



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 a) improving communication with students b) providing specific expectations for the course c) improving study guides d) use of technology (for instance recording lectures) e) test on material taught f) 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 a) Improved communication with students (students claim that in some cases they email their advisor and never hear back) b) Don't know services available for students c) Often give students the run around d) Often tell where students were services are, but students are not familiar with campus yet | Students | 4/1/22 |
| 27 | Modular Mathematics Lab a) Not open into the afternoon causing many students to fall behind (i.e. the lab is only open when the students are in class) b) Need personnel that can assist with MATH 1015 c) Some students didn't know hours | Students | 4/1/22 |
| 28 | Online instruction a) Many faculty reach out to students when a deadline is coming up b) Some students have difficulty logging in the first few times and faculty often do not want to help c) MyCourses flooding student accounts with email d) 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 a) Don't assume the student knows... b) An orientation to campus over part of the first semester c) how to use the LSUE website d) Where services are located on campus including building and room e) 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 |