Louisiana State University at Eunice

Start ON-TRACK • Stay ON-TRACK

Quality Enhancement Plan

Presented to the Southern Association of Colleges and Schools Commission on Colleges

On-Site Reaffirmation Committee Visit: October 3-5, 2023

Dr. Billy Fontenot, Co-Chair
Ms. Cassie Jobe-Ganucheau, Co-Chair
Dr. Nancee Sorenson, Chancellor
Dr. Paul Fowler, SACSCOC Accreditation Liaison

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Executive Summary

The focus of Louisiana State University at Eunice's Quality Enhancement Plan, "**ON-TRACK**," is to create gateway mathematics and English corequisite courses, along with the necessary support structures, to improve success in the first general education mathematics and English composition courses. Corequisite English and mathematics match a credit bearing general education course with a mandatory support course taken at the same time. The QEP is the result of institutional data analysis and thorough discussion with students, faculty, and staff. These discussions led to a number of institutional issues and possible topics being identified as worthy of consideration. As the issues were narrowed, however, success in standalone developmental education and gateway English and mathematics emerged as a primary topic. Further examination of the data revealed that student success decreased in

- the standalone developmental English by 20 percentage points since AY 2017,
- the standalone mathematics courses by 35 percentage points in prealgebra and by nine percentage points in Introduction to Algebra since AY 2013-2014,
- gateway general education English by nine percentage points since AY 2016-2017, and
- gateway general education mathematics by ten percentage points since 2017-2018.

To facilitate instruction and coordination, English and mathematics faculty have prepared pacing charts indicating the sections to be covered in a given week; however, the faculty stress that flexibility is warranted so that they may respond to student needs. As a result, the methodology of the support course may focus on lecture one day, tutoring another, and completing homework on yet another. Given flexibility, English faculty decided to use traditional classroom space to accomplish their tasks whereby students may edit papers on their own laptops, learning the mechanics as the semester progress. Mathematics faculty decided to conduct their support courses in three computer labs where students may complete their homework on the web-based platform.

Actions which are required to execute, assess, and revise the nearly $5.9 million plan will be integrated into the existing institutional comprehensive planning and evaluation plan. The plan consists of two goals. The QEP seeks to:

Goal 1: LSU Eunice seeks to increase student learning in the gateway general education English course.

Goal 2: LSU Eunice seeks to increase student learning in the gateway general education mathematics courses.

Specific student learning outcomes and a comprehensive assessment plan accompany each goal to guide implementation, promote success, and revise the QEP in progress if necessary. While not part of the official assessment, other metrics may be used to assess the QEP, such as course evaluations; student satisfaction with tutoring, disability services, and advising; and an analysis of SLOs in the support courses or in subsequent courses. Examining data in this fashion will permit both opinions to be examined, along with the empirical data to determine the changes that may need to be made as the QEP is implemented.

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Introduction to ON-TRACK

Welcome to **ON-TRACK**, a multidimensional campus initiative to welcome and engage students upon enrollment to create a collaborative relationship that will foster academic success resulting in credential completion and upward socio-economic mobility. TRACK stands for **T**argeting **R**etention and **A**chievement of **C**ore **K**nowledge. **ON-TRACK** includes, but is not limited to, the following initiatives, each of which, in part, will be discussed throughout this document.

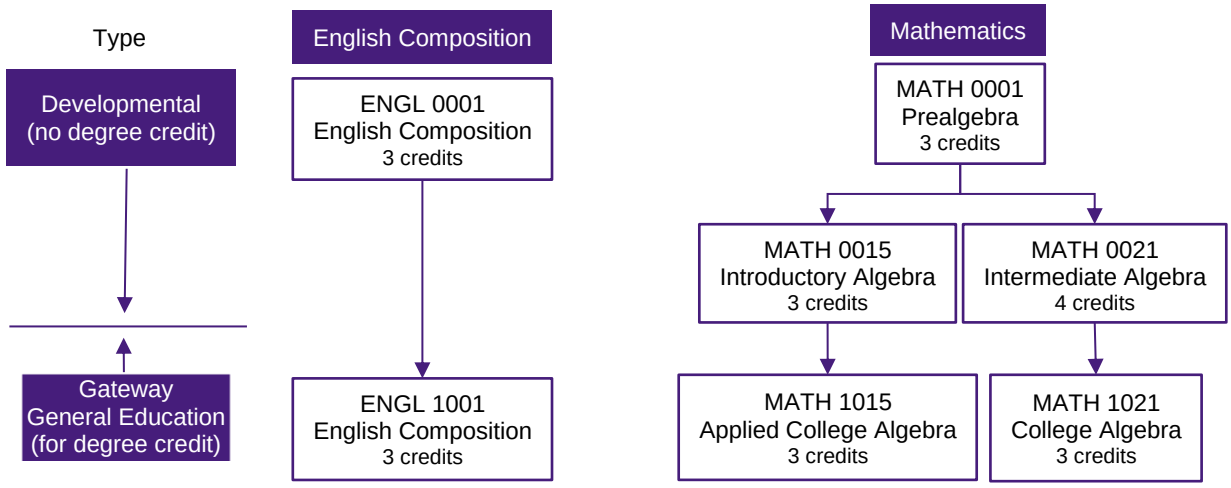
1) The administrative reorganization taking place in spring 2022.
2) The creation of the Student Support Services and the Learning Commons in the LeDoux Library Building. Wrap around services were developed including the following centralized services.
   a) Academic advising for students completing up to 24 credit hours that includes pre-orientation advising visits for all new students.
   b) Tutoring online using NetTutor and face-to-face in the Learning Commons and in the mathematics lab.
   c) Pathways to Success services (targeting students needing developmental studies in reading, writing, and mathematics with a preplanned curriculum for their first two semesters).[1]
   d) Newly envisioned Disability Services working collaboratively with the Testing Center.
   e) Career Services working collaboratively with the Acadiana Workforce Commission.
3) The implementation of EAB Navigate to foster better communication between students and LSU Eunice employees.
4) Achieving the Dream's™ (ATDs) focus on early momentum metrics and accumulated credit hours in the first year.
5) The implementation of corequisite English and mathematics and the elimination of traditional stand-alone developmental courses whereby the default placement for all students is their first for-credit general education English and mathematics courses. If students are successful, the elimination of developmental courses theoretically will remove an extra one to two semesters from the time to credential completion. English composition had one developmental course (ENGL 0001 – English Composition), while mathematics had two developmental courses. Once MATH 0001 – Pre-algebra was completed, mathematics split into two developmental courses depending on the student's major: MATH 0015 – Introductory Algebra for students requiring MATH 1015 – Applied College Algebra for students pursuing a career specific pathway, and MATH 0021 – Intermediate Algebra for degree plans requiring MATH 1021 – College Algebra required of students in the Science, Technology, Engineering, and Mathematics (STEM) fields (see Figure 1).[2]

The sections that follow discuss the choice for LSU Eunice's Quality Enhancement Plan (QEP) focusing on corequisite English and mathematics and the rationale for that choice. This

[1] Note that State of Louisiana has no formal reading requirement for first-time students in college.
[2] LSU Eunice also offers MATH 1020 – College Algebra for five credit hours; two of which are developmental and three are awarded for College Algebra (MATH 1021). Students in a specific placement score range are eligible for the course. There is no standalone developmental mathematics course for MATH 1020.

includes the research on student success, withdrawals, and one-year new first-time student retention over 10+ years; the Louisiana Board of Regents mandate; and the opinions of faculty, staff, and students.

Figure 1. Schematic diagram for English and mathematics courses through summer 2023.



Background Information for the Current QEP Topic

Data Analysis Related to Achieving the Dream™

In February 2021, LSU Eunice was notified that it was one of seven colleges selected by ATD to become a Rural Cohort Institute in *Building Resiliency in Rural Communities for the Future of Work* with the goal of providing students with the academic and personal supports needed to complete programs that prepare them for careers with family-sustaining wages in the digital economy. The combined efforts of an informal strategic planning process and ATD led LSU Eunice faculty, staff, and administration to examine longitudinal student achievement data beyond the standard Institutional Effectiveness documents completed annually. The purpose of the additional reports was to compare the Academic Year (AY) 2020-2021 to ten-year longitudinal data and to determine if there were performance gaps between demographic groups.[3] Published in fall 2021, the first of these reports entitled Disaggregated Success Rates was summarized from institutional effectiveness and institutional research data.[4] Released in fall 2021, the report examined success rates for the eleven courses with the highest enrollment at

[3] Note that the academic year for the purposes of all data is fall and spring only.
[4] For all reports and references, the success rate is the number of students earning an A, B, C, or P (Pass) divided by the total number students enrolled in the course on the 14th day census.

LSU Eunice for AY 2020-2021. The data found that there were performance gaps in all eleven courses based on ethnicity, 36% of the courses based on gender, and 45% of the courses based on socioeconomic status.[5]

The second report released was An Investigation into Overall Success and Withdrawal Rates for AY 2020-2021, examining the frequency and percentage of successful course completion for all instances of course taking by students. The report indicated that success rates for all students in all courses at LSU Eunice had declined to 72.0%, this being below the ten-year overall of 74.1%. At the same time, the course withdrawal rate increased to its highest rate ever at 11.8%, this being above the ten-year overall of 10.2%. The report also indicated that students needing developmental coursework in all subjects, called Pathways to Success students, were at a disadvantage, succeeding at a rate of only 51.6% in AY 2020-2021, dropping from 66.6% in just four years. Students needing only one or no developmental courses, called non-Pathways students, had an overall success rate of 74.9% in AY 2020-2021.[6]

The final report to be released in fall 2021 was An Investigation into Longitudinal Retention Rates, finding that one-year retention for new first-time students beginning in the fall semester and then returning to LSU Eunice the following fall was also in a state of decline. The data indicated that the fall 2020 to fall 2021 retention rate of 45.8% was 7.5 percentage points below the peak of 53.3% from fall 2013 to fall 2014. In addition, the 45.8% was below the overall retention rate of 49.5% for the ten-year period. The report also noted that new first-time male students, part-time students, and Pathways to Success students were less likely to be retained for one year.[7]

The December 2021 retention document also reported that the proportion of new students earning no credits their first semester had increased more than ten percentage points from a low of 8.5% in AY 2017-2018 to 18.3% in AY 2020-2021 (see Figure 2). Additional data indicated that the probability of retaining a student after earning no credits their first semester was only 4.5% over the ten-year period studied.[8]

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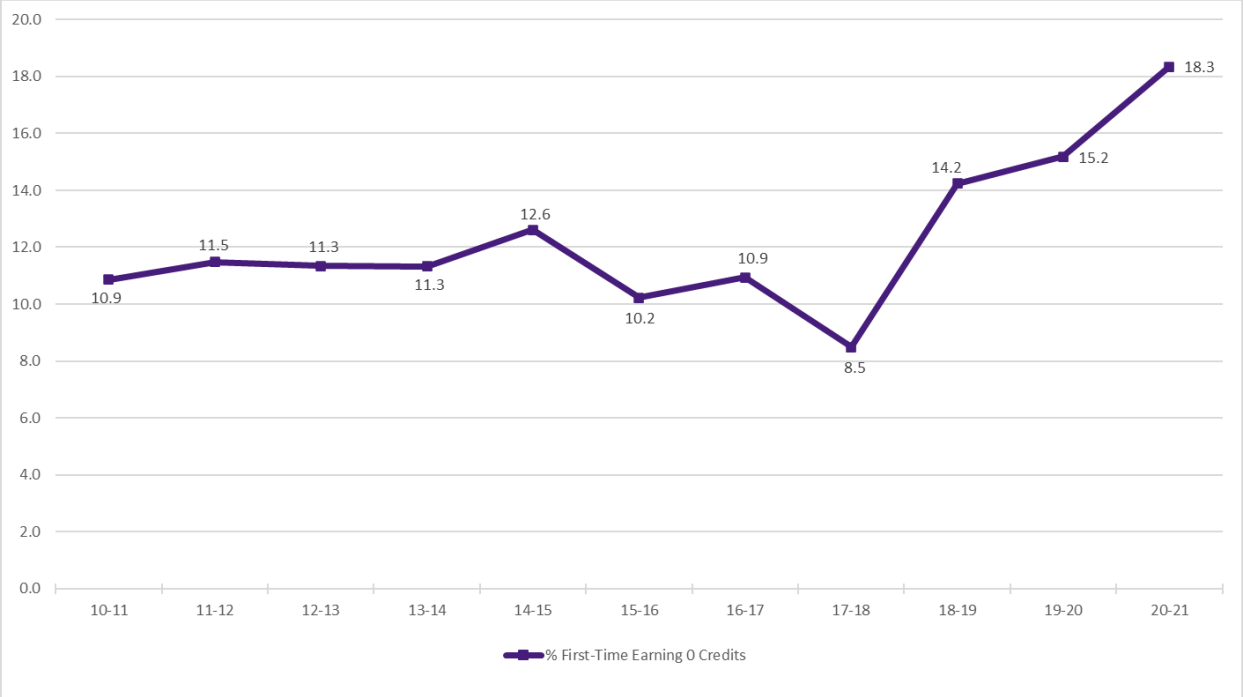
[5] Socioeconomic status in every report was based on whether or not a student was eligible for a Pell Grant.
[6] See the report Table 1 on page 10 for overall AY 2020-2021 success and withdrawal data, Table 2 on page 12 for longitudinal data, and Table 3 on page 13 for Pathways to Success data.
[7] See the report Table 2 on page 15 for overall retention, Table 3 on page 16 for gender, Table 5 on page 18 for ethnicity, Table 7 on page 20 for hours taken, and Table 9 on page 22 for Pathways to Success.
[8] See the report Table 18 on page 32 for the retention of students earning 0 credits their first semester.

Figure 2. The percentage of new first-time students earning no credit in their semester of attendance.



Reorganization and Creation of the Learning Commons in Spring 2022

The data from fall 2021 on retention and student success, exacerbated by the pandemic, confirmed the need for change. The Chancellor announced a major administrative reorganization of the campus effective immediately at the spring 2022 Convocation (see Appendix A for the July 2021 Administrative Organization and Appendix B for the August 2023 Administrative Organization). The reorganization placed all academic support services and student affairs departments under the Vice Chancellor for Academic Affairs and Provost and set the stage for a new Learning Commons that would house testing, disability services, academic advising for new students, Pathways to Success, and tutoring in one location under the Executive Director of Library and Student Support Services. During spring 2022, a committee of faculty, staff, and students was formed to further determine the structure for the Library Learning Commons. The Committee filed a report in June with its recommendations, most of which were in the process of being completed.

Additional changes were made to departments that were organized under student affairs, including outreach and recruitment, housing and residence education, financial aid, and student life continuing to report to the Dean of Student Affairs, with the Dean of Student Affairs

reporting to the Vice Chancellor for Academic Affairs and Provost. In addition, two academic divisions, the Division of Liberal Arts and the Division of Sciences and Mathematics, were combined into one division under a single dean. Finally, a long overdue department chair structure was established for Humanities, Communications, Sciences, and Mathematics. These faculty leadership positions were to assist the dean with operational matters, collaborate with peers, provide leadership to adjunct faculty, and assist the campus in improving institutional effectiveness, especially relating to teaching, learning, and student success.

Board of Regents Policy Change

On March 19, 2022, the Louisiana Board of Regents updated Academic Affairs Policy 2.18: Gateway Mathematics and English Course Placement Requirements (see Appendix C). The updated policy mandated that all students entering Louisiana colleges as new first-time students beginning in fall 2023 be placed into the first general education mathematics and English composition courses applicable to their major. The updated policy also prohibited standalone developmental courses from being taught beginning fall 2023 in favor of a two or three credit hour corequisite (support) course matched with a three-credit hour general education (credit bearing) course, whereby the support course offered "just in time tutoring" on topics that directly applied to the difficulty students are having in the general education course.[9] The change affected all gateway English and mathematics courses for all credential seeking students (see Table 1).

Table 1. Planned corequisite courses for existing general education courses.[10]

Developmental Corequisite (Support) Course	General Education Corequisite (Credit Bearing) Course
ENGL 0101: English Composition (3 cr. hr.)	ENGL 1001: English Composition (3 cr. hr.)
MATH 0016: Applied College Algebra (3 cr. hr.)	MATH 1015: Applied College Algebra (3 cr. hr.)
MATH 0022: College Algebra (3 cr. hr.)	MATH 1021: College Algebra (3 cr. hr.)
MATH 0030: Contemporary Mathematics (3 cr. hr.)	MATH 1029: Intro to Contemporary Mathematics (3 cr. hr.)

The motivation for such a policy, as stated in the policy itself, was to achieve the goal of increasing the number of students who enter and complete a gateway English and/or

[9] The mandate was for mathematics implementation in fall 2023 and English in fall 2024; however, LSU Eunice favored implementing both in fall 2023.
[10] MATH 1029 had not yet been offered. MATH 1029 was implemented in fall 2023.

mathematics course and therefore increase retention and graduation rates as the students are then able to progress through their programs in a timelier manner.

Discussions with Major Constituencies on Possible QEP Topics

As noted above, the initial groundwork for the QEP began as informal discussions in April 2020 related to the informal strategic planning process. Additional QEP topic discussions accelerated throughout 2021 as the ATD work tasked LSU Eunice personnel with examining the student achievement data that had found both student success and retention were decreasing.

In February 2022, a plan was developed to seek input on possible QEP topics from LSU Eunice faculty, staff, and students. In doing so, the Vice Chancellor for Academic Affairs and Provost and the Director of Institutional Effectiveness and Accreditation created a one-page memorandum that summarized the upcoming reaffirmation and the purpose of the QEP (see Appendix D). The handout also summarized the most important points from the success and retention reports released in fall 2021 and asked the various constituencies their opinions on possible topics. Over the course of March and April 2022, the Director of Institutional Effectiveness and Accreditation visited

- the Faculty Senate,
- the Staff Senate,
- the Student Government Association, and
- seven course sections with approximately 133 first-year students (three Orientation to University Studies and four English composition courses)

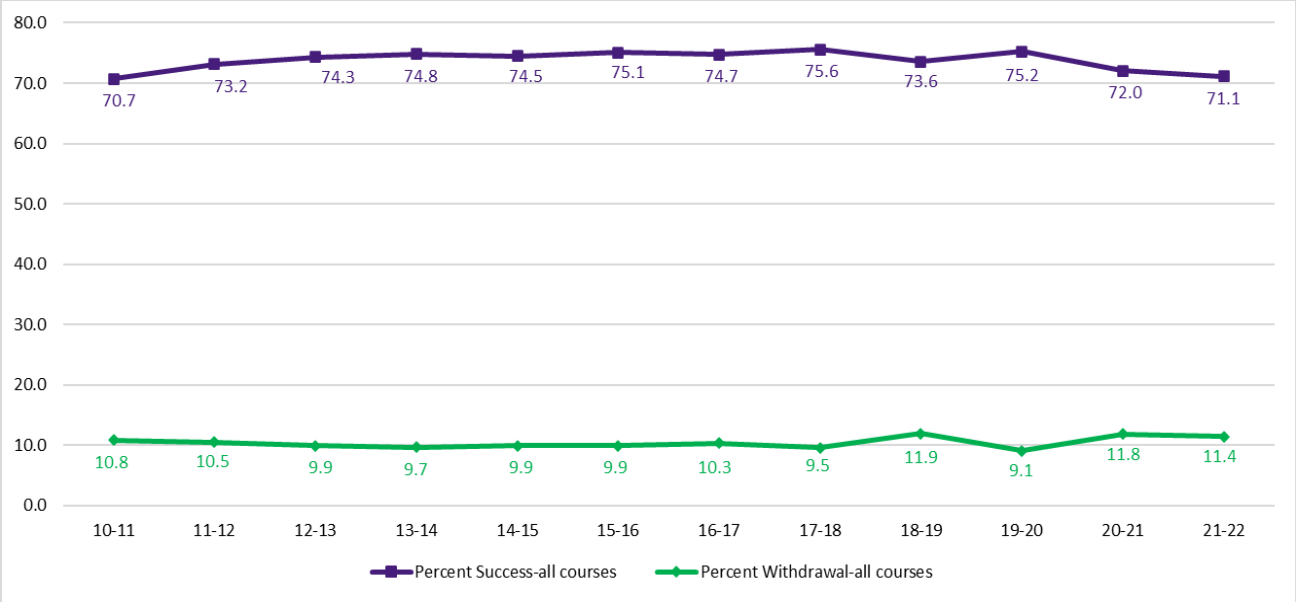
to present the information in the memorandum and ask opinions on topics. The visits to the various campus constituencies resulted in several broad topics being suggested, with duplication as some were mentioned by more than one group. In addition, some were not possible QEP topics, had no basis with respect to the data, or were being addressed by the new Learning Commons in their student support work (see Appendix E). These broad topics became the basis for an upcoming campuswide survey.

AY 2021-2022 Success and Withdrawal Report

The final report impacting the QEP was An Investigation into Overall Success Rates: AY 2021-2022 released on August 21, 2022. This follow-up report to the AY 2020-2021 report indicated that the overall success rate for all students in all courses fell from 72.0% in AY 2020-2021 to 71.1% in AY 2021-2022 (see the purple line in Figure 3). This was viewed as a positive because the decrease in success was slowing; however, it was still lower than the overall of 73.9% for the 11-year period studied. In addition, the withdrawal rate fell from 11.8% to 11.4%,

but it was still higher than the overall rate of 10.3% for the same period (see the green line in Figure 3).

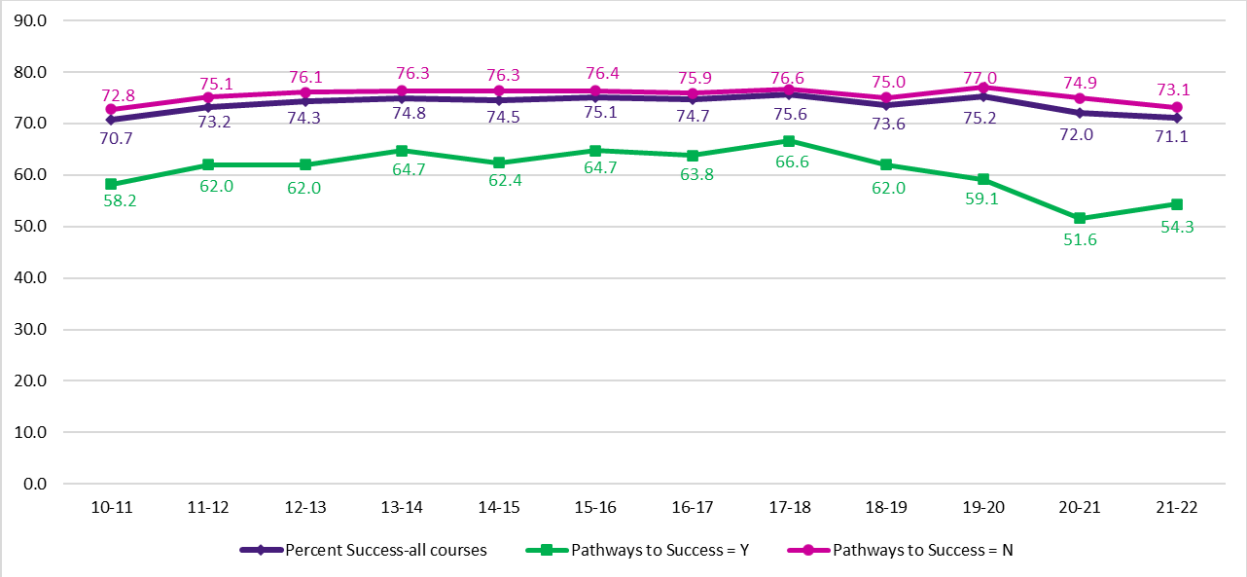
Figure 3. Longitudinal success and withdrawal rates through AY 2021-2022.



The data from the AY 2021-2022 report also indicated some increased success from the Pathways to Success students (see the green line Figure 4); however, students in the program were still performing at a rate almost 20 percentage points below those not in the program (see the pink line in Figure 4). The purple line shown in Figure 4 is the overall success rate indicating the relationship of Pathways and non-Pathways student success relative to the overall success rate. The AY 2021-2022 report also indicated that performance gaps continued to exist by Pell Grant status and the two largest ethnicities.[11]

[11] See the AY 2021-2022 report Table 3 on page 18 for Pell Grant data and Table 4 on page 19 for the data on the two largest ethnicities.

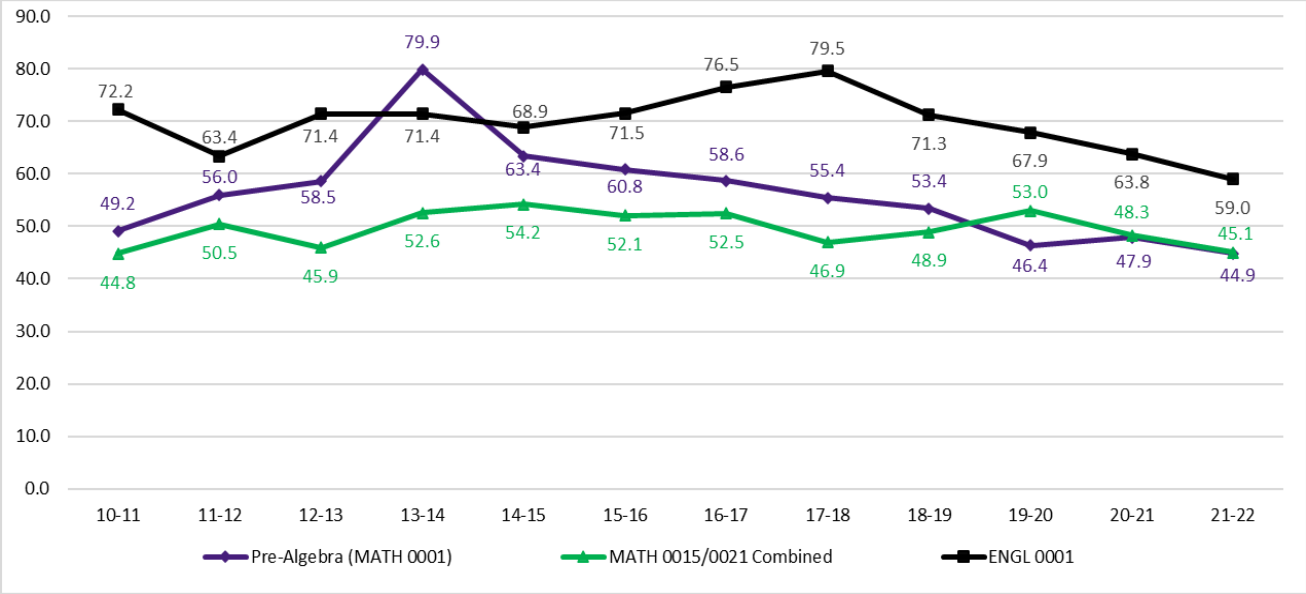
Figure 4. Success rates comparing Pathways to Non-Pathways students through AY 2021-2022.



As summer 2022 progressed and the Investigation into Overall Success and Withdrawal Rates: AY 2021-2022 report was being written, the Vice Chancellor for Academic Affairs and Provost asked for some additional information on success rates in developmental courses and gateway English and mathematics courses impacted by Louisiana Board of Regents mandate. As a result, success data for the developmental and general education courses were added to the report. Figure 5 details the success rates in the developmental English composition (ENGL 0001) and pre-algebra (MATH 0001) and basic algebra (MATH 0015/0021 - combined).[12] As Figure 5 indicates, the success rate for ENGL 0001 (black line) decreased more than 20 percentage points from a peak of 79.5% in AY 2017-2018 to 59.0% in AY 2021-2022. MATH 0001 (purple line) had a similar decrease, reaching a peak of 79.9% in AY 2013-2014 and falling 35 percentage points to 44.9% in AY 2021-2022. Finally, MATH 0015/0021 (green line) taken after MATH 0001 have fluctuated over the years, reaching a high of 53.0% during AY 2019-2020 before falling almost eight percentage points to 45.1% in three years.

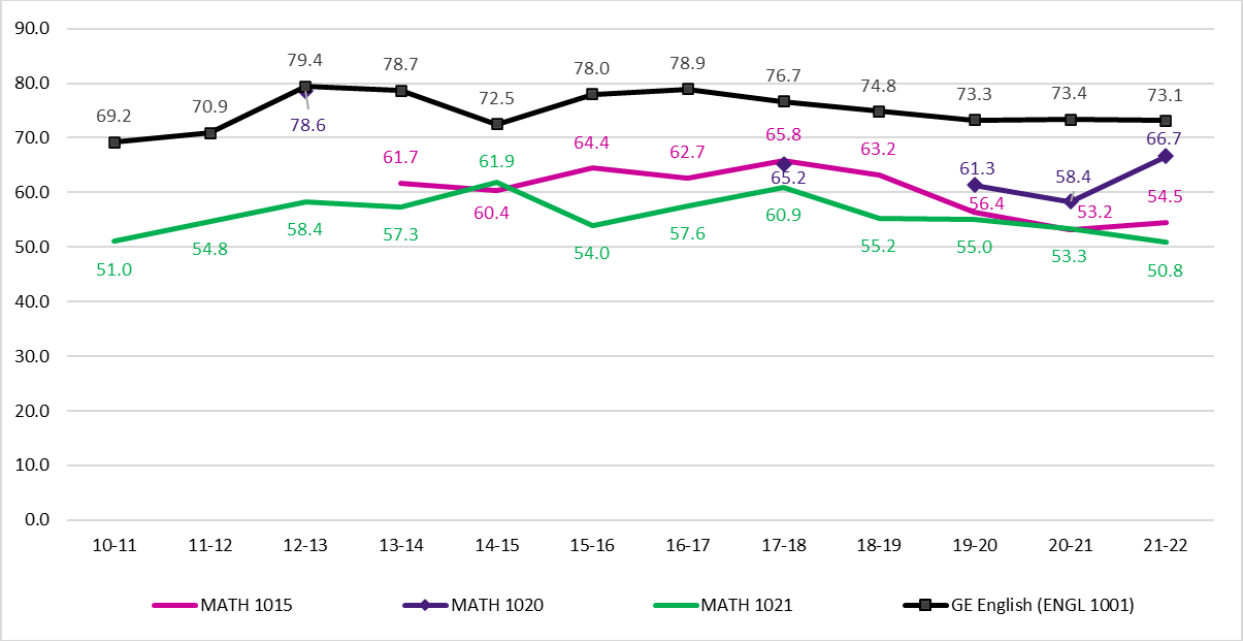
[12] For a complete breakout of the developmental course data, see the AY 2021-2022 Report Table 7 page 23 for English and Table 8 on pages 24-25 for mathematics.

Figure 5. Success rates for developmental English (ENGL 0001) and mathematics (MATH 0001/0015/0021).



For the gateway general education courses, the data for English composition (ENGL 1001), Applied College Algebra (MATH 1015), the five-hour version of College Algebra (MATH 1020), and the three-hour version College Algebra (MATH 1021) are examined in Figure 6. The data in Figure 6 indicates that the success rates for ENGL 1001 (black line) remained relatively steady since AY 2010-2011, having an overall success rate of 75.1%. MATH 1015 (pink line) had success rates in the 60s but has declined into the 50s in recent years, ending at 54.4% in AY 2021-2022. In a similar fashion, MATH 1021 (green line) had success rates that fluctuated into the 60s; however, the success rates declined from 60.9% in AY 2017-2018 to 50.8% in AY 2021-2022. MATH 1020, the five-hour version of MATH 1021, was offered intermittently in AY 2012-2013, AY 2017-2018, and AY 2019-2020 through AY 2021-2022. The success rate for MATH 1020 (purple line) was nearly 16 percentage points higher than for MATH 1021; however, many of the students enrolled in the course have been high school dual enrollment in the last three years.

Figure 6. Success rates for gateway general education English (ENGL 1001) and mathematics (MATH 1015/1020/1021) courses.[13]



Comparing the AY 2021-2022 Disaggregated Success Rates to AY 2020-2021

Shortly after the fall 2022 semester began, the Disaggregated Success Rates with the Highest Enrollment: AY 2021-2022 was released. Summarized from institutional effectiveness data, this report once again examined the success rates for the eleven courses with the highest enrollment. The data indicated that the performance gaps persisted based on ethnicity in all eleven courses. The data also indicated that there were performance gaps for two (18.2%) of the courses based on gender and four (36.4%) of the courses based on socioeconomic status. Compared to the disaggregated report from AY 2020-2021, the report for AY 2021-2022 had the same performance gap for ethnicity and decreased performance gaps for both gender and socioeconomic status. The data also indicated that the success rates for mathematics had the lowest success rates for both AY 2020-2021 and AY 2021-2022, while developmental English composition had one of the lowest success rates in AY 2021-2022 (see Table 2).

[13] See the Report Table 7 on page 23 and Table 9 on pages 26 and 27 for the raw data.

Table 2. Success rates for LSU Eunice's courses with the highest enrollment.

Course	AY 2020-2021		AY 2021-2022	
	n	%	n	%
ENGL 1001 - Gateway English	1066	73.4	1068	73.1
MATH 0001 - Prealgebra	973	47.9	887	44.9
BIOL 1001 - General Biology	847	58.7	827	56.7
ENGL 0001 - Developmental English	666	63.8	622	59.0
PSYC 2070 - Dev Psychology of the Life Span	542	85.2	555	71.0
MATH 1015 - Applied College Algebra	444	53.2	440	54.5
PSYC 2000 - Introduction to Psychology	387	62.5	298	60.7
UNIV 1005 - Orientation to University Studies	382	47.9	285	59.6
CMST 1061 - Fundamentals of Communication	355	63.9	344	82.6
HIST 2055 - The United States to 1865	313	78.9	259	71.8
MATH 1021 - College Algebra	225	53.3	427	60.0

The Problems

The data discussed above suggests two interrelated problems, the first being decreasing success rates in the developmental courses – MATH 0001, MATH 0015/0021, and ENGL 0001 – documented by the declines over the years detailed in Figure 5. Table 3 examines the development course success rates from a different perspective, presenting the overall success data for the twelve academic years for all students enrolled in the courses on the census day from AY 2010-2011 through AY 2021-2022.[14] The percentages in Table 3 confirm that the success rates for developmental mathematics need to be improved, given that just over one-half of the students complete MATH 0001. Next, the overall success rate for MATH 0015/0021 is 49.5%, keeping in mind that just over half enroll from MATH 0001. Furthermore, Table 3 shows that the success rate for ENGL 0001 could be improved as well, even though the success rate is 69.4%.

[14] Please remember that the academic year is fall and spring only. Because this data summarizes all twelve years, the overall success rates will be slightly different than those reported in previous sections given that AY 2021-2022 is included in the data.

Table 3. Overall success rates from AY 2010-2011 through 2021-2022 with repetition.

Developmental Courses	n success	n total	Percent
English Composition (ENGL 0001)	4845	6983	69.4
Prealgebra (MATH 0001)	5560	10069	55.2
Intro & Intermediate Algebra (MATH 0015/0021)	4062	8206	49.5
General Education Courses	**n success**	**n total**	**Percent**
English Composition (ENGL 1001)	10072	13446	74.9
Applied College Algebra (MATH 1015)	2322	3857	60.2
College Algebra (MATH 1021)	3618	6464	56.0

The second problem is the decreasing success rates in gateway MATH 1015 and the low success rates in MATH 1021 detailed in Figure 6. Turning to Table 3 once again, the overall success rate for the 12-year time span indicates that only three-fifths (60.2%) of the students taking MATH 1015 are successful, while just over one-half (56%) of the students are successful in MATH 1021. For ENGL 1001, nearly three-fourths (74.9%) are successful. The data provided thus far indicates that using the traditional methods of developmental courses – completing the developmental course then enrolling in the general education course – is problematic.

The QEP Committee

As spring 2022 progressed, the Chancellor, the Vice Chancellor for Academic Affairs and Provost, and the Director of Institutional Effectiveness and Accreditation had numerous conversations about staffing the QEP Committee. As fall 2022 began, invitations were sent to faculty, staff, and students that were a cross sectional representation of the campus community. Charged by the SACSCOC Leadership Team, the QEP committee listed in Appendix F would examine the results of the survey and data presented from fall 2021 through the beginning of fall 2022, then make the decision on the QEP topic to impact the largest number of students and increase student learning within available resources. The Committee was asked to work with the content specialists and any other departments as needed to develop implementation and assessment plans with the departments responsible.

Narrowing the Topic

During summer 2022, the Vice Chancellor for Academic Affairs and Provost and the Director of Institutional Effectiveness and Accreditation collapsed the list of broad topics

generated from the various constituencies in spring 2022 to a list of seven, including an "other" choice leaving the possibility for additional topics to be suggested. These were

- Improve tutoring,
- Improve academic advising,
- Improve support for mathematics and/or English,
- Improve engagement of first-year students,
- Centralize student support services,
- Improve online learning, or
- Other (please specify).

The list was reviewed by Faculty Senate, Staff Senate, and the SACSCOC Leadership Team at the beginning of the fall 2022 semester. After the reviews, a short two question survey was created and sent out to all faculty, staff, and students age 18 and above (see Appendix G). Those who wanted to participate were given a week to respond to the survey. Once the survey response window closed, the data indicated that 269 (11%) of the students responded, along with 52 (47%) of the faculty and 40 (48%) of the staff and administrators. The results were then ranked by the overall percentage. Doing so allowed for the fact that three times the number of students responded compared to employees and that participants were asked to make three choices (see Appendix H and Table 4).

Table 4. The QEP survey results are based on the number of responses and overall percentage.

QEP Survey Results		
Description	n	%
1. Improve engagement of first-year students	170	47.1
2. Improve online learning	161	44.6
3. Improve academic advising	151	41.8
4. Improve support for mathematics and/or English	99	27.4
5. Centralize student support services	97	26.9
6. Improve tutoring	54	15.0
7. Other (please specify)	33	9.1
Total Respondents	361	

As the survey was being completed, the QEP Committee was seated and met for the first time. The first four topics from Table 4 were presented to the committee, along with the reasoning for eliminating items five and six. Centralizing student support services and improving tutoring were both being addressed through the newly formed Learning Commons in the Library. Next, there was a discussion on the importance of considering the survey results in the context of the data generated on success rates, withdrawals, retention, and disaggregated data by selected demographics. Instead of deciding right away, the QEP Committee recommended sending the top four results to Faculty Senate to ask for input. Faculty Senate members noted

that item one was also being addressed by the Orientation to University Studies (UNIV 1005) for Pathways students and that item three was being addressed by the Learning Commons staff.

Two related discussions took place in two separate Faculty Senate meetings, with the first being why LSU Eunice might choose improving support for English and mathematics when improvement of online learning and other projects were ranked higher. In fact, some faculty were rather irritated that improving online learning and academic advising seemed to have a lower priority than improving support for English and mathematics. The Director of Institutional Effectiveness and Accreditation explained that the survey is just one part of the process and does not necessarily decide the QEP topic, that the SACSCOC Leadership Team has left the topic for the QEP Committee to decide, and that they have been instructed to consider the survey results in the context of the empirical data from the various reports produced over the past year. For example, everyone agreed that online instruction could be improved; however, the success rates for face-to-face and online instruction were similar. For AY 2021-2022, the success rates for all instances of face-to-face and online course taking based on the 14th day census were:[15]

$$face\ to\ face\ success = \frac{number\ of\ A,B,C,P = 8256}{total\ instances\ of\ face\ to\ face\ course\ taking = 11502} = 71.8\%$$

and

$$online\ success = \frac{number\ of\ A,B,C,P = 5724}{total\ instances\ of\ online\ course\ taking = 8155} = 70.2\%.$$

As a result, the data did not support choosing online learning improvement as the topic, given that the two statistics are less than two percentage points from one another. The data from earlier reports indicated that the success rates in developmental courses had declined by double digits and that improvement was needed in gateway mathematics.

The second discussion that took place was taking elements of several topics and combining them. This might have included combining improving engagement of first year students, academic advising, and improved supported support for gateway English and mathematics to make the QEP more holistic and involve more campus personnel. The response was that what was being suggested might be possible; however, the advice from the Director of Institutional Effectiveness and Accreditation was that the QEP should not be overly broad. A

[15] See the AY 2021-2022 Report Table 1 section H on page 16.

QEP like the one suggested would take time to plan, would be difficult to manage, and would require several outcomes, all of which would have to be assessed. Instead, the QEP choice should be focused; this would make it more manageable on a daily basis so that it may be properly assessed when the report is written in five years. While the Faculty Senate did not endorse any one project, many felt more comfortable with why one topic might be chosen over another, understanding that the choice would be made at an upcoming QEP Committee meeting.

The Final Choice of the Topic

After the two Faculty Senate discussions, the QEP Committee met to discuss and vote on the topic based on the input received from the faculty. This list of topics was reduced to four, as shown in Table 5 allowing both online learning and advising to remain. Doing so removed two topics that the Learning Commons staff was focusing on – namely centralizing student support services including tutoring. The QEP Committee decided to remove option one because Committee members felt that it was too broad and might prove difficult to manage and assess. As a result, the final vote was taken on improving online learning, academic advising, and support for mathematics and/or English. Fourteen members of the committee were present on the day of the vote, with eleven voting. The result was one vote for online learning, two votes for advising, and eight votes for mathematics and English support. The Chair did not vote because there was no tie. The Vice Chancellor for Academic Affairs and the Director of Institutional Effectiveness and Accreditation left the room while the secret voting took place.

Table 5. Possible QEP topics after the Faculty Senate discussion.

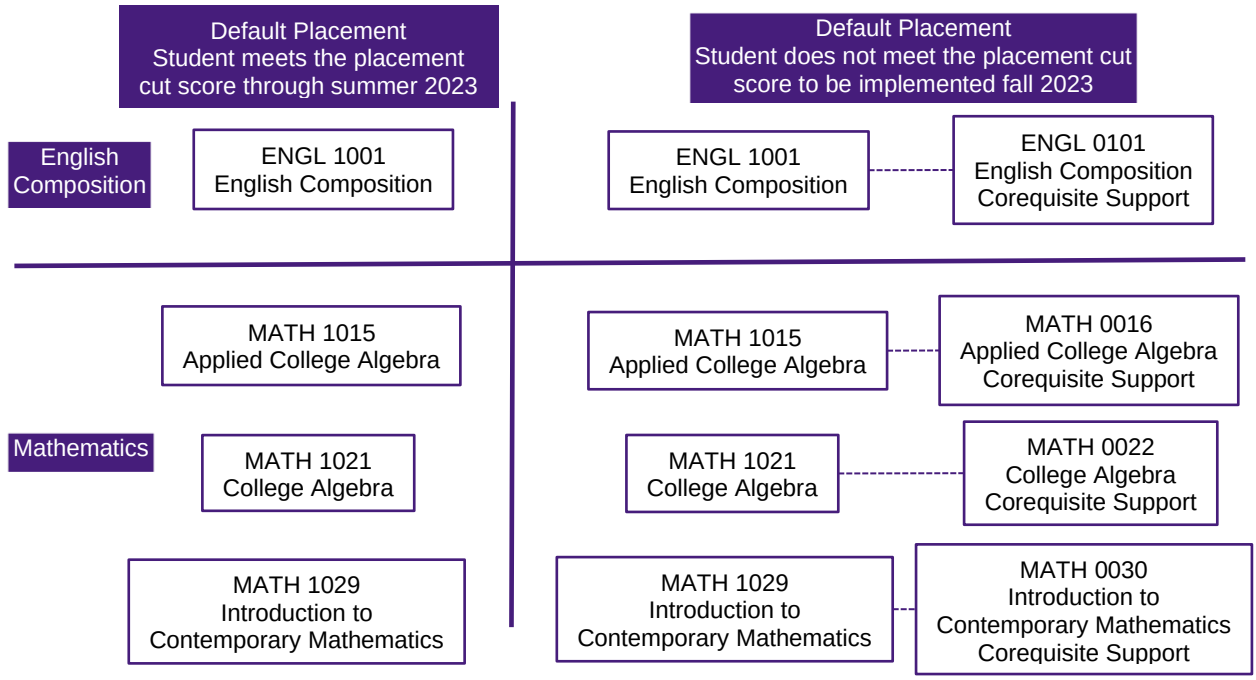
Possible QEP Topics Voted On
1. Improve engagement of first-year students
2. Improve online learning
3. Improve academic advising
4. Improve support for mathematics and/or English

The 2024 Quality Enhancement Plan

For the proposed QEP to be implemented in fall 2023, LSU Eunice will eliminate standalone developmental English and mathematics courses in favor of a corequisite model whereby the default placement for all students is the gateway general education course. This will eliminate the additional time to degree, cost students less if they are successful, and theoretically reduce time to completion. Rather than being placed into a standalone

developmental course, students not meeting the cut score will be placed directly into their general education courses with corequisite support to provide targeted and just-in-time tutoring and instruction for topics with which students experience difficulty (see Figure 7). In addition, LSU Eunice will begin offering MATH 1029 – Introduction to Contemporary Mathematics for students majoring in the liberal arts.

Figure 7. Schematic diagram for English and mathematics courses effective fall 2023 (each course is 3 credit hours).



LSU Eunice will continue to use the same placement scores from the American College Testing (ACT) and the College Board's Next Generation ACCUPLACER; however, the course language was updated to reflect the new methodology (see Appendix I). The corequisite model only affects students not meeting the established placement cut scores for the gateway level mathematics with ACT scores of 19 for MATH 1015 or MATH 1029 and 22 for MATH 1021. Students in the 19-21 range have the option of taking the five-credit hour version of College Algebra (MATH 1020).[16] An ACT score of 18 or greater is required for a new student to be placed in the ENGL 1001 course. Accomplishing the plan will require using a holistic support

[16] The MATH 1020 course has no support course. It is a three-credit hour College Algebra course equivalent to MATH 1021 combined with a two-hour front-loaded developmental mathematics segment.

system that addresses the educational gaps of many first-time students while simultaneously offering a path to gateway course completion in their first year.

Goals and Objectives of the QEP

The QEP consists of two goals, each having direct and indirect assessment focusing on the completion of the two credit-bearing general education courses because student success in these two courses ultimately impacts first-year momentum, retention, and completion rates.[17]

Goal 1: LSU Eunice seeks to increase student learning in the gateway general education English course.

Objective 1.1 (Indirect Assessment): The QEP seeks to increase the number of students successfully completing their gateway general education English composition course (ENGL 1001).

Objective 1.2 (Direct Assessment): The QEP seeks to increase the achievement of student learning outcomes in ENGL 1001.

Goal 2: LSU Eunice seeks to increase student learning in gateway general education mathematics courses.

Objective 2.1 (Indirect Assessment): The QEP seeks to increase the number of students successfully completing their gateway general education mathematics course (MATH 1015, MATH 1029, MATH 1020, and MATH 1021).

Objective 2.2 (Direct Assessment): The QEP seeks to increase the achievement of student learning outcomes in MATH 1015, MATH 1029, MATH 1020, and MATH 1021.

A Review of Literature

General

The discourse surrounding co-requisite remediation has grown significantly for over a decade, as low student success rates in developmental courses—and less than outstanding success rates for the relative few students who make it to their credit-bearing courses—have become more evident. Initial research discovered that too many students did not complete their developmental sequences, and for those who did, the process could take years (Bailey, Jeong,

[17] Data for the support courses will be collected and discussed in the institutional effectiveness outcomes. The results of both sets of data will decide the changes in strategy as the QEP progresses.

and Cho, 2010). Most students in developmental classes do not graduate, a particularly sobering reality for community colleges who enroll large numbers of students who do not qualify for direct entry into first-year English and mathematics. Therefore, the co-requisite model increasingly has replaced the developmental sequence to increase completion rates.

Possibly the most important aspect of the co-requisite model, in which students receive "just in time" remediation in a mandatory support course while concurrently enrolled in their first credit-bearing course, is that it provides the opportunity for "early momentum." Students remain motivated to succeed as they see degree credits appear on their transcripts in the first semester. According to the *CCRC Research Brief* (2017) "Early Momentum Metrics: Why They Matter for College Improvement," the traditional developmental sequence often results in college students spending their first year or more making little progress towards their degree, which costs time and money and lowers completion rates, usually due to a perceived lack of progress. The paper notes three measures of "early momentum": credit momentum, gateway momentum, and program momentum. The research suggests that "these near-term metrics predict long-term success, and the metrics focus attention on initial conditions at colleges that are particularly important for solidifying the foundation for student success" (Jenkins and Bailey, 2017).

The three "early momentum" metrics are good indicators of long-term success. Credit momentum results when students attempt at least fifteen credits in their first semester or thirty credits in their first academic year. Credit momentum motivates students to continue their studies because they immediately see the accumulation of a substantial number of credits in a relatively short amount of time. Perhaps even more effective, gateway momentum allows students the satisfaction of completing the first-year English and mathematics courses needed for their degrees, the first steps toward the goal, eliminating or lowering a feeling of "spinning their wheels" in developmental courses. Finally, program momentum results when students realize, after only one academic year, that they have earned at least nine credits in their field of study, a logical result of completing remediation as soon as possible. The authors reference a study by Denley (2016) that states, "48% of students who completed English Composition I and II and a college mathematics course in year one earned a college credential within six years, compared with 18% of students who did not complete these three courses in year one" (Jenkins and Bailey, 2017).

Recent statewide reform in Tennessee also produced positive results by implementing the co-requisite model: "Students placed into corequisite learning support were significantly more likely to complete gateway English and mathematics by the end of their first year, by 15

percentage points and 13 percentage points respectively, compared with students placed into prerequisite remediation" (Ran and Lin, 2022).

Co-requisite success will not result without careful planning. Integration between the support course and the credit-bearing course is essential. Among the best practices offered by *Guidance for the Corequisite Model at CUNY* (Upadhyay, 2017): The students in need of remediation must be required to take both the support and credit-bearing classes, and "the credit course should be an existing fully transferable Pathways course, coupled with a newly developed and approved paired remedial course/workshop. The support should not simply be an existing prerequisite remedial course in which the student concurrently enrolls." Content in the support course is "synchronized" with content in the credit-bearing course to provide supplementation "just in time." If the two courses are not taught by the same instructor, "the credit-bearing course is taught by a faculty member while the non-credit course/workshop may be taught by a qualified individual under appropriate supervision," and "Students who earn a passing grade in the credit-bearing course should also be assigned a passing grade in the remedial course" (Upadhyay, 2017).

Promising studies of the co-requisite model rates have led to more universities replacing the developmental sequence for freshmen. *Inside Higher Ed* reported in 2018 that "Study after study…has shown higher course pass rates in co-requisite remedial courses than in traditional remedial courses, including with college-level courses in chemistry, multiple examples of mathematics, reading, sociology, and also writing," offering results from one study showing that "39 percent passed traditional remediation, a typical result, but 56 percent passed statistics with co-requisite remediation" (Logue, 2020). In 2020, an American Institutes for Research paper offered the results of a randomized control trial detailing the success of the co-requisite model. Remediation via the co-requisite model increased students' probability of passing their first credit-bearing English course by 21.4 points. The students also were more likely to pass the second freshman English composition course and overall earned more credits (Miller, et al., 2022).

Advising

The co-requisite model's success depends on effective, integrated advising. Academic advising has always been part of the enrollment process, but guided advising is essential for support remediation. It has become an "extension of student learning" (Kelley, 2008). Harvard's Richard Light states that "Good advising may be the single most underestimated characteristic of a successful college experience as noted by evidence gathered from 1,600 one-on-one

undergraduate interviews" (2001). Many students entering college assume that the advisor's job is simply to help them register for classes. However, the advisor's true role is to engage students so they feel in command of their educational progress, even if students do not realize it until long after completing their education. Students may not immediately embrace the idea of taking two English classes and two mathematics classes in their first year of college, which is often the situation under the co-requisite model. Traditionally, they believe that one class leads to another, that a support class taken at the same time as a credit-bearing class is "too much." This is when an effective advisor guides students to understand the benefits of completing remediation within the first semester to move more quickly towards their degree. Mathematics advising is particularly important. Through discussion with students, the advisor can determine which mathematics (and its co-requisite) is most beneficial, or even required, for students' degrees.

In "Appreciative Advising," Bloom, Hutson, and Ye (2013) discuss the advisor's role as even going beyond instilling a sense of agency in students concerning their educational paths. The authors touch on the importance of breaking down educational barriers through frequent dialogue with students. They outline a six-part advising approach for maximum advising success: disarm the student by building trust, discover the student's assets, define the student's dream(s), design the proper roadmap to success, deliver mutual support and accountability, and don't settle—keep expectations high. This is a lofty plan, considering that advisors must also help advisees navigate employment issues, family issues, and mental health issues, just to name a few of the challenges faced by today's students. To that end, emphasizing the momentum provided by the co-requisite model is essential.

Daugherty, et al, in "Designing and Implementing Corequisite Models of Developmental Education," also note the importance of advising within this new paradigm. Again referencing the real-world problems faced by most developmental education students, the authors discuss "enhanced advising and additional wrap around supports (e.g., transit subsidies) to ensure students were adequately assisted" (2018). While not all universities can offer a wide variety of supports due to financial constraints, relatively inexpensive solutions could include laptop and wi-fi hotspot rentals, extended tutoring beyond the co-requisite support course supplementation, and frequent phone and email contact with students facing obstacles.

English Composition

The ability to write well is a hallmark of the college graduate. In freshman English, students must display their ability to write without major grammatical errors, analyze various

kinds of texts, organize their writing properly, and use research tools effectively. Students who enter college with deficient basic English skills often find themselves isolated when working on assignments outside the classroom. The co-requisite model provides “just in time” support for such students, allowing them to ask questions and receive more individualized time with instructors.

Angela Christie and Lynee Lewis Gaillet discuss the success of English support courses at Georgia State University in "Swimming in the Deep End: Data-Driven Retention and Success with Corequisites English 1101 (Success Academy Section) and GSU 1010.” The University chose to supplement freshman English with an orientation course, ultimately redesigning both as co-requisites designed to work to help students earn an English degree credit as soon as possible. Course content was aligned, and Writing Center tutors were assigned to teach the support course. The authors note that “The inclusion of the Writing Center pedagogy with the mentoring programs offered by the Success Academy resulted in mentoring sessions grounded in the theories and best practices established by the tutors and faculty who run the program” (Christie and Gaillet, 2020). In the end, students’ productivity and engagement improved, they were more satisfied with their courses, and even the faculty (who were initially hesitant) embraced the co-requisite model.

The Community College of Baltimore County (CCBC) published results of a quantitative analysis in 2010 concerning the success rates of developmental students who were “mainstreamed” into freshman English while enrolled in a co-requisite support course, and the results were impressive. Initiating their Advanced Learning Program (ALP) in 2007-2008, CCBC enrolled 80 students in 10 sections: “The purpose of the ALP course is to answer students’ questions, practice writing short papers, work on grammar and punctuation, or engage in any other activities needed to maximize ALP students’ likelihood of success in the ALP ENGL 101 course” (Jenkins, et al., 2010). About 60% of the ALP students passed ENGL 101, while only 25% of students in traditional developmental classes passed ENGL 101.

Similarly, Annenberg published a study providing evidence of co-requisite success regarding Latinx students: “We find that the impacts of corequisite remediation on completion of college level English courses were larger for Latinx students relative to non-Latinx students; the intervention had disproportionately positive impacts on likelihood of passing a college level English course for Latinx students relative to non-Latinx students” (Coca, et al., 2022). Therefore, not only is there evidence that the co-requisite model can lead to success, but it may also serve to close equity gaps still found on college campuses.

Mathematics

Deficiencies in mathematics continue to be a stumbling block for college freshmen, even more so than English. Boatman (2021) references the data of Chen and Simone (2016) and Scot-Clayton and Rodriguez (2015) in noting that “nearly 6 out of 10 students enroll in remedial coursework during their college career” and that according to Bailey, et al (2015), “Among community college students referred to developmental math, only 16% complete a required college math course within 3 years.” As with English, universities have begun transitioning to the co-requisite model for mathematics classes based on evident increased success rates.

Angela Boatman (2021) believes that the lack of momentum in the traditional developmental sequence is a key factor in poor student success rates. The author examines different approaches to mathematics course redesign, including modularized courses, accelerated courses, and co-requisite courses—with corequisite courses being the only structure in which the credit-bearing mathematics class is taken at the same time as a support class. Detailing the successes and challenges of each approach, her final commentary on the co-requisite model notes that it resulted in “an 8-point increase in associate degree completion within three years for students enrolled in corequisite remediation,” and it is cost-effective. Similarly, Andrews and Tolman (2021), upon studying 1,522 students in corequisite math, found that the students “had increased odds of being academically successful” (and, interestingly, that females within the group of students tracked had greater success than males).

In “Relationship between Required Corequisite Learning and Success in College Algebra,” Smith (2019) compares student success in one Georgia institution’s college algebra classes by examining pass/fail rates between freshmen enrolled in the traditional developmental sequence and freshmen enrolled in the co-requisite model. Fall 2017 and fall 2018 students were tracked. The first group of students (traditional developmental) had a 56.3% passing rate, while the second group of students (co-requisite model) had a 72.7% passing rate, a significant increase of 16.4%, indicating “great promise” for the expansion of the corequisite model.

Some institutions have seen even larger successes. System-wide, University System of Georgia reported a dramatic 47% increase in mathematics success after adopting the co-requisite model. Gateway mathematics course completion in 2013 sat at 20%, and it was decided that changes needed to be made on a large scale in hope of increasing student success. After abandoning the traditional developmental structure in favor of the co-requisite model, gateway mathematics course completion rose to 67% (Complete College America, 2021). Similarly, City University of New York reported that three years after a randomized

control trial in which 907 students were placed in varying remediation structures, 50% more statistics students in the corequisite model graduated when compared to those who took more traditional developmental classes (Complete College America, 2021).

"Constructing Corequisites: How Community Colleges Structure Corequisite Math Coursework and the Implications for Student Success" details the role of varied course designs and their structure and characteristics. The article does note that "corequisite course design decisions appear to shape immediate student outcomes, such as persisting in and passing their required college-level math course" and that college personnel "need…to build efficient, effective mathematics pipelines for students" (Ryu et al, 2022). Having the same instructor for both the credit-bearing and support classes increased the probability of passing the credit-bearing mathematics course by 3.7 percentage points and decreased student withdrawals by 1.9% in this study. The authors note that close collaboration is necessary if different instructors teach the two courses so that they follow the same pacing and have aligned content.

Online

Concerning the implementation of the corequisite model online, Ryu et al reference two separate papers by Xu and Jaggars noting that the model is less successful online when compared to face-to-face instruction. According to the research, the passing rate drops by ten percentage points when corequisites are taken online, along with a fifteen-percentage point increase in withdrawal. Additionally, taking corequisites online decreases success rates in subsequent gateway courses (Ryu et al, 2022). Despite these facts, sometimes online corequisite classes are unavoidable, as is the case with LSU Eunice, where a significant number of students cannot attend face-to-face classes due to work and family responsibilities. Often, rural and low-income students simply cannot be on the physical campus to complete their studies. While LSU Eunice will offer more corequisites on campus than online, the needs of students must be met, and online corequisites will be offered.

Organizing for Success

LSU Eunice's Quality Enhancement Plan, **ON-TRACK**, was developed and will be implemented through an inclusive and collaborative process. Figure 8 illustrates the departments and individuals who are major players in the design and implementation of the QEP, shown with a dark background and white text. The solid lines show the existing organizational structure as noted in the LSU Eunice's Organizational Chart in Appendix B. The dotted lines indicate the implementation and operational structure for the QEP. This section

discusses the departments affected by the QEP, whether the department is in Figure 8 or Appendix B. The positions shown in Figure 8 currently exist as this document is being written. As a result, LSU Eunice does not anticipate a separate position for the QEP coordinator.

Chancellor

The Chancellor is the chief executive officer of LSU Eunice reporting to the President of the LSU System. She will oversee the design and implementation process of the QEP. As is typical in academic matters, she delegates the responsibility for the design and implementation of the QEP to the Vice Chancellor for Academic Affairs and Provost.

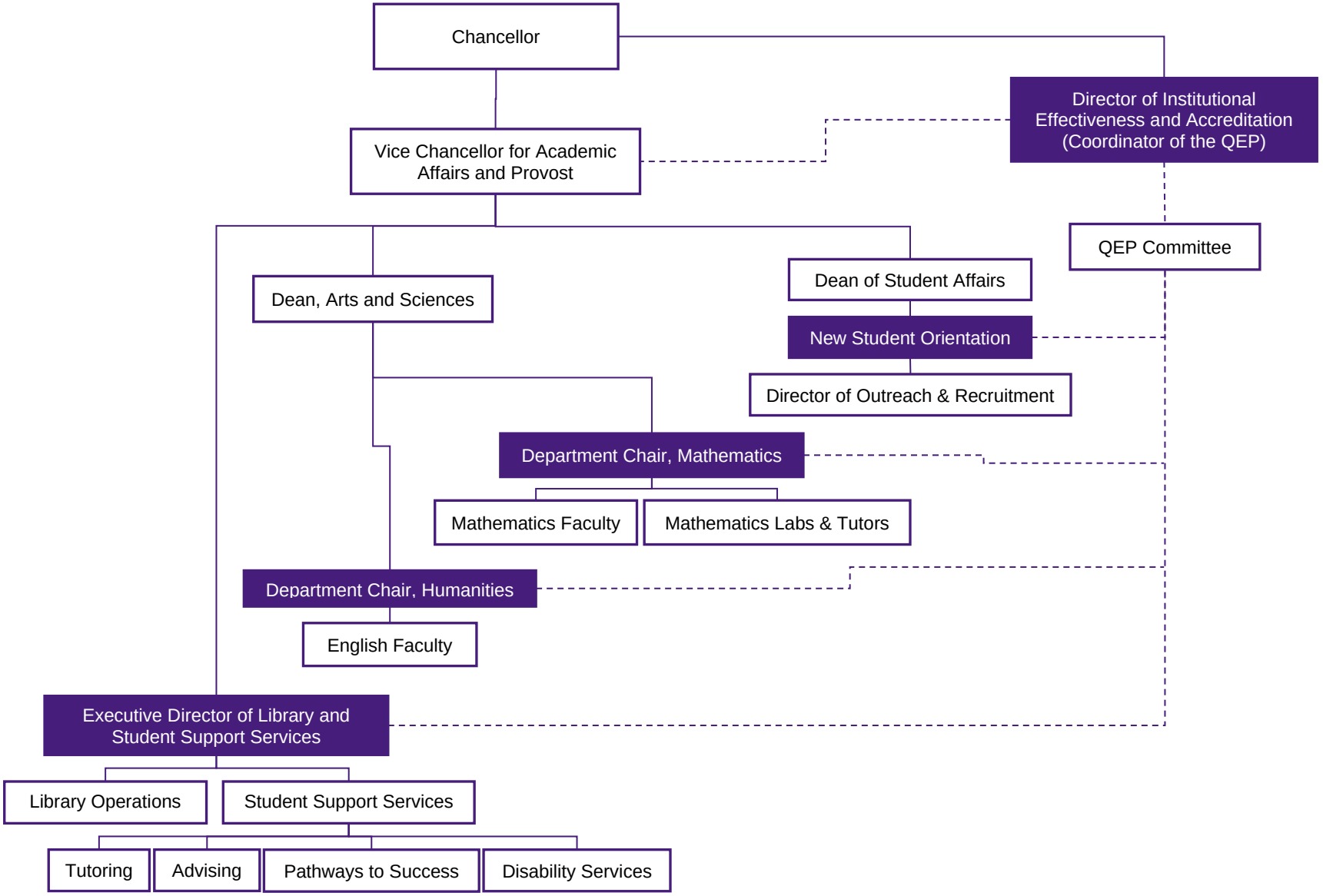
Vice Chancellor for Academic Affairs and Provost

The Vice Chancellor for Academic Affairs and Provost is the chief academic officer for LSU Eunice and is responsible for all curricular matters. He reports to the Chancellor and has the authority to lead the design and implementation of the QEP within the resources budgeted. In collaboration with the mathematics faculty, the English composition faculty, and the Vice Chancellor of Business Affairs, the Vice Chancellor for Academic Affairs and Provost will arrange for the physical and financial resources needed for the implementation of **ON-TRACK**. The Vice Chancellor for Academic Affairs and Provost will also provide the leadership for the achievement of the goals and objectives of the QEP, reporting them through the University's Institutional Effectiveness Web-based program.

Dean of Arts and Science

The Dean of Arts and Science reports to the Vice Chancellor for Academic Affairs and Provost, promoting academic excellence and providing leadership for the development and implementation of curricular changes and standards of instruction. To meet the needs of all students, the Dean, in collaboration with the Humanities and Mathematics Department Chairs, has the authority to create and cancel sections, assign faculty teaching schedules, select textbooks, provide professional development, and evaluate instruction. The Dean of Arts and Sciences is responsible for personnel actions, the budget of the division, and, in collaboration with the two department chairs, enforcing LSU Eunice policies and exceptions to those policies. The faculty teaching each section will have the responsibility to ensure that students are properly placed based on the student's ACT or Next Generation ACCUPLACER scores. The Dean of Arts and Sciences is expected to spend about ten percent of his effort toward the **ON-TRACK** program. Benefits are approximately 46.03% for full-time employees.

Figure 8. **ON-TRACK**'s operational structure.



Humanities and Mathematics Department Chairs

The Humanities and Mathematics Department Chairs occupy existing faculty lines in each department and report to the Dean of Arts and Science.[18] The chairs and the faculty are subject matter and curricular specialists working to meet the needs of students in their respective areas and will see that there is a seamless transition to the corequisite methodology in summer and fall 2023. The chairs and faculty also ensure academic integrity, along with the transferability of courses, and will be responsible for the day-to-day operation of the **ON-TRACK** program.

The English and mathematics faculty, along with the department chairs, work collaboratively to address course management system programming; security; course development, content, and sequencing; and management of the Courses and Curricula forms necessary to add or revise individual courses. Further, the department chairs collaborate with the dean and faculty to create the schedule for each semester, assign faculty to course sections, assess the courses and the **ON-TRACK** program, and see that faculty have access to needed professional development. Collaboratively, the faculty, department chairs, Dean of Arts and Sciences, and Director of Institutional Effectiveness and Accreditation assess student learning outcomes annually. It is anticipated that the Humanities (including English Composition) Chair will spend approximately 60% of his time and the Mathematics Chair will spend 70% of her time administering the courses associated with the **ON-TRACK** program.

Executive Director of Library and Student Support Services

The Executive Director of Library and Student Support Services reports to the Vice Chancellor for Academic Affairs and Provost. For **ON-TRACK**, she is responsible for tutoring services, academic advising for new students until they complete 24 credit hours, the Pathways to Success Program, and disability services.[19] The Executive Director and her staff will work collaboratively with the Coordinator of the QEP and English and mathematics faculty to meet students' face-to-face and online tutoring needs. The advising staff will see that common messaging is used with new students and that students are placed correctly given their major, whether they need the support courses or not. The Pathways to Success staff will see that students conform to the set curriculum required by the program and that students fulfill their

[18] The Humanities Chair is responsible for English composition and literature courses. He is a tenured professor of English.
[19] Exclusive of athletes and LSU Online students.

attendance requirements.[20] Finally, the disability services staff, in collaboration with the Testing Center, will meet the accommodations required for individual students. It is anticipated that the Executive Director of Library and Student Support Services will spend 20% of her collective duties toward the **ON-TRACK** Program.[21]

Director of Outreach and Recruitment

The Director of Outreach and Recruitment reports to the Dean of Student Affairs and is responsible for LSU Eunice's new student orientation. The Director works with the Coordinator of the QEP and the Executive Director of Library and Student Support Services to ensure accuracy and common messaging for orientation.

Coordinator of the QEP

The Director of Institutional Effectiveness and Accreditation reports directly to the Chancellor, with additional reporting to the Vice Chancellor for Academic Affairs and Provost (see Appendix B and Figure 8).[22] He will work collaboratively to coordinate the efforts of the major departments – English and mathematics (subject matter experts), student support (advising, tutoring, and disability services), and new student orientation. He will also work collaboratively with all major departments to obtain and analyze all data associated with the QEP, including student learning outcomes. He was the chair or co-chair of two previous QEPs and was responsible for authoring the QEP Impact Reports. It is anticipated that the Director of Institutional Effectiveness and Accreditation will spend about 30% of his time implementing the QEP.

Tutors and Student Assistants

English faculty and student assistants tutoring English composition will be facilitated through Student Support Services. In addition, professional tutors and student assistants tutoring mathematics will be facilitated by Student Support Services or in the Mathematics Laboratory in Manuel Hall. The staff and student tutoring positions in the mathematics laboratory are existing positions and are responsible for tutoring students in the gateway

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[20] Pathways to Success students need corequisite coursework in English and mathematics and attend an Orientation to University Studies course to assist them with reading, navigating course management systems, and assisting them with the transition to college.
[21] Twenty percent of the of total effort Executive Director's was used instead of estimating the percent effort for each staff member in Student Support Services.
[22] The dual reporting was necessary due to the large number of institutional effectiveness outcomes for the academic sector including, but not limited to academic programs, the library, student support, and general education.

mathematics courses. The existing tutoring position reports to the Mathematics Department Chair and is responsible for directly assisting students with the mathematics content, navigation of the software, and requirements of the Mathematics Lab. A position has been opened to hire a second tutor to work in the afternoons. The tutors will receive professional development as needed to meet the needs of students. A preliminary job description as it relates to both tutors is contained in Appendix J.

Student assistants are student employees of the University and will be responsible for ensuring that developmental mathematics students sign in and out of the mathematics lab and Student Support Services. They assist with tutoring and will also be responsible for the general condition of the tutoring area and mathematics laboratory, notifying the department chair of any possible issues with hardware or software.

The Registrar's Office

(See Appendix B.) The LSU Eunice Registrar reports to the Vice Chancellor for Academic Affairs and Provost and is responsible for maintaining the accuracy of the schedule of classes and the *LSU Eunice Catalog*. The Registrar is also responsible for registration, enforcement of prerequisites set by the faculty, and accuracy of student records. He is also responsible, in collaboration with Information Technology, for ensuring that the corequisite registration is working properly so that if a student attempts to drop one course, the other will be dropped as well. Finally, he is responsible for the University's academic calendar, catalog, and bulletin.

Director of Information Technology

(See Appendix B.) Reporting directly to the Chancellor, the Director of Information Technology is responsible for maintaining LSU Eunice's connection to the Internet. He is also responsible for network maintenance and security. New computers for the mathematics support courses are purchased, installed, and configured in collaboration with Information Technology. The student and course databases are maintained by the programmers within the Office of Information Technology. Both the Office of Information Technology and the Office of the Registrar work collaboratively to ensure the registration system, including all prerequisites and corequisites, is accurate and working properly.

Director of the Physical Plant

(See Appendix B.) The Director of the Physical Plant reports to the Vice Chancellor for Business Affairs. He is responsible for the cleanliness and operational condition of the facilities. His primary responsibility for the QEP is to work collaboratively with all QEP personnel to ensure the classrooms are suitable for use by students and faculty. This includes safety as well, given that 30+ computers are in each of the mathematics support course classrooms.

Administrators of Other Departments and Their Staff

Other departments will provide any necessary support to aid in the success of the QEP. These additional departments include, but are not limited to, Human Resources, Public Relations, the Library, and other academic divisions at the University. For example, Public Relations supervises all aspects of the University marketing and publications, including announcements, banners, information cards, and stickers related to the QEP. It is also anticipated that many students will make use of the Library Learning Commons for tutoring, advising, and disability services. Other academic divisions support the QEP through providing a common message, and promoting it at orientation, and scheduling students for their courses

Students

Students required to take developmental English or mathematics will be the primary beneficiaries of LSU Eunice's **ON-TRACK** program. Students will have the opportunity to provide assessment data regarding the QEP through a course evaluation survey, the Ruffalo Noel Levitz Student Satisfaction Survey, and student learning outcomes data.

Design and Development of Corequisite Course Content and Procedures

Setting the Stage for the QEP

Once the QEP Committee was formed with members from across the campus community and the choice of topic was announced, the QEP Committee set out to assist the English and mathematics faculty in narrowing and defining the topic and naming the QEP. The QEP Committee divided itself into several subcommittees to accomplish the various tasks required (see Table 6 for subcommittee names and see Appendix K for membership).

Table 6. **ON-TRACK** subcommittees.

Mathematics	English	Pathways to Success
Literature Review	Tutoring	Advising and Registration
Advertising	Budget	Courses and Curriculum
Master Scheduled		

At the same time, the LSU Eunice administration interpreted the Board of Regents Academic Affairs 2.18 in the following manner:

- A student successfully completing the support course and credit bearing course has satisfied the general education requirements.[23]
- A student not successfully completing the support course and credit bearing course must repeat both courses.[24]
- A student successfully completing the support course and not completing the credit bearing course must repeat both courses as the support course is considered a standalone developmental course in this case.
- A student not successfully completing the support course but successfully completing the credit bearing course has satisfied the general education requirement.

This information was shared with the campus at large, so those making preparations for the upcoming summer and fall 2023 semesters used common messaging. In addition, English and mathematics faculty requested that co-mingling of corequisite students with non-corequisite students in the same credit bearing course section be kept to a minimum, to which the administration responded that they agreed, to the degree possible.

Further, the mathematics faculty filed Courses and Curricula paperwork to change MATH 0016 and MATH 0022 from two credit hours to three credit hours at the close of the fall 2022 semester. The same was done for ENGL 0101 in spring 2023. In addition, Introduction to Contemporary Mathematics for Liberal Arts majors was being planned during AY 2022-2023 for implementation in fall 2023.

Also, the Registrar's Office and Information Technology worked together as the summer and fall 2003 schedule was being planned to implement "hard linking" the two courses, similar to a science lecture and lab, so that a student may not drop one without the other. This was implemented for both matched courses. The matching credit-bearing course and its support course were further identified with common section numbers. It was hoped that doing this would reinforce the idea that the two courses must be taken together, completed together, and depend on each other.

[23] Successfully completing is with a grade of A, B, or C.
[24] Not successfully completing the course is D, F, or W.

While the Committee was completing its work, English and mathematics faculty began drawing upon their resources to begin planning for the change. It is worth noting at this point that English has offered corequisite courses for ENGL 1001 as far back as fall 2014, and mathematics has offered corequisite courses for MATH 1015 and MATH 1021 as far back as fall 2013. These courses had a degree of success and were always offered as face-to-face courses with low enrollment.[25] A combination of strategies was used for both English and mathematics such as

- a support lab where students could work on homework and essays while the faculty members walked around and gave students individual attention.
- using mini lectures on specific topics in response to students with questions on the same topic.
- a combination that included additional homework related to basic topics students needed to understand in order to be successful in the credit bearing course.
- a combination of both in the same class period without additional homework whereby faculty introduced topics embedded into topics being discussed in the credit bearing course.

English and mathematics faculty noted that a combination of strategies without additional homework often worked in a corequisite setting. They also agreed that the just-in-time support with direct explanation and extra practice of similar topics (or underlying topics) based on the students' questions worked. This demanded flexibility in the support course, making it difficult to plan beyond knowing the current topic and underlying English and mathematics content that might create difficulties for students. The need for coordination was also discussed and was especially important if the support course was taught by a different faculty member. English faculty were in a position where the same faculty member would teach both in most cases; however, this was not possible for mathematics, given the number of master's trained faculty members. This coordination dictated that both subjects create pacing guides that indicated the section of the book being covered each week and what possible support topics may be needed. See Appendix L for the pacing guide for ENGL 1001-ENGL 0101. See Appendix M for the pacing guide for MATH 1015-MATH 0016, MATH 1021-MATH 0022, and MATH 1029-MATH 0030.

While academic freedom allows for particular examples and concepts to be taught in the manner the faculty member sees fit, a common notebook for each set of credit bearing and support course was created. These notebooks contain guided notes for the credit bearing course with materials that can be used in the support course, all of which will be optional. Importance is given to staying on pace and keeping content aligned. The ideas of a common

[25] Corequisite courses were generally offered with 16 or less students.

pacing guide and a common notebook were taken from various mathematics faculty experiences in observing how corequisites are implemented at other schools and from ideas presented at various workshops attended by faculty, as well as from the English and Mathematics Chairs' summer 2022 visit to Amarillo College in Amarillo, Texas, where corequisite courses have been implemented for some time. There, both a common pacing guide and notebook were implemented for mathematics, and a common pacing guide was implemented for English. Other ideas gained from the chairs' visit to Amarillo College were aligned syllabi, aligned course policy sheets, and ideas on grading for the two courses. The course grading was aligned as much as possible to eliminate the frequency of a student passing/failing one course but not the other.

While the QEP committee, administration, and faculty began initial planning, the Director of Institutional Effectiveness and Accreditation determined that the problems discussed earlier and proposed solution were both within the scope of LSU Eunice's mission. Both courses are based in the Division of Arts and Sciences, and both are included in the division's assessment plan (see Figure 9). Figure 9 illustrates that the student learning outcomes in each of the gateway courses link to the general education objective from the department. The departmental general education objectives then link to the general education goals held at the Office of Academic Affairs. Each of the general education goals links to the strategic goal, linking in turn to the mission at the institutional level. Following the same pattern, the new MATH 1029's student learning outcomes are: Upon the conclusion of this course, students will

1. solve probability and statistics problems.
2. solve problems and applications involving basic graph theory.
3. solve applications dealing with financial problems

These outcomes will link to the same general education objective 2.21 and the same General Education Goal 2. The relationship to strategic goal two is probably the most obvious, given that LSU Eunice wants students to be successful in their coursework so they may graduate in time. For access, successful students are generally retained more than those who are not. As noted above in the discussion of Figure 2, new first-time students completing their first semester with a 0.00 grade point average had a one-year retention rate of 4.5%. How the general education courses relate to partnerships can be a matter of opinion, as many of LSU Eunice programs operate with local support. Finally, continuous improvement is demonstrated partially by this document, as LSU Eunice strives to combat low success rates in first-semester gateway English and mathematics courses.

Figure 9. Planning system layout for existing gateway general education English and mathematics courses.

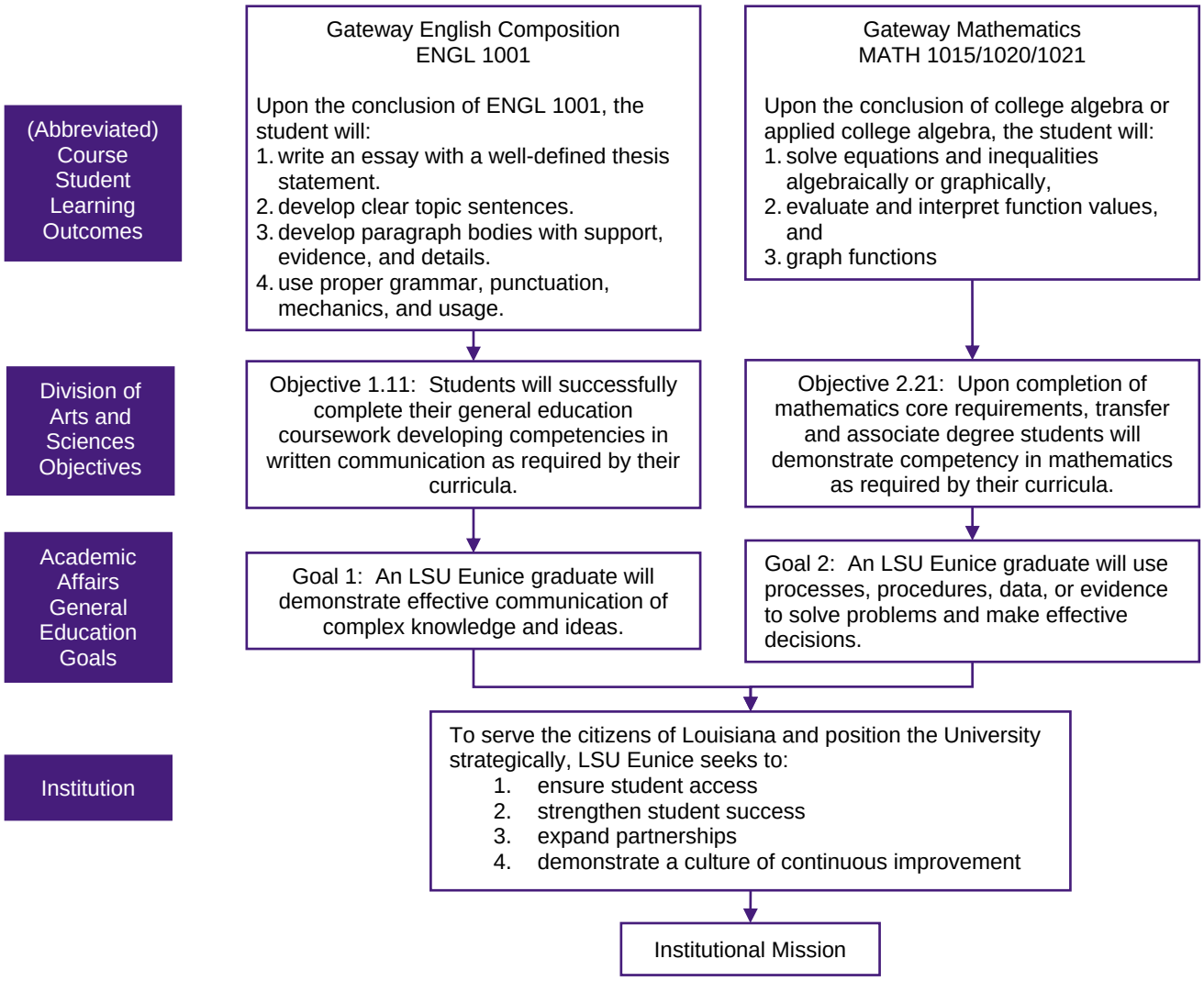


Table 7 details the tasks completed for Organizing for Success.

Table 7. Tasks and timelines for setting the stage.

Time	Activity	Responsibility
Fall 2021	AY 2020-2021 Success and Withdrawal report, disaggregated data report, and Longitudinal Retention report released for ATD	Institutional Research Institutional Effectiveness
January 2022	Learning Commons soft opening	VC for Academic Affs & Provost Ex Dir of Lib & Student Support
January 2022	Organizational change occurs (see Appendix A and Appendix B).	Chancellor
March 2022	Discussions take place with faculty, staff, and students about possible QEP topics.	Director of IE & Accreditation
May 2022	Louisiana Board of Regents holds corequisite mathematics academy	Chair & Faculty, Mathematics VC for Academic Affs & Provost
May 2022	Travel to Amarillo College visit about their corequisite program.	Chancellor VC for Academic Affs & Provost VC for Business Affairs Ex Dir of Lib & Student Support Director of IE & Accreditation
April 2022	Report on QEP discussions published	Director of IE & Accreditation
August 2022	Student Support and Learning Commons officially opens fully staffed.	Ex Dir of Lib & Student Support VC for Academic Affs & Provost Human Resources (new hires)
August 2022	The use of EAB Navigate begins to better communicate with students.	Ex Dir of Lib & Student Support VC for Academic Affs & Provost Dir of Information Technology
August 2022	AY 2021-2022 Longitudinal Success and Withdraw document released	Director of IE & Accreditation
September 2022	Survey sent to campus and results released. QEP Committee meets for the first time.	Director of IE & Accreditation Faculty, Staff, Students
September & October 2022	Louisiana Board of Regents implements Academic Affairs Policy 2.18 that mandates corequisites be taught (see Appendix C).	VC for Academic Affs & Provost Chair and Faculty, English Chair and Faculty, Mathematics Director of IE & Accreditation
October 2022	QEP Committee decides topic and discussions held with Faculty Senate.	QEP Committee Faculty Senate
Oct 2022- May 2023	LSU Eunice's Courses and Curriculum Committee meets to update various courses in order to accommodate the corequisite model.	Chancellor VC for Academic Affs & Provost Courses & Curricula Committee Chair & Faculty, English Chair & Faculty, mathematics
November 2022	Faculty and administration make the decision to standardize all support courses to three credit hours.	VC for Academic Affs & Provost Chair and Faculty, English Chair and Faculty, Mathematics Director of IE & Accreditation Registrar Courses & Curricula Committee
December 2022	Louisiana Board of Regents holds English Corequisite workshop	Chair & Faculty, English VC for Academic Affs & Provost
December 2022	Shell QEP document placed into Teams files.	QEP Committee

Time	Activity	Responsibility
January- February 2023	Discussion of Logo takes place along with discussions related to brochures, pole banners, stickers, and orientation T-shirts.	Dir of Strategic Communication QEP Committee Advertising Subcommittee
January- May 2023	Pathways to Success Committee meets intermittently to determine scope and content changes for Pathways to Success.	Ex Dir Lib & Student Support UNIV 1005 faculty Pathways Committee
February 2023	**ON-TRACK** name decided and logo created.	QEP Committee Dir of Strategic Communication Advertising Subcommittee
February 2023	Meetings held for redesign of schedule.	VC for Academic Affs & Provost Ex Dir of Lib & Student Support English & Mathematics Chairs Dean, Arts and Sciences Registrar Dir of Information Technology
March 2023	Advisor training for all first-time and continuing student advisors. Presentation included the new layout for matched section numbers and common messaging.	Ex Dir of Lib & Student Support VC for Academic Affs & Provost English & Math Chairs
March 2023	Advising and registration begins for summer and fall 2023	Ex Dir of Lib & Student Support VC for Academic Affs & Provost Registrar Student Support – advising
March 2023	Initial placement language revised.	Director of IE & Accreditation Ex Dir of Lib & Student Support English & Mathematics Chairs
April-June 2023	Initial budget created based on initial proposed fall 2023 schedule.	Budget subcommittee Director of IE and Accreditation VC of Business Affairs Dean, Arts and Sciences English & Mathematics Chairs English & Mathematics Faculty
May-June 2023	Advertising materials designed and ordered including pole banners, stickers, brochures, orientation T-shirts, and building window wraps.	Director of IE and Accreditation Dir of Strategic Communication VC for Business Affairs QEP Committee Co-Chairs Facilities Services
June 2023	Materials received and/or installed.	Director of IE & Accreditation Dir of Strategic Communication VC of Business Affairs
June-July 2023	Modular Mathematics Fee changed to Mathematics Lab Fee. The $50 fee's name was changed to accommodate the QEP because the support courses will be offered in the old modular labs.	Chancellor VC for Academic Affs & Provost VC of Business Affairs Registrar Dir of Information Technology
July 2023	ACCUPLACER Next Generation rules updated.	Ex Dir of Lib & Student Support VC for Academic Affs & Provost English & Mathematics Chairs

Corequisite Course Design, Layout, and Implementation

The Quality Enhancement Plan sub-committees for advising and orientation, English, and mathematics met throughout fall 2022 and spring 2023 to discuss components necessary to **ON-TRACK**'s success. Much could remain the same and be integrated into the new model, but certain aspects, out of necessity, had to be adjusted or created. Faculty and staff realize that because LSU Eunice has never attempted such a large-scale implementation of corequisite courses, the design, layout, and implementation below will be monitored as the semester progresses and adjusted if necessary. A post-semester assessment will identify what changes, if any, need to be made.

Academic Advising and Orientation

As Student Support Services transitioned to the Library in spring 2022, a conscious effort was made to redesign the advising experience for new first-time students. New first-time students completing 24 hours or less are assigned to Student Support Services, except those designated as LSU Online and athletes, as they are assigned to special advisors. The redesigned advising added a pre-advising meeting, meaning that advising appointments became more individualized, with the advisors asking more questions, such as:

- Do you work?
- If the student works, then ask how many hours per week?
- Do you have children?
- Do you have reliable transportation?

This effort will keep students **ON-TRACK** and provide more baseline data on the students to determine how college work will fit into their overall lives and begin to answer if the students should be full-time or part-time, given their individual circumstances.

The Student Support Services personnel all agreed that one question would no longer be asked of face-to-face students: “Do you want to come to campus on Mondays, Wednesdays, and Fridays, or Tuesdays and Thursdays?” LSU Eunice advisors stopped asking this question during the pre-advising meeting because the ideal schedule for students needing co-requisites is Monday to Friday so that students can complete 15 credit hours in their first semester. While the three-day schedule is an option, the student will have a full day on campus. If the students request a Tuesday/Thursday schedule, they may only be able to take three courses. Depending on a student’s individual needs, the three courses may be a credit bearing English or mathematics course with matched support and an elective appropriate to the student’s major.

Each degree has its own requirements, so advisors provide the student with a degree plan from the LSU Eunice Academic Catalog or the degree plan of the student’s transfer school,

providing a clear understanding of the requirements and any pre-requisites that might be needed. Each student's path looks different, especially students pursuing an allied health degree. The QEP agreed with Student Support Services that students should be encouraged to enroll in both English and mathematics corequisites their first semester in order to progress toward degree credit as quickly as possible. On occasion, it may be beneficial for the students to focus on a particular subject each semester: English + support (if needed) the first semester, mathematics + support (if needed), and biology the second semester, anatomy in the third, and physiology during the fourth semester. New students entering in the fall requiring co-requisites will not be eligible for a spring application to an allied health program, so the combination of courses is crucial to benefit the student.

Test scores are also a talking point at each advising appointment. Students are told what their scores (or lack of scores) mean towards their progress. The Testing Center offers the first attempt of the ACCUPLACER exam free of charge. Advisors encourage any students who do not have an 18 in English, 19 in Mathematics, or 21 in Science (allied health) to retake the ACT or to take ACCUPLACER.

If it is appropriate, the English and mathematics credit bearing course will have a designated support course. The support course is added first when registering, then the credit bearing English or mathematics course. Because there are no restrictions in place to stop students from swapping sections, advisors must emphasize that each credit-bearing course is paired with a particular co-requisite course.

Next, the Pathways to Success program was established in 2004. Using the best practices in developmental education as defined by the National Center for Developmental Education, the program was designed to assist students in completion of developmental education coursework. Beginning in fall 2023, the program will undergo programmatic changes in response to Louisiana Board of Regents Academic Policy 2.18. Its emphasis will be to increase student learning in gateway general education English composition and mathematics courses.

The Pathways to Success program exists to provide a holistic approach to assist underprepared students in the achievement of their educational and personal goals. In working to maintain an effective program, Pathways to Success will provide students the necessary support for the successful completion of their entry level, college-level Mathematics and English coursework.

New students who want to attend classes on campus with a composite score of 15 or below on the ACT or without any ACT score are automatically enrolled in the Pathways to

Success program. Students enrolled in the Pathways to Success program are required to attend face-to-face courses and have a mandatory attendance requirement. Additional support measures, such as intrusive advising, academic performance alerts, and tutoring referrals are in place for students who fall below course benchmarks.

Students who successfully pass or test out of UNIV1005 and the first college-level English and mathematics course and any necessary co-requisite support course (MATH1015 & 0016 or MATH 1021 & 0022 or MATH1020 or MATH1029 & MATH 0030 and ENGL1001 & 0101) will be marked as "Pathways Complete."

Tutoring

The Tutoring Center will be set up with containers of additional worksheets to assist students with support course learning material. Peer tutors will help students with questions they may have that were not answered in class. If students are still struggling in the credit bearing and/or support course, they will be required to attend mandatory tutoring for a specified number of hours per week. Mandatory tutoring can be completed online, depending on a student's schedule. Students will be able to utilize online and in-person tutoring if they feel like they need more help outside of the credit bearing and support course. Support instructors can request an embedded tutor if available to attend their class once a week. An embedded tutor will build rapport with the class and be able to provide tutoring assistance if needed.

English Composition

As noted previously, the English faculty had one corequisite (support) course for English Composition (ENGL 0101) in the *LSU Eunice Catalog* for some time. Courses and Curricula paperwork was filed to change ENGL 0101 from two credit hours to three credit hours during spring 2023. The gateway general education ENGL 1001 was matched with the corequisite (support course) ENGL 0101 as shown in Table 8.

Table 8. Planned corequisite course for general education English course.[26]

Developmental Corequisite (Support) Course	General Education Corequisite (Credit Bearing) Course
ENGL 0101: English Composition Supplement (3 cr. hr.)	ENGL 1001: English Composition (3 cr. hr.)

The English Corequisite Planning Committee, comprised of all current full-time English faculty, met during the fall 2022 and spring 2023 semesters. The faculty is aware of the alarming increase in the number of new students earning no credits in their first semester, an increase of almost ten percentage points from 8.5% in AY 2017-2018 to 18.3% in AY 2020-2021 (see Figure 2). During the same period, success in ENGL 0001 decreased nearly 16 percentage points from 79.5% to 63.8% (see Figure 5). Beginning with an acknowledgement that the current developmental English sequence (ENGL 0001 followed in a subsequent semester with ENGL 1001) was a well-planned effort to bolster student English success but lacked immediate application of learned English skills, the faculty agreed that the corequisite support course should offer just-in-time support/remediation of topics to assist with the credit bearing course in the same semester, thus increasing first-year student success rates.

Simply put, a shortcoming of developmental ENGL 0001 was that skills learned in one semester were often forgotten by the next semester, and even more so if a student chose not to enroll in ENGL 1001 immediately following ENGL 0001. Grammar, punctuation, and essay content skills required in ENGL 1001 were lost or diluted by the time the student got to the credit-bearing course. Although ENGL 0101 had been taught in fall 2014 and fall 2015, the English faculty agreed that the course needed to be revised significantly. In those past semesters, ENGL 0101 served mostly as a tutorial for the students' ENGL 1001 class. Moving forward, the ENGL 0101 planned for fall 2023 would incorporate the textbook used in ENGL 0001, *Evergreen*, retaining basic grammar and punctuation instruction, in addition to serving as an organized tutorial where students would receive just-in-time support for their ENGL 1001 assignments. The ENGL 1001 textbook will remain the same as in the past, *Steps to Writing Well.*

The New ENGL 0101 Support Course

Students in a section of face-to-face credit bearing ENGL 1001 will meet with their teacher for instruction, then immediately attend the support course ENGL 0101 for supplementation of that day's work. The support course should be flexible and adaptive to each

[26] The title for ENGL 0101 is "English Composition Supplement". From this point forward the word "support" will be used. The word support for the corequisite courses is part of the "common messaging".

class each semester in order to review any topics needed by that particular group of students to support either the previously given or coming lecture, enforce basic English skills in general needed for the concepts currently being covered in the course, and assist with struggles in completing homework through a combination of direct explanation and extra writing practice.

For example, when the concept of introduction paragraph writing begins in ENGL 1001, the ENGL 0101 instructor will reinforce that instruction and facilitate practice activities immediately. In this way, students struggling with the concept can be identified and given one-on-one additional instruction before the student's work is turned in and graded in ENGL 1001. ENGL 0101 instructors also can build study groups within the class meetings, host whole-class discussions of the material, and even assign peer-tutoring. Repeating this process throughout the semester, student success should increase, resulting in higher passing rates and earned credits.

Although each class meeting may vary in implementation, faculty agreed that there should be as much coordination and cohesion as possible between the credit bearing course and support course and the instructors teaching them, both within a pair of instructors teaching the same group of students and amongst all instructors teaching a given course. It was quickly agreed that a weekly "Master Pacing Guide" should be made for each pair of courses that faculty members would follow. This coordination will indicate the section of the book they should cover each week and what possible support topics may be needed. See Appendix L for the pacing guide for ENGL 0101-ENGL 1001.

First, the English faculty considered the single most effective way to improve students' essay-writing skills, and they agreed that expanding the time frame for each essay's instruction and writing would be most beneficial. Students will have ample time to learn, practice, and create, receiving support in the process. Rather than a two-week period per essay as in the past, the students will be given roughly four to five weeks to complete each essay, including instruction time, rough drafting, writing, and revising, although revision of one essay would be done simultaneously with the introduction and rough drafting of the next. To facilitate this expanded period per writing assignment, the number of essays was reduced from four to three. Reducing the number of major essays to three proved successful for the corequisite model at Amarillo College, as observed by the LSU Eunice team visit in summer 2022 to examine its success with corequisites in recent years. The final exam will assess students' knowledge of essay basics and grammar/punctuation.

In theory, with the extended instruction, practice, and revision time, students will master the use of basic essay components such as thesis statements, topic sentences, and supporting

evidence. Additionally, there will be more time to improve proofreading skills and learn MLA format.

Next, the English committee agreed that retaining a version of the grammar and punctuation instruction of developmental ENGL 0001 for corequisite ENGL 0101 is necessary. The units will remain the same, but the time frame will be shortened to the first six weeks of the semester and the former tests will be converted into shorter quizzes. However, review quizzes will continue through the semester into the essay-writing phase to bolster retention of the material.

Built in to the corequisite structure, an added bonus is that the support course instructor, whether it be the same for both courses or two different instructors, will have more time to ensure that every student completes assignments and essays by their due dates.

ENGL 0101 and ENGL 1001 syllabi will be aligned and standardized for all sections. While day-to-day activities and due dates may vary, all instructors will follow the same path (See the Master Pacing Guides in Appendix L). Faculty members will be able to communicate effectively not only between paired instructors, but among all instructors, keeping everyone on task to accomplish the corequisite model's needs.

The course grading should be as aligned as possible to eliminate the frequency of a student passing/failing one course but not the other. For example, the LSU Eunice administration has interpreted the grading as follows:

- A student successfully completing (with an A, B, or C) the support course and credit bearing course has satisfied the general education requirements.
- A student not completing (D, F, or W) the support course and credit bearing course must repeat both courses.
- A student successfully completing the support course and not completing the credit bearing course must repeat both courses.
- A student not successfully completing the support course, but successfully completing the credit bearing course, has satisfied the general education requirement.

Essay grades earned in ENGL 1001 will be included in a student's ENGL 0101 grades to prevent passing/failing one course but not the other. In short, the two courses must be taken and completed together and depend on each other (see Table 9).

Table 9. Grade weighting in English corequisite courses.

Category	Credit Bearing Course Grade Weight	Support Course Grade Weight
Tests/Quizzes/Homework	30-40%	30-40%
Essays	50-60%	50-60%
Final Exam	10%	10%

Attendance

Attendance is crucial to success in any course. One fear of the English faculty is that some students may be tempted to "skip out" of some ENGL 0101 corequisite class meetings because they immediately follow the ENGL 1001 meetings, and some may feel that they do not need additional support for that day's work. Therefore, the attendance policy below will be implemented. However, the faculty are aware that LSU Eunice's particular population of students often have family and work issues that make absences unavoidable, so a generous number of "free absences" are incorporated:

- Regular attendance is mandatory.
- MWF students will be allowed nine absences with no penalty.
- TR students will be allowed six absences with no penalty.
- With every unexcused absence beyond those parameters, the student's final grade will be lowered one letter grade.
- All assignments must be turned in on the dates due.
- Students are responsible for all material discussed and/or assigned during their absences.

Faculty will also file notifications with Student Support Services in the Library if a student is absent at the first class meeting or disappears for consecutive days, even before reaching their allotted free absences, to investigate any issues the student may be having with attending class and work out a solution. (Note: The number of acceptable absences listed above does not pertain to students in LSU Eunice's Pathways to Success Program, who are limited to fewer absences before Student Support Services is alerted to intervene before the students receive an automatic grade of F due to missed classes.)

Tutoring

Even though the support course serves to help students complete their ENGL 1001 assignments and make the best score possible, students scoring below a C (70%) on either the first graded version of an essay or its revision will be assigned to mandatory tutoring, in addition to the support already being received in ENGL 0101. Tutoring can be completed in the Library Learning Commons or online through NetTutor, with logs from on-campus tutors or printouts of NetTutor sessions showing that the students did, indeed, complete the tutoring.

Paired Sections

ENGL 1001 students who do not require ENGL 0101 will not be allowed to enroll in corequisite ENGL 1001 sections. The paired courses are denoted in the schedule of classes with the letter "T" at the end of the course number and are linked via section number, and the LSU Eunice Registrar's Office will set automatic barriers that prevent a student from enrolling in only one of the courses. The section numbers of each paired ENGL 0101 and ENGL 1001 will

match so that all students in one section of ENGL 0101 also will be in the paired ENGL 1001, thus building community within each group and providing built-in student-to-student classmate support. However, it must be noted that the University may place some students who do not need corequisite ENGL 1001 into a corequisite section if all non-corequisite ENGL 1001 sections are filled. The English faculty assumes such circumstances will be rare.

Classrooms and Faculty

No additional classroom space is required to implement the corequisite model in face-to-face sections at LSU Eunice. Students' personal laptops can be used for daily instruction, and those students who do not have laptops can borrow them from the library.

LSU Eunice currently has enough instructors, both full-time faculty and adjuncts, to staff the matched sections of ENGL 0101 and ENGL 1001. It must be noted, however, that student enrollment in each section at LSU Eunice may be capped as high as 27-30, based on recent semester enrollments, which is higher than the traditional recommendation of 15-20 students maximum in college writing classes. This should be considered when assessing the corequisite model's success at LSU Eunice. If enrollment in face-to-face corequisite ENGL increases in future semesters, more instructors or adjuncts will have to be hired.

Enrollment

Based on recent enrollment numbers, eighteen sections of ENGL 0101 are scheduled for fall 2023, along with their paired sections of ENGL 1001. One of the pairs will be taught on the LSU Alexandria campus. The faculty member at the site has been kept abreast of the plans and will be given the academic freedom to cover the material in a manner similar to the pacing guide. Twelve paired sections will be offered face-to-face, and six paired sections will be offered online.

Online Considerations

While online corequisite ENGL instruction is not ideal, it is unavoidable at LSU Eunice, where many students have full-time jobs and other obligations preventing them from attending campus regularly. The online version of ENGL 0001 has been converted to online ENGL 0101, and the content and schedule have been revised to align with the ENGL 0101 requirements and policies listed above. The course, along with the online version of ENGL 1001, will remain asynchronous. The instruction, rough drafts, writing, revising, and quizzes will be conducted via the University's Moodle platform, MyCourses. LSU Eunice's MyCourses offers several methods

of instruction, including the ability to post lecture videos, documents, review lessons, quizzes, and homework/assignment/essay uploading locations. Discussion forums can be used for peer review and rough drafting. For individualized, small group, or even large group meetings with students, LSU Eunice's Zoom is available, as is a MyCourses chat feature.

Mathematics

Beginning fall 2023, students will have three possible tracks for their initial mathematics course, depending on their major and/or program: MATH 1015 – Applied College Algebra, MATH 1021 – College Algebra (for STEM majors, and often called Pre-Cal Algebra at other institutions), and MATH 1029 – Introduction to Contemporary Mathematics (colloquially referred to as Liberal Arts Mathematics) (see Table 10).

Table 10. Planned corequisite courses for general education mathematics courses.

Developmental Corequisite (Support) Course	General Education Corequisite (Credit Bearing) Course
MATH 0016: Applied College Algebra (3 cr. hr.)	MATH 1015: Applied College Algebra (3 cr. hr.)
MATH 0022: College Algebra (3 cr. hr.)	MATH 1021: College Algebra (3 cr. hr.)
MATH 0030: Contemporary Mathematics (3 cr. hr.)	MATH 1029: Intro to Contemporary Mathematics (3 cr. hr.)

For students requiring the corresponding support course, the current plan is to avoid co-mingling (mixing support and non-support students within the same section). The section numbers of the credit bearing course and the support course match to keep a given group of students together, encouraging familiarity with classmates and, hopefully, therefore collaboration – both in studying for the credit bearing course and working on assignments in the support course. The support course, if required, will be taken concurrently in the same semester and will occur directly after the credit bearing course in the student's schedule. The support courses will mainly be offered in a traditional face-to-face format and online only when needed.

Grading

Grading of the courses, regardless of the course format taken, will be calculated using four categories: tests, final exam, homework, and unproctored assignments (see Table 11). Proctored chapter exams and the departmental final exam will take place in the credit bearing course, and students' grades will carry over to the grade for the support course. Homework will be completed online through Pearson's MyMathLab, which is already used by mathematics faculty, with those grades carrying over as well. The only difference will lie within one small

category of “unproctored assignments and/or participation.” Assignments completed in the support course will carry over to the credit bearing course’s gradebook. This gradebook will be hosted through Pearson and will be the only gradebook used for both classes. The Pearson course will host the credit bearing course assignments and so will be under the control of the credit bearing course instructor, with the support instructor permitted to copy the course to see everything the students do, but they will not have access themselves to the gradebook. Unfortunately, that would require an additional access code from Pearson for each support instructor for each support class they teach, which would be an unnecessary request/burden on the university’s Pearson Representative each semester. Therefore, the credit-bearing course instructor will deal with the bulk of the grade inputting, and the support instructor will keep the “unproctored assignments” grade in a spreadsheet that will be shared with the CBC instructor, who will then enter them into the Pearson Gradebook manually.

Table 11. Grade weighting in mathematics corequisite courses.

Category	Credit Bearing Course Grade Weight	Support Course Grade Weight
Tests	48%	48%
Final Exam	32%	32%
Homework	15%	15%
Unproctored Assignments	5%	5%

The New MATH Support Courses

For content, mathematics faculty have agreed upon “Master Pacing Guides” laid out by the week for the course pairs and will have a notebook of guided notes and materials that may be used by all instructors teaching a particular course pair (see Appendix M). This will keep content aligned as the semester progresses to coordinate with the faculty and the tutoring center. Materials will also be available for use in the support course for each concept covered in the credit bearing course. These support resources could include guided notes for short lectures, handouts of examples, worksheets, or group activities. For all three first-semester mathematics courses (MATH 1015, 1021, and 1029), faculty have agreed upon the use of graphing calculators, with the TI-84 or TI-83 being the recommended models. The lessons will incorporate the use of the graphing calculator and instructions on using them (with instructions on how to use them being emphasized in the support course as well). For MATH 1015 and especially for MATH 1029, this is to the student’s advantage, as those courses are not intended for STEM majors and are heavy on applications, so use of the calculator will, hopefully, enhance comprehension of certain concepts. By dedicating time to showing the students how to use their

calculators (for all three course pairs), it is also hoped to increase the student's digital literacy skills, as using the graphing calculator can be a powerful tool for future classes which may employ it.

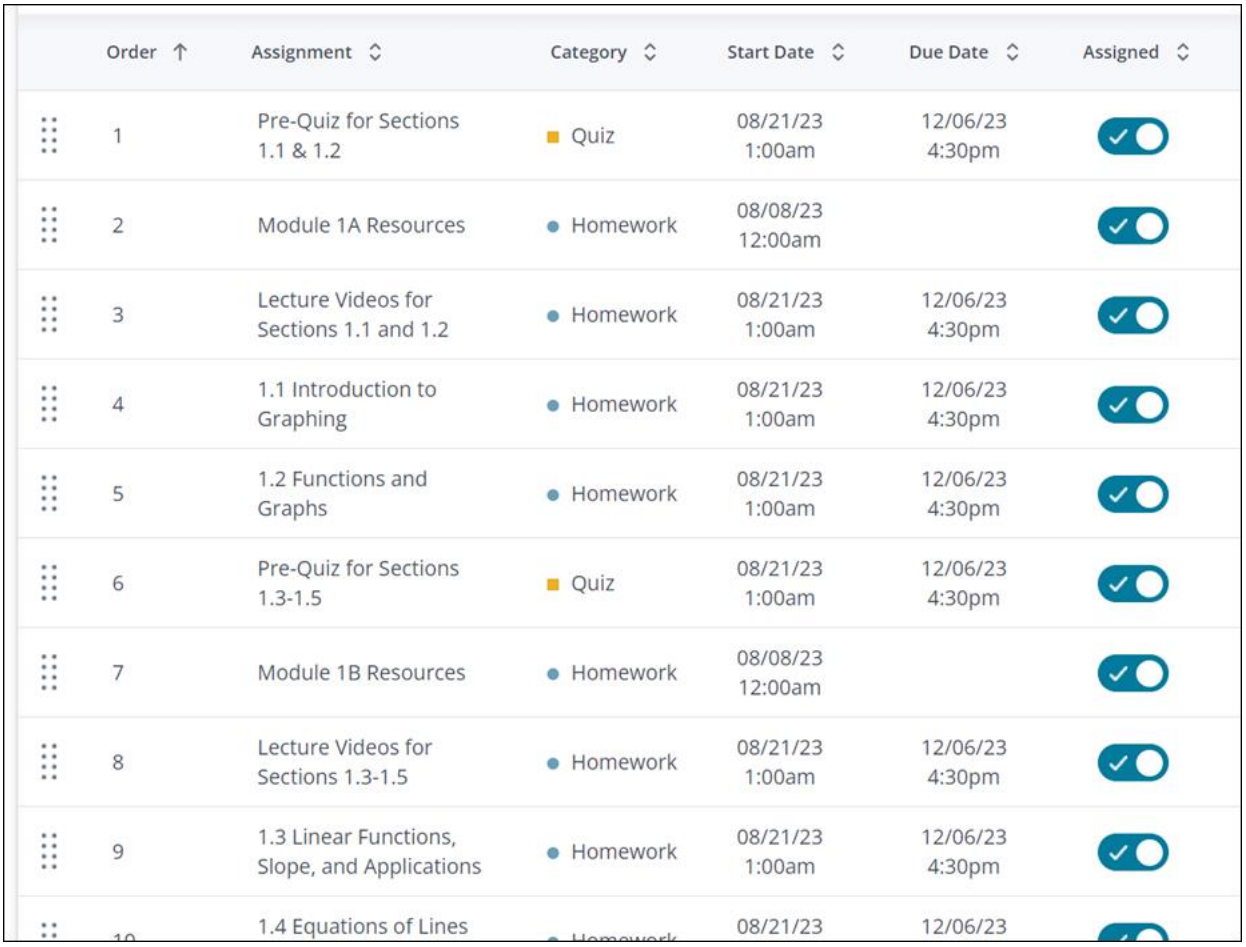
For face-to-face classes, the general atmosphere of the support course will be more relaxed than a traditional lecture, meaning perhaps more like that of a "flipped classroom." The support instructor will adapt to that particular set of students and decide what support resource(s) to use each day. Each class meeting, the support instructor will record a grade based on what resource was used. For example, ten possible points a day where those ten points may come from the students turning in a group assignment or worksheet, or participating in the short lecture/discussion. This will constitute the unproctored assignments category of the student's grade. As explained earlier, these grades will be shared with the credit-based course instructor who will input them into the gradebook. The support class meetings will be held in the computer labs so that students may work in groups and have access to computers when needed, to print resources or receive help on homework questions, etc.

Online Considerations

For online offerings of a support course, the big question was how to address the interactivity and adaptability offered in the face-to-face versions, which was felt to be so crucial to the success of a corequisite course. Making the online support courses synchronous is one common approach used by some institutions; however, the faculty felt that this was not a good fit as many of the LSU Eunice students taking online courses must do so because they have so many outside obligations. Therefore, our online classes need to be asynchronous as much as possible.

One way to achieve this, it was decided, was by allowing the unproctored assignments category to be handled using quizzes in the following manner: each section or set of sections in the textbook will be preceded by an unproctored pre-quiz that will assess whether the student possesses the necessary background information needed to understand the associated college-level topics. As an example, if the sections are related to solving graphing, then some questions on the pre-quiz would address their coordinate geometry abilities and the basic graphing of ordered pairs skills (see Figure 10). If a student earns 70% or higher on a pre-quiz, then they may move on to the credit bearing course sections and watch the pre-recorded lecture videos and complete the homework assignments for those sections.

Figure 10. Example of online structure for graphing in MATH 1021/0022.



Order	Assignment	Category	Start Date	Due Date	Assigned
1	Pre-Quiz for Sections 1.1 & 1.2	Quiz	08/21/23 1:00am	12/06/23 4:30pm	
2	Module 1A Resources	Homework	08/08/23 12:00am		
3	Lecture Videos for Sections 1.1 and 1.2	Homework	08/21/23 1:00am	12/06/23 4:30pm	
4	1.1 Introduction to Graphing	Homework	08/21/23 1:00am	12/06/23 4:30pm	
5	1.2 Functions and Graphs	Homework	08/21/23 1:00am	12/06/23 4:30pm	
6	Pre-Quiz for Sections 1.3-1.5	Quiz	08/21/23 1:00am	12/06/23 4:30pm	
7	Module 1B Resources	Homework	08/08/23 12:00am		
8	Lecture Videos for Sections 1.3-1.5	Homework	08/21/23 1:00am	12/06/23 4:30pm	
9	1.3 Linear Functions, Slope, and Applications	Homework	08/21/23 1:00am	12/06/23 4:30pm	
10	1.4 Equations of Lines	Homework	08/21/23	12/06/23	

If, however, the student scores less than a 70% on a pre-quiz, they will be required to work through support resources and then re-attempt the pre-quiz, repeating this if necessary until they are ready to move on to the credit bearing course content. The student may take a given pre-quiz as many times as they want, but the recorded score will be the average of all attempts, thus encouraging the student to take the support resources seriously. The support resources will be many of the same used in the face-to-face format, just adapted to interactive videos with guided notes. The resources will not count for a grade as not all students will need them, but the pre-quizzes will, and will constitute the “unproctored assignments” category of their course grade.

Sometimes a resource may simply be a set of extra practice for a related section, in which case all students are encouraged to complete it. There will be weekly due dates on assignments to further encourage student progress. In addition to this interactive adaption of the

support resources in the online support course, it will be expected of the online support instructor to engage with the students through live virtual sessions to answer questions and offer help, either through Zoom or the LMS' chat feature. They will also be expected to monitor the students' progress throughout the semester for any students falling behind on due dates (or in danger of doing so) and intervene when necessary to offer help.

Using one MyMathLab course and the same textbook in both the credit bearing and support course will eliminate any additional costs to the student. The ideas behind this shared grading scheme are to align the class grades as much as possible so that it would be nearly impossible for a student to fail only one of the two courses, and to ensure that the focus of the support course is support. Not *more* major assessments, but *support* for those major assessments.

Attendance

In addition, all mathematics faculty agreed that attendance is paramount to success, so they intend on having an assignment or assessment every day in the support course to count toward a participation grade in the course. It was also agreed that a tutoring recommendation will be issued in cases where a student scores below a 70% "C" on any exam to increase the likelihood of success in the course. Tutoring may be accomplished in the support course, in the Library Learning Commons, in the Mathematics Lab, or online through NetTutor. Faculty will also file notifications with Student Support Services in the Library if a student is missing more than just a few days of class or if the student's academic performance is not passing. Student Support Personnel then follow up with the students by introducing them to tutoring or trying to assist students with the importance of attending class. The mathematics faculty agree a balance of caring and aggressive intervention will be needed to ensure that the support students pass the course on their first attempt.

Faculty

As for staffing, although many studies agree that the corequisite model works best when the same instructor teaches both courses; staffing issues prevent that in the majority of cases, and faculty actually agreed it could be advantageous for the students to have different instructors, as each one may be able to offer a different perspective to students, sometimes eliminating a student's fear that there is only one correct way to work a problem. Table 12 details the tasks and timelines for course designs, layout, and implementation; note that there is overlap with Table 7.

Table 12. Tasks and timelines for course designs, layout, and implementation.

Time	Activity	Responsibility
September 2022	English faculty decide the updated ENGL 1001 course and support course along with books.	Chair and Faculty, English Dean, Arts and Sciences
October 2022	Mathematics faculty discuss books and decide to continue using existing books for MATH 1015 and MATH 1020/1021. Decision to use one book for the credit bearing and support courses. Homework through Pearson MyMathLab.	Chair and Faculty, Mathematics Dean, Arts and Sciences
Oct 2022- May 2023	English and mathematics faculty meet weekly to layout corequisite design	English & Mathematics Faculty
Spring 2023	Book decided for MATH 1029	Chair and Faculty, Mathematics Dean, Arts and Sciences
March – August 2023	Academic advising and orientation taking place	VC for Academic Affs & Provost Ex Dir of Lib & Student Support Dir of Outreach & Recruitment
July – August 2023	Syllabus and policy sheet created for each set of courses.	Chair and Faculty, Mathematics Chair and Faculty, English
Mid-August 2023	Job description for updated mathematics tutoring completed.	Mathematics Chair Dean, Arts and Sciences Human Resources
Week of August 14, 2023	Fall 2023 Convocation takes place. Final QEP meeting takes place with draft. English and mathematics meet to discuss QEP. Final arrangements agreed upon.	Chancellor VC for Academic Affs & Provost Director of IE and Accreditation English & Mathematics Chairs English & Mathematics Faculty
Week of August 14, 2023	Class sections finalized and all faculty assigned.	VC for Academic Affs & Provost Dean, Arts and Sciences English & Mathematics Chairs
August 21, 2023	Classes begin.	VC for Academic Affs & Provost Dean, Arts and Sciences English & Mathematics Chairs
Monthly (or as needed) beginning fall 2023	Monthly meetings with corequisite English and mathematics faculty and department chairs; both informal without meeting minutes and formal with meeting minutes to determine if adjustments are required.	Director of IE & Accreditation Chair & Faculty, English Chair & Faculty, Mathematics Ex Dir of Lib & Student Support VC for Academic Affs & Provost Coordinator of Online Education

Fiscal and Physical Capability for the QEP

Introduction

The resources necessary to fulfill LSU Eunice's commitment to the QEP and **ON-TRACK** Program is nearly $5.9 million over five years, with $5.77 million coming from reallocated university funds from the 203 sections of English and mathematics courses no longer being offered. An additional $28,868 came from various grants for the first year, mostly

for supplies and advertising. Further, a flat $50.00 lab fee charged for the use of the Manuel Hall computer labs for the mathematics support sections is anticipated to generate $33,950 per year or $169,750 over the five years of the project.[27]

Physical Facilities

As noted above, English faculty believe that they can teach the gateway English Composition (ENGL 1001) and its support course (ENGL 0101) using conventional classrooms and have not asked for a writing laboratory. Designing the support and general education courses in this way allows the support course to focus on grammar and rewriting drafts of essays required for ENGL 1001. Additional student support is available through the Library Learning Commons in the form of peer, online, and faculty tutoring.

Mathematics is another matter given the complexity of the courses offered and the support needed. As noted previously, each gateway general education mathematics course (MATH 1015, MATH 1021, and MATH 1029) will have its own support course (MATH 0016, MATH 0022, and MATH 0030 respectively). The mathematics faculty expect to use traditional classrooms for the credit bearing general education courses; however, they intend on using the existing three computer laboratories in Manuel Hall for the support courses. Doing so will allow for multiple avenues of instruction and support with some being short lectures, computerized diagnostic assessment and tutoring, face-to-face tutoring, and group work with students helping other students. Manuel Hall Rooms 201 and 203 currently have five desks containing six computer stations each in a hexagon style configuration. An additional eight computers are placed in study carrels along the back wall if more privacy is desired. The third laboratory is Manuel Hall Room 204, with 30 student computer stations made up of four desks with six computer stations each and six computers along the back wall in study carrels. All three support classrooms are equipped with a podium, projector, and whiteboards should mini-lectures and specialized instruction be needed. The mathematics faculty have also requested Manuel Hall room 206, which is a regular classroom seating 30 for specific instruction if needed.

The faculty teaching at the Off-Campus Instructional Locations are given the freedom to teach the support course as they see fit to meet student needs. For example, the methodology for English and mathematics at LSU Alexandria will be similar to the LSU Eunice site; English will use traditional classrooms, and mathematics will use the traditional classroom for the general education course and a computer lab for the support course. No corequisite courses are

[27] The computer labs are Manuel Hall rooms 201, 203, and 204.

offered at high school dual enrollment sites due to the Louisiana Board of Regents requirement that a dual enrollment student be college ready in the subject prior to enrolling. In addition, no English composition or mathematics courses are offered at the Ochsner Lafayette General Orthopedic Hospital Site. This OCIS offers courses for students accepted into the Nursing and Surgical Technology programs that have completed their prerequisite general education courses. Other needed general education courses may be taken online or at the LSU Eunice site. Given the circumstances described in this section, no capital renovations are needed.

Administrators' Salaries and Benefits

Three 12-month administrators are charged with the implementation and assessment of the **ON-TRACK** Program. The first is the Vice Chancellor for Academic Affairs and Provost overseeing all academic matters. No portion of the salary for this position is included in the budget; however, the personnel charged with administering **ON-TRACK** will inform him of the progress as required.

The Director of Institutional Effectiveness and Accreditation was named as the Coordinator of the QEP and will be responsible for the day-to-day operations of **ON-TRACK** (see section one of Table 13). The Director was chosen because of his familiarity with the process, having served as the Director of LSU Eunice's first QEP in 2004 and Co-chairing the second QEP in 2014. The Director reports to the Chancellor and to the Vice Chancellor for Academic Affairs and Provost (see Figure 8 and Appendix B). The Director is also an adjunct in the mathematics department, having taught standalone developmental education courses for more than 14 years before joining LSU Eunice in 2004. In addition, similar to all student learning outcome data across LSU Eunice, the data for **ON-TRACK** will flow through his office to be summarized and reported. It is anticipated that the coordinator will spend approximately 30% effort on QEP related matters, yielding just over $31,100 in salary and benefits annually. Because the English and mathematics courses reside in the Division of Arts and Sciences, the coordinator will collaborate with the Dean. It is anticipated that 10% of the Dean's time will be spent on QEP related tasks, resulting in just over $13,200 in salary and benefits annually (see section two of Table 13).

Table 13. **ON-TRACK** Budget

Section	Description	2023-24	2024-25	2025-26	2026-27	2027-28	Total
Coordinator of the QEP (Director of IE and Accreditation)							
1	Salary	$21,360.00	$21,360.00	$21,787.20	$21,787.20	$22,222.94	$108,517.34
	Benefits	$9,832.01	$9,832.01	$10,028.65	$10,028.65	$10,229.22	$49,950.53
	Coord of the QEP (Dir of IE/Accreditation) (30%)	**$31,192.01**	**$31,192.01**	**$31,815.85**	**$31,815.85**	**$32,452.17**	**$158,467.88**
Dean of Arts and Sciences							
2	Salary	$9,100.00	$9,282.00	$9,282.00	$9,467.64	$9,656.99	$46,788.63
	Benefits	$4,188.73	$4,272.50	$4,272.50	$4,357.95	$4,445.11	$21,536.81
	Dean of Arts and Sciences (10%)	**$13,288.73**	**$13,554.50**	**$13,554.50**	**$13,825.59**	**$14,102.11**	**$68,325.44**
Student Support							
3	Part-Time Mathematics Lab Assistant Salary	$16,600.00	$16,600.00	$16,600.00	$16,600.00	$16,600.00	$83,000.00
	Face-to-Face Tutoring	$10,900.00	$10,900.00	$10,900.00	$10,900.00	$10,900.00	$54,500.00
	NetTutor Online Tutoring	$19,500.00	$19,500.00	$19,500.00	$19,500.00	$19,500.00	$97,500.00
	Salary	$14,800.00	$15,096.00	$15,096.00	$15,397.92	$15,705.88	$76,095.80
	Benefits	$6,812.44	$6,948.69	$6,948.69	$7,087.66	$7,229.42	$35,026.90
	Executive Director Library & Student Support (20%)	$21,612.44	$22,044.69	$22,044.69	$22,485.58	$22,935.29	$111,122.69
	Student Support	**$68,612.44**	**$69,044.69**	**$69,044.69**	**$69,485.58**	**$69,935.29**	**$346,122.69**
Department Chair Humanities and Mathematics							
4	English (60%) & Math (70%) Salary	$66,580.00	$67,911.60	$68,604.55	$69,976.64	$71,376.18	$344,448.97
	Benefits	$30,646.77	$31,259.71	$31,578.67	$32,210.25	$32,854.45	$158,549.86
	Department Chair Humanities and Mathematics	**$97,226.77**	**$99,171.31**	**$100,183.23**	**$102,186.89**	**$104,230.63**	**$502,998.83**
Faculty Instruction (QEP only)							
5	Salary	$626,675.45	$626,675.45	$639,208.96	$639,208.96	$651,993.14	$3,183,761.96
	Benefits	$288,458.71	$288,458.71	$294,227.88	$294,227.88	$300,112.44	$1,465,485.63
	Faculty Instruction (QEP only)	**$915,134.16**	**$915,134.16**	**$933,436.84**	**$933,436.84**	**$952,105.58**	**$4,649,247.58**
Professional Development							
6	**Professional Development**	**$10,000.00**	**$10,000.00**	**$10,000.00**	**$10,000.00**	**$10,000.00**	**$50,000.00**

		2023-24	2024-25	2025-26	2026-27	2027-28	Total
Supplies and Equipment							
7	Duracell 1.5 AAAA Bateries-8 packs	$67.92			$70.00		$137.92
	Office Max 3 Ring Binders-36	$543.60			$100.00		$643.60
	Expo Dry Erase Erasers-20	$36.80		$40.00		$44.00	$120.80
	Boise Copy paper-20 cases	$903.40	$150.00	$150.00	$200.00	$200.00	$1,603.40
	EXPO Black Markers 36 count-3 packs	$89.34	$90.00	$95.00	$95.00	$99.00	$468.34
	EXPO Assorted Color Markers 36 ct-3 packs	$87.51	$90.00	$95.00	$95.00	$99.00	$466.51
	HP 90a Black Toner Cartridges-4 total	$811.56					$811.56
	Poly Sheet Protectors 500 count - 2 packs	$70.58			$70.58		$141.16
	Surface Pro Keyboard - 1 keyboard	$101.42					$101.42
	Four Surface Pros with Keyboards	$7,051.00					$7,051.00
	TI-Emulator Software License - 10	$360.00			$360.00		$720.00
	Replace 109 computers in mathematics labs					$87,200.00	$87,200.00
	10 pen holders for Surface Pro ($5.99 ea)	$59.90					$59.90
	Supplies and Equipment	**$10,183.03**	**$330.00**	**$380.00**	**$990.58**	**$87,642.00**	**$99,525.61**
Advertising							
8	15 Light pole banners (no hardware)	$1,493.75					$1,493.75
	2,500 Trifold brochures Shrink wrapped	$500.00		$500.00			$1,000.00
	6 signs yard size with logo	$900.00					$900.00
	3000 Stickers with logo (shipping estimated)	$220.00					$220.00
	1000 Tee-Shirts	$8,130.00					$8,130.00
	Graphic Wraps of Library and Mumphrey Center	$7,441.00					$7,441.00
	Advertising	**$18,684.75**	**$0.00**	**$500.00**	**$0.00**	**$0.00**	**$19,184.75**
	Totals	**$1,164,321.89**	**$1,138,426.67**	**$1,158,915.11**	**$1,161,741.34**	**$1,270,467.77**	**$5,893,872.79**

Student Support

Beyond the faculty, much of the student support for **ON-TRACK** will be the responsibility of the Executive Director for Library and Student Support Services (see section 3 of Table 13). While Executive Director duties are divided between the Library and Student Support Services, it is anticipated that approximately 20% of the Executive Director's time will be spent on the **ON-TRACK** Program, resulting in just over $21,600 per year in salary and benefits. The 20% is inclusive of the support staff, including the tutoring, academic advising, retention, and disability services specialists as well. Tutoring is available, including $10,900 per fall and spring for face-to-face English and mathematics peer tutoring. In the Learning Commons located in the library, this represents one peer tutoring in English composition and three peer tutors for mathematics, each for ten hours per week. Tutoring is also available from English or mathematics faculty who wish to spend their service time tutoring students in the Learning Commons. This represents three English faculty and two mathematics faculty, each tutoring three to four hours per week. Synchronous online tutoring is also available through a contract with NetTutor for all students at no cost. LSU Eunice anticipates approximately 750 hours at $26.00 per hour or $19,500 per academic year. Students may choose their tutoring method, meaning that online students may choose to visit LSU Eunice to take advantage of face-to-face tutoring if they wish, and students in face-to-face courses may choose to use NetTutor if they wish.

Finally, separate from the Learning Commons Support, the mathematics laboratory has a part-time tutor at a salary of $16,600 annually, including summer, fall, and spring.[28] The mathematics laboratory also has one peer tutor for mathematics for ten hours per week during fall and spring. The $2,200 for this position is included in the $10,900 above. In total, the student support in section three of Table 13 is $235,000 over the life of the QEP.[29]

Department Chairs and Faculty Salaries and Professional Development

Section four of Table 13 includes the salary and benefits for the full-time Humanities (including English) and Mathematics Department Chairs receiving a stipend to assist the Dean of Arts and Sciences with specific tasks. The department chairs create the semester schedules, assign faculty to the schedules, file special permission paperwork related to students, preside over meetings, provide academic advising, ensure the departmental curricula are accurately reflected in the *LSU Eunice Catalog*, update course syllabi annually, update courses through the

[28] The Mathematics Laboratory Fee can be used to off-set the tutor's salary.
[29] This is generated by adding the $83,000, $54,000, and $97,500 in section three from Table 13.

Courses and Curricula Committee if necessary, and assist with student learning outcome documentation. The estimated percentage effort was based on two factors, the first being ratio of the number of courses impacted by the **ON-TRACK** Program divided by the total number of courses offered within each department for summer 2021, fall 2021, and spring 2022.

$$\text{For English, this was } \frac{English\ Courses\ Impacted\ by\ the\ QEP}{Total\ Number\ English\ Courses\ Offered} = \frac{89}{147} = 60.5\% \text{ and}$$

$$\text{for mathematics it was } \frac{Mathematics\ Courses\ Impacted\ by\ the\ QEP}{Total\ Number\ of\ Mathematics\ Courses\ Offered} = \frac{114}{147} = 77.6\%.$$

The second factor was the Department Chair's opinion based on their daily work. Given the assumptions, the Humanities Department Chair believed that 60% of the tasks and the Mathematics Department Chair believed that 70% of the tasks are associated with the **ON-TRACK** Program, totaling $502,998.83 over five years in salary and benefits.

Campus Faculty

Section five of Table 13 contains the budget to teach sections included in **ON-TRACK** using the proportion of the salaries based on the number of courses that would have been included in the **ON-TRACK** Program if it had existed, excluding all dual enrollment sections. This is out of the total number of English and mathematics courses taught in each department during summer 2021, fall 2021, and spring 2022[30]. The $915,134.16 for AY 2023-2024 includes all overloads and all full-time and adjunct faculty assigned to the faculty during the time period modeled. It includes $626,675.45 in salary for all faculty teaching **ON-TRACK** courses during AY 2023-2024 and $288,458.71 in benefits for full-time faculty totaling just over $4.6 million dollars, constituting the majority of the **ON-TRACK** budget.

In preparation for fall 2023, an additional model was created to assist with planning the number of students, the number of sections, and the average number of students per section. Based on fall 2020, fall 2021, and fall 2022 data and flat enrollment and keeping in mind that some students will not take a corequisite section, an estimated 907 students will take ENGL 1001 with or without ENGL 0101, generating 39 total sections averaging 24 students per section (see Table 14). The model indicated that three full-time English faculty members would teach

[30] For English composition, this includes ENGL 0001 from the past. ENGL 0101 is the support course for ENGL 1001 in the corequisite model. For mathematics, this includes MATH 0001, 0015, and 0021 from the past. MATH 0016 is the support course for MATH 1015 while MATH 0022 is the support course for MATH 1021. MATH 0029 is the support course for the new MATH 1029 and MATH 1020 does not have a support course (see Table 1).

one to two overloads each for a total of six to seven courses, with the remaining full-time teaching a standard load of five courses. In all, the model indicated that 22 faculty members would teach the two courses, 15 part-time and seven full-time.

Table 14. Fall 2023 corequisite English composition enrollment projections.[31]

Metric	Fa 20	FA 21	FA 22	Means
Total number of students	908	901	911	907
Total number of sections	31	43	43	39
Mean number of students per section	29.3	21.0	21.2	23.8

A separate model with the same assumptions was completed for fall 2023 mathematics courses, indicating 1,308 students, on average, enrolled in 54 sections with 24 students per course (see Table 15). The model showed that of the eight full-time mathematics faculty, almost all of them had one to two overloads. There were also eight part-time faculty teaching the developmental and gateway general education courses, depending on their credentials.

Table 15. Fall 2023 Corequisite Mathematics Enrollment Projections.[32]

Metric	Fa 20	FA 21	FA 22	Means
Total number of students	1366	1322	1237	1308
Total number of sections	55	57	50	54
Mean number of students per section	24.8	23.2	24.7	24.2

Professional Development

Section six of Table 13 indicates funds associated with professional development. The campus faculty have had and will have additional opportunities to participate in professional development activities included in the QEP. For example, representatives from each major sector of the campus were selected to serve as representatives on the QEP committee. Because of these selections, all campus offices are involved in and aware of the goals and objectives of the QEP. In addition, professional development workshops have taken place and will be scheduled in the future so that all faculty know and understand the **ON-TRACK** program and how it might affect their academic programs.

[31] This model is based upon ENGL 0001 and ENGL 1001 without dual enrollment sections.
[32] This model is based upon MATH 0001, MATH 0015, MATH 0021, MATH 1015, MATH 1020, and MATH 1021 without Dual Enrollment Sections.

For faculty professional development teaching **ON-TRACK** courses, LSU Eunice has allocated $10,000 in a professional development fund that any faculty member can apply to (see section 6 of Table 13). Funds are distributed by the Faculty Professional Development Committee that meets monthly during the fall and spring semesters. Faculty members are eligible for up to $1,000 per academic year. If funds remain, then a faculty member could be reimbursed for additional expenses.

Supplies and Advertising

The final sections of the **ON-TRACK** budget relate to supplies and small equipment totaling $99,525.61 in section seven of Table 13 and advertising totaling $19,184.75 in section eight of Table 13. In terms of supplies in section seven, they were rather simple for English, needing only some paper and different types of dry erase markers. Mathematics had the same request; however, they asked for materials to create binders for faculty teaching in the program with agreed upon weekly schedules and additional content for the support sections. One Surface Pro keyboard was also requested, as a faculty member's keyboard came without it. Four additional Surface Pros were requested for new or existing faculty teaching online. The mathematics faculty also requested stylus pen holders for the Surface Pros, along with batteries needed for the stylus pens. In addition, the mathematics faculty requested additional toner cartridges so that students or faculty can print extra problem sets on material causing difficulties during the support class. Finally, the Office of Information Technology asked that the costs for new laboratory computers be included in the budget, as computers are typically replaced every five to six years, in this case totaling $87,200.[33] The amount to replace faculty computers is not included in the budget because the replacement of faculty computing equipment is centrally held within the Office of Information Technology.

For advertising, the majority of the funds are spent in the first year for light pole banners, trifold brochures, small signs to be placed by the support classrooms, stickers for students, tee-shirts to be handed out at orientation, and graphic wraps for the windows of the library and the Mumphrey Center. The trifold brochures are used by the advisors when working with new and returning students and were designed to use common messaging when advising new and returning students. In the future, the **ON-TRACK** pole banners, signs, stickers, and tee-shirts will not be replaced when they run out or wear out. However, funds have been included during

[33] The Mathematics Laboratory Fees may be used to replace the computers.

AY 2025-2026 to replenish the trifold brochures as they will continue to be used for academic advising.

ON-TRACK Assessment

The Division of Arts and Sciences currently has a divisional mission, goals, and objectives supported by SLOs. These items will be revised as required to include the goals and objectives for the assessment of the QEP. In addition, the credit bearing general education courses are all transferable; therefore, changes to the courses were minimal, and the SLOs for the courses remained the same. Doing so allowed for a longitudinal comparison to student performance in the past.

During fall 2022, the Louisiana Board of Regents updated the requirements in Academic Affairs Policy 2.18 that included an option of making the support courses two or three credit hours. It was at this point that LSU Eunice faculty and administration made the decision to make the credit hour production uniform, setting all support courses to three hours. This was done in anticipation of the time that might be needed to help the students be successful in the general education courses. The three credit hours for the support courses matched the developmental education courses of the past and allowed for an SLO comparison for ENGL 1001.[34] However, the SLOs were changed in the support courses for mathematics, so comparisons to the past are problematic.

As the QEP is implemented, the data generated in the Assessment Plan will assist the future decision-making process to continually improve student learning and institutional effectiveness. Both summative and formative evaluations will occur. Summative evaluation of the QEP will determine if the program objectives are being met, while the formative evaluation will strive to improve the overall effectiveness of the QEP with data. Nevertheless, the following Assessment Plan was created based on the initial plan included in this document. Given that the QEP is a work in progress and should adjust to students, AY 2023-2024 will be considered year zero while students and faculty adjust to the new methodology and make changes, as necessary. Year zero is intended to be responsive to two facts facing LSU Eunice as implementation of the QEP begins. The first is the fact that Dana Center representatives told mathematics faculty during the May 2022 meeting with the Board of Regents that corequisite

[34] Most of the developmental courses offered through summer 2023 were three credit hours with the exception of MATH 0021 which was four credit hours (see Figure 1).

should not be attempted online.[35] However, this is unrealistic given that about one-half of all courses offered in fall 2022 were “online” courses. There was no further guidance offered by the Louisiana Board of Regents.

The second fact facing LSU Eunice personnel is that many students attending have graduated from Louisiana High Schools with no exposure to algebra in high school. Given this situation, LSU Eunice may, in some respects, be underestimating the amount of time that will be needed for students and faculty to adjust and the amount and correct type of support needed, both inside and outside of the classroom. Given these two issues, year zero (AY 2023-2024) will be used as time to learn and adapt, reassigning resources to services that practical experience suggests. Regardless of the issues, LSU Eunice faculty and staff are ready to launch **ON-TRACK** as fall 2023 classes begin.

As noted previously, the QEP consists of two goals, each having direct and indirect assessment focusing on the completion of the credit-bearing general education courses. The rationale is because student success in gateway English and mathematics ultimately impacts prerequisites, early momentum metrics including credit accumulation, retention, and credential completion rates. SLOs in the support courses will be assessed through the regular cycle of institutional effectiveness and be reported through LSU Eunice’s planning system.

Assessment of Goal One: General Education English Composition

LSU Eunice seeks to increase student learning in the gateway general education English course.

Objective 1.1 (Indirect Assessment): The QEP seeks to increase the number of students successfully completing the gateway general education English composition course (ENGL 1001).

> Methodology: Assessment of objective 1.1 will take place using Institutional Research data on the course success rates for all students enrolled on the census days for each academic year (fall and spring). Final grades of A, B, C, and P (pass) will be considered successful.
>
> Benchmark and Rationale: The tentative benchmark for ENGL 1001 is = 74.9%. The 74.9% is the overall success rate from AY 2010-2011 through AY 2022-2023 and is the ratio of A, B, C, P (n = 10,880) to the total number of students (n = 14,530).
>
> Target and Rationale: Meeting or exceeding the tentative benchmark of 74.9%. LSU Eunice seeks to increase success beyond the 74.9% and believes that a slightly higher success rate is achievable with the available resources.

[35] The Charles A. Dana Center at the University of Texas Austin develops strategies, collaborations, and provides the resources necessary to help students complete their degree and the mathematics courses required.

Objective 1.2 (Direct Assessment): The QEP seeks to increase the achievement of student learning outcomes in ENGL 1001.

Upon successful completion of ENGL 1001, the student will

Outcome 1.2-1: Write an essay of at least five paragraphs that has a well-defined thesis statement, is well-organized and well-developed, and is clear.
Outcome 1.2-2: Develop clear topic sentences that include the main idea of the paragraph.
Outcome 1.2-3: Develop paragraph bodies with substantial support: evidence, details, and facts.
Outcome 1.2-4: Use proper grammar, punctuation, mechanics, and usage throughout writing.

Methodology: Assessment of Objective 1.2-1 will take place using the essay written for all students writing the final essay.[36] Objectives 1.2-2 through 1.2-4 will be assessed for all students using a multiple-choice assessment taken during the final exam.

Benchmarks and Rationale: The tentative benchmarks are detailed in Table 16 and are based on historical data from AY 2015-2016 through AY 2022-2023, based on 6,682 students for the eight years.

Table 16. SLO Benchmarks and targets for ENGL 1001 based on an n = 6,682 students from AY 2015-2016 through AY 2022-2023.[37]

Outcome	Description	Tentative Benchmark	Tentative Target
1.2-0	Overall	80%	x ≥ 80%
1.2-1	Paragraphs	83%	x ≥ 83%
1.2-2	Topic sentence	88%	x ≥ 88%
1.2-3	Support, evidence, detail	91%	x ≥ 91%
1.2-4	Grammar	78%	x ≥ 78%
--	n	6682	--

Targets and Rationale: As noted in Table 16, the target is to meet or exceed the tentative benchmarks. Given the historical values for each outcome, the QEP Committee and English faculty believe that slight increase is achievable with the available resources (see Table 16).

Responsibility for the Assessment of Goal One: Director of Institutional Effectiveness and Accreditation and the Dean of Arts and Sciences with the support of the Co-Chairs of the QEP Committee, Chair for Humanities, and the English faculty.

Assessment of Goal Two: General Education Mathematics

LSU Eunice seeks to increase student learning in gateway general education mathematics courses.

[36] Sampling is not used at LSU Eunice; therefore, all English faculty teaching ENGL 1001 and ENGL 0101 are expected to report SLOs.
[37] Prior to AY 2015-2016 LSU Eunice used the American College Testing's Collegiate Assessment of Academic Proficiency.

Objective 2.1 (Indirect Assessment): The QEP seeks to increase the number of students successfully completing the gateway general education mathematics courses (MATH 1015, MATH 1020, MATH 1029, and MATH 1021).

Methodology: Assessment of objective 2.1 will take place using Institutional Research data on course success rates for each course for all students enrolled on the census days for each academic year (fall and spring). Final grades of A, B, C, and P (pass) will be considered successful. Data will be aggregated and reported as one number.

Benchmark and Rationale for College Algebra: The tentative benchmark is 57.8%. It is the overall longitudinal value from the three courses given that 6,976 students earned an A, B, C, P. This value was divided by the total n = 12,065. The 57.8% was generated from the following data:

MATH 1015 (AY 2013-2014 – AY 2022-2023) = $\frac{2599}{4347}$ or 59.8%,
MATH 1020 (AY 2012-2013 – AY 2022-2023) = $\frac{654}{1039}$ or 62.9%,
MATH 1021 (AY 2010-2011 – AY 2020-2021) = $\frac{3723}{6679}$ or 55.7%, and
MATH 1029 (this course is new for fall 2023 and has not yet been offered).

Target and Rationale: Meeting or exceeding the 57.8% success rate will be considered as meeting this objective. The QEP Committee and the mathematics faculty believe that this is achievable with available resources.

Objective 2.2 (Direct Assessment): The QEP seeks to increase the achievement of student learning outcomes in MATH 1015, MATH 1020, MATH 1021, and MATH 1029.

The student, upon successful completion of this course, will

Outcomes for MATH 1015/1020/1021 (College Algebra)
Outcome 2.2-1: Solve equations and inequalities algebraically or graphically,
Outcome 2.2-2: Evaluate and interpret function values, and
Outcome 2.2-3: Graph functions.

Outcomes for MATH 1029 (Introduction to Contemporary Mathematics)
Outcome 2.2-5: Solve probability and statistics problems,
Outcome 2.2-6: Solve problems and applications involving basic graph theory, and
Outcome 2.2-7: Solve applications dealing with financial problems.

Methodology: Assessment of Objective 2.2 will take place using embedded SLO questions and all scores for students taking the final exam will be recorded.[38]

Benchmarks and Rationale: For college algebra, the tentative benchmarks are shown in Table 17 using data from AY 2010-2011 through AY 2022-2023 with an n = 6,550 students. MATH 1029 has not yet been offered. As a result, a tentative overall

[38] Sampling is not used at LSU Eunice; therefore, all mathematics faculty teaching credit bearing or support courses are expected to report SLOs.

benchmark of 70% will be set, which is the lowest average or C grade that will transfer to other colleges within the state (see Table 18).

Table 17. SLO Benchmarks and targets for College Algebra courses.[39]

Outcome	Description	Longitudinal Data using Weighted Means			Tentative Target
		MATH 1015	MATH 1020/21	Aggregated	
2.2-0	Overall	74.45	70.69	72.96	x ≥ 73.0%
2.2-1	Solve equations	72.35	68.01	70.87	x ≥ 70.9%
2.2-2	Interpret function values	77.46	75.95	76.58	x ≥ 76.6%
2.2-3	Graph functions	75.85	70.75	73.68	x ≥ 73.7%
--	n	3140	5087	8227	--

Targets and Rationale: The tentative targets are shown in Table 17 and Table 18. The QEP Committee and the mathematics faculty believe that increases are achievable with available resources.

Table 18. SLO Benchmarks and targets for Introduction to Contemporary Mathematics.

Outcome	Description	Historical Benchmark	Tentative Target
2.2-4	Overall	None	70%
2.2-5	Probability and Statistics	None	70%
2.2-6	Basic graph theory	None	70%
2.2-7	Solve financial problems	None	70%

Responsibility: Director of Institutional Effectiveness and Accreditation and the Dean of Arts and Sciences with the support of the Co-Chairs of the QEP Committee, the Chair for Mathematics, and the mathematics faculty.

Other assessments are included either semi-annually or annually as part of the overall institutional effectiveness assessment at LSU Eunice. While not part of the official assessment discussed above, the following will be examined to determine any possible correlation between corequisite courses and the assessment of objectives in the planning system. These might include, but are not limited to, the following:

- Course evaluations completed at the end of each semester,
- Student satisfaction with tutoring, disability services, and advising, and
- SLO data in subsequent courses.

Examining data in this fashion will permit opinions to be examined, as well as empirical data. Finally, Table 19 details the tasks and the timelines required for the assessment process.

[39] MATH 1015 was implemented in fall 2013. MATH 1020 was first offered in AY 2012-2013. It was offered again AY 2017-2018 and then continuously from AY 2019-2020 through AY 2022-2023 MATH 1021 has been offered continuously since fall 2011.

Table 19. Tasks and Timelines for assessment.

Time	Activity	Responsibility
December & May of each year	Gather support and credit bearing SLO data from final exams and record.	Director of IE & Accreditation Chair & Faculty, English Chair & Faculty, Mathematics
December & May of each year	Based on data, determine if adjustments are needed.	Director of IE & Accreditation Chair & Faculty, English Chair & Faculty, Mathematics Ex Dir of Lib & Student Support VC for Academic Affs & Provost
May-August of each year	Complete formal write ups in the LSU Eunice online planning system. Analyze data and develop an improvement plan. Report data to the Vice Chancellor for Academic Affairs.	Director of IE & Accreditation Chair & Faculty, English Chair & Faculty, Mathematics Ex Dir of Lib & Student Support
October-November of each year	Prepare the Summary Reporting Form (a one-page report detailing the findings and adjustments needed). This report is discussed at the Chancellor's Extended Cabinet.	Director of IE & Accreditation Chair & Faculty, English Chair & Faculty, Mathematics Ex Dir of Lib & Student Support

Final Comments

As fall 2023 begins, LSU Eunice English and mathematics faculty and the QEP Committee believe that a reasonable plan is in place based, in part, on what was learned from others having a history with the corequisite methodology. LSU Eunice personnel welcomes input from the SACSCOC On-Site Reaffirmation Committee.

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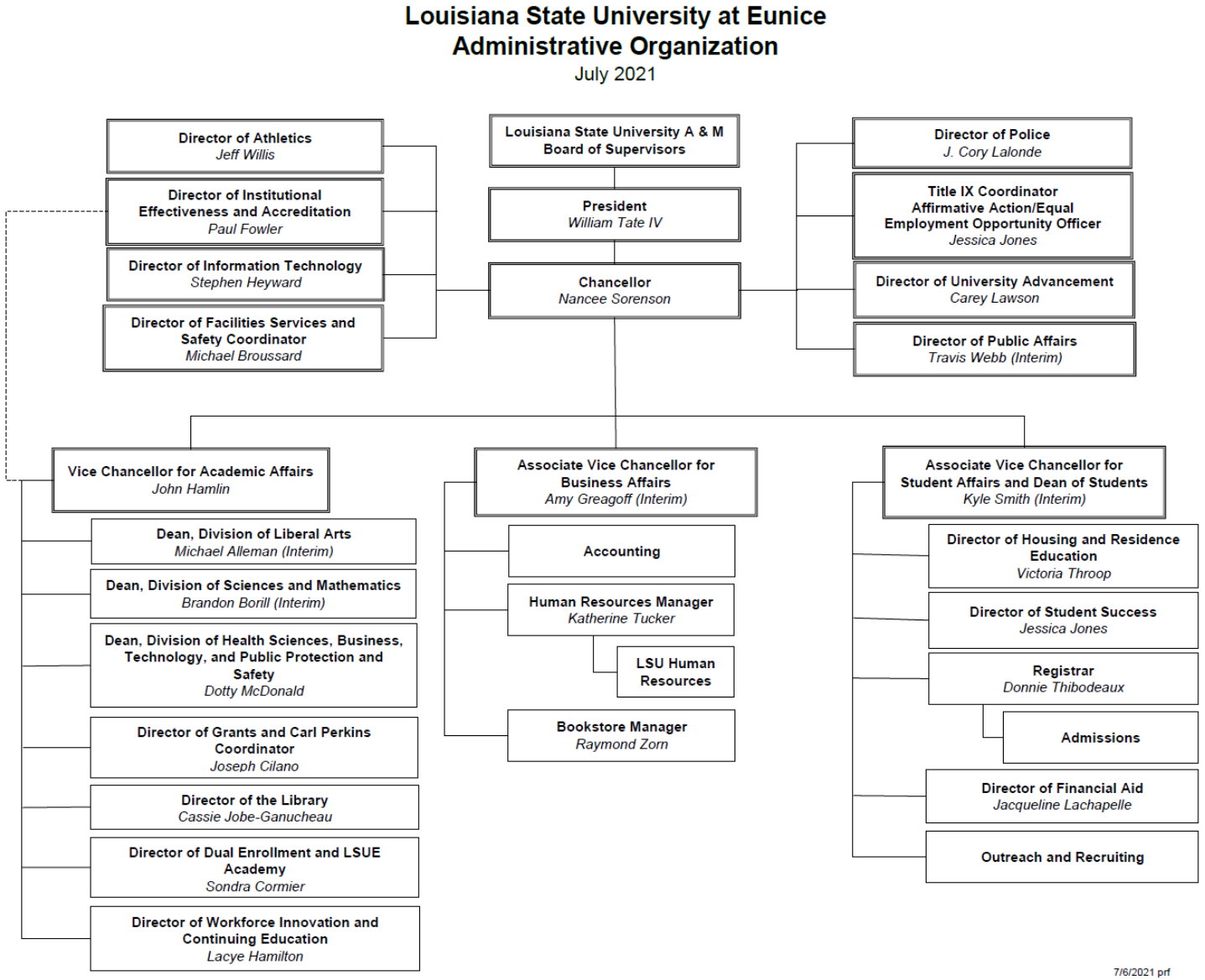
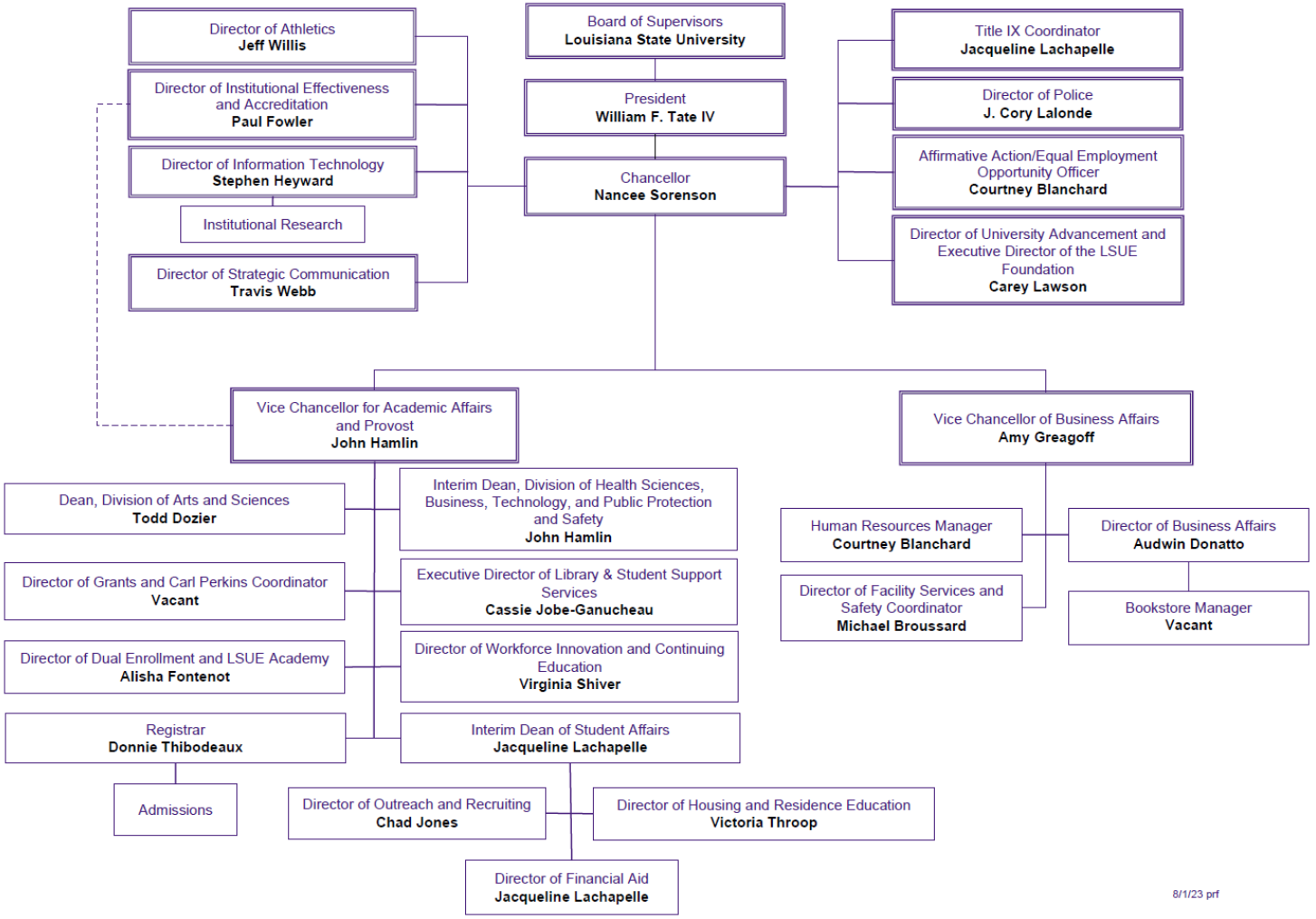
Appendix A. Organizational Chart July 2021



Appendix B. Organizational Chart August 2023

Louisiana State University at Eunice
Administrative Organization
August 2023



Sections in BLUE are new as of October 19, 2022.

Appendix C. Louisiana Board of Regents Academic Affairs Policy 2.18
Gateway Mathematics and English Course Placement Requirements

Purpose:
This policy establishes uniform guidelines for the placement of students in entry-level, college-level courses in mathematics and English. It is designed to:

- Increase the number of students who can access and successfully complete a gateway mathematics course and/or English course;
- Increase the retention and graduation rates of college students; and
- Remove systemic barriers to equitable access and outcomes for Louisiana's students.

This policy is effective for mathematics courses beginning in the fall 2023 semester and for English courses beginning in the fall 2024 semester. However, any or all aspects of the policy may be implemented immediately.

General Requirements:
Institutions may not offer, or require students to take, a stand-alone mathematics or English course that the Statewide Articulation and Transfer Council (SATC) does not recognize as satisfying the mathematics or English general education requirement. Instead, all remediation should follow the corequisite learning support model. Students with corequisite support requirements as outlined below should be co-enrolled in sections of mathematics or English that satisfy general education requirements utilizing corequisite learning support.

Corequisite Learning Support:
Corequisite Learning Support is a strategy wherein students are placed directly into a gateway course accompanied by an aligned academic support course in the same academic term (the corequisite course). Each corequisite course will be a required course that provides a supplementary instruction experience dedicated to tasks that are connected to mastery of the skills and knowledge required for success in the material in the gateway course. The corequisite learning support course should include a curriculum and instruction that positively contribute to a student's academic mindset and develop non-cognitive skills that improve student learning. Whenever possible the gateway course and corequisite course should be taught by the same instructor. The corequisite support course should be two hours or three hours, depending on the student's academic scores. A student who is eligible to take a two-hour corequisite supported course may take a gateway course with three hours of corequisite support.

Data Submission:
Institutions shall annually submit data to the Board of Regents for both mathematics and English general education courses, in the manner prescribed by the Board. The Board shall annually analyze and report on the data to ensure compliance with the policy and inform continuous improvement efforts.

MATHEMATICS

1. **Enrollment in Gateway Mathematics**
   a. The first mathematics course each student takes shall be a gateway course aligned to the mathematics pathway for their declared or intended program of study. Students should enroll in their first mathematics course in their first academic year.
   b. All students who do not meet the minimum standards for placement into a stand-alone gateway mathematics course **must** enroll in a corequisite support section as defined in this policy.
   c. All institutions that enroll students with corequisite support requirements **must** provide sufficient capacity in corequisite gateway mathematics sections needed to meet the educational requirements of their students.
   d. For students who demonstrate proficiency at a higher level than the gateway mathematics course, institutions may, at their discretion, place students in a course that is higher than the

gateway course if that course fulfills the mathematics requirement for general education and their program of study.

e. The default placement for all students will be in an entry-level collegiate course with corequisite support UNLESS students meet minimum placement criteria as outlined below.

B. Minimum Placement Requirements for Gateway Mathematics

A student who meets none of the criteria listed in Table 1, or has no mathematics test score, has a corequisite support requirement in mathematics.

1. Corequisite Exempt
   a. A student who meets one or more of the criteria listed in Table 1 is exempt from the corequisite support requirement in mathematics but may still elect to enroll in corequisite support.

Table 1: Corequisite Mathematics Exemption Requirements	
Placement Assessment	Minimum Requirement for standalone Gateway Mathematics
HS Cumulative GPA	≥ 3.0 on a 4.0 scale OR
ACT Math subscore	≥ 19 OR
SAT Math subscore	≥ 510 **OR**
ACCUPLACER NG	≥ 250 QRAS **OR**
ASPIRE	≥ 431 OR
ALEKS PPL	≥ 35 OR
LEAP 2025	Geometry Mastery or above **OR**
HiSET	≥ 15 on any subtest and ≥ 4 Essay **OR**
NRS Approved assessments	≥ Level 6 **OR**
College transcript	Prior credit for a college-level general education math course

2. Two-hour Corequisite Requirements
   a. A Student who meets none of the criteria in Table 1 but meets any of the criteria in Table 2 has a corequisite support requirement in mathematics that may be met using a model with **two** hours of corequisite support.

Table 2: Two-hour Mathematics Corequisite Requirements	
Placement Assessment	Minimum Requirement for two-hour corequisite Gateway Mathematics
HS Cumulative GPA	≥ 2.75 on a 4.0 scale OR
ACT Math subscore	≥ 17 OR
SAT Math subscore	≥ 470 **OR**
ACCUPLACER NG	≥ 240 QRAS **OR**
ASPIRE	≥ 427 OR
ALEKS PPL	≥ 30 OR
LEAP 2025	Geometry (Basic) or above

3. Three-hour Corequisite Requirement
   a. A student who meets none of the criteria in Table 2 has a corequisite support requirement that must be met using a model with **three** hours of corequisite support.

Sections in BLUE are new as of October 19, 2022.

C. Institutional Responsibilities

1. An institution may set exemption criteria that are more stringent than the minimum mathematics placement requirements outlined in this policy.
2. An institution must enroll a student who has a mathematics corequisite support requirement in a corequisite section of the appropriate gateway mathematics course.
3. The gateway mathematics courses must
   a. be courses that the Statewide Articulation and Transfer Council (SATC) recognizes as satisfying the mathematics general education requirement; and
   b. be on the math pathway for the student's program of study.

ENGLISH

A. Enrollment in Gateway English

1. The first English course each student takes shall be a gateway course that satisfies general education requirements. Students should enroll in their first English course in their first academic year.
2. All students who do not meet the minimum standards for placement into a stand-alone gateway English course must enroll in a corequisite support section as defined in this policy.
3. All institutions that enroll students with corequisite support requirements must provide sufficient capacity in corequisite gateway English sections to meet the educational requirements of their students.
4. For students who demonstrate proficiency at a higher level than the gateway English course, institutions may, at their discretion, place students in a course that is higher than the gateway course if that course fulfills the English requirement for general education and their program of study.
5. The default placement for all students will be in an entry-level collegiate course with corequisite support UNLESS students meet minimum placement criteria as outlined below.

B. Minimum Placement Requirements for Gateway English

A student who meets none of the criteria listed below, or has no English test score, has a corequisite support requirement in English.

1. Corequisite Exempt
   a. A student who meets one or more of the criteria listed in Table 3 is exempt from the corequisite support requirement in English but may still elect to enroll in corequisite support.

Table 3: Corequisite English Exemption Requirements

Placement Assessment	Minimum Requirement for standalone Gateway English
HS Cumulative GPA	≥ 3.0 on a 4.0 scale OR
ACT English subscore	≥ 18 OR
SAT ERW subscore	≥ 500 **OR**
ACCUPLACER NG Writing	≥ 250 **OR**
ASPIRE	≥ 433 **OR**
LEAP 2025	English II Mastery or above **OR**
HiSET	≥ 15 on any subtest and ≥ 4 Essay **OR**
NRS Approved Assessments	≥ Level 6 **OR**
Faculty-assessed college-level writing sample	Minimum score established by institution according to standardized rubric

2. Two-hour Corequisite Requirements

a. A Student who meets none of the criteria in Table 3, but meets any of the criteria in Table 4, has a corequisite support requirement in English that may be met using a model with **two** hours of corequisite support.

Table 4: Two-hour English Corequisite Requirements	
Placement Assessment	Minimum Requirement for two-hour corequisite Gateway English
HS Cumulative GPA	≥ 2.75 on a 4.0 scale OR
ACT English subscore	≥ 16 **OR**
SAT ERW subscore	≥ 470 **OR**
ACCUPLACER NG Writing	≥ 245 **OR**
ASPIRE	≥ 428 **OR**
LEAP 2025	English II Basic or above

3. Three-hour Corequisite Requirements
   a. A student who meets none of the criteria in Table 4 has a corequisite support requirement that must be met using a model with **three** hours of corequisite support.

C. Institutional Responsibilities

1. An institution may set exemption criteria that are more stringent than the minimum English placement requirements outlined in this policy.
2. An institution must enroll a student who has an English corequisite support requirement in a corequisite section of the gateway English course.
3. The gateway English course must
   a. be a course that the Statewide Articulation and Transfer Council (SATC) recognizes as satisfying the English general education requirement; and
   b. be appropriate for the student's program of study.

Appendix D. One Page Memorandum

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

Date: March 2, 2022

To: Student Government Association, Faculty Senate, Staff Senate, and Campus Community
From: Dr. Paul Fowler, Director of Institutional Effectiveness and Accreditation
Re: Quality Enhancement Plan (QEP)

LSU Eunice is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Each accredited institution of higher education is required to be reaffirmed every ten years and LSU Eunice will be visited by the team in October 2023. Each institution undergoing review for reaffirmation is required to file a lengthy Compliance Certification.

Embedded in the Compliance Certification is Standard 7.2: The institution has a QEP that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement.

LSU Eunice administration has completed much of part (a). Please see the Strategic Planning Webpage at https://www.lsue.edu/institutional-effectiveness/planning/index.php by completing and posting:

1. A report on Sense-Making Meetings based on Early Momentum Metrics posted on September 9, 2021
2. Institutional Capacity Assessment Tool (ICAT) posting the Results Summary and the Coach's summary. Both were posted on October 6, 2021.
3. Disaggregated Success Rates by Ethnicity, Gender, and Socioeconomic Status for Courses with the Highest Enrollment Academic Year 2020-2021 posted on October 26, 2021.
4. An Investigation into Success and Withdrawal Rates paper posted on December 1, 2021.
5. An Investigation into Longitudinal Retention Rates paper posted on December 17, 2021.

The results of the various reports indicated that:

1. the overall success rate for all courses taken in AY 2020-2021 was 72.0% (n = 20,750).
    a. The 72.0% is 2.2 percentage points below the mean of 74.2% for the previous ten academic years.
    b. New first-time students = 63.0%; Returning freshmen = 63.6%; and Unclassified transfer = 61.0%.
    c. Black (non-Hispanic) = 57.2%; White (non-Hispanic) = 77.8%; Hispanic of any race = 70.0%.
    d. A trend line fitted to the ten years of data indicates that retention is flat.
2. new first-time student retention from fall 2020 to fall 2021 was 45.8%.
    a. The 45.8% is 3.8 percentage points below the mean of 49.6% for the previous ten years.
    b. Black (non-Hispanic) = 37.1%; White (non-Hispanic) = 50.3%; Hispanic of any race = 53.3%.
    c. Part-time (number of credits < 12) students = 37.5% while full-time = 47.1%.
    d. A trend line fitted to the ten years of data indicates that retention is steadily decreasing.
3. new first-time students earning 0.00 credits their first semester was 18.3% in fall 2020.
    a. The 18.3% indicates a 67.89% increase since the 10.9% from fall 2010.
    b. The probability of retaining a student earning a 0.00 in their first semester is 4.5%, on average.

Given the information above, what ideas do you have for possible topics?

Appendix E. Possible QEP Topics.

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

Possible QEP Topics by Group that Suggested and Date
April 1, 2022

Number	Suggestion	Made by	Date
1	Improving success rates in face-to-face versus online course work	Faculty Senate	3/7/22
2	Examine entry level reading ability	Faculty Senate	3/7/22
3	All areas of advising including consistency, communication, and professional development	Faculty Senate Students	3/7/22 3/25/22
4	Improving new first-time student retention for all demographic groups	Faculty Senate	3/7/22
5	Professional development to improve online instruction	Faculty Senate	3/7/22
6	Improving student attendance	Faculty Senate	3/7/22
7	Improving orientation	Faculty Senate	3/7/22
8	Creating a first-year experience	Faculty Senate Students	3/7/22 3/25/22
9	Summer boot campus in how to navigate the college experience (logistics, time management, use of technology, many of the items covered in UNIV 1005)	Faculty Senate	3/7/22
10	Create a ___ hr seminar course that includes an orientation to the university and a mentoring component	Member of Faculty Senate	3/8/22
11	Create an English as a Second Language Program	Faculty	3/31/22
12	Include tutoring for specific coursework like accounting and biology led by faculty, if possible	SGA	3/9/22
13	Provide additional information on transfer	SGA	3/9/22
14	Purposeful information on careers and resume building	SGA	3/9/22
15	Professional development for new faculty to acquaint them with campus and services available	SGA	3/9/22
16	Professional development in general for faculty related to online instruction. The Professional development should include communication skills including responding to students' emails	SGA Student	3/9/22 3/25/22
17	Determine a way in which faculty may target students needing assistance at the beginning of a course (i.e., addressing characteristics such as nonattendance, not turning in or doing homework, poor quiz grades, etc.)	SGA	3/9/22
18	Improve the onboarding process for new students	Student	3/25/22
19	Retention of marginalized groups	Staff Senate	3/31/22
20	Intervention program that involves more than just emailing students	Staff Senate	3/31/22
21	Create a first-year experience program to include helping students transition to college by assisting them in closing the gap between how they learned in high school and how they must adapt to college	Staff Senate	3/31/22

Number	Suggestion	Made by	Date
22	Somehow dealing with the situation where one faculty member is the only one teaching several courses needed for graduation. Students often choose to enroll at another institution to transfer the course into LSU Eunice which becomes a loss of revenue.	Staff Senate	3/31/22
23	Work to assist students in closing the gap between how they learned in high school and how they will need to learn in college to be successful	Staff Senate	3/31/22
24	Improve tutoring by having tutors for specific subjects such as accounting and biology	Students	4/1/22
25	Professional development for faculty including improving communication with students providing specific expectations for the course improving study guides use of technology (for instance recording lectures) test on material taught reaching out to students not attending or having difficulty with the course rather than waiting on students to come to them	Students	4/1/22
26	Professional development for advising including Improved communication with students (students claim that in some cases they email their advisor and never hear back) Don't' know services available for students Often give students the run around Often tell where students were services are, but students are not familiar with campus yet	Students	4/1/22
27	Modular Mathematics Lab Not open into the afternoon causing many students to fall behind (i.e., the lab is only open when the students are in class) Need personnel that can assist with MATH 1015 Some students didn't know hours	Students	4/1/22
28	Online instruction Many faculty reach out to students when a deadline is coming up Some students have difficulty logging in the first few times and faculty often do not want to help MyCourses flooding student accounts with email Faculty often do not respond to student email or respond after an assignment is due	Students	4/1/22
29	First Year Experience to include Don't assume the student knows… An orientation to campus over part of the first semester how to use the LSU Eunice website Where services are located on campus including building and room Train faculty to know where services are (many say "I don't know…")		
30	On-boarding and admissions issues	Students	4/1/22
31	Day care for children? (not a QEP topic)	Students	4/1/22

Appendix F. LSU Eunice - QEP Committee Members

Name	Position
Dr. Billy Fontenot	(Co-Chair) Department Chair of Humanities and Professor of English
Ms. Cassie Jobe-Ganucheau	(Co-Chair) Executive Director of Library and Student Support Services
Ms. Aniston Blanchard	President, Student Government Association
Dr. Brandon Borill	Associate Professor, Chemistry, Department Chair, Sciences
Mr. Todd Dozier	Dean, Division of Arts and Sciences
Ms. Amanda Dunlap	Assistant Professor of Mathematics, Department Chair of Mathematics
Ms. Elizabeth Duos Vidrine	Assistant Professor of Mathematics
Dr. Paul Fowler	Director of Institutional Effectiveness and Accreditation, Ex Officio
Ms. Angela Greaud	Associate Professor, Early Child Education; Department Chair, Social Sciences; Chair, Faculty Senate
Dr. John Hamlin	Vice Chancellor for Academic Affairs and Provost
Mr. Chad Jones	Director of Outreach and Recruiting
Dr. Robert Jones II	Assistant Professor of English
Ms. Symantha Jones	Assistant Professor of Fine Arts
Ms. Felicia “Nikki” May	Assistant Professor of Business Administration
Mr. Mark Richards	Coordinator of Criminal Justice
Dr. Mae Simoneaux	Program Director, Nursing
Dr. Nancee Sorenson	Chancellor, Ex Officio
Ms. Victoria Throop	Director of Housing and Residence Education; Student Athlete Advisor
Ms. Michelle Richard	Administrative Assistant and Recorder
Ms. Debbie Seilhan	Administrative Assistant and Recorder

Appendix G. Fall 2022 Survey.

EUNICE

QEP Survey 2022

During the 2022-23 academic year, LSU Eunice will be completing the reaffirmation of accreditation process, which is done every ten years. An integral part of that process is the creation of a Quality Enhancement Plan (QEP).

What is a QEP?

The QEP is a commitment to enhance overall institutional quality and effectiveness by focusing on a specific issue that we consider to be important to improve student learning outcomes or to help students to achieve their goals. The QEP that is chosen will be a multi-year project that will require a commitment from all members of the campus community to be successful.

What makes a great QEP?

The QEP project will be evaluated by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) during the Fall semester of 2023 based on the following criteria:

a) It has a topic identified through its ongoing, comprehensive planning and evaluation processes;
b) It has broad-based support from the campus community
c) It focuses on improving specific student learning outcomes and/or student success
d) It commits resources to initiate, implement, and complete the QEP; and
e) It includes a plan to assess achievement.

Toward that end, LSU Eunice is asking for your input on a two-question survey to help increase course success rates and completers while narrowing success gaps between student groups.

1. What is your primary affiliation with LSU Eunice? (please choose one)

___ Student
___ Part-time faculty
___ Full-time faculty
___ Staff
___ Administration

2. Based on the description above and your role at LSU Eunice, which of the following would you like to see as the topic of the QEP? You can choose UP TO THREE options.

___ Improve tutoring
___ Improve academic advising
___ Improve support for mathematics and/or English
___ Improve engagement of first-year students
___ Centralize student support services
___ Improve online learning
___ Other (please specify)

_____

_____

Submit

Appendix H. Campus Survey Results.

Quality Enhancement Plan Survey Results

September 22, 2022
Office of Institutional Effectiveness

All Responses	
Description	n
Improve engagement of first-year students	170
Improve online learning	161
Improve academic advising	151
Improve support for math and/or English	99
Centralize student support services	97
Improve tutoring	54
Other (please specify)	33
Total Respondents	361

Employees	
Description	n
Improve engagement of first-year students	64
Improve academic advising	40
Improve online learning	29
Centralize student support services	29
Improve support for math and/or English	27
Improve tutoring	18
Other (please specify)	15
Total Respondents	92

Students	
Description	n
Improve online learning	132
Improve academic advising	111
Improve engagement of first-year students	106
Improve support for math and/or English	72
Centralize student support services	68
Improve tutoring	36
Other (please specify)	18
Total Respondents	269

Administrators	
Description	n
Improve engagement of first-year students	9
Improve support for math and/or English	6
Improve online learning	5
Improve academic advising	3
Other (please specify)	3
Centralize student support services	2
Improve tutoring	1
Total Respondents	12

Full and Part-Time Faculty	
Description	n
Improve engagement of first-year students	32
Improve academic advising	22
Centralize student support services	20
Improve support for math and/or English	16
Improve tutoring	13
Improve online learning	12
Other (please specify)	8
Total Respondents	52

Staff	
Description	n
Improve engagement of first-year students	23
Improve academic advising	15
Improve online learning	12
Centralize student support services	7
Improve support for mathematics and/or English	5
Improve tutoring	4
Other (please specify)	4
Total Respondents	28

Return Rates	
Despcription	Rate
Students (269/2455) ≥ age of 18	10.96%
Faculty (52/111)	46.85%
Staff & Adminstrators (40/83)	48.19%

October 3, 2022 Updated September 22, 2022 with Response Rates and Relative Percentages

List of "Others"	
Description	Response from
Writing Center	Staff
Digital Literacy	Full-time Faculty
Math or advising	student
none	student
Study Rooms	student
Digital Literacy	Full-time Faculty
Housing	student
Co-requisite for DE	Full-time Faculty
anything	student
online courses	student
improve Manuel hall	student
More Course offerings	part-time faculty
Improve communication	student
Study Rooms	student
improve online	student
more academic organizations	student
reduce perquisites for students with experience	student
student clubs, teams, activities	student
teacher student relationship	student
Online students to get ID	student
toys during advising	student
international students	student
sciences	Full-time Faculty
Co-requ for DE	Full-time Faculty
FYE	Full-time Faculty
engagement	Full-time Faculty
student success coordinator for nursing	student
improve student involvement	staff
Co-requ for DE	admin
Improve communication	Staff
prof dev on post cv-19 underprepared students	admin
Improve communication	admin
improve morale	Staff
Total Responses	33

Relative Percentages			
Description	% Employees	% Students	% Overall
Improve engagement of FY students	70	39	55
Improve Advising	43	41	44
Improve Online Learning	32	49	41
Centralize Student Support Services	32	25	29
Improve Support for Math or English	29	27	28
Improve Tutoring	20	13	17

October 3, 2022 Updated September 22, 2022 with Response Rates and Relative Percentages

Appendix I. Initial Placement Scores.

Table of Next Generation ACCUPLACER® Placement Cut Scores for New First-Time Students[1]
Effective for New First-Time Students Entering in Fall 2023[2]

English Composition

ACT English	ACCUPLACER NG Writing	Course Placement	Description
No Score – 17	No score – 249	ENGL 1001 with ENGL 0101	General Education English Composition with English Composition Corequisite Support
18 – 36	250 – 300	ENGL 1001	General Education English Composition
English = 26 – 36 & English + Composite ≥ 53	--	ENGL 1002	General Education English Composition

Mathematics Placement for MATH 1015 (Applied College Algebra) or MATH 1029 (Introduction to Contemporary Mathematics)

The choice of mathematics course depends on the major.

ACT Mathematics	ACCUPLACER NG QRAS[3]	Course Placement	Description
No Score – 18	No score – 249	MATH 1015 with MATH 0016	Applied College Algebra with Applied College Algebra Corequisite Support
		MATH 1029 with MATH 0030	Introduction to Contemporary Mathematics with Introduction to Contemporary Mathematics Corequisite Support
19 – 36	250 – 300	MATH 1029 OR MATH 1015	Introduction to Contemporary Mathematics OR Applied College Algebra

Mathematics Placement for MATH 1020 or MATH 1021 (College Algebra)

Note that MATH 1020 is a five-hour version of MATH 1021.

ACT Mathematics	ACCUPLACER NG QRAS	Course Placement	Description
No Score – 18	No score – 249	MATH 1021 with MATH 0022	College Algebra with College Algebra Corequisite Support
19 – 21	250-262	MATH 1021 with MATH 0022 OR MATH 1020	College Algebra with College Algebra Corequisite Support OR College Algebra (five-hour version)
22 – 36	263 – 300	MATH 1021	College Algebra

Approved by Academic Council on February 24, 2023

[1] Scores older than five years are not used for placement. Note that Texas Success Initiative Assessment (TSIA or TSIA2) scores may also be used for placement. Contact the Admissions Office at 337-550-1208 or admissions@lsue.edu for additional information.
[2] Note that placement "cut scores" follow Louisiana Board of Regents policies, ACT, and College Board recommendations.
[3] QRAS = Quantitative Reasoning, Algebra, and Statistics.

Appendix J. Tutor Job Description as Posted

LSUE | OFFICE OF HUMAN RESOURCE MANAGEMENT

JOB DESCRIPTION

POSITION DATA

Position Number:		**Employee Type:**	Other Academic
Job Profile:	Mathematics Tutor	**Position Type:**	Part-Time **FTE:** 74.00%
Business Title:	Mathematics Tutor	**FLSA Status:**	Exempt
Title Level:		**Essential:**	No
Division/ Unit/ Department:	AA/Arts and Sciences	**Supervisory Duties:**	No
Salary Range:		**Faculty Status:**	N/A

CLASSIFIED POSITION DATA

Pay Level:		**Eligible For Shift Pay:**	N/A
Job Code:		**Eligible for On-Call:**	N/A
Training Series:	N/A	**Eligible for Premium Pay:**	N/A

ORGANIZATIONAL STRUCTURE

	Position #	**Business Title**
Reports to Position:	P00061939	Dean of Arts & Sciences
Supervises Position(s):		

SUMMARY INFORMATION

Overview of the position and its purpose within the organization

The Mathematics Tutor will tutor students who need help in mathematics.

Office of Human Resource Management

	JOB RESPONSIBILITES	% OF TIME SPENT (Total 100%)
1.	Tutor students in College Algebra and basic Statistics/Probability in a computer lab setting. Proctor computerized exams while maintaining academic integrity. Ability to learn to navigate various software programs, websites, and graphing calculators as needed.	85%
2.	Maintain lab and report technical issues to the appropriate department.	10%
3.	Clean table tops, keyboards, and mice by dusting and using Clorox wipes (or similar product). Report to the Dean of Arts and Sciences and fulfill other duties as assigned.	5%
4.		
5.		
6.		
7.		
8.		

ADDITIONAL REQUIRMENTS

☐ **Vehicle Operation** - University employees, whose principal responsibilities of employment include operating a vehicle, performing maintenance on a vehicle, or supervising any public employee who operates or maintains a vehicle and positions with an expectation to travel will require an MVR and are subject to drug screens per PM-33/ FASOP HR-04.

☐ **Safety and Security Sensitive Job -** Safety and security-sensitive positions are defined as those positions where any form of substance abuse may affect University activities through unsafe work behavior/performance or error in judgment; or where substance abuse could jeopardize the safety and well-being of employees, other personnel, or the public, or cause significant damage to University property. This includes positions requiring firearms, access to controlled substances, handling hazardous material, operating heavy equipment or machinery, etc. These positions are subject to drug screens per FASOP HR-04 & PS-70.

☐ **Essential Personnel -** This position may be required to report to campus in times of emergency and/or closure per PS-72.

☐ **Cash Handling -** This position has access to/directly handles cash. Financial history/credit check required per FASOP HR-04.

☑ **Minor Contact -** This position and/or position's responsibilities require work directly with minors. Finger printing and National Sex Offender Registry check required per FASOP HR-04.

☑ **FERPA -** As with all LSU employees, due to this position title and/or responsibilities, this position has an obligation to assist students in the acquisition of necessary services. Should a student appear in need of or seek assistance with issues of an emotional, behavioral, or mental health related matter they should be referred to the proper service within the Student Health Center. In situations where the student creates an impression that they are a danger to themselves or others, the advisor should immediately contact the Care Team, the Dean of Students or the appropriate law enforcement agency. The employee outside of those rights contained within FERPA should create no impression of client or patient confidentiality. See PS-34.

PHYSICAL DEMANDS

N/A	(Not Applicable)	Activity is not required for this position
O	(Occasionally)	Position requires this activity up to 33% of the time (0-2.5 hours per day)
F	(Frequently)	Position requires this activity from 33% - 66% of the time (2.5 – 5.5 hours per day)
C	(Constantly)	Position requires this activity more than 66% of the time (5.5+ hours per day)

N/A	Lifting	N/A	Crawling
N/A	Lifting Weight	N/A	Bending
N/A	Push/ Pulling	N/A	Standing
N/A	Walking	N/A	Squatting
N/A	Reaching (above shoulder)	N/A	Grasping
N/A	Reaching (below shoulder)	N/A	Climbing
N/A	Vision (near sight)	N/A	Twisting
N/A	Vision (far sight)	N/A	Sitting

ADDITIONAL INFORMATION

Office of Human Resource Management

If providing instruction, select all that apply: ☑ Undergraduate ☐ Non-Credit ☐ N/A

MINIMUM QUALIFICATIONS

Education Level: Bachelor's	**Specific Degree (if applicable):** Mathematics or related field from a regionally accredited institution.
Degree Substitute: ☐ NO ☑ YES, specify	or equivalent experience and coursework to demonstrate competency in courses to be tutored.
Years of Experience:	**Specific Experience:**
Certifications/ Licenses:	

PREFERRED QUALIFICATIONS

Education Level: Bachelor's	**Specific Degree (if applicable):** Mathematics or related field from a regionally accredited institution
Degree Substitute: ☐ NO ☑ YES, specify	or equivalent experience and coursework to demonstrate competency in courses to be tutored.
Years of Experience:	**Specific Experience:** Experience tutoring college-level math to a diverse population. The ability to tutor students in Trigonometry and Calculus.
Certifications/ Licenses:	

	JOB COMPETENCIES	PROFICIENCY
1.	•Ability to stand and/or walk for an extended period of time.	Advanced
2.	• Ability to bend from a standing position or sit next to students at a desk.	Advanced
3.	Ability to read a computer screen and comprehend mathematical symbols and comprehend their meaning.	Advanced
4.	Ability to establish and maintain professional working relationships with students, faculty, and staff	Advanced
5.	Ability to listen to students' questions and comprehend what is being asked.	Advanced
6.		SELECT ONE
7.		SELECT ONE
8		SELECT ONE
9.		SELECT ONE
10.		SELECT ONE

Job Description Date Created: 08/07/23 **Job Description Date Last Revised:** _____

- The intent of this job description is to provide a representative summary of the types of responsibilities that will be required of positions given this title and shall not be construed as a declaration of the specific responsibilities of any particular position.
- Employees may be requested to perform job-related tasks other than those specifically presented in this description.

LSU is an Equal Opportunity Employer. LSU believes diversity, equity, and inclusion enrich the educational experience of our students, faculty, and staff, and are necessary to prepare all people to thrive personally and professionally in a global society. We celebrate diversity and are committed to the principles of diversity and inclusion. We actively seek and encourage qualified applications from persons with diverse backgrounds, cultures, and experiences. To learn more about how LSU is committed to diversity and inclusivity, please see LSU's Diversity Statement and Roadmap **(https://lsu.edu/diversity-statement/index.php)**. Persons needing accommodations or assistance with the accessibility of materials related to this search are encouraged to contact the Office of Human Resource Management (hr@lsue.edu).

American's with Disabilities: The LSU System is in compliance with the Americans with Disabilities Act.

Applicable Policy Information:
PM 33 – Drug-Free Workplace and Drug Testing Policy
FASOP: HR-04 – Background Check and Pre-Employment Screening
PS 11 – Equal Opportunity
PS 34 – Privacy Rights of Parents and Students
PS 70 – Drug Testing Policy
PS 72 – Emergency Response Plan

Employee Signature: **Date:**

- By signing this document, the employee acknowledges receipt of this job description. Employees shall retain a copy of this position description for their records.

Appendix K. QEP Subcommittees and Members

Area Description	Name
Mathematics Committee	Amanda Dunlap, Department Chair of Mathematics James Jean, Mathematics Faculty Cody Miller, Mathematics Faculty Gloria Parrino, Mathematics Faculty Joan Vidrine, Mathematics Faculty Liz Vidrine, Mathematics Faculty Grace Semones, Mathematics Faculty
English Committee	Michael Alleman, English Faculty Maura Cavell, English Faculty Billy Fontenot, Department Chair of Humanities Diane Langlois, English Faculty Robert Jones II, English Faculty Jude Meche, English Faculty
Pathways to Success Committee	Catlyn Adams, Academic Advisor Cassie Jobe-Ganucheau, Executive Director of Library and Student Support Services Angela Greaud, Department Chair of Social Sciences Leonor Gonzales, Developmental Studies and Education Faculty Victoria Throop, Director of Housing & Residence Education
Literature Review Committee	Mary Kate Colligan, General Librarian Billy Fontenot, Department Chair of Humanities Robert Jones II, English Faculty Symantha Jones, Fine Arts Faculty Cody Miller, Mathematics Faculty
Tutoring Committee	James Jean, Mathematics Faculty Cassie Jobe-Ganucheau, Executive Director of Library and Student Support Services Robert Jones II, English Faculty Krislyn Probert, Academic Advisor Joan Vidrine, Mathematics Faculty
Advising and Registration Committee	Catlyn Adams, Academic Advisor Brandon Borill, Department Chair of Sciences Angela Greaud, Department Chair of Social Sciences James Jean, Mathematics Faculty Cassie Jobe-Ganucheau, Executive Director of Library and Student Support Services Felicia May, Business Administration Faculty Mark Richards, Criminal Justice Faculty Mae Simoneaux, Director of Nursing & 1st Semester Coordinator Victoria Throop, Director of Housing & Residence Education
Advertising Committee	Todd Dozier, Dean – Division of Arts & Sciences John Hamlin, Vice Chancellor for Academic Affairs and Provost Chad Jones, Director of Outreach & Recruiting Symantha Jones, Fine Arts Faculty TraQuana Smith, Coordinator for Student Life Betina Trumps, Student Government Association President Travis Webb, Interim Director of Public Affairs
Budget Committee	Todd Dozier, Dean – Division of Arts & Sciences Victoria Throop, Director of Housing & Residence Education Paul Fowler, Director of Institutional Effectiveness and Accreditation, Ex Officio Amy Greagoff, Associate Vice Chancellor for Business Affairs

Area Description	Name
Courses and Curriculum Committee	Brandon Borill, Department Chair of Sciences Mary Kate Colligan, General Librarian Amanda Dunlap, Department Chair of Mathematics James Jean, Mathematics Faculty Nikki May, Business Administration Faculty Laurie Seeder, Computer Information Technology Faculty Mae Simoneaux, Director of Nursing & 1st Semester Coordinator Kristen Sonnier, Nursing Faculty
Master Schedule Committee	Brandon Borill, Department Chair of Sciences Todd Dozier, Dean – Division of Arts & Sciences Amanda Dunlap, Department Chair of Mathematics Alisha Fontenot, Director of LSUE Academy and Dual Enrollment Billy Fontenot, Department Chair of Humanities Paul Fowler, Director of Institutional Effectiveness and Accreditation, Ex Officio Angela Greaud, Department Chair of Social Sciences John Hamlin, Vice Chancellor for Academic Affairs and Provost Cassie Jobe-Ganucheau, Executive Director of Library and Student Support Services Dotty McDonald, Dean Health Sciences, Business, Technology, and Public Protection and Safety Donnie Thibodeaux, Registrar and Director of Admissions

Appendix L. English 1001 to English 0101 Pacing Guide

Week	ENGL 0101 (support course)	ENGL 1001
Intro: Week 1	Course Introduction • Goals and Expectations • Syllabus • Policy Statement • Academic Integrity • MyCourses tools, functions, procedures • Email, etc.	Course Introduction • Goals and Expectations • Syllabus • Policy Statement • Academic Integrity • MyCourses tools, functions, procedures • Email, etc. • Pre-Test
Unit 1: Weeks 2-5	Grammar Review Review of grammar and mechanics. Four exams: • Combo of current Test 1 and Test 2 • Test 3 • Test 4 • Combo of current Test 5 and Test 6 Wk 2: Sentences: Simple to Complex. Wk 3: Fragments, Run-Ons, Comma Splices. Wk 4: S/V Agreement, Verb Tenses, Possessive Case, Lesser Punctuation.	The Academic Essay: Basic Principles and Components • Thesis Statements • Topic Sentences • Body Paragraphs • Introductions • Conclusions • Titles • Unity • Coherence • MLA Formatting • Basic Principles Relevant to any Essay Students gain experience examining sample student essays, identifying essay components listed above, and spotting deficiencies in essays lacking these components. This component can include brief grammar review of major errors since not all students in this class will be in the corequisite.
Unit 2: Weeks 6-8	Grammar Application: Editing/Proofreading Employs Unit 1 content in the editing and proofreading of 3rd party writing examples. As this is an important and necessary skill, this unit should involve heavy repetition of editing/proofreading exercises. Randomized Grammar Exam	Essay #1: Exemplification Covers the lesson content and includes composition time for Exemplification Essay. Prior to submission of essay, students will engage in numerous activities revising weak “examples” into fully developed and discussed examples. Students will learn to reject hypothetical examples as irrelevant and insufficient for college writing.
Unit 3: Weeks 9-11	Grammar Application: Editing/Proofreading/Revision Employs Unit 1 content in the triage, editing, and proofreading of Essay #1: Exemplification from ENGL 1001. Reviews MLA formatting.	Essay #2: Comparison/Contrast Covers the lesson content and includes composition time for Comparison/Contrast Essay.

Week	ENGL 0101 (support course)	ENGL 1001
	Randomized Grammar Exam	Offers discussion of editing/proofreading strategies and techniques for students not enrolled in support courses. Rewrite of Essay #1: Exemplification due at end of Unit 3
Unit 4: Weeks 12-14	Grammar Application: Editing/Proofreading/Revision Employs Unit 1 content in the triage, editing, and proofreading of Essay #2: Comparison/Contrast from ENGL 1001. Randomized Grammar Exam	Essay #3: Cause/Effect Covers the lesson content and includes composition time for Cause/Effect Essay. Rewrite of Essay #2: Comparison/Contrast due at end of Unit 4
Unit 5: Weeks 15-16	Grammar Application: Editing/Proofreading/Revision Employs Unit 1 content in the triage, editing, and proofreading of Essay #3: Casuse/Effect from ENGL 1001. Randomized Grammar Exam	As this unit will not be replicated in support course, this unit offers each instructor an opportunity to emphasize content of their own preference. For example, an instructor could focus on writing in the workplace. Rewrite of Essay #3: Cause/Effect due at end of Unit 5
End: Finals Week	Randomized Grammar Exam	Final Exam on grammar, punctuation, mechanics, essay format and content, and rhetoric knowledge (includes SLO assessment)

Appendix M. Master Pacing Guided for CBC/Support Pairs.

Pacing Guide for MATH 1029 – MATH 0030

Week	Math 1029 Coverage	Math 0030 Support Coverage
1	1.2 Estimation, Graphs, and Mathematical Models 1.3 Problem Solving	Reading Various Types of Graphs, Extra Practice with Problem Solving
2	6.1 Algebraic Expressions and Formulas 6.2 Linear Equations in One Variable and Proportions	Exponential Expressions, Order of Operations, Evaluating/Simplifying Algebraic Expressions, Determining Whether a Number is a Solution, Simplifying Fractions, Add/Mult. Properties of Equality
3	6.3 Applications of Linear Equations 7.2 Linear Functions and their Graphs	Translating Phrases Into Algebraic Expressions, Rectangular Coordinate System, Solutions of Equations in Two Variables, Using a Graph to Identify Intercepts
4	Exam 1, 8.1 Percent, Sales Tax, and Discounts 8.2 Income Tax	Identify Place Value in Decimals, Round Decimals, Percents as Decimals, Decimals as Percents, Percent Equation.
5	Finish 8.2, 8.3 Simple Interest, 8.4 Compound Interest,	Solving a Formula for a Specified Variable, Solve Applications Using Formulas, Extra Practice with Interest Problems
6	8.5 Annuities, Methods of Saving, and Investments, Start 8.6	Extra Practice with Annuity Formulas and Applications, TI-83/84 Practice: Evaluate Annuity Formula.
7	8.6 Cars, 8.7 The Cost of Home Ownership	Extra Practice With Applications Involving Financing Vehicles and Mortgages
8	8.8 Credit Cards, Exam 2	Extra Practice with Applications Involving Credit Cards
9	11.1 The Fundamental Counting Principle 11.2 Permutations, 11.3 Combinations	Factorials, TI83/84 Practice: Computing Permutations and Combinations. Extra Practice with Applications Involving the FCP, Permutations and Combinations
10	11.4 Fundamentals of Probability, 11.5 Probability with the FCP, Permutations, and Combinations	Extra Practice with Basic Applications of Probability.
11	11.6 Events Involving *Not* and *Or*; Odds 11.7 Events Involving *And*; Conditional Probability, 11.8 Expected Value	Complementary Events, Independent Events, Extra Practice with Probability (NOT, OR, and AND), Odds, and Expected Value
12	Exam 3, 12.1 Sampling, Frequency Distributions	TI-83/84 Practice: Entering and Sorting Lists, Extra Practice with Creating Frequency Distributions
13	12.2 Measures of Central Tendency 12.3 Measures of Dispersion, (parts of) 12.4 The Normal Distribution & 12.5 Problem Solving With the Normal Distribution	TI-83/84 Practice: Problem Solving with the Normal Distribution. Extra Practice with Measures of Central Tendency/Dispersion and the Normal Distribution.
14	12.6 Scatter Plots, Correlation, and Regression Lines, Exam 4	TI-83/84 Practice: Scatter Plots and Regression. Extra Practice with Scatter Plots, Correlation, and Regression Lines.
15	14.1 Graphs, Paths, and Circuits 14.2 Euler Paths and Euler Circuits 14.3 Hamilton Paths and Hamilton Circuits 14.4 Trees	Extra Practice on Basic Definitions of Graphs, Path, Circuits, Euler Paths/Circuits, Hamilton Paths/Circuits, and Trees
Finals	Review for and take Final Exam	

Pacing Guide for MATH 1015 – MATH 0016

Week	Math 1015: Applied College Algebra Coverage	Math 0016 Support Coverage
1	1.1 Functions and Models	Operations and Properties of Real Numbers, Inequalities, and Interval Notation,
2	1.2 Functions and their Graphs	Evaluating and Simplifying Basic Algebraic Expressions, The Coordinate System, Domain, and Range
3	1.3 & 1.4 Linear Functions and Equations and their Graphs	Operations on Fractions, Line Equations and Fractions, Extra Practice with Linear Functions and Graphing & Linear Models,
4	2.1 & 2.2 Solving Linear Equations and Linear Regression	The Basics of Solving Linear Equations, Solving an Equation for a Specified Variable, Extra Practice with Linear Regression
5	2.4 Solving Linear Inequalities, Exam 1	Inequality and Interval Notation, Extra Practice with Solving Linear Inequalities and Applications
6	3.1 & 3.2 Quadratic Equations and Functions, Parabolas, Solving Quadratic Equations	Polynomials and Operations with Polynomials, Factoring Techniques, Simplifying Square Roots, Graphing Functions
7	(Possibly finishing 3.1/3.2 then) 3.3 & 3.4 Root, Radical, Piecewise, and Absolute Value Functions	Understanding Roots and Radicals, Variable Units in Applications, Describing Graph Characteristics, More Practice with Piecewise Functions
8	4.1 & 4.2 Graph Transformations and Combinations of Functions and their Domain	Graphing and Understanding “Parent” Functions, More Practice with Graph Transformations,
9	4.2 Compositions of Functions and their Domain, Exam 2	Algebraic Expressions and Function Evaluation, More Practice with Compositions
10	4.3 & 5.1 One-to-one Functions, Inverses, and Exponential Functions	Domain and Range, Transformations of Exponential Functions, Applications of Exponential Functions
11	5.2 Logarithms, Logarithmic Functions, and Properties of Logarithms	Exponent Properties and Extra Practice of Properties of Logarithms
12	Finish 5.2, Begin 5.3	Exponent Properties and Extra Practice of Properties of Logarithms, Review of Solving Equations, Extra Practice of Solving Exponential and Logarithmic Equations
13	5.3 Solving Exponential and Logarithmic Equations, Exam 3	Review of Solving Equations, Extra Practice of Solving Exponential and Logarithmic Equations
14	6.1 & 6.3 Higher Order Polynomials and Solutions to Higher Order Polynomial Equations	Factoring Techniques and the Zero-Product Property, Graphing a “Complete” Graph
15	6.5 Solving Rational Equations	LCD and Solving Simple Rational Equations, Review for Final Exam
Finals	Review for and take Final Exam	

Pacing Guide for MATH 1021 – MATH 0022

Week	Math 1021: College Algebra Coverage	Math 0022 Support Coverage
1	1.1 & 1.2 Introduction to Graphing, Functions and Graphs	Coordinate System and Plotting Points, Order of Operations on Real Numbers, Inequalities, and Interval Notation
2	1.2 & 1.3 Linear Functions, Slope, and Applications	Operations on Fractions, Line Equations and Fractions, Extra Practice with Linear Functions and Graphing & Linear Models,
3	1.4, 1.5, & 9.1 Linear Equations and Models, Zeros, and Systems of Equations in Two Variables	The Basics of Solving Linear Equations, Solving an Equation for a Specified Variable,
4	1.6 Linear Inequalities, Exam 1	Inequality and Interval Notation, Extra Practice with Solving Linear Inequalities and Applications
5	2.1 & 2.2 Increasing, Decreasing, and Piecewise Functions, Algebra of Functions	Describing Graph Characteristics, More Practice with Piecewise Functions, Algebraic Expressions and Function Evaluation
6	2.3 & 2.5 Compositions of Functions and Graph Transformations	Algebraic Expressions and Function Evaluation, More Practice with Compositions, Graphing and Understanding “Parent” Functions, More Practice with Graph Transformations,
7	3.1, 3.2 & 3.3 Complex Numbers, Quadratic Equations, Quadratic Functions and Models, Parabolas	More Practice with Operations on Complex Numbers, Simplifying Square Roots, Factoring Techniques
8	3.3, Exam 2	“Complete” Graphs, Intercepts of Graphs
9	3.4 & 3.5 Rational and Radical Equations, Absolute Value Equations, and Inequalities	Understanding Roots and Radicals, Understanding Absolute Value, Basics of Solving Inequalities
10	4.1, 4.2 & 4.3 Polynomial Functions and Models, Graphing Polynomials, and Polynomial Division	Graphing Functions, Review of Long Division, Division and Remainders
11	4.4 & 4.5 Theorems about Zeros and Polynomial Functions, and Rational Functions	Conjugates, Characteristics of Polynomials, Solving Basic Rational Equations
12	4.6 Polynomial and Rational Inequalities, Exam 3	Solving Equations Involving Fractions, Solving Inequalities and Interval Notation
13	5.1 & 5.2 Inverse Functions and Exponential Functions	Domain and Range, Transformations of Exponential Functions, Applications of Exponential Functions
14	5.3 & 5.4 Logarithmic Functions and Graphs, Properties of Logarithms	Exponent Properties and Extra Practice of Properties of Logarithms
15	5.5 & 5.6 Exponential and Logarithmic Equations and their Models, Exam 4	Review of Solving Equations, Extra Practice of Solving Exponential and Logarithmic Equations
Finals	Review for and take Final Exam	