Average of 97.72 a year ago; both 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 (see 1. Outcomes Assessment Grid Communication Skills below; 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 1. Clinical Portfolio, 1. Pathology Research/Case Study 2019 sample, and 1. entrance essay (below). The benchmarks were met in except for the entrance essay. This was the second time the entrance essay was utilized to evaluate communication skills of the students. Even though this benchmark was not met, the class did demonstrate an improvement when evaluated on the research case study on communication skills. (Sample of the 1. RADT 2093 semester evaluation form show all of the areas evaluated is also posted below).

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 (see 2. Outcomes Assessment Grid Professional Ethics below; 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. The benchmark was met on both assessments. Even though this was an improvement from last year's Class, 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 2. Outcomes Assessment Grid below; 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, and radiation exposures (See 3. Outcomes Assessment Grid below Positioning Skills, Technique, Radiation Protection; highlighted pages 1-4).

7. Problem Solving Skills and Critical Thinking:

- Even though the benchmarks were met for this proficiency skill (Outcomes Assessment Grid below; highlighted on item 7; pages 7 through 9), 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. The benchmarks were met in both evaluations as noted.

8. Clinical Skills of Student:

- Even though the benchmark was met for this proficiency skill (Outcomes Assessment Grid below; highlighted on item 8; page 1) 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.

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 of 4. Outcomes Assessment Grid (below).

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 (positioning skills, selecting appropriate technical factors and radiation exposures) in the 3. Outcomes Assessment Grid (below).

In addition, the assessment plan did reveal improvement and or consistency based on the data collected from the RADT 2093 Final Competency Forms:

1. Performance Criteria:

- The positioning skills and providing evidence of radiation protection were two areas that showed improvement or consistency from a year ago (see 9. Performance Criteria below on pages 1-3 (positioning skills) and 3-4 (radiation protection). Also, improvement is seen in these areas from the 9. Clinical Comp Form evaluation and a year later using the 9. Final Comp Form (see 9. Final Competency Evaluation Comparison below. This data was provided by the first Clinical Comp form and Final Comp form also listed below). The faculty will discuss and solicit input as needed.

2. Image Evaluation:

- Evaluation of anatomical parts (See 5. Program Assessment Grid below; pages 8-9) did show improvement or consistency by the students. The faculty will discuss and solicit input as needed.

3. Critical Thinking and Problem-Solving Skills:

Consistency was seen in all areas in critical thinking and problem solving skills (pages 7-9) (See item 7: Outcomes Assessment Plan Grid Class of 2019 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 19-20 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS) Program
Goal Number: 3
Progress: Completed
Provided By: Radiologic Technology
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 19-20 (AS) Credentialing
Objective Number: 3.2
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
Graduating students will pass the American Registry of Radiologic Technologist (ARRT) Board Exam in Radiography.

Assessment/Evaluation/Measures/Strategies:
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 Board 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.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, the five-year credentialing pass rate for the first attempt on the ARRT Board Exam in Radiography was 92.1%. **Benchmark met.** The 2019 credentialing pass rate for the first attempt on the ARRT exam was also 92%. This was a decrease from the Class of 2018 of 100% pass rate. Will discuss with faculty members and solicit strategies that hopefully improve this level of achievement.

Program Effectiveness Plan Class of 2019 showing credentialing pass rates (See file below)

ARRT Annual Program Summary Report 2019 (See file below)

ARRT Candidate Exam Results Classes of 2015-2019 (See file below)

ARRT National Comparison Report Class of 2019 (See file below)

Radiography Program Effectiveness Data Class of 2019 showing credentialing pass rates (See file below)

Improvement Plan/ Changes Made:
Even though the **benchmark was met,** will discuss with faculty and solicit input as needed.

RELATED ITEMS--
RELATED ITEM LEVEL 1
RADT 19-20 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS) Program
Goal Number: 3
Progress: Completed
Provided By: Radiologic Technology
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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
>
> 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 19-20 (AS) Retention
Objective Number: 3.3
Start: 11/1/2019
End: 10/31/2020
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 2018-2019, this objective was not met.

Half of the students decided to change their major even though they were not failing the program. One student was disqualified at the beginning due to a discrepancy in his background check.   The rest of the students who are no longer with the program did not pass a particular course. (See the document on Program Attrition below.)

For AY 2019-2020, the students graduating in Spring 2019 were assessed. Note: The data reported is a year behind for the RADT Class of 2019.

For the Class of 2019, 92.3% (24 of 26) of the original Class completed the Program in spring 2019. **Benchmark was met.** This was noted and highlighted in both the Program Effectiveness Plan (See Program Effectiveness Plan Class of 2019 showing retention file below) and in the Radiography Program Effectiveness Data (See Radiography Program Effectiveness Data 2019 showing retention file below) for the Class of 2019. Note: This was the third cohort that started with 26 students.

Improvement Plan/ Changes Made:
For the Class of 2019, 92.3% (24 of 26) of the original Class completed the Program in Spring 2019. Benchmark was met. This was a noticeable improvement from 2018 with a 69%. The only change that was made to show improvement in retention was the timing of the background checks. They are performed immediately after the selection of the cohort. The design and criteria of the program did not change to still meet accreditation requirements set by the Joint Review Committee on Education in Radiologic Technology (JRCERT). Additional changes will be made as necessary. Will discuss with faculty and solicit input as needed.

RELATED ITEMS--
RELATED ITEM LEVEL 1
RADT 19-20 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS) Program
Goal Number: 3
Progress: Completed
Provided By: Radiologic Technology
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2

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 19-20 (AS) Employment
Objective Number: 3.4
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
Graduating Radiologic Technology students will be employed.

Assessment/Evaluation/Measures/Strategies:

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 2018-2019, this objective was met.

For AY 2019-2020, the students who graduated in Spring 2019 were assessed. Note: The data reported is a year behind for the RADT Class of 2019.

29% (7 of 24) of the Employer Surveys and 29% (7 of 24) 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 2019 graduates who sought employment were hired within 6 months of completing the program. This data is consistent with the Classes of the past three years.

The 5-year employment rate post 12 months graduation is 99%. **Benchmark met.**

Program Effectiveness Plan Class of 2019 showing employment (See file below)

Program Effectiveness Data Class of 2019 showing job placement rates (See file below)

Graduate Survey Sample Class of 2019 (See file below)

Improvement Plan/ Changes Made:
Even though the job placement benchmark was met, only 29% (7 of 24) of the Employer Surveys and 29% (7 of 24) Graduate Surveys were received at the time of this review. This return rate was much lower as compared to 2018. 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 2019.

RELATED ITEMS--
RELATED ITEM LEVEL 1
RADT 19-20 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS) Program
Goal Number: 3
Progress: Completed
Provided By: Radiologic Technology
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
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> 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 19-20 (AS) Professional Competency
Objective Number: 4.1
Start: 11/1/2019
End: 10/31/2020
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, are (see TMC I.C. file below):

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 60% on a 3-year average and was adopted by faculty paralleling the 60% 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. 2020 Standards (see Outcomes Thresholds Grid 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 = 40.0 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 = 8.1 points)

II: Troubleshooting and quality control of equipment, and infection control (national benchmark = 14.2 points)

Student Learning Outcomes: Upon the completion of the program, the student will:

A. assemble and troubleshoot equipment (national benchmark = 10.6 points)
B. ensure infection control (national benchmark = 1.5 points)
C. perform quality control procedures (national benchmark = 2.1 points)

III. Initiation and modification of Interventions (national benchmark = 47.0 points)

Student learning outcomes: Upon the conclusion of the program, the student will:

A. maintain a patent airway including the care of artificial airways (national benchmark = 6.6 points)
B. perform airway clearance and lung expansion techniques (national benchmark = 4.0 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 = 2.9 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 2019-2020, this objective was met.

For AY 2019-2020, an effort for remediation is used in RC 2026 (Critical Care and Other Related Concepts in Respiratory Care). For example, the use of a National Board for Respiratory Care (NBRC) practice TMC examination. The faculty have set the standard level for student achievement at the level of TMC Registry rather than Certified. This level allows the program faculty to assess the needs for remediation early on to better prepare the student for their national board examination. The computer software acquired by the program provides a detailed review of each component of the TMC. For instance, in Section 1. A., (Evaluate Data in the Patient Record), there are eight questions. The examination reveals how many of the eight questions were correct. Therefore, the student receives a comprehensive view of any weak areas that require remediation. (See Student 1. RRT NBRC Practice Exam Report below).

For AY 2019-2020, the data is analyzed for the class completing the program in December 2019. Each of the 10 new candidates took the NBRC. The TMC Scores by Content Area for this report will only reveal eight of 10 graduates. The reason for this is because eight of the 10 graduates took the TMC with an original high-cut-score of 94 and a low-cut-score of 88. The remaining two students took the examination at a later date when the NBRC revised the scores. The new high-cut-score is now 92 and low-cut-score of 86.

The Commission on Accreditation for Respiratory Care (CoARC), the program accrediting body, requires all programs to implement an action plan for any of the 17 components that achieve less than 85% of National Mean. When reviewing the two students results, there were two areas that fell below this margin; one section with only 2 questions and the other only 10 questions. However, when assessing the results of the eight graduates, all surpassed the 85% margin. CoARC was notified of this dilemma and agreed with the Program Director that the curriculum should not be revised due to only 20% of the cohort's results compared to 80% requiring no action plans. The Program Director also explained that the entire cohort, all ten graduates (100%), passed the TMC at the higher cut score which is a tremendous achievement especially when the national pass rate is only 65% for New Candidate Summary of the NBRC TMC School Summary Report. This calculates to 154% of national mean. The 2018-2019 cohort achieved a Program Mean Score of 111.8 on the TMC Scores by Content Area compared to National Mean of 101.0 resulting in 111% of National Mean. (This result is from the eight graduate report) (see 2. TMC Graduate Performance, 3. TMC Scores by Content Area, and 4. TMC School Summary files 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

I: Patient data evaluation and recommendations (LSUE= 46.0 points > National = 40.0 points.

Student Learning Outcomes: Upon the completion of the program the student will:

A. evaluate data in the patient record (LSUE = 7.0 points > National = 5.8 points)
B. gather clinical information (LSUE = 10.5 points > National = 9.4 points)
C. perform procedures to gather clinical information (LSUE = 10.3 points > National = 8.6 points)
D. evaluate procedure results (LSUE = 8.4 points > National = 8.1 points)
E. recommend diagnostic procedures (LSUE = 9.3 points > National = 8.1 points)

II: Troubleshooting and quality control of equipment, and infection control (LSUE = 15.5 points > National = 14.2 points)

Student Learning Outcomes: Upon the conclusion of the program, the student will:

A. Assemble and troubleshoot equipment (LSUE = 11.8 points > National = 10.6 points)
B. ensure infection control (LSUE = 1.8 points > National = 1.5 points)
C. perform quality control procedures (LSUE = 1.9 points < National = 2.1 points)

III. Initiation and modification of interventions (LSUE = 51.0 points > National 47.0 points)

Student Learning Outcomes: Upon the conclusion of the program, the student will:

A. maintain a patent airway including the care of artificial airways (LSUE = 7.1 points > National = 6.6 points)
B. perform airway clearance and lung expansion techniques (LSUE = 4.0 points = National = 4.0 points)
C. support oxygenation and ventilation (LSUE = 7.0 points > National = 6.5 points)
D. administer medication and specialty gases (LSUE = 3.9 points > National = 3.8 points)
E. ensure modifications are made to the respiratory care plan (LSUE = 15.4 points > National = 13.5 points)
F. utilize evidence-based medicine principles (LSUE = 4.5 points > National = 4.4 points)
G. provide respiratory care techniques in high-risk situations (LSUE = 3.0 points > National 2.9 points)
H. assist a physician/provider in performing procedures (LSUE = 3.6 points > National = 3.0 points)
I. initiate and conduct a patient and family education (LSUE = 2.5 points > National = 2.3 points)

Given that the observed score of 111.8 > National benchmark of 101.0 and 100% of the students passed the TMC examination > 3-year average of 60% benchmark, this objective is met.

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).

RELATED ITEMS--
RELATED ITEM LEVEL 1
RC 19-20 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: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 19-20 (AS) Retention
Objective Number: 4.2
Start: 11/1/2019
End: 10/31/2020
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**

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. See CoARC Thresholds for justification of Benchmarks (see 1. CoARC Thresholds Grid. 2020 Standards below).

*Programmatic enrollment begins when a student enrolls in the first core respiratory care course (non-survey, non-prereq) available only to students matriculated in the respiratory care program. This may differ from the institutional definition of the enrollment or matriculation dates.

**Fundamental respiratory care coursework is defined as: Professional coursework, focused on the preparation of the student as a competent Respiratory Therapist, as defined in CoARC Standard 3.01 (See 2. CoARC Standard 3.01 on page 23 below)

Assessment/Evaluation Results (Progress Report):
For AY 2019-2020, this objective was met.

The 2018-2019 Respiratory Care cohort consisted of 15 new students with no re-entries. The original 15 cohort lost 5 students due to attrition; therefore retention is 67%.

Given that the observed retention for year 2018-2019 was 67%; CoARC requires a threshold of 70% retention of the total number of students in the enrollment cohort over a 3-year average. The average for years 2017-2019 calculates to 84%; therefore this objective was met (see 1. Outcomes Thresholds Grid. 2020 Standards below) (See 2. CoARC 2020 Report of Current Status on page 7 for retention below)

Improvement Plan/ Changes Made:
Gven though the benchmark was met, the Program Director and faculty reassessed and changed the selection process for the upcoming fall semester (2020). Options agreed upon were to change the weights of the components required for selection. Originally, the curriculum (prerequisite) GPA was 50%, Test of Essential Academic Skills (TEAS) was 25% and the interview process was 25% with a total of 100%. The faculty revised the weights to: 60%, 30%, and 10% respectfully. This allowed more significance to be placed upon the pre-requisite grades and testing of the candidate rather than interview. (See RC Selection Template below)

RELATED ITEMS---

RELATED ITEM LEVEL 1
RC 19-20 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: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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 19-20 (AS) Employment
Objective Number: 4.3
Start: 11/1/2019
End: 10/31/2020
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. (See 1. Changes to JP Outcome - 11.21.15 (1) 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 Thresholds for outcome results (see the 2. CoARC Outcomes Thresholds 2020 page 50 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 and employers six months after graduation.

Assessment/Evaluation Results (Progress Report):
For AY 2019-2020, this objective was met.

The graduating class of 2019 consisted of 10 graduates. All 10 (100%) have successfully sought employment by either full-time, part-time, or PRN status. Employers and graduates are mailed CoARC surveys within 6 months of graduation, an established requirement for the CoARC annual reporting tool as well as a measurement of outcomes assessment. (See CoARC Survey).

Given that the employment rate of 100% > the 70% benchmark, this objective is met.

Improvement Plan/ Changes Made:
The program faculty participated in an LSU Eunice Endowed Professorship to increase equipment geared towards a plan of initiating a Polysomnography program (see 1. Certificate level cover letter below). This specialty area, if approved, will supplement additional job opportunities for the Respiratory Care graduates. This professional area has an extreme need for technicians as evidenced by the Louisiana State Board of Medical Examiners Facts Sheet (see 2. LSBME Statistics below). The State of Louisiana has only 188 licensed Polysomnography Technologists. Many local Polysomnography Labs have approached the University requesting a program to help staff their facilities.

RELATED ITEMS--
RELATED ITEM LEVEL 1
RC 19-20 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: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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

Surgical Technology

ST 19-20 (AAS) Professional Competency based on Certified Surgical Technology (CST) Exam
Objective Number: 11.1
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
Director of IE's note: The data for the Surgical Technology Program is being duplicated for AY 2019-2020 from AY 2018-2019. This is being done to align the data input with all other Allied Health Programs that run one year behind in order to report complete data**.**

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. Periopertive 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, 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 incompliance 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., hemostatic agents, 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 appropriate for the program 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 2018-2019, there was no data to report because students were not required to take the CST exam.

For AY 2019-2020, it has been implemented that all LSUE surgical technology program graduates will sit for the national certification exam administered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA). Ten students were expected to graduate in May 2020 and take the certified surgical technologist exam administered by NBSTSA on campus in June 2020. Due to COVID - 19 only six students graduated in May 2020, they tested on June 1, 2020. 100% passed and are now credentialed surgical technologist. The remaining four are currently in the process of completing their clinical requirements. They are expected to graduate in August 2020 and test in July 2020, results will be available the week following graduation.

Improvement Plan/ Changes Made:
In process, will report after the remaining four students test results are released in August 2020.

RELATED ITEMS---
RELATED ITEM LEVEL 1
ST 19-20 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program
Goal Number: 11
Progress: Completed
Provided By: Surgical Technology
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

ST 19-20 (AAS) Professional Competency based on Clinical Results
Objective Number: 11.2
Start: 11/1/2019
End: 10/31/2020
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 (the final clinical course in the program - see file below) 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%. 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 2018-2019, this objective was met.

For AY 2019-2020, this data is being repeated from AY 2018-2019:

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 19-20 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program
Goal Number: 11
Progress: Completed
Provided By: Surgical Technology
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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

ST 19-20 (AAS) Retention (Graduation) Rate
Objective Number: 11.3
Start: 11/1/2019
End: 10/31/2020
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 2018-2019, this objective was met.

For AY 2019-2020, the data from AY 2018-2019 is being repeated:

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, Trajecsys, 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 19-20 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program
Goal Number: 11
Progress: Completed
Provided By: Surgical Technology
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

ST 19-20 (AAS) Employment
Objective Number: 11.4
Start: 11/1/2019
End: 10/31/2020
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 2018-2019, this objective was met.

For AY 2019-2020, the data from AY 2018-2019 is being repeated:

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 19-20 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program
Goal Number: 11
Progress: Completed
Provided By: Surgical Technology
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

Liberal Arts

LA 19-20 Developmental English (ENGL 0001)
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
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
These 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). The assessment will include all students at all sites.

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

The faculty constructed a 25 question multiple choice examination paralleling the primary objectives for the course. The SLOs for ENGL 0001 as stated in the syllabus are (see file below):

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
The indirect measurement (course success rates) will be calculated using data from institutional research over the 2019-2020 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 2018-2019, this objective was met.

Direct Assessment
For AY 2019-2020, there were a total of 495 students enrolled in 23 sections of ENGL 0001 with 311 (62.8%) of them being directly assessed at the conclusion of each semester. This includes all sections except for LSUE face-to-face section 5 in the spring because the instructor deleted the results prior to them being sent to the coordinator. Also, please note that no sections were offered at the any high school with dual enrollment less than 50%, the LSU Lab High School, or the LG Orthopaedic Hospital so those sites have been deleted from Table 1.

Table 1. ENGL 0001 SLO Results by Site AY 2019-2020 as Percentages					
MATH 0015 SLO Description	Overall	LSUE FF	LSUA FF	Online 16-Wk	Online 8-Wk
Overall	74	73	71	84	86
A. Using clear topic sentences	81	80	81	82	95
B. Using evidence to support a topic sentence	81	80	81	90	90
C. Using proper grammar and punctuation	68	69	63	70	81
Total number of students tested	311	242	31	28	10
Total number of sections in AY	23	18	2	2	1

As Table 1 indicates, the overall 70% was met at each site; however student fell short of benchmark for outcome C at the LSUE face-to-face site and the LSUA face-to-face site. As a result, an item analysis report was run on the fall 2019 with outcome C being questions 11-25 (see file below). Table 2 summarizes the questions for outcome C where students scored below 60% (the lowest D). The item analysis below is interesting from the point that no questions from outcome A or B were below 60%.

Table 2. Item Analysis ENGL 0001 Fall 2019.			
Question	Probability of Success	Description	Outcome
13	40.95	Use of damage or damages	C
16	27.16	Use of follow(s) or Is (are)	C
17	43.53	Choosing correct punctuation	C
22	43.97	Choosing correct punctuation	C
23	56.03	Choosing correct punctuation	C

Next, Table 3 details the longitudinal data for ENGL 0001 since SLO data was kept beginning in spring 2011. The primary takeaway from Table 3 is that outcome C has been an issue on and off since spring 2011. Please keep in mind that the questions asked on outcome C are not particularly difficult (see Post Test PDF below). Regardless of difficulty, the results are similar over the last four academic years.

Table 3. ENGL 0001 Longitudinal Results since Spring 2011 as Percentages.											
ENGL 0001 SLO Description	SP 11	11-12	12-13	FA 13	14-15	15-16	16-17	17-18	18-19	19-20	Mean
Overall	72	76	79	80	78	77	73	74	73	74	75.60
A. Using clear topic sentences	79	85	87	85	84	80	77	76	76	81	81.00
B. Using evidence to support a topic sentence	87	87	89	88	87	84	80	79	79	81	84.10
C. Using proper grammar and punctuation	61	69	72	76	74	73	69	71	68	69	70.20
Total number of students	123	463	419	260	381	347	350	334	359	311	334.70

Indirect Assessment
Final, Table 4 presents the success rates based on the NCES. The overall success rate was 67.9 with the LSUE, LSUA, and online accelerated meeting the 63% benchmark. The full-term online, however, fell short of the benchmark by better than ten percentage points. It should be noted that many students in the spring 2020 full-term online course either withdrew or received an F in the course. Also, in looking at the success data from AY 2018-2019, there was a 45% success rate for the full-term online course.

Table 4. AY 2019-2020 ENGL 0001 Success Rates Based on the Number of Students Enrolled					
Grade	Overall	LSUE	LSUA	Online 16-Wk	Online 8-Wk
A, B, C	336	272	31	25	8
D, F, W	159	128	6	23	2
Total	495	400	37	48	10
Percent Success	67.9	68.0	83.8	52.1	80.0

Given that the

- observed direct assessment score of 74% > the established benchmark of 70% and
- the observed indirect score of 67.9% > the NCES score of 63%

this objective is met.

Improvement Plan/ Changes Made:
In a meeting on September 3, 2020, the Interim Dean of Liberal Arts and the Director of IE decided to monitor the situation with the last SLO and the indirect rates for full-term online sections through AY 2020-2021 due to the shift from face-to-face to online on March 13, 2020 as a result of CV 19. Another factor influencing the decision was that the outcome was met, even with the outcome three difficulty. The opinion was that there was too much variability in the scores and that administrators were hearing anecdotal evidence of students having difficulty with online platforms.

Completed by Paul Fowler on June 15, 2020.

RELATED ITEMS---
RELATED ITEM LEVEL 1
LA 19-20 In working to maintain an effective developmental education program, LSU Eunice 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: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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 19-20 Orientation to University Studies (UNIV 1005)
Objective Number: 1.2
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
Developmental Education students will successfully complete their developmental coursework gaining the cultural competencies (UNIV 1005) necessary to succeed in their first general education courses.

Assessment/Evaluation/Measures/Strategies:

Direct Assessment:
Student learning will be directly assessed through a internally created comprehensive final exam in a multiple choice format developed by the faculty using the textbook outcomes and LSU Eunice resources. The first 17 questions on the final exam are standardized across all sections and all sites to assess students student learning. All students remaining in the course in Fall 2019 and Spring 2020 will be assessed (i.e. no sampling).

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),

- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

The student learning outcomes according to the UNIV 1005 syllabus are: Upon successful completion of this course, the student will:

1. Locate and access LSU Eunice resources.
2. Demonstrate various transferable academic skills.

The benchmark established for the SLOs is 70% which is the traditional "C" grade according the LSU Eunice Catalog.

Indirect Assessment:
An indirect measurement will also be calculated using data from institutional research and will be the success rate for the course over the 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). R*emedial 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 2018-2019, this objective was met.

For AY 2019-2020, a total of 295 students were enrolled in UNIV 1005 at the LSUE face-to-face site, the LSUA face-to-face site, and online for an eight-week accelerated section.

Direct Assessment
Out of the 295 students enrolled, 229 (77.6%) of them were assessed for student learning on the final exam (see Table 1). Note that no sections were offered full-term online, at any dual enrollment site less than 50% of a program, at the LSU Laboratory High School site, or at the Lafayette General Orthopaedic Hospital site. As a result, those sites were removed from Table 1.

Table 1. AY 2019-2020 UNIV 1005 Student Learning Outcome Site Summary as a Percentage				
SLO Description	Overall	LSUE FF	LSUA FF	Online 8-Wk
Overall	80	81	67	83
1. Locate and access LSU Eunice resources	79	81	66	78
2. Demonstrate various transferable academic skills	80	80	69	83
Total number of sections	229	197	20	12
Total number of students tested	15	12	2	1

As Table 1 indicates, aggregating all data using weighted means, students scored an 80% overall with a 79% on outcome 1 and an 80% on outcome 2. This course was taught for the first time in an accelerated online format with students performing similarly to the LSUE face-to-face students. The LSUA face-to-face students fell just below the 70% benchmark; however, it should be noted that the low sample includes an n = 4 for spring 2020, one of which took only seven minutes to take the final.

Table 2 depicts the longitudinal data since spring 2011. The overall 80% score is slightly above the mean and has been a constant since AY 2016-2017 while the two outcome scores have fluctuated slightly since spring 2011.

Table 2. UNIV 1005 Student Learning Outcome Longitudinal Results by Academic Year as a Percent											
UNIV 1005 SLO Description	SP 11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	Mean
Overall	70	74	82	81	83	84	80	80	80	80	79.4
1. Locate and access LSU Eunice resources	82	80	86	84	85	84	80	84	81	79	82.5
2. Demonstrate various transferable academic skills	60	68	78	78	80	82	80	76	79	80	76.1
Total number of students	131	399	341	320	313	278	324	309	292	229	293.6

Indirect Assessment

Table 3 details the indirect assessment using the methodology from the NCES. It indicates that out of the 295 students registered for the course for fall 2019 and spring 2020, 215 (72.9%) of the students successfully completed it with an A, B, or C.

Table 3. AY 2019-2020 UNIV 1005 Success Rates Based on Number Enrolled				
Grade	Overall	LSUE FF	LSUA FF	Online 8-Wk
A, B, C, P	215	186	18	11
D, F, W, NC	80	70	7	3
Total	295	256	25	14
Percent Success	72.9	72.7	72.0	78.6

Given that the observed value of 80% for the direct assessment > the established benchmark of 70% and the observed value for the indirect assessment of 72.9% > the NCES benchmark of 63%, this objective is met.

Improvement Plan/ Changes Made:
The LSUA face-to-face instructor was contacted about similar results in a developmental and general education English course. She noted that students were quite capable; however, many of them hardly attended regularly leading to poor performance on both student learning outcomes and course outcomes. This has been a problem at LSUA for quite a while as the number of students has decreased and administrators and faculty are not sure of how to handle it. The importance of regularly attending is covered at orientation.

Director of IE's note: it appears as the LSUA data is skewing as the n decreases and, therefore, does not approximate the mean of the larger group. For example, LSUA students met all objectives in

- AY 2016-2017 with an overall score = 76% (n = 55) and
- AY 2017-2018 with an overall score = 75% (n = 33).

However, as the total number of students decreased at LSUA, the overall score was

- 68% in AY 2018-2019 meeting objective 2 only (n = 28) and
- 67% in AY 2019-2020 not meeting either objective (n = 20).

Statistically speaking, because the data is so skewed with the low n, the LSUA site may have a difficult time meeting the established benchmarks until the n is increased (see Table 1). Students apparently do enough work to obtaining a passing grade; however, their performance on the final exam leaves a little to be desired (see Table 3).

RELATED ITEMS--
RELATED ITEM LEVEL 1
LA 19-20 In working to maintain an effective developmental education program, LSU Eunice 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: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 19-20 College Reading (UNIV 0008)
Objective Number: 1.3
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
Developmental education students will successfully complete their developmental coursework gaining competencies in critical reading comprehension strategies (UNIV 0008) necessary to begin their first general education social science course.

Assessment/Evaluation/Measures/Strategies:
Direct Measurement

Direct measurement of the student learning outcomes (SLO) will take place through the use of a 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 2019 and Spring 2020 will be assessed (i.e no sampling).

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

Student learning outcomes according to the UNIV 0008 course syllabus follow (see file below). 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
The success rate for the course over the 2019-2020 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 2018-2019, this objective was delayed because some faculty turned in data that was unusable.

For AY 2019-2020, there were a total of 126 students enrolled in 10 face-to-face sections at LSUE only. The course was not offered at any other site so all other site columns were removed from Table 1 below.

Direct Assessment
Students at the LSUE face-to-face site scored a 77% overall obtaining a 79% on outcome A and a 72% on outcome B (see Table 1). Note that the SLO assessment was not given to sections 2, 4, and 7 in spring 2020 impacting approximately 42 students.

Table 1. AY 2019-2020 UNIV 0008 Student Learning Outcome Site Summary as a Percentage.		
SLO Description	Overall	LSUE FF
Overall	77	77
A. Correctly identify the meaning of topic, main idea, supporting details, and unfamiliar words in paragraphs, essays, textbook chapters, and visual media.	79	79
B. Employ critical reading comprehension strategies.	72	72
Total number of sections	67	67
Total number of students tested	7	7

Longitudinally, Table 2 indicates that the data on student learning in UNIV 0008 has increased since AY 2011-2012 with all SLO values from AY 2019-2020 exceeding the means calculated over the time period. In addition, the values for AY 2019-2020 nearly exceed every other value in Table 2 except outcome B from AY 2013-2014 and AY 2016-2017.

Table 2. UNIV 0008 Longitudinal Student Learning Outcome Results as a Percentage.										
UNIV 0008 SLO Description	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	Mean
Overall	69	75	75	75	75	72	73	75	77	74.0
A. Correctly identify the meaning of topic, main idea, supporting details, and unfamiliar words in paragraphs, essays, textbook chapters, and visual media.	77	78	76	76	76	72	73	79	79	76.2
B. Employ critical reading comprehension strategies.	56	65	73	70	71	73	72	67	72	68.8
Total number of students	254	209	199	209	173	172	204	136	67	180.3

Indirect Assessment
Using the methodology from the NCES, Table 3 was generated to detail the grade outcomes for all students enrolled in UNIV 0008 during AY 2019-2020. As depicted, the overall success rate was 87 out of 126 students or 69.0% overall.

Table 3. AY 2019-2020 UNIV 0008 Success Rates Based on Number Enrolled	
Grade	Overall (at LSUE)
A, B, C, P	87
D, F, W, NC	39
Total	126
Percent Success	69.0

Given that the observed value of 77% for the direct assessment > the established benchmark of 70% and that the observed value of 69.0% for the indirect assessment > the established national benchmark of 63% from the NCES, this objective is met.

Improvement Plan/ Changes Made:
Director of IE's note: While the objective was met, two major improvements need to be made during fall 2020 prior to the direct assessment being given again.:

1. The direct assessment tool should be updated. It has been used since 2012 and has had some repeated issues since it was introduced. For example, question 8 was removed from the data because so few students find the correct answer. In addition, it appears as if some faculty have changed the current final (see file below) in some way because many sections had 20 SLO questions or fewer instead of 25. Faculty teaching the course should get together early in fall to work to change the assessment.
2. The direct assessment is to be given to all students taking the final exam. As mentioned above, one faculty member did not give the direct assessment to three sections in spring 2020. While it is understood that Covid 19 impacted all students and faculty at LSUE, the faculty member not giving the assessment was the only one not giving it. This is problematic from the standpoint that it is part of the final exam and a final exam is required to be given by University policy.

RELATED ITEMS---
RELATED ITEM LEVEL 1
LA 19-20 In working to maintain an effective developmental education program, LSU Eunice 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: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 19-20 Retention- Aggregated Liberal Arts Majors of EDUN, PSYC, and SOCL
Objective Number: 4.1
Start: 11/1/2019

End: 10/31/2020
Progress: Completed

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 2013-2014 to AY 2017-2018) with 108 new first-time students entering the as EDUN, PSYC, or SOCL with 55 being retained for a retention rate of 50.9%.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was delayed because no data was available.

For AY 2019-2020, examining retention from fall 2018 to fall 2019, 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 2018 and returns the number of those in attendance in fall 2019 on the census day. For fall 2018, 27 new students began their coursework for EDUN, PSYC, or SOCL degrees with 15 (55.6%) being retained to fall 2019.

Given that the observed value of 55.6% > historical benchmark of 50.9%, this objective is met.

Improvement Plan/ Changes Made:
Monitor retention.

RELATED ITEMS--
RELATED ITEM LEVEL 1
LA 19-20 Retention of EDUN, PSYC, and SOCL Liberal Arts Majors
Goal Number: 4
Progress: Completed
Provided By: Liberal Arts
Budget Information: Budget exists, no new funds needed

Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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

AA/LT

AALT 19-20 Program Competency using SLOs
Objective Number: 5.1
Start: 11/1/2019
End: 10/31/2020
Progress: Canceled

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 are: Upon successful completion of this course, the student will (see file below):

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 contains the following student learning outcomes. The student, upon successful completion of this course, will (see file below:

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 2018-2019, this objective was partially met as the ENGL 1002 SLO document was revised.

For AY 2019-2020, this outcome is delayed.

Director of IE's note: As of July 1, 2020, a new Vice Chancellor for Academic Affairs (VCAA) began work. A meeting was held during that week to discuss whether using SLOs from entry level courses was the best way to assessed the transfer degrees because LSU Eunice began using the Peregrine General Education (GE) Exam in AY 2018-2019. The Peregrine GE Exam tests students for their general knowledge in the GE subjects in their last semester of attendance. A decision was made to delay the completion of this outcome and possibly cancel it for AY 2020-2021.

On October 30, 2020, the Director of IE and the VCAA again met and decided to cancel this objective in favor of using the Peregrine GE Exam.

Improvement Plan/ Changes Made: Delayed

RELATED ITEMS---
RELATED ITEM LEVEL 1
AALT 19-20 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program
Goal Number: 5
Progress: Completed
Provided By: AA/LT
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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 19-20 Program Competency using Peregrine Academic
Objective Number: 5.2
Start: 11/1/2019
End: 10/31/2020
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 Communication
9. Logic/Critical Thinking

10. Mathematics/Applied Mathematics

Assessment/Evaluation/Measures/Strategies:
Students will be assessed using the Peregrine Academic General Education Exam in the following areas upon graduation. The national averages are noted for each category that exist. Note that the national averages change from year to year.

1. Overall = 46.3%
2. American Literature/World Literature
3. Art/Music Appreciation
4. Biology/Microbiology
5. Cultural Anthropology/Sociology
6. English/English Composition = 46.0%
7. General Psychology
8. Interpersonal Communication = 44.1%
9. Logic/Critical Thinking = 44.5%
10. Mathematics/Applied Mathematics

All sites will be assessed as the exam is online and does not require proctoring. For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

Competency is defined as scoring greater than or equal to the national averages for subject areas that have scores. Note that AY 2018-2019 was the first year that the Peregrine Academic General Education Exam will being used. As a result, the national benchmarks are tentative, especially given that they represent scores from baccalaureate granting institutions within the U.S. It simply may not be appropriate to compare LSU Eunice to baccalaureate institutions.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, the results for this objective were inconclusive because the Peregrine GE Exam had not yet been benchmarked (first iteration).

For AY 2019-2020, a total of 26 students graduated with an AALT degree with eight (30.8%) being assessed by the GE Exam (see Table 1). Note that the students during AY 2019-2020 graduated from the LSUE face-to-face site only. There were no graduates from any other site; therefore, the LSUA, Online (both 8-week and 16-week), LSU Laboratory High School, and Lafayette General Orthopaedic Hospital sites were removed from Table 1.

Table 1 indicates that students performed better than the national average on English Composition and Interpersonal Communications, but fell short of the national average on Logic/Critical Thinking (see the AALT GE Assessment Results PDF file below).

Table 1. AY 2019-2020 AALT Peregrine General Education Assessment Results by Site (Percentage Correct).			
Topic	LSUE FF		Nat'l
Total	57.5		46.3
American Literature/World Literature	52.5		--
Art/Music Appreciation	53.8		--
Biology/Microbiology	58.8		--
Cultural Anthropology/Sociology	68.8		--
English/English Composition	65.0		46.0
General Psychology	51.3		--
Interpersonal Communications	52.5		44.1
Logic/Critical Thinking	43.8		44.5
Mathematics/Applied Mathematics	71.3		--
Number of students tested	8		
Number of graduates	26		

The longitudinal data for the two years indicates that the AY 2019-2020 students improved over the spring 2019 students and by more than ten percentage points in some cases.

Table 2. AALT Peregrine General Education Assessment Percentage Correct.			
Topic	Sp 19	19-20	Mean
1. Total	45.8	57.5	51.7
2. American Literature/World Literature	29.2	52.5	40.9
3. Art/Music Appreciation	37.5	53.8	45.6
4. Biology/Microbiology	56.7	58.8	57.7
5. Cultural Anthropology/Sociology	63.3	68.8	66.0
6. English/English Composition	43.3	65.0	54.2
7. General Psychology	43.3	51.3	47.3
8. Interpersonal Education	37.5	52.5	45.0
9. Logic/Critical Thinking	40.0	43.8	41.9
10. Mathematics/Applied Mathematics	61.7	71.3	66.5
Number of students tested	12	8	10
Number of students graduating	27	26	26.5

Given that the observed total score of 57.5% > the national average of 46.3%, this objective is tentatively met given that the n = 8 and that AALT students need to improve slightly on Logic/Critical Thinking.

Improvement Plan/ Changes Made:
Continue to gather data and share with faculty. Attempt to have a few more graduates take the exam.

Completed by Paul Fowler on June 9, 2020.

RELATED ITEMS--
RELATED ITEM LEVEL 1
AALT 19-20 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program
Goal Number: 5
Progress: Completed
Provided By: AA/LT
Budget Information: none (existing)

Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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 19-20 Retention
Objective Number: 5.3
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
Maintain Fall to Fall retention of all students declaring their chosen as major as the Associate of Arts Louisiana Transfer (AALT).

Assessment/Evaluation/Measures/Strategies:
Data will be generated from LSUE's Institutional Research Query Tools Database to determine current retention and the historical benchmark for new first-time students. Please note that the one-year retention calculation runs one year behind so that the assessment may be completed during the June through August time frame as dictated by the LSUE Planning and Evaluation Cycle.

The retention benchmark for the Associate of Arts, Louisiana Transfer (AALT) is the one-year retention for the following concentrations:

- Mass Communications
- Criminal Justice

- Fine Arts
- Business
- Humanities
- Social Science

Data was averaged over three years (AY 2013-2014 to AY 2018-2019) with 167 new first-time students entering the AALT and 75 being retained for a retention benchmark of 44.9% (see Table 1).

Table 1. New First-Time Associate of Arts LA Transfer Student Retention for Years Indicated			
Initial Year	Initial Enrollment	Retained One Year	Percent Retention
1314-1415	15	8	53.3
1415-1516	17	10	58.8
1516-1617	26	12	46.2
1617-1718	62	23	37.1
1718-1819	47	22	46.8
Totals	167	75	44.9

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, examining retention from fall 2018 to fall 2019, 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 2018 and returns the number of those in attendance in fall 2019 on the census day. For fall 2018, 75 new students began their coursework for any concentration of the AALT degree with 33 (44.0%) being retained to fall 2019.

Given that the observed value of 44.0% < historical benchmark of 44.9%, this objective is tentatively met. The decision is tentatively met is due to the fact that the observed value is within 0.9% of the benchmark.

Improvement Plan/ Changes Made:
It is important to note that many students transfer to other institutions after one year at LSUE contributing to a decrease in retention. The number that transfers is not reflected in this number.

Note that the Dean of Liberal Arts resigned and stepped back into the classroom on July 31, 2020. She did not offer any further text.

Addendum by Dr. Michael Alleman, Interim Dean, on 1/19/21: I have been in discussion with Dr. Fowler, the Director of IE, concerning how to proceed with an improvement plan since the previous dean did not leave on in place. The issue is further complicated by the uncertainty of who will be dean in AY 2021-2022. I have decided to consider a number of options based on successful retention practices at other rural two-year institutions. I hope to have several possible plans to propose to the next dean in the event that I do not continue in this position.

RELATED ITEMS--
RELATED ITEM LEVEL 1
AALT 19-20 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program
Goal Number: 5
Progress: Completed
Provided By: AA/LT
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 19-20 Placement
Objective Number: 5.4
Start: 11/1/2019

End: 10/31/2020
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 57.7% (the sum of those placed in field and those continuing education) from AY 2012-2013 through summer 2018.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was tentatively met give a low number of students (n = 14).

For AY 2019-2020, there were 33 students graduating with any of the AALT degrees in AY 2018-2019. Phone calls were placed approximately six months after graduation with the results being depicted in Table 1.

Table 1. Associate of Arts 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	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
FA 18 - SP 19	No.	33	2	3	0	3	25
	%	--	6.1	9.1	0.0	9.1	75.8
Mean	n	14.6	1.3	1.0	0.4	6.8	5.3
	%	--	7.4	4.6	2.6	53.1	32.3
			Average for all students:			57.7	percent

The results indicated that 18.2% of the 33 students were either employed in the field or were continuing their education.

Given that the observed value of 18.2% < the historical benchmark of 57.7%, and that 75.8% of the graduates could not be contacted, the data is inconclusive.

Improvement Plan/ Changes Made:
Note that the Dean of Liberal Arts resigned and stepped back into the classroom on July 31, 2020. She did not offer an improvement plan.

RELATED ITEMS---
RELATED ITEM LEVEL 1
AALT 19-20 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program
Goal Number: 5
Progress: Completed
Provided By: AA/LT
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 19-20 (AS) Professional Competency
Objective Number: 6.1
Start: 11/1/2019
End: 10/31/2020
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, the SLO's for the course are as follows (see file below):

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 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, the SLO's for the course are as follows (see file below):

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 <mark>75% web based</mark> 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 <mark>50% web based</mark> 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 <mark>50% web based</mark> 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 2018-2019, this objective was met.

EDCI 2900
For the AY 2019-2020, there were 11 students registered in the LSUE face-to-face EDCI 2900 course as of the census date for Spring 2020. All 11 students were evaluated. For EDCI 2900 SLO 1, eleven students submitted student practicum evaluations and reported data on a total of 22 individual student learning goals. Three cannot judge scores were assessed among two students citing the closure of schools due to COVID-19 as their reason. For EDCI 2900 SLO 2, ten 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. (Citing the closure of schools due to COVID-19, one student was unable to obtain a supervisor evaluation.)

The results were:

1. For objective 1, the mean 4.58 > the benchmark of 3.
2. For objective 2, the mean 4.87 > the benchmark of 3.

See 1. EDCI 2900 Sample Student Goal 1 and 2. EDCI 2900 Sample student goal 2 files below and 3. EDCI 2900 Sample Supervisor Evaluation 1 and 4. EDCI 2900 Sample Supervisor Evaluation 2 files below.

Note that a total of six CJ (Cannot Judge) scores were assessed by four of the onsite-supervisors. Overlap occurred in the area of relationships specifically on the measure of, "Student designs and implements strategies for involving parents and families of young children in their children's education." It is plausible to conclude that due to school closures in March of 2020 as a result of Covid-19, practicum students did not have the opportunity to develop such strategies and, therefore, could not be assessed by the practicum supervisors.

The overall mean of 4.73 > the benchmark of 3.

EDCI 2020
For AY 2019-2020, there were nine students registered in EDCI 2020 on the census day for Fall 2019. Nine students were evaluated. For objective 1, all students were assessed using online chapter tests aligned with text topics on the stages of young children's development and learning environments. One student failed to complete one exam, and that score was removed from the data set. For objective two, all students completed an observation portfolio documenting 20 hours of observation in an early childhood classroom and completion of seven

observation reports demonstrating and understanding of developmentally appropriate practice as it pertains to the developmental domains of young children. One student failed to complete on observation, and that score was removed from the data set (see 5. EDCI 2020 Sample Observation Rubric 1 and 6. EDCI 2020 Sample Observation Rubric 2 below).

1. For objective 1, the mean 72.46% > the benchmark of 70%.
2. For objective 2, the mean 81.96 > the benchmark of 70%

The overall mean 77.21 > the benchmark of 70%

EDCI 2027
For AY 2019-20, there were 14 students registered in EDCI 2020 as the census day for Fall 2019. Fourteen students were evaluated. For objectives 1 and 3, students were assessed using chapter tests. Objectives 2 and 4 were suspended due to CV 19 quarantine.

1. For Objective 1, the mean 90% > the benchmark of 70%.
2. Objective 2 was suspended due to CV 19 quarantine.
3. For objective 3, the mean 80% > the benchmark of 70%.
4. Objective 4 was suspended due to CV 19 quarantine.

Note that the Covid-19 virus prevented students from administering all required assessments. Access to children was not possible for all students and reports (literacy assessments) were not able to be completed.

The overall mean 85 > the benchmark of 70%.

Given that the observed scores of 85% for EDCI 2027 > the 70% benchmark, the score of 77.21 for EDCI 2020 > the 70% benchmark, and the score of 4.73 in EDCI 2900 > the established benchmark of 3, this objective is met.

Improvement Plan/ Changes Made:
EDCI 2900:
The improvement plan for Spring 2021 includes embedding more information on the CLASS observation tool that is currently being used by the state to score teacher effectiveness. Additionally, more instruction on professional goals and goal setting will be embedded into the course. See 1. EDCI 2900-72 Spring 2020 SLO Report file below.

EDCI 2020:
The improvement plan for Fall 2020 includes examining test questions and class content on the cognitive domain where students are still scoring weakest. Additionally, students will be referred to the writing lab to improve writing skills. See 2. EDCI 2020 SLO Reporting Form file below.

EDCI 2027:
The improvement plan for Spring 2021 includes completing all chapter tests prior to beginning the assessment project, creating an analytic rubric for the assessment report, and adding a guest speaker to present on Dyslexia. See 3. EDCI 2027 Reporting Form file below.

RELATED ITEMS--
RELATED ITEM LEVEL 1
CDYC 19-20 Maintain an effective Care and Development of Young Children (CDYC) Associate of Science (AS) program.
Goal Number: 6
Progress: Completed
Provided By: Care and Development of Young Children
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 19-20 (AS) Placement
Objective Number: 6.2
Start: 11/1/2019
End: 10/31/2020
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 43.2% (the sum of those placed in field and those continuing education) from AY 2012-2013 through summer 2018.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, there were a total of three students graduating in the CDYC program during AY 2018-2019. Phone calls were placed approximately six months after graduation with the results being depicted in Table 1.

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
FA 18 - SP 19	No.	3	0	3	0	0	0
	%	--	0	100	0	0	0
Mean	n	5.9	0.5	2.5	0.8	0.5	2.0
	%	--	15.0	36.8	9.4	6.4	32.4
			Average for all students:			43.2	percent

The results that all three students were employed. Given that the observed value of 100% > the historical benchmark of 43.2%, this objective is met.

Improvement Plan/ Changes Made:
Monitor results given the low n.

RELATED ITEMS--
RELATED ITEM LEVEL 1
CDYC 19-20 Maintain an effective Care and Development of Young Children (CDYC) Associate of Science (AS) program.
Goal Number: 6
Progress: Completed
Provided By: Care and Development of Young Children
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 19-20 (AS) Retention
Objective Number: 6.3
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
Retain new first-time students declaring their chosen as major as Care and Development of Young Children (CDYC).

Assessment/Evaluation/Measures/Strategies:

Data will be generated from LSUE's Institutional Research Query Tools Database to determine current retention and the historical benchmark for new first-time students. Please note that the one-year retention calculation runs one year behind so that the assessment may be completed during the June through August time frame as dictated by the LSUE Planning and Evaluation Cycle.

In order to generate a historical benchmark, data was averaged from AY 1314-1415 through AY 1718-1819) with 42 new first-time students entering the CDYC and 19 being retained for a retention value of 47.37% (see Table 1).

Table 1. Care and Development of Young Children Student Retention for Years Indicated			
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
1718-1819	5	1	20.00
Totals	42	19	45.23

As a result, the 45.23% benchmark will be used from historical data for the program.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, examining retention from fall 2018 to fall 2019, 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 2018 and returns the number of those in attendance in fall 2019 on the census day. For fall 2018, 7 new students began their coursework for the CDYC degree with 4 (57.1%) being retained to fall 2019.

Given that the observed value of 57.1% > historical benchmark of 45.23%, this objective is met.

Improvement Plan/ Changes Made:
The program coordinator wants to determine how many students had declared CDYC as a major upon entering LSUE, but then subsequently changed their major. This is being done to further refine the retention numbers by removing those that should have been included.

Director of IE's Note: I agree with further investigating the change of major issue; however, the retention of every program at LSU Eunice is based on the 14th (census day) enrollment for the first semester of attendance so this is a common variable that is present in the retention calculation of every program.

RELATED ITEMS---
RELATED ITEM LEVEL 1
CDYC 19-20 Maintain an effective Care and Development of Young Children (CDYC) Associate of Science (AS) program.
Goal Number: 6
Progress: Completed
Provided By: Care and Development of Young Children
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 19-20 Program Competency using SLOs
Objective Number: 7.1
Start: 11/1/2019
End: 10/31/2020

Progress: Canceled

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 are: Upon successful completion of this course, the student will (see file below):

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 contains the following student learning outcomes. The student, upon successful completion of this course, will (see file below):

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 2018-2019, this objective was partially met because the third objective for MATH 1425 is new and is being piloted with no benchmark.

For AY 2019-2020, this outcome was delayed.

Director of IE's note: As of July 1, 2020, a new Vice Chancellor for Academic Affairs (VCAA) began work. A meeting was held during that week to discuss whether using SLOs from entry level courses was the best way to assessed the transfer degrees because LSU Eunice began using the Peregrine General Education (GE) Exam in AY 2018-2019. The Peregrine GE Exam tests students for their general knowledge in the GE subjects in their last semester of attendance. A decision was made to delay the completion of this outcome and possibly cancel it for AY 2020-2021.

On October 30, 2020, the Director of IE and the VCAA again met and decided to cancel this objective in favor of using the Peregrine GE Exam.

Improvement Plan/ Changes Made: Delayed

RELATED ITEMS--
RELATED ITEM LEVEL 1
AGS 19-20 Maintain an Effective Associate of General Studies Program
Goal Number: 7
Progress: Completed
Provided By: General Studies
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 19-20 Program Competency using Peregrine Academic
Objective Number: 7.2
Start: 11/1/2019
End: 10/31/2020
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. Note that the national averages change each year.

1. Overall = 46.3%
2. Art/Music Appreciation
3. Biology/Microbiology
4. Cultural Anthropology/Sociology
5. English/English Composition = 46.0%
6. General Psychology
7. Interpersonal Education = 44.1%
8. Logic/Critical Thinking = 44.5%
9. Mathematics/Applied Mathematics
10. US History

All graduating students are invited to take the GE assessment. For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,

- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

Competency is defined as scoring greater than or equal to the national averages for subject areas that have scores. Note that AY 2018-2019 was the first year that the Peregrine Academic General Education Exam will being used. As a result, the national benchmarks are tentative, especially given that they represent scores from Baccalaureate granting institutions within the U.S. It simply may not be appropriate to compare LSU Eunice to baccalaureate institutions.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, the results for this objective inconclusive because the Peregrine GE Exam has not yet been benchmarked.

For AY 2019-2020, 79 students graduated in fall 2019 and spring 2020 with an AGS degree. A total of 75 of the students did the majority of their work face-to-face at the LSUE site while 4 students completed their work online. Note that there were no students graduating from the LSUA, LSU Laboratory High School, or Lafayette General Orthopaedic Hospital sites. A total of 66 (83.5%) AGS students took the Peregrine GE Exam during AY 2019-2020 (see Table 1). Both online and face-to-face students scored above the national averages for the three topics that have a national comparison (English composition, interpersonal communication, and logic/critical thinking) leading to a total overall score higher than the national average as well. A summary of the Peregrine GE Exam Results are contained in the PDF Summary below.

Topic	Overall	LSUE FF	Online 16 or 8-Wk		Nat'l
Total	53.3	52.9	62.6		46.3
Art/Music Appreciation	47.4	46.7	63.3		--
Biology/Microbiology	52.9	52.7	56.7		--
Cultural Anthropology/Sociology	62.1	61.4	76.7		--
English/English Composition	52.3	52.4	50.0		46.0
General Psychology	47.3	47.5	43.3		--
Interpersonal Communications	48.2	47.3	66.7		44.1
Logic/Critical Thinking	48.9	48.6	56.7		44.5
Mathematics/Applied Mathematics	58.9	57.9	80.0		--
US History	61.7	61.3	70.0		--
Number of students tested	66	63	3		
Number of graduates	79	75	4		

Table 1. AY 2019-2020 AGS Peregrine General Education Assessment Results by Site (Percentage Correct).

Longitudinally, AGS students performed better in AY 2019-2020 than they did in AY 2018-2019 in every topic tested (see Table 2).

Table 2. AGS Peregrine General Education Assessment Percentage Correct.			
Topic	Sp 19	19-20	Mean
Total	46.2	53.3	49.8
Art/Music Appreciation	35.0	47.4	41.2
Biology/Microbiology	42.7	52.9	47.8
Cultural Anthropology/Sociology	59.2	62.1	60.7
English/English Composition	44.6	52.3	48.4
General Psychology	39.6	47.3	43.4
Interpersonal Communications	37.7	48.2	42.9
Logic/Critical Thinking	42.7	48.9	45.8
Mathematics/Applied Mathematics	55.8	58.9	57.4
US History	58.9	61.7	60.3
Number of students tested	26	66	46
Number of students graduating	27	79	53

Given that the observed score of 53.3% and keeping in mind that not all subjects are nationally normed > the national benchmark of 49.8%, this objective is met.

Improvement Plan/ Changes Made:
Continue to collect data longitudinally to determine patterns in testing.

Completed by Paul Fowler on June 9, 2020.

RELATED ITEMS--
RELATED ITEM LEVEL 1
AGS 19-20 Maintain an Effective Associate of General Studies Program
Goal Number: 7
Progress: Completed
Provided By: General Studies

Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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 19-20 Retention
Objective Number: 7.3
Start: 11/1/2019
End: 10/31/2020
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 1718-1819 with 171 new first-time students entering GSA and 73 being retained for a retention rate of 42.69% (see Table 1).

Table 1. New First-Time General Studies Associate Student Retention for Years Indicated			
Initial Year	Initial Enrollment	Retained One Year	Percent Retention
1314-1415	31	14	45.16
1415-1516	27	7	25.93
1516-1617	43	13	30.23
1617-1718	31	17	54.84
1718-1819	39	22	56.41
Totals	171	73	42.69

As a result, the retention benchmark of 42.69% will be used based on historical data.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, examining retention from fall 2018 to fall 2019, 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 2018 and returns the number of those in attendance in fall 2019 on the census day. For fall 2018, 72 new students began their coursework for the AGS degree with 28 (38.9%) being retained to fall 2019.

Given that the observed value of 38.9% < historical benchmark of 42.69%, this objective is not met.

Improvement Plan/ Changes Made:
Please note that AGS can be used as a transfer degree and many students transfer to a four-year institution after their first year thus reducing retention. The Dean of Liberal Arts resigned and stepped back into the classroom on July 31, 2020. She did not offer any text for the improvement plan prior to doing so.

Addendum by Dr. Michael Alleman, Interim Dean, on 1/19/21: I have been in discussion with Dr. Fowler, the Director of IE, concerning how to proceed with an improvement plan since the previous dean did not leave on in place. The issue is further complicated by the uncertainty of who will be dean in A Y2021-2022. I have decided to consider a number of options based on successful retention practices at other rural two-year institutions. I hope to have several possible plans to propose to the next dean in the event that I do not continue in this position.

RELATED ITEMS---

RELATED ITEM LEVEL 1
AGS 19-20 Maintain an Effective Associate of General Studies Program
Goal Number: 7
Progress: Completed
Provided By: General Studies
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 19-20 Placement
Objective Number: 7.4
Start: 11/1/2019
End: 10/31/2020
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 51.0% (the sum of those placed in field and those continuing education) from AY 2012-2013 through summer 2018.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, there were 87 students graduating with the general studies degree in AY 2018-2019. Phone calls were placed approximately six months after graduation with the results being depicted in Table 1.

Table 1. General Studies Associate Placement Rates							
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
FA 18 - SP 19	No.	87	1	6	4	23	53
	%	--	1.1	6.9	4.6	26.4	60.9
Mean	n	73.9	15.3	11.3	2.4	21.9	23.0
	%	--	11.4	13.6	2.7	37.4	34.7
				Average for all students:		51.0	percent

The results indicated that at total of 33.3% were either employed in the field or continuing their education. Given that the observed value of 33.3% < the historical benchmark of 51.0% and the fact that almost 61% of the students could not be contacted, the results are inconclusive.

Improvement Plan/ Changes Made:
Note that the Dean of Liberal Arts resigned and stepped back into the classroom on July 31, 2020. She did not offer any further text as improvement.

RELATED ITEMS--
RELATED ITEM LEVEL 1
AGS 19-20 Maintain an Effective Associate of General Studies Program
Goal Number: 7
Progress: Completed
Provided By: General Studies
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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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> 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

LIB 19-20 Faculty Satisfaction with the Library
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
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
- in 2018, a n/a or not applicable was added.

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 six 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
2019	3.7	4.5	4.10	29
weighted means	3.84	4.43	4.14	129

Meeting or exceeding these means is considered as meeting this objective.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, the spring surveys of faculty were sent out to each group by the Office of Institutional Research.

A total of 29 (48.33%) of 60 faculty members responded to two questions on the faculty survey. See question 20 (mean = 3.9) and question 46 (mean = 4.5) on the attached faculty survey (See file below). The mean of the responses was 4.2.

Since the observed value of 4.2 is > the historical benchmark of 4.14, this objective is met.

Improvement Plan/ Changes Made:
While the objective as a whole was met, there is always room for improvement in library resources and services meeting campus needs.

Our proxy server that allows connection to library resources off-campus has greatly improved. We have received no complaints to report and no technical issues since the upgrade. Connection issues are no longer a concern for the present time, but we will continue to monitor it.

The library worked with several English faculty and the Coordinator for the Care and Development of Young Children (CDYC) Program to create new LibGuides for their courses. Next year, the library will continue to meet with other faculty to develop these curated resources for their courses.

We are also planning on reaching out to a faculty member teaching an online class to see if they would be interested in embedded librarianship to assist with their course. This model allows for the library to follow along with the class and provide additional resources on the subjects and discussions that arise during the course of the semester.

RELATED ITEMS---
RELATED ITEM LEVEL 1
LIB 19-20 Constituencies at LSUE will be satisfied with library operations.
Goal Number: 1
Progress: Completed
Provided By: Library
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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

LIB 19-20 Staff Satisfaction with the Library
Objective Number: 1.2
Start: 11/1/2019
End: 10/31/2020
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
6. In spring 2020, an n/a was added that had no point value on the Likert Scale

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
2019	3.9	4.2	4.05	27
weighted means	3.75	4.03	3.89	281

Meeting or exceeding these benchmarks is considered successful.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, the spring staff survey were sent out by the Office of Institutional Research toward the end of the semester.

A total of 44 (43.14%) of the 102 staff members responded to two questions on the staff survey. See question number 17 (mean = 4.2) and 38 (mean = 4.4) on the attached staff survey (See file below). The mean of the responses was 4.3

Since the observed value of 4.3 > the benchmark of 3.89, 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. This objective will be monitored over AY 20-21.

RELATED ITEMS--
RELATED ITEM LEVEL 1
LIB 19-20 Constituencies at LSUE will be satisfied with library operations.
Goal Number: 1
Progress: Completed
Provided By: Library
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

LIB 19-20 Student Satisfaction with the Library
Objective Number: 1.3
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
Students will be satisfied with Library resources and staff.

Assessment/Evaluation/Measures/Strategies:
The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2020 semester to students at all sites using a stratified approach (see 9-21-20 Email on NL Methodology below). For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data.

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

The Noel-Levitz Student Satisfaction Inventory given to students toward the end of the spring 2020 semester. The survey uses a 7 point Likert Scale:

1. is not satisfied at all
2. is not very satisfied
3. is somewhat dissatisfied
4. is neutral
5. is somewhat satisfied
6. is satisfied
7. is very satisfied

There are two questions on the survey related to student satisfaction

- #6. Library resources and services are adequate
- #43. The library staff is helpful and approachable

Question 6 has a national benchmark while 43 does not (since it is local or campus question). Since both questions relate to the Library, the national benchmark will be used averaged over the last three years. Spring 2018 was 5.96; spring 2019 was 5.99; and spring 2020 was 6.07 The mean is 6.00.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, a total of 543 students took the Noel-Levitz Student Satisfaction Survey (See file below). The overall score from all sites was 6.48 with the following means from each site:

- LSUE: #6 = 6.46, #43 = 6.50, mean = 6.48 (n = 416)
- LSUA: #6 = 6.13, #43 = 6.50, mean = 6.32 (n = 11)
- Dual Enrollment < 50% of a program: #6 = 6.31, #43 = 6.47, mean = 6.39 (n = 22)
- Online: #6 = 6.61, #43 = 6.73, mean = 6.67 (n = 87)
- Lafayette General Orthopaedic Hospital: #6 = 6.00, #43 = 6.50, mean = 6.25 (n = 7)
- All Sites: #6 = 6.44, #43 = 6.51, mean = 6.48 (n = 543)

In spring 2020, there were 2,555 students enrolled so the survey return was 543 students or 21.3%.

It should be noted that all registered LSU Eunice students have access to the LSU Eunice face-to-face and online services. Given that, many off-site students at

- LSUE students at LSUA use LSUA's Bolton library;
- LSU Eunice students at the LSU Lab School use either the LSU Lab School Library or one of the LSU Libraries;
- LSU Eunice students at the Lafayette General Orthopaedic Hospital site use the LSU Eunice Library; and
- Online students use LSU Eunice's Library Online.

As a result, it is unclear if they are evaluating their own local library or LSU Eunice's library. Regardless, the weighted mean value = 6.48 indicates that students at all sites were at least satisfied with the library's services.

Given that and the fact that the observed average score of 6.48 > the benchmark of 6.00, 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 the last couple of years so the Director of the Library reached out to the LOUIS Consortium members to determine their methods of evaluating student satisfaction (See file below). One library director responded with how they conduct their student surveys, but expressed the issue with it not including online classes. Another suggested using surveys that have the "broadest adoption by other libraries" which then opened up the discussion to doing a consortium-wide survey and looking into the newly released (April 2019) ACRL Project Outcome Toolkit. Unfortunately, shortly after this discussion the COVID-19 pandemic struck and the priorities of the consortium changed and we didn't get to examine the new toolkit as a group.

This year we plan on bringing up the conversation again. In the meantime, the Director of the Library is excited at the potential of this new toolkit that is: "... designed to help libraries understand and share the impact of essential library programs and services by providing simple surveys and an easy-to-use process for measuring and analyzing outcomes. ... Project Outcome's standardized surveys allow libraries to aggregate their outcome data and analyze trends by service topic, program type, and over time. For the first time, academic libraries can see how the outcomes of their programs and services compare across their institution, Carnegie Class, and nation." We will be looking into it independently because it seems like there is great potential to implement this across all LSUE sites.

RELATED ITEMS---
RELATED ITEM LEVEL 1
LIB 19-20 Constituencies at LSUE will be satisfied with library operations.
Goal Number: 1
Progress: Completed
Provided By: Library
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

LIB 19-20 Increase the Number of Library Visits
Objective Number: 2.1
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
Library traffic will increase.

Assessment/Evaluation/Measures/Strategies:
Note that the Director of IE recommended a change to use a three to five year average last year in the improvement plan. As a result the benchmark has changed.

This objective will assess library traffic based on the library's electronic gate counter. The benchmark is an increase from the average of historical data from the previous 3 years (see Table 1).

Table 1. Gate counts for the given years

Academic Year	Gate Count
2016-2017	47,126
2017-2018	55,742
2018-2019	61,279
Mean:	54,716

Meeting or exceeding this mean is considered as meeting this objective.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was not met and the library began using a 3-5 year average for a benchmark (the 10% annual increase was not sustainable). It was felt that an average would allow for natural fluctuations in enrollment.

For AY 2019-2020, the electronic gate counter data shows a total of 48,548 physical patron visits to the library (see file below). This is less than the benchmark of 54,716. (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 48,548 < the benchmark of 54,716, Objective 2.1 is not met.

Improvement Plan/ Changes Made:
The objective was not met due to two main factors: LSUE was subjected to a ransomware attack in Fall 2019, then the following Spring 2020 students were moved to virtual instruction because of COVID-19.

Following the ransomware attack, internet access, computers, and the library proxy server were down for several weeks. During this time, the students did still visit the library to study, but the number of visits declined because there was no technological capabilities for them to use.

In Spring 2020, the university made the decision to move all classes virtual due to COVID-19 beginning March 17, 2020 until the end of the semester. This undeniably had an effect on library visits since the students were no longer on campus. Eventually, the decision was made to also close the library and nobody was allowed to physically come except for essential personnel.

This year just had many unexpected challenges. We believe strongly that if we continue to promote the library at orientation and other events, hold more bibliographic sessions, and offer more library programs we will meet this objective.

RELATED ITEMS---
RELATED ITEM LEVEL 1
LIB 19-20 Library Patron Usage and Traffic will Increase
Goal Number: 2
Progress: Completed
Provided By: Library
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

LIB 19-20 Increase the Number of Items Circulated
Objective Number: 2.2

Start: 11/1/2019
End: 10/31/2020
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 the mean of the previous 3 academic years (see Table 1). Note that the Director of IE recommended using a three to five year average to establish the benchmark in last year's improvement plan. As a result, the benchmark changed from a set percentage to a variable percentage based on historical documents.

Table 1. Number of items circulated for the given years

Academic Year	Items Circulated
2016-2017	1450
2017-2018	1266
2018-2019	895
Mean:	1,204

Meeting or exceeding this mean is considered as meeting this objective.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was not met because there was a new process to scan all reserves. In addition, there was an enrollment decrease that probably affected circulation numbers. It was suggested to begin using a 3-5 year average instead of a 10% increase as a benchmark.

For AY 2019-2020, a total of 808 items were circulated (See file below).

During AY 2019-2020 we had a ransomware attack in the fall followed by COVID-19 in the spring. Both of these events caused a reduction in library visits and circulated items. Additionally, due to these circumstances, our efforts had to shift to other immediate needs and promoting circulation became a low priority.

Given that the observed value of 808 < the benchmark of 1,204, Objective 2.2 is not met.

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 the 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 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.

For AY 2019-2020 library personnel did continue to collect electronic book data and found that they were accessed 99 times (See file below) from the eBook collection. This decrease in usage from the previous year (473 accesses) could be explained by a loss of access to the library's proxy service for three months as a result of the ransomware attack in Fall 2019 and a change in faculty assignments/requirements as instruction moved to a 100% online format in Spring 2020 due to the COVID-19 pandemic. This is the second year of data collection; once three years' of data are collected, a mean will be established based on historical data.

RELATED ITEMS--
RELATED ITEM LEVEL 1
LIB 19-20 Library Patron Usage and Traffic will Increase
Goal Number: 2
Progress: Completed
Provided By: Library
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

LIB 19-20 Increase the number of Bibliographic Instructional Sessions
Objective Number: 3.1
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
The objective is to increase the number of Bibliographic Information (BI) Sessions, thereby improving information literacy skills. (note that the objective number changed from 4.1 to 3.1).

Assessment/Evaluation/Measures/Strategies:
Library personnel continue to collect data for these objectives, and eventually will move to a 3-year average. For this year, AY 2018-2019 will be used to set the benchmark. For AY 2018-2019 there were 24 BI sessions reaching 593 students (See file below).

The benchmark is a 10% increase to 26 BI sessions and 652 students.

This benchmark will again be updated for AY 2020-2021.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, the library increased both the number of BI sessions and students reached. The library held 28 BI sessions for 723 students (See file below). Due to the fact that the observed number of 28 sessions > the benchmark of 26 sessions and that the observed number of 723 students > the benchmark of 593 students, this objective is met.

Improvement Plan/ Changes Made:

Despite all of the challenges this AY 2019-2020 year brought with a ransomware attack and students going virtual due to COVID-19, 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.

Library staff were successful in reaching out to a more faculty this year, including those that teach nursing, radiologic technology, and math classes. The library staff strive to continue to build a stronger relationship with the faculty and bring the students into the library environment.

The library staff 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 still hasn't been fully implemented yet due to all of the challenges we had, but progress has been made on the proxy server set up. As a result, the implementation date has been pushed back Spring 2021.

RELATED ITEMS---
RELATED ITEM LEVEL 1
LIB 19-20 The Library will provide guidance and instruction in library skills and information literacy.
Goal Number: 3
Progress: Completed
Provided By: Library
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

SCI 19-20 Developmental Math (MATH 0001)
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
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-Pre-algebra) necessary to begin MATH 0015 or MATH 0021.

The student learning outcomes in MATH 0001 (Prealgebra) 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 (see file below) used for both fall 2019 and spring 2020.

Assessment/Evaluation/Measures/Strategies:
Direct Assessment:
The outcomes will be directly assessed 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 during the academic year will be assessed (i.e. no sampling).

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

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 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:
The indirect measurement (course success rates) will be calculated using data from institutional research over the 2019-2020 academic year. The success rate will be calculated using the methodology from the National Center for Education Statistics (NCES) that states the "completion of a remedial course means that students earned either a passing grade or some credits in that course" based on those who attempted a remedial mathematics course at a 2-year public institution. The rate established is 50% based on success of all mathematics courses. Note that a C or better in the course is required at LSUE for the student to take the next mathematics course.

Citation for current research: Chen, X. (2016). R*emedial 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 2018-2019, this objective was partially met. The plan was to monitor because the objective was completed too late to affect AY 2019-2020 (May 6, 2020).

Direct Assessment
For AY 2019-2020, there were 768 students enrolled in 32 different sections of MATH 0001. (see Table 1). Note that no sections of MATH 0001 were offered at the LSU Laboratory High School or at the Lafayette General Orthopaedic Hospital during AY 2019-2020.

As Table 1 depicts, dual enrollment high school students at sites with programs less than 50% scored the highest at 83% (n = 8) with eight-week online (n = 7) close behind at 77% followed by modular students scored at a 72% overall. These three groups are the only ones meeting the 70% benchmark; the remaining sites at LSUE and LSUA (both face-to-face) and the online full semester group did not meet the 70% benchmark in any of the outcomes. This, in turn, lowered the overall score to a 69% with outcome 1.1.1 at 70% and outcomes 1.1.2 and 1.1.3 at 68%.

Table 1. MATH 0001 SLO Results AY 2019-2020 by Site as a Percentage.							
MATH 0001 SLO Description	Overall	LSUE FF	LSUA FF	Online 16-Wk	Online 8-Wk	Dual Enr < 50%	Modular
Overall	69	67	66	69	77	83	72
1.1.1. Manipulate order of operations with real numbers	70	68	68	68	75	90	72
1.1.2. Perform basic algebraic operations with expressions and linear equations	68	66	67	67	77	78	71
1.1.3. Geometry	68	64	62	62	79	82	74
Total number of students tested	494	217	55	55	7	8	152
Total number of sections for AY	32	10	3	3	1	1	14

An item analysis was completed for the face-to-face students in order to detect where the student issues were are centered (see Table 2 and Item Analysis PDF file below). Any question having an overall success rate less than 60% was noted so that the mathematics faculty could examine them to determine if there were any issues with the question itself (see Table 2). It is worth noting that some of the questions in the item analysis are rather straight forward definitions within the order of operations (see questions 9 and 10 for example). It is worth noting that the performance for the full semester online sections paralleled the face-to-face sections. (Note that the problems may not be identical for the online sections; however, the results are grouped by SLO performance by question.)

Table 2. AY 2019-2020 Item Analysis of MATH 0001 Final Exam Problems with a Probably of Success below 60% (n = 189).			
Number	Probability of Success	Question Description	SLO
9	47.09	raising -8 to the 2nd power	1.1.1
10	59.26	raising (-8) to the 2nd power	1.1.1
11	58.73	Order of operations involving an absolute value	1.1.1
16	55.56	Translating a word phrase to an equation	1.1.2
18	53.44	Multiplying and dividing fractions	1.1.1
20	59.26	Subtracting fractions with a negative result	1.1.1
21	55.03	Application of perimeter	1.1.3
29	30.16	Solving an equation involving fractions	1.1.2
35	51.85	Solving an equation involving fractions	1.1.2
37	59.79	Solving inequalities	1.1.2
44	57.14	Application involving tax rates	1.1.2
47	54.50	Application involving a longer and shorter sides	1.1.2
49	47.62	Finding the area of a triangle	1.1.3
50	39.15	Finding the exact area of a circle	1.1.3
51	43.39	Finding the circumference of a circle	1.1.3

Next, Table 3 details the longitudinal performance since outcomes were first studied in spring 2011. As Table 3 indicates, the performance of SLO performance of students for AY 2019-2020 is slightly below the performance for AY 2018-2019, but is quite a bit above the initial performance from spring 2011. Overall, the performance is slightly below the mean for the time period.

MATH 0001 Student Learning Outcomes	Sp 11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	Mean
Overall	63	71	73	73	71	74	72	67	69	69	70.2
1.1.1. Manipulate order of operations with real numbers	68	77	78	78	75	80	76	67	68	70	73.7
1.1.2. Perform basic algebraic operations with expressions and linear equations	58	66	68	71	70	74	70	65	69	68	67.9
1.1.3. Geometry	x	64	67	64	62	67	71	69	71	68	67.0
Total number of students tested	259	714	608	512	483	424	555	585	548	494	518.2

Table 3. Longitudinal SLO Results for MATH 0001 by Academic Year as a Percentage

Indirect Assessment

Finally, Table 4 breaks out the course outcomes for students in terms of grades showing the rather poor performance of students across all sites leading to a 46.6% success rate during AY 2019-2020. Breaking the data out by spring semesters only indicates that the success rate for spring 2020 was 41.6% while the success rate for spring 2019 was 47.4%. This suggests that both the direct and indirect results were impacted by Covid 19 when all courses were moved online.

Grade	Overall	LSUE FF	LSUA FF	Online 16-Wk	Online 8-Wk	Dual Enr < 50%	Modular
A, B, C, P	358	135	31	24	6	7	155
D, F, W, NC	410	157	34	51	15	1	152
Total	768	292	65	75	21	8	307
Percent Success	46.6	46.2	47.7	32.0	28.6	87.5	50.5

Table 4. AY 2019-2020 MATH 0001 Success Rates Based on Number Enrolled

Given that the observed direct assessment score of 69% < the established benchmark of 70% and that the indirect success rate of 46.6% < 50%, this objective is not met.

Improvement Plan/ Changes Made:

The math faculty met and discussed some minor changes to MATH 0001. Online and face-to-face formats of MATH 0001 will change the textbook and begin using the same textbook as our modular MATH 0001. During the spring semester, our students converted to fully online courses during the middle of the semester and this definitely affected our students. The faculty will continue to monitor results to see if the changes in the textbook improve results in face-to-face sections.

RELATED ITEMS---
RELATED ITEM LEVEL 1
SCI 19-20 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: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

SCI 19-20 Developmental Math (MATH 0015)
Objective Number: 1.2
Start: 11/1/2019
End: 10/31/2020

Progress: Completed

Objective With Intended Outcomes:
Developmental education students will successfully complete their developmental coursework gaining competencies in the algebra and coordinate geometry (MATH 0015 Introductory Algebra) necessary to be successful in their first general education mathematics course. 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 2019 and Spring 2020 (see syllabus file below).

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 will be assessed (i.e. no sampling).

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

Students enrolled in the modular program have both multiple choice and free response in their version of the final exam.

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 2019-2020 academic year. Methodology from the National Center for Education Statistics (NCES) that states the "completion of a remedial course means that

students earned either a passing grade or some credits in that course" based on those who attempted a remedial mathematics course at a 2-year public institution will be used. The rate established is 50% based on success of all mathematics courses.

Citation for current research: Chen, X. (2016). Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018 from http://nces.ed.gov/pubsearch

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

Direct Assessment
For AY 2019-2020, There were 370 students enrolled 17 sections of MATH 0015 with a 244 (66.0%) of them being assessed using the final exam (see Table 1). Note that no sections were offered at the LSUA site, the LSU Laboratory High School site, or the Lafayette General Orthopaedic Hospital site so those columns have been eliminated from Table 1.

The data indicates that while accelerated online and dual enrollment students met the 70% benchmark, LSUE face-to-face, full semester online, and modular students did not with most issues centering around basic algebraic operations.

Table 1. MATH 0015 SLO Results by Site AY 2019-2020 as Percentages						
MATH 0015 SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Dual Enr < 50%	Modular
Overall	67	65	66	73	84	66
1.1.4. Perform basic algebraic operations	65	64	65	71	83	64
1.1.5. Perform operations with the rectangular coordinate system	73	69	72	77	86	73
Total number of students tested	244	74	31	16	8	115
Total number of sections in AY	17	4	2	1	1	9

Given the results for face-to-face students, an item analysis was completed for the fall 2019 semester indicating where students were having issues with the final exam (see Table 2). The item analysis revealed that the student issues were on a large scale dealing with many of the areas contained in SLO A. This information can be applied to online and modular students as the problem types typically track across modalities. Please see the fall 2019 Item Analysis and the MATH 0015 Final Exam PDF files below.

Number	Probability of Success	Question Description	SLO
		Table 2. AY 2019-2020 Item Analysis of MATH 0001 Final Exam Problems with a Probably of Success below 60% (n = 39).	
5	56.41	Application - cutting a board into two pieces	1.1.4
6	53.85	Application - perimeter with length and width given	1.1.4
8	46.15	Solving an linear inequality	1.1.4
11	56.41	Graphing 2y = -8	1.1.5
14	48.72	Interpretation of a graph	1.1.5
15	41.03	Finding the slope of 8x - 9y = 72	1.1.5
17	53.85	Finding the equation of a vertical line through (5,-1)	1.1.5
26	51.28	Power of a power with a negative exponent	1.1.4
29	53.85	Factoring out a monomial	1.1.4
30	25.64	Factoring by grouping	1.1.4
31	41.03	Factoring a trinomial	1.1.4
32	46.15	Solving a quadratic by factoring out an x	1.1.4
33	43.59	Solving a quadratic by moving a constant, then factoring	1.1.4
34	51.28	Application - finding when a bucket will hit the ground (equation given)	1.1.4
36	58.97	Application - finding revenue at the end of a year (equation given)	1.1.4
37	17.95	Division of polynomials involving a negative and difference of two squares	1.1.4
38	48.72	Solving an equation with an x in the denominator	1.1.4
39	51.28	Simplifying a square root	1.1.4
40	51.28	Solving equations involving square roots	1.1.4
42	51.28	Simplifying a negative square root	1.1.4

The longitudinal data seems to indicate that AY 2018-2019 was an anomaly and that AY 2019-2020 showed some slight improvement over AY 2017-2018 (see Table 3). That said, the results for AY 2019-2020 show improvement over spring 2011 and about at the mean based on an average of 390.5 students.

Table 3. Longitudinal SLO Data for MATH 0015.											
MATH 0002/0015 Description	Sp 11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	Mean
Overall	62	66	65	67	68	69	67	64	72	67	66.7
1.1.4. Perform basic algebraic operations	62	66	64	67	68	69	67	64	71	65	66.3
1.1.5. Perform operations with the rectangular coordinate system	60	67	69	64	67	69	68	65	74	73	67.6
Total number of students tested	306	533	534	492	474	349	449	247	277	244	390.5

Indirect Assessment

The indirect assessment looked at the grades of the 370 students taking MATH 0015 during AY 2019-2020 finding that the overall success rate was 52.2% (see Table 4). Table 4 indicates that dual enrollment students (n = 8) succeeded the most with modular students at 59.1%, then full term online students, LSUE face-to-face students, and then accelerated online students. As a comparison, 118 (52.2%) out of 226 students succeeded in spring 2019 while 129 (61.1%) out of 211 succeeded in spring 2020.

Table 4. AY 2019-2020 MATH 0015 Success Rates Based on Number Enrolled.						
Grade	Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Dual Enr < 50%	Modular
A, B, C, P	193	40	27	10	6	110
D, F, W, NC	177	57	27	15	2	76
Total	370	97	54	25	8	186
Percent Success	52.2	41.2	50.0	40.0	75.0	59.1

Given that the observed direct assessment result of 67% < the stated benchmark of 70% and that the indirect success rate of 52.2% > the NCES value of 50%, this objective is partially met.

Improvement Plan/ Changes Made:

The mathematics coordinator noted that the mathematics faculty intend on looking at the developmental course (MATH 0015) and the general education mathematics course (MATH 1015) to ensure that all material taught in MATH 0015 is needed for MATH 1015 and that the appropriate material is being covered in MATH 1015 for subsequent courses. Meetings are to take place over summer 2020 (see the 3-17-

20 email. the course profile, and the 7-9-20 math meeting minutes PDFs below). Currently, the modular math courses use a different textbook than all other formats offered (face-to-face, online, dual enrollment) but in the spring 2021 all formats will use the same textbook. The faculty will continue to monitor data to see if changing the textbook will improve results in our face-to-face and online sections.

RELATED ITEMS---
RELATED ITEM LEVEL 1
SCI 19-20 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: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

SCI 19-20 Developmental Math (MATH 0021)
Objective Number: 1.3
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
Developmental education students will successfully complete their developmental coursework gaining competencies in the algebra and coordinate geometry (MATH 0021 Intermediate Algebra) necessary to be successful in their first general education mathematics course.

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 2019 and Spring 2020 (see PDF file below).

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 will be assessed (i.e. no sampling).

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

Students enrolled in the modular program have both multiple choice and free response in their version of the final exam.

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 2019-2020 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 that a student earned a C or better in the course. 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 2018-2019, this objective was not met. The plan was to monitor because the objective was not completed until May 6, 2020 - too late to effect any change on AY 2019-2020.

For AY 2019-2020, there were a total of 228 students enrolled in 11 sections of MATH 0021 with 151 (66.2%) of them being assessed on the final exam.

Direct Assessment
As depicted in Table 1, students in the LSUE, LSUA, full-term online, dual enrollment, and modular sections were assessed. There were no online accelerated and no sections offered at the LSU Laboratory High School or at the Lafayette General Orthopaedic Hospital so those sites were removed from Table 1. dual enrollment high school students scored the highest while the LSUE, LSUA, and full-time online students' scores exceeded the benchmark overall, but falling short for the outcome dealing with the rectangular coordinate system. Modular students did not meet the benchmark for algebraic operations, but did meet the benchmark for the rectangular coordinate system.

Table 1. MATH 0021 SLO Results by Site AY 2019-2020 as a Percentage.						
MATH 0021 SLO Description	Overall	LSUE FF	LSUA FF	Online 16-Wk	Dual Enr < 50%	Modular
Overall	73	74	72	73	87	64
1.1.4. Perform basic algebraic operations	74	77	75	75	86	61
1.1.5. Perform operations with the rectangular coordinate system	69	66	63	66	89	74
Total number of students tested	151	49	36	30	13	23
Total number of sections in AY	11	4	2	2	1	2

An Item analysis was performed for the fall students at the LSUE and LSUA sites (n = 26). It indicated the following for all questions scoring under 60% for outcome 1.1.5 only. Note that this list consists of 6 out of 12 questions for SLO 1.1.5. In terms of modular for outcome 1.1.4, an item analysis could not be completed due because the question types were not reported.

Table 2. MATH 0021 Item Analysis for LSUA and LSUE Fall 2019 Only (n = 26).			
Question	Probability of Success	Description	SLO
5	57.69	Finding the solution to 2x + 4y = 5 (solutions choices given)	1.1.5
8	42.31	Determining the slope for 3x - 5y = 1	1.1.5
10	57.69	Application: rate of change	1.1.5
11	38.46	Write the equation of a given line in slope-intercept form	1.1.5
12	38.46	Write the equation that is perpendicular to a given line	1.1.5
15	53.85	Application: Dosage with equation given	1.1.5

Finally, Table 3 details the longitudinal data for the course since the SLOs were assessed in spring 2011. It indicates some improvement given that the overall performance met the 70% benchmark for the first time.

Table 3. Longitudinal SLO Data for MATH 0021 by Academic Year.											
Description	Sp 11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	Mean
Overall	62	66	65	67	68	69	67	69	69	73	67.5
1.1.4. Perform basic algebraic operations	62	66	64	67	68	69	67	69	69	74	67.5
1.1.5. Perform operations with the rectangular coordinate system	60	67	69	64	67	69	68	70	70	69	67.3
Total number of students tested	306	533	534	492	474	349	449	181	181	151	365.0

Indirect Assessment
For the indirect assessment of student learning, the method of the NCES was used for the 228 students enrolled in the course for fall 2019 or spring 2020. Table 4 details the data from the various sites showing a 55.3% success rate overall with LSUE face-to-face having the highest success rate and modular students having the lowest success rates.

Grade	Overall	LSUE FF	LSUA FF	Online 16-Wk	Dual Enr < 50%	Modular
A, B, C, P	126	41	24	22	13	26
D, F, W, NC	102	22	28	26	0	26
Total	228	63	52	48	13	52
Percent Success	55.3	65.1	46.2	45.8	100.0	50.0

Table 4. AY 2019-2020 MATH 0021 Success Rates Based on Number Enrolled.

Given that the observed direct assessment score of 73% > the established benchmark of 70% and that the observed indirect assessment score of 55.3% > the NCES benchmark of 50%, this objective is met.

Improvement Plan/ Changes Made:
The mathematics coordinator noted that the mathematics faculty intend on looking at the developmental course (MATH 0021) and the general education mathematics course (MATH 1021) to ensure that all material taught in MATH 0021 is needed for MATH 1021 and that the appropriate material is being covered in MATH 1021 for subsequent courses. Meetings are to take place over summer 2020 (see the 3-17-20 email, the course profile, and the math meeting minutes PDFs below). Currently, the developmental courses offered in a modular format use a different textbook. In spring 2021, all formats (online, face-to-face, dual enrollment) of our developmental courses will begin using the same textbook.

RELATED ITEMS--
RELATED ITEM LEVEL 1
SCI 19-20 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: 11/1/2019
End: 10/31/2020

       RELATED ITEM LEVEL 2
       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

SCI 19-20 College-level mathematics sequence
Objective Number: 4.1
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
Students completing a college-level mathematics course will receive a passing grade (C or better) in their subsequent college-level course in mathematics.

Assessment/Evaluation/Measures/Strategies:
Benchmark is 70%. 70% is the lowest average grade that will typically transfer to four-year institutions.

Assessment will be done by the Dean of Sciences and Mathematics using student data provided by the Office of Institutional Research using grade reports based on successful completion of MATH 1015 and MATH 1021 followed by attempting MATH 1425, Introductory Statistics, or MATH 1022, Trigonometry.

Director of IE's note: The 70% is not appropriate since this is not a student learning outcome...recommend using a historical average of the data (see note in the improvement plan section).

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was delayed because the data was not available.

For AY 2019-2020, the percentage of students who passed on the first attempt the next class in the college-level mathematics sequence was 68% (315 out of 463 students). The most successful group was those students who passed MATH 1022 on their first attempt after completing MATH 1021 (n = 71 students) with a 77.5% success rate (see College-Level Mathematics Sequence Data file below).

The groups that were not successful were those who failed to pass MATH 1425 on their first attempt after taking MATH 1015 or MATH 1021. The success rate from MATH 1015 to MATH 1425 (n = 229 students) was only 64.6% on the first attempt. The success rate from MATH 1021 to MATH 1425 (n = 163 students) was 68.7% after the first attempt.

Given that the observed value of 68.03% < the established benchmark of 70%, this objective is not met.

Improvement Plan/ Changes Made:
AY 2019-2020 was a challenging time period due to the cyber-attack in the Fall 2019 semester and classes moving online due to the pandemic on March 13, 2020. The numbers will need to be monitored over AY 2020-2021 to ensure improvement for the following academic year.

Director of IE's note: This is the second iteration of this objective. For AY 2018-2019, the data was not available. For AY 2017-2018, the rate was 71.1%. While the objective was not met given the 68.03%, my opinion is that the 68.03% success rate is good using the 71.1% from AY 2017-2018 as a comparison. My rationale for saying this is due to students moving from face-to-face to online due to Covid 19. Many students do not perform well in an online environment even though faculty were doing everything they could to help.

Next, I suggest that the rationale for the benchmark is not appropriate because this metric is not discussing student learning. My recommendation is to base this on an average based on historical data.

RELATED ITEMS---
RELATED ITEM LEVEL 1
SCI 19-20 Sequential Courses
Goal Number: 4
Progress: Completed
Provided By: Science & Mathematics
Budget Information: No additional funds requested.
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

SCI 19-20 BIOL 1001 to BIOL1160
Objective Number: 4.2
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

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 2018-2019, this objective was delayed because the data was not available.

For AY 2019-2020, of the students (n = 272) who passed BIOL 1001, only 43.4% passed BIOL 1160 on their first attempt.

Given that the observed score of 43.4% < the established benchmark of 50%, this objective is not met.

Improvement Plan/ Changes Made:
AY 2019-2020 was a challenging time period due to the cyber-attack in the Fall 2019 semester and moving all face-to-face classes online on March 13, 2020 due to the pandemic. It is recommended that the data be monitored into AY 2020-2021.

Director of IE's note: It is recommended that Sciences begins using a historical average for the benchmark rather than using the 50%. Using the available data, the benchmark for AY 2020-2021 would be calculated as follows:

- AY 2014-2015--103 of 186 or 55.4% were successful
- AY 2015-2016--78 of 167 or 46.7%

- AY 2016-2017--93 of 189 or 49.2%
- AY 2017-2018--113 of 207 or 54.6%
- AY 2018-2019--data not available
- AY 2019-2020--272 of 627 or 43.4%
- Benchmark for AY 2020-2021 based on the five year data is 659 of 1376 or 47.892%

RELATED ITEMS---
RELATED ITEM LEVEL 1
SCI 19-20 Sequential Courses
Goal Number: 4
Progress: Completed
Provided By: Science & Mathematics
Budget Information: No additional funds requested.
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

AS/LT

ASLT 19-20 Program Competency using SLOs
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
Progress: Canceled

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 are: Upon successful completion of this course, the student will (see file below):

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 contains the following student learning outcomes. The student, upon successful completion of this course will (see file below):

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 2018-2019, this objective was met.

For AY 2019-2020, this outcome was delayed.

Director of IE's note: As of July 1, 2020, a new Vice Chancellor for Academic Affairs (VCAA) began work. A meeting was held during that week to discuss whether using SLOs from entry level courses was the best way to assessed the transfer degrees because LSU Eunice began using the Peregrine General Education (GE) Exam in AY 2018-2019. The Peregrine GE Exam tests students for their general knowledge in the GE subjects in their last semester of attendance. A decision was made to delay the completion of this outcome and possibly cancel it for AY 2020-2021.

On October 30, 2020, the Director of IE and the VCAA again met and decided to cancel this objective in favor of using the Peregrine GE Exam.

Improvement Plan/ Changes Made: n/a

RELATED ITEMS---

RELATED ITEM LEVEL 1
ASLT 19-20 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: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 19-20 Program Competency using Peregrine Academic
Objective Number: 1.2
Start: 11/1/2019
End: 10/31/2020
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 upon graduation in the following areas. The national averages are noted for each category. Note that the national averages change each year and are updated.

1. Overall = 46.3%
2. American Literature/World Literature
3. Art/Music Appreciation
4. Biology/Microbiology
5. Chemistry
6. College Algebra = 26.4%
7. English/English Composition = 46.0%
8. General Psychology
9. Logic/Critical Thinking = 44.5%
10. Scientific Process = 49.7%

All sites will be assessed as the exam is online and does not require proctoring. For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

Competency is defined as scoring greater than or equal to the national averages for subject areas that have scores. Note that AY 2018-2019 was the first year that the Peregrine Academic General Education Exam will being used. As a result, the national benchmarks are tentative.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, a total of 20 students graduated from LSUE with an ASLT degree with 11 (55%) of them being assessed by the Peregrine GE Exam. No students graduated with an ASLT from the LSUA, Online 16-week or 8-week, LSU Laboratory High School, or the Lafayette General Orthopaedic Hospital so those sites were eliminated from Table 1. Comparing LSUE face-to-face students to the national averages, LSUE students outperformed the national averages is all four subject areas (college algebra, English composition, logic/critical thinking, and the scientific process).

A PDF of the results downloaded from Peregrine's website is below.

Table 1. AY 2019-2020 ASLT Peregrine General Education Assessment Results by Site (Percentage Correct).			
Topic	LSUE FF		Nat'l
Total	47.4		46.3
American Literature/World Literature	39.1		--
Art/Music Appreciation	43.6		--
Biology/Microbiology	53.6		--
Chemistry	47.3		--
College Algebra	39.1		26.4
English/English Composition	54.6		46.0
General Psychology	45.5		
Logic/Critical Thinking	48.2		44.5
Scientific Process	55.5		49.7
Number of students tested	11		
Number of graduates	20		

Longitudinally, student performance increased in all areas, but biology/microbiology (down 0.7 of a percentage point), English composition (down 2.5 percentage points), and logic/critical thinking (down 0.4 of a percentage point) (see Table 2). However, LSUE students did exceed the national benchmark in English composition and logic/critical thinking.

Table 2. ASLT Peregrine General Education Assessment Percentage Correct.			
Topic	Sp 19	19-20	Mean
Total	46.1	47.4	46.7
American Literature/World Literature	32.9	39.1	36.0
Art/Music Appreciation	41.4	43.6	42.5
Biology/Microbiology	54.3	53.6	54.0
Chemistry	45.7	47.3	46.5
College Algebra	34.3	39.1	36.7
English/English Composition	57.1	54.6	55.8
General Psychology	42.1	45.5	43.8
Logic/Critical Thinking	48.6	48.2	48.4
Scientific Process	54.3	55.5	54.9
Number of students tested	14	11	12.5
Number of students graduating	14	20	17

Given that the observed score of 47.4 > the national benchmark of 46.3, this objective is met keeping in mind that n = 11 and that there were some slight decreases on some scores.

Improvement Plan/ Changes Made:
Continue to gather data comparing it to national norms and generate the means each year. Attempt to have a few more graduates from the ASLT program take the assessment.

Completed by Paul Fowler on June 9, 2020.

RELATED ITEMS---
RELATED ITEM LEVEL 1
ASLT 19-20 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: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2

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 19-20 Retention
Objective Number: 1.3
Start: 11/1/2019
End: 10/31/2020
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 1718-1819) with 102 new first-time students entering ASLT and 44 being retained for a retention rate of 43.14% (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
1718-1819	28	11	44.59
Totals	102	44	43.14

As a result, the retention benchmark is set at 43.14% given the historical data.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was not met as this was only a small portion of all ASLT majors which are coded as other majors. They were to be included for AY 2019-2020; however, it was determined that the entire student application to LSUE would need to be changed and it decided to maintain the current process.

For AY 2019-2020, examining retention from fall 2018 to fall 2019, 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 2018 and returns the number of those in attendance in fall 2019 on the census day. For fall 2018, 62 new students began their coursework for both concentrations within the ASLT degree with 30 (48.4%) being retained to fall 2019.

Given that the observed value of 48.4% > historical benchmark of 43.14%, this objective is met.

Improvement Plan/ Changes Made:
Director of IE's note: By way of improvement, Institutional Research has been asked to provide a report that will detail the different majors that should be included in this objective in mid May 2020; however, the report as not been created as of this writing on June 21, 2020.

RELATED ITEMS--
RELATED ITEM LEVEL 1
ASLT 19-20 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: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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 19-20 Placement
Objective Number: 1.4
Start: 11/1/2019
End: 10/31/2020
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 2018-2019, this objective was tentatively met given the low n = 14.
For AY 2019-2020, there were 17 students completing the Associate of Science, Louisiana Transfer (all concentrations) in AY 2018-2019. Phone calls were placed approximately six months after graduation with the results being depicted in Table 1.

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
FA 18 - SP 19	No.	17	0	0	0	2	15
	%	--	0.0	0.0	0.0	11.8	88.2
Mean	n	11.4	2.0	0.4	0.3	5.9	2.6
	%	--	8.1	1.4	0.0	66.2	21.9
			Average for all students:			67.5	percent

The results indicated that, of the students contacted, none were employed in the field and 11.8% of them were continuing their education. Given that the observed value of 11.8% < 67.5% and that 88.2% of the students could not be calculated, the results are inconclusive.

Improvement Plan/ Changes Made:
Monitor results since most students could not be contacted.

RELATED ITEMS--
RELATED ITEM LEVEL 1
ASLT 19-20 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: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 19-20 (CTS) Professional Competency
Objective Number: 8.1
Start: 11/1/2019
End: 10/31/2020
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 2018-2019, there was no data reported for this objective because there no students had completed the program.

For AY 2019-2020, only one student completed the program. Because there was only one student, statistical data was not collected

Improvement Plan/ Changes Made:
Sciences and Mathematics representatives will continue to attend career fairs to increase awareness and enrollment in chemical technician program. Marketing the program through the LSUE Office of Public Affairs is also a plan to increase awareness and enrollment in the program.

RELATED ITEMS--
RELATED ITEM LEVEL 1
CCHT 19-20 Maintain an Effective Chemical Technician (CCHT) Certificate of Technical Studies (CTS) Program
Goal Number: 8
Progress: Delayed
Provided By: Chemical Technician (CTS)

Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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 19-20 (CTS) Placement
Objective Number: 8.2
Start: 11/1/2019
End: 10/31/2020
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 2017-2018.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, there was no data reported for this objective because no students were enrolled in the program.

For AY 2019-2020, there were no students completing this program in AY 2018-2019. As a result there is no data to report (see PDF of a list of all programs with graduates at LSUE below). Note the program is not shown. Only programs with graduates are shown.

Improvement Plan/ Changes Made:
n/a

RELATED ITEMS---
RELATED ITEM LEVEL 1
CCHT 19-20 Maintain an Effective Chemical Technician (CCHT) Certificate of Technical Studies (CTS) Program
Goal Number: 8
Progress: Delayed
Provided By: Chemical Technician (CTS)
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

ATHL 19-20 Grade Point Average
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
LSUE athletic teams (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.

Director of IE's Note: The objective verbiage was altered slightly to indicate the overall GPA.

Assessment/Evaluation/Measures/Strategies:
NJCAA requires a minimum of a 2.0 GPA for athletic eligibility. LSU Eunice athletes typically perform at a higher level based on historical data 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 2018-2019, the team GPAs were:

- Women's Softball - 3.04
- Men's Baseball - 3.21
- Women's Basketball - 2.59
- Men's Basketball - 2.37
- Women's Soccer - 2.57
- Men's Soccer - 2.39

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, objective was tentatively met with the overall GPA of the Athletic Department being 2.77. The Men's Basketball and Men's Soccer teams performed below the benchmark.

For AY 2019-2020, the team GPAs were:

- Women's Softball - 3.47 (see attachment 1 below)

- Men's Baseball - 3.16 (see attachment 2 below)
- Women's Basketball - 2.76 (see attachment 3 below)
- Men's Basketball - 2.39 (see attachment 4 below)
- Women's Soccer - 2.83 (see attachment 5 below)
- Men's Soccer - 2.32 (see attachment 6 below)

Both the Women's Softball 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 2.88.

Since the overall observed value of 2.88 > the benchmark of 2.50, Objective 1.1 was 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.

RELATED ITEMS---
RELATED ITEM LEVEL 1
ATHL 19-20 To support academic achievement of student athletes using grade point average
Goal Number: 1
Progress: Completed
Provided By: Athletics
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

ATHL 19-20 Maintain a winning percentage
Objective Number: 2.1
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
LSUE athletic teams will achieve a winning percentage as established by the Athletic Director.

Director of IE's Note: The objective verbiage was altered slightly to indicate the overall winning percentage.

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 2018-2019, this objective was tentatively met including the new sports.

For AY 2019-2020:

The Softball Program finished with 12-11 record and a 52.8% winning percentage in a COVID 19 shortened season.

The Baseball Program finished with a 21-0 record and a 100% winning percentage in a COVID 19 shortened season.

The Women's Basketball Program finished with 21-7 record and a 75% winning percentage while winning the Conference Championship.

The Men's Basketball Program finished with a 20-6 record and a 76.9% winning percentage while winning the Conference Championship.

The Women's Soccer Program finished with a 13-3-1 record and a 79.4% winning percentage while finishing as Regional Runner Up.

The Men's Soccer Program finished with a 16-2 record and a 88.9% winning percentage while finished as the Regional Champion.

The overall record of the Athletic Department was 103-29-1 for a 77.8% winning percentage.

Since the observed 77.8% > the benchmark of 60%, Objective was tentatively met as the Softball Program was at a 52.8% winning percentage in a shortened COVID 19 season.

Improvement Plan/ Changes Made:
Monitor winning percentage as spring 2020 was a unique semester given the shortened season and Covid-19 restrictions.

RELATED ITEMS--
RELATED ITEM LEVEL 1
ATHL 19-20 To be successful on the field of play.
Goal Number: 2
Progress: Completed
Provided By: Athletics
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

Business Affairs

Bookstore

BOOK 19-20 Bookstore-Faculty Satisfaction
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
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 2020 semester. Question number 30 will be used to determine faculty 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

- n/a = not applicable

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, 29 (48.3%) of 60 faculty responded to the Faculty Survey given in spring 2020 (see Bookstore Fac Survey PDF file below). Faculty rated question 30 a 4.3 out of 5 points.

Given that the observed score of 4.3 > the established benchmark of 4.0, this objective is met.

Improvement Plan/ Changes Made:

Even though the objective is met, faculty in Sciences and Mathematics began working to lower book costs up to 80% by using Inclusive Access by RedShelf providing digital course materials on the first day of class via LSUE's LMS the same book and access codes to students without using the textbook publishers (see 8-13-20 Email... below).

LSUE is expected to be campus wide for all students at all sites by fall of 2021.

RELATED ITEMS--
RELATED ITEM LEVEL 1
To operate as an auxiliary enterprise to support the academic mission of LSUE by providing educational books and supplies, and other merchandise.
Goal Number: 1
Progress: Completed
Provided By: Bookstore
Budget Information: Bookstore is an Auxiliary
Start: 11/1/2019
End: 10/31/2020

       RELATED ITEM LEVEL 2
       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

BOOK 19-20 Bookstore-Student Satisfaction

Objective Number: 1.2
Start: 11/1/2019
End: 10/31/2020
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 2020 semester to students at all sites using a stratified approach (see 9-21-20 Email on NL Methodology below). For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data.

For AY 2019-2020, LSU Eunice had sites at the following locations:
• LSU Eunice,
• LSU Alexandria,
• Online full-term (16-week),
• Online accelerated (8-week),
• Dual Enrollment High Schools < 50% of a program,
• LSU Laboratory School, and
• Lafayette General Orthopaedic Hospital (LG Ortho).

A local question - #44 The bookstore is adequately stocked with books and supplies to meet my needs - is used to determine satisfaction. 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

Benchmark is somewhat satisfied (5.0) or higher.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, the Bookstore again rated as one of the top ten items as indicated in the Bookstore NL Strengths and Challenges PDF file below. In addition, students rated their satisfaction for spring 2020 a little better than "satisfied" as noted in the Bookstore NL-Sequential PDF file below. The specific results were:

- LSUE face-to-face site: n = 416 and satisfaction = 6.38
- LSUA face-to-face site: n = 11 and satisfaction = 6.25
- Dual Enrollment < 50% of a program: n = 22 and satisfaction = 6.60
- Online students: n = 87 and satisfaction = 6.35
- Lafayette General Orthopaedic Hospital: n = 7 and satisfaction = 6.00
- Overall all sites: n = 543 and satisfaction = 6.38.
- note that there were no courses at the LSU Lab School during AY 2019-2020.

In spring 2020, there were 2,555 students enrolled so the survey return was 543 students or 21.3%.

Given that the observed value of 6.38 > the established benchmark of 5.00, this objective is met.

Improvement Plan/ Changes Made:
Even though the objective is met, faculty in Sciences and Mathematics began working to lower book costs up to 80% by using Inclusive Access by RedShelf providing digital course materials on the first day of class via LSUE's LMS the same book and access codes to students without using the textbook publishers (see 8-13-20 Email... below).

LSUE is expected to be campus wide for all students at all sites by fall of 2021.

RELATED ITEMS---
RELATED ITEM LEVEL 1
To operate as an auxiliary enterprise to support the academic mission of LSUE by providing educational books and supplies, and other merchandise.
Goal Number: 1
Progress: Completed
Provided By: Bookstore
Budget Information: Bookstore is an Auxiliary
Start: 11/1/2019

End: 10/31/2020

RELATED ITEM LEVEL 2
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

BUDG 19-20 Budget Preparation
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
The FY 2019-2020 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 2018-2019, this objective was met.
For AY 2019-2020, The Interim Vice Chancellor of Business Affairs reported that the budget was completed on time. The Budget is FY20-21BOR1 file below is the budget submitted and confirmation from Business Affairs is budget preparation...file (see below).

Given that the budget was submitted on time, this objective is met.

Improvement Plan/ Changes Made:
Continue to monitor the budget and expenditures because as this is being written on September 24, 2020, there is a spending and hiring freeze for all LSU institutions because of possible budget shortfalls at the state level. The 4-21-20 Spending Freeze document below documents the spending freeze in AY 2019-2020; however, the freezes were carried into AY 2020-2021.

Director of IE's note: This objective may be cancelled or modified in AY 2020-2021 given that the Chancellor is making adjustments to IE processes and the former Vice Chancellor of Business Affairs retired.

RELATED ITEMS--
RELATED ITEM LEVEL 1
BUDG 19-20 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 (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

BUDT 19-20 Budget Review-Faculty
Objective Number: 2.1
Start: 11/1/2019

End: 10/31/2020
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 2020 semester. Question number 40 in the Faculty Survey will be used to determine satisfaction:

Q40: 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
- n/a = not applicable

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was not met. In transitioning to a new Chancellor from July 2019, the process of budget preparation was changed and the Cabinet and Extended Cabinet act as the budget committee. As a result the budget committee was abandoned and did not meet.

For AY 2019-2020, the spring 2020 faculty survey was send out with 29 (48.33%) out of 60 responding. The overall rating on question 40 was 3.3. For the spring 2019 survey, it was 3.0 so there was some improvement over the last year (see the Faculty Satisfaction with Budget Input PDF file below). The Interim Associate Vice Chancellor of Business Affairs noted that the budget request was send out to all department heads (see 6-1-20 Budget Planning Email PDF file below and Faculty Input Satisfaction 9-21-20...PDF file below). The department heads are then to work with faculty in their individual areas.

Given that the observed score of 3.0 < the benchmark of 3.8, this objective is not met.

Improvement Plan/ Changes Made:

Even though the rating was slightly higher in spring 2020 versus spring 2019, the benchmark was still not met.

Given that, two possible reasons were beyond the anyone's ability to control. The first was moving all personnel off-campus during the Covid-19 quarantine that lasted from March 13, 2020 through the middle of May 2020. Only essential personnel were permitted on campus and this did not include faculty, students, or even part of the administration.

Next, the budget request was sent out late - June 1, 2020. It typically is sent out in March or April; the exact time of the quarantine.

Given that 2020 was an unusual year, the recommendation is to monitor this objective into 2021.

Director of IE's note: This objective may be cancelled or modified in AY 2020-2021 given that the Chancellor is making adjustments to IE processes and the former Vice Chancellor of Business Affairs retired.

RELATED ITEMS---
RELATED ITEM LEVEL 1
BUDG 19-20 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 (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

BUDG 19-20 Budget Review Committee
Objective Number: 2.2
Start: 11/1/2019
End: 10/31/2020
Progress: Canceled

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 2018-2019, this objective was delayed because the Interim Chancellor suspended the use of the Budget Planning Committee.

For AY 2019-2020, the cabinet and extended cabinet took over the duties of the budget committee as a result, the budget committee did not meeting during the AY and this objective will be cancelled effective AY 2020-2021.

Improvement Plan/ Changes Made: n/a

RELATED ITEMS--
RELATED ITEM LEVEL 1
BUDG 19-20 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 (existing)
Start: 11/1/2019
End: 10/31/2020

       RELATED ITEM LEVEL 2
       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: 11/1/2019
End: 10/31/2020
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 2018-2019, this objective was met.

For AY 2019-2020, 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. Quarterly financial reports (See FY20 Year End 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. The Interim Associate Vice Chancellor of Business Affairs confirmed the information (See Budget Control 9-21-20...file below) above.

Given that expenditures equaled resources and reports were filed on time, this objective is met.

Improvement Plan/ Changes Made:
This objective will be monitored given that there is currently a spending and hiring freeze in place (see 4-21-20 Spending Freeze PDF below) due to implications of state budget shortfalls due to Covid-19.

Director of IE's note: This objective may be cancelled or modified in AY 2020-2021 given that the Chancellor is making adjustments to IE processes and the former Vice Chancellor of Business Affairs retired.

RELATED ITEMS--
RELATED ITEM LEVEL 1
BUDG 19-20 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 (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

CAFE 19-20 Food Service-Faculty Satisfaction
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
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 2020 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

n/a = not applicable

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was not met. It was decided to monitor this as Chartwells works to adjust to the needs of the campus and then establish an appropriate benchmark.

For AY 2019-2020, the faculty survey was sent out in spring 2020 with 29 (48.3%) out of 60 responding. The faculty rated food service:

- AY 2017-2018 = 3.7
- AY 2018-2019 = 3.8
- AY 2019-2020 = 3.5 (see Cafeteria Faculty Survey PDF file below).

Given that the observed value of 3.5 < the established benchmark of 4.0, this objective is not met.

Improvement Plan/ Changes Made:
For AY 2020-2021, a new chef was hired through Chartwells and is offering some new menu items. The Interim Associate Vice Chancellor of Business Affairs feels as if most faculty and staff do not eat there and may be rating it lower (see 9-24-20 Cafeteria Response PDF below).

The Director of IE asked the shift supervisor for Chartwells on September 24, 2020 if she had any complaints from faculty The supervisor thought she had one from faculty during AY 2019-2020 that she knew of. She also mentioned that she did her best to try to remedy the situation. Given the fact that there were 60 faculty during AY 2019-2020, the direct complaint rate was one out of 60 or 1.6%. If one examines the complaint rate from the standpoint of those filling out the faculty survey question 33, then the complaint rate is 1/29 or 3.4%. It

seems to the Director of IE that the both numbers are rather low complaint rate, but again, the survey does not ask if faculty/staff if they actually eat there.

Given everything that has happened in 2020, especially Covid-19, the opinion of those involved with this objective is to monitor the situation for another year and then decide a course of action which may include lowering the benchmark because the scores have been between neutral and agree and not dissatisfied.

RELATED ITEMS--
RELATED ITEM LEVEL 1
CAFE 19-20 To provide a high quality dining experience for students, faculty, and staff.
Goal Number: 1
Progress: Completed
Provided By: Cafeteria
Budget Information: Cafeteria is an Auxiliary
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

CAFE 19-20 Food Service-Staff Satisfaction
Objective Number: 1.2
Start: 11/1/2019

End: 10/31/2020
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 2020 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
6. = n/a (does not have a value on the Likert Scale)

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was not met. It was decided to monitor satisfaction as Chartwells adjust to the needs of the campus and then set an appropriate benchmark.

For AY 2019-2020, 44 (43.1%) of the 102 staff members filled out the spring 2020 Staff Survey. The satisfaction rating with the cafeteria was:

- AY 2017-2018 = 3.8
- AY 2018-2019 = 3.5
- AY 2019-2020 = 3.5 (see Cafeteria Staff Survey PDF below).

Given that the observed value of 3.5 < the established benchmark of 4.0, this objective is not met.

Improvement Plan/ Changes Made:
For AY 2020-2021, a new chef was hired through Chartwells and is offering some new menu items. The Interim Associate Vice Chancellor of Business Affairs feels as if most faculty and staff do not eat there and may be rating it lower (see 9-24-20 Cafeteria Response PDF below).

The Director of IE asked the shift supervisor for Chartwells on September 24, 2020 if she had any complaints from staff and she mentioned that she had two during AY 2019-2020 that she knew of. She also mentioned that she did her best to try to remedy the situations. The shift supervisor noted that the complaints came from unique individuals. Given there were 102 staff members during AY 2019-2020, the direct complaint rate was two out of 102 or 2.0%. If one examines the complaint rate from the standpoint of those filling out the faculty survey question 26, then the complaint rate is 2/44 or 4.5%. It seems to the Director of IE that the both numbers are rather low complaint rate, but again, the survey does not ask if faculty/staff if they actually eat there.

The Director of IE also discussed Chartwells with two or three staff members that eat there regularly. They mentioned that the food is not always that great. At the same time, they mentioned that the food is what they expected of "cafeteria food" and really did not expect any better. They further mentioned that the food is equivalent to the company that Chartwells replaced. Given the comments, the Director of IE felt that he was no farther ahead to determining the root cause of the issue.

Given everything that has happened in 2020, especially Covid-19, the opinion of those involved with this objective is to monitor the situation for another year and then decide a course of action which may include lowering the benchmark because the scores have been between neutral and agree and not dissatisfied.

RELATED ITEMS---
RELATED ITEM LEVEL 1
CAFE 19-20 To provide a high quality dining experience for students, faculty, and staff.
Goal Number: 1
Progress: Completed
Provided By: Cafeteria
Budget Information: Cafeteria is an Auxiliary
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

CAFE 19-20 Food Service-Student Satisfaction
Objective Number: 1.3
Start: 11/1/2019
End: 10/31/2020
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 Student Satisfaction Inventory will be administered during the Spring 2020 semester to students at all sites using a stratified approach (see 9-21-20 Email on NL Methodology below). For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data.

The Noel Levitz Standard Satisfaction Survey will be administered during the Spring 2020.

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

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 2018-2019, this objective was met.

For AY 2019-2020, students rated the cafeteria as follows:

- LSUE face-to-face = 6.15 with n = 416
- LSUA face-to-face = 5.67 with n = 11
- Dual Enrollment < 50% of a program = 6.60 with n = 22
- Online = 6.40 with n = 87
- Lafayette General Orthopaedic Hospital = 5.00 with n = 7
- Note that no courses were offered at the LSU Lab School for AY 2019-2020.
- Overall, for all sites = 6.14 with n = 543 (see Cafeteria NL-Sequential PDF file below)

In spring 2020, there were 2,555 students enrolled so the survey return was 543 students or 21.3%.

Note that there is no national comparison because this is a local question. It is also interesting to note that the LSUE administration has no control over the cafeterias at the LSUA, dual enrollment < 50% of a program, online, or the hospital site, but that each site was satisfied with cafeteria accommodations.

Given that the overall observed value of 6.14 (with every site being 5.00 or higher) > the benchmark of 5.00, this objective is met.

Improvement Plan/ Changes Made:
During spring 2020, LSUE went online on March 13, 2020. All but a few of the students in the housing facility returned home. The cafeteria reduced to a minimal staff, but continued to feed the few students that were in housing at the time. Students returning home were issued credit that could be used during AY 2020-2021.

Since this objective was met, it will be monitored during AY 2020-2021 to determine if the Governor's mandates on food service due to the Covid-19 impact the overall rating.

RELATED ITEMS---
RELATED ITEM LEVEL 1
CAFE 19-20 To provide a high quality dining experience for students, faculty, and staff.
Goal Number: 1
Progress: Completed
Provided By: Cafeteria
Budget Information: Cafeteria is an Auxiliary
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

PURCH 19-20 Purchasing- Faculty Satisfaction
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
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 2020 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
- n/a = not applicable

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was not met. It was decided to monitor this objective's results due to personnel change and procedural changes mentioned in the improvement plan form AY 2018-2019.

For AY 2019-2020, 29 (48.3%) out of 60 faculty members completed the faculty survey in spring 2020. The overall rating with purchasing was a 4.0 with eight rating it as n/a (see Purchasing Faculty Survey 2020).

Given that the observed value of 4.0 = the benchmark of 4.0, this objective is met (for the first time in two years).

Improvement Plan/ Changes Made:
During AY 2019-2020, the purchasing authority was at LSU Baton Rouge. As AY 2020-2021 began, two members of the Business Office were being trained to make purchases to eliminate delays that were taking place from LSU.

RELATED ITEMS--
RELATED ITEM LEVEL 1
PURCH 19-20 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 (existing)
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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

PURCH 19-20 Purchasing-Audit
Objective Number: 1.2
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

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 2018-2019, this objective was delayed because there were no audits on purchasing.

For AY 2019-2020, the Interim Associate Vice Chancellor of Business Affairs noted that there was no audit in AY 2019-2020 (see 9-24-20 Evidence of no Purchasing Audit PDF file below).

As a result, this objective is delayed.

Improvement Plan/ Changes Made: n/a

RELATED ITEMS---
RELATED ITEM LEVEL 1
PURCH 19-20 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 (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

Information Technology

IT 19-20 Staff Satisfaction
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
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."

	Q24	Q28	Q41
2017	3.6	3.8	4.1
2018	3.9	4.3	4.4
2019	3.6	4	4.4
Avg	3.70	4.03	4.30

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

6. N/A for not applicable was added, but has no number value on the Likert Scale.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was partially met given how 2 of the 3 questions were at or above the benchmark data.

For AY 2019-2020, 44 (43.14%) out of 102 staff members responding to the Staff Survey (See file below) that was sent out toward the end of Spring 2020 and the scores were as follows.

Semester	Q24	Q28	Q41
Spring 2020	3.80	4.40	4.50
Prior three year mean	3.70	3.98	4.23

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 3.80 > 3.70 = Objective met
Q28 4.40 > 3.98 = Objective met
Q41 4.50 > 4.23 = Objective met

In summary, Objective 2.1 overall was met given how 3 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) Computers were upgraded to Windows 10 for all staff

2) Availability of funding for a limited number of new laptops

3) Normal staffing for OIT compared to historical levels for LSUE

OIT continued with recent progress on the initiative to re-introduce a scheduled upgrade plan for faculty/staff computers with additional rollout of computers to staff. A number of new laptops were provided to staff early in 2020 for their primary workstation use.

In addition, all staff were upgraded to Windows 10, which was a substantial project. The new OS moved all staff to a current level of Windows and certainly led to increased satisfaction around individual workstation performance.

While no new equipment were introduced into the labs, Windows 10 was deployed to all lap computers to get the labs to a current level of the Windows OS.

Staffing for OIT has leveled out at normal numbers from a historical view for LSUE IT after a few years of lower support personnel. Having the team at more of a normal level and gaining experience with the environment has led to a stronger support staff for the campus from an IT perspective.

RELATED ITEMS---
RELATED ITEM LEVEL 1
IT 19-20 Provide Faculty and Staff with the technology and support required to produce successful students.
Goal Number: 1
Progress: Completed
Provided By: Information Technology
Budget Information: Largest portion through institutional funds - some CV-19 relief funds used
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

IT 19-20 Faculty Satisfaction

Objective Number: 1.2
Start: 11/1/2019
End: 10/31/2020
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:

	Q28	Q29	Q48
Spring 2017	4	3.9	4.4
Spring 2018	3.3	3.9	4.3
Spring 2019	3.2	3.7	3.9
Average	3.50	3.83	4.20

The objective will be met if current year's score meets or exceeds the three year mean benchmark.

The survey uses a five point Likert Scale:

1. is strongly disagree
2. is disagree
3. is neutral
4. is agree

5. is strongly agree

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was not met. The improvement plan was addressed in AY 2018-2019, the balance was addressed below.

For AY 2019-2020, 29 (48.33%) out of 60 faculty members responded to the Faculty Survey that was sent out toward the end of Spring 2019 and the scores were as follows (see file below):

Data	Q28	Q29	Q48
Spring 2020 results	3.10	3.70	4.20
Prior three years mean	3.50	3.83	4.20

Question number 28: "The computer equipment in the labs and offices meet my needs."
Question number 29: "I have access to adequate computer support and services from OIT."
Question number 49: "Staff in Information Technology are helpful."

Results:
Q28 3.10 < 3.50 = Objective not met
Q29 3.70 < 3.83 = Objective not met
Q49 4.20 = 4.20 = Objective met

In summary, because the observed values for spring 2020 <= the prior three year means, Objective 2.2 was partially met.

Improvement Plan/ Changes Made:
Factors that are believed to have contributed to the results this year are:
1) Continued use of older computers for most faculty and labs for most of the timeframe

2) Computers were upgraded to Windows 10 for all staff

3) Classroom hardware were kept as-is during the year

4) Software purchases introducing numerous new packages for faculty/staff usage

5) Normal staffing for OIT compared to historical levels for LSUE

OIT continued with recent progress on the initiative to re-introduce a scheduled upgrade plan for faculty/staff computers with additional rollout of computers to faculty. A small number of new laptops were provided to faculty early in 2020 for their primary workstation use.

In addition, all faculty were upgraded to Windows 10, which was a substantial project. The new OS moved all faculty to a current level of Windows and certainly led to increased satisfaction around individual workstation performance.

While no new equipment were introduced into the labs, Windows 10 was deployed to all lab computers to get the labs to a current level of the Windows OS.

Equipment from a hardware standpoint within classrooms was static during the year, but a plan to update the technology is in progress for the coming year.

The following software solutions were acquired during the past year for faculty (and staff) usage:

- Lecture capture software package - Panopto
- Video/web conferencing software - Zoom
- Learning Management System - Migrated to LSU flavor and upgraded to version 3.1
- Plagiarism check software - TurnItIn

Staffing for OIT has leveled out at normal numbers from a historical view for LSUE IT after a few years of lower support personnel. Having the team at more of a normal level and gaining experience with the environment has led to a stronger support staff for the campus from an IT perspective.

RELATED ITEMS---
RELATED ITEM LEVEL 1
IT 19-20 Provide Faculty and Staff with the technology and support required to produce successful students.
Goal Number: 1
Progress: Completed
Provided By: Information Technology
Budget Information: Largest portion through institutional funds - some CV-19 relief funds used
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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

IT 19-20 User Services-Student Support
Objective Number: 2.1
Start: 11/1/2019
End: 10/31/2020
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:
The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2020 semester to students at all sites using a stratified approach (see 9-21-20 Email on NL Methodology below). For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data.

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,

- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

Given toward the end of Spring 2020, the Noel Levitz Student Satisfaction Survey (attached below under the National area for Q18) national average was 6.13 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

A mean score greater than or equal to the national mean score or equal or greater than 6 (satisfied) on question #18 is considered success.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY, 2019-2020, the Noel-Levitz Student Satisfaction Survey was sent out toward the end of the spring 2020 semester with 543 (21.3%) of the 2,555 students responding. The results attached indicate an overall score of 6.36 with LSUE for all sites surveyed (attached below under the Overall All LSU Eunice Sites area for Q18). For the individual sites,

- LSUE face-to-face was 6.37 (n = 416)
- LSUA face-to-face was 6.00 (n = 11)
- Dual enrollment < 50% of a program was 6.23 (n = 22)
- Online was 6.65 (n = 87)
- Lafayette General Orthopaedic Hospital was 6.00 (n = 7)
- Note that there were no students enrolled at the LSU Lab High School
- LSUE all sites was 6.36 (n = 543)

All sites either surpassed the benchmark or were "satisfied". Given that the overall result = 6.36 > benchmark national average of 6.13, Objective 3.1 is met.

Improvement Plan/ Changes Made:

LSU Eunice personnel 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
IT 19-20 Provide students with access to the technology they need to be successful in meeting their academic goals.
Goal Number: 2
Progress: Completed
Provided By: Information Technology
Budget Information: Largest portion through institutional funds - some CV-19 relief funds used
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

IT 19-20 Update Infrastructure
Objective Number: 3.1
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:

To better serve the campus community, Information Technology will work on following infrastructure projects during AY 2019-2020.

1. Implementation of a shared-service approach of Moodle/MyCourses with LSU
2. Implementation of a new state-of-the-art campus wireless network solution
3. Migration of the lecture capture solution from an on-prem TechSmith Relay solution to a Panopto cloud-based solution
4. Implementation of a cloud-based Turnitin plagiarism solution
5. Implementation of Windows 10 to all faculty / staff computers
6. Update/replacement of the battery backup solution for the campus Data Center
7. Migration of server backup solutions to the single Veeam backup environment

Assessment/Evaluation/Measures/Strategies:
Completion of each section of the objective will be determined by the status of each project.

1. Implementation of a shared-service approach of Moodle/MyCourses with LSU
2. Implementation of a new state-of-the-art campus wireless network solution
3. Migration of the lecture capture solution from an on-prem TechSmith Relay solution to a Panopto cloud-based solution
4. Implementation of a cloud-based Turnitin plagiarism solution
5. Implementation of Windows 10 to all faculty / staff computers
6. Update/replacement of the battery backup solution for the campus Data Center
7. Migration of server backup solutions to the single Veeam backup environment

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY, 2019-2020, the following status/time frame applies for each:

1. Implementation of a shared-service approach of Moodle/MyCourses with LSU - completed August 2019 (no additional funding)
2. Implementation of a new state-of-the-art campus wireless network solution - completed March 2020 (Technology Fee and also budgeted through Information Technology) (see files 1, 2, and 3 below)
3. Migration of the lecture capture solution from an on-prem TechSmith Relay solution to a Panopto cloud-based solution - completed August 2019 (no additional funds - budgeted through Information Technology) (see file 4 below)
4. Implementation of a cloud-based Turnitin plagiarism solution - completed August 2019 (no additional funds - budgeted through Information Technology) (see file 5 below)
5. Implementation of Windows 10 to all faculty / staff computers - completed November 2019 (no additional funding)
6. Update/replacement of the battery backup solution for the campus Data Center - completed December 2019 (no additional funds - budgeted through Information Technology) (see file 6 below)

7. Migration of server backup solutions to the single Veeam backup environment - completed November 2019 (no additional funding)

In summary, Objective 3.1 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 continued with several key infrastructure projects during the 2019 - 2020 time frame. One more position available was filled during December 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 December of 2019
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

RELATED ITEMS---
RELATED ITEM LEVEL 1
IT 19-20 Update Infrastructure
Goal Number: 3
Progress: Completed
Provided By: Information Technology
Budget Information: Largest portion through institutional funds - some CV-19 relief funds and student technology funds used
Start: 11/1/2019
End: 10/31/2020

>
> **RELATED ITEM LEVEL 2**
> 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

IT 19-20 Implementation of new student system
Objective Number: 3.2
Start: 11/1/2019
End 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
To better serve the campus community, Information Technology will participate with LSU and the other campuses on the continued evaluation of options around the student system modernization effort for both the LSUE campus and also as it relates to the LSU system-wide effort. 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.

Assessment/Evaluation/Measures/Strategies:
Completion of each item will be determined as the project progresses.

1. Participation with LSU and the other campuses on the continued evaluation of options around the student system modernization effort for both the LSUE campus and also as it relates to the LSU system-wide effort
2. Participation in providing recommendations to LSU senior leadership around possible next steps and options available

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY, 2019-2020, the status of the projects/tasks is as follows:

1. Participated on subcommittee formed during November of 2019 to evaluate options around the next steps available for the effort
2. Participated in providing recommendations to LSU senior leadership around possible next steps and options available during February 2020

In summary, Objective 4.2 overall was met given the successful completion of projects identified.

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.

RELATED ITEMS--
RELATED ITEM LEVEL 1
IT 19-20 Update Infrastructure
Goal Number: 3
Progress: Completed
Provided By: Information Technology
Budget Information: Largest portion through institutional funds - some CV-19 relief funds and student technology funds used
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 Effectiveness

IE 19-20 Prospectuses
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
This outcome is related to the Director's performance goals in WorkDay:

Write and send the Prospectus for the off-site Nursing program at Lafayette General Hospital (LGH) to SACSCOC prior to December 31, 2017. LGH is a new off-site location.

Write and send the Prospectus for the AAS in Pharmacy Technology to SACSCOC prior to December 31, 2017.

Assessment/Evaluation/Measures/Strategies:
Established dates during AY 2019-2020 are set by the administration.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, no prospectuses were necessary. This objective will be maintained.

Improvement Plan/ Changes Made: n/a

DEPARTMENTAL GOAL---
 RELATED ITEM LEVEL 1
 IE 19-20 Compliance with SACSCOC standard that apply to Institutional Effectiveness and Substantive Change
 Goal Number: 1
 Start: 11/1/2019
 End: 10/31/2020
 Progress: Completed
 Provided By: Institutional Effectiveness
 Budget Information: none (existing)

   RELATED ITEM LEVEL 2
   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

IE 19-20 Substantive Changes
Objective Number: 1.2
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
Complete substantive changes required in AY 2019-2020 in accordance with the SACSCOC Substantive Change Policy.

Assessment/Evaluation/Measures/Strategies:
Completion of the Substantive Changes by the SACSCOC stated deadline is considered as success.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, there was one Substantive Changes filed with SACSCOC - going online on March 13, 2020 due to Covid 19. SACSCOC responded on April 5, 2020 received July 10, 2020 (see files below).

Improvement Plan/ Changes Made:
Keep current with changing guidelines on Substantive Changes as they relate to Covid 19.

DEPARTMENTAL GOAL---
RELATED ITEM LEVEL 1
IE 19-20 Compliance with SACSCOC standard that apply to Institutional Effectiveness and Substantive Change
Goal Number: 1
Start: 11/1/2019
End: 10/31/2020
Progress: Completed
Provided By: Institutional Effectiveness
Budget Information: none (existing)

RELATED ITEM LEVEL 2
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

IE 19-20 Completion of the Enrollment and Financial Profiles
Objective Number: 1.3
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
The accreditation liaison will compete the enrollment and financial profiles and submit them to SACSCOC prior to the established deadline.

Assessment/Evaluation/Measures/Strategies:
Success for this objective will be submitting the data by the SACSCOC deadline.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met (based on IR/IE Objective 3.2 from AY 2018-2019.

For AY 2019-2020, both the enrollment profile and sent by mail. The financial profile was on time through the new electronic process. Both profiles were received on time. As a result, this objective was met.

Improvement Plan/ Changes Made:
Keep abreast of any changes related to the profiles.

DEPARTMENTAL GOAL--

    RELATED ITEM LEVEL 1

    IE 19-20 Compliance with SACSCOC standard that apply to Institutional Effectiveness and Substantive Change

    Goal Number: 1

    Start: 11/1/2019

    End: 10/31/2020

    Progress: Completed

    Provided By: Institutional Effectiveness

    Budget Information: none (existing)

        RELATED ITEM LEVEL 2

        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

IE 19-20 SACSCOC Student Achievement and Key Student Completion Indicator (KSCI)

Objective Number: 1.4

Start: 11/1/2019

End: 10/31/2020

Progress: Delayed

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:
Methodology: 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% as reported by SACSCOC on March 29, 2018.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was not met based on completers compared to peer institutions. This objective is being re-worked to accurately reflect the completion of the KSCI along with updated data.

For AY 2019-2020, this objective was delayed by the inability to receive the data due to the cyber-attack from October 2019. As of this writing on July 24, 2020, IE does not have access to its reports to complete this objective.

Improvement Plan/ Changes Made:
Information Technology is in the process of restarting the report server.

DEPARTMENTAL GOAL---
RELATED ITEM LEVEL 1
IE 19-20 Compliance with SACSCOC standard that apply to Institutional Effectiveness and Substantive Change
Goal Number: 1
Start: 11/1/2019
End: 10/31/2020
Progress: Completed
Provided By: Institutional Effectiveness
Budget Information: none (existing)

RELATED ITEM LEVEL 2
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

IR 19-20 Course Evaluation
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
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 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 2018-2019, this objective was tentatively met because evaluations were overlooked for summer.

For AY, 2019-2020, this objective was tentatively met given the impact of the cyber-attack that occurred in October of 2019. Details around each evaluation are as follows:

- Fall 2019 – started on time, but lost because of cyber-attack; performed a survey 12/11/19-12/31/19
- Fall 2019 Term B – started on time, but lost because of cyber attack
- Fall 2019 Term C – missed because of cyber attack
- Fall Intersession 2019 – missed because of cyber attack

- Spring 2020 – on time
- Spring 2020 Term B – on time
- Spring 2020 Term C – on time
- Spring Intersession 2020 – on time
- Summer 2020 – on time
- Summer 2020 Term B – on time
- Summer 2020 Term C –on time

To summarize, 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. Additionally, the course evaluation solution has been migrated to the cloud for enhanced availability and support.

RELATED ITEMS--
RELATED ITEM LEVEL 1
IR 19-20 Make course evaluations available online in a consistent, efficient manner.
Goal Number: 1
Progress: Completed
Provided By: Institutional Research
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

IR 19-20 Overall Data Gathering and Reporting
Objective Number: 2.1

Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
Post semesterly 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 2018-2019, this objective was met.

For AY, 2019-2020, 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 2019 actions and reports (attached below as: Scheduled Jobs Fall IR 2019)
- Fall 2019 intersession actions and reports (attached below as: Scheduled Jobs FAIS IR 2019)
- Spring 2020 actions and reports (attached below as: Scheduled Jobs Spring IR 2020)
- Spring 2020 intersession actions and reports (attached below as: Scheduled Jobs SPIS IR 2020)
- Summer 2020 actions and reports (attached below as: Scheduled Jobs Summer IR 2020)

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 19-20 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: 11/1/2019

End: 10/31/2020

RELATED ITEM LEVEL 2

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

IR 19-20 Reduce Open Time of Service Requests
Objective Number: 2.2
Start: 11/1/2019
End: 10/31/2020
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 and based on the average time open of the 15 longest service request categories over the latest data available from a three year period. An average time of 45 or less hours would be success.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY, 2019-2020, the time to complete Service Requests averaged out at 37.18 hours with n = 3,474 (see file attached for timing on each of the 15 areas utilized for the calculation).

Since the observed hours 37.18 hours < 45 hours benchmarked, Objective 2.2 was met.

Improvement Plan/ Changes Made:

It is important to note that OIT had one position change during the past year within the team. It is expected that as the new employee 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 19-20 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: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

LSU Police and Campus Security

POLIC 19-20 Install surveillance cameras
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
Progress: Delayed

Objective With Intended Outcomes:
Install additional surveillance cameras to meet campus safety needs.

Assessment/Evaluation/Measures/Strategies:

The benchmark was to complete the installation of an additional cameras by the end of the AY 2019-2020. Locations, priority, and number of cameras decided by LSU Police and the Chancellors office through a series of meetings deciding areas of possible concern.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, the Director did not complete this objective.

For AY 2019-2020, this project was delayed to budgetary considerations. The objective will be kept active for AY 2020-2021.

Improvement Plan/ Changes Made:
For AY 2020-2021, alternative avenues of funding (grants and or budget reallocations) will be sought to meet this objective.

DEPARTMENTAL GOAL---
    RELATED ITEM LEVEL 1
    POLIC 19-20 Increase the effectiveness of the LSU Police Department on the LSUE campus
    Goal Number: 1
    Start: 11/1/2019
    End: 10/31/2020
    Progress: Completed
    Provided By: LSU Police and Campus Security
    Budget Information: None (existing)

        RELATED ITEM LEVEL 2
        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

POLIC 19-20 Hire Another Full-Time Police Officer
Objective Number: 1.2
Start: 11/1/2019
End: 10/31/2020
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 2019-2020.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, the Director did not complete this objective.

For AY 2019-2020, this objective was not met because another officer was not hired and the objective was postponed for budgetary reasons.

Improvement Plan/ Changes Made:
For AY 2020-2021, alternative sources of funding (budget reallocations and or grants) will be sought to complete this objective.

DEPARTMENTAL GOAL---
    RELATED ITEM LEVEL 1
    POLIC 19-20 Increase the effectiveness of the LSU Police Department on the LSUE campus
    Goal Number: 1
    Start: 11/1/2019
    End: 10/31/2020
    Progress: Completed
    Provided By: LSU Police and Campus Security
    Budget Information: None (existing)

        RELATED ITEM LEVEL 2
        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

POLIC 19-20 Publish Annual Security and Fire Report (Clery Act)
Objective Number: 1.3
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act or Clery Act is federal law which requires all colleges and universities that participate in federal financial aid programs to keep and disclose information about crime on their respective campuses.   The Annual Security and Fire Report for the campus must be compiled and published by October 1 each year.

Assessment/Evaluation/Measures/Strategies:
Statistics for the previous calendar year must be compiled, along with the previous two years, and published in the Annual Security and Fire Report. it is then placed on the LSUE website and email notification sent campus-wide to notify of its availability. This must be done by October 1 each year as per U.S. Department of Education and The Clery Act.

Director of IE's note: It was decided to run one year behind on the report because LSU Eunice's IE and the Clery Report are both due on October 1. Additional rationale is in the Improvement Plan.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, the Director did not complete this objective.

For AY 2019-2020, The 2019 Annual Safety and Fire Report has been published on the LSUE Police Website by the U.S. Department of Education deadline of October 1. (see Clery Webpage and Report files below).

Improvement Plan/ Changes Made:
Although it was 2019 Annual Security and Fire Report was published in compliance with the Department of education guidelines by the October 1, 2019 deadline, it was not published in time to document for this objective. Additionally, deadlines for the 2020 Annual Security and Fire Report have been pushed back to December 31, 2020 by the US Department of Education in response to the COVID-19 Pandemic (see attachment below). Due to similar deadlines for IE and the Annual Security and Fire Report, it has been determined this objective will be delayed to avoid future conflicts with completing this objective. In other words, the publishing 2019 Annual Security and Fire Report is documented for IE this year and 2020 Annual Security and Fire Report will be documented in the IE for AY 2020-2021.

DEPARTMENTAL GOAL--
       RELATED ITEM LEVEL 1

POLIC 19-20 Increase the effectiveness of the LSU Police Department on the LSUE campus
Goal Number: 1
Start: 11/1/2019
End: 10/31/2020
Progress: Completed
Provided By: LSU Police and Campus Security
Budget Information: None (existing)

> **RELATED ITEM LEVEL 2**
> 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

POLIC 19-20 Patrol
Objective Number: 2.1
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
Campus constituencies (faculty, staff, and students) will view the campus as safe and secure.

Assessment/Evaluation/Measures/Strategies:

Student Satisfaction
The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2020 semester to students at all sites using a stratified approach (see 9-21-20 Email on NL Methodology below). For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data.

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,

- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

The Noel Levitz Student Satisfaction Survey 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 and the actual means of the last three years from the survey to be used as a preliminary benchmark.

- #4 is "Security staff respond quickly to calls for assistance."
- #13 is "The campus is safe and secure for all students."

Student Satisfaction Based on Questions 4 and 13		
Year	Q4	Q13
Spring 2017	5.52	6.04
Spring 2018	5.58	6.06
Spring 2019	5.65	6.08
Mean	5.58	6.06

As a result, a mean = 5.822 is the mean of all three years for both questions. Meeting or exceeding this value will constitute success for this section of the 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 faculty survey results will be used. The choices on the faculty survey are:

1. strongly disagree
2. disagree
3. neutral
4. agree
5. strongly agree
6. in spring 2020, a not applicable choice was added that had no point value.

Question number 31 "Campus security is adequate." will be used for this assessment. The mean ($\bar{x}$ = 4.03) of the past three spring semesters will serve as the benchmark for faculty because values have fluctuated given the administration has changed three times in the last two years.

Faculty Satisfaction Based on Question #31	
Year	Value
Spring 2017	4.1
Spring 2018	4.1
Spring 2019	3.9
Mean	4.03

Staff Satisfaction
Given in the spring semester of each academic year, the staff survey results will be used. The choices on the staff survey are:

1. strongly disagree
2. disagree
3. neutral
4. agree
5. strongly agree
6. in spring 2020, a not applicable choice was added that had no point value

Question 21 asking the same thing: "Campus security is adequate" will be used for this assessment. The mean ($\bar{x}$ = 3.77) of the past three spring semesters will serve as the benchmark for faculty because values have fluctuated given the administration has changed three times in the last two years.

Staff Satisfaction Based on Question #21	
Year	Value
Spring 2017	3.6
Spring 2018	4.0
Spring 2019	3.7
Mean	3.77

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was not met. The decision was made to monitor the results into AY 2019-2020 given that there was a transition in leadership from December 2018 through August 2019.

Students
For AY 2019-2020, The Noel Levitz Survey was sent out electronically to students during spring 2020. there were 2,555 students enrolled so the survey return was 543 students or 21.3%. The results were:

- LSUE face-to-face #4 = 6.35; #13 = 6.59 with mean = 6.47 and n = 416
- LSUA face-to-face #4 = 5.83; #13 = 5.88 with mean = 5.855 and n = 11
- Dual enrollment < 50% of a program #4 = 5.13; #13 = 6.69 with mean = 5.91 and n = 22
- Online #4 = 6.03; #13 = 6.46 with mean = 6.245 and n = 87
- Lafayette General Orthopaedic Hospital #4 = 6.50; #13 - 6.33 with mean = 6.415 and n = 7
- Overall all sites #4 = 6.25; #13 = 6.56 with mean = 6.405 and n = 543 (see attachment #1 below)

Note that no courses were held at LSU Laboratory School for AY 2019-2020. All sites exceeded the historical benchmark of 5.822 (and all but the LSUA site and Dual Enrollment sites met the national average for the two questions from spring 2020).

Given that the observed satisfaction = 6.405 > the three year average = 5.822 for the two questions (and the 5.97 for spring 2020), this part of the objective is met.

Faculty
For AY 2019-2020, the annual spring faculty survey was sent out to faculty with 29 (48.33%) of the 60 eligible to respond actually responding. The result for question number 31 = 4.3 (see attachment #2).

Given that the observed score of 4.30 > the historical benchmark of 4.03, this part of the objective is met.

Staff
For AY 2019-2020, the annual spring staff was sent out to faculty with 44 (43.14%) out of 102 eligible to respond actually responding. The result for question number 21 = 4.0 (see attachment #3).

Given that the observed score of 4.00 > the historical benchmark of 3.77, this part of the objective was met.

Summary, Given that all three parts of the objective were met, the overall objective was met.

Improvement Plan/ Changes Made:
Director of IE's recommendation is to monitor for another year without making changes since the objective was met and satisfaction increased.

DEPARTMENTAL GOAL--
　　RELATED ITEM LEVEL 1
　　POLIC 19-20 Provide for the safety and security of all members of the university community
　　Goal Number: 2
　　Start: 11/1/2019
　　End: 10/31/2020
　　Progress: Completed
　　Provided By: LSU Police and Campus Security
　　Budget Information: None (existing)

　　　　RELATED ITEM LEVEL 2
　　　　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

POLIC 19-20 Parking
Objective Number: 2.2
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
Campus Security will patrol and monitor parking areas.

Assessment/Evaluation/Measures/Strategies:
The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2020 semester to students at all sites using a stratified approach (see 9-21-20 Email on NL Methodology below). For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data.

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

Noel Levitz Student Satisfaction Survey given each spring benchmarked against the national average.

- #10= Parking lots are well=lighted and secure. National average for Spring 2018 = 5.77 (see left column of NL survey results attached below).
- #21= The amount of student parking space on campus is adequate. National average is 5.24.
- Averaging the two yields 5.505. Meeting or exceeding 5.505 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 2018-2019, this objective was met.

For AY 2019-2020, The Noel Levitz Survey was sent out electronically to students during spring 2020. there were 2,555 students enrolled so the survey return was 543 students or 21.3%. The results were:

- LSUE face-to-face #10 = 6.31; #21 = 5.75 with mean = 6.03 and n = 416
- LSUA face-to-face #10 = 5.83; #21 = 5.56 with mean = 5.695 and n = 11
- Dual enrollment < 50% of a program #10 = 5.87; #21 = 6.69 with mean = 6.28 and n = 22
- Online #10 = 6.15; #21 = 6.00 with mean = 6.075 and n = 87
- Lafayette General Orthopaedic Hospital #10 = 6.00; #21 = 5.71 with mean = 6.855 and n = 7
- Overall all sites #10 = 6.27; #21 = 5.73 with mean = 6.00 and n = 543 (see attachment #1 below)

Note that no courses were held at LSU Laboratory School for AY 2019-2020. All sites exceeded the national benchmark mean for the two questions = 5.505.

Given that the observed satisfaction = 6.00 > the national average = 5.505 for the two questions, this objective is met.

Improvement Plan/ Changes Made:
Last year's decision to monitor the results was based on LSUA's response to the questions. For AY 2018-2019, they had an n = 29 with a response to #10 = 5.07 and #21 = 4.61. For AY 2019-2020, they had an n = 11 with a response to #10 = 5.83 and #21 = 5.56 (both improved quite a bit with the overall results being statistically significant at alpha = 0.001 level.

Given the improvement, the Director of IE recommends to monitor into AY 2020-2021.

DEPARTMENTAL GOAL--
     RELATED ITEM LEVEL 1
     POLIC 19-20 Provide for the safety and security of all members of the university community

Goal Number: 2
Start: 11/1/2019
End: 10/31/2020
Progress: Completed
Provided By: LSU Police and Campus Security
Budget Information: None (existing)

RELATED ITEM LEVEL 2
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

POLIC 19-20 Emergency Response Training
Objective Number: 3.1
Start: 11/1/2019
End: 10/31/2020
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).

Assessment/Evaluation/Measures/Strategies:
Completion of training by identified groups.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was not completed.

For AY 2019-2020, a group project amongst all the campuses in the LSU system in regards to training, revising existing emergency plans and establishment of an Emergency Operations Committee for LSUE was in progress. Due to Federal and Statewide restrictions for in person training amid the COVID -19 Pandemic, this entire process was put on hold.

As a result, this objective was delayed.

Improvement Plan/ Changes Made:
For AY 2020-2021, this process will either move forward or alternative means to accomplish this objective will be sought.

DEPARTMENTAL GOAL--
   RELATED ITEM LEVEL 1
   POLIC 19-20 Provide regular training in emergency response procedures to campus personnel
   Goal Number: 3
   Start: 11/1/2019
   End: 10/31/2020
   Progress: Delayed
   Provided By: LSU Police and Campus Security
   Budget Information: None (existing)

      RELATED ITEM LEVEL 2
      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

Physical Plant

FACL 19-20 Building and Grounds-Faculty Satisfaction
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
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 2020 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
6. NA = not applicable

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met. It was 4.4 out of 4.0 last year.

For AY 2019-2020, a total of 29 (48.33%) out of 60 were completed by faculty. The average was 4.3 according to the survey (see below).

Given that the observed score of 4.3 > the established benchmark of 4.0, this objective is met.

Improvement Plan/ Changes Made:
Monitor results because the last two years have been positive and the objective was met.

RELATED ITEMS--
RELATED ITEM LEVEL 1
FACL 19-20 To provide clean and well maintained facilities and grounds.
Goal Number: 1
Progress: Completed
Provided By: Physical Plant
Budget Information: none (existing)
Start: 11/1/2019

10/31/2020

RELATED ITEM LEVEL 2
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

FACL 19-20 Building and Grounds-Staff
Objective Number: 1.2
Start: 11/1/2019
End: 10/31/2020
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 2020 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
6. NA = not applicable

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met. It was 4.4 out of 4.0 last year.

For AY 2019-2020, a total of 44 (43.14%) out of 102 were completed by staff. The average was 4.5 according to the survey (see below).

Given that the observed score of 4.5 > the established benchmark of 4.0 this objective is met.

Improvement Plan/ Changes Made:
Monitor result given that the objective was met for two years.

RELATED ITEMS--
RELATED ITEM LEVEL 1
FACL 19-20 To provide clean and well maintained facilities and grounds.
Goal Number: 1
Progress: Completed
Provided By: Physical Plant
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

FACL 19-20 Building and Grounds-Student Satisfaction
Objective Number: 1.3
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
Students will rate their satisfaction with the Physical Plant on Noel-Levitz Student Satisfaction Inventory.

Director of IE's note: While the objective remains the same, the benchmarks were placed in the Assessment section below.

Assessment/Evaluation/Measures/Strategies:
The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2020 semester to students at all sites using a stratified approach (see 9-21-20 Email on NL Methodology below). For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data.

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

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

Benchmarks:

- Maintenance will rate as one of the top ten items.
- Student rating will be at or above the national average or students will at least be satisfied (a rating of 6 or higher).

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, students again rated question 39 as one of the top ten items (see NL-Strengths and Challenges... PDF file below).

In addition, students (overall n = 543) rated question 39 (see Facilities from NL file below): "On the whole, the campus is well maintained." as a 6.57 out of 7 >the national average if 6.2. Students (n = 416) rated Facility Services at 6.58 at LSUE while students (n = 11) rated Facility Services at 6.0 at the LSUA site (see the Facilities From NL... PDF file below). Students (n = 22) rated Facility Services at 6.67 for the Dual Enrollment Program < 50% of a program, and students (n = 87) rated Facility Services 6.65 for Online. Finally, students (n=7) rated the Facility Services at 6.0 at the Lafayette General Orthopaedic Hospital site.

Given that the

- The item rated in the top ten.
- Overall LSU Eunice Sites score was 6.57 > the national benchmark of 6.2.
- All sites had a value of at least 6 = the value for "satisfied".

this objective is met.

Improvement Plan/ Changes Made:
Given that this objective was met for the last two years, the improvement plan is to monitor the values.

RELATED ITEMS--
RELATED ITEM LEVEL 1
FACL 19-20 To provide clean and well maintained facilities and grounds.
Goal Number: 1
Progress: Completed

Provided By: Physical Plant
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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

FACL 19-20 Capital Improvements
Objective Number: 1.4
Start: 11/1/2019
End: 10/31/2020
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.

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.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was tentatively met given there was no action on the fume hood project.

For AY 2019-2020, The bids for the HVAC repairs/fume hood replacement project were opened in June 2020; with the recommendation of the professional of record, LSUE authorized Facility Planning and Control (the state agency that oversees all state buildings) to accept the low bid, in the sum of $1,917,000. Attached is a copy of the bid tabulation sheet.

The Equipment and supplies for the HVAC repairs/fume hood replacement project, are on order and work on the project is scheduled to begin in October 2020. The scheduled completion date of the project is May 2021.

Given that there has been progress on this project, this objective is met.

Improvement Plan/ Changes Made:
Director of IE's Note: For AY 2020-2021, this objective will change to a general objective that can cover both minor and major capital projects. The original intent of this objective to document projects each year (realizing that projects often span multiple years).

Proposed objective: For capital improvement projects, LSUE will either use institutional funds or seek capital improvement funding from the State of Louisiana.

RELATED ITEMS--
RELATED ITEM LEVEL 1
FACL 19-20 To provide clean and well maintained facilities and grounds.
Goal Number: 1
Progress: Completed
Provided By: Physical Plant
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

PR 19-20 Marketing and Advertising
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
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 2018-2019, this objective was met.

For AY 2019-2020, this objective was met.

Director of IE's note: The Interim Director of Public Affairs assumed the role in March 2020 (toward the conclusion of the end of the planning cycle). As a result, he was working with the former director's goals and objectives. In July 2019, a new Chancellor began her work at LSU Eunice so over AY 2019-2020, there was as shift in what Public Relations was expected to do.

As a result, the Interim Director may alter or remove the current objectives in favor of objectives that are more current to respond to the new focus from the Chancellor.

Improvement Plan/ Changes Made:
LSU Eunice Public Affairs will continue to improve its marketing and advertising with a new video heavy approach. The office will begin rolling out videos centering on testimonials and program-specific information to help educate prospective students on LSUE. The office will aim to improve the frequency in which graphics and promotional material is made.

RELATED ITEMS---
RELATED ITEM LEVEL 1
PR 19-20 Develop and implement a comprehensive marketing and advertising plan during the AY 2017-2018 for the 2019-2020 academic year.
Goal Number: 1
Progress: Completed
Provided By: Public Affairs
Budget Information: None (Existing)
Start: 11/1/2019
End: 10/31/2020

>**RELATED ITEM LEVEL 2**
>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

PR 19-20 Marketing and Visibility - Social Media Plan

Objective Number: 2.1
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

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 fall 2017 to spring 2020, 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.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was delayed due to the change in Chancellors.

For AY 2019-2020, this objective was met.

Director of IE's note: The Interim Director of Public Affairs assumed the role in March 2020 (toward the conclusion of the end of the planning cycle). As a result, he was working with the former director's goals and objectives. In July 2019, a new Chancellor began her work at LSU Eunice so over AY 2019-2020, there was as shift in what Public Relations was expected to do.

As a result, the Interim Director may alter or remove the current objectives in favor of objectives that are more current to respond to the new focus from the Chancellor.

Improvement Plan/ Changes Made:

With the LSU Eunice Public Affairs office having a change in directors, the department will be a more collaborative space for the entire LSUE campus. The Public Affairs office hopes to keep an open dialogue with those groups and organizations in want or need to promote material.

The Public Affairs department will also continue to grow a comprehensive social media calendar consisting of important dates for the campus's departments, enrollment efforts and local/national holidays.

RELATED ITEMS--
RELATED ITEM LEVEL 1
PR 19-20 Implement a comprehensive social media strategy for LSUE.
Goal Number: 2
Progress: Completed
Provided By: Public Affairs
Budget Information: None (Existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

Admissions and Recruitment

ADRE 19-20 Bengal Day
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
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 today.

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 75% 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 2018-2019, this objective was met.

For AY 2019-2020, this objective was met. In planning for AY 2019-2020, the benchmark was raised to 75%. At the Fall 2019 Bengal Day event, hosted on November 24, 2019, 82.09% of student respondents (n=55) indicated that they are more likely to attend LSU Eunice after having attended Bengal Day.

NOTE: The Spring 2020 Bengal Day event, planned for March 14, 2020, was cancelled as a result of the campus going remote due to COVID-19, which occurred on March 13, 2020.

Given that the observed score of 82.09% > the revised benchmark of 75%, this objective is met.

Improvement Plan/ Changes Made:
Bengal Day is a recruiting event that purports to give students an on-campus experience that positively influences the likelihood that they will enroll as a student.

Moving forward, we will include the opportunity to complete an admissions application in person at Bengal Day, and we will enter all of those who show proof of application into a drawing for prizes that will be distributed at the conclusion of the event.

RELATED ITEMS---
RELATED ITEM LEVEL 1
ADRE 19-20 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: None (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

ADRE 19-20 Student Satisfaction with Admissions
Objective Number: 1.2
Start: 11/1/2019
End: 10/31/2020
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 on left side).

The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2020 semester to students at all sites using a stratified approach (see 9-21-20 Email on NL Methodology below). For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data.

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

The following questions will be used to assess this objective:

8. Admissions staff provide personalized attention prior to enrollment. (national mean = 5.67)
   17. Admissions counselors accurately portray program offerings in their recruiting practices. (national mean = 5.65)
   20. Students are made to feel welcome here. (national mean = 6.13)

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 = 5.82.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, each of the three questions related to admissions scored higher than each of the three national benchmarks as detailed in the table below. Note that there were no courses offered at the LSU Laboratory High School. Next, note that Dual Enrollment < 50% of a program is not considered here because they are not recruited in the same way other students are recruited. Their enrollment in courses is a factor of what their individual high schools recommend. In addition, the Lafayette General Orthopaedic Hospital site does not enroll new students in their programs. Students enrolled at this site are accepted in to the nursing or surgical technology programs.

In spring 2020, there were 2,555 students enrolled so the survey return was 543 students or 21.3%.

Number	Question	Overall	LSUE	LSUA	Online	National
7	Admissions staff provide personalized attention prior to enrollment.	6.12	6.15	6.00	6.02	5.67
17	Admissions counselors accurately portray program offerings in their recruiting practices.	6.19	6.16	6.13	6.39	5.65
20	Students are made to feel welcome here.	6.46	6.46	6.5	6.43	6.13
	Means	6.26	6.26	6.21	6.28	5.82
	N	543	416	11	87	63,625

Given that the observed score of 6.26 > the established benchmark of 5.82, this objective is met.

Improvement Plan/ Changes Made:
For AY 2020-2021, admissions will focus on streamlining the application process by implementing a new application for admission that will allow our admissions counselors to spend less time processing applications and more time answering questions and interacting with prospective students and applicants. This should allow LSU Eunice to continue to succeed in making students feel welcomed in the admissions office.

ADRE 19-20 Increase Unduplicated enrollment headcount
Objective Number: 2.1
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
Enrollment Management seeks to increase overall enrollment at LSUE and its various sites for fall 2019.

Assessment/Evaluation/Measures/Strategies:
Target for this enrollment increase is to remain flat from fall 2018 because the Chancellor that left in December 2018 established no targets. Fall 2018 enrollment = 3,232 students.

Meeting or exceeding 3,232 would be considered success.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, actual enrollment for fall 2019 was 2,989.

Given that the observed total enrollment was 2,989 < the benchmark of 3,232, this objective is not met.

Improvement Plan/ Changes Made:
Student Affairs will expand the Enrollment Management Committee to include athletics, foundation, recruiters, and business office representatives to broaden communication of enrollment plans.

Admissions will work with OIT and Business Office to move the application fee to the back end, which will not require application fee payment to process an application. This should increase the number of applications received, which should positively impact enrollment.

RELATED ITEMS---
RELATED ITEM LEVEL 1
ADRE 19-20 Increase overall Unduplicated enrollment headcount
Goal Number: 2
Progress: Completed
Provided By: Admissions and Recruitment
Budget Information: None (existing)
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2

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

ADRE 19-20 Immunizations
Objective Number: 3.1
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
All new students shall furnish proof that they have satisfied the immunization requirement prior to registration of classes.

Assessment/Evaluation/Measures/Strategies:
Submission of immunization records or waiver form by all newly registered students each semester.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, this objective was met. All students have immunization holds that prevent them from registering until they have signed waivers or submitted their records. Attached shows a copy of an admissions application on which the waiver was electronically signed and a copy of the immunization waiver text as it exists on the admissions application.

Improvement Plan/ Changes Made:
Admissions will continue to require immunization records or waivers of all newly registered students to comply with Act No. 251 of the 2006 Regular Session of the Louisiana Legislature.

RELATED ITEMS---
RELATED ITEM LEVEL 1
ADRE 19-20 Track Student Immunization records to assure that all new students meet health requirements.
Goal Number: 3
Progress: Completed
Provided By: Admissions and Recruitment
Budget Information: None (existing)

Start: 11/1/2019
End: 10/31/2020

        RELATED ITEM LEVEL 2
        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

ADRE 19-20 Orientation
Objective Number: 4.1
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
Students will be satisfied with orientation.

Assessment/Evaluation/Measures/Strategies:
The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2020 semester to students at all sites using a stratified approach (see 9-21-20 Email on NL Methodology below). For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data.

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

Feedback from the Noel Levitz Student Satisfaction Inventory question number 42 "The orientation program provides helpful information about campus life and access to services for new students" will be used as a measurement.

There is a 7 point scale for the Noel Levitz Student Satisfaction Inventory. 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

This is a LSUE site based question. As a result, there is no national average. As a result, 5.925905 will be used as a benchmark for the Noel Levitz Satisfaction in AY 2019-2020 calculated using a weighted mean as shown in Table 1.

Table 1. Noel Levitz Student Satisfaction with Orientation.

AY	Mean	N
2013-2014	5.97	402
2014-2015	5.80	401
2015-2016	6.06	361
2016-2017	5.90	566
2017-2018	5.92	485
2018-2019	5.93	459
Weighted Mean	5.926	2674

Assessment/Evaluation Results (Progress Report):

For AY 2018-2019, this objective was met.

For AY 2019-2020, there was a clerical error that duplicated survey item number 41 in replace of survey item number 42. As a result of this error, students' satisfaction with orientation was not measured for AY 2019-2020.

Given the error, the results for this objective are inconclusive.

Improvement Plan/ Changes Made:
The weighted mean of survey item number 42 from AY 2013-2014 and AY 2018-2019 will continue to be used as a benchmark to assess satisfaction.

The orientation program has moved to a virtual format for AY 2020-2021, so it will be interesting to see to what degree new students are satisfied with this new format when it is assessed.

A notation has been made in the RNL file that when the campus-specific questions are created in preparation for the survey to be administered at the end of Spring 2021, survey item number 42 will be corrected.

RELATED ITEMS--
RELATED ITEM LEVEL 1
ADRE 19-20 Provide orientation for new students to acquaint themselves with the university
Goal Number: 4
Progress: Completed
Provided By: Admissions and Recruitment
Budget Information: $15 Orientation Fee per Student
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

ADRE 19-20 Increase Fall to Spring New First-Time Full-Time Student Retention

Objective Number: 5.1
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
LSUE will increase the fall-to-spring new first-time full-time student retention.

Assessment/Evaluation/Measures/Strategies:
Methodology: Data generated for this objective parallels LSUE Institutional Research data reported to the Louisiana Board of Regents Statewide Student Profile System using students returning to LSUE (see Table 1).

Table 2. Fall-to-Spring Retention of First-Time Full-Time Students.			
Initial Enrollment	FTF Enrolled	Returned to LSU Eunice	Retention Rate
11/12	627	504	80.4
12/13	568	461	81.2
13/14	524	442	84.4
14/15	602	471	78.2
15/16	568	486	85.6
16/17	684	562	82.2
17/18	664	563	84.8
18/19	794	635	80.0
Totals	4404	3620	82.2

The Benchmark is an average of the last eight years, retention from fall 2011-spring 2012 to fall 2018-spring 2019 which is 82.20%.

Meeting or exceeding the 82.20% will constitute meeting this objective.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, the Director of Institutional Effectiveness requested the retention report from Institutional Research and received it on June 22, 2020. For fall 2019, 678 new first-time full-time students were admitted to LSUE with 530 (78.2%) being retained to spring 2020.

Given that the observed value of 78.2% < the historical benchmark of 82.3%, this objective is not met.

Improvement Plan/ Changes Made:
Student Affairs will expand the Enrollment Management Committee to include athletics, foundation, recruiters, and business office representatives to broaden communication of enrollment plans.

The Registrar will communicate with students eligible for priority registration to encourage them to register for the next semester early. Admissions and Registrar will implement a more targeted and strategic communications plan to current students encouraging them to register for the next semester.

Admissions will work with the Business Office to allow students who have nominal balances to be eligible to register for the next semester.

RELATED ITEMS---
RELATED ITEM LEVEL 1
ADRE 19-20 Increase Student Retention
Goal Number: 5
Progress: Completed
Provided By: Admissions and Recruitment
Budget Information: None (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

ADRE 19-20 Increase Fall to Fall New First-Time Full-Time Student Retention
Objective Number: 5.2
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
LSU Eunice will increase the fall-to-fall new first-time full-time student retention at the same institution (i.e. this data does not include transfers within the State of Louisiana).

Assessment/Evaluation/Measures/Strategies:
Methodology: Data generated for this objective is from LSU Eunice Institutional Research and is returning to LSU Eunice only (see Table 1).

Table 1. Fall-to-Fall Retention of First-Time Full-Time Students.			
Initial Enrollment	FTF Enrolled	Returned to LSU Eunice	Retention Rate
1112-1213	627	310	49.44
1213-1314	568	288	50.70
1314-1415	524	290	55.34
1415-1516	602	291	48.34
1516-1617	568	323	56.87
1617-1718	684	321	46.93
1718-1819	664	357	53.77
Totals	4237	2180	51.45

The Benchmark is an average (mean) of the last seven years, retention from fall 2011-fall 2012 to fall 2017-fall 2018 which is 51.45%. Meeting or exceeding the 51.45% will constitute meeting this objective.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was not met. A discussion of the retention via the Enrollment Management Committee is contained in the improvement plan for AY 2018-2019.

For AY 2019-2020, this objective analyzed the retention for new first-time full-time students enrolling in fall 2018 and their retention to fall 2019 using data from LSU Eunice Institutional Research. The report indicates that 794 students were admitted while 398 were retained at LSUE. The same institution retention rate is 398/794 or 50.13%.

Given that the current retention rate of 50.13% < the established benchmark of 51.45%, this objective is not met.

Improvement Plan/ Changes Made:
Student Affairs will expand the Enrollment Management Committee to include athletics, foundation, recruiters, and business office representatives to broaden communication of enrollment plans.

The Registrar will communicate with students eligible for priority registration to encourage them to register for the next semester early.

Admissions and Registrar will implement a more targeted and strategic communications plan to current students encouraging them to register for the next semester.

Admissions will work with the Business Office to allow students who have nominal balances to be eligible to register for the next semester.

RELATED ITEMS---
RELATED ITEM LEVEL 1
ADRE 19-20 Increase Student Retention
Goal Number: 5
Progress: Completed
Provided By: Admissions and Recruitment
Budget Information: None (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

Financial Aid

FIAD 19-20 Financial Aid-Information
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
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:
The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2020 semester to students at all sites using a stratified approach (see 9-21-20 Email on NL Methodology below). For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data.
For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

Use of Noel Levitz Student Satisfaction Survey results from question number 5 for Spring 2020.

#5. Financial Aid awards are announced in time to be helpful in college planning.

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

Beginning 2019-2020, meeting objective will be exceeding or meeting the national average for the past 3 years which is 5.41. (Note that a simple mean was calculated due to the fact that the n for each year is usually in the 60,000+ range.)

- 2016-2017 = 5.40
- 2017-2018 = 5.42
- 2018-2019 = 5.41

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was not met. A note was made in the improvement plan about the timeliness of a student or parent response and that the Office of Financial has no control over that end of the process. Delays in announcing aid are often the result of inaction by the student and/or parent even though they are sent emails reminding them that information is needed.

For AY 2019-2020, the average rating was 5.82 as compared to the national average of the pass three years of 5.41 (See attached PDF below). The 5.82 overall score actually surpassed the average for the current year as well.

Satisfaction for the

- LSUE face-to-face site was 5.89 (n = 416)
- LSUA face-to-face site was 5.63 (n= 11).
- Online was 5.73 (n = 87).
- Lafayette General Orthpaedic Hospital was 4.17 (n = 7).
- Note that students at high school sites < 50% of a program are not eligible for financial aid and that there were no students enrolled at the LSU Laboratory High School.
- Overall LSU Eunice all sites = 5.82 (n = 543)

In spring 2020, there were 2,555 students enrolled so the survey return was 543 students or 21.3%.

Given that the observed overall value = 5.82 > the established three year average = 5.41 (and the national average for spring 2020 = 5.51 - see left column of the file attachment below), this objective is met.

Improvement Plan/ Changes Made:
We will continue to notify student's by University Email of the available of their Financial Aid Award Letter. Enrollment Management is also implementing a communication plan through the software package Radius which will include a communication in regard to applying for financial aid and directing them to our University Financial Aid Webpage.

While the Lafayette General Orthopaedic Hospital was below the mean (4.17 for the site versus 5.41 for the three year average and 5.51 for the current year's average, it must be noted that the data is not normalized with an n = 7.

RELATED ITEMS--
RELATED ITEM LEVEL 1
FIAD 19-20 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: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

FIAD 19-20 Financial Aid Resources
Objective Number: 1.2
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
The institution will help students identify resources to finance their education.

Assessment/Evaluation/Measures/Strategies:
The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2020 semester to students at all sites using a stratified approach (see 9-21-20 Email on NL Methodology below). For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data.

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

Noel Levitz Student Satisfaction Survey results from question number 23 from Spring 2020.

#23. This institution helps me identify resources to finance my education.

The Survey uses a 7 point Likert Scale:

Likert Scale:

1. is not satisfied at all
2. is not very satisfied
3. is somewhat dissatisfied
4. is neutral
5. is somewhat satisfied
6. is satisfied
7. is very satisfied

Meeting objective will be either meeting or exceeding the national average for the last three years which is 5.44. (Note that a simple mean was calculated due to the fact that the n for each year is usually in the 60,000+ range.)

- 2016-2017 = 5.40
- 2017-2018 = 5.45

- 2018-2019 = 5.47

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019 this objective was met.

For AY 2019-2020, the average rating was 5.98 as compared to the national average of the pass three years of 5.44 (See attached PDF below). The 5.98 overall score actually surpassed the average for the current year of 5.57 as well.

Satisfaction for the

- LSUE face-to-face site was 6.00 (n = 416)
- LSUA face-to-face site was 6.57 (n= 11).
- Online was 6.04 (n = 87).
- Lafayette General Orthpaedic Hospital was 5.33 (n = 7).
- Note that students at high school sites < 50% of a program are not eligible for financial aid and that there were no students enrolled at the LSU Laboratory High School.
- Overall LSU Eunice all sites = 5.98 (n = 543)

In spring 2020, there were 2,555 students enrolled so the survey return was 543 students or 21.3%.

Given that the observed overall value = 5.98 > the established three year average = 5.44 (and the national average for spring 2020 = 5.57 - see left column of the file attachment below), this objective is met.

Improvement Plan/ Changes Made:
Even though this objective was met, Enrollment Management is implementing a communication plan through the software program Radius which will include a communication in regard to applying for financial aid and directing them to our University Financial Aid Webpage.

RELATED ITEMS--
RELATED ITEM LEVEL 1
FIAD 19-20 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: 11/1/2019

End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

FIAD 19-20 Financial Aid-Scholarships
Objective Number: 1.3
Start: 11/1/2019
End: 10/31/2020
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 simple mean of the total amount of scholarships disbursed for the 5 prior years (AY 2014-2015 through AY 2018-2019) which is $177,846.80.

Meeting or exceeding $177,846.80 will be considered as meeting this objective.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, the amount of scholarships awarded was $237,436.

Since the observed value of $237,436 (see file below) > the benchmark of $177,846.80, Objective 1.3 is met for 2019-2020.

Improvement Plan/ Changes Made:
The LSU Eunice Scholarship Committee will continue working with LSU Eunice and its Foundation to find additional funding for scholarships.

RELATED ITEMS--
RELATED ITEM LEVEL 1
FIAD 19-20 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: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

FIAD 19-20 Financial Aid Counseling
Objective Number: 1.4
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
Financial aid counseling is available to students as needed.

Assessment/Evaluation/Measures/Strategies:
The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2020 semester to students at all sites using a stratified approach (see 9-21-20 Email on NL Methodology below). For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data.

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,

- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

Noel Levitz Student Satisfaction Survey results from question number 15 from Spring 2020.

#15. Financial aid counseling is available if I need it.

The Survey uses a 7 point Likert Scale:

Likert Scale:

1. is not satisfied at all
2. is not very satisfied
3. is somewhat dissatisfied
4. is neutral
5. is somewhat satisfied
6. is satisfied
7. is very satisfied

Meeting objective will be either meeting or exceeding the three year national average which is 5.69.

- 2016-2017 = 5.66
- 2017-2018 = 5.69
- 2018-2019 = 5.71

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019 this objective was not met. Improvement plan and documentation of a meeting with LSUA was included in AY 2018-2019.

For AY 2019-2020, the average rating was 6.08 as compared to the national average of the pass three years of 5.68 (See attached PDF below). The 6.08 overall score actually surpassed the average for the current year as well.

Satisfaction for the:

- LSUE face-to-face site was 6.06 (n = 416)
- LSUA face-to-face site was 6.50 (n= 11).
- Online was 6.17 (n = 87).
- Lafayette General Orthpaedic Hospital was 5.67 (n = 7).
- Note that students at high school sites < 50% of a program are not eligible for financial aid and that there were no students enrolled at the LSU Laboratory High School.
- Overall LSU Eunice all sites = 6.08 (n = 543)

In spring 2020, there were 2,555 students enrolled so the survey return was 543 students or 21.3%.

Given that the observed overall value = 6.08 > the established three year average = 5.69 (and the national average for spring 2020 = 5.81 - see left column of the file attachment below), this objective is met.

Improvement Plan/ Changes Made:
LSU Eunice financial aid personnel will continue to offer appointments to students and parents to discuss financial assistance. We will also now be able to offer meetings through zoom.

RELATED ITEMS--
RELATED ITEM LEVEL 1
FIAD 19-20 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: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

REG 19-20 Decreasing processing time of admission applications
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
Progress: Canceled

Objective With Intended Outcomes:
The Office of Admissions will decrease the number of days, on average, between the date that an application fee has been paid and the date that the application is processed.

Assessment/Evaluation/Measures/Strategies:
The Director of Admissions will provide data showing the number of days each application took to be processed after the application fee was paid and calculate an the mean of all applications.

The mean number of days from paid to processed in AY 2016-2017 was 1.7 days. The mean for AY 2017-2018 will be compared with past years and specific strategies will be developed to reduce the average number of days from paid to processed application.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was canceled because a new Registrar began in February 2019 and realized that the data was not available. He wanted to update the objectives over the next couple of years.

For AY 2019-2020, a meeting took place between the Registrar and the Director of IE on June 29, 2020 to discuss outcomes for AY 2020-2021.

Improvement Plan/ Changes Made: n/a

RELATED ITEMS---
RELATED ITEM LEVEL 1
REG 19-20 The Office of Admissions will decrease turnaround time for processing of paid applications.
Goal Number: 1
Progress: Canceled

Provided By: Registrar
Budget Information: None (existing)
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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

REG 19-20 Registrar's Office - Faculty Satisfaction
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
Faculty will be satisfied with the Registrar's Office.

Assessment/Evaluation/Measures/Strategies:
The Faculty Survey will be administered during the Spring 2020 semester. Two question numbers will be used to determine faculty satisfaction.

- #27. Registration procedures are satisfactory.
- #47. Staff in the Registrar's Office are helpful.

The choices on the faculty survey are

1. = strongly disagree

2. = disagree
3. = neutral
4. = agree
5. = strongly agree

- n/a = not applicable

A mean of 4.00 or greater than or equal to the mean of the two questions from the previous year will be considered as a preliminary benchmark for meeting this objective. For AY 2018-2019, #27 was rated at 3.7 while #47 was rated at 4.2 with the mean being 3.95. This will allow for fluctuations of opinions one way or the other for each of the questions.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective did not exist.

For AY 2019-2020, this objective was created by the new Registrar. The Faculty Survey was send to faculty toward the end of the Spring 2020 Semester with 29 (48.3%) of the 60 eligible faculty filling it out. The results were

- #27. procedures = 3.8 (see the Registrar Faculty Survey 2020 file below).
- #47. helpful = 4.4
- mean = 4.1

Given that the observed mean of the two questions = 4.1 > the agreeable benchmark of 4.0 and the mean of AY 2018-2019 of 3.95, this objective is met.

Improvement Plan/ Changes Made:
Monitor the results as this is the first iteration of this objective and this completes the new Registrar's first year in the office. The Registrar is aware that there might be an issue with the rating on question #27 that the office is not aware of. Question #27 rated as a 3.7 in both AY 2018-2019 and in AY 2017-2018 while question #47 rating was 4.2 in AY 2018-2019 and a 4.1 in AY 2017-2018 with a different person acting as Registrar.

RELATED ITEMS---
RELATED ITEM LEVEL 1
REG 19-20 To meet the needs during the registration process of students, faculty, and staff
Goal Number: 1
Progress: Completed

Provided By: Registrar
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2

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

REG 19-20 Registrar's Office - Staff Satisfaction
Objective Number: 1.2
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
Staff will be satisfied with the Registrar's Office.

Assessment/Evaluation/Measures/Strategies:
The Staff Survey will be administered during the Spring 2020 semester with two questions used to judge staff satisfaction with the Registrar's Office

- #23. Registration procedures are satisfactory.
- #39. Staff in the Registrar's Office are helpful.

The choices on the staff survey are

1. = strongly disagree

2. = disagree
3. = neutral
4. = agree
5. = strongly agree
6. = n/a (does not have a value on the Likert Scale)

A mean of 4.00 or greater or greater than or equal to the mean of the two questions from the previous year will be considered as a preliminary benchmark for meeting this objective. For AY 2018-2019, #23 was rated at 3.4 while #39 was rated at 4.2 with the mean being 3.8. This will allow for fluctuations of opinions one way or the other for each of the questions.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective did not meet.

For AY 2019-2020, the new Registrar created this objective. The Staff Survey was sent out toward the end of Spring 2020 with 44 (43.1%) out of 102 responding. The results were

- #23. procedures = 3.5 (see Register Staff Survey 2020 PDF file below)
- #39. helpful = 4.2
- mean = 3.85.

Given that the observed mean of 3.85 < the preliminary benchmark using agreeable of 4.00, but > the mean of the two questions = 3.80 from AY 2018-2019, this objective is partially met.

Improvement Plan/ Changes Made:
Monitor the results as this is the first iteration of this objective and this completes the new Registrar's first year in the office. The Registrar is aware that there might be an issue with the rating on question #23 that the office is not aware of.

Director of IE's Note: While it is not possible to be completely confident, it is possible that working from home during the Covid-19 quarantine that began on March 13, 2020 and lasted through May 2020 was partially responsible for the satisfaction rating decrease for question #23. In addition, LSUE was the victim of a cyber-attack on October 23, 2019. While no student data was lost, many of the forms that were conveniently available on the web for faculty and staff took many months to be rebuilt (note that the forms were rebuilt to be fillable PDF forms instead of downloading the forms, printing, and then filling them in). During the interim, forms had to be sent to faculty and staff via email.

RELATED ITEMS---

RELATED ITEM LEVEL 1
REG 19-20 To meet the needs during the registration process of students, faculty, and staff
Goal Number: 1
Progress: Completed
Provided By: Registrar
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

REG 19-20 Registrar's Office - Student Satisfaction
Objective Number: 1.3
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
Students will be satisfied with the Registrar's Office.

Assessment/Evaluation/Measures/Strategies:
The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2020 semester to students at all sites using a stratified approach (see 9-21-20 Email on NL Methodology below). For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data.

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

Two Questions on the Noel Levitz Survey examine the satisfaction.

- #2. Classes are scheduled at times that are convenient for me.
- #19. Registration processes and procedures are convenient.

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 preliminary benchmark is somewhat satisfied (5.0) or the mean of the two questions for the national average. For AY 2019-2020, the mean of the two questions was 5.85 with an n = 63.625 (see the left column of the NL-Sequential Site PDF file below).

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective did not exist.

For AY 2019-2020, this objective was created by the new Registrar. The Noel Levitz was sent out during spring 2020. The results were:

- LSUE face-to-face #2 = 6.18, #19 = 6.29, mean = 6.235 with n = 416 (see the NL-Sequential Site 2020 PDF below)
- LSUA face-to-face #2 = 5.89, #19 = 6.11, mean = 6.00, n = 11
- Dual enrollment < 50% of a program #2 = 6.20, #19 = 6.07, mean = 6.135, n = 22
- All online #2 = 6.39, #19 = 6.35, mean = 6.37, n = 87

- Lafayette General Orthopaedic Hospital #2 = 6.29, #19 = 5.33, mean = 5.81, n = 7
- Weighted from all sites #2 = 6.18, #19 = 6.29, mean = 6.235, n = 543

In spring 2020, there were 2,555 students enrolled so the survey return was 543 students or 21.3%.

Comparing the data above to the national average, students at every site rated their satisfaction with #2 - class times being convenient higher than the national average of 5.75. As a result, the weighted average for all sites (6.18) was also higher than the national average.

For registration processes, all sites except the hospital rated their satisfaction above the national average. Note that the courses for all majors at the hospital are restricted because they are for students enrolled in the surgery technology and nursing programs only. There are no courses offered at that site for the general student population (prior to them enrolling in one of the two programs). Given that, the weight overall mean for all LSUE sites of 6.29 exceeded the national average of 5.95.

Given that the weighted means for the observed scores on

- question #2 (class times being convenient) = 6.18 > the national benchmark of 5.75,
- question #19 (processes and procedures being convenient) = 6.29 > the national benchmark of 5.29,
- the means of the two scores for LSUE = 6.235 > the means of the national average of 5.85,

this objective is met.

Improvement Plan/ Changes Made:
Monitor given that this is the first iteration of this objective.

**RELATED ITEMS--
RELATED ITEM LEVEL 1
REG 19-20 To meet the needs during the registration process of students, faculty, and staff**
Goal Number: 1
Progress: Completed
Provided By: Registrar
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2

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

Residential Life

RL 19-20 Plan and implement active programs at Bengal Village
Objective Number: 2.1
Start: 11/1/2019
End: 10/31/2020
Progress: Canceled

Objective With Intended Outcomes:
To increase the quantity of programs hosted by Bengal Village staff to engage students through hosting active programs at Bengal Village for on-campus residents to attend in the evenings.

Assessment/Evaluation/Measures/Strategies:
This objective will be met if there are at minimum 15 active Bengal Village programs hosted during the spring 2020 semester. Documentation of each program will include flyers, sign-in sheets, and/or program proposals/evaluations.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, no data to report.

Improvement Plan/ Changes Made:
Will focus on achieving a housing occupancy target and student wide satisfaction with events/programming (see attached).

RELATED ITEMS--
RELATED ITEM LEVEL 1
RL 19-20 Implement a programming model.
Goal Number: 2
Progress: Canceled
Provided By: Residential Life
Budget Information: None (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

RL 19-20 Create and publish a schedule of activities.
Objective Number: 2.2
Start: 11/1/2019
End: 10/31/2020
Progress: Canceled

Objective With Intended Outcomes:
To create a schedule of activities for the Fall 2017 and Spring 2018 semesters and effectively market events/activities to residents.

Assessment/Evaluation/Measures/Strategies:
This objective will be met if a calendar of events is published prior to the end of the Fall 2017 semester.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, no data to report.

Improvement Plan/ Changes Made:
Will focus on achieving a housing occupancy target and student wide satisfaction with events/programming (see attached).

RELATED ITEMS---
RELATED ITEM LEVEL 1
RL 19-20 Implement a programming model.
Goal Number: 2
Progress: Canceled
Provided By: Residential Life
Budget Information: None (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 Activities

SACT 19-20 Increase the quantity and quality of campus activities planned and sponsored by the Office of Student Activities
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
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, 2019 until May 1, 2020 with the exception of holiday breaks, spring break, etc.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, the 2019-2020 Events Calendar shows that prior to the March 2020 COVID-19 campus closure, at least one event was planned each regular semester week that did not include a holiday or winter break from October 15 until the closure.

Below is a count of campus events hosted by week during the identified time period:

- During the week of October 14, seven (7) campus events were hosted.
- During the week of October 21, fourteen (14) campus events were hosted.
- During the week of October 28, nine (9) campus events were hosted.
- During the week of November 4, nine (9) campus events were hosted.
- During the week of November 11, seven (7) campus events were hosted.
- During the week of November 18, ten (10) campus events were hosted.
- During the week of November 25, six (6) campus events were hosted.
- During the week of December 2, nine (9) campus events were hosted.
- During the week of January 13, nine (9) campus events were hosted.
- During the week of January 20, three (3) campus events were hosted.
- During the week of January 27, two (2) campus events were hosted.
- During the week of February 3, three (3) campus events were hosted.
- During the week of February 10, six (6) campus events were hosted.
- During the week of February 17, four (4) campus events were hosted.
- During the week of February 24, four (4) campus events were hosted.

Note that on March 13, 2020, LSU Eunice went remote due to CV-19 and only essential personal were permitted on campus. This limited LSU Eunice's ability to conduct student events.

Several documents are included below as evidence.

Considering that Student Activities remained on target to meet this objective prior to the campus going remote, this objective is met.

Improvement Plan/ Changes Made:
The quantity and format of campus events is significantly affected by COVID-19 safety precautions and restrictions. For example, it is impossible to socially distance a group of four students in a small, enclosed environment within an escape room. Therefore, Campus Activities Board members are discussing moving the escape room to an outdoors location and limiting the group sizes to two.

It is likely that the quantity of campus events that are offered will be significantly limited for AY 2020-2021.

Director of IE's note: Asked if calendar years can be added to the flyers.

RELATED ITEMS---

RELATED ITEM LEVEL 1
SACT 19-20 Create a vibrant atmosphere of student life on campus at LSUE
Goal Number: 1
Progress: Completed
Provided By: Student Activities
Budget Information: None (existing)
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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

SACT 19-20 Implement outcomes-based campus activities
Objective Number: 1.2
Start: 11/1/2019
End: 10/31/2020
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 2018-2019, this objective was not met. From last year: 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. Was this accomplished?

For AY 2019-2020, the data that was collected from the AY 2017-2018 and AY 2018-2019 surveys was not utilized to make changes to the AY 2019-2020 student activities assessment plans and objectives.

As a result, this objective was not met.

Improvement Plan/ Changes Made:
The Student Engagement survey data that was collected in AY 2017-2018 and AY 2018-2019 (attached) provide baseline measures that will be used for assessment planning for AY 2020-2021.

Question 9.1: LSUE hosts campus events and activities that are interactive and allow me to participate.

AY 2017-2018: 76% indicated "Agree" or "Strongly Agree"

AY 2018-2019: 68% indicated "Agree" or "Strongly Agree"

A baseline of 72% of respondents will indicate "Agree" or "Strongly Agree" on the survey item: "LSUE hosts campus events and activities that are interactive and allow me to participate."

NOTE: Strategically planning to improve campus activities in AY 2020-2021 will be difficult as a result of event restrictions and safety precautions that exist to prevent the spread of COVID-19. The Office of Student Affairs anticipates significantly limited campus activities and student organization activities for AY 2020-2021.

RELATED ITEMS---
RELATED ITEM LEVEL 1
SACT 19-20 Create a vibrant atmosphere of student life on campus at LSUE
Goal Number: 1
Progress: Completed
Provided By: Student Activities
Budget Information: None (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

SACT 19-20 Increase satisfaction with campus activities
Objective Number: 1.3
Start: 11/1/2019
End: 10/31/2020
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 will be administered during the Spring 2020 semester to students at all sites using a stratified approach (see 9-21-20 Email on NL Methodology below). For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data.

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

Question 49 will be used to assess this objective: #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

The benchmark for AY 2019-2020 was established by using the weighted mean from AY 2016-2017 through AY 2018-2019

Student Satisfaction with Campus Activities				
Year	LSUE $\bar{X}$	LSUE n	LSUA $\bar{X}$	LSUA n
Spring 2017	5.66	456	5.02	60
Spring 2018	5.68	430	5.38	55
Spring 2019	5.70	430	5.15	29
Target Mean	5.6796	--	5.1837	--

Note that the LSU Eunice administration permits all students to take part in student activities; however, the majority are focused toward the two face-to-face sites with the most number of students. Note that the dual enrollment < 50% of a program are students at several different high schools.

A target of 5.6796 is set for AY 2019-2020 at LSUE and 5.1837 at LSUA. Note that this is a campus specific question and therefore does not have a national average to use for a comparison. Both are in the somewhat satisfied to satisfied range.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met at LSUE, but not met at LSUA. However, there was a methodological error in that both sites were being compared to the LSUE mean which exceeded the LSUA mean. LSUA will now be compared to its own data as indicated above.

For AY 2019-2020, students at all LSUE sites were "satisfied" with the activities offered. For the LSUE face-to-face site, the mean score was 6.14, which is within the satisfied to very satisfied range. Similarly, at LSUA face-to-face site, the mean score was 6.33, which is within the satisfied to very satisfied range.

Given that the observed score at:

- LSUE = 6.14 > the historical average of 5.68 and
- LSUA = 6.33 > the historical average of 5.18

This objective is met.

Improvement Plan/ Changes Made:

Student Activities staff will attempt to replicate many of the campus activities that yielded higher satisfaction levels in the previous year to try to replicate these positive results in AY 2020-2021, including the Color Dash 5K, the Escape Room, the Miss LSUE Pageant, and Bengal Bash.

The COVID-19 limitations on social gatherings will limit the quantity and significantly change the format of campus activities that we are able to offer both at the main campus and at the LSUA campus. It is difficult to predict how this will impact our performance in this area for AY 2020-2021.

Because LSU Eunice's online student population has increased significantly for AY 2020-2021, we will offer events that allow online students to participate in some capacity. We will have a virtual option for the Color Dash 5K event, and we will live stream events that can be live streamed.

RELATED ITEMS---
RELATED ITEM LEVEL 1
SACT 19-20 Create a vibrant atmosphere of student life on campus at LSUE
Goal Number: 1
Progress: Completed
Provided By: Student Activities
Budget Information: None (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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 Conduct

STCO 19-20 Schedule and host bi-weekly CARE team meetings
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
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 Spring 2020 semester.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was tentatively met. The benchmark was met; however, documentation could not be provided because the meeting minutes were lost in a cyber-attack.

For AY 2019-2020, the CARE Team met twice during the Spring 2020 semester.

The meeting minutes for the January 29, 2020 meeting and the February 24, 2020 meeting are included below as PDF files.

The COVID-19 campus quarantine that forced all operations online starting March 13, 2020 disrupted CARE Team operations for the remainder of the Spring 2020 semester.

Given the number of meetings and the COVID-19 disruption, this objective is tentatively met.

Improvement Plan/ Changes Made:
This objective should have been discontinued following the 2018-19 year because the CARE Team was successfully established in 2018.

For the 2020-21 year, planning will be adjusted to reflect goals in assessing the timeliness and successfulness of resolution of cases in the electronic student case management system.

RELATED ITEMS---
RELATED ITEM LEVEL 1
STCO 19-20 Establish the CARE team
Goal Number: 1
Progress: Completed
Provided By: Student Conduct
Budget Information: None (existing)
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2

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

STCO 19-20 Purchase and implement a system for managing student case files for conduct cases and student of concern cases.
Objective Number: 2.1
Start: 11/1/2019
End: 10/31/2020
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, 2020.

Assessment/Evaluation Results (Progress Report):
This objective is carried forward into AY 2019-2020 to demonstrate that the use of the software was implemented.

For AY 2018-2019, the objective was tentatively met given that a deadline was missed.

For AY 2019-2020, on February 12, 2020, a Maxient representative presented an on-campus training to end users of the Maxient system, and the system was live and in place that day (see attachments below).

Because the system was put in place by the end of February 2020, this objective is met.

Improvement Plan/ Changes Made:
For AY 2020-2021, this objective will be replaced by one that purports to meet efficient target measures to show the timeliness and successfulness of conduct case and student of concern case resolution.

RELATED ITEMS--
RELATED ITEM LEVEL 1
STCO 19-20 Streamline and standardize the conduct process
Goal Number: 2

Progress: Completed
Provided By: Student Conduct
Budget Information: $6,000 annually
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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 Success Center

Academic Advising

ACAD 19-20 Create a more structured and thorough advisor training program
Objective Number: 1.1 (formerly 1.2)
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
The Student Success Center will maintain and update the advisor training handbook each year. The Student Success Center will conduct at least two advisor training workshops each semester.

Assessment/Evaluation/Measures/Strategies:
The objective will be met if the advisor training handbook is updated by March 1st and advisor training workshops are conducted each semester.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, academic advising has been decentralized to include first-year advising conducted by Student Success Center advisors (12 hours or less) and remaining advising conducted by faculty advisors. Advisor training for Student Success Center advisors occurred monthly during the Think Tank meetings. Campus wide advisor training is under the oversight of Academic Affairs.

The advisor handbook was not updated in March for Fall 2020 due to COVID transition; advisor trainings by way of monthly Think Tanks were conducted to prepare for COVID transition. Improved online advising and communication processes were developed to adjust to COVID transition by completing Zoom advising appointments, online advising requests, and Zoom advisor meetings; objective is partially met because meetings were held, but the handbook was not updated.

Improvement Plan/ Changes Made:
Plan of action includes converting handbook into a digital document to be hosted online via the faculty/staff webpage to be hosted online.

RELATED ITEMS--
RELATED ITEM LEVEL 1
ACAD 19-20 Advise students across academic disciplines within the Student Success Center
Goal Number: 1
Progress: Completed
Provided By: Academic Advising
Budget Information: None (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

ACAD 19-20 Student Satisfaction with Academic Advising
Objective Number: 1.2 (formerly 1.3)

Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
Students will be satisfied with academic advising. Student satisfaction will be assessed using Noel Levitz Inventory advising questions.

Assessment/Evaluation/Measures/Strategies:
The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2020 semester to students at all sites using a stratified approach (see 9-21-20 Email on NL Methodology below). For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data.

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

Student satisfaction on the Noel Levitz Student Satisfaction Inventory will assess this outcome bench marked against national satisfaction for four questions.

3. My academic advisor is available when I need help.
14. My academic advisor is knowledgeable about my program requirements.
16. My advisor helps me apply my program of study to career goals.
22. My academic advisor is knowledgeable about transfer requirements of other schools.

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 (see left column of the attached document).

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was not met. The Student Success Center was to use their own survey in addition to the Noel Levitz survey beginning AY 2019-2020 as indicated in last year's improvement plan.

For AY 2019-2020, the webform for the Student Success Center advising was inactive since the cyber-attack. The paper survey form was not used due to the COVID transition. The results for the NL Student Satisfaction Survey were (see pdf file below):

3. My academic advisor is available when I need help. (LSUE All Sites=5.68; National= 5.75). Note that students at the LSUE face-to-face site rated this question at 5.52 (below the national average) while all other sites rate this question above the national average.

14. My academic advisor is knowledgeable about my program requirements. (LSUE All Sites=6.04; National 5.92). All sites rated this question above the national average.

16. My advisor helps me apply my program of study to career goals. (LSUE All Sites=5.79; National=5.73). For this question, the LSUE face-to-face students (n = 416) rated it at 5.72 (slightly below the national average) while dual enrollment students < 50% of a program rated it at 5.70 (n = 22).

22. My academic advisor is knowledgeable about transfer requirements of other schools. (LSUE All Sites=5.88; National= 5.68). Students at the Lafayette General Orthopaedic Hospital are the only ones to rate this below the national average by 0.08 of a point with an n = 7).

In spring 2020, there were 2,555 students enrolled so the survey return was 543 students or 21.3%.

Success for this objective will be for LSUE questions to score greater than or equal to the overall national mean for the four questions.

Given that the observed LSU Eunice mean of the four questions = 5.84 > the national mean for the four questions = 5.73, this objective is met.

Improvement Plan/ Changes Made:

While the objective was met, an action plan is to reinstate the Student Success Center advising survey to assess first-year advising goals to help refine the data with regard to the LSUE face-to-face students.

It is important to realize that the results for question 3 are influenced by the fact that faculty advisors teach 15 credit hours per semester and that they are frequently in class when students are free or vice versa. For question 16, LSU Eunice face-to-face students rated it a 5.72 and that it was not statistically significant. In addition, students from dual enrollment sites with programs < 50% rated the question at 5.70 and it was not statistically significant. For the last question, the Lafayette General Hospital Students rated the question 0.08 below the national mean. With an n = 7, a discussion of statistical significances is not appropriate given the Central Limit Theorem and that there are not enough students in the sample to approach the population parameters.

Given the cyber-attack in October 2019 and the Quarantine from March to May 2020, LSU Eunice personnel are pleased with the results and believe that the data should be monitored.

RELATED ITEMS---
RELATED ITEM LEVEL 1
ACAD 19-20 Advise students across academic disciplines within the Student Success Center
Goal Number: 1
Progress: Completed
Provided By: Academic Advising
Budget Information: None (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

ACAD 19-20 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: 11/1/2019
End: 10/31/2020
Progress: Canceled

Objective With Intended Outcomes:
Objective: 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.

The objective will be met if the degree plan is created by May 31st.

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 2018-2019, this objective was met.

For AY 2019-2020, This objective is cancelled for AY 2019-2020 because it was completed last academic year.

Improvement Plan/ Changes Made: n/a

RELATED ITEMS--
RELATED ITEM LEVEL 1
ACAD 19-20 Advise students across academic disciplines within the Student Success Center
Goal Number: 1

Progress: Completed
Provided By: Academic Advising
Budget Information: None (existing)
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2

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

CARSE 19-20 Career Decision Making
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
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: This objective has been revised. As a result, it is currently in the process of being benchmarked using AY 2018-2019. Career Services will run a computer generated report from Kuder Journey Administrative Database which identifies all students who utilized and completed the Kuder assessment. Career Services will take the number of students who utilized and completed the Kuder assessment

during AY 2016-2017 and compare it to the number of students who utilized and completed the Kuder assessment during AY 2015-2016. Preliminary benchmark according to the Kuder Database is 33 students. Kuder is utilized primarily in UNIV1005 and UNIV008 courses; however, all enrolled students have access to complete the Kuder assessment.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, this objective utilized AY 2019-2020 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.

In AY 2018-2019 (n)=483 registered in the system. Note that this includes both LSUA and LSUE students as there is no way to separate them in the Kuder Career System.

During AY 2019-2020, (n) = 614 completed sessions including all LSUE Sites

Because AY 2019-2020= 614 > AY 2018-2019= 483, the objective is met.

Improvement Plan/ Changes Made:
Plan of improvement is to develop a means for tracking change of major requests in the Registrar's office after completion of a Kuder career assessment. Per the IE director's recommendation, Career Services should create another objective utilizing questions 26 and 45 from the Noel Levitz Student Satisfaction Survey to adequately assess student satisfaction in addition to frequency of use:

Question 26: There are adequate services to help me decide upon a career.

Question 45: Career information and job placement services are available if needed.

RELATED ITEMS--
RELATED ITEM LEVEL 1
CARSE 19-20 To assist students in declaring a major.
Goal Number: 1
Progress: Completed
Provided By: Career Services
Budget Information: None (existing)
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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

Disability Services

DISA 19-20 Participate in new student and athletics orientation.
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
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 2018-2019, this objective was met.

For AY 2019-2020, 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. (Director of IE's Note: The Director participated via Zoom for 2020 and Fall 2019 and did not have an agenda).

Disability services also provides a table with information for distribution, as well as a presentation during the College 101 section of regular orientation FA 2019.

Given that the materials were distributed and the sessions held, this objective is met.

Improvement Plan/ Changes Made:
Disability Services will begin accessing satisfaction by creating an instrument Spring 2021 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
DISA 19-20 Expand campus outreach efforts to educate the campus community on services available for students with disabilities
Goal Number: 1
Progress: Completed
Provided By: Disability Services
Budget Information: None (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

DISA 19-20 Include Disability Services information on course syllabi
Objective Number: 1.2
Start: 11/1/2019
End: 10/31/2020
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 2020 semester.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was not met. Disability Services conducted an assessment of syllabi from three academic divisions using probability (systematic) sampling. The assessment revealed not all course syllabi included the Disability Services statement. The plan of action included developing an ODS statement which included correct information, and the statement is provided below.

For AY 2019-2020, an ODS statement which included correct information was created and distributed to be included in course syllabi and registration guides.

OFFICE OF DISABILITY SERVICES

LSUE remains strongly committed to providing appropriate accommodations for students with disabilities, including temporary disabilities and pregnancy. The Office of Disability Services (ODS) works to offer individualized services to ensure that all students have equal access to learn and succeed at LSUE. To receive accommodations, students must have their physicians or qualified professionals complete forms regarding their disabilities. Forms and information are located on the LSUE website at www.lsue.edu/ods (see attached below). For assistance, contact the office at ods@lsue.edu or 337-550-1204. ODS is located in room 145, Science Building.

The assessment for spring 2020 was not completed due to the COVID transition, as ODS usually conducts this review in March or April. Due to not conducting the assessment, the results of this objective are inconclusive.

Improvement Plan/ Changes Made:
The assessment will be able to be conducted in Spring 2021, as originally planned. There are no changes in assessment practices other than following through with the assessment.

RELATED ITEMS--
RELATED ITEM LEVEL 1
DISA 19-20 Expand campus outreach efforts to educate the campus community on services available for students with disabilities
Goal Number: 1
Progress: Completed
Provided By: Disability Services
Budget Information: None (existing)

Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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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>
> 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

DISA 19-20 Develop a campus disability awareness poster campaign
Objective Number: 1.3
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
To develop a campus wide disability awareness poster campaign to begin Fall 2019 and continue each subsequent semesters. Implementation will begin Fall 2019.

Assessment/Evaluation/Measures/Strategies:
The coordinator will design posters for the campus wide disability awareness campaign.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, the disability awareness campaign takes place during October of each semester. If posters are distributed throughout campus during this month, the objective is met.

Given that the posters were distributed in October 2019 (see PDF file below), this objective is met.

Improvement Plan/ Changes Made:
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
DISA 19-20 Expand campus outreach efforts to educate the campus community on services available for students with disabilities
Goal Number: 1
Progress: Completed
Provided By: Disability Services
Budget Information: None (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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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> To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
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> 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

FYEX 19-20 Develop a peer-led mentoring program
Objective Number: 1.1

Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
Director of IE's note: This objective pertains to AY 18-19. Planning took place over the AY 17-18.

Note: This objective is to be deleted.

The first year experience program will develop a peer mentoring program.

Student outcome: Upon the completion of the peer mentoring program, the student will Reflect on experiences and lessons learned for future application:

A. Build effective personal and professional relationships: Upon the completion of this program, the student will take initiative to build and maintain relationships based on mutual trust, respect, and accountability; actively create intentional relationships with more experienced mentors to support work towards personal learning goals.

B. Set goals for personal growth and learning: Upon the completion of this program, the student will create goals as framework for mentoring relationship; own progress towards accomplishing goals through process of taking action, asking for feedback, and reflecting on lessons learned for future application.

C. Ask for and receive feedback: Upon the completion of this program, the student will openly share progress towards personal goals and actively solicits feedback on strengths and opportunities for growth; practice active listening and understand how to receive and respond to feedback in an appropriate manner that maintains relationships.

D. Reflect on experiences and lessons learned for future application: Upon completion of this program, the student will intentionally engage in self-reflection after taking action towards identified goals; openly engage in reflective conversations with mentor regarding lessons learned and future application; become more self-aware of strengths and growth opportunities and how to capitalize on both.

Participants will be assessed via a pre/post mentoring survey.

Assessment/Evaluation/Measures/Strategies:
For Fall 2018, learning outcomes will be assessed by a one page reflection to include in the UNIV 1005 portfolio, which also will include a pre/post mentoring survey.

Mentoring program is being implemented Fall 2018; no benchmark set, yet.

Fall 2018, the mentoring program was piloted in one section of UNIV1005. There were 8 mentors and 9 mentees, with a total n=17. The post-mentoring survey and reflections revealed the mentoring program was effective.

A Likert scale was 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 2018-2019, this objective was met.

For AY 2019-2020, this objective was not met.

Director of Student Success Center's note: For AY 2020-2021, this objective will not be carried forward due to elimination of positions.

Improvement Plan/ Changes Made:
Director's Note: As previously discussed, the First-Year Experience program needs to be redesigned to include hiring a coordinator responsible for presiding over activities. Additionally, dedicated funding is needed in order to adequately support the program and initiatives, such as the mentoring program. If the mentoring program is to be effective, the redesign needs to include the following: (1) Creating a UNIV1000 or first year experience course offered to ALL students, (2)developing a first year experience curriculum, and (3) campus wide collaboration.

The first year experience program is more than a single event, program, or course. For efficacy, the first year experience program needs to include the following:

Key Initiatives: volunteer student leader engagement; transparent communications; Teaching to Succeed: The First Year Curriculum course

-Create a FYE coordinator position

-Create student positions and integrate with FYE staff

-Create a Bengal first-year guidebook

-Re-imagine first year student communications (email/social/web)

-Re-design UNIV 1000 curriculum

-Integrate mentor program with creation of first-year experience curriculum.

The development of an adequate program cannot come to fruition without staffing, campus wide collaboration, and funding. This director's note is based on researched published by the ***Journal of the First Year Experience and Students in Transition.***

Hansen, M. J., & Schmidt, L. (2017). The Synergy of and Readiness for High-Impact Practices During the First Year of College. *29*(1), 57-82.

 Qi, W., & Cole, J. S. (2011). Career and Technical Education Students Who Transition to Four-Year Institutions: An Exploratory Study. *Journal of The First-Year Experience & Students in Transition*, *23*(2), 75-92.

Young, D. G. (2019). *National survey on the first-year experience: Creating and coordinating structures to support student success.* Hernon, VA: National Resource Center for First Year Experience.

RELATED ITEMS--
RELATED ITEM LEVEL 1
FYEX 19-20 Maintain an Effective First Year Experience Program.
Goal Number: 1
Progress: Completed
Provided By: First Year Experience
Budget Information: None (existing)
Start: 11/1/2019
End: 10/31/2020

      RELATED ITEM LEVEL 2
      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

FYEX 19-20 Academic and Social Development
Objective Number: 1.2
Start: 11/1/2019
End: 10/31/2020
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: LSU Eunice just implemented First-Year Experience; therefore; no benchmark has been set at this time.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, two study skills workshops were conducted with student athletes Fall 2019. The instruments (sign in sheet, survey, and quiz) were scanned and saved on the administrative assistant's computer, who is no longer employed. Those documents were not recovered.

As a result, this objective was met.

Improvement Plan/ Changes Made:
Director's Note: As previously discussed, the First-Year Experience program needs to be redesigned to include hiring a coordinator responsible for presiding over activities. Additionally, dedicated funding is needed in order to adequately support the program and initiatives, such as the mentoring program. If the mentoring program is to be effective, the redesign needs to include the following: (1) Creating a UNIV1000 or first year experience course offered to ALL students, (2)developing a first year experience curriculum, and (3) campus wide collaboration.

The first year experience program is more than a single event, program, or course. For efficacy, the first year experience program needs to include the following:

Key Initiatives: volunteer student leader engagement; transparent communications; Teaching to Succeed: The First Year Curriculum course

-Create a FYE coordinator position

-Create student positions and integrate with FYE staff

-Create a Bengal first-year guidebook

-Re-imagine first year student communications (email/social/web)

-Re-design UNIV 1000 curriculum

-Integrate mentor program with creation of first-year experience curriculum.

The development of an adequate program cannot come to fruition without staffing, campus wide collaboration, and funding. This director's note is based on researched published by the ***Journal of the First Year Experience and Students in Transition.***

Hansen, M. J., & Schmidt, L. (2017). The Synergy of and Readiness for High-Impact Practices During the First Year of College. *29*(1), 57-82.

 Qi, W., & Cole, J. S. (2011). Career and Technical Education Students Who Transition to Four-Year Institutions: An Exploratory Study. *Journal of The First-Year Experience & Students in Transition*, *23*(2), 75-92.

Young, D. G. (2019). *National survey on the first-year experience: Creating and coordinating structures to support student success.* Hernon, VA: National Resource Center for First Year Experience.

RELATED ITEMS--
RELATED ITEM LEVEL 1
FYEX 19-20 Maintain an Effective First Year Experience Program.
Goal Number: 1
Progress: Completed
Provided By: First Year Experience
Budget Information: None (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

Pathways to Success

PWAY 19-20 Program Completion
Objective Number: 3.1
Start: 11/1/2019
End: 10/31/2020
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).

A second benchmark from data in 2016 from the National Center for Education Statistics (NCES) will also be used as a comparison. The NCES report cites that 25% of students entering DE needing four or more DE courses complete that coursework within six years (150% time for a four-year degree). The report also cites that 40.4% complete all DE courses when only three DE courses are required. As a result a range beginning with 25% through 40.4% (and higher) is considered successful for this objective. These statistics are used because Pathways to Success students are typically required to take four developmental courses: Pre-Algebra, Introductory Algebra, College Reading, and English Composition. However, often 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

Note that students in the cohorts just prior to the calculation date are removed since they could not have generally completed the program. For example, this calculation typically occurs in the summer. As a result, this iteration is up through spring 2019.

Assessment/Evaluation Results (Progress Report):

For AY 2018-2019, this objective was met.

For AY 2019-2020, the Institutional Research report was completed on July 23, 2020 for students placed in the program from summer 2004 through spring 2019. The reported indicated that 4,847 students enrolled in the program with 1,728 (35.65%) completing developmental education coursework requirements. The mean for the time span is 35.42% while the median 36.81% (see Table 1). Note that 70 transfer students within the State of Louisiana are included in these numbers because they earned a credential from another institution. Also note that of the 4,847 students an additional 1,780 students not completing the program transferred and Institutional Research was not able to determine if they had completed all of their developmental education work; essentially their progress toward completion of their developmental coursework or earning a credential was unknown.

Table 1. Program Completion based on the Number of New First-Time Students (AY is Summer, Fall, Spring)			
Academic Year	No. in Cohort	No. Completing	Percent Completing
04-05	319	91	28.53
05-06	330	130	39.39
06-07	316	118	37.34
07-08	360	129	35.83
08-09	400	138	34.50
09-10	404	121	29.95
10-11	423	188	44.44
11-12	386	142	36.79
12-13	326	120	36.81
13-14	290	118	40.69
14-15	306	131	42.81
15-16	237	102	43.04
16-17	261	65	24.90
17-18	230	85	36.96
18-19	259	50	19.31
Total	4847	1728	35.65
Mean	323.13	115.20	35.42
Median	319.00	120.00	36.81

Next, given that the NCES report allows six years for the completion of developmental education coursework, AY 2013-2014 was examined (see Table 1). As Table 1 indicates, the completion rate is 40.69% which is actually exceeds the 25% to 40.4% range established by the NCES report.

Table 2 provides additional statistics for the Pathways to Success Program. Of the 4,847 in the cohorts, 1,728 (35.65%) of them completed all developmental education coursework in 1.32 years, on average, earning a mean GPA of 2.796. A total of 468 (9.66%) of the students earned a credential in 4,71 years, on average, ending their college career with an mean GPA of 2.845.

Table 2. Statistical Breakdown for Selected Completion Data (AY 2004-2005 through AY 2018-2019).						
Statistic	n in Cohorts	n	Percent	Mean Years to Completion	Mean GPA	Standard Deviation GPA
Program completion statistics*	4847	1728	35.65	1.32	2.796	0.635
Statistics on Students earning a credential**	4847	468	9.66	4.71	2.845	0.659
*Statistics are based on 1,658 students due to transfers.						
**The GPA Mean and s.d. are based on 319 students due to transfers.						

The three majors with the highest frequency of graduation were Associate of General Studies = 71; Associate of Science in Nursing = 60; and the Associate of Applied Science in Management = 52.

Given that the observed (current) value of 35.65% is within the 30% to 40% range established by the Lumina Foundation and that the AY 2013-2014 rate of 40.69% exceeds the 25% to 40.4% range established by the NCES, Objective 3.1 is met.

Improvement Plan/ Changes Made:
Director's note: There is need to expand measures used in order to more effectively assess college readiness, improve retention, and improve program completion. Stand-alone developmental education requirements need to be re-evaluated and placement measures should be expanded by conducting the following:

(1) re-design curricula pathways; (2) develop innovative instructional approaches that help students succeed in first-year; (3) enhance academic support programs by aligning with learning outcomes established by divisions; (4) re-design UNIV 1005 and UNIV0008 courses as combined UNIV course (8 weeks study skills focus and 8 weeks literacy, critical thinking, and comprehension focus); (5) provide quality professional development/support for faculty to ensure development of faculty into highly skilled-highly qualified in teaching developmental

and first-year students; (6) improve the academic intervention response time from 3-4 days to 2-3 days (with adequate staffing); (7) re-open the coordinator of pathways position; (8) redesign corequisite courses to include additional instruction and support.

Additionally, LSUE needs to develop an initiative in collaboration with the Office of Financial Aid and academic support that eliminates equity gaps. From the director's analysis, there may be outcome and performance gaps between first-generation, low-income/Pell grant eligible, and traditionally underrepresented students adversely impacting retention and program completion.

RELATED ITEMS--
RELATED ITEM LEVEL 1
PWAY 19-20 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)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

PWAY 19-20 Fall to Spring Retention
Objective Number: 3.2

Start: 11/1/2019
End: 10/31/2020
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 mean = 77% and median = 77% was generated using a 10 year average from 2008-2009 to 2017-2018) 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 (see Table 1).

Table 1. Pathways to Success New First Time Freshmen Fall to Spring Retention as a Percentage.											
Years	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	81	74	76	72	72	80	74	82	76	82	77	77

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, the fall 2018 to spring 2019 retention was examined for all new first-time pathways students using data from Institutional Research. Institutional Research returned that 202 new first-time students were admitted to the Pathways to Success program in fall 2018 with 151 (74.8%) being retained to the spring 2019 semester.

A total of 177 new first-time students were enrolled in the Pathways program at LSUE in fall 2018 with 126 (71.2%) being retained to spring 2019 and 25 new first-time students were enrolled in the Pathways program at LSUA in fall 2018 with 25 (100%) of them being retained to spring 2019.

Given that the observed rate of 74.8% < the 10-year benchmark of 77.0%, Objective 3.2 is not met.

Improvement Plan/ Changes Made:

Director's note: There is need to expand measures used in order to more effectively assess college readiness, improve retention, and improve program completion. Stand-alone developmental education requirements need to be re-evaluated and placement measures should be expanded by conducting the following:

(1) re-design curricula pathways; (2) develop innovative instructional approaches that help students succeed in first-year; (3) enhance academic support programs by aligning with learning outcomes established by divisions; (4) re-design UNIV 1005 and UNIV0008 courses as combined UNIV course (8 weeks study skills focus and 8 weeks literacy, critical thinking, and comprehension focus); (5) provide quality professional development/support for faculty to ensure development of faculty into highly skilled-highly qualified in teaching developmental and first-year students; (6) improve the academic intervention response time from 3-4 days to 2-3 days (with adequate staffing); (7) re-open the coordinator of pathways position; (8) redesign corequisite courses to include additional instruction and support.

Additionally, LSUE needs to develop an initiative in collaboration with the Office of Financial Aid and academic support that eliminates equity gaps. From the director's analysis, there may be outcome and performance gaps between first-generation, low-income/Pell grant eligible, and traditionally underrepresented students adversely impacting retention and program completion.

RELATED ITEMS--
RELATED ITEM LEVEL 1
PWAY 19-20 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)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

PWAY 19-20 Fall to Fall Retention
Objective Number: 3.3
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
New first time freshmen enrolled in the Pathways to Success program will be retained from fall to fall. Pathways to Success students are developmental students who need remediation in all subjects prior to taking general education courses.

NOTE: This objective lags one year behind in order to complete the IE paperwork in a timely fashion in fall each year.

Assessment/Evaluation/Measures/Strategies:
Using Institutional Research and averaged over ten years, the mean retention was calculated at 47.1% and the median was calculated at 48.0% from 2008-2009 through 2017-2018 (see Table 1).

Table 1. Pathways to Success Fall to Fall Retention Rates for First Time Freshmen Only.												
Years	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	53	31	52	47	45	50	47	49	44	53	47.1	48.0

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020 examining fall 2018 to fall 2019 retention, data was obtained from Institutional Research to examine new first-time student retention in the Pathways to Success Program. Institutional Research responded on June 19, 2020 with 202 new first-time students being admitted to the Pathways to Success program in fall 2018 with 85 (42.1%) being retained to fall 2019.

At the LSUA site, 25 new first-time students were admitted in fall 2018 with 5 (20%) retained to fall 2019 and at LSUE 177 new first-time students were admitted in fall 2018 with 80 (45.2%) being retained to fall 2019.

Given that the observed retention from fall 2018 to fall 2019 = 42.1% < the 10-year average of 47.1%, objective 3.3 is not met.

Improvement Plan/ Changes Made:
Director's note: There is need to expand measures used in order to more effectively assess college readiness, improve retention, and improve program completion. Stand-alone developmental education requirements need to be re-evaluated and placement measures should be expanded by conducting the following:

(1) re-design curricula pathways; (2) develop innovative instructional approaches that help students succeed in first-year; (3) enhance academic support programs by aligning with learning outcomes established by divisions; (4) re-design UNIV 1005 and UNIV0008 courses as combined UNIV course (8 weeks study skills focus and 8 weeks literacy, critical thinking, and comprehension focus); (5) provide quality professional development/support for faculty to ensure development of faculty into highly skilled-highly qualified in teaching developmental and first-year students; (6) improve the academic intervention response time from 3-4 days to 2-3 days (with adequate staffing); (7) re-open the coordinator of pathways position; (8) redesign corequisite courses to include additional instruction and support.

Additionally, LSUE needs to develop an initiative in collaboration with the Office of Financial Aid and academic support that eliminates equity gaps. From the director's analysis, there may be outcome and performance gaps between first-generation, low-income/Pell grant eligible, and traditionally underrepresented students adversely impacting retention and program completion.

RELATED ITEMS--
RELATED ITEM LEVEL 1
PWAY 19-20 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)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

TEST 19-20 Initiate a Testing Center
Objective Number: 1
Start: 11/1/2019
End: 10/31/2020
Progress: Canceled

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 2018-2019, this objective was met.

For AY 2019-2020, the testing center is in operation and became an important area during CV 19 in spring 2020.

Director of IE's note: This objective is cancelled because the testing center is in operation. Note that the testing center's administrative unit has moved from student affairs back to academic affairs during spring and summer 2020. As a result, this unit has been assigned to the Library and will appear under it for AY 2020-2021.

Improvement Plan/ Changes Made: n/a

RELATED ITEMS---
RELATED ITEM LEVEL 1
TEST 19-20 Complete Construction and Initiate a New Testing Center as a new Auxiliary
Goal Number: 1
Progress: Canceled
Provided By: Testing Center
Budget Information: Testing center is an auxiliary
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

TUTR 19-20 Changed to Tutoring Satisfaction
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:

Students will be satisfied with the tutoring services offered through the on campus peer Tutoring Center and the online SmartThinking tutoring service.

Assessment/Evaluation/Measures/Strategies:
The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2020 semester to students at all sites using a stratified approach (see 9-21-20 Email on NL Methodology below). For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data.

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

Success for this objective will be for LSUE All Sites questions to score greater than or equal to the overall national mean for the two questions. The two questions are:

- 27. Tutoring services are readily available.
- 28. This campus provides online access to the services I need.

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 benchmarks for Spring 2020 are (see left column of the Tutoring NL... attachment below)

- 27. National Mean Score = 5.97
- 28. National Mean Score = 6.12
- Overall simple mean = 6.045

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this version of the objective did not exist.

For AY 2019-2020, the Student Satisfaction Survey were given toward the latter part of spring 2020. Both questions were used in the data analysis

- Q27. Tutoring services are readily available.
- Q28. This campus provides online access to the services I need.

The results were:

- LSUE Site face-to-face site : Means: #27 = 6.36; #28 = 6.35 combined = 6.355; n = 416;
- LSUA face-to-face site: Means: #27 = 5.67; #28 = 6.33; combined = 6.00; n = 11;
- Dual Enrollment < 50% of a Program: Means: #27 = 5.54; #28 = 6.33; combined 5.935; n = 22;
- Online: Means: #27 = 6.40; #28 = 6.52; combined = 6.46; n = 87;
- LG Ortho: Means: #27 = 5.83; #28 = 6.43; combined = 6.13; n = 7;
- note that no students were enrolled at the LSU Lab School n = 0; and
- LSUE All Sites: Means: #27 = 6.30; #28 = 6.36; combined = 6.33; n = 543

As the red highlighting indicates, the students at the LSUA site and dual enrollment < 50% of a program scored slightly below the overall target mean of 6.045; however, both exceeded the national average for question 28. In addition, both scored between "somewhat satisfied" and "satisfied". Note that neither site meets then n = 30 to begin to normalize to the population parameters, especially when all other sites met or exceeded the combined mean.

Given that the observed mean of 6.33 for all LSUE sites > the established benchmark of 6.045 along with #27 = 6.30 > the national average of 5.97 and #28 = 6.36 > the national average of 6.12, this objective is met.

Improvement Plan/ Changes Made:
Even though this objective was met, the plan of action includes expanding online use of services and obtaining attendance tracking software for peer led, face to face tutoring.

RELATED ITEMS--
RELATED ITEM LEVEL 1
TUTR 19-20 Increase awareness of tutoring services available
Goal Number: 1
Progress: Completed
Provided By: Tutoring
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

TUTR 19-20 Require tutoring as an early alert system for Pathways to Success students.
Objective Number: 2.1
Start: 11/1/2019
End: 10/31/2020
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:
This objective will be met if sixty percent (60%) of the Pathways to Success students who have attended the Tutoring Center for at least 5 hours for a particular subject and have completed the course will have achieved a passing grade ("C" or better) in that subject at the end of each Fall 2017 and Spring 2018 semesters.

Benchmark Revised for AY 2019-2020: The objective will be met if sixty percent (60%) of the Pathways Success students referred to the Tutoring Center for a particular subject attends tutoring <u>for at least two hours a week</u>. The Pathways to Success tutoring logs will be used as the instrument.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was not met.

For AY 2019-2020, the number of students referred to the Tutoring Center for math and English could not be retrieved according to the former coordinator of Tutoring; English attendance is not tracked as there is not a coordinator or person designated to track attendance in the Writing Lab.

Director's note: The outgoing Tutoring Coordinator indicated that the Pathways to Success tutoring referral e-mail was not working correctly and was not restored until the end of spring 2020, and thus, the coordinator indicated not being able to account for the referral numbers. The numbers provided are from Pathways to Success walk-in or drop-in tutoring visits for spring 2020.

Total Tutoring Center visits for spring 2020 (January 1, 2020- March 12, 2020) was 329 with the majority of visits (289) for Math0015. Due to COVID, drop in face-to-face tutoring did not continue for spring 2020.

Due to not having effective reporting, for AY 2019-2020, the results for this objective are inconclusive.

Improvement Plan/ Changes Made:
Director's note: The Pathways to Success coordinator position needs to be re-opened and funded for adequate tracking of Pathways to Success students. A electronic tracking system for English needs to be developed/purchased to adequately track attendance for tutoring in English. The director has redesigned the Tutoring Coordinator (reopened) position to Tutoring and Retention specialist so that the position requirements involve adequately developing and tracking tutoring and retention best practices.

RELATED ITEMS--
RELATED ITEM LEVEL 1
TUTR 19-20 Provide academic support for Pathways to Success students.
Goal Number: 2
Progress: Completed
Provided By: Tutoring
Budget Information: none (existing)
Start: 11/1/2019
End: 10/31/2020

RELATED ITEM LEVEL 2
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

University Advancement / LSUE Foundation
UAF 19-20 Bylaw Revision
Objective Number: 1.1
Start: 11/1/2019
End: 10/31/2020
Progress: Delayed

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, 2020

Assessment/Evaluation/Measures/Strategies:
Successful completion of this objective is that the Bylaws have been revised and approved by the Board as needed by June 30, 2020. (Note that the 2017 Bylaws remained attached as reference.)

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, this objective, there were no required by-law changes or updates necessary. As a result, this outcomes is delayed until next year.

Improvement Plan/ Changes Made:
Continue to review by-laws to remain up to standard at one meeting per year.

RELATED ITEMS---

RELATED ITEM LEVEL 1
UAF 19-20 Implement Board Policies and Procedures
Goal Number: 1
Progress: Delayed
Provided By: University Advancement / LSUE Foundation
Budget Information: None (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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

UAF 19-20 Campus Policy Revisions
Objective Number: 1.2
Start: 11/1/2019
End: 10/31/2020
Progress: Delayed

Objective With Intended Outcomes:
Review and Update LSUE Policy Statements regarding fundraising by June 30, 2020.

Assessment/Evaluation/Measures/Strategies:
Review policies with Vice Chancellor of Academic Affairs and Chancellor.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, there were no policy changes necessary. As a result, this objective is delayed.

Improvement Plan/ Changes Made:
Policy Statements updates are ongoing and currently slated for review by Cabinet January - April 2021.

RELATED ITEMS--
RELATED ITEM LEVEL 1
UAF 19-20 Implement Board Policies and Procedures
Goal Number: 1
Progress: Delayed
Provided By: University Advancement / LSUE Foundation
Budget Information: None (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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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> To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
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>
> 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

UAF 19-20 Secure resources
Objective Number: 2.1

Start: 11/1/2019
End: 10/31/2020
Progress: Completed

Objective With Intended Outcomes:
Increase annual revenue for expendable and endowment accounts in the LSUE Foundation by at least 20% by June 30, 2020. This includes funding to support annual, corporate/foundation giving, endowed gifts and planned giving.

Assessment/Evaluation/Measures/Strategies:
Contributions will be greater than $908,775.33 which is greater than 20% of FY18-19 income of $757,208.73.

Director of IE's note: The 2019 report notes that LSUE Raised $746,566 while the benchmark was calculated from $757,208.73. The difference was matching funds from the Board of Regents.

Strategies

1. Upload donor data into LSU Foundation Database and conduct alumni annual campaign.

2. Focus on scholarships with goal of 15 new annual scholarships by June 30, 2020 to replace money previously secured from $100,000 one-time golden scholarship gift.

3. Utilize e-team sports to increase athletic unrestricted giving.

4. Expand financial investment from work-force partners to support Allied Health and Business Programs.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, the following occurred:

1. Data upload was interrupted due to Cyber Attack on October 23, 2019 and COVID-19 quarantine beginning March 13, 2020 that moved all work online until mid-May 2020. Working on plan to begin data entry for Spring 2021.
2. Five new scholarship funds were established in FY 2019-2020. Due to COVID-19 fundraising campaign kick-off was unable to be held in Spring 2020.
3. E-team sponsor technology was utilized by LSUE Athletics. Athletics secured an additional $34,708.99
4. Expand Financial Investment from workforce partners to support Allied Health and Business Programs

1. Due to COVID-19 discussions with healthcare workforce partners have been delayed until fall 2020.
2. Did expand to secure grants from 2 new sources resulting in an additional $35,000. $25,000 for microscopes and $10,000 for STEM your way to the future competition for high school students

Objective for FY 2019-2020 was not met amount secured was $720,833 which is $187,942.33 below goal.

Improvement Plan/ Changes Made:
Improvement Plan

1. Develop pipeline of 50 scholarship prospects. Set goal of 5 scholarship asks per month.
2. Develop pipeline of 25 Corporate Partners. Make 4 large corporate asks per year. Over $10,000.
3. Renew Eteamsponsor contract and work with coaches to develop strategy for implementation with deadlines and goals.
4. Develop plan for alumni data improvement by June 30, 2021.

RELATED ITEMS--
RELATED ITEM LEVEL 1
UAF 19-20 Generate FY Increases in Revenue
Goal Number: 2
Progress: Completed
Provided By: University Advancement / LSUE Foundation
Budget Information: None (existing)
Start: 11/1/2019
End: 10/31/2020

> **RELATED ITEM LEVEL 2**
> 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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> 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

X. General Education Objectives

LSU Eunice General Education Committee Meeting Minutes from October 7, 2020

Wednesday October 7, 2020. 12:00 pm

I. Call to order

II. Present: Timothy Trant (Chair), Brandon Borill, Billy Fontenot, Cassie Jobe-Ganucheau, Elizabeth Vidrine, Nikki May

III. Old Business: None

IV. New Business:

The committee discussed and unanimously accepted Dr. Fowler's report that LSUE has met the general education outcomes for the 2019-2020 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.

V. Meeting adjourned at 12:30 pm

Respectfully submitted
Timothy J. Trant, Ph.D.

AY 2018-2019 General Education Objectives and Outcomes General Education Summary
September 16, 2020

The following report summaries LSU Eunice's General Education Outcomes for AY 2019-2020. 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 the planning system is online and that the supporting documentation is referred to in the document, it no longer downloads for security and privacy reasons. Those authorized to view them in the planning system have authorization to do so.

General Education Objectives: Relationships to LSU Eunice Strategic Goals

For the General Education Objectives, An LSU Eunice graduate will:

1. demonstrate effective communication of complex knowledge and ideas.
2. use processes, procedures, data, or evidence to solve problems and make effective decisions.
3. apply knowledge of natural science to the exploration and analysis of natural phenomena.
4. demonstrate an understanding of the cultural traditions and the human condition through a broad-based study of historical, cultural, and philosophical concepts.
5. demonstrate an understanding of human behavior and the relationship between individuals and their societies.
6. demonstrate an aesthetic and historical understanding of the arts. is linked to each of the LSU Eunice Strategic Goals:

Each of the General Education Objectives has a relationship upward to each of LSU Eunice's Strategic Goals which 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.

Table 1 summarizes each of the General Education Objectives with the outcomes assigned to them. The page numbers are given along with the courses assessed and methodology, assessment tools, 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. 5 – 15	pp. 15 – 35	pp. 35 – 46	pp. 46 – 58	pp. 59 – 78	pp. 78 – 85
ENGL 1001/1002 SLOs Met	MATH 1015/1021 SLOs on Final Met	BIOL 1001 SLOs Multiple Choice Questions Tentatively Met	History HIST 1001, 1003, 2055, 2071, 2057 SLO questions and a book review Met	Psychology PSYC 2000, 2060, and 2070 Embedded SLO questions on topic exams Met	ART 1440/1441/2470 SLO questions on Pre and post test Met
Dev Ed Success in ENGL 1001 after completing ENGL 0001 Indirect: Grades Not Met	MATH 1018 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 Library Research Tools SLOs Met	MATH 1425 SLOs on Final Met	PHYS 1001/1002 SLOs Multiple Choice Questions Met	ENGL 2071/2072 SLOs Met	Political Science POLS 2051 Class assessments, midterm, and final Met	

	MATH 1022 SLOs on Final Met	CHEM 1001 SLOs Multiple Choice Questions Tentatively Met	SPAN 1101/1102 Instructor Observation, quizzes, tests, and papers Not Offered	Dev Ed. Social Science from College Reading Met	
	MATH 1023 SLOs on Final Not Offered		FREN 1001/2101 Quizzes, oral exams, and presentation Met	Geography GEOG 1001 Exams Met	
	MATH 1431 SLOs on Final Met			Economics ECON 2010/2000/2010 Met	
	Dev Ed Completion of GE math after DE math Indirect using completion rates Met				
	Peregrine Critical Thinking Met				

Academic Affairs
GE 1. Communication
General Education Description: An LSU Eunice graduate will demonstrate effective communication of complex knowledge and ideas.
Start: 11/1/2019
End: 10/31/2020
Progress: Completed
Providing Department: Academic Affairs

RELATED ITEMS--
    RELATED ITEM LEVEL 1
    19-20 GE-Written Communication - ENGL 1001-1002
    Objective Number: 3.11
    Start: 11/1/2019
    End: 10/31/2020
    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:

5. 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.

6. 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 2019 sample course syllabus for ENGL 1001 (see file below)
Fall 2019 sample course syllabus for ENGL 1002 (see file below)

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 post test 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 represented the second iteration of the revised assessment and indicated that some questions were still posing some issues for students so the assessment underwent a revision for fall 2019. All students regardless of site or methodology will be assessed.

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic 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.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, there were 1,044 students enrolled in 45 sections of ENGL 1001 with 826 (79.1%) of them being directly assessed for student learning at the conclusion of the semesters (see Table 1 and Table 2). This includes all sections of the course offered noting that no sections were offered at the LSU Laboratory High School or the LG Orthopaedic Hospital.

Table 1. Enrollment and Number of Sections of ENGL 1001 AY 2019-2020.						
Description	Overall	LSUE FF	LSUA FF	Online 16-Wk	Online 8-Wk	Dual Enr < 50%
Total number of Students	1044	627	26	107	31	253
Total number of Sections	45	23	2	4	2	14

As Table 2 indicates, students at all sites and methodologies met the 70% benchmark overall. In fact, all sites met the 70% benchmark for all outcomes except LSUA face-to-face scoring 67%.

Table 2. AY 2019-2020 ENGL 1001 SLO Results by Site as Percentages						
Description	Overall	LSUE FF	LSUA FF	Online 16-Wk	Online 8-Wk	Dual Enr < 50%
Overall	80	77	72	82	83	90
1. Write an essay of five paragraphs with well-defined thesis statement	84	84	81	82	87	86
2. Use clear topic sentences	84	78	80	92	89	93
3. Use evidence, details, and facts	91	88	84	95	95	96
4. Use proper grammar and punctuation	78	74	67	81	81	85
Total number of students tested	826	489	16	69	11	241
Total number of sections	47	25	2	4	2	14

Given the 67% on outcome 4 at LSUA, an item analysis was completed for the fall 2019 semester for 8 students (see the ENGL 1001-A2 file below). Questions 1-50 deal with outcome 4 with students at LSUA most frequently missing questions 6, 7, 29, 37, 41, 45, and 50. However, note that there was an n = 8. An item analysis could not be run for the spring 2020 LSUA data because the data was reported as the scores for each outcome as opposed to individual scores on each individual question. As a result, another item analysis was completed for fall data involving all face-to-face students (n = 282 students). The 282 students most frequently missed questions 7, 8, 15, 35, 37, and 43 within outcome 4 with common questions being 7, 37, and 43.

Longitudinally, students performed at or near the mean and similarly to AY 2018-2019 as indicated in Table 3 showing that students performed similarly in the past two academic years on each outcome except outcome 2. Students also performed at or higher than the means for the period shown.

Table 3. ENGL 1001 SLO Performance Longitudinally as Percentages.							
ENGL 1001 Descriptions	Sp 15	15-16	16-17	17-18	18-19	19-20	Mean
Overall	70	75	79	79	80	80	77.2
1. Essay	79	87	82	80	82	84	82.3
2. Topic Sentences	77	84	86	88	90	84	84.8
3. Using Evidence, details, and facts	68	84	87	90	92	91	85.3
4. Grammar and Punctuation	61	70	76	78	77	78	73.3
Total number of students tested	218	577	909	941	877	826	724.7

For ENGL 1002, there were 831 students enrolled in 37 sections with 658 (79.2%) of them being assessed for student learning as indicated in Table 4. Note that there were no ENGL 1002 sections offered at the LSU Laboratory High School or at the Lafayette General Orthopaedic Hospital. The only site not meeting the overall benchmark was LSUA; however, note that the total number of students was 12 for the academic year. Given the low ns at LSUA, it is difficult (and probably unwise) to attempt to interpret the results for the LSUA face-to-face site even though some discussion follows.

Table 4. AY 2019-2020 ENGL 1002 SLO Results by Site in Percentages						
Description	Overall	LSUE FF	LSUA FF	Online 16-Wk	Online 8-Wk	Dual Enr < 50%
Overall	77	77	64	77	73	80
1. Identify clearly defined thesis statements, proper essay organization and development, and clarity in the essay writing process	80	80	76	81	76	83
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	49	71	71	77
Total number of students tested	658	354	12	40	66	186
Total number of sections	37	17	2	3	4	11

Because the results in Table 4 indicated that LSUA students had difficulty with outcome 2, an item analysis was completed for the five fall students. It indicated that the students had difficulty with questions 14, 17, 20, and 25 related to outcome 2 (see ENGL 1002 Item Analysis LSUA FF below). Again, the spring 2020 results were not broken out by question so an item analysis could not be completed.

To compare the LSUA item analysis results, an item analysis was completed for the 182 fall 2019 face-to-face students at LSUE. It indicated that students had some difficulty with question number 25 only (see ENGL 1002 Item Analysis LSUE FF below).

Finally, Table 5 shows the longitudinal data for the ENGL 1002 assessment and indicates that the results were slightly higher than AY 2018-2019 and above the means comparing data from AY 2016-2017 through present.

Table 5. ENGL 1002 SLO Longitudinal Results as a Percentage					
ENGL 1002 Descriptions	16-17	17-18	18-19	19-20	Mean
Overall	68	69	75	77	72.3
1. Identify clearly defined thesis statements, proper essay organization and development, and clarity in the essay writing process	72	73	77	80	75.5
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.	62	65	73	73	68.3
Total number of students tested	397	700	702	658	614.3

Given that Table 2 indicates that the observed score for ENGL 1001 SLOs = 80% > the established benchmark of 70% and that Table 4 indicates that the observed score for ENGL 1002 = 77% > the established benchmark of 70%, this objective is met.

Improvement Plan/ Changes Made:
ENGL 1001 Improvement for ENGL 1001 at LSUA (from the email attached below referring to Table 2 SLO 4): Table 2 SLO 4: "Use proper grammar and punctuation." Some reasons why students may not have met this objective include the fact that a good number of them missed the lesson on mechanics when we were still meeting in face to face classes. In addition, I have tried to post online grammar quizzes in MyCourses and a good number of students did not complete the online grammar quizzes that would have helped them with proper grammar and punctuation.

ENGL 1002 Improvements for ENGL 1002 at LSUA (from the attached email below referring to Table 4 SLO 2): Table 4 SLO 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." I informed students that there is a variety of resources available in the library and I even required them to submit a rough draft to the writing center that is located in the library. Unfortunately, a majority of students did not go to the writing center. I also lectured on credibility of sources in at least two class periods and I remember only about half of the class being there for the lecture. To meet this objective, I will make sure to lecture more on primary and secondary sources in future semesters.

Director of IE's note: Attendance at LSUA has been a systemic issue over the past years that will need to be monitored. At this point, faculty member and administration are at a loss of how to handle the attendance issue. Also, with the low number of students in both ENGL 1001 (n = 16) and ENGL 1002 (n = 12), it is very problematic to generalize using the data due to

sampling error related with such a small sample. According to the Central Limit Theorem, a sample of 30 is needed for the sampling distribution of the mean to approach nomality and the mean of the population. The Director of IE typically likes to double that number to 60 instead of using 30.

In addition, LSU Eunice moved to online instruction on March 13, 2020 due to CV-19 just as faculty were beginning instruction on outcome 2 in ENGL 1002. The Interim Dean and the Director of IE met on September 3, 2020 and decided that it was best not to attempt to change anything since the results from spring 2020 were problematic due to moving instruction online.

Completed by Paul Fowler on June 24, 2020

RELATED ITEM LEVEL 1
19-20 General Education English after Developmental Education English (ENGL 1001 after ENGL 0001)
Objective Number: 3.12
Start: 11/1/2019
End: 10/31/2020
Progress: Completed
Provided By: Liberal Arts

Objective With Intended Outcomes:
Developmental education (DE) students 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.

Assessment/Evaluation/Measures/Strategies:
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 2014-2015 will be examined during this assessment cycle.

Benchmarks established by the NCES: For students completing the developmental education English course (student obtains a C or higher in ENGL 0001):

- 85.3% enrolled in college level English courses (ENGL 1001)
- 77.5% earned college level English credits (D or higher in ENGL 1001).

Citation for the NCES Document is: Chen, X. (2016). *Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes* (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018 from http://nces.ed.gov/pubsearch.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was partially met given that the success rate (earned any credits) of 72.8 < the NCES benchmark of 77.5%. Data is being monitored to try to establish a pattern.

For AY 2019-2020, the report to determine whether students completing (ENGL 0001) (DE English composition) with a C or better enrolled in and subsequently completed ENGL 1001 (the first GE English composition course) with a D or better was run on June 15, 2020. The results in Table 1 indicate that 416 students enrolled in the English course with 327 (78.6%) completing it in AY 2014-2015. Given that, 274 (83.8%) of the 327 students enrolled in ENGL 1001 and 233 (71.3%) of the 327 successfully completed it with a D or better. Note that this data does not include students who transferred to other institutions of higher education.

Table 1. Indirect Assessment: Completion of the First GE English Course (ENGL 1001) with a D or Higher for Students Completing DE English (ENGL 0001) with a C or Higher.						
AY	Enrolled DE English	Completed DE English with a C or Higher	Enrolled GE English	Completed GE English with a D or Higher	Percent Enrolled in GE English	Percent Earning Credit in GE English
1213	424	342	277	235	81.0	68.7
1314	386	313	274	228	87.5	72.8
1415	416	327	274	233	83.8	71.3

Given that the observed value for students enrolling in GE English of 83.8% < the NCES Benchmark of 85.3% and that the observed value for students receiving a D or better in ENGL 1001 of 71.3% < the NCES Benchmark of 77.5%, objective is not met.

Improvement Plan/ Changes Made:

Attempt to have transfer students included in the report. The Director of IE will ask Institutional Research to include transfer numbers in the future.

Completed by Paul Fowler on June 15 2020.

RELATED ITEM LEVEL 1
19-20 GE-Library Research Tools
Objective Number: 3.13
Start: 11/1/2019
End: 10/31/2020
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 below as evidence.

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.

For AY 2019-2020, the SLO document underwent revision for the fall 2019 testing cycle. As a result, the benchmark was revised to 70%, which is the lowest C (average) grade that is transferable to other institutions of higher education in the State of Louisiana.

Prior to AY 2019-2020, a preliminary benchmark of 62.89% was established because the assessment underwent several revisions and testing.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, a total of 831 students were enrolled in 37 sections of ENGL 1002 during the fall 2019 and spring 2020 semesters with 658 (79.2%) of them being assessed using the revised SLO document (see Table 1). As noted in Table 1, all sites met the objective except for LSUA; however, note that LSUA had an n = 12 so it is difficult to generalize any results. Dual enrollment high school students performed the highest at 77%, then LSUE face-to-face with 73%, the regular and accelerated online sections performing at 71%, and then LSUA face-to-face performing at 49%.

Table 1. AY 2019-2020 ENGL 1002 SLOs for Information Literacy by Site in Percentages						
Description	Overall	LSUE FF	LSUA FF	Online 16-Wk	Online 8-Wk	Dual Enroll < 50%
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	49	71	71	77
Total number of students tested	658	354	12	40	66	186
Total number of sections	37	17	2	3	4	11

Because the results in Table 1 indicated that LSUA students had difficulty with outcome 2, an item analysis was completed for the five fall 2019 students taking the assessment. It indicated that the students had difficulty with questions 14, 17, 20, and 25 related to outcome 2 (see ENGL 1002 Item Analysis LSUA FF below). Again, the spring 2020 results were not broken out by question so an item analysis could not be completed.

To compare the LSUA item analysis results, an item analysis was completed for the 182 fall 2019 face-to-face students at LSUE. It indicated that students had some difficulty with question number 25 only (see ENGL 1002 Item Analysis LSUE FF below). As noted above, caution in generalizing any results is urged due to the low n at LSUA.

Given that the observed score of 73% > the established benchmark, this objective is met.

Improvement Plan/ Changes Made:

Will submit the results to English faculty for examination and input. Some possible courses of action may include:

- assert stronger oversight on LSUA campus instruction
- ask English faculty to establish detailed, minimum competencies in this area
- explore the feasibility of designing online instructional resources for all faculty in order to assist all instructors in meeting basic instructional requirements

Completed by Paul Fowler on June 15, 2020.

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: 11/1/2019
End: 10/31/2020
Progress: Completed
Providing Department: Academic Affairs

RELATED ITEMS--
      RELATED ITEM LEVEL 1
      19-20 Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra
      Objective Number: 2.21 Mathematics
      Start: 11/1/2019
      End: 10/31/2020
      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 <mark>all sites and all delivery methods.</mark>

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic 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 toward STEM degrees, are provided below for documentation.

According to the syllabus for each course, the student, upon successful completion of the course, will:

A. Solve equations and inequalities algebraically and graphically.
B. Evaluate and interpret function values.
C. Graph functions.

Benchmark = 70% which is the lowest average grade that will typically transfer to four-year institutions.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, there were 859 students enrolled in 38 sections of College Algebra. Three hundred ninety-three (393) students were enrolled in 16 sections of MATH 1015 while 466 were enrolled in 22 sections of MATH 1021. Overall, 613 (71.4%) of the 859 were assessed for SLOs on the final exam (see Table 1). Table 1 indicates that the students assessed met the overall outcome and each of the individual SLOs.

Table 1. SLO Results for College Algebra AY 2019-2020 in Percentages.			
MATH 1021 SLO Description	Overall for both College Algebra Courses	Overall MATH 1015	Overall MATH 1021
Overall	75	75	76
A. Solve Equations and Inequalities Algebraically & Graphically	74	76	72
B. Evaluate and Interpret Function Values	77	75	79
C. Graph Functions	78	77	78
Total number of students tested	613	269	344
Total number of sections	38	16	22

Longitudinally, the results are depicted in Table 2 showing that the results for AY 2019-2020 are similar to the results from AY 2018-2019 and AY 2017-2018. The results for AY 2019-2020 are also slightly higher than the means for all outcomes except SLO B where it is 0.3 of a percent lower.

Table 2. Combined MATH 1021 and MATH 1015 SLO Results								
Student Learning Outcome	13-14	14-15	15-16	16-17	17-18	18-19	19-20	Mean
Overall	71	74	73	73	76	76	75	74.1
A. Solve Equations and Inequalities Algebraically & Graphically	73	75	74	70	73	74	74	73.2
B. Evaluate and Interpret Function Values	70	82	78	77	79	78	77	77.3
C. Graph Functions	74	74	72	74	77	77	78	75.1
Total number of students tested	594	763	678	707	619	726	613	671.4

For MATH 1015, 269 (68.4%) out of the 393 were assessed for SLOs as shown in Table 3. Note that no sections of MATH 1015 were offered at the LSUA face-to-face, dual enrollment < 50% of a program, the LSU Laboratory High School, or at the Lafayette General Orthopaedic Hospital. As a result, those columns have been removed from Table 3. Students at all sites met the overall 70% benchmark along with meeting each of the individual outcomes. Full-term online and modular students performed the highest at 76% followed by LSUE face-to-face, then accelerated eight-week students.

Table 3. SLO results for MATH 1015 only AY 2019-2020 as Percentages.					
MATH 1015 SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Modular
Overall	75	74	76	73	76
A. Solve Equations and Inequalities Algebraically and Graphically	76	77	74	75	74
B. Evaluate and Interpret Function Values	75	74	73	70	79
C. Graph Functions	77	77	82	75	74
Total number of students tested	269	145	34	17	73
Total number of sections	16	7	2	2	5

An item analysis was generated for the 111 fall 2019 students taking the paper and pencil version showing that students performed quite well on most questions (see item analysis PDF file below). The spring 2020 data was aggregated so no item analysis comparison was possible.

For MATH 1015 longitudinally, AY 2019-2020 had a slight dip in performance when compared to the two prior years as shown in Table 4. Given that, the results for MATH 1015 seems to indicate that student performance tend to vary slightly each year with a high of 79% and a low of 74%. The final exam used for AY 2019-2020 is attached below (see the Final Exam PDF below).

Table 4. MATH 1015 Longitudinal Data by Academic Year as a Percentage.								
MATH 1015 SLO Description	13-14	14-15	15-16	16-17	17-18	18-19	19-20	Mean
Overall	78	79	77	74	76	77	75	76.6
A. Solve Equations & Inequalities Algebraically & Graphically	80	80	76	72	75	78	76	76.7
B. Evaluate and Interpret Function Values	80	81	80	75	76	74	75	77.3
C. Graph Functions	81	80	77	75	78	77	77	77.9
Total number of students tested	334	359	322	288	325	335	269	318.8

Next, the data was examined for **MATH 1021** indicating that 344 (73.8%) of the 466 students were assessed for SLOs as detailed in Table 5. Note that no sections of MATH 1021 were offered accelerated online, at the LSU Laboratory High School site, or at the Lafayette General Orthopaedic Hospital site. As a result, those columns were removed from Table 5. Students

at all sites except LSUA face-to-face met the 70% benchmark overall. Students at LSUA performed much higher last academic year, but still fell short of the 70%. The difference for LSUA is that last year 24 students were assessed where this year there were only 6. Based on the n = 6, it is difficult generalize any SLO results at the LSUA site. Students at LSUE face-to-face had some difficulty with outcome A achieving a 69%, which is up from 65% last academic year.

Table 5. SLO results for MATH 1021 (College Algebra) only AY 2019-2020 as a Percentage.					
MATH 1021 SLO Description	Overall	LSUE FF	LSUA FF	Online 16-Wk	Dual Enr < 50%
Overall	76	73	53	82	80
A. Solve Equations and Inequalities Algebraically and Graphically	72	69	48	81	75
B. Evaluate and Interpret Function Values	79	76	61	86	84
C. Graph Functions	78	77	57	79	82
Total number of students tested	344	198	6	40	100
Total number of sections	22	11	1	4	6

Longitudinally, the results for AY 2019-2020 are similar to both AY 2018-2019 and AY 2017-2018. The results for AY 2019-2020 also show an improvement since data was first kept in AY 2013-2014 and that the scores are higher than the mean over the time (see Table 6). The MATH 1021 final exam is attached as a PDF below as documentation. The MATH 1021 exam used for AY 2019-2020 is documented below (see the PDF file).

Table 6. Longitudinal MATH 1021 SLO Results by AY as a Percent								
Description	13-14	14-15	15-16	16-17	17-18	18-19	19-20	Mean
Overall	64	70	70	72	77	76	76	72.1
A. Solve Equations and Inequalities Algebraically and Graphically	66	70	73	69	71	70	72	70.1
B. Evaluate and Interpret Function Values	60	83	76	78	82	81	79	77.0
C. Graph Functions	68	69	68	74	76	77	78	72.9
Total number of students tested	260	404	356	419	294	391	344	352.6

Given that the overall observed

- score from both courses of 75% > the benchmark of 70%,
- score from MATH 1015 of 75% > the benchmark of 70%, and
- score from MATH 1021 of 76% > the benchmark of 70%

this objective is met.

Improvement Plan/ Changes Made:
For LSUA all outcomes and LSUE outcome A, the plan is to share the data with the faculty members and then monitor for AY 2020-2021.

The mathematics coordinator noted that the mathematics faculty intend on looking at the general education mathematics courses (MATH 1015 and MATH 1021) to ensure that all material taught is necessary for the subsequent courses. Meetings are to take place over summer 2020 (see the 3-17-20 email, the course profile, and the 7-16-20 meeting minutes (includes changes to MATH 1015 and 1021) PDFs below).

RELATED ITEM LEVEL 1
19-20 Competency in Mathematics for Elementary School Teachers (MATH 1018)
Objective Number: 2.22 Mathematics
Start: 11/1/2019
End: 10/31/2020
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.

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,

- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

The 2019-2020 syllabus for MATH 1018 contains the following student learning outcomes.

The student, upon successful completion of this course will:

A. Express and perform calculations in a variety of different number systems.
B. Apply basic operations to solve real world applications.
C. Interpret, explain, and develop patterns in problem solving.

The faculty used the outcomes from textbook and their professional judgement in deciding SLOs and specific problems to be placed on the SLO assessment.

A benchmark of 70% was adopted since it is the lowest average grade that will transfer to other institutions of higher education.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was tentatively met because complete data was not available.

For AY 2019-2020, 66 students were enrolled in four LSUE face-to-face sections of MATH 1018 with 64 (97%) of them being assessed on SLOs with the final exam (see Table 1). Note that no sections of MATH 1018 were offered at any other site so those columns were removed from Table 1. The MATH 1018 students performed quite well on their final exams scoring an 82% overall, an 82% on outcome A, a 79% on outcome B, and an 86% on outcome C.

Table 1. SLO results for MATH 1018 AY 2019-2020 as a Percentage.		
SLO Description	Overall	LSUE FF
Overall	82	82
A. Express and Perform Calculations	82	82
B. Apply basic operations to solve applications	79	79
C. Interpret, explain, and develop patterns in problem solving	86	86
Total number of sections	64	64
Total number of students tested	4	4

Longitudinally, there seems to be some fluctuation of scores over the three years studied; however, the AY 2019-2020 results seem to indicate that students have improved slightly since AY 2017-2018 (see Table 2). The fall 2019 final exam is contained in a PDF file below for documentation.

Table 2. MATH 1018 Longitudinal Data by Academic Year as a Percentage.				
SLO Description	17-18	18-19	19-20	Mean
Overall	80	77	82	79.7
A. Express and Perform Calculations	76	74	82	77.3
B. Apply basic operations to solve applications	87	87	79	84.3
C. Interpret, explain, and develop patterns in problem solving	79	73	86	79.3
Total number of students tested	47	20	64	43.7

Given that the observed score of 82% > the established benchmark of 70%, this objective is met.

Improvement Plan/ Changes Made:
The data was sent to the math faculty and the plan is to monitor the data for AY 2020-2021. Faculty who taught this course noted that she didn't think it was appropriate to make changes due to a small change in percentages due to two students. In addition, there is some thought that COVID-19 (moving classes from face-to-face to online) may have impacted the students this academic year.

RELATED ITEM LEVEL 1
19-20 Competency in Mathematics - Statistics (MATH 1425)
Objective Number: 2.23 Mathematics
Start: 11/1/2019
End: 10/31/2020
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 <mark>all sites and all delivery methods</mark>.

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

The 2019-2020 syllabus for MATH 1425 contains the following student learning outcomes (see file below).

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 was new for AY 2018-2019 is still being examined 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 because it is the lowest average grade that will transfer to other institutions of higher education.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, there were 409 students enrolled in 13 sections of MATH 1425 with 351 (85.8%) being assessed for SLOs using the final exam. Note that MATH 1425 was only offered at the LSUE site face-to-face site and in 16-week and 8-week online format. As a result, the LSUA face-to-face, the dual enrollment at less than 50%, the LSU Laboratory High School, and the Lafayette General Orthopaedic Hospital columns have been removed from Table 1.

Table 1. MATH 1425 SLO Results AY 2019-2020 as a Percentage.				
MATH 1425 SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk
Overall	72	71	76	76
A. Organize and summarize data using descriptive techniques that are both mathematical and pictorial	79	78	82	83
B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters	67	66	74	70
C. Calculate probabilities	66	65	69	70
Total number of students tested	351	281	44	26
Total number of sections for AY	13	9	2	2

Students scored a 72% overall with LSUE face-to-face students scoring a 71% overall and the full-term and accelerated online courses both scoring a 76% (see Table 1). LSUE face-to-face students fell short of the 70% benchmark on outcome B and both LSUE and full-term online students fell below the 70% benchmark for outcome C. Again, please note that outcome C is technically not benchmarked yet as it is in its second year and the faculty are still evaluating questions.

An item analysis was run for the LSUE face-to-face sections taking place in fall 2019 for questions that had a less than 60% chance of being answered correctly. An item analysis could not be generated for spring 2020 because the finals were all computer generated; however, the questions typically parallel the face-to-face questions so the results were most likely similar.

Question	Probability of Success	Description	Outcome
7	58.14	Finding percentiles	A
14	58.91	Finding Z-scores	A
19	58.91	Probability	C
20	48.84	Probability	C
22	58.91	Probability	C
23	55.04	Probability	C
24	29.46	Probability Distribution	C
28	25.58	Binomial Probability	C
30	57.36	Binomial SD	A
33	41.09	Normal Distribution	B
35	27.13	Probability in a Normal Distribution	B
36	54.26	Z-scores	B
40	51.16	Confidence Interval	B
45	50.39	Confidence Interval	B

Table 2. Item Analysis MATH 1425 Fall 2019 Face-to-Face Only.

The item analysis indicated that three questions probably should have been removed from consideration because students had less than an 30% chance of answering them correctly: numbers 24, 28 (both outcome C), and 35 (outcome B). Faculty members are encouraged to examine all questions contained in Table 2 to determine why the questions appeared to be difficult.

Longitudinally, the results in Table 3 indicate that the overall score has fluctuated since AY 2013-2014; however, the scores on outcome A have increased slightly while the scores on outcome B have decreased slightly. Interestingly enough, the scores on outcome C were identical for AY 2018-2019 and AY 2019-2020.

MATH 1425 SLO Description	13-14	14-15	15-16	16-17	17-18	18-19	19-20	Mean
Overall	73	70	74	73	70	70	72	71.7
A. Organize and summarize data using descriptive techniques that are both mathematical and pictorial	76	72	78	76	76	77	79	76.3
B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters	72	68	67	70	64	67	67	67.9
C. Calculate probabilities	--	--	--	--	--	66	66	66
Total number of students tested	314	289	283	288	335	284	351	306.3

Table 3. MATH 1425 Longitudinal SLO Results as a Percentage.

Given that the overall observed score for the direct assessment of 72% > the benchmark of 70%, this objective is met.

Improvement Plan/ Changes Made:
COVID-19 forced the conversion of our face-to-face courses to online courses during the spring 2020 semester on March 13, 2020. This could have affected our students' success. The faculty discussed spending more time on probability, normal distributions, and confidence intervals and spending less time on vocabulary, frequency distributions, and measures of center and variation. The plan is to monitor the data for AY 2020-2021 to see if this improves the results. SLO C will be benchmarked at 65% (see emails below).

RELATED ITEM LEVEL 1
19-20 Competency in Mathematics - Plane Trigonometry (MATH 1022)
Objective Number: 2.24 Mathematics
Start: 11/1/2019
End: 10/31/2020
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 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

The 2019-2020 syllabus for MATH 1022 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.

The faculty used the outcomes from textbook and their professional judgement in deciding SLOs and specific problems to be placed on the assessment. The benchmark was established at 70%, which is the lowest average grade that transfers to other institutions.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, 147 students were enrolled in seven sections of MATH 1022 with 130 (88.4%) of them being assessed for SLOs on the final exam (see Table 1). As noted in Table 1, students at the LSUE face-to-face site and dual enrollment less than 50% scored similarly on the overall and both individual outcomes. Note that sites where MATH 1022 was not offered were removed from Table 1.

Table 1. MATH 1022 SLO Results AY 2019-2020 by Site as a Percentage			
MATH 1022 SLO Description	Overall	LSUE FF	Dual Enr < 50%
Overall	80	80	81
A. Evaluate trig functions and manipulate their graphs	85	84	86
B. Solve trig equations and applications	75	74	76
Total number of students tested	130	66	64
Total number of sections for AY	7	4	3

Longitudinally, the AY 2019-2020 students outperformed students in the past achieving an 80% overall and 85% for outcome A. Outcome B fell to 75%; however, the 75% is still above the mean of 74.

Table 2. MATH 1022 SLO Longitudinal Results as a Percentage								
MATH 1022 SLO Description	SP 14	14-15	15-16	16-17	17-18	18-19	19-20	Mean
Overall	77	75	75	76	75	78	80	76.5
A. Evaluate trig functions and manipulate their graphs	78	79	78	76	78	79	85	79.0
B. Solve trig equations and applications	76	69	71	76	71	77	75	74.0
Total number of students tested	33	134	125	144	160	113	130	119.9

Given that the observed score of 80% for the direct assessment > the established benchmark of 70%, this outcome is met.

Improvement Plan/ Changes Made:
The faculty received the reports and the plan is to monitor the data for AY 2020-2021.

RELATED ITEM LEVEL 1
19-20 Competency in Mathematics - Precalculus (MATH 1023)
Objective Number: 2.25 Mathematics
Start: 11/1/2019
End: 10/31/2020

Progress: Delayed
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 2017 syllabus for MATH 1023 file below contains the following student learning outcomes.

The student, upon successful completion of this course will:

   A. Solve equations and inequalities algebraically and graphically.
   B. Evaluate and interpret function values.
   C. Graph algebraic functions.
   D. Evaluate trigonometric functions and manipulate their graphs.
   E. Solve trigonometric equations and applications.

The faculty used the outcomes from textbook and their professional judgement in deciding SLOs and specific problems to be placed on the SLO assessment. The benchmark of 70% is the lowest average grade that will transfer to other institutions.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, this course was not offered.

Improvement Plan/ Changes Made:
n/a

RELATED ITEM LEVEL 1
19-20 Competency in Mathematics - Calculus with Business and Economic Applications (MATH 1431)
Objective Number: 2.26 Mathematics

Start: 11/1/2019
End: 10/31/2020
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.

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

The 2019-2020 syllabus for MATH 1431 file below 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 problems.

The faculty used the outcomes from textbook and their professional judgement in deciding SLOs and specific problems to be placed on the SLO assessment. The benchmark of 70%, which is the lowest average grade that will transfer to other institution, was used.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, 48 students taking MATH 1431 were enrolled in two face-to-face sections at the LSUE site only with 34 (70.8%) being assess on SLOs from the final exam (see Table 1). Since sections were only offered at the LSUE face-to-face site, all other sites have been removed from Table 1. As Table 1 indicates, students scored a 79% overall with a 75% on outcome A, an 80% on outcome B, and a 70% on outcome C.

Table 1. SLO Results for MATH 1431 AY 2019-2020 by Site as a Percentage		
MATH 1431 SLO Description	Overall	LSUE FF
Overall	79	79
A. Evaluate and simplify limits and apply the intuitive concept of continuity.	75	75
B. Apply various techniques of differentiation and integration on elementary, exponential, logarithmic and rational functions.	80	80
C. Solve applied business optimization problems.	70	70
Total number of students tested	34	34
Total number of sections	2	2

As detailed in Table 2, each of the outcomes scored above the mean of the data since AY 2014-2015. In addition, it was the first time that all outcomes met the 70% benchmark.

Table 2. Longitudinal Results for MATH 1431 as a Percent.							
MATH 1431 SLO Description	14-15	15-16	16-17	17-18	18-19	19-20	Mean
Overall	73	78	73	73	77	79	75.5
A. Evaluate and simplify limits and apply the intuitive concept of continuity.	77	77	84	77	68	75	76.3
B. Apply various techniques of differentiation and integration on elementary, exponential, logarithmic and rational functions.	71	81	84	74	81	80	78.5
C. Solve applied business optimization problems.	74	65	55	67	81	70	68.7
Total number of students tested	36	30	40	35	42	34	36.2

Given that the observed score of 79% for the direct assessment > the established benchmark of 70%, this objective is met.

Improvement Plan/ Changes Made:
The results were emailed to faculty. The faculty had discussed spending more time on limits and continuity during AY 2019-2020. This seemed to improve the results. The plan is to continue to monitor the data for AY 2020-2021.

RELATED ITEM LEVEL 1
19-20 General Education Math after Developmental Education Math (MATH 1015/1020/1021 after MATH 0015/0021)
Objective Number: 2.27 Mathematics - DE to GE
Start: 11/1/2019
End: 10/31/2020
Progress: Completed
Provided By: Science & Mathematics

Objective With Intended Outcomes:
Developmental (DE) students will successfully complete (earn credit in) their first general education (GE) course (MATH 1015/1020/1021) 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.

Assessment/Evaluation/Measures/Strategies:
The indirect assessment of student learning is calculated by generating the success rate in the first GE mathematics course (MATH 1015/1020/1021) (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 the subject in a six-year time span (150% of a four-year degree). As a result, new first-time students entering in AY 2014-2015 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 2018-2019, this objective was met.

For AY 2019-2020, the report to determine whether students completing the DE mathematics with a C or better enrolled in and subsequently completed MATH 1015/1020/1021 (the first GE mathematics course) with a D or better was run on June 15, 2020. The results in Table 1 indicate that of the new first time students taking a DE mathematics course in AY 2014-2015, a total of 401 students enrolled in MATH 0002 with 297 (74.1%) completing it. Given that, 267 (89.9%) of the 297 students enrolled in one of the GE mathematics courses with 217 (73.1%) of the 297 successfully completed it with a D or better. Note that this data does not include students who transferred to other institutions of higher education.

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
1415	401	297	267	217	89.9	73.1

Table 1. Indirect Assessment: Completion of the First GE Math Course (MATH 1015/1021) with a D or Higher for Students Completing DE Math (MATH 0002/0015/0021) with a C or Higher.

Given that the observed score for enrolling in GE mathematics of 89.9% > the established NCES benchmark of 71.1% and given that the observed success rate with a D or better in GE mathematics of 73.1% > established NCES benchmark of 61.7%, this objective is met.

Improvement Plan/ Changes Made:
Attempt to have transfer students included in the report. The Director of IE will ask Institutional Research to include transfer numbers in the future.

RELATED ITEM LEVEL 1
19-20 GE-Critical Thinking
Objective Number: 3.21
Start: 11/1/2019
End: 10/31/2020
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
Effective AY 2018-2019, the Peregrine General Education (GE) Examination was given to students as they graduate. It was piloted with students in the spring 2019 semester. All students except Management 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 44.5% average obtained by four-year students. The word "approximate" is used because LSU Eunice is giving the second iteration of the assessment during AY 2019-2020.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, 315 students graduated with an Associate's Degree with 147 (46.7%) of them taking the Peregrine Academic General Education Assessment during their last semester of attendance. All programs, except Management have their students take the Logic/Critical Thinking section of the exam. The Management Program had a total of 5 students take the assessment so the Logic/Critical Thinking results are based on an n = 142 students.

The 142 students that actually had the Logic/Critical Thinking section scored 46.69% correct (see PDF file attached below). This compares to the national score of 44.47% correct for Bachelor's institutions located in the US.

Given that the observed score of 46.69% > the national score of 44.47%, this objective is met.

Improvement Plan/ Changes Made:
Continue gathering data from the exam.

Attempt to find out why Nursing, Diagnostic Medical Sonography, and Surgery Technology students are not taking the exam even though the deans were reminded of the need to have students take it in November 2019 (see attached email).

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: 11/1/2019
End: 10/31/2020
Progress: Completed
Providing Department: Academic Affairs

RELATED ITEMS---
     RELATED ITEM LEVEL 1
     19-20 Competency in Biology I
     Objective Number: 2.31 Biological Science
     Start: 11/1/2019
     End: 10/31/2020
     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:

The outcomes will be directly assessed and analyzed from multiple-choice questions designed by the biology faculty using a comprehensive final exam. Students in all sections will be assessed (i.e. no sampling).

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

According to the BIOL 1001 syllabus file below, the student learning outcomes are:

The student will:

A. Understand terms in the context of a scientific statement.
B. Critically evaluate biological concepts.
C. Integrate biological knowledge with other aspects of common knowledge.

The benchmark established for student competency is 70%, which is the lowest C for transfer purposes.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was tentatively met because data was collected from all sections.

For AY 2019-2020, 16 sections were offered with 845 students enrolled. A total of 11 (68.75%) out of the 16 sections were directly assessed using multiple choice questions for BIOL 1001 (Fall 2019 Section 3, 5, and 25 and Spring 2019 Section 25 and 26 data is missing due to personnel changes, therefore SLO data was not provided). However, 460 students assessed represents 63.1% of 729 students enrolled in all 19 sections on the last day of classes. A total of 116 withdrew during the semester and were removed from the total n.

For the face-to-face sections assessed (8 out 10), the data is shown below.

- Mean: 73.1%
- SLO 1: 74.7%

- SLO 2: 68.7%
- SLO 3: 75.9%
- n = 389 (see F2F data in pdf file below)

For the online full-term (16-week) sections, no data was reported for the three sections.

For the online accelerated (8-week) sections assessed (3 out of 3), the data is shown below.

- Mean: 67.2%
- SLO 1: 70.5%
- SLO 2: 67.6%
- SLO 3: 63.4%
- n = 71 (see online data in PDF file below)

No sections were offered at the LSUA, the LSU Laboratory School, the Lafayette General Orthopaedic Hospital, or at any dual enrollment high schools sites < 50% of a program.

The overall data is shown below.

- Mean: 72.7%
- SLO 1: 74.1%
- SLO 2: 69.3%
- SLO 3: 74.8%
- n = 460 (see Overall Data in pdf file below)

For each SLO, the average scores of students were calculated. For SLO 1, the average was 74.1% (AY 18-19 = 68.8%). For SLO 2, the average was 69.3% (AY 18-19 = 74.3%). For SLO 3, the average was 74.8% (AY 18-19 = 72.8%).

Overall, the average was 72.7% (AY 18-19 = 72.0%) for 460 students. Given the observed score = 72.7% > the established 70% benchmark, this objective is met.

Improvement Plan/ Changes Made:
For the AY 19-20, the 72.7% average is close to the AY 18-19 72.0% average. As with AY 18-19, the data is incomplete. A stronger effort will be made to ensure all data is collected for AY 20-21. For SLO 1 and SLO 3, there were improvements in averages from the previous academic year. SLO 1 saw a 5.3% increase from 68.8% to 74.1%. SLO 3 had a 2.0% increase

from 72.8% to 74.8%. SLO 2 saw a 5.0% decrease from 74.3% to 68.5%. SLO 2 was the only SLO that did not meet the 70% benchmark for success. However, this is still difficult to completely assess due to incomplete data.

RELATED ITEM LEVEL 1
19-20 Competency in Biology II
Objective Number: 2.32 Biological Science
Start: 11/1/2019
End: 10/31/2020
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 using a comprehensive final exam. Students at all sites and methodologies will be included in the data (i.e. no sampling).

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

According to the BIOL 1002 syllabus, the student learning outcomes are:

The student will:

A. Arrange, breakdown, illustrate and outline the order of classification of living organisms.
B. Compare and contrast the life history and life cycle of diverse groups of microorganisms, fungi, plants and animals.
C. Differentiate the characteristics of the major taxa of organisms: archaea, eubacteria, protists, fungi, plants and animals.

The benchmark established for student competency is 70%, which is the lowest C for transfer purposes.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was tentatively met because some data was not available.

For AY 2019-2020, seven sections were offered with 211 students registered. A total of 16 withdrew leaving 195 remaining on the last day of classes.

A total of three (42.9%) of seven sections with 107 (54.9%) of the 195 students were directly assessed by multiple choice questions for BIOL 1002 (Fall 2019 Section C6 and Spring 2020 Sections 25, 26, and C6 are missing due to personnel changes, which resulted in data not being submitted.

Face-to-Face Data (2 out of 2 sections reported)

- Mean: 78.2%
- SLO 1: 85.6%
- SLO 2: 83.8%
- SLO 3: 65.1%
- n = 78

Full-Term (16-week) Online Data (1 out of 3 sections reported)

- Mean: 84.8%
- SLO 1: 72.4%
- SLO 2: 94.5%
- SLO 3: 87.6%
- n = 29

8 Week Accelerated Online Data (0 out of 2 sections reported).

Combined Data

- Mean: 80.0%
- SLO 1: 82.1%
- SLO 2: 86.7%
- SLO 3: 71.2%
- n = 107

For each SLO, the average scores were calculated for each student. For SLO 1, the average was 82.1% (AY 18-19 = 80.6%). For SLO 2, the average was 86.7% (AY 18-19 = 67.8%). For SLO 3, the average was 71.2% (AY 18-19 = 70.3%).

The overall average was 80.0% (AY 18-19 = 72.9%). Because 80.0% is higher than the 70% benchmark, this outcome is tentatively considered a success due to incomplete data.

Improvement Plan/ Changes Made:
In AY 19-20, the number of sections reporting increased from 1 out of 5 in AY 18-19 to 3 out of 7. This is still reporting at less than 50%. Furthermore, it is difficult to compare the results from AY 18-19 with AY 19-20 for the issues previously mentioned. The overall average and the average for all the SLO questions was greater than the 70% benchmark for success. It is still difficult to assess this data given such a low reporting result. Efforts will be made in the future to ensure complete reporting of SLO data in AY 20-21.

Director of IE's note: Recommend that faculty submit data within two weeks from the end of finals.

RELATED ITEM LEVEL 1
19-20 Competency in Physical Science
Objective Number: 2.33 Physical Science
Start: 11/1/2019
End: 10/31/2020
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:
Direct Assessment:
The outcomes will be directly assessed and analyzed from multiple-choice questions designed by the physical science faculty using a comprehensive final exam. Students in all course sections offered will be assessed (i.e. no sampling).

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

According to the syllabus for PHSC 1001 file below, the student, upon successful completion of this course, will be able to:

A. Identify Newton's 3 laws of motion.
B. Apply the laws of thermodynamics.
C. Classify stellar evolutionary stages.

Director of IE's note: The syllabus for PHSC 1001 from AY 2018-2019 indicated that the SLOs had been updated, but was not reflected in the planning system. This is now corrected.

According to the syllabus for PHSC 1002 file below, 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.

Assessment/Evaluation Results (Progress Report):

For AY 2018-2019, this objective was not met. It was the first year of collecting data and there were personnel changes - both of which led to the decision to monitor into next year.

For AY 2019-2020, all PHSC 1001 (2 face-to-face sections at LSUE only with a total of 79 students enrolled) and PHSC 1002 (2 face-to-face sections at LSUE only with a total of 13 students enrolled) were directly assessed using multiple choice questions. No course sections were offered at any other site or online.

PHSC 1001   There were two face-to-face sections offered between the fall and spring semesters.

- Mean: 71.0%
- SLO 1: 78.4%
- SLO 2: 61.7%
- SLO 3: 73.0%
- n = 74 (see SLO Data Analysis PHSC 1001 file below)

For each SLO, the average student scores were calculated. For SLO 1, the average was 78.4% (AY 18-19 = 63.4%). For SLO 2, the average was 61.7% (AY 18-19 43.07%). For SLO 3, the average was 73.0% (AY 18-19 57.8%). Students scored an overall mean of 71.0% (AY 18-19 = 54.8 %) for the 74 students.

PHSC 1002   Two face-to-face sections were offered in the fall and spring semesters with 14 students enrolled. None were originally scheduled online, but the spring section was converted to be an online section on March 13, 2020 due to the Covid 19 pandemic.

- Mean: 86.1%
- SLO 1: 89.1%
- SLO 2: 83.6%
- SLO 3: 85.5%
- n = 11 (see PHSC 1002 Data Analysis file below)

For each SLO, the average student scores were calculated. For SLO 1, the average was 89.1% (AY 18-19 = 58.8%). For SLO 2, the average was 83.6% (AY 18-19 = 71.8%). For SLO 3, the average was 85.5% (AY 18-19 = 74.1%). Students scored an overall mean of 86.1% (AY 18-19 = 68.2%).

The pooled mean for PHSC 1001 and PHSC 1002 is 74.0% (AY 18-19 57.6%) with n=85. In addition:

- Mean: 74.0%

- SLO 1: 80.5%
- SLO 2: 66.1%
- SLO 3: 75.5%
- n = 85 (see PHSC Pooled Data Analysis file below)

Overall, since the observed score of 74.0% > the benchmark of 70%, this objective was met.

Improvement Plan/ Changes Made:
This is the second year using a pooled mean to determine if the objective was met in these courses. The pooled mean for both courses was 74.0%, which is greater than the 70% benchmark. Individually, both classes also cleared the 70% benchmark. The average for PHSC 1001 was 71.0% while the average for PHSC 1002 was 86.1%. Based on this data, the objective was met for PHSC.

This is a massive improvement over the pooled mean from AY 18-19 (57.6%). Neither PHSC 1001 nor PHSC 1002 met the 70% benchmark in AY 18-19. The improvement of the pooled mean from AY 18-19 to AY 19-20 was a 16.4% increase. For PHSC 1001, the improvement from AY 18-19 to 19-20 was 16.2%. For PHSC 1002, the improvement from AY 18-19 to 19-20 was 17.9%. Not only was the objective met for AY 19-20 with the pooled mean, but the individual classes also met the benchmark for success.

Given the increase on the performance on outcomes, the data will be monitored for AY 2020-2021.

RELATED ITEM LEVEL 1
19-20 Competence in Chemistry I
Objective Number: 2.34 Chemistry
Start: 11/1/2019
End: 10/31/2020
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 on the comprehensive final exam. Students in all sections will be assessed (i.e. no sampling).

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

According to the CHEM 1001 syllabus file below, 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. Compute the gas laws.

The benchmark established for student competency is 70%, which is the lowest C for transfer purposes.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was not met, but significant improvements were made from the year before so the decision was made to monitor to see if there were increases in SLO 3.

For AY 2019-2020, two sections of CHEM 1001 were taught at LSUE with 73 students enrolled. Face-to-face sections were offered in the fall and spring. There were no online sections or sections offered at any other sites. There were 71 registered students across two sections that were directly assessed using the CHEM 1001 cumulative final exam (note that two students withdrew).

The syllabus was changed along with the third SLO to better align with a sequence of CHEM 1001 and CHEM 1002. Acid-base chemistry is now covered in CHEM 1002 and not CHEM 1001.

Overall results indicate the students scored:

- Mean: 69.8%
- SLO 1: 71.5%
- SLO 2: 62.8%
- SLO 3: 74.9%
- n=71

Overall, the students scored 69.8% (n=71). For SLO 1, the mean was 71.5% (AY 18-19 78.9%). For SLO 2, the mean was 62.8% (AY 18-19 71.8%). For SLO 3, the mean was 74.9% (AY 18-19 used a different SLO 3). The mean was 69.8% (AY 18-19 = 65.4%).

Given that the observed score of 69.8% < than the 70% benchmark, but that the 69.8% could be rounded to 70%, this objective is tentatively met.

Improvement Plan/ Changes Made:
Although the objective was not technically met, some slight improvement was observed from AY 2018-2019. The mean was 65.4% for AY 2018-2019, while the observed score for AY 2019-2020 was 69.8%. This is a 4.4% increase. A cause for concern is the second SLO, which saw a 9% drop from AY 2018-2019. These averages for SLO 2 were statistically consistent from the fall 2019 through the spring 2020 semesters. A strong emphasis will be made in AY 2020-2021 to improve these numbers by spending more time demonstrating the balancing of chemical equations.

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: 11/1/2019
End: 10/31/2020
Progress: Completed
Providing Department: Academic Affairs

RELATED ITEMS--
    RELATED ITEM LEVEL 1
    19-20 GE-History
    Objective Number: 3.41

Start: 11/1/2019
End: 10/31/2020
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 course taught in an academic year, but broken out by site in the IE reports.)

Students will:

1. recognize major events, theories, and issues.
2. recognize major figures and specific movements.
3. demonstrate their understanding of cultural precedents and grasp of relationship to current issues, as well as an ability to analyze historical meaning in a proper manner.

Syllabi for History 2055 Fall 2019 face-to-face at LSUE below.

Assessment/Evaluation/Measures/Strategies:
The population of students (i.e. no sampling) remaining in each of the courses above at the end of the course will be assessed for student learning. Note that individual faculty members may differ from this slightly depending on their own class section situation.

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

The outcomes will be assessed using:

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 2018-2019, this objective was met.

For AY 2019-2020, there were 1,024 students enrolled in the various history courses over the fall 2019 and spring 2020 semesters with 914 (89.3%) being assessed for learning (see Table 1). Students did quite well with all sites scoring in the 80s. The benchmark was met for all outcomes except outcome 3 at LSUA; however, please note that there were only 9 students in the course so any generalization is problematic due to the low n. Please note that no history courses were scheduled at the LSU Laboratory High School or at the Lafayette General Orthopaedic Hospital, so those columns were removed from Table 1.

Table 1. HIST 1001/1003/2055/2057/2071 SLO Results by Site for AY 2019-2020 as Percentages						
History SLO Description	Overall	LSUE FF	LSUA FF	Online 16-Wk	Online 8-Wk	Dual Enroll < 50%
Overall	86	84	80	84	88	88
1. Recognize major events, theories, and issues	88	85	87	88	89	91
2. Recognize major figures and movements	89	86	86	89	95	94
3. Demonstrate their understanding of cultural precedents and grasp of relationship to current issues, as well as an ability to analyze historical meaning in a proper manner	84	82	66	85	80	89
Total Number of Students:	914	335	9	302	62	206
Total Number of Sections:	31	10	1	9	2	9

Longitudinally, Table 2 indicates that the SLO scores have fluctuated slightly over the years, but the performance in AY 2019-2020 were at or exceeded the means since AY 2012-2013.

Table 2. HIST 1001/1003/2055/2057/2071 Longitudinal SLO Results as Percentages									
History SLO Description	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	Mean
Overall	80	82	85	83	86	88	88	86	84.8
1. Recognize major events, theories, and issues	81	83	84	85	83	88	86	88	84.8
2. Recognize major figures and movements	79	83	85	83	87	90	86	89	85.3
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	84.4
Total Number of Students:	195	421	498	628	838	891	838	914	652.9

Given that the observed score for the SLOs = 86 > the established benchmark of 70%, this objective is met.

Improvement Plan/ Changes Made:
Individual faculty determine their own improvements based on student performance

- HIST 1001 faculty LSUE face-to-face: create a more extensive review for the tests (see PDF file below).
- HIST 1001 Dual enrollment < 50%: improve context of the historical events (see PDF file below)
- HIST 2055 Online 8-Wk: add discussions sections. and include reviews (see PDF file below)
- HIST 2057 Online 16-Wk: Provide a separate lesson on writing the essay (see PDF file below).

RELATED ITEM LEVEL 1
19-20 GE-Speech Communication
Objective Number: 3.42
Start: 11/1/2019
End: 10/31/2020
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.

A sample syllabus from fall 2019 at LSUE is contained in the file below. Note that an email was sent to all faculty and the Dean of Liberal Arts about using the proper general education objective in the syllabus (see email attached).

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.

<mark>All students enrolled in the CMST 1061 course (i.e. no sampling)</mark> will be directly assessed using internal documents regardless of the methodology of instruction.

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

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 graded needed for a C that would be appropriate to transfer the course to a four year institution (since CMST 1061 is transferable as a general education course).

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, there were 423 students enrolled in 16 sections of the CMST 1061 course with 389 (92.0%) of them being assessed for student learning. As Table 1 indicates, the students did quite well at the LSUE face-to-face site, full-term online, and accelerated online scoring similarly overall. In each case, the benchmark of 70% was met regardless if the courses was taken online or face-to-face (see Table 1).

Table 1. CMST 1061 SLO Results by Site AY 2019-2020 as Percentages				
SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk
Overall	86	87	85	82
A. Research for speeches…write outline with bibliography	84	86	78	80
B. Deliver speeches orally	85	84	90	81
C. Effectively participate in group problem solving activities	90	81	86	86
Total number of students tested	389	299	66	24
Total number of sections in AY	16	13	2	1

Longitudinally, Table 2 indicates that AY 2019-2020 students either met or outperformed students from AY 2018-2019. In addition, the overall value and outcome A exceeded the means while outcome B and C approximated the means for the period shown.

Table 2. CMST 1061 SLO Longitudinal Data as Percentages.								
SLO Description	13-14	14-15	15-16	16-17	17-18	18-19	19-20	Mean
Overall	--	83	85	87	87	85	86	85.5
A. Research for speeches…write outline with bibliography	78	82	80	79	84	83	84	81.4
B. Deliver speeches orally	91	82	89	84	83	85	85	85.6
C. Effectively participate in group problem solving activities	96	87	88	98	93	88	90	91.4
Total number of students tested	280	254	303	210	190	427	389	293.3

Since the scores for outcomes B and C rely on student speeches, documentation is included below. Note that in some cases faculty did not date or put the semester on the form. This has been noted in the improvement plan.

- Accelerated online informative speech,
- Full-term online group speech,

- Full-term online informative speech,
- LSUE face-to-face informative speech, and
- LSUE face-to-face persuasive speech

Given that the observed value of 86% > the established benchmark of 70%, this objective is met.

Improvement Plan/ Changes Made:
The major improvement that is needed is that the syllabus issue be addressed as mentioned in the objective and that faculty put a date on the completed speech evaluations.

In addition, even though the scores indicate that the objective was met, the faculty will try to improve in the following manners:

- Encourage students to prepare for the speeches and review the required outline at the beginning of the semesters (see online accelerated Spring 2020 outcomes PDF below)
- Encourage students to follow formats and examples given on myCourses (LSUE's LMS) (see LSUE FF spring 2020 PDF below)

RELATED ITEM LEVEL 1
19-20 GE-Humanities - ENGL 2071/2072
Objective Number: 3.43
Start: 11/1/2019
End: 10/31/2020
Progress: Completed
Provided By: Liberal Arts

Objective With Intended Outcomes:
Students will successfully complete their general education coursework developing competencies in the period of American Literature of their choice or as required by their curricula. The student learning outcomes (SLOs) in two courses will assess this Objective (see syllabus files below):

- 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.

Assessment/Evaluation/Measures/Strategies:
All students in the course at the time of the SLO assessment will be assessed (i.e. no sampling).

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

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 2018-2019, this objective was met.

For AY 2019-2020, there were a total of 91 students enrolled in three sections of ENGL 2071 and ENGL 2072 - one face-to-face section at LSUE and two accelerated online (8-week) sections (see Table 1). There were no sections offered at LSUA, 16-week online, at high school dual enrollment < 50%, at the LSU Laboratory High School, or the Lafayette General Orthopaedic Hospital so those columns have been removed from Table 1.

A total of 80 (87.9%) of the 91 students were assessed using the instruments noted above. As Table 1 indicates, student performed quite well on the SLO assessments scoring an 88% overall, an 84 on outcome 1 and an 89 on outcome 2.

Table 1. AY 2019-2020 ENGL 2071 and 2072 SLO Results by Site as Percentages			
Description	Overall	LSUE FF	Online 8-Wk
Overall	88	89	88
1. Identify significant writers and their work	84	90	81
2. Understand the society and historical change on individual works	89	88	89
Total number of students tested	80	28	52
Total number of sections	3	1	2

Table 2 depicts the longitudinal data since the courses were first analyzed in terms of SLOs. While the SLO scores fluctuate slightly, Table 2 indicates that students performed well over the three years.

Table 2. Longitudinal SLO Data for ENGL 2071 and 2072 as a Percentage				
Description	17-18	18-19	19-20	Mean
Overall	87	91	88	88.7
1. Identify significant writers and their work	84	91	84	86.3
2. Understand the society and historical change on individual works	90	92	89	90.3
Total number of students tested	96	104	80	93.3

Given that the observed score of 88% > the established benchmark of 70%, this objective is met.

Improvement Plan/ Changes Made:
Faculty members teaching sections of the courses file SLO reports at the end of each semester as demonstrated by the spring 2020 report below. The faculty member noted that he would offer Zoom reviews with online students to review for test material and set up a peer-editing forum for students to discuss essays.

Completed by Paul Fowler on June 15, 2020.

RELATED ITEM LEVEL 1
19-20 Foreign Language (Spanish)
Objective Number: 3.45
Start: 11/1/2019
End: 10/31/2020
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 using 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.

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 individual assignments for the face-to-face sections.

As this is the first assessment, the preliminary benchmark for each outcome is 70%. This is a historic metric and the lowest C for transfer purposes.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was delayed because no Spanish sections were taught.

For AY 2019-2020, this objective is delayed because no Spanish sections were offered.

Improvement Plan/ Changes Made:
Delayed - no courses offered

RELATED ITEM LEVEL 1
19-20 GE-Foreign Language (French)
Objective Number: 3.46
Start: 11/1/2019
End: 10/31/2020
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.

(See FREN 1001 syllabus and FREN 1002 syllabus below)

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).

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

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 2018-2019, this objective was met.

For AY 2019-2020, there were a total of 43 students enrolled in the fall 2019 and spring 2020 semesters with 41 (95.3%) of them being assessed for SLOs at the LSUE face-to-face site only. French courses were not offered at any other location or methodology. The results for the four face-to-face sections were:

- Overall = 91%
- Written French = 91%
- Conversational French = 92%
- Application in a written and oral format = 90%

- n = 41

Overall, the students did very well on the SLOs. Given that the observed score of 91% > the established benchmark of 70%, this objective is met.

Improvement Plan/ Changes Made:
For Fall 2019 FREN 1002: The faculty member believes he can improve by role playing based on a novel and having students give presentations on current topics (see fall 2019 file below).

For Spring 2020 FREN 1001: The faculty member believes he can improve by assigning beginning projects and assigning "fun" conversational topics in class (see spring 2020 file below).

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: 11/1/2019
End: 10/31/2020
Progress: Completed
Providing Department: Academic Affairs

RELATED ITEMS---
RELATED ITEM LEVEL 1
19-20 GE-Psychology
Objective Number: 3.51
Start: 11/1/2019
End: 10/31/2020
Progress: Completed
Provided By: Liberal Arts

Objective With Intended Outcomes:
Students will successfully complete their general education coursework developing competencies in cultural understanding using 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 January 2019, August 2015, and August 2018, but were in use during AY 2019-2020 (see each file below).

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

(Note: General education learning objectives point to outdated objectives. Information literacy and critical thinking have not been part of the learning objectives for a while. The issue was brought to the attention of the instructor.)

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

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).

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

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 2018-2019, this objective was met.

For AY 2019-2020, there were a total of 1,039 students enrolled in PSYC 2000, PSYC 2060, and PSYC 2070 at all LSUE sites with 973 (93.6%) of them being assessed for learning. Each course is examined separately.

For **PSYC 2000,** there were 334 students enrolled with 309 (92.5%) being assessed for learning as shown in Table 1. Note that no sections were offered at the LSU Laboratory High School or the Lafayette General Orthopaedic Hospital so those columns were removed from Table 1. Students scored rather well for all SLOs as depicted in Table 1 with LSUE face-to-face, full-term online, and accelerated online scoring in the mid to 80s overall and each outcome exceeding the 70% benchmark. The LSUA face-to-face site and dual enrollment students at sites less than 50% performed quite a bit higher; however, it should be noted that both locations had low ns so it is difficult to generalize the results.

Table 1. PSYC 2000 SLO Results by Site AY 2019-2020 as a Percentage.						
SLO Description	Overall	LSUE FF	LSUA FF	Online 16-Wk	Oline 8-Wk	Dual Enr < 50%
Overall	85	85	96	82	83	90
1. Major theoretical perspectives in psychology	84	85	92	84	80	91
2. Knowledge of major fields of study in psychology	86	88	100	80	81	92
3. Major goals of the study of psychology	86	86	96	79	87	97
Total number of students tested	309	189	10	40	66	4
Total number of sections	9	4	1	1	2	1

Longitudinally, PSYC 2000 scores tend fluctuate from year to year as shown in Table 2. For AY 2019-2020, students scored at or slightly higher than the mean for the period shown and slightly higher than AY 2018-2019.

Table 2. Longitudinal SLO Results for PSYC 2000 by Academic Year as a Percentage.							
Student Learning Outcomes	14-15	15-16	16-17	17-18	18-19	19-20	Mean
Overall	82	86	87	88	81	85	84.8
1. Major theoretical perspectives in psychology	84	87	87	90	81	84	85.5
2. Knowledge of major fields of study in psychology	83	84	90	90	80	86	85.5
3. Major goals of the study of psychology	79	85	80	86	85	86	83.5
Total number of students tested	299	355	239	298	435	309	322.5

Next, there were 67 students enrolled in two face-to-face sections of the **PSYC 2060** at the LSUE site only with 61 (91.0%) being assess for learning. The data in Table 3 indicates that the students scored an 82 overall with each of the SLOs scoring above the 70% benchmark.

Table 3. PSYC 2060 SLO Results by Site AY 2019-2020 as a Percentage.		
SLO Description	Overall	LSUE FF
Overall	82	82
1. Major theoretical perspectives in educational psychology	80	80
2. How various psychological factors affecting the educational process	75	75
3. Critical concepts in educational psychology	87	87
Total number of students tested	61	61
Total number of sections	2	2

The longitudinal data in Table 4 shows that the scores have varied over the period, but generally increased for AY 2019-2020 over AY 2018-2019.

Table 4. Longitudinal SLO Results for PSYC 2060 by Academic Year as a Percentage.							
Student Learning Outcomes	14-15	15-16	16-17	17-18	18-19	19-20	Mean
Overall	63	71	89	92	81	82	79.7
1. Major theoretical perspectives in educational psychology	66	81	86	84	97	80	82.3
2. How various psychological factors affecting the educational process	66	80	85	94	71	75	78.5
3. Critical concepts in educational psychology	62	51	96	97	76	87	78.2
Total number of students tested	56	39	60	54	58	61	54.7

For **PSYC 2070,** there were 638 students registered with 603 (94.5%) of them being assessed for learning. PSYC 2070 courses were offered at the LSUE face-to-face, LSUA face-to-face, and full-term online only. The course was not offered accelerated online, dual enrollment less than 50%, the LSU Laboratory High School, or the Lafayette General Orthopaedic Hospital. The results in Table 5 depict the results for the PSYC 2070 scoring in the upper 80s and meeting each of the outcomes exceeding the 70%.

Table 5. PSYC 2070 SLO Results by Site AY 2019-2020 as a Percentage.				
SLO Description	Overall	LSUE FF	LSUA FF	Online 16-Wk
Overall	89	90	89	87
1. major theoretical perspective in developmental psychology	89	91	90	85
2. critical concepts in developmental psychology	90	91	88	87
3. the relative contributions of heredity and environment to critical phenomena in developmental psychology	89	87	88	88
Total number of students tested	603	417	8	178
Total number of sections	10	6	1	3

Table 6 details the longitudinal results for PSYC 2070 showing that the SLOs scores have remained relatively consistent after the initial year. The scores for AY 2019-2020 scores approximated the results AY 2018-2019 and slightly above the mean for the period discussed.

Table 6. Longitudinal SLO Results for PSYC 2070 by Academic Year as a Percentage.								
Student Learning Outcomes	13-14	14-15	15-16	16-17	17-18	18-19	19-20	Mean
Overall	76	89	87	91	90	89	89	87.3
1. major theoretical perspective in developmental psychology	77	90	89	93	93	89	89	88.6
2. critical concepts in developmental psychology	76	87	85	95	90	85	90	86.9
3. the relative contributions of heredity and environment to critical phenomena in developmental psychology	76	89	84	86	88	90	89	86.0
Total number of students tested	230	307	455	192	392	504	603	383.3

Given that the observed score of

- 85% for PSYC 2000 > the established benchmark of 70%,
- 82% for PSYC 2060 > the established benchmark of 70%,
- 89% for PSYC 2070 > the established benchmark of 70%, and

this objective is met.

Improvement Plan/ Changes Made:
While the scores met the benchmark, individual faculty members had the following methods of improvement:

- PSYC 2000 Fall 2019 full-term online: incorporate other faculty input and include research articles,
- PSYC 2060 Fall 2019 LSUE face-to-face: increase frequency of interactive forums and increase the use of online resources,
- PSYC 2070 Fall 2019 full-term online: modify the presentation medium for the topic given, and
- PSYC 2000 Spring 2020 Fall 2019 face-to-face: less reliance on exam scores and increased use of interactive assignments

RELATED ITEM LEVEL 1
19-20 GE-Sociology
Objective Number: 3.52
Start: 11/1/2019
End: 10/31/2020
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 2019 syllabus for SOCL 2001 is attached (below).
The fall 2019 syllabus for SOCL 2501 is attached (below).

Assessment/Evaluation/Measures/Strategies:
An internal direct assessment will take place in both courses in <mark>all sections</mark> (i.e. no sampling).

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

Assessments will take place using the following: learning outcomes will be assessed using examinations or the final exam. Faculty have the freedom to choose the type of exam questions.

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 2018-2019, this objective was met.

For AY 2019-2020, there were 10 sections of Sociology 2001 and 2501 offered at LSUE face-to-face site, full-term online, and accelerated online only. There were no sections offered at any other site so those locations have been removed from Table 1. As Table 1 indicates, 347 (91.3%) of the 380 students enrolled in the course on the census days for fall 2019 and spring 2020 were assessed for learning.

Table 1. SOCL 2001 and 2501 SLO Results by Site AY 2019-2020 in Percentages.				
SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk
Overall	84	84	85	80
A. Theoretical perspectives in Sociology	80	80	82	72
B. Application and critical thinking in sociology	88	88	88	87
Total number of students tested	347	156	166	25
Total number of sections	10	4	4	2

Students at all sites scored an 84% overall with an 80% on outcome A, and an 88% on outcome B (see Table 1). Both full-term online and LSUE face-to-face performed similarly obtaining an overall of 84% and 85% respectively. The accelerated online scores dipped some to 80% with a 72% on outcome A; however, the 25 students in the eight week session met the 70% benchmark for both outcomes.

Table 2 depicts the longitudinal data since SLO scores were kept in AY 2014-2015. While the scores have declined over the years, AY 2019-2020 scores are still in the 80s indicating students did quite well even though they were below the mean for the overall and outcome A. It is also necessary to keep in mind that consistently scoring in the 90s over time is unrealistic. At some point, whether in the 90s or 80s, there will be diminishing returns.

Table 2. SOCL 2001 and 2501 Longitudinal Data as Percentages.							
SOCL 2001 and 2501 SLO Description	14-15	15-16	16-17	17-18	18-19	19-20	Mean
Overall	91	95	89	90	87	84	89.3
A. Theoretical perspectives in Sociology	95	97	92	92	89	80	90.8
B. Application and critical thinking in sociology	87	93	86	88	85	88	87.8
Total number of students tested	171	190	163	203	349	347	237.2

Given that the observed score of 84% > the stated benchmark of 70%, this objective is met.

Improvement Plan/ Changes Made:
Even though students met the stated benchmark, faculty believe they can improve outcomes by (see SLO Reports below):

- course redesign and adding zoom meetings with students in SOCL 2501.
- maintaining office hours on campus for the entire semester in SOCL 2001 (Director of IE's Note: The faculty member teaching these sections is the Chair of Faculty Senate and has commitments off-campus on a regular basis).

RELATED ITEM LEVEL 1
19-20 GE-Political Science
Objective Number: 3.53
Start: 11/1/2019
End: 10/31/2020
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:

A. Identify the roles and powers of the Executive, Legislative, and Judicial branches of government.
B. Correctly answer questions related to theories, events, and issues covered in class.
C. Demonstrate the ability to analyze historic material.

The fall 2019 full-term online syllabus is attached below for reference. Note that GE #2 is actually #5 (social sciences)

Assessment/Evaluation/Measures/Strategies:
All students (i.e. no sampling) at all sites where the course is offered will be directly assessed.

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,

- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

SLOs will be assessed using internally created documents according to the professional judgement of the faculty member through the following:

A. representative assignment based on material covered in class including PowerPoint presentations, lectures, assigned readings, multiple choice, true/false, and/or identification questions on a test.
B. comprehensive final exam.
C. comprehensive final exam.

A 70% benchmark is set as this is the lowest "average" or "C" grade that 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 2019-2020.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, a total of 53 students were registered in the two full-term online POLS 2051 offered (one fall 2019 and one spring 2020) with 50 (94.3%) being assessed for learning.

The results using weighted averages were:
Overall = 82%
Outcome A = 81%
Outcome B = 84%
Outcome C = 80%
n = 50
Number of sections = 2

As noted by the scores, students did quite well on the SLO assessments scoring above the 70% benchmark on each outcome.

Given that the observed score of 82% > the established benchmark of 70%, this objective was met.

Improvement Plan/ Changes Made:
The SLO report for fall 2019 is attached indicating that an improvement plan is required for each instructor.

For spring 2020, a new instructor was hired and it was not clear to the Director of IE if the SLO reporting form was filled out correctly because the results were all 78%. As a result, the desire is to make sure that the form is filled out correctly if he returns in the fall of 2020.

RELATED ITEM LEVEL 1
19-20 Completion of GE English Composition from College Reading (UNIV 0008)
Objective Number: 3.54
Start: 11/1/2019
End: 10/31/2020
Progress: Completed
Provided By: Liberal Arts

Objective With Intended Outcomes:
Developmental students, both Pathways and Non Pathways, will successfully register and complete their first general education English composition course after completing developmental education (DE) reading.

Assessment/Evaluation/Measures/Strategies:
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 the first GE English composition course (ENGL 1001) regardless whether a student took the courses face-to-face (LSUE or off-site) or online. The National Center for Education Statistics (NCES) provides the methodology and benchmark. The 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 2014-2015 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 2018-2019, this objective was met.

For AY 2019-2020, the report to determine whether students completing the DE reading course with a C or better enrolled in and subsequently completed ENGL 1001 (the first GE English composition course) with a D or better was run on June 15, 2020. The results in Table 1 indicates that 152 students enrolled in the reading course with 139 (91.4%) completing it in AY 2014-2015. Given that, 122 (87.8%) of the 139 students enrolled in ENGL 1001 and 111 (79.9%) of the 139 successfully completed it with a D or better. Note that this data does not include students who transferred to other institutions of higher education.

Table 1. Indirect Assessment: Completion of the First GE English Composition Course with a D or Higher for Students Completing DE Reading (UNIV 0008) with a C 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
1415	152	139	122	111	87.8	79.9

Given that the observed value for students enrolling in GE English of 87.8% > the established benchmark from the NCES of 85.3% and that 79.9% of the students completed ENGL 1001 with a D or better > the established benchmark from the NCES of 77.5%, this objective is met.

Improvement Plan/ Changes Made:

Attempt to have the report modified to include transfer data. The Director of IE will ask Institutional Research to include transfer numbers in the future.

Completed by Paul Fowler on June 15, 2020.

RELATED ITEM LEVEL 1
19-20 GE-Geography
Objective Number: 3.55
Start: 11/1/2019
End: 10/31/2020
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 - Word 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 2019 syllabus used online is attached below for reference. The student learning outcome (SLOs) section is highlighted.

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.

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

Assessment will be conducted using:

1. Unit exam
2. Map exam
3. Final exam

A 75% benchmark is set by the faculty member on SLOs in order to have a higher academic standard than just the lowest C (70% grade).

GEOG 1001 was chosen to represent student learning because there was over 100 students enrolled in it for AY 2019-2020.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, 143 students were enrolled in the fall and spring sections with 125 (87.4%) of them being assessed for learning. Note that the sections that were offered were full-term online and accelerated online (see Table 1). As Table 1 depicts, both groups of students did well score above the 75% benchmark.

Table 1. Geography SLO Results by Site AY 2019-2020 as a Percentage.			
SLO Description	Overall	Online 16-Wk	Online 8-Wk
Overall	82	85	79
1. Describe Countries in various terms	87	85	88
2. Use empirical and scientific methods	82	80	85
3. Social responsibility	78	77	79
Total number of students tested	125	65	60
Total number of sections	4	2	2

The course has been assessed for two years as shown in Table 2. While the scores fluctuated to some degree, two years is not enough data to determine any pattern. As a result, data will continue to be logged longitudinally.

Table 2. Longitudinal SLO Results for Geography by Academic Year as a Percentage.			
Student Learning Outcomes	18-19	19-20	Mean
Overall	88	82	85.0
1. Describe Countries in various terms	81	87	84.0
2. Use empirical and scientific methods	99	82	90.5
3. Social responsibility	91	78	84.5
Total number of students tested	61	125	93

Given that the observed score of 82% > the established benchmark of 75%, this objective is met.

Improvement Plan/ Changes Made:
While the instructor met the benchmarks, he believes he can improve by creating a third component to challenge students and create a more comprehensive climographs.

RELATED ITEM LEVEL 1
General Education Economics
Objective Number: 9.1
Start: 11/1/2019
End: 10/31/2020
Progress: Completed
Provided By: Management

Objective With Intended Outcomes:
Students will successfully complete their general education coursework developing competencies in cultural understanding through 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 fall 2019 syllabus for ECON 2000 and for ECON 2010 are attached below.

Assessment/Evaluation/Measures/Strategies:
The SLOs will be directly assessed an internally created assessment using quizzes or the comprehensive final exam.

All students in both courses will be directly assessed regardless of method of instruction and data will be broken out by site and type of instruction (i.e. no sampling).

For AY 2019-2020, LSU Eunice had sites at the following locations:

    • LSU Eunice,
    • LSU Alexandria,
    • Online full-term (16-week),

- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

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 2018-2019, this objective was met.

For AY 2019-2020, 165 students were enrolled in ECON 2000 and ECON 2010. The analysis for each course is taken separately.

Table 1 details the data for **ECON 2000**. A total of 71 (93.4%) students out of 76 registered for the four sections of the course were assessed for learning using weighted means. Overall, students did quite well scoring an 82% with an 80% on outcome A and an 81% on outcome B. Face-to-face interaction seems to help students as Table 1 suggests given that the LSUE students scored higher on all outcomes than either the full-term or eight week online sections. That said, Table 1 does indicate that both the full-term and eight week online sections scored above the 70% benchmark.

Table 1. ECON 2000 AY 2019-2020 SLO Results as a Percentage.				
ECON 2000 SLO Descriptions	Overall	LSUE FF	Online 16-Wk	Online 8-Wk
Overall	82	91	83	76
A. Demonstrate knowledge of demand and supply.	80	88	83	74
B. Demonstrate knowledge of production costs and market structures.	81	93	83	74
Total number of students tested	71	16	24	31
Total number of sections for AY	4	1	1	2

Longitudinally, the AY 2019-2020 overall score exceeded the past two years while the score for outcome A was one percentage point less and the score for outcome B increased to the point that it exceeded the mean by almost five percentage points.

Table 2. Longitudinal SLO Results for ECON 2000 by Academic Year as a Percentage.				
ECON 2000 SLO Descriptions	17-18	18-19	19-20	Mean
Overall	77	79	82	79.3
A. Demonstrate knowledge of demand and supply.	81	81	80	80.7
B. Demonstrate knowledge of production costs and market structures.	72	76	81	76.3
Total number of students tested	39	69	71	59.7

Next, Table 3 depicts the site data for **ECON 2010** indicating that 72 (80.9%) out of the 89 students registered for the four sections of the course were assessed for the learning outcomes. Using weighted means, students scored an 84% overall with an 81% on outcome A, an 87% on outcome B, and an 85% on outcome C. Students at the LSUE face-to-face students outperformed the online sections with the accelerated online scoring an 84% overall and the full-term online section scoring 73%. As with ECON 2000, students scored above the 70% benchmark on all outcomes for all sections.

Table 3. ECON 2010 AY 2019-2020 SLO Results as a Percentage.				
ECON 2010 SLO Descriptions	Overall	LSUE FF	Online 16-Wk	Online 8-Wk
Overall	84	92	73	84
A. Demonstrate knowledge of macroeconomic fundamentals.	81	90	70	81
B. Demonstrate knowledge of fiscal policy and the public sector.	87	96	70	90
C. Demonstrate knowledge of money, banking, and monetary policy.	85	89	80	85
Total number of students tested	72	19	15	38
Total number of sections for AY	4	1	1	2

Longitudinally, Table 4 suggests that student learning increased over the three year period. The scores for all AY 2019-2020 outcomes were above the means calculated over the time period indicated.

Table 4. Longitudinal SLO Results for ECON 2010 by Academic Year as a Percentage.				
ECON 2010 SLO Descriptions	17-18	18-19	19-20	Mean
Overall	71	82	84	79.0
A. Demonstrate knowledge of macroeconomic fundamentals.	75	78	81	78.0
B. Demonstrate knowledge of fiscal policy and the public sector.	68	85	87	80.0
C. Demonstrate knowledge of money, banking, and monetary policy.	68	82	85	78.3
Total number of students tested	26	27	72	41.7

Given that:

- the observed score for ECON 2000 = 82% > the stated benchmark of 70% and
- the observed score for ECON 2010 = 84% > the stated benchmark of 70%

this objective is met.

Improvement Plan/ Changes Made:
A select number of SLO Reports are included below. Even though faculty met the stated benchmarks, they believe improvement can occur as follows (see individual reports as PDFs below):

- ECON 2000-25 (full-term) from spring 2020: Encourage students to participate and to attend class during reviews for tests.
- ECON 2010-25 (full-term) from spring 2020: Encourage students to participate and to attend class during reviews for tests. The questions most missed on the tests were noted. The instructor noted this and will offer tips to students.
- ECON 2010-C1 (Eight Week Accelerated) from fall 2019: Provide simulations and provide multiple attempts to answer some questions so students may learn from their mistakes.

GE 6. Art
General Education Description: An LSU Eunice graduate will demonstrate an aesthetic and historical understanding of the arts.
Start: 11/1/2019
End: 10/31/2020

Progress: Completed
Providing Department: Academic Affairs

RELATED ITEMS--
      RELATED ITEM LEVEL 1
      19-20 GE-Art
      Objective Number: 3.61
      Start: 11/1/2019
      End: 10/31/2020
      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 (SLOs) 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 (see PDF files below):

- ART 1440 spring 2020 8-week accelerated online,
- ART 1441 fall 2019 8-week accelerated online, and
- ART 2470 fall 2019 16 -week face-to-face at the LSUE 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.

Note that Outcome 3 was not assessed and is scheduled to be removed as the primary art instructor retired at the end of fall 2019. SLOs will be revised when a new full-time faculty member is hired.

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. All students remaining in the course during the final exam will be assessed (i.e. no sampling).

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

Each of the outcomes will be assessed by:

Outcome 1- Lecture and course discussion of the relationship of the social, political, economic, and religious significance of specific works of art and architecture. Specific items on the final exam will require integration of at least 2 of the following concepts: social, political, economic, and religious aspects of cultural development.

Outcome 2- Lecture and visual presentation of major works of art and architecture. Specific items on the final exams will be answered via slide identification.

Outcome 3- Pre and post testing at the comprehensive level of knowledge. Comparison mean scores on the pre and post exam (not assessed in AY 2019-2020).

The benchmark for each is 70% and is the lowest C for transfer purposes. For outcome 3, the average score on the post test exceeding the pretest is considered successful.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, there were:

- 213 students registered in eight sections of ART 1440,
- 30 students registered in one section of ART 1441, and
- 26 students registered in two sections of ART 2470
- totaling 269 students in 11 sections on the census days for the fall 2019 and spring 2020 semesters.

A total of 185 (68.8%) of the 269 students in 9 (81.8%) of the 11 sections were assessed during the academic year. One new faculty member turned in data that was unusable for two face-to-face sections in the spring. The faculty member reported that he had turned in an (incorrect) syllabus to Liberal Arts; however, there was no reply from the department so he was not aware of any issues until the Director of IE contacted him in June 2020.

The results for the 185 students assessed are shown in Table 1. There were no sections offered at the LSU Alexandria site, at the LSU Laboratory High School site, or the Lafayette General Orthopaedic Hospital, so those columns were removed from Table 1.

Table 1. Art History SLO Results by Site AY 2019-2020 as a Percentage.					
Art History SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Dual Enr < 50%
Overall	92	87	97	90	96
1. Correctly identify by period, culture, and style works of art covered in lectures.	94	87	97	95	96
2. Correctly identify the works of art and architecture covered in lectures.	89	86	97	82	96
Total number of students tested	185	43	44	81	17
Total number of sections	9	2	2	3	2

Overall, students scored quite well achieving a 92% overall with a 94% on outcome 1 and an 89% on outcome 2. Full-term online and dual enrollment < 50% students scored nearly identically while accelerated online came in just behind them with face-to-face students at LSU Eunice scoring the "lowest" (see Table 1).

Longitudinally, Table 2 indicates that students scored the second highest overall behind AY 2017-2018 for the period shown. The results for both outcomes 1 and 2 were also some of the highest scores recorded. In addition, the results from AY 2019-2020 were above the mean for the period.

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	19-20	Mean
Overall	87	87	85	93	90	92	89.0
1. Correctly identify by period, culture, and style works of art covered in lectures.	89	91	86	93	85	94	89.7
2. Correctly identify the works of art and architecture covered in lectures.	86	84	84	92	85	89	86.7
Total number of students tested	182	177	309	343	301	115	237.8

Given that the overall observed score = 92% > the established benchmark of 70%, this objective is met.

Improvement Plan/ Changes Made:
Even though the stated benchmark was achieved, faculty believe they can improve by (see SLO Reports attached below): ART 1440 online accelerated: clarification of the identification protocol and emphasis placed on topics that could be short answer questions.

Director of IE's note: Will need to work with one of the instructors that is reporting the same value for the overall and each SLO to see if they are reporting an exam grade for all outcomes.

RELATED ITEM LEVEL 1
19-20 GE-Art (Music Appreciation)
Objective Number: 3.62
Start: 11/1/2019
End: 10/31/2020
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 below for MUS 1751.

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 all students.

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopaedic Hospital (LG Ortho).

The benchmark for each outcome is 70%. This is the lowest average grade that will transfer to another institution of higher education in the state.

Assessment/Evaluation Results (Progress Report):
For AY 2018-2019, this objective was met.

For AY 2019-2020, 417 students were enrolled in 12 sections with 390 (93.5%) being assessed for learning (see Table 1). Students performed above the 70% benchmark for all outcomes at all sites. Dual enrollment sites less than 50% performed the highest, then both online 16-week and LSUE face-to-face, and then online 8-week accelerated. Note that no sections

were offered at the LSUA face-to-face site, at the LSU Laboratory High School site, or at the Lafayette General Orthopaedic Hospital site, so those columns were removed from Table 1.

Table 1. MUS 1751 SLO Results by Site AY 2019-2020 as Percentages					
MUS 1751 SLO Description by Site	Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Dual Enr < 50%
Overall	85	85	86	81	93
1. Develop a fundamental music vocabulary	92	88	92	89	94
2. Recognize the effect of music on society and history	85	86	85	82	87
3. Identify general characteristics of the major music style periods	83	91	83	79	87
Number of students tested	390	16	277	79	18
Number of sections	12	1	7	3	1

Table 2 details the longitudinal data indicating that students performed slightly below the mean for all outcomes except outcome 1. However, it should be noted that there have been some changes in instructors over time so some fluctuation in scores was expected. Despite being below the mean for the period shown, students still scored above the 70% benchmark by a considerable amount.

Table 2. MUS 1751 Longitudinal Data as Percentages.						
MUS 1751 SLO Description	15-16	16-17	17-18	18-19	19-20	Mean
Overall	92	92	90	88	85	89.4
1. Develop a fundamental music vocabulary	91	90	91	91	92	91.0
2. Recognize the effect of music on society and history	94	93	91	89	85	90.4
3. Identify general characteristics of the major music style periods	93	93	90	87	83	89.2
Total number of students tested	208	309	388	439	390	346.8

Given that the observed value of 85% > the established benchmark of 70%, this objective is met.

Improvement Plan/ Changes Made:
Even though this objective is met, faculty believe they improve as follows:

- Full-term and Accelerated Online Fall 2019: Create worksheets and incorporate additional You Tube Videos in the modules to clarify concepts (see Full-Term and Accelerated file below).
- Full-Term Online only spring 2020: Implement additional learning aids and encourage students to participate in all activities (see Full-Term Online file below).
- LSUE Face-to-Face Fall 2019: Spend more time with instructions at the beginning of the semester and include more detailed discussion in class (see LSUE Face-to-Face file below).