



April 15, 2016

Compiled by Paul Fowler (pfowler@lsue.edu)

Note: All links in the document are active; however, the user must be logged into Compliance Assist in order to view them.

About this Document

April 15, 2016

This summary of LSU Eunice's institutional effectiveness documents is meant to detail the process of increasing institutional effectiveness, increasing student learning, and reaffirming the institution's mission through systematic planning. Throughout the document, highlighted text is meant to draw the reader's attention to compliance with specific SACSCOC requirements. All links in this document are active; however, the reader must be logged into Compliance Assist in order to view them. The document is divided into a number of sections. They are

- The call for the Administrative Council Meeting to discuss institutional effectiveness as indicated by the November 12, 2015 Agenda on page 7.
- The November 12, 2015 Administrative Council Meeting Minutes indicating the purpose was to review institutional effectiveness summary documents from each planning unit on page 8.
- The transmission of the summaries from the Administrative Council Meeting to the Cabinet for discussion on page 10.
- The planning summaries themselves as transmitted to the Chancellor's Cabinet beginning on page 13.
- The January 12, 2016 Cabinet Meeting Minutes indicating that the planning summaries were used to reaffirm LSU Eunice's institutional mission and goals via meeting Institution Effectiveness Goals on page 36.
- The next section details the Institutional and Strategic Goals of LSU Eunice and the linkages to each unit goal and unit objective beginning on page 37. This section is meant as a summary for each unit's Goals and Objectives and how they related to each of LSU Eunice's Institutional and Strategic Goals. Specific language on each objective, assessment plan, progress report, and improvement plan are omitted from this section, but are included in the next.
- Each department's Assessment Plan Goals and how they relate to the Institutional and Strategic Goals are detailed in the next section beginning on page 124. Each Assessment Plan Goal is then related to each Assessment Plan Objective for each planning unit. This allows the reader to trace each department's Assessment Plan Objective to its Assessment Plan Goal, then to the Institutional Goal(s), and to the Strategic Goal(s). This section comprises all details of the Assessment Plan Goals and Objectives including whether the Assessment Plan Goal and Objective were met or not, with an improvement plan, if necessary.
- The last section detail the General Education Outcomes and their acceptance by the General Education Committee on November 9, 2015 affirming that LSU Eunice is meeting the General Education Objectives. The meeting minutes are on page 404 while the detailed objectives and related student learning outcomes begin on page 407. In this section, each General Education Objective is followed by related departmental objectives and outcomes along with whether each was met or not, with improvement plans if necessary.

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

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I. Administrative Council Meeting Agenda November 12, 2015

**Administrative Council Meeting
2:00 p.m., Thursday, November 12, 2015
Community Education Building, C-113**

AGENDA

- A. Appointment of Secretary (Jacqueline Lachapelle)
- B. Approval of Minutes of August 10, 2015
- C. Institutional Effectiveness
 - 1. Academic Affairs
 - 2. Career Services
 - 3. Continuing Education
 - 4. Developmental Education
 - 5. Grants and Development; Perkins; Compliance
 - 6. Health Sciences and Business Technology
 - 7. Liberal Arts
 - 8. LeDoux Library
 - 9. Quality Enhancement Plan
 - 10. Registrar and Admissions
 - 11. Division of Sciences and Mathematics
 - 12. Student Support Services
 - 13. Affirmative Action / Equal Employment Opportunity
 - 14. Athletics
 - 15. Business Affairs
 - 16. Information Technology
 - 17. Institutional Development / LSUE Foundation
 - 18. Institutional Research
 - 19. Institution Effectiveness
 - 20. Public Affairs
 - 21. Student Affairs and Enrollment Services

II. Draft Administrative Council Meeting Minutes November 12, 2015

Administrative Council Meeting Minutes of November 12, 2015 Submitted by Jackie Lachapelle

The meeting was called to order at 2:05 p.m. by Chancellor Kimberly Russell. The following were present: Dr. Kimberly Russell, Dr. Paul Fowler, Van Reed, Madelaine Landry, Gerald Patout, Donnie Thibodeaux, Dr. Anthony Baltakis, Dr. Billy Fontenot, Dr. James Robinson, Dr. Diane Langlois, Patton Griffith, Jeff Willis, Fred Fruge, Dottie McDonald, Dr. Janice Nix-Victorian, Dr. John Hamlin, Dr. Randy Esters, Judy Daniels, Atina Wright, Dr. Renee Robichaux, Arlene Tucker and Jackie Lachapelle.

Minutes of the previous meeting were approved.

Mrs. Judy Daniels was acknowledged and presented with a cake and card to congratulate her on her December retirement.

Mrs. Arlene Tucker presented information regarding Act 377 of the 2015 Legislative Session. It provided statutory authority to the LSU Board of Supervisors to assess additional fees on students in academic years 2015-16 and 2016-17. Even though the Act allows the fee to be up to 10 percent of an institution's 2014-15 resident tuition and fee rate, LSU restricted campus proposals to 10 percent of the total mandatory fees (excluding tuition) charged to full-time resident students per semester. The Board of Supervisors approved the new Student Excellence Fee beginning in the Spring 2016 semester. The 10 percent increase represents \$3.80 per credit hour or \$45.60 for a full-time student carrying 12 semester hours or more.

Dr. Paul Fowler then took over the rest of the meeting giving individuals the opportunity to present Planning Summaries for the 2014-2015 year. They are as follows:

1. Academic Affairs
2. Career Services
3. Continuing Education
4. Developmental Education
5. Grants and Development; Perkins; Compliance
6. Health Sciences and Business Technology
7. Liberal Arts
8. LeDoux Library
9. Quality Enhancement Plan
10. Registrar and Admissions
11. Division of Sciences and Mathematics
12. Student Support Services
13. Affirmative Action / Equal Employment Opportunity
14. Athletics
15. Business Affairs
16. Information Technology
17. Institutional Development / LSUE Foundation
18. Institutional Research

- 19. Institution Effectiveness
- 20. Public Affairs
- 21. Student Affairs and Enrollment Services

Please see attached handouts for the detailed information.

In the meeting, Dr. Fowler had some general notes about IE documentation:

- Be sure to list the total number of faculty, staff, and students if using surveys.
- Please understand that benchmarks can be changed; however, changing them must be justified in Compliance Assist.
- Objectives not being met is not generally a problem; however, what is being done to improve must be documented.
- Objective that are cancelled are not removed from Compliance Assist until the following planning year. Instead, they appear for one year as cancelled for completion along with a reason for being cancelled.

Meeting adjourned at 3:30 p.m.

III. Transmittal of Planning Summaries to Cabinet

Louisiana State University Eunice

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

Date: November 13, 2015
To: Dr. Kimberly Russell, Chancellor
From: Dr. Paul Fowler, Director of Institutional Effectiveness
Re: 2014-2015 Institutional Effectiveness Summaries

Attached as a PDF you will find the 2014-2015 Institutional Effectiveness Summaries as presented at the November 12, 2015 meeting of the Administrative Council.

The following Divisions/Departments are included:

1. Academic Affairs
2. Career Services
3. Continuing Education
4. Developmental Education
5. Grants and Development; Perkins; Compliance
6. Health Sciences and Business Technology
7. Liberal Arts
8. LeDoux Library
9. Quality Enhancement Plan
10. Registrar and Admissions
11. Division of Sciences and Mathematics
12. Student Support Services
13. Affirmative Action / Equal Employment Opportunity
14. Athletics
15. Business Affairs
16. Information Technology
17. Institutional Development / LSUE Foundation
18. Institutional Research
19. Institution Effectiveness
20. Public Affairs
21. Student Affairs and Enrollment Services

I ask that you accept these summaries and present them in Cabinet in order to:

1. document that LSU Eunice is meeting its mission.
2. reaffirm LSU Eunice's mission statement.

I also ask that the Cabinet Meeting Minutes be transmitted in Word so I may include them in the printed IE document. I saw no need to print as the attached summary document is substantially

the same as what was presented in Administrative Council (other than corrections made by Dr. Elliott).

Please contact me if you have any questions.

CC: Dr. Renee Robichaux, Vice Chancellor for Academic Affairs
Ms. Arlene Tucker, Vice Chancellor for Business Affairs
Ms. Judy Daniels, Vice Chancellor for Student Affairs

IV. Planning summaries

***Assembled Planning Summaries
2014-2015***



***for the
Administrative Council Meeting
November 12, 2015***

The Office of Institutional Effectiveness
Paul R. Fowler, Ph.D., Director

Planning Unit: Academic Affairs

Assessment Year: 2014-2015

Person responsible: S. Renee Robichaux

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

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

The objective was not met in AY 2013-2014. The plan was to inform faculty, especially those recently hired, of the process.

There is still a low level of participation (22/64 faculty) even though faculty have been encouraged to participate. The problem has been discussed with the division heads which are expected to bring the information to their respective faculty. This year 86% of those faculty who responded felt they had a role in curricula development according to the faculty survey from spring 2015. As a result, the objective was met.

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

Objective 1.1-Academic Advising-Faculty will rate satisfaction with academic advising 4.0 or higher on the Faculty Survey. This is a historical benchmark based on last year's results.

This objective was not met in AY 13-14. One of the resources under development to assist in improving advising is FlightPath. Although progress is being made toward implementation, it has not been implemented for faculty use yet.

For AY 2014-2015, the score was 3.4 out of 5 with a standard deviation of 1.03. The response rate was low again this year with only 22/64 faculty responding. Since $3.4 < 4.0$, the objective is not met.

General training sessions to cover information related to advising have been implemented during the first week faculty return for regular semesters. Advising has also been discussed in the Academic Council along with changes in standard University forms. We continue to work to implement FlightPath.

Planning Unit: Career Services

Assessment Year: 2014-2015

Person responsible: Atina Wright

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

Goal/Objectives:

1.0 Career Decision Making – CTE (Career and Technical Education) students will utilize career assessments within the Kuder College and Career Planning System for assistance with choosing a major.

1.1 Experiential Education - CTE students will utilize CCN (College Central Network) to explore job opportunities.

Assessment/Evaluation/Measures:

1.0 Career Decision Making – Career Services runs a computer generated administrative report powered by Kuder to retrieve the number of students who completed the Kuder assessment during AY 2014-15. A search through myLSUE for each student listed in the Kuder report will be conducted to determine the number of students who are classified as CTE students.

1.1 Experiential Education - Career Services runs a computer generated administrative report powered by CCN to determine the number of CTE students who utilized CCN during AY 2014-15.

Results:

Objective of 50% utilization from CTE students was met with Kuder assessments and CCN.

1.0 Career Decision Making – During AY 2014-15, results indicated 461 students took the online Kuder Career assessments. Of the 461 students who took the Kuder assessments, 279 students (61%) were classified as CTE (11% above benchmark set at 50%). Objective met.

1.1 Experiential Education - During AY 2014-15, results indicated 53 out of 56 students (94.6%) of students who utilized CCN were classified as CTE students (44.6% above benchmark set at 50%). Objective met.

Improvement Plan:

1.0 Career Decision Making – Career Services will continue to monitor, track, and document the number of CTE students who utilize Kuder career assessments to satisfy Carl Perkins funding requirements; as well as strive to achieve above 50% Kuder utilization from CTE students.

1.1 Experiential Education - Career Services will continue to monitor, track, and document the number of CTE students who utilize CCN to satisfy Carl Perkins funding requirements; as well as strive to achieve above 80% CCN utilization from CTE students.

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

Goal/Objectives:

2.2 Job Search/Resume Writing – Students will create and upload a professional resume through College Central Network (CCN) that would be rated as effective to land a job interview.

Assessment/Evaluation/Measures:

Career services will use a rubric to evaluate the resume format: education section, experience section, and honors/activities to determine if the resume should effectively land the student an interview.

Results:

Objective was met in AY 2013-14 (59.2% "effective" resume approval rating); however, it was not met in AY 2014-15. Based on AY 2014-15 results from the resume rubric evaluation, 1 out of 9 students (11.1%) who uploaded resumes received an **effective** approval rating and the remaining 8 (88.9%) received an **average rating** (*needs improvement to rise to the "top of stack"*).

Improvement Plan:

Career Services will continue to offer resume writing and job interviewing assistance to expected graduates and to students applying for internship programs. Additionally, Career Services will contact all students who did not upload a revised resume after receiving a borderline effective, average or poor rating.

Planning Unit: Continuing Education

Assessment Year: 2014-2015

Person responsible: David Pulling (Summary Completed by Paul Fowler)

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

Objective 3.1: The Continuing Education staff will request all participants to complete a post-event evaluative survey at the end of each course/program/event.

Strategy: The staff will maintain copies of completed surveys maintained in either hard or electronic files within the Office for all community service programs and non-credit courses.

Progress: Tabulated summaries are here attached showing over 90% of respondents were either satisfied or highly satisfied, and files are available for viewing and inspection in the Continuing Education Office. Objective met.

Improvement: No improvements indicated at this time.

Objective 2.2: During schedule planning times in each academic year, Continuing Education staff will meet with third-party University constituents and clients to identify needs and opportunities for extending University classes and credit-programs at off-campus locations.

Strategy: Print-out of class schedule each semester after 14th class day showing course offerings and enrollment in sections offered to third-party constituents.

Progress: Enrollments at the LSU Alexandria campus through the LSUE/LSUA Collaborative remained strong and consistent. High school student enrollment in dual credit courses increased as funding from the State was made available by the Dept. of Education through the Supplemental Course Academy allocations. The SCA MOU is attached as well. New Memoranda of Understanding were established with St. Landry and Vermilion Parish School Boards for the delivery of dual credit programming in those districts.

Improvement: No changes planned for the AY 2015-2016. All agreements are in place for school districts, LSUA, and DOE.

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

All ten objectives were met.

Planning Unit: Developmental Education

Assessment Year: 2014-2015

Person responsible: Paul Fowler

Please do not exceed one page (preferably $\frac{1}{2}$ to $\frac{3}{4}$ of a page).

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

Objective 1.2: Developmental education students (Pathways and non Pathways) will successfully complete their developmental coursework gaining competencies in computational and elementary algebra skills (MATH 0001) necessary to begin MATH 0002. Both direct assessment using student learning outcomes (SLOs) (71% > 70%) and indirect assessment using grades (78% > 68% using NCDE...note that the raw success rate was 60%) support that this objective was met.

Objective 3.1: The Pathways to Success completion rate will approximate the national average as defined by the Community College Research Center (CCRC) and the Lumina Foundation (note that non Pathways students are not included in this statistic). The published CCRC rate is between 30% and 40%. Data from 04-05 through 13-14 indicates that 1214 (34%) out of 3615 Pathways students completed the program.

1. Mean GPA at program completion = 2.795
2. Median length of time to program completion = 0.930
3. Median time to graduation = 3.730

Interestingly enough, CCRC personnel told me on November 3, 2015 that the rate had been adjusted to 20%.

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

Objective 1.3: Developmental education students (Pathways and non Pathways) will successfully complete their developmental coursework gaining competencies in the algebra and coordinate geometry (MATH 0002) necessary to be successful in their first general education mathematics course. Both direct assessment using SLOs (68% < 70%) and indirect assessment using grades (67% < 68% using NCDE...note that the raw success rate was 56%) support that the objective was not met. A detailed item analysis was performed on each SLO assessment (final exam) to determine the probability of obtaining a correct answer for each problem. The analysis indicated several problems that should (and will) be examined to determine why students continually miss them.

Objective 3.2: Of the new first time freshmen enrolled in the Pathways to Success program, at least 77% overall will be retained from fall to spring. Benchmark is set by a ten year average. For 2014-2015, the ten year average was 77%. Fall 2014 to Spring 2015 Pathways retention was 76%. This is up from 63% the year prior to the program. As a result of the observed 76% < the benchmark of 77%, the objective is not met. The full-time developmental studies advisors will continually engage students through phone calls, email, and visits to UNIV courses. This engagement is to address not attending class, not completing advising visits, not being registered for subsequent semesters, and not attending tutoring.

Planning Unit: Grants and Development; Perkins Compliance

Assessment Year: 2014-2015

Person responsible: Jane Spradling (Summary completed by Paul Fowler)

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

Objective 1.1: 100% of faculty and staff members will have access to grant development training.

Action: 100% of faculty and staff members have access to grant training through the online grant writing course that is provided at the Office of Grants web space. In addition to online availability, the Director of Grants met with applicants for Endowed Professorships and offered tips and advice relating to proposal development. The Director of Grants also responded to 20 individual requests for assistance from faculty/staff. A one-day grant development workshop was designed and delivered to the Student Support Services staff. This objective was met.

Improvement: Anticipating that the nature of grant seeking will change on campus due to limited sources of grants at the state level, information relating to seeking funding from federal grant sources may be needed for future program development.

Objective 1.3: The Carl Perkins Basic and Carryover grants will provide support to enhance three to four tier Career and Technical Education programs annually.

Action: Planning sessions for both the Basic and Carryover grants were conducted with faculty/staff members who can spend Perkins funds for program improvements. All planned/allowable purchases were made. Three budget amendments allowed for funds available due to cost savings and cancelled trips to be reassigned to needs that were identified during the program year. All reports/reimbursements were completed on time. A Perkins Basic Report and a quarterly Carryover report are attached in Compliance Assist for review.

Improvement: Changes continue to be implemented at the state level relating to the conduct of the Perkins program. Decisions are made relating to area workforce needs that dictate which programs can be funded and which cannot be funded. In effect, LSUE has very little ability to influence this process. If, for instance, the group should vote not to include Health Sciences in the future, the use of Perkins funds for LSUE programs would be severely limited. With few high-wage, high-skill, high-demand programs being offered (i.e., 4- and 5-star according to the Louisiana Workforce Commission), there may be limited application of Perkins funds for the institution. At the state level, there has been discussion of limiting the number of years any one program can be supported. The funds are to be used for innovation and improvements; once this is accomplished, other programs should then be supported. It is possible to do a Waiver to support a program that is not 4- or 5-star; however, a strong justification must be made. Changes at the state level could also impact the institution's ability to continue to support Career Services. Perkins has been a major source of funds for this program for the past 13 years.

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

The five objectives were met.

Planning Unit: Health Sciences and Business Technology

Assessment Year: 2014-2015

Person responsible: Dotty McDonald

Please do not exceed one page (preferably ½ to ¾ of a page).

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

Objective: Based on Accreditation mandates the licensure exam pass rates will be at or above the national mean. Eighty-five percent of the graduates will pass the NCLEX-RN examination on their first attempt.

Assessment: 92% of graduating nursing students passed NCLEX- RN on the first attempt; Results of the 2015 NCLEX report. Objective met

Action: Faculty will continue to review and adjust the existing curricular topics based on NCLEX 2016 test plan.

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

Objective: 75% of the students admitted to the nursing program will graduate within six semesters.

Assessment: 2012 - 2014 class attrition = 56%
2012 - 2014 class retention = 44%

Objective not met.

Action: Nursing Program Director will work with faculty regarding more intensive remediation for students scoring less than 85% on didactic and skills testing. The Nursing Program Director will also attend lecture courses to ensure that lecture content is comprehensive and reflects course content and testing. In addition, the Director will visit all clinical facilities to ensure students are receiving appropriate level of clinical experience. In addition, monitoring pre-nursing students closely and if needed scheduling students in UNIV1005 (this course teaches time management and study skills) and/or UNIV0008 (enhance reading skills and comprehension).

Planning Unit: Liberal Arts

Assessment Year: 2014-2015

Person responsible: Randy Esters

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

Students will successfully complete their general education coursework developing competencies in historical periods of their choice.

This objective will be measured by the student learning outcomes in HIST 1001, HIST 1003, HIST 2055, 2071 and HIST 2057 (see Table 1). For AY 14-15, direct assessment of each student in 22 (81%) of the 27 sections mentioned above took place using an internal instrument - the final exam for outcomes A and B. Table 1 details the results at the different sites and accounts for 498 (76%) of the 657 students registered on the final day of the various courses. Outcomes A and B were met at 84% and 85% respectively with all sites exceeding the 70% benchmark except LSUA.

Table 1. History SLO Results for AY 2014-2015 in Percentages.

SLO: Upon the completion of the course, students will:	Overall	LSUE	LSUA	Dual Credit	Online
1. Recognize theories, events, and issues	84	79.5	72.5		90
2. Identify specific movements and persons in American history	85	83	64	not	89
3. Demonstrate the ability to analyze historical material in a proper manner in a book review	89	80	91	assessed	98
Total number of students tested	498	337	26	0	135
Number of sections	27	10	2	5	10

Improvement plan: It was noted that the reporting format for instructors differed making the accuracy of the data suspect. Creating uniformity will increase the accuracy and reliability of the data.

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

Students will successfully complete their general education coursework developing competencies in written communication as required by their curricula.

This objective will be internally assessed using the student learning outcomes (SLOs) from ENGL 1001, ENGL 1002, and externally assessed using ACT's Collegiate Assessment of Academic Proficiency (CAAP) Writing Skills Test given in ENGL 1002.

SLOs for ENGL 1001 are: Upon successful completion of this course, the student will

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

SLOs for ENGL 1002 are: Upon successful completion of this course, the student will

- 1) Write an essay of at least five paragraphs that has a clearly defined thesis statement and is well-organized and well-developed, uses sound critical thinking skills, and is clear using proper grammar, mechanics, and punctuation.
- 2) Use library research tools, quote, paraphrase, and cite from both primary and secondary sources to produce a documented essay or project.

All four direct assessments, the two internal and the two external, suggest that students are not meeting what

would a typical benchmark of 70% for the internal measures and meeting national benchmarks for the external measures.

Since the ENGL 1001 observed posttest score 62% for outcomes 2, 3, and 4 > Pretest score of 61% (all in the D range) and the t test for repeated measures was n.s., this portion of the objective is not met. The observed gain score for the paired scores ($M = 1.30$, $SD = 10.65$, $N = 208$) was not significantly greater than zero (mean of the posttests - mean of the pretests) with $p = 0.079 > .05$

Since the ENGL 1001 observed results for outcome 1 of 79% > the preliminary benchmark of 70%, this portion of the objective is met.

Since the ENGL 1002 observed overall outcome results of 66 < the preliminary benchmark of 70%, this portion of the objective is not met.

Since the LSU Eunice student mean of 60.3 on the CAAP Linkage Report < the normed group mean of 61.8, this portion of the objective is not met.

Since the LSU Eunice student mean percentage on the CAAP Writing Content Area Report < the nationally normed group on all six content areas, this portion of the objective is not met.

As a result, Objective 5.4 is not met.

Improvement plan

Both the internal and external assessments indicate that more rigorous instruction in composition may be required.

First, does ENGL 1002 focus enough on the technical aspects of writing or are students forgetting material from ENGL 1001? The English faculty held a short discussion and they believe that ENGL 1002 does not focus on the same material as the CAAP. Faculty believe that students are forgetting material.

Second, are the course student learning outcomes for ENGL 1002 congruent with the CAAP? Again, English faculty believe that the ENGL 1002 outcomes are not congruent with the CAAP and that the CAAP may need to be given upon the conclusion of ENGL 1001. However, students are charged for the CAAP and this would require a year's notice to change which course bears the burden of the cost.

An issue related to the CAAP surfaced at a [meeting of the English faculty on October 2, 2015](#). The faculty mentioned that some students do not take the CAAP seriously no matter how it is presented by the faculty. As a result, the Division Head, Randall Esters, will make a short presentation prior to each section taking the assessment to try to boost scores.

Third, is LSU Eunice given both the essay and skills test or just the skills test? One could argue that the data is incomplete if just the skills test is given.

Fourth, for both of the internally created assessments, are all questions reliable and valid? Some questions had a very low probability of success which usually indicates the question being misunderstood by students. In addition are all questions central to the SLOs of each course and the CAAP? Next, did students take it seriously? Faculty have agreed to leave both assessments as they appeared in spring 2015 in order to gather more data. However, both assessments will now be counted as a small percentage of the students' final exam grade for AY 2015-2016.

Planning Unit: LeDoux Library

Assessment Year: 2014-2015

Person responsible: Gerald Patout, Library Director

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

Even though the Board of Regents funding formula for LOUIS remains at \$750,000 annually now and will remain at this level, meeting objective 3.1 is to fund LOUIS membership. The consortium membership is fundamental to accreditation and escalating online and digital delivery of content and distance instructional support. The library continues to rely more on consortium technology, technical support and expertise with new applications like LibGuides which enables the library to manage and provide access to more content. Objective 3.1 was met in AY 14-15.

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

The library has not met objective 2.1 to hire a systems librarian. Although the work load of the systems / technology librarian is (and has been) spread among the professional staff, personnel changes and retirements are making meeting this objective and the evolving challenges of a more digital content delivery focused unit much more critical.

With these personnel changes and retirements, a plan has been devised and has moved up administrative channels and is currently being considered. Plan is predicated on future digital content growth and development and position being discussed should be able to lend library expertise to both systems work as well as emerging digital applications.

Planning Unit: Quality Enhancement Plan

Assessment Year: 2014-2015

Person responsible: Jamie Thibodeaux, John Hamlin, and Paul Fowler

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

Objective 1.1: The QEP seeks to increase achievement of student learning outcomes (SLOs) in MATH 0001 and MATH 0002.

Action: SLOs are assessed on the final exam for all students taking MATH 0001 and MATH 0002.

MATH 0001 SLO Description	Overall	Modular	LSUE	Dual Credit	LSUA	Online
Overall	71	70 < 75	70	none	71	79
1.1.1. Manipulate order of operations with real numbers	75	72 < 80	78		76	81
1.1.2. Perform basic algebraic operations with expressions and linear equations	70	☺ 71 > 70	67		70	78
1.1.3. Geometry	62	60 < 70	59		64	72
Total number of students tested	483	193	139		120	31
Total number of sections for AY	29	11	10	0	6	2

MATH 0002 SLO Description	Overall	Modular	LSUE	Dual Credit	LSUA	Online
Overall	68	☺ 71 > 70	66	78	67	65
1.1.4. Perform basic algebraic operations	68	☺ 71 > 70	66	75	67	65
1.1.5. Perform operations with the rectangular coordinate system	67	☺ 70 = 70	66	89	60	62
Total number of students tested	474	153	154	23	97	47
Total number of sections in AY	30	10	10	3	5	2

Overall, Objective 1.1 is tentatively met since four (represented by the smiles) out of seven of the SLOs were met.

Improvement Plan: Continue to monitor. Modular mathematics book was updated to include a geometry section in summer 2015. Changing all targets to 70% may also be considered in order to standardize 1.1.

QEP General Education 2.1: The QEP seeks to increase achievement of student learning outcomes (SLOs) in Applied College Algebra (MATH 1015) and College Algebra (MATH 1021). SLOs for MATH 1015 and MATH 1021 are assessed on the final exam for all students.

AY 2014-2015 SLO for GE Mathematics in Percentages – Modular versus Traditional Methods of Developmental Education Mathematics Instruction

MATH 1015 and MATH 1021 SLO Description	Overall	Preliminary Benchmark Modular	Preliminary Benchmark Traditional
Overall	69.4	72.8	68.6
A. Solve Equations and Inequalities Algebraically and Graphically	68.8	73.3	67.7
B. Evaluate and Interpret Function Values	77.8	78.7	77.5
C. Graph Functions	67.9	71.3	67
Total number of students tested	304	61	243

While benchmarking and establishing an appropriate target continues, it appears as if modular developmental students perform similarly, if not better, than traditional **face-to-face** developmental students. Benchmarking continues into 2015-2016 due to low n from modular sections.

Improvement Plan: Continue to benchmark data, Monitor modular students' progress on Outcome A for MATH 1015.

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

QEP Objective 1.3: The QEP seeks to increase student mathematics scores on the Collegiate Assessment of Academic Proficiency (CAAP).

Action: While data was gathered from all students that took the CAAP mathematics, a sort key did not exist to be used to separate out students who took modular developmental mathematics, students who traditional **face-to-face** developmental mathematics, and students who did not take developmental mathematics.

Improvement Plan: After several phone calls, a plan was devised with ACT to use the date given as a sort key. As a result, students will be given a specific date to put on the CAAP form based on whether or not they took modular or traditional **face-to-face** mathematics. This will allow ACT to target certain data in their system.

Planning Unit: Office of Admissions / Office of the Registrar

Assessment Year: 2014-2015

Person responsible: Kenneth Elliott

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

Not one significant goal or objective was met.

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

Goal #1: The Office of Admissions will decrease turnaround time for processing of paid applications.

Objective 1.1: Decreasing processing time of admission applications. Objective not met. The current report, run in Jezabar CX, contains flaws and yielded no reliable benchmark.

The improvement plan comprises the following steps:

1. The registrar will work with the Office of Information Technology to create a "cleaner" report that the registrar believes more accurately reflects the turnaround time in processing applications.
2. Based on the new report, the Office of Admissions will develop and implement a strategy for reducing the average turnaround time for processing applications.

Goal #2: Improve the efficiency of degree checkouts

Objective 2.1: The Registrar's Office will reduce the rate of degree checkout returns to division heads by 5%. Objective not met. This is a new objective, and no data has been collected yet.

Based on the benchmark data collected, a specific plan of action will be formulated and implemented to decrease the rate of returns. The Registrar will work with advisors and division heads to create accurate and acceptable degree checkouts to facilitate students' graduation in a timely manner.

It should be noted that at an indefinite time in the future, Flightpath, a degree auditing and advising software program, will be deployed. Once students and advisors are trained in the use of this software, the return rate of degree audits may be expected to improve. The Registrar will work closely with the Office of Information Technology, the division heads, advisors, and students in the use of this software to ensure informed decision making as well as accurate and efficient degree auditing.

Director of IE's comment: Dr. Elliott is completing his first set of IE documents.

Planning Unit: Sciences

Assessment Year: 2014-2015

Person responsible: John Hamlin

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

Objective 2.6: For the fourth year in a row all divisional graduates that took the CAAP exam in critical thinking and science scored above the national average for their peers.

Objective 7.2: BIOL1001 to ZOOL1011 success rate met the 50% benchmark. In all, 103 (55.4%) of 186 students with low ACT scores were prepared for human anatomy by the general education biology course, BIOL 1001.

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

Objective 2.5: The “competency in biology” benchmarks were not met. It is important that we improve our success on these SLO’s for the general education BIOL 1001 course. The plan is to increase reporting from just **face-to-face** courses taught by full-time faculty to include all sections taught in AY15-16. Also, faculty have been made aware of the data from AY14-15 and charged with addressing these issues. We hope to follow-up after the fall semester with a mid-year report on BIOL 1001 outcomes.

Planning Unit: Student Support Services

Assessment Year: 2014-2015 (Report reflects 2013-2014 the SSS grant is always a year behind)

Person Responsible: Janice Nix-Victorian

1. List one or two of your most significant goals/objectives that were met including an action taken as a result of the findings.

Objective 2.1: SSS staff will identify, select and serve 379 students (based on sequestration) per academic year who are first-generation, Pell grant eligible or have a documented disability as per the SSS grant proposal.

Action: As of the end of 2013-2014, Student Support Services surpassed the goal at 101% or 383 participants. The staff engaged in continual efforts to increase staff visibility, program visibility, and program services provided to the student body-at-large. The staff attended freshman orientation, Pathways orientation, Bengal Village orientation and shared services with classes if invited by the instructors. We have started an SSS extended orientation. We have updated the SSS Application, the SSS Resource Center, as well as the Student Survey used in orientation. SSS staff performed follow-ups on all interested students and qualified students enrolled as SSS participants.

Objective 1.2: Of all project participants served, 80% will meet the performance level required to stay in good academic standing (2.0) at the grantee's institution,

Action: Of all the SSS participants served by the program 84.98% were in good academic standing at the grantee's institution by the end of the 2013-2014 academic year. The objective was met and exceeded.

2. List one or two of most significant goals/objectives that were not met (or close to not being met) and the plan of action pursued.

Objective 1.3: The project's applicants will graduate with an associate degree or certificate, within 4 years. Benchmark is 40% of the 161 SSS 2010 Cohort determined by the SSS Annual Performance Report.

Result: The APR revealed that 26 students or 16.4% of the 2010 SSS cohort graduated with an associate degree or certificate from the grantee's institution. The objective was not met.

Plan: Upon grant renewal, the objective percentage will be adjusted to reflect current data trends. Each Staff member will also be assigned a SSS a specific cohort of students in which to coach and monitor to increase on time graduation. Each staff member will turn in a semester report on coaching contacts, and services provided to each student in his or her cohort.

Planning Unit: AA/EEO/Title IX

Assessment Year: 2014-2015

Person responsible: Robin Hedge

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

AA/EEO Objectives:

- 1.1 The annual Civil Service report was completed, submitted and approved by the State Civil Service Board. Objective met
- 1.2 LSU Eunice educated on AA/EEO education/training/information at the Faculty-Staff Fall 2014/Spring 2015 Workshop. Objective met.

T9 Objectives:

- 2.2 Prevention- eliminate sexual violence or behaviors that enable it by a strong preventative culture including a bystander intervention campaign and a campus wide campaign on awareness and intolerance. Objective met.
- 2.3 Response- improve the availability and quality of response support for victims. Increase victim confidence and lessen the stigma of reporting. Objective met.
- 2.4 Accountability- ensure those who commit violations are held accountable. Improve capability and capacity for reporting, investigation and elevate mandatory reporter engagement in response to sexual violence. Objective met.

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

AA/EEO:

Objective 1.3: Assess Campus Climate – data on this objective suggests that the results were inconclusive:

- It is required by [Louisiana Law](#) and [Board of Regents Policy](#) that a state-wide detailed [plan to implement](#) student/faculty/staff climate surveys are used to gain a better statistical picture of the data used to determine if this objective is met. There is only one question in the current survey that pertains to campus climate. In the future, use the current surveys should be used in collaboration with the Board of Regents [campus climate survey](#) because it will contain research that is more detailed and aligned with the AA/EEO and Title IX.
- In conjunction with the mandatory campus climate survey, the following improvements to LSUE's campus should also be implemented to engage the LSUE community to create a culture intolerant of discriminating behavior.
- Active leadership- by promoting intrusive leadership to promote inclusiveness on-campus
- Reduce vulnerabilities associated with affirmative action and equal employment opportunities through appropriate leadership oversight, cohesion on campus, social responsibility, clearly established norms of social behavior
- Improve collaboration to ensure coordination of training new and current employees
- Eliminate the stigma of reporting AA/EEO complaints and seeking support if a violation occurs

Planning Unit: Athletics

Assessment Year: 2014 - 2015

Person responsible: Jeff Willis

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

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

Objective 1.1: Student Learning and GPA

Each athletic team (women's basketball, softball, baseball) will attain an overall 2.8 Team GPA.

Each team attained the benchmark of an overall 2.8 GPA: Softball achieved a 3.42 GPA, Women's Basketball achieved a 3.09 GPA, and Baseball achieved a 3.15 GPA. Each team achieved the National Junior College Athletic Association (NJCAA) Academic Team of the Year Award. Objective met.

Action Taken: No action required at this time.

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

Goal 2: To be successful on the field of play.

Objective 2.1: Maintain a winning percentage

Each athletic team will attain a 67% winning percentage.

The Softball Program finished with a 46-6 record and an 88.5% winning percentage while participating in the NJCAA Region 23 Tournament. Objective was met.

The Baseball Program finished with a 49-10 record and an 83.1% while winning the Program's fifth National Championship in the last ten years. Objective was met.

The Women's Basketball Program finished with a 6-18 record and a 25% winning percentage. Objective was not met.

The overall record of the Athletic Department was 101-34 for a 74.8% winning percentage. The Baseball Program's National Championship makes for a total of 8 National Championships (5 – Baseball, 3 – Softball) in the last ten years. Although the overall record winning percentage goal was reached, the Women's Basketball Program failed to reach the goal.

Action Taken: No changes recommended for Baseball and Softball. Due to the previous coaching staff in Women's Basketball not doing any recruiting, these results were expected. With the current coaching staff recruiting the incoming team, results should be better.

Planning Unit: Business Affairs

Assessment Year: 2014-2015

Person responsible: Arlene Tucker

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

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

Objective 1.1: Faculty will rate their satisfaction with campus buildings and grounds as agreeable or higher on the Faculty Survey. Benchmark is agreeable (4.0) or higher. Last year, faculty rated their satisfaction with the campus buildings and grounds at 4.6. The Faculty Survey was administered during the Spring 2015 semester. For FY2014-15, faculty (22) rated their satisfaction with the campus buildings and grounds at 4.7 on a 5.0 scale. This question received the highest rating. 4500 work orders were scheduled/completed by Physical Plant employees. Objective was met.

Action Taken: No action required.

Objective 1.2: Staff will rate their satisfaction with campus buildings and grounds as agreeable or higher on the Staff Survey. Benchmark is agreeable (4.0) or higher. Last year, staff rated their satisfaction with the campus buildings and grounds at 4.4. The Staff Survey was administered during the Spring 2015 semester. For FY2014-15, staff (46) rated their satisfaction with the campus buildings and grounds at 4.4 on a 5.0 scale. Objective was met.

Action Taken: No action required.

Objective 1.3: Students will rate their satisfaction with the Physical Plant on Noel-Levitz Student Satisfaction Inventory. The maintenance of the campus will rank as one of the top ten items of satisfaction by students at LSU Eunice and higher in satisfaction than other National Community Colleges. The Noel-Levitz Student Satisfaction Inventory (n = 401) will be administered during the Spring 2015 semester to students enrolled in math or English courses. Students' satisfaction with maintenance of the campus was 6.24 on a 7.0 scale. The Physical Plant ranked 1st out of 50 items surveyed for satisfaction at LSU Eunice. The rating of 6.24 was greater than the 6.06 satisfaction rating of other National Community colleges. Objective was met.

Action taken: No action required.

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

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

Objective 1.1: Faculty will rate their satisfaction with the Business Office, which includes the Office of Purchasing, as agreeable or higher on the Faculty Survey. Benchmark is agreeable (4.0) or higher. Last year, faculty rated their satisfaction with the Business Office/Purchasing at 3.8. The Faculty Survey was administered during the Spring 2015 semester. For FY2014-15, faculty (22) rated their satisfaction with the Business Office/Purchasing at 3.6 on a 5.0 scale. The Purchasing Office has no verbal or written complaints from faculty regarding their orders. A total of 1286 purchase orders were completed. A purchase order is created from a requisition. A receiving report is documented once items are received and then invoice is paid. The Pilot Procurement Code was implemented. Training was provided for departments on LaCarte and the PRO System. Objective was not met.

Action taken: The purchasing system will be updated with the implementation of Workday with a go-live date of July 1, 2016.

Planning Unit: Information Technology

Assessment Year: 2014-2015

Person responsible: Fred Fruge

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

Objective 1.1: Enhance network security by keeping up with industry supported standards.

Measure: Create the means for students to change email passwords immediately.

Provides students instant access to email and eliminates the security flaw of transferring email credentials in a file across the internet.

Evaluation: Coding complete, tested and implemented.

Results: Objective Met

Objective 3.1: Provide students with access to the technology they need to be successful in meeting their academic goals.

Measure: Maintain satisfied rating with adequate and accessible computer lab equipment on the Noel-Levitz Student Opinion Survey.

Evaluation: A mean score higher than the national mean score considered success

Results: A mean score of 6.23 is .29 above the national score. Objective met.

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

Objective 2.4: Provide faculty with the technology and support required to produce successful students.

Measure: Faculty will agree that lab and office computer equipment will meet their needs.

Evaluation: An average score of 4.00 on the 2015 Annual Faculty Survey in the area of available office and lab technology will indicate success. The 4.00 benchmark is historical.

Results: A score of 3.7 was received on the spring 2015 faculty survey. Objective not met.

Plan: Continue to monitor.

Planning Unit: Institutional Development

Assessment Year: 2014-2015
 Person responsible: Madelaine Landry

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

Goal 1: To foster civic learning and community service, which includes opportunities for student volunteerism, civic engagement and interaction with public officials.

Objective 1.1: In accordance with a donor request, the objective for the LSUE Foundation was to create a course that would allow Honors Program students to participate in community service learning. Following a few semesters without adequate student participation from the Honors Program, the objective has now been changed to include ALL LSU Eunice students in community service learning.

Action: In fall 2014 and spring 2015, students were organized into the LSUE Students for Community Engagement group. A total of (16) students and (4) faculty mentors were recruited for the group throughout both semesters. In fall 2014, the students planned a community awareness day at the Eunice Community Garden; a luncheon for a delegation of Louisiana legislators and candidates for local elections, followed by a campus tour highlighting the Mathematics Lab for modular format developmental courses; and attended, observed and participated in a briefing at a St. Landry Parish Economic Development meeting. In spring 2015, the students planned, distributed and compiled results from a survey to discuss the feasibility of bringing a coffee café to campus. They used social media for this project. In addition, they assisted with the planning and hosting of the second Diner en Blanc Scholarship fundraiser in April; organized, promoted and held a yard sale at the Eunice Community Garden; attended, observed and participated in a briefing at a St. Landry Parish Economic Development meeting in Opelousas. The group has initiated its fall 2015 planning, scheduling a promotional event at the Eunice Community Garden; continued involvement with a coffee café in the LeDoux Library; attendance at a SLED board meeting and organizing a drive for clothing and/or food for the holidays in December. Objective met.

Goal 2: Promote the educational mission of the LSU Eunice campus within the community-at-large.

Objective 2.2: the Foundation's annual objective is to seek continuing funding from its core donor base, as well as potential new sources, such as individuals, businesses, and community organizations.

Action: The LSUE Foundation continues to promote the campus and its mission to Eunice and its supportive, surrounding communities. An annual giving campaign is planned for late fall 2015 to generate additional revenue. The plan of action includes working cooperatively and collaboratively with the new administration in these efforts. Revenue to the Foundation's general support account has continued to decline, so it is hoped that these combined efforts will foster interest and an increase. Objective 2.2 is met.

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

Both objectives were met in 2014-2015.

Planning Unit: Institutional Research

Assessment Year: 2014-2015

Person responsible: Fred Fruge

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

Objective 1.1: Online course evaluations will have a set time period available for participation. The data will be made available and published through myLSUE immediately following the completion of grade processing.

Outcome: For 2014-2015, surveys opened and published in timely manner. Grade processing was also completed in a timely manner. Objective Met.

Improvement: No changes planned.

Objective 2.1: Post per semester enrollment data to internal and external agencies by the mandated deadlines.

Outcome: For 2014-2015, the deadlines for system and government reporting met. Objective met.

Improvement: No changes planned.

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

All objectives were met.

Planning Unit: Institutional Effectiveness

Assessment Year: 2014-2015

Person responsible: Paul Fowler

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

Objective 3.1: LSU Eunice will be found compliant by SACSCOC onsite committee on Core Requirement 2.5, Comprehensive Standard 3.3.1, and Federal Requirement 4.1. This includes the posting of Institutional Obligations for Public Disclosure.

Action: For 2014-2015, the Institutional Obligation for Public Disclosure was posted on April 15, 2015 for fall 2014. Director of IE's belief that LSU Eunice is currently in compliance with all standards that apply to IE. Objective met.

Improvement: No changes planned.

Objective 3.2: The Director of IE will file a report on the goals and objectives contained in the QEP Document prior to October 1 of each year.

Action: Goals and objectives are complete in Compliance Assist. Report on the QEP was posted on September 15, 2015.

Improvement: No changes planned.

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

Both objectives were met.

Director's note: Each program should have stated student learning outcomes published in the catalog. Measurement of these program outcomes should be reflected in each year's IE documents.

Planning Unit: Public Affairs

Assessment Year: 2014-2015

Person responsible: Van Reed

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

Goal 1: To increase visibility and name recognition of LSU Eunice through positive coverage in local and regional media.

Objective 1.1: Continue marketing efforts with limited funds, but expansion of the effort to include TV advertising in conjunction with news release and social media.

Action Taken: The 2014-2015 objective was met. Ten thousand dollars in advertising was used in September and October to coincide with a first push by recruiters into high schools. Twenty-nine television spots were run on ABC affiliate and an additional 45 spots were run on CW network affiliate during premieres week. We also packaged the spots with online advertising, in-app advertising and pre-roll video on news stories on the KATC website. We purchased 75,000 impressions on both the station's website and the mobile app. We repurposed the 15-second videos to use on social media outlets like Instagram that allow only 15 seconds of video to be posted. All videos were rolled out on Twitter, YouTube, and Facebook, as well. The creation of an updated university viewbook was to be rolled out at the same time as the television and social media campaign, but delays in printing caused the viewbook to be printed two months later.

Goal 2: All internal and external communication and marketing collateral maintain a consistent image while phasing in new LSU System logo.

Objective 2.1: Internal audit of marketing materials produced for campus organizations, recruiters, and programs.

Action Taken: The 2014-2015 objectives were met and is ongoing. An audit of all internal and external communications was conducted. The logo was replaced on almost all online documents, new stationary, business cards, and email signatures were developed using the new logo. All programs and flyers were monitored for use of the new logo. New recruiting materials were developed using the 2014 Geaux Font logo. All use of the logo on external paraphernalia is screened by the LSU Eunice Office of Public Relations and/or the LSU Office of Trademark Licensing.

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

Goal 1: To increase visibility and name recognition of LSU Eunice through positive coverage in local and regional media.

Objective 1.2: Conduct Focus Groups of area high schools to help shape marketing plans for recruiting and name recognition.

Action Taken: Our plan was to schedule the focus groups at eight different high schools than we first did in 2013-2014. The plan was to schedule the groups early in the year while students were still making decisions about which college they wished to attend. We quickly learned from high school administrators that early fall is not the best time to hold these groups. Scheduling conflicts prevented this office from successfully scheduling the groups. No attempt was made to plan the focus groups in the spring as the Office of Public Relations could not work it into its schedule. Objective not met.

Improvement Plan: In early August/September, the Office of Public Relations will meet with guidance counselors at the University's annual counselors' workshop. At this meeting, we will work out a timeline to hold eight focus groups at area high schools.

Planning Unit: Student Affairs & Enrollment Services

Assessment Year: 2014-2015

Person responsible: Judy Daniels

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

Counseling Services – Satisfaction of Availability

Objective 1.1: The availability of counseling services to students at LSU Eunice will be rated as satisfactory.

Results: The 2014-15 Noel-Levitz Student Satisfaction Inventory (n=401) for counseling services indicates a Satisfaction Rating of 5.59/7.0, which exceeds the benchmark established for the 2013-14 Noel-Levitz national average of 5.46/7.0. Objective met.

Changes: Recent changes have removed the privilege of licensed counselors on campus to serve in this capacity. The current arrangement is being reviewed in order to determine how we can best continue to provide our students with these services.

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

Recruiting Collaboration

Objective 1.2: Develop collaborations with area employers and agencies to increase the chances of enrolling non-traditional, adult students.

Results: Objective not met. No progress has been made in this area. Currently, only the CALL program which targets adults to our FES and CJ programs are in place. The FES program has broad collaborations with statewide fire service agencies, but the CJ program has minimal participation by adults. In addition, changes in the duties of the Student Development Coordinator who had previously been responsible for coordinating adult outreach along with a change in the university CEO has delayed efforts to implement broader adult recruitment initiatives. Additional staff support and resources for recruiting have been recommended by the university ad-hoc committee on recruitment and a formal request to fill this new position will be put forth in Fall 2015.

Plan for Improvement: The Vice Chancellor for Student Affairs & Enrollment Services is retiring at the end of 2015, so some reorganization of that area (including recruiting/adult recruiting) will be considered by the new administration. Pending approval of a new recruiter position and/or other organizational changes, targeted goals for adult recruitment will be developed.

V. Cabinet's Meeting Minutes January 12, 2016

MINUTES CHANCELLOR'S CABINET MEETING JANUARY 12, 2016

The Chancellor's Cabinet met on January 12, 2016 at 9:00 am. The following members were present: Dr. Kimberly Russell, Dr. Renee Robichaux, and Ms. Arlene Tucker. Linda Thomas recorded the minutes.

Chancellor (Dr. Russell)

- Developmental Studies Advisor Personnel was discussed.
- Associate Vice Chancellor for Workforce regarding PS-11 and its job description were discussed. The committee will consist of Dr. Renee Robichaux as chair, Rob McLaughlin, Lorrie Joubert, Dr. Michael Alleman, and Donnie Thibodeaux.
- Met with Ken Cochran, OGH, regarding expanding our RN Program.
- Reenacting the Diagnostic Medical Stenography Program. Dotty McDonald is working on the job description for the DMS director which is due by Friday so we can begin advertising.
- Working on proposal for Pell funding. Letter of intent due by February 1.
- Regarding paid internship – first year at LSUE and transfer to LSU.
- Need to name a taskforce committee for fine arts and appoint a chair. Discussion ensued. Committee will consist of Dr. Michael Alleman and Dr. Jude Meche as co-chairs, Dr. Kenneth Elliott, Van Reed, Jane Noble, Dr. Maura Cavell, and Dr. Anthony Baltakis.
- Plans to revise/rewrite all Policy Statements.

Academic Affairs (Dr. Robichaux)

- Academic application fee proposal discussion ensued. Cabinet rejected the proposal.
- In the view of Cabinet, LSUE is meeting the institutional effectiveness goals and approve of the current plan.
- GRAD Act report, 6th year, is due April 1, 2016; however, it is due internally on March 1, 2016.
- In regard to PM-73 jurisdiction, questions will be submitted to LSU (Monty or Jim Marchand) for answers.
- Disciplinary procedure proposal plan for employees was discussed.
- The Search Process tracking applicant system will be used for all employment.
- Requested direction to appoint Dr. Janice Victorian as grants coordinator.

Business Affairs (Ms. Tucker)

- Starting the search for AA/EEO and Title IX
- LAPAS report is due.
- Experience Louisiana Festival is scheduled for October 22-23, 2016.
- We're down on enrollment.
- Bengal Village is at 95% occupancy for Spring 2016.

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



1: Students complete associate degree or certificate programs prepared to enter the work force.

Related Items

-  **1: Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.**
 Provided By: Affirmative Action/Equal Employment Opportunity
 Progress: Completed

 -  **1.1: Completion and Approval of Annual Affirmative Action Plan**
 Progress: Completed
 -  **1.2: Annually Provide Training on AA/EEO topics to faculty & staff**
 Progress: Completed
 -  **1.3: Assess Campus Climate**
 Progress: Completed

-  **1: In working to maintain an effective developmental education program, Pathways to Success will provide students the necessary support for the successful completion of their developmental coursework.**
 Provided By: Developmental Education
 Progress: Completed

 -  **1.1: Developmental English (ENGL 0001)**
 Progress: Completed
 -  **1.2: Developmental Math (MATH 0001)**
 Progress: Completed
 -  **1.3: Developmental Math (MATH 0002)**
 Progress: Completed
 -  **1.4: Orientation to University Studies (UNIV 1005)**
 Progress: Completed
 -  **1.5: College Reading (UNIV 0008)**
 Progress: Completed

-  **1: LSU Eunice faculty and staff will pursue public, private, and institutional grant and research opportunities to enhance academic programs and services.**
 Provided By: Grants
 Progress: Completed

 -  **1.1: Grant Training**
 Progress: Completed
 -  **1.2: Grant Submissions**
 Progress: Completed
 -  **1.3: Perkins CTE Grant**
 Progress: Completed

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

Progress: Completed

-  **1: The QEP seeks to increase student learning in developmental mathematics using innovative techniques of instruction.**
 Provided By: Quality Enhancement Plan
 Progress: Completed

 -  **1.1: Increase achievement of SLOs in MATH 0001 and MATH 0002**
 Progress: Completed
 -  **1.2: Increase the Cognitive Ability of Students in MATH 0001 and MATH 0002**
 Progress: Completed
 -  **1.3: Increase Mathematics Scores on the CAAP**
 Progress: Delayed

-  **2: Ensure compliance with State and Federal laws and University policies related to Title IX in relation to campus climate, response, prevention and accountability.**
 Provided By: Affirmative Action/Equal Employment Opportunity
 Progress: Completed

 -  **2.1 : Title IX Campus Climate**
 Progress: Completed
 -  **2.2: Title IX Prevention Efforts**
 Progress: Completed
 -  **2.3: Title IX Response to Complaints**
 Progress: Completed
 -  **2.4: Campus Accountability**
 Progress: Completed

-  **2: General Education: Competency in sciences and mathematics**
 Provided By: Science & Mathematics
 Progress: Completed

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

 -  **2.1: Degree Checkout Returns**
 Progress: Completed

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

 -  **2.1: Grant Guidelines**
 Progress: Completed
 -  **2.2: Adherence to Grant Guidelines**
 Progress: Completed

-  **2: Maintain an effective criminal justice program.**
 Provided By: Criminal Justice
 Progress: Completed

- 2: The QEP seeks to increase student learning in the first general education mathematics courses after completion of developmental mathematics (see 2.1 and 2.2 in GE).**
 Provided By: Quality Enhancement Plan
 Progress: Completed
- 2 Course Articulation: To enhance the transfer of courses between the main receiving institutions of LSUE transfer students.**
 Provided By: Academic Affairs
 Progress: Completed

 - 2.1: Articulation Agreements**
 Progress: Completed
- 3: IE-Compliance with SACSCOC standard that apply to Institutional Effectiveness**
 Provided By: Institutional Research and Effectiveness
 Progress: Completed

 - 3.1: IE-SACSCOC Compliance**
 Progress: Completed
 - 3.2: IE-QEP Outcomes**
 Progress: Completed
- 3: In an effort to further examine program effectiveness, Pathways to Success program staff will examine program completion, fall to spring, and fall to fall retention.**
 Provided By: Developmental Education
 Progress: Completed

 - 3.1: Program Completion**
 Progress: Completed
 - 3.2: Fall to Spring Retention**
 Progress: Completed
 - 3.3: Fall to Fall Retention**
 Progress: Completed
- 3: Maintain an effective radiologic technology program**
 Provided By: Radiologic Technology
 Progress: Completed

 - 3.1: Radiologic Technology Professional Competency**
 Progress: Completed
 - 3.2: Radiologic Technology Retention**
 Progress: Completed
 - 3.3: Radiologic Technology Employment**
 Progress: Completed
- 3: To assist students in obtaining part-time/full-time employment.**
 Provided By: Career Services
 Progress: Completed

 - 3.1: Employment Services-Renamed Graduates' Utilization of CCN**
 Progress: Completed
 - 3.2: Employment Services - Placement**

Progress: Completed

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

 - 3.1: Professional Development**
 Progress: Completed
 - 3.2: Increase Retention and Completion of Developmental and General Education Mathematics**
 Progress: Completed
 - 3.3: Reduce the Amount of Time in Developmental Mathematics**
 Progress: Completed

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

 - 3.1: Curriculum Development**
 Progress: Completed

- 4: In an effort to better place students and reduce the amount of time in developmental education, begin development of an assessment center using ACT's COMPASS and a modular mathematics program (as written in LEQSF(2013-14)-ENH-PEN-06).**
 Provided By: Developmental Education
 Progress: Canceled

 - 4.1: Assessment Center and Modular Mathematics programs**
 Progress: Canceled
 - 4.2: Assessment of Incoming Freshmen**
 Progress: Canceled
 - 4.3: Pre and Post Testing of Developmental Students**
 Progress: Canceled
 - 4.4: Modular Mathematics MATH 0001 and MATH 0002**
 Progress: Canceled

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

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

- 4: Retention of Liberal Arts Majors**
 Provided By: Liberal Arts
 Progress: Completed

-  **6: Maintain an effective computer information technology (CIT) program.**
 Provided By: Computer Information Technology
 Progress: Completed
 -  **6.1: CIT Professional Competency**
 Progress: Completed
 -  **6.4: CIT Placement**
 Progress: Completed

-  **7: Maintain an effective management program**
 Provided By: Management
 Progress: Completed
 -  **7.1: Management Professional Competency**
 Progress: Completed
 -  **7.4: MGMT Placement**
 Progress: Completed

-  **8: Maintain an effective Office Information System (OIS) program**
 Provided By: Computer Information Technology
 Progress: Canceled
 -  **8.1: OIS Professional Competency**
 Progress: Canceled
 -  **8.4: OIS Placement**
 Progress: Canceled

-  **9: General Education Competency in the Social Sciences**
 Provided By: Health Sciences & Business Technology
 Progress: Completed



2: Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.

Related Items

-  **1: Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.**
 Provided By: Affirmative Action/Equal Employment Opportunity
 Progress: Completed
 -  **1.1: Completion and Approval of Annual Affirmative Action Plan**
 Progress: Completed
 -  **1.2: Annually Provide Training on AA/EEO topics to faculty & staff**
 Progress: Completed
 -  **1.3: Assess Campus Climate**
 Progress: Completed

-  **1: In working to maintain an effective developmental education program, Pathways to Success will provide students the necessary support for the successful completion of their developmental coursework.**
 Provided By: Developmental Education

Progress: Completed

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

Progress: Completed

 **1.2: Developmental Math (MATH 0001)**

Progress: Completed

 **1.3: Developmental Math (MATH 0002)**

Progress: Completed

 **1.4: Orientation to University Studies (UNIV 1005)**

Progress: Completed

 **1.5: College Reading (UNIV 0008)**

Progress: Completed

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

Provided By: Grants

Progress: Completed

 **1.1: Grant Training**

Progress: Completed

 **1.2: Grant Submissions**

Progress: Completed

 **1.3: Perkins CTE Grant**

Progress: Completed

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

Provided By: Care and Development of Young Children

Progress: Completed

 **1.1: CDYC Competence**

Progress: Completed

 **1.2: CDYC Placement**

Progress: Completed

 **4.5: Maintain Fall to Fall retention of all students declaring their chosen major as: Care and Development of Young Children**

Progress: Completed

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

Provided By: Science & Mathematics

Progress: Completed

 **1.1: Associate of Science Louisiana Transfer**

Progress: Completed

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

Provided By: Diagnostic Medical Sonography

Progress: Completed

 **1.1: DMS Professional Competency**

Progress: Completed

 **1.2: DMS Retention**

Progress: Completed

 **1.3: DMS Employment**

Progress: Completed

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

 -  **1.1: Decreasing processing time of admission applications**
 Progress: Completed

-  **1: To assist students in declaring a major and exploring job opportunities.**
 Provided By: Career Services
 Progress: Completed

 -  **1.1: Career Decision Making and Experiential Education**
 Progress: Completed

-  **1: To increase retention and graduation rates for project participants**
 Provided By: Student Support Services
 Progress: Completed

 -  **1.1: Persistence**
 Progress: Completed
 -  **1.2: Academic Standing**
 Progress: Completed
 -  **1.3: Graduation**
 Progress: Completed
 -  **1.4: Transfer (4-year)**
 Progress: Completed

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

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

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

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

-  **1: The QEP seeks to increase student learning in developmental mathematics using innovative techniques of instruction.**
 Provided By: Quality Enhancement Plan
 Progress: Completed

 -  **1.1: Increase achievement of SLOs in MATH 0001 and MATH 0002**
 Progress: Completed
 -  **1.2: Increase the Cognitive Ability of Students in MATH 0001 and MATH 0002**

Progress: Completed

- 🌐 **1.3: Increase Mathematics Scores on the CAAP**
Progress: Delayed

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

Provided By: Affirmative Action/Equal Employment Opportunity

Progress: Completed

- 🌐 **2.1 : Title IX Campus Climate**
Progress: Completed
- 🌐 **2.2: Title IX Prevention Efforts**
Progress: Completed
- 🌐 **2.3: Title IX Response to Complaints**
Progress: Completed
- 🌐 **2.4: Campus Accountability**
Progress: Completed

- 🌐 **2: General Education: Competency in sciences and mathematics**

Provided By: Science & Mathematics

Progress: Completed

- 🌐 **2: Maintain an effective criminal justice program.**

Provided By: Criminal Justice

Progress: Completed

- 🌐 **2.1: Criminal Justice Professional Competency**
Progress: Completed
- 🌐 **2.2: CJ Placement**
Progress: Completed
- 🌐 **4.6: Maintain Fall to Fall retention of all students declaring their chosen major as Criminal Justice.**
Progress: Completed

- 🌐 **2: Maintain an effective nursing program**

Provided By: Nursing

Progress: Completed

- 🌐 **2.1: Nursing Professional Competency**
Progress: Completed
- 🌐 **2.2: Nursing Retention**
Progress: Completed
- 🌐 **2.3: Nursing Employment**
Progress: Completed

- 🌐 **2: Maintain or increase the current level of TOPS recipients and minority students on campus**

Provided By: High School Relations

Progress: Completed

- 🌐 **2.1: Recruiting TOPS**
Progress: Completed
- 🌐 **2.2: Recruiting Minority Students**

Progress: Completed

-   **2: Oversee all internal and external communication/marketing collateral to maintain a consistent image that accurately portrays opportunities for the various constituencies.**
 Provided By: Public Affairs
 Progress: Completed

 -   **2.1: Visibility-Communication**
 Progress: Completed

-   **2: Provide for Parent Orientations**
 Provided By: Student Development Services
 Progress: Completed

 -   **2.1: Parent Orientation**
 Progress: Completed

-   **2: The QEP seeks to increase student learning in the first general education mathematics courses after completion of developmental mathematics (see 2.1 and 2.2 in GE).**
 Provided By: Quality Enhancement Plan
 Progress: Completed

-   **2 Course Articulation: To enhance the transfer of courses between the main receiving institutions of LSUE transfer students.**
 Provided By: Academic Affairs
 Progress: Completed

 -   **2.1: Articulation Agreements**
 Progress: Completed

-   **3: IE-Compliance with SACSCOC standard that apply to Institutional Effectiveness**
 Provided By: Institutional Research and Effectiveness
 Progress: Completed

 -   **3.1: IE-SACSCOC Compliance**
 Progress: Completed
 -   **3.2: IE-QEP Outcomes**
 Progress: Completed

-   **3: In an effort to further examine program effectiveness, Pathways to Success program staff will examine program completion, fall to spring, and fall to fall retention.**
 Provided By: Developmental Education
 Progress: Completed

 -   **3.1: Program Completion**
 Progress: Completed
 -   **3.2: Fall to Spring Retention**
 Progress: Completed
 -   **3.3: Fall to Fall Retention**
 Progress: Completed

-   **3: Maintain an effective radiologic technology program**

Provided By: Radiologic Technology
Progress: Completed

- 🌐 **3.1: Radiologic Technology Professional Competency**
 Progress: Completed
- 🌐 **3.2: Radiologic Technology Retention**
 Progress: Completed
- 🌐 **3.3: Radiologic Technology Employment**
 Progress: Completed

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

Provided By: Quality Enhancement Plan
Progress: Completed

- 🌐 **3.1: Professional Development**
 Progress: Completed
- 🌐 **3.2: Increase Retention and Completion of Developmental and General Education Mathematics**
 Progress: Completed
- 🌐 **3.3: Reduce the Amount of Time in Developmental Mathematics**
 Progress: Completed

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

Provided By: Academic Affairs
Progress: Completed

- 🌐 **3.1: Curriculum Development**
 Progress: Completed

🌐 **4: In an effort to better place students and reduce the amount of time in developmental education, begin development of an assessment center using ACT's COMPASS and a modular mathematics program (as written in LEQSF(2013-14)-ENH-PEN-06).**

Provided By: Developmental Education
Progress: Canceled

- 🌐 **4.1: Assessment Center and Modular Mathematics programs**
 Progress: Canceled
- 🌐 **4.2: Assessment of Incoming Freshmen**
 Progress: Canceled
- 🌐 **4.3: Pre and Post Testing of Developmental Students**
 Progress: Canceled
- 🌐 **4.4: Modular Mathematics MATH 0001 and MATH 0002**
 Progress: Canceled

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

Provided By: Respiratory Care
Progress: Completed

- 🌐 **4.1: Respiratory Care Professional Competency**
 Progress: Completed

- 🌐 **4.2: Respiratory Care Retention**
Progress: Completed
- 🌐 **4.3: Respiratory Care Employment**
Progress: Completed

🌐 **4: Retention of Liberal Arts Majors**

Provided By: Liberal Arts
Progress: Completed

- 🌐 **4.0: Retention- Aggregated Liberal Arts Majors**
Progress: Completed
- 🌐 **4.1: Maintain Fall to Fall retention of all students declaring their chosen major as General Studies.**
Progress: Canceled
- 🌐 **4.2: Maintain Fall to Fall retention of all students declaring their chosen major as: Education Undecided**
Progress: Canceled
- 🌐 **4.3: Maintain Fall to Fall retention of all students declaring their chosen major as: Undecided Liberal Arts**
Progress: Canceled
- 🌐 **4.4: Maintain Fall to Fall retention of all students declaring their chosen major as: Arts**
Progress: Canceled
- 🌐 **4.7: Maintain Fall to Fall retention of all students declaring their chosen major as Psychology**
Progress: Canceled
- 🌐 **4.8: Maintain Fall to Fall retention of all students declaring their chosen major as Sociology**
Progress: Canceled

🌐 **4. Institutional Effectiveness: To foster academic success through instructional effectiveness.**

Provided By: Academic Affairs
Progress: Completed

- 🌐 **4.1: Instructional Program Satisfaction**
Progress: Completed
- 🌐 **4.2: One Year Retention**
Progress: Completed

🌐 **5: Student Placement**

Provided By: Science & Mathematics
Progress: Completed

- 🌐 **5.1: Assessment of Entering Students**
Progress: Completed

🌐 **6: Maintain an effective computer information technology (CIT) program.**

Provided By: Computer Information Technology
Progress: Completed

- 🌐 **6.1: CIT Professional Competency**
Progress: Completed

 **6.4: CIT Placement**
Progress: Completed

 **7: Maintain an effective management program**
Provided By: Management
Progress: Completed

 **7.1: Management Professional Competency**
Progress: Completed

 **7.4: MGMT Placement**
Progress: Completed

 **7: Sequential Courses**
Provided By: Science & Mathematics
Progress: Completed

 **7.1: MATH 0002 to college-level mathematics**
Progress: Completed

 **7.2: BIOL 1001 to ZOO 1011**
Progress: Completed

 **8: Maintain an effective Office Information System (OIS) program**
Provided By: Computer Information Technology
Progress: Canceled

 **8.1: OIS Professional Competency**
Progress: Canceled

 **8.4: OIS Placement**
Progress: Canceled

 **9: General Education Competency in the Social Sciences**
Provided By: Health Sciences & Business Technology
Progress: Completed

 **3: Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.**

Related Items

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

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

 **1.1: Completion and Approval of Annual Affirmative Action Plan**
Progress: Completed

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

 **1.3: Assess Campus Climate**
Progress: Completed

- 1: Increase campus visibility to strengthen enrollment, recruitment and fund-raising efforts.**
 Provided By: Public Affairs
 Progress: Completed

 - 1.1: Visibility-Name Recognition**
 Progress: Completed
 - 1.2: Visibility - Focus Groups**
 Progress: Completed

- 1: LSU Eunice faculty and staff will pursue public, private, and institutional grant and research opportunities to enhance academic programs and services.**
 Provided By: Grants
 Progress: Completed

 - 1.1: Grant Training**
 Progress: Completed
 - 1.2: Grant Submissions**
 Progress: Completed
 - 1.3: Perkins CTE Grant**
 Progress: Completed

- 1: Maintain an effective Associate of Science Louisiana Transfer Program**
 Provided By: Science & Mathematics
 Progress: Completed

 - 1.1: Associate of Science Louisiana Transfer**
 Progress: Completed

- 1: Provide upgraded printed materials and expand our capacity to interact with and respond to prospective students**
 Provided By: High School Relations
 Progress: Completed

 - 1.1: Recruiting**
 Progress: Completed
 - 1.2: Recruiting Collaboration**
 Progress: Delayed

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

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

- 1: The QEP seeks to increase student learning in developmental mathematics using innovative techniques of instruction.**
 Provided By: Quality Enhancement Plan
 Progress: Completed

 - 1.1: Increase achievement of SLOs in MATH 0001 and MATH 0002**
 Progress: Completed

-  **2: Oversee all internal and external communication/marketing collateral to maintain a consistent image that accurately portrays opportunities for the various constituencies.**
 Provided By: Public Affairs
 Progress: Completed

 -  **2.1: Visibility-Communication**
 Progress: Completed

-  **2: The QEP seeks to increase student learning in the first general education mathematics courses after completion of developmental mathematics (see 2.1 and 2.2 in GE).**
 Provided By: Quality Enhancement Plan
 Progress: Completed

-  **2 Course Articulation: To enhance the transfer of courses between the main receiving institutions of LSUE transfer students.**
 Provided By: Academic Affairs
 Progress: Completed

 -  **2.1: Articulation Agreements**
 Progress: Completed

-  **3: IE-Compliance with SACSCOC standard that apply to Institutional Effectiveness**
 Provided By: Institutional Research and Effectiveness
 Progress: Completed

 -  **3.1: IE-SACSCOC Compliance**
 Progress: Completed
 -  **3.2: IE-QEP Outcomes**
 Progress: Completed

-  **3: Maintain an effective Honors Program**
 Provided By: Liberal Arts
 Progress: Completed

 -  **3.1: Honors learning community environment**
 Progress: Completed
 -  **3.2: Honors leadership experiences**
 Progress: Overdue

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

 -  **3.1: Professional Development**
 Progress: Completed
 -  **3.2: Increase Retention and Completion of Developmental and General Education Mathematics**
 Progress: Completed
 -  **3.3: Reduce the Amount of Time in Developmental Mathematics**
 Progress: Completed

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

 -  **3.1: Curriculum Development**
 Progress: Completed

-  **4: In an effort to better place students and reduce the amount of time in developmental education, begin development of an assessment center using ACT's COMPASS and a modular mathematics program (as written in LEQSF(2013-14)-ENH-PEN-06).**
 Provided By: Developmental Education
 Progress: Canceled

 -  **4.1: Assessment Center and Modular Mathematics programs**
 Progress: Canceled
 -  **4.2: Assessment of Incoming Freshmen**
 Progress: Canceled
 -  **4.3: Pre and Post Testing of Developmental Students**
 Progress: Canceled
 -  **4.4: Modular Mathematics MATH 0001 and MATH 0002**
 Progress: Canceled

-  **4: Retention of Liberal Arts Majors**
 Provided By: Liberal Arts
 Progress: Completed

 -  **4.0: Retention- Aggregated Liberal Arts Majors**
 Progress: Completed
 -  **4.1: Maintain Fall to Fall retention of all students declaring their chosen major as General Studies.**
 Progress: Canceled
 -  **4.2: Maintain Fall to Fall retention of all students declaring their chosen major as: Education Undecided**
 Progress: Canceled
 -  **4.3: Maintain Fall to Fall retention of all students declaring their chosen major as: Undecided Liberal Arts**
 Progress: Canceled
 -  **4.4: Maintain Fall to Fall retention of all students declaring their chosen major as: Arts**
 Progress: Canceled
 -  **4.7: Maintain Fall to Fall retention of all students declaring their chosen major as Psychology**
 Progress: Canceled
 -  **4.8: Maintain Fall to Fall retention of all students declaring their chosen major as Sociology**
 Progress: Canceled

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

 **4.1: Instructional Program Satisfaction**

Progress: Completed

 **4.2: One Year Retention**

Progress: Completed

 **5: Artistic, Cultural, Historic Understanding; Written and Spoken Communication (see General Education)**

Provided By: Liberal Arts

Progress: Completed

 **5: Maintain an effective fire science program**

Provided By: Fire and Emergency Services

Progress: Completed

 **5.1: Fire and Emergency Services - Professional Competency**

Progress: Delayed

 **5.2: Fire and Emergency Services Employment**

Progress: Completed

 **5: Student Placement**

Provided By: Science & Mathematics

Progress: Completed

 **5.1: Assessment of Entering Students**

Progress: Completed

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

Provided By: Academic Affairs

Progress: Completed

 **5.1: Policies and Procedures-Faculty**

Progress: Completed

 **5.2: Policies and Procedures-Academic Council**

Progress: Completed

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

Provided By: Health Sciences & Business Technology

Progress: Completed



4: Students who need developmental instruction acquire the knowledge and skills to prepare them for collegiate study.

Related Items

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

Provided By: Affirmative Action/Equal Employment Opportunity

Progress: Completed

 **1.1: Completion and Approval of Annual Affirmative Action Plan**

Progress: Completed

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

Progress: Completed

 **1.3: Assess Campus Climate**

Progress: Completed

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

Provided By: Developmental Education

Progress: Completed

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

Progress: Completed

 **1.2: Developmental Math (MATH 0001)**

Progress: Completed

 **1.3: Developmental Math (MATH 0002)**

Progress: Completed

 **1.4: Orientation to University Studies (UNIV 1005)**

Progress: Completed

 **1.5: College Reading (UNIV 0008)**

Progress: Completed

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

Provided By: Grants

Progress: Completed

 **1.1: Grant Training**

Progress: Completed

 **1.2: Grant Submissions**

Progress: Completed

 **1.3: Perkins CTE Grant**

Progress: Completed

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

Provided By: Diagnostic Medical Sonography

Progress: Completed

 **1.1: DMS Professional Competency**

Progress: Completed

 **1.2: DMS Retention**

Progress: Completed

 **1.3: DMS Employment**

Progress: Completed

 **1: To increase retention and graduation rates for project participants**

Provided By: Student Support Services

Progress: Completed

 **1.1: Persistence**

Progress: Completed

 **1.2: Academic Standing**

Progress: Completed

 **1.3: Graduation**

Progress: Completed

 **1.4: Transfer (4-year)**

Progress: Completed

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

Provided By: Quality Enhancement Plan

Progress: Completed

 **1.1: Increase achievement of SLOs in MATH 0001 and MATH 0002**

Progress: Completed

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

Progress: Completed

 **1.3: Increase Mathematics Scores on the CAAP**

Progress: Delayed

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

Provided By: Affirmative Action/Equal Employment Opportunity

Progress: Completed

 **2.1 : Title IX Campus Climate**

Progress: Completed

 **2.2: Title IX Prevention Efforts**

Progress: Completed

 **2.3: Title IX Response to Complaints**

Progress: Completed

 **2.4: Campus Accountability**

Progress: Completed

 **2: Maintain an effective nursing program**

Provided By: Nursing

Progress: Completed

 **2.1: Nursing Professional Competency**

Progress: Completed

 **2.2: Nursing Retention**

Progress: Completed

 **2.3: Nursing Employment**

Progress: Completed

 **2: Oversee all internal and external communication/marketing collateral to maintain a consistent image that accurately portrays opportunities for the various constituencies.**

Provided By: Public Affairs

Progress: Completed

 **2.1: Visibility-Communication**

Progress: Completed

-   **2: To select and enroll students who demonstrate academic need and who are eligible to participate in the project.**
 Provided By: Student Support Services
 Progress: Completed

 -   **2.1: Student Selection**
 Progress: Completed
 -   **2.2: Needs Assessment**
 Progress: Canceled

-   **2: The QEP seeks to increase student learning in the first general education mathematics courses after completion of developmental mathematics (see 2.1 and 2.2 in GE).**
 Provided By: Quality Enhancement Plan
 Progress: Completed

-   **3: Course Completion**
 Provided By: Science & Mathematics
 Progress: Completed

 -   **3.1: Developmental Mathematics Completion**
 Progress: Completed

-   **3: IE-Compliance with SACSCOC standard that apply to Institutional Effectiveness**
 Provided By: Institutional Research and Effectiveness
 Progress: Completed

 -   **3.1: IE-SACSCOC Compliance**
 Progress: Completed
 -   **3.2: IE-QEP Outcomes**
 Progress: Completed

-   **3: In an effort to further examine program effectiveness, Pathways to Success program staff will examine program completion, fall to spring, and fall to fall retention.**
 Provided By: Developmental Education
 Progress: Completed

 -   **3.1: Program Completion**
 Progress: Completed
 -   **3.2: Fall to Spring Retention**
 Progress: Completed
 -   **3.3: Fall to Fall Retention**
 Progress: Completed

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

 -   **3.1: Radiologic Technology Professional Competency**
 Progress: Completed
 -   **3.2: Radiologic Technology Retention**
 Progress: Completed

 **3.3: Radiologic Technology Employment**
Progress: Completed

 **3: To provide participants with academic support through tutorials, computer-assisted instruction and supplemental instruction. Canceled due to being outdated. pf.**

Provided By: Student Support Services

Progress: Canceled

 **3.1: Academic Support**
Progress: Canceled

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

Provided By: Quality Enhancement Plan

Progress: Completed

 **3.1: Professional Development**
Progress: Completed

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

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

 **4: In an effort to better place students and reduce the amount of time in developmental education, begin development of an assessment center using ACT's COMPASS and a modular mathematics program (as written in LEQSF(2013-14)-ENH-PEN-06).**

Provided By: Developmental Education

Progress: Canceled

 **4.1: Assessment Center and Modular Mathematics programs**
Progress: Canceled

 **4.2: Assessment of Incoming Freshmen**
Progress: Canceled

 **4.3: Pre and Post Testing of Developmental Students**
Progress: Canceled

 **4.4: Modular Mathematics MATH 0001 and MATH 0002**
Progress: Canceled

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

Provided By: Respiratory Care

Progress: Completed

 **4.1: Respiratory Care Professional Competency**
Progress: Completed

 **4.2: Respiratory Care Retention**
Progress: Completed

 **4.3: Respiratory Care Employment**
Progress: Completed

 **4: Retention of Liberal Arts Majors**

Provided By: Liberal Arts

Progress: Completed

- 
4.0: Retention- Aggregated Liberal Arts Majors
 Progress: Completed
- 
4.1: Maintain Fall to Fall retention of all students declaring their chosen major as General Studies.
 Progress: Canceled
- 
4.2: Maintain Fall to Fall retention of all students declaring their chosen major as: Education Undecided
 Progress: Canceled
- 
4.3: Maintain Fall to Fall retention of all students declaring their chosen major as: Undecided Liberal Arts
 Progress: Canceled
- 
4.4: Maintain Fall to Fall retention of all students declaring their chosen major as: Arts
 Progress: Canceled
- 
4.7: Maintain Fall to Fall retention of all students declaring their chosen major as Psychology
 Progress: Canceled
- 
4.8: Maintain Fall to Fall retention of all students declaring their chosen major as Sociology
 Progress: Canceled

 **4. Institutional Effectiveness: To foster academic success through instructional effectiveness.**

Provided By: Academic Affairs

Progress: Completed

- 
4.1: Instructional Program Satisfaction
 Progress: Completed
- 
4.2: One Year Retention
 Progress: Completed

 **5: Maintain an effective fire science program**

Provided By: Fire and Emergency Services

Progress: Completed

- 
5.1: Fire and Emergency Services - Professional Competency
 Progress: Delayed
- 
5.2: Fire and Emergency Services Employment
 Progress: Completed

 **5: Student Placement**

Provided By: Science & Mathematics

Progress: Completed

- 
5.1: Assessment of Entering Students
 Progress: Completed

 **6: Maintain an effective computer information technology (CIT) program.**

Provided By: Computer Information Technology

Progress: Completed

 **6.1: CIT Professional Competency**

Progress: Completed

 **6.4: CIT Placement**

Progress: Completed

 **6: Retention**

Provided By: Science & Mathematics

Progress: Completed

 **6.1: General Education Sciences Retention**

Progress: Completed

 **7: Maintain an effective management program**

Provided By: Management

Progress: Completed

 **7.1: Management Professional Competency**

Progress: Completed

 **7.4: MGMT Placement**

Progress: Completed

 **7: Sequential Courses**

Provided By: Science & Mathematics

Progress: Completed

 **7.1: MATH 0002 to college-level mathematics**

Progress: Completed

 **7.2: BIOL 1001 to ZOOL 1011**

Progress: Completed

 **8: Maintain an effective Office Information System (OIS) program**

Provided By: Computer Information Technology

Progress: Canceled

 **8.1: OIS Professional Competency**

Progress: Canceled

 **8.4: OIS Placement**

Progress: Canceled



5: Students receive support and assistance in reaching academic, personal, career, and employment goals.

Related Items

 **1: Enhance network security by keeping up with industry supported standards.**

Provided By: Information Technology

Progress: Completed

 **1.1: Networking and Telecom**

Progress: Completed

 **1.2: Networking and Telecom**

Progress: Completed

- 1: Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.**
 Provided By: Affirmative Action/Equal Employment Opportunity
 Progress: Completed

 - 1.1: Completion and Approval of Annual Affirmative Action Plan**
 Progress: Completed
 - 1.2: Annually Provide Training on AA/EEO topics to faculty & staff**
 Progress: Completed
 - 1.3: Assess Campus Climate**
 Progress: Completed

- 1: Hire digital services / systems librarian**
 Provided By: Library
 Progress: Completed

 - 1.1: To hire a digital services / systems librarian**
 Progress: Completed

- 1: IR-Make course evaluations available online in a consistent, efficient manner.**
 Provided By: Institutional Research and Effectiveness
 Progress: Completed

 - 1.1: Data-Course Evaluation**
 Progress: Completed

- 1: In working to maintain an effective developmental education program, Pathways to Success will provide students the necessary support for the successful completion of their developmental coursework.**
 Provided By: Developmental Education
 Progress: Completed

 - 1.1: Developmental English (ENGL 0001)**
 Progress: Completed
 - 1.2: Developmental Math (MATH 0001)**
 Progress: Completed
 - 1.3: Developmental Math (MATH 0002)**
 Progress: Completed
 - 1.4: Orientation to University Studies (UNIV 1005)**
 Progress: Completed
 - 1.5: College Reading (UNIV 0008)**
 Progress: Completed

- 1: LSU Eunice faculty and staff will pursue public, private, and institutional grant and research opportunities to enhance academic programs and services.**
 Provided By: Grants
 Progress: Completed

 - 1.1: Grant Training**

- Progress: Completed
 -  **1.2: Grant Submissions**
Progress: Completed
 -  **1.3: Perkins CTE Grant**
Progress: Completed
-  **1: Maintain a Care and Development of Young Children program.**
Provided By: Care and Development of Young Children
Progress: Completed
 -  **1.1: CDYC Competence**
Progress: Completed
 -  **1.2: CDYC Placement**
Progress: Completed
 -  **4.5: Maintain Fall to Fall retention of all students declaring their chosen major as: Care and Development of Young Children**
Progress: Completed
-  **1: Maintain an effective Associate of Science Louisiana Transfer Program**
Provided By: Science & Mathematics
Progress: Completed
 -  **1.1: Associate of Science Louisiana Transfer**
Progress: Completed
-  **1: Maintain an effective Diagnostic Medical Sonography Program**
Provided By: Diagnostic Medical Sonography
Progress: Completed
 -  **1.1: DMS Professional Competency**
Progress: Completed
 -  **1.2: DMS Retention**
Progress: Completed
 -  **1.3: DMS Employment**
Progress: Completed
-  **1: Provide counseling services to students**
Provided By: Student Development Services
Progress: Completed
 -  **1.1: Counseling Services - Satisfaction of Availability**
Progress: Completed
-  **1: Provide financial resources for eligible students in support of their educational/career goals.**
Provided By: Financial Aid
Progress: Completed
 -  **1.1: Financial Aid-Information**
Progress: Completed
 -  **1.2: Financial Aid Resources**
Progress: Completed
 -  **1.3: Financial Aid-Scholarships**
Progress: Completed

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

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

Provided By: Institutional Liaison Officer

Progress: Completed

 **1.1: Bengal Day**
Progress: Completed

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

Provided By: Registrar / Admissions

Progress: Completed

 **1.1: Decreasing processing time of admission applications**
Progress: Completed

 **1: To assist students in declaring a major and exploring job opportunities.**

Provided By: Career Services

Progress: Completed

 **1.1: Career Decision Making and Experiential Education**
Progress: Completed

 **1: To provide a reliable personnel record system which respects confidentiality and meets legal requirements, and to provide information on a comprehensive benefits package.**

Provided By: Human Resources

Progress: Completed

 **1.1: Correspondences-Human Resources**
Progress: Completed

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

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

Provided By: Purchasing

Progress: Completed

 **1.1: Purchasing-Timing and Budget**
Progress: Completed

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

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

Provided By: Athletics

Progress: Completed

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

-  **1: Track Student Immunization records to assure that all new students meet health requirements.**
 Provided By: Student Affairs and Enrollment Services
 Progress: Completed

 -  **1.1: Immunizations**
 Progress: Completed

-  **1: The QEP seeks to increase student learning in developmental mathematics using innovative techniques of instruction.**
 Provided By: Quality Enhancement Plan
 Progress: Completed

 -  **1.1: Increase achievement of SLOs in MATH 0001 and MATH 0002**
 Progress: Completed
 -  **1.2: Increase the Cognitive Ability of Students in MATH 0001 and MATH 0002**
 Progress: Completed
 -  **1.3: Increase Mathematics Scores on the CAAP**
 Progress: Delayed

-  **1. Academic Advising: To have a high degree of student and faculty satisfaction with the academic advising system.**
 Provided By: Academic Affairs
 Progress: Completed

 -  **1.1: Academic Advising-Faculty**
 Progress: Completed
 -  **1.2: Academic Advising-Students**
 Progress: Completed

-  **2: Assisting with the enrollment process**
 Provided By: Institutional Liaison Officer
 Progress: Completed

 -  **2.1: Enrollment of students that were assisted with pre-enrollment information**
 Progress: Completed

-  **2: Ensure compliance with State and Federal laws and University policies related to Title IX in relation to campus climate, response, prevention and accountability.**
 Provided By: Affirmative Action/Equal Employment Opportunity
 Progress: Completed

 -  **2.1 : Title IX Campus Climate**
 Progress: Completed
 -  **2.2: Title IX Prevention Efforts**
 Progress: Completed
 -  **2.3: Title IX Response to Complaints**
 Progress: Completed
 -  **2.4: Campus Accountability**
 Progress: Completed

- 2: General Education: Pathways to Success will provide students the necessary support for the successful completion of their first general education course in English, mathematics, and social science.**
 Provided By: Developmental Education
 Progress: Completed

 - Reference to Gen Ed: See general education**
 Progress: Completed

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

 - 2.1: Degree Checkout Returns**
 Progress: Completed

- 2: In relation to current library space, space utilization with future adaptations and needed upgrades, continue to upgrade and transform specific library physical spaces into more useful and accessible venues**
 Provided By: Library
 Progress: Completed

 - 2.1: Enhance use of library "Information Commons" as well as other public spaces for students and patrons**
 Progress: Completed

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

 - 2.1: Grant Guidelines**
 Progress: Completed
 - 2.2: Adherence to Grant Guidelines**
 Progress: Completed

- 2: Maintain an effective criminal justice program.**
 Provided By: Criminal Justice
 Progress: Completed

 - 2.1: Criminal Justice Professional Competency**
 Progress: Completed
 - 2.2: CJ Placement**
 Progress: Completed
 - 4.6: Maintain Fall to Fall retention of all students declaring their chosen major as Criminal Justice.**
 Progress: Completed

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

 - 2.1: Nursing Professional Competency**
 Progress: Completed
 - 2.2: Nursing Retention**
 Progress: Completed

 **2.3: Nursing Employment**
Progress: Completed

-  **2: Oversee all internal and external communication/marketing collateral to maintain a consistent image that accurately portrays opportunities for the various constituencies.**

Provided By: Public Affairs

Progress: Completed

 **2.1: Visibility-Communication**
Progress: Completed

-  **2: Promote the educational mission of the LSU Eunice campus within the community-at-large.**

Provided By: Institutional Development / LSUE Foundation

Progress: Completed

 **2.1: Continue to develop and maintain programs that attract Adult learners 50+ to campus**

Progress: Canceled

 **2.2: Annual Report to Donors and Annual Giving Campaign**
Progress: Completed

-  **2: Provide for Parent Orientations**

Provided By: Student Development Services

Progress: Completed

 **2.1: Parent Orientation**
Progress: Completed

-  **2: Provide orientation for new students to acquaint themselves with the university.**

Provided By: Student Affairs and Enrollment Services

Progress: Completed

 **2.1: Orientation**
Progress: Completed

-  **2: To assist students in sharpening their job search skills.**

Provided By: Career Services

Progress: Completed

 **2.1: Job Search-Resume Approval**
Progress: Completed

 **2.2: Job Search - Resume Writing**
Progress: Completed

-  **2: To select and enroll students who demonstrate academic need and who are eligible to participate in the project.**

Provided By: Student Support Services

Progress: Completed

 **2.1: Student Selection**
Progress: Completed

 **2.2: Needs Assessment**
Progress: Canceled

- 2: The QEP seeks to increase student learning in the first general education mathematics courses after completion of developmental mathematics (see 2.1 and 2.2 in GE).**
 Provided By: Quality Enhancement Plan
 Progress: Completed
- 2 Course Articulation: To enhance the transfer of courses between the main receiving institutions of LSUE transfer students.**
 Provided By: Academic Affairs
 Progress: Completed

 - 2.1: Articulation Agreements**
 Progress: Completed
- 3: Course Completion**
 Provided By: Science & Mathematics
 Progress: Completed

 - 3.1: Developmental Mathematics Completion**
 Progress: Completed
- 3: IE-Compliance with SACSCOC standard that apply to Institutional Effectiveness**
 Provided By: Institutional Research and Effectiveness
 Progress: Completed

 - 3.1: IE-SACSCOC Compliance**
 Progress: Completed
 - 3.2: IE-QEP Outcomes**
 Progress: Completed
- 3: In an effort to further examine program effectiveness, Pathways to Success program staff will examine program completion, fall to spring, and fall to fall retention.**
 Provided By: Developmental Education
 Progress: Completed

 - 3.1: Program Completion**
 Progress: Completed
 - 3.2: Fall to Spring Retention**
 Progress: Completed
 - 3.3: Fall to Fall Retention**
 Progress: Completed
- 3: Maintain an effective Honors Program**
 Provided By: Liberal Arts
 Progress: Completed

 - 3.1: Honors learning community environment**
 Progress: Completed
 - 3.2: Honors leadership experiences**
 Progress: Overdue
- 3: Maintain an effective radiologic technology program**
 Provided By: Radiologic Technology

Progress: Completed

 **3.1: Radiologic Technology Professional Competency**

Progress: Completed

 **3.2: Radiologic Technology Retention**

Progress: Completed

 **3.3: Radiologic Technology Employment**

Progress: Completed

 **3: Secure funding for annual LOUIS institutional membership fee**

Provided By: Library

Progress: Completed

 **3.1: Library administrative services / budgeting - secure annual LOUIS membership funding based on LOUIS fee projections**

Progress: Completed

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

Provided By: Career Services

Progress: Completed

 **3.1: Employment Services-Renamed Graduates' Utilization of CCN**

Progress: Completed

 **3.2: Employment Services - Placement**

Progress: Completed

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

Provided By: Quality Enhancement Plan

Progress: Completed

 **3.1: Professional Development**

Progress: Completed

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

Progress: Completed

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

Progress: Completed

 **4: In an effort to better place students and reduce the amount of time in developmental education, begin development of an assessment center using ACT's COMPASS and a modular mathematics program (as written in LEQSF(2013-14)-ENH-PEN-06).**

Provided By: Developmental Education

Progress: Canceled

 **4.1: Assessment Center and Modular Mathematics programs**

Progress: Canceled

 **4.2: Assessment of Incoming Freshmen**

Progress: Canceled

 **4.3: Pre and Post Testing of Developmental Students**

Progress: Canceled

 **4.4: Modular Mathematics MATH 0001 and MATH 0002**

Progress: Canceled

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

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

-  **4: To develop partner relationships with employers and monitor employer satisfaction.**
 Provided By: Career Services
 Progress: Completed

 -  **4.1: Employment Services-Employer Satisfaction**
 Progress: Completed

-  **4: To provide those services which promote a positive institutional environment in which participants can be successful. Canceled due to being outdated. pf.**
 Provided By: Student Support Services
 Progress: Canceled

 -  **4.1: Advising-academic**
 Progress: Canceled
 -  **4.2: Counseling-Financial Aid and Career**
 Progress: Canceled
 -  **4.3: Counseling-Transfer**
 Progress: Canceled
 -  **4.4: Counseling-Disability Services**
 Progress: Canceled

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

 -  **4.1: Instructional Program Satisfaction**
 Progress: Completed
 -  **4.2: One Year Retention**
 Progress: Completed

-  **5: Artistic, Cultural, Historic Understanding; Written and Spoken Communication (see General Education)**
 Provided By: Liberal Arts
 Progress: Completed

-  **5: Student Placement**
 Provided By: Science & Mathematics
 Progress: Completed

 **5.1: Assessment of Entering Students**
Progress: Completed

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

Provided By: Academic Affairs
Progress: Completed

 **5.1: Policies and Procedures-Faculty**
Progress: Completed

 **5.2: Policies and Procedures-Academic Council**
Progress: Completed

 **6: Maintain an effective computer information technology (CIT) program.**

Provided By: Computer Information Technology
Progress: Completed

 **6.1: CIT Professional Competency**
Progress: Completed

 **6.4: CIT Placement**
Progress: Completed

 **6: Retention**

Provided By: Science & Mathematics
Progress: Completed

 **6.1: General Education Sciences Retention**
Progress: Completed

 **7: Maintain an effective management program**

Provided By: Management
Progress: Completed

 **7.1: Management Professional Competency**
Progress: Completed

 **7.4: MGMT Placement**
Progress: Completed

 **7: Sequential Courses**

Provided By: Science & Mathematics
Progress: Completed

 **7.1: MATH 0002 to college-level mathematics**
Progress: Completed

 **7.2: BIOL 1001 to ZOOL 1011**
Progress: Completed

 **8: Maintain an effective Office Information System (OIS) program**

Provided By: Computer Information Technology
Progress: Canceled

 **8.1: OIS Professional Competency**
Progress: Canceled

 **8.4: OIS Placement**

Progress: Canceled



6: Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.

Related Items

- 🌐🟡 **1: Enhance Role of Student Government and Student Activities**
 Provided By: Student Activities
 Progress: Completed
 - 🌐🟦 **1.1: Student Activities CAB**
 Progress: Completed
 - 🌐🟦 **1.2: Student Government Association**
 Progress: Completed

- 🌐🟡 **1: Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.**
 Provided By: Affirmative Action/Equal Employment Opportunity
 Progress: Completed
 - 🌐🟦 **1.1: Completion and Approval of Annual Affirmative Action Plan**
 Progress: Completed
 - 🌐🟦 **1.2: Annually Provide Training on AA/EEO topics to faculty & staff**
 Progress: Completed
 - 🌐🟦 **1.3: Assess Campus Climate**
 Progress: Completed

- 🌐🟡 **1: Maintain an effective Diagnostic Medical Sonography Program**
 Provided By: Diagnostic Medical Sonography
 Progress: Completed
 - 🌐🟦 **1.1: DMS Professional Competency**
 Progress: Completed
 - 🌐🟦 **1.2: DMS Retention**
 Progress: Completed
 - 🌐🟦 **1.3: DMS Employment**
 Progress: Completed

- 🌐🟡 **1: To foster civic learning and community service, which includes opportunities for student volunteerism, civic engagement and interaction with public officials.**
 Provided By: Institutional Development / LSUE Foundation
 Progress: Completed
 - 🌐🟦 **1.1: Develop a program in partnership with Office of Student Affairs for Community Service Opportunities for students**
 Progress: Completed

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

- Progress: Canceled
 -  **2.2: Annual Report to Donors and Annual Giving Campaign**
Progress: Completed
-  **2: Provide student activities that promote peer engagement and retention**
 - Provided By: Student Activities
 - Progress: Completed
 -  **2.1: Student Activities - Number**
Progress: Completed
 -  **2.2: Student Activities - Satisfaction**
Progress: Completed
-  **2: To be successful on the field of play.**
 - Provided By: Athletics
 - Progress: Completed
 -  **2.1: Maintain a winning percentage**
Progress: Completed
-  **3: IE-Compliance with SACSCOC standard that apply to Institutional Effectiveness**
 - Provided By: Institutional Research and Effectiveness
 - Progress: Completed
 -  **3.1: IE-SACSCOC Compliance**
Progress: Completed
 -  **3.2: IE-QEP Outcomes**
Progress: Completed
-  **3: Maintain an effective Honors Program**
 - Provided By: Liberal Arts
 - Progress: Completed
 -  **3.1: Honors learning community environment**
Progress: Completed
 -  **3.2: Honors leadership experiences**
Progress: Overdue
-  **3: Maintain an effective radiologic technology program**
 - Provided By: Radiologic Technology
 - Progress: Completed
 -  **3.1: Radiologic Technology Professional Competency**
Progress: Completed
 -  **3.2: Radiologic Technology Retention**
Progress: Completed
 -  **3.3: Radiologic Technology Employment**
Progress: Completed
-  **4: Maintain an effective program in respiratory care.**
 - Provided By: Respiratory Care
 - Progress: Completed
 -  **4.1: Respiratory Care Professional Competency**

Progress: Completed

 **4.2: Respiratory Care Retention**

Progress: Completed

 **4.3: Respiratory Care Employment**

Progress: Completed

 **4. Institutional Effectiveness: To foster academic success through instructional effectiveness.**

Provided By: Academic Affairs

Progress: Completed

 **4.1: Instructional Program Satisfaction**

Progress: Completed

 **4.2: One Year Retention**

Progress: Completed

 **5: Artistic, Cultural, Historic Understanding; Written and Spoken Communication (see General Education)**

Provided By: Liberal Arts

Progress: Completed

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

Provided By: Academic Affairs

Progress: Completed

 **5.1: Policies and Procedures-Faculty**

Progress: Completed

 **5.2: Policies and Procedures-Academic Council**

Progress: Completed

 **6: Maintain an effective computer information technology (CIT) program.**

Provided By: Computer Information Technology

Progress: Completed

 **6.1: CIT Professional Competency**

Progress: Completed

 **6.4: CIT Placement**

Progress: Completed

 **7: Maintain an effective management program**

Provided By: Management

Progress: Completed

 **7.1: Management Professional Competency**

Progress: Completed

 **7.4: MGMT Placement**

Progress: Completed

 **8: Maintain an effective Office Information System (OIS) program**

Provided By: Computer Information Technology

Progress: Canceled

 **8.1: OIS Professional Competency**

- Progress: Canceled
-  **8.4: OIS Placement**
- Progress: Canceled

7: Students find facilities and resources adequate in classrooms, laboratories, the library, and recreational areas.

Related Items

-  **1: Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.**
 Provided By: Affirmative Action/Equal Employment Opportunity
 Progress: Completed
 -  **1.1: Completion and Approval of Annual Affirmative Action Plan**
 Progress: Completed
 -  **1.2: Annually Provide Training on AA/EEO topics to faculty & staff**
 Progress: Completed
 -  **1.3: Assess Campus Climate**
 Progress: Completed
-  **1: Hire digital services / systems librarian**
 Provided By: Library
 Progress: Completed
 -  **1.1: To hire a digital services / systems librarian**
 Progress: Completed
-  **1: IR-Make course evaluations available online in a consistent, efficient manner.**
 Provided By: Institutional Research and Effectiveness
 Progress: Completed
 -  **1.1: Data-Course Evaluation**
 Progress: Completed
-  **1: LSU Eunice faculty and staff will pursue public, private, and institutional grant and research opportunities to enhance academic programs and services.**
 Provided By: Grants
 Progress: Completed
 -  **1.1: Grant Training**
 Progress: Completed
 -  **1.2: Grant Submissions**
 Progress: Completed
 -  **1.3: Perkins CTE Grant**
 Progress: Completed
-  **1: Maintain an effective Diagnostic Medical Sonography Program**
 Provided By: Diagnostic Medical Sonography

Progress: Completed

 **1.1: DMS Professional Competency**

Progress: Completed

 **1.2: DMS Retention**

Progress: Completed

 **1.3: DMS Employment**

Progress: Completed

 **1: Provide regular training in emergency response procedures to campus personnel**

Provided By: Campus Security

Progress: Completed

 **1.1: Emergency Response Training**

Progress: Completed

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

Provided By: Cafeteria

Progress: Completed

 **1.1: Food Service-Faculty Satisfaction**

Progress: Completed

 **1.2: Food Service-Staff Satisfaction**

Progress: Completed

 **1.3: Food Service-Student Satisfaction**

Progress: Completed

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

Provided By: Physical Plant

Progress: Completed

 **1.1: Building and Grounds-Faculty Satisfaction**

Progress: Completed

 **1.2: Building and Grounds-Staff**

Progress: Completed

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

Progress: Completed

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

Provided By: Purchasing

Progress: Completed

 **1.1: Purchasing-Timing and Budget**

Progress: Completed

 **1.2: Purchasing-Audit**

Progress: Completed

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

Provided By: Athletics

Progress: Completed

 **1.1: Student Learning and GPA**

Progress: Completed

-  **1: The QEP seeks to increase student learning in developmental mathematics using innovative techniques of instruction.**
 Provided By: Quality Enhancement Plan
 Progress: Completed

 -  **1.1: Increase achievement of SLOs in MATH 0001 and MATH 0002**
 Progress: Completed
 -  **1.2: Increase the Cognitive Ability of Students in MATH 0001 and MATH 0002**
 Progress: Completed
 -  **1.3: Increase Mathematics Scores on the CAAP**
 Progress: Delayed

-  **1. Academic Advising: To have a high degree of student and faculty satisfaction with the academic advising system.**
 Provided By: Academic Affairs
 Progress: Completed

 -  **1.1: Academic Advising-Faculty**
 Progress: Completed
 -  **1.2: Academic Advising-Students**
 Progress: Completed

-  **2: Ensure compliance with State and Federal laws and University policies related to Title IX in relation to campus climate, response, prevention and accountability.**
 Provided By: Affirmative Action/Equal Employment Opportunity
 Progress: Completed

 -  **2.1 : Title IX Campus Climate**
 Progress: Completed
 -  **2.2: Title IX Prevention Efforts**
 Progress: Completed
 -  **2.3: Title IX Response to Complaints**
 Progress: Completed
 -  **2.4: Campus Accountability**
 Progress: Completed

-  **2: General Education: Pathways to Success will provide students the necessary support for the successful completion of their first general education course in English, mathematics, and social science.**
 Provided By: Developmental Education
 Progress: Completed

 -  **Reference to Gen Ed: See general education**
 Progress: Completed

-  **2: IR-Provide the campus at large with access to timely reporting information.**
 Provided By: Institutional Research and Effectiveness
 Progress: Completed

 -  **2.1: Overall Data Gathering and Reporting**

- Progress: Completed
- 
2.2: Reduce Open Time of Service Requests
 Progress: Completed

 - 
2: In relation to current library space, space utilization with future adaptations and needed upgrades, continue to upgrade and transform specific library physical spaces into more useful and accessible venues
 Provided By: Library
 Progress: Completed
 - 
2.1: Enhance use of library "Information Commons" as well as other public spaces for students and patrons
 Progress: Completed

 - 
2: LSU Eunice sponsored programs will operate within the guidelines of funding entities and federal, state, system, and institutional policy.
 Provided By: Grants
 Progress: Completed
 - 
2.1: Grant Guidelines
 Progress: Completed
 - 
2.2: Adherence to Grant Guidelines
 Progress: Completed

 - 
2: Maintain an effective nursing program
 Provided By: Nursing
 Progress: Completed
 - 
2.1: Nursing Professional Competency
 Progress: Completed
 - 
2.2: Nursing Retention
 Progress: Completed
 - 
2.3: Nursing Employment
 Progress: Completed

 - 
2: Oversee all internal and external communication/marketing collateral to maintain a consistent image that accurately portrays opportunities for the various constituencies.
 Provided By: Public Affairs
 Progress: Completed
 - 
2.1: Visibility-Communication
 Progress: Completed

 - 
2: Promote the educational mission of the LSU Eunice campus within the community-at-large.
 Provided By: Institutional Development / LSUE Foundation
 Progress: Completed
 - 
2.1: Continue to develop and maintain programs that attract Adult learners 50+ to campus
 Progress: Canceled
 - 
2.2: Annual Report to Donors and Annual Giving Campaign

Progress: Completed

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

 -  **2.1: User Services-Staff Technology**
 Progress: Completed
 -  **2.2: User Services-Staff Support**
 Progress: Completed
 -  **2.3: User Services-Faculty Support**
 Progress: Completed
 -  **2.4: User Services-Faculty Technology**
 Progress: Completed

-  **2: Provide for the safety and security of all members of the university community**
 Provided By: Campus Security
 Progress: Completed

 -  **2.1: Patrol**
 Progress: Completed
 -  **2.2: Parking**
 Progress: Completed

-  **2: Provide student activities that promote peer engagement and retention**
 Provided By: Student Activities
 Progress: Completed

 -  **2.1: Student Activities - Number**
 Progress: Completed
 -  **2.2: Student Activities - Satisfaction**
 Progress: Completed

-  **2: To be successful on the field of play.**
 Provided By: Athletics
 Progress: Completed

 -  **2.1: Maintain a winning percentage**
 Progress: Completed

-  **2: The QEP seeks to increase student learning in the first general education mathematics courses after completion of developmental mathematics (see 2.1 and 2.2 in GE).**
 Provided By: Quality Enhancement Plan
 Progress: Completed

-  **3: IE-Compliance with SACSCOC standard that apply to Institutional Effectiveness**
 Provided By: Institutional Research and Effectiveness
 Progress: Completed

 -  **3.1: IE-SACSCOC Compliance**

Progress: Canceled

 **4.1: Assessment Center and Modular Mathematics programs**

Progress: Canceled

 **4.2: Assessment of Incoming Freshmen**

Progress: Canceled

 **4.3: Pre and Post Testing of Developmental Students**

Progress: Canceled

 **4.4: Modular Mathematics MATH 0001 and MATH 0002**

Progress: Canceled

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

Provided By: Respiratory Care

Progress: Completed

 **4.1: Respiratory Care Professional Competency**

Progress: Completed

 **4.2: Respiratory Care Retention**

Progress: Completed

 **4.3: Respiratory Care Employment**

Progress: Completed

 **4: Retention of Liberal Arts Majors**

Provided By: Liberal Arts

Progress: Completed

 **4.0: Retention- Aggregated Liberal Arts Majors**

Progress: Completed

 **4.1: Maintain Fall to Fall retention of all students declaring their chosen major as General Studies.**

Progress: Canceled

 **4.2: Maintain Fall to Fall retention of all students declaring their chosen major as: Education Undecided**

Progress: Canceled

 **4.3: Maintain Fall to Fall retention of all students declaring their chosen major as: Undecided Liberal Arts**

Progress: Canceled

 **4.4: Maintain Fall to Fall retention of all students declaring their chosen major as: Arts**

Progress: Canceled

 **4.7: Maintain Fall to Fall retention of all students declaring their chosen major as Psychology**

Progress: Canceled

 **4.8: Maintain Fall to Fall retention of all students declaring their chosen major as Sociology**

Progress: Canceled

 **4. Institutional Effectiveness: To foster academic success through instructional effectiveness.**

Provided By: Academic Affairs

Progress: Completed

 **4.1: Instructional Program Satisfaction**

Progress: Completed

 **Progress: Completed**
7.4: MGMT Placement
Progress: Completed

-  **8: Maintain an effective Office Information System (OIS) program**
Provided By: Computer Information Technology
Progress: Canceled
-  **8.1: OIS Professional Competency**
Progress: Canceled
-  **8.4: OIS Placement**
Progress: Canceled

8: Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.

Related Items

-  **1: To prepare an annual budget which reflects the mission of the university and supports institutional priorities.**
Provided By: Accounting
Progress: Completed
-  **1.1: Budget Preparation**
Progress: Completed
-  **1: Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.**
Provided By: Affirmative Action/Equal Employment Opportunity
Progress: Completed
-  **1.1: Completion and Approval of Annual Affirmative Action Plan**
Progress: Completed
-  **1.2: Annually Provide Training on AA/EEO topics to faculty & staff**
Progress: Completed
-  **1.3: Assess Campus Climate**
Progress: Completed
-  **1: In working to maintain an effective developmental education program, Pathways to Success will provide students the necessary support for the successful completion of their developmental coursework.**
Provided By: Developmental Education
Progress: Completed
-  **1.1: Developmental English (ENGL 0001)**
Progress: Completed
-  **1.2: Developmental Math (MATH 0001)**
Progress: Completed
-  **1.3: Developmental Math (MATH 0002)**
Progress: Completed
-  **1.4: Orientation to University Studies (UNIV 1005)**

Progress: Completed

 **1.5: College Reading (UNIV 0008)**

Progress: Completed

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

Provided By: Grants

Progress: Completed

-  **1.1: Grant Training**
Progress: Completed
-  **1.2: Grant Submissions**
Progress: Completed
-  **1.3: Perkins CTE Grant**
Progress: Completed

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

Provided By: Care and Development of Young Children

Progress: Completed

-  **1.1: CDYC Competence**
Progress: Completed
-  **1.2: CDYC Placement**
Progress: Completed
-  **4.5: Maintain Fall to Fall retention of all students declaring their chosen major as: Care and Development of Young Children**
Progress: Completed

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

Provided By: Diagnostic Medical Sonography

Progress: Completed

-  **1.1: DMS Professional Competency**
Progress: Completed
-  **1.2: DMS Retention**
Progress: Completed
-  **1.3: DMS Employment**
Progress: Completed

-  **1: The Office of Admissions will decrease turnaround time for processing of paid applications.**

Provided By: Registrar / Admissions

Progress: Completed

-  **1.1: Decreasing processing time of admission applications**
Progress: Completed

-  **1: The Office of Continuing Education will provide non-credit learning experiences that meet the needs of a wide variety of community learners.**

Provided By: Continuing Education

Progress: Completed

-  **1.1: Non Credit-Personal Enrichment**

Progress: Completed

 **1.2: Non Credit-Workforce Training**

Progress: Completed

 **1.3: Non Credit-Youth**

Progress: Completed

 **1: To assist students in declaring a major and exploring job opportunities.**

Provided By: Career Services

Progress: Completed

 **1.1: Career Decision Making and Experiential Education**

Progress: Completed

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

Provided By: Quality Enhancement Plan

Progress: Completed

 **1.1: Increase achievement of SLOs in MATH 0001 and MATH 0002**

Progress: Completed

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

Progress: Completed

 **1.3: Increase Mathematics Scores on the CAAP**

Progress: Delayed

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

Provided By: Academic Affairs

Progress: Completed

 **1.1: Academic Advising-Faculty**

Progress: Completed

 **1.2: Academic Advising-Students**

Progress: Completed

 **2: General Education: Pathways to Success will provide students the necessary support for the successful completion of their first general education course in English, mathematics, and social science.**

Provided By: Developmental Education

Progress: Completed

 **Reference to Gen Ed: See general education**

Progress: Completed

 **2: Maintain an effective criminal justice program.**

Provided By: Criminal Justice

Progress: Completed

 **2.1: Criminal Justice Professional Competency**

Progress: Completed

 **2.2: CJ Placement**

Progress: Completed

- 🌐 **4.6: Maintain Fall to Fall retention of all students declaring their chosen major as Criminal Justice.**

Progress: Completed

- 🌐 **2: Oversee all internal and external communication/marketing collateral to maintain a consistent image that accurately portrays opportunities for the various constituencies.**

Provided By: Public Affairs

Progress: Completed

- 🌐 **2.1: Visibility-Communication**

Progress: Completed

- 🌐 **2: Promote the educational mission of the LSU Eunice campus within the community-at-large.**

Provided By: Institutional Development / LSUE Foundation

Progress: Completed

- 🌐 **2.1: Continue to develop and maintain programs that attract Adult learners 50+ to campus**

Progress: Canceled

- 🌐 **2.2: Annual Report to Donors and Annual Giving Campaign**

Progress: Completed

- 🌐 **2: The Office of Continuing Education will administer off-campus University programs and assist the Divisions by scheduling and administering extension and electronic course options that are responsive to unique student needs off-campus and after-hours.**

Provided By: Continuing Education

Progress: Completed

- 🌐 **2.1: Credit Offerings-After Hours/Off-campus Courses**

Progress: Completed

- 🌐 **2.2: Credit Offerings: Extension Programs and Special Services**

Progress: Completed

- 🌐 **2.3: Student Learning Outcomes in Coursework**

Progress: Completed

- 🌐 **2: To assist students in sharpening their job search skills.**

Provided By: Career Services

Progress: Completed

- 🌐 **2.1: Job Search-Resume Approval**

Progress: Completed

- 🌐 **2.2: Job Search - Resume Writing**

Progress: Completed

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

Provided By: Accounting

Progress: Completed

- 🌐 **2.1: Budget Review-Faculty**

Progress: Completed

- 🌐 **2.2: Budget Review Committee**

 **Progress: Completed**
 **2.3: Budget Control**
Progress: Completed

-  **2: The QEP seeks to increase student learning in the first general education mathematics courses after completion of developmental mathematics (see 2.1 and 2.2 in GE).**
Provided By: Quality Enhancement Plan
Progress: Completed
-  **3: IE-Compliance with SACSCOC standard that apply to Institutional Effectiveness**
Provided By: Institutional Research and Effectiveness
Progress: Completed

 -  **3.1: IE-SACSCOC Compliance**
Progress: Completed
 -  **3.2: IE-QEP Outcomes**
Progress: Completed
-  **3: In an effort to further examine program effectiveness, Pathways to Success program staff will examine program completion, fall to spring, and fall to fall retention.**
Provided By: Developmental Education
Progress: Completed

 -  **3.1: Program Completion**
Progress: Completed
 -  **3.2: Fall to Spring Retention**
Progress: Completed
 -  **3.3: Fall to Fall Retention**
Progress: Completed
-  **3: Maintain an effective Honors Program**
Provided By: Liberal Arts
Progress: Completed

 -  **3.1: Honors learning community environment**
Progress: Completed
 -  **3.2: Honors leadership experiences**
Progress: Overdue
-  **3: Maintain an effective radiologic technology program**
Provided By: Radiologic Technology
Progress: Completed

 -  **3.1: Radiologic Technology Professional Competency**
Progress: Completed
 -  **3.2: Radiologic Technology Retention**
Progress: Completed
 -  **3.3: Radiologic Technology Employment**
Progress: Completed

- 3: The Continuing Education Office will use post-event survey data to evaluate the effectiveness of its non-credit and community service programs, including activities related to workforce development, leisure and lifelong learning, and youth enrichment.**
 Provided By: Continuing Education
 Progress: Completed

 - 3.1: Administer post-event evaluative surveys.**
 Progress: Completed
 - 3.2: Courses or programs will meet clients' needs/interests.**
 Progress: Completed
 - 3.3: Clients will recommend Continuing Education courses or programs to others.**
 Progress: Completed
 - 3.4: Clients will consider participation in Continuing Education classes and community service programs/events a worthwhile investment of time and/or money.**
 Progress: Completed

- 3: To assist students in obtaining part-time/full-time employment.**
 Provided By: Career Services
 Progress: Completed

 - 3.1: Employment Services-Renamed Graduates' Utilization of CCN**
 Progress: Completed
 - 3.2: Employment Services - Placement**
 Progress: Completed

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

 - 3.1: Professional Development**
 Progress: Completed
 - 3.2: Increase Retention and Completion of Developmental and General Education Mathematics**
 Progress: Completed
 - 3.3: Reduce the Amount of Time in Developmental Mathematics**
 Progress: Completed

- 4: Continue to offer community literacy and library leadership for St. Landry Parish and building out a larger more comprehensive library network that can assist parish students and supplement their information needs when in their local communities.**
 Provided By: Library
 Progress: Completed

 - 4.1: External and Community Services - Offer various library programs for community**
 Progress: Completed

- 
4.2: Community Service - continue leadership as pertains to the need for a parish public library system - St. Landry Parish is the only parish in the State of Louisiana without a parish public library system
 Progress: Completed

- 
4: In an effort to better place students and reduce the amount of time in developmental education, begin development of an assessment center using ACT's COMPASS and a modular mathematics program (as written in LEQSF(2013-14)-ENH-PEN-06).

Provided By: Developmental Education

Progress: Canceled

- 
4.1: Assessment Center and Modular Mathematics programs
 Progress: Canceled
- 
4.2: Assessment of Incoming Freshmen
 Progress: Canceled
- 
4.3: Pre and Post Testing of Developmental Students
 Progress: Canceled
- 
4.4: Modular Mathematics MATH 0001 and MATH 0002
 Progress: Canceled

- 
4: Retention of Liberal Arts Majors

Provided By: Liberal Arts

Progress: Completed

- 
4.0: Retention- Aggregated Liberal Arts Majors
 Progress: Completed
- 
4.1: Maintain Fall to Fall retention of all students declaring their chosen major as General Studies.
 Progress: Canceled
- 
4.2: Maintain Fall to Fall retention of all students declaring their chosen major as: Education Undecided
 Progress: Canceled
- 
4.3: Maintain Fall to Fall retention of all students declaring their chosen major as: Undecided Liberal Arts
 Progress: Canceled
- 
4.4: Maintain Fall to Fall retention of all students declaring their chosen major as: Arts
 Progress: Canceled
- 
4.7: Maintain Fall to Fall retention of all students declaring their chosen major as Psychology
 Progress: Canceled
- 
4.8: Maintain Fall to Fall retention of all students declaring their chosen major as Sociology
 Progress: Canceled

- 
4: To develop partner relationships with employers and monitor employer satisfaction.

Provided By: Career Services

Progress: Completed

- 
4.1: Employment Services-Employer Satisfaction

Progress: Completed

-  **5: Maintain an effective fire science program**
 Provided By: Fire and Emergency Services
 Progress: Completed
 -  **5.1: Fire and Emergency Services - Professional Competency**
 Progress: Delayed
 -  **5.2: Fire and Emergency Services Employment**
 Progress: Completed

-  **5. Policies and Procedures: To ensure that academic policies and procedures are reviewed annually for clarity and conformity to national good practices.**
 Provided By: Academic Affairs
 Progress: Completed
 -  **5.1: Policies and Procedures-Faculty**
 Progress: Completed
 -  **5.2: Policies and Procedures-Academic Council**
 Progress: Completed

-  **7: Maintain an effective management program**
 Provided By: Management
 Progress: Completed
 -  **7.1: Management Professional Competency**
 Progress: Completed
 -  **7.4: MGMT Placement**
 Progress: Completed

-  **9: General Education Competency in the Social Sciences**
 Provided By: Health Sciences & Business Technology
 Progress: Completed



9: Citizens experience cultural enrichment and personal development through participating in programs offered as a community service.

Related Items

-  **1: Enhance Role of Student Government and Student Activities**
 Provided By: Student Activities
 Progress: Completed
 -  **1.1: Student Activities CAB**
 Progress: Completed
 -  **1.2: Student Government Association**
 Progress: Completed

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

Provided By: Affirmative Action/Equal Employment Opportunity

Progress: Completed

🌐 **1.1: Completion and Approval of Annual Affirmative Action Plan**

Progress: Completed

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

Progress: Completed

🌐 **1.3: Assess Campus Climate**

Progress: Completed

🌐 **1: The Office of Continuing Education will provide non-credit learning experiences that meet the needs of a wide variety of community learners.**

Provided By: Continuing Education

Progress: Completed

🌐 **1.1: Non Credit-Personal Enrichment**

Progress: Completed

🌐 **1.2: Non Credit-Workforce Training**

Progress: Completed

🌐 **1.3: Non Credit-Youth**

Progress: Completed

🌐 **1: To foster civic learning and community service, which includes opportunities for student volunteerism, civic engagement and interaction with public officials.**

Provided By: Institutional Development / LSUE Foundation

Progress: Completed

🌐 **1.1: Develop a program in partnership with Office of Student Affairs for Community Service Opportunities for students**

Progress: Completed

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

Provided By: Athletics

Progress: Completed

🌐 **1.1: Student Learning and GPA**

Progress: Completed

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

Provided By: Academic Affairs

Progress: Completed

🌐 **1.1: Academic Advising-Faculty**

Progress: Completed

🌐 **1.2: Academic Advising-Students**

Progress: Completed

🌐 **2: Oversee all internal and external communication/marketing collateral to maintain a consistent image that accurately portrays opportunities for the various constituencies.**

Provided By: Public Affairs

Progress: Completed

Progress: Completed

- 
4: Continue to offer community literacy and library leadership for St. Landry Parish and building out a larger more comprehensive library network that can assist parish students and supplement their information needs when in their local communities.

Provided By: Library

Progress: Completed

- 
4.1: External and Community Services - Offer various library programs for community

Progress: Completed

- 
4.2: Community Service - continue leadership as pertains to the need for a parish public library system - St. Landry Parish is the only parish in the State of Louisiana without a parish public library system

Progress: Completed

- 
5. Policies and Procedures: To ensure that academic policies and procedures are reviewed annually for clarity and conformity to national good practices.

Provided By: Academic Affairs

Progress: Completed

- 
5.1: Policies and Procedures-Faculty

Progress: Completed

- 
5.2: Policies and Procedures-Academic Council

Progress: Completed

VII. Strategic Goals

- ☆ **2.4: Increase the Graduation Rate (defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS)) – baseline year rate for Two-Year Colleges (Fall 2005 Cohort) of 7.8% to 7.9% by 2017-18 (Fall 2013 cohort).**

Related Items

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

 - 👉🌐 **1.1: Budget Preparation**
 Progress: Completed

- 👉🟡 **1: Enhance network security by keeping up with industry supported standards.**
 Provided By: Information Technology
 Progress: Completed

 - 👉🌐 **1.1: Networking and Telecom**
 Progress: Completed
 - 👉🌐 **1.2: Networking and Telecom**
 Progress: Completed

- 👉🟡 **1: Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.**
 Provided By: Affirmative Action/Equal Employment Opportunity
 Progress: Completed

 - 👉🌐 **1.1: Completion and Approval of Annual Affirmative Action Plan**
 Progress: Completed
 - 👉🌐 **1.2: Annually Provide Training on AA/EEO topics to faculty & staff**
 Progress: Completed
 - 👉🌐 **1.3: Assess Campus Climate**
 Progress: Completed

- 👉🟡 **1: Hire digital services / systems librarian**
 Provided By: Library
 Progress: Completed

 - 👉🌐 **1.1: To hire a digital services / systems librarian**
 Progress: Completed

- 👉🟡 **1: IR-Make course evaluations available online in a consistent, efficient manner.**
 Provided By: Institutional Research and Effectiveness
 Progress: Completed

 - 👉🌐 **1.1: Data-Course Evaluation**
 Progress: Completed

-   **1: In working to maintain an effective developmental education program, Pathways to Success will provide students the necessary support for the successful completion of their developmental coursework.**
 Provided By: Developmental Education
 Progress: Completed

 -   **1.1: Developmental English (ENGL 0001)**
 Progress: Completed
 -   **1.2: Developmental Math (MATH 0001)**
 Progress: Completed
 -   **1.3: Developmental Math (MATH 0002)**
 Progress: Completed
 -   **1.4: Orientation to University Studies (UNIV 1005)**
 Progress: Completed
 -   **1.5: College Reading (UNIV 0008)**
 Progress: Completed

-   **1: Increase campus visibility to strengthen enrollment, recruitment and fund-raising efforts.**
 Provided By: Public Affairs
 Progress: Completed

 -   **1.1: Visibility-Name Recognition**
 Progress: Completed
 -   **1.2: Visibility - Focus Groups**
 Progress: Completed

-   **1: LSU Eunice faculty and staff will pursue public, private, and institutional grant and research opportunities to enhance academic programs and services.**
 Provided By: Grants
 Progress: Completed

 -   **1.1: Grant Training**
 Progress: Completed
 -   **1.2: Grant Submissions**
 Progress: Completed
 -   **1.3: Perkins CTE Grant**
 Progress: Completed

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

 -   **1.1: CDYC Competence**
 Progress: Completed
 -   **1.2: CDYC Placement**
 Progress: Completed
 -   **4.5: Maintain Fall to Fall retention of all students declaring their chosen major as: Care and Development of Young Children**
 Progress: Completed

-  **1: Maintain an effective Associate of Science Louisiana Transfer Program**
 Provided By: Science & Mathematics
 Progress: Completed

 -  **1.1: Associate of Science Louisiana Transfer**
 Progress: Completed

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

 -  **1.1: DMS Professional Competency**
 Progress: Completed
 -  **1.2: DMS Retention**
 Progress: Completed
 -  **1.3: DMS Employment**
 Progress: Completed

-  **1: Provide counseling services to students**
 Provided By: Student Development Services
 Progress: Completed

 -  **1.1: Counseling Services - Satisfaction of Availability**
 Progress: Completed

-  **1: Provide financial resources for eligible students in support of their educational/career goals.**
 Provided By: Financial Aid
 Progress: Completed

 -  **1.1: Financial Aid-Information**
 Progress: Completed
 -  **1.2: Financial Aid Resources**
 Progress: Completed
 -  **1.3: Financial Aid-Scholarships**
 Progress: Completed
 -  **1.4: Financial Aid Counseling**
 Progress: Completed

-  **1: To assist students in declaring a major and exploring job opportunities.**
 Provided By: Career Services
 Progress: Completed

 -  **1.1: Career Decision Making and Experiential Education**
 Progress: Completed

-  **1: To foster civic learning and community service, which includes opportunities for student volunteerism, civic engagement and interaction with public officials.**
 Provided By: Institutional Development / LSUE Foundation
 Progress: Completed

 -  **1.1: Develop a program in partnership with Office of Student Affairs for Community Service Opportunities for students**

Progress: Completed

-  **1: To increase retention and graduation rates for project participants**
 Provided By: Student Support Services
 Progress: Completed

 -  **1.1: Persistence**
 Progress: Completed
 -  **1.2: Academic Standing**
 Progress: Completed
 -  **1.3: Graduation**
 Progress: Completed
 -  **1.4: Transfer (4-year)**
 Progress: Completed

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

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

-  **1: To provide a high quality dining experience for students, faculty, and staff.**
 Provided By: Cafeteria
 Progress: Completed

 -  **1.1: Food Service-Faculty Satisfaction**
 Progress: Completed
 -  **1.2: Food Service-Staff Satisfaction**
 Progress: Completed
 -  **1.3: Food Service-Student Satisfaction**
 Progress: Completed

-  **1: To provide a reliable personnel record system which respects confidentiality and meets legal requirements, and to provide information on a comprehensive benefits package.**
 Provided By: Human Resources
 Progress: Completed

 -  **1.1: Correspondences-Human Resources**
 Progress: Completed
 -  **1.2: Human Resources-Audit**
 Progress: Completed

-  **1: To provide clean and well maintained facilities and grounds.**
 Provided By: Physical Plant
 Progress: Completed

 -  **1.1: Building and Grounds-Faculty Satisfaction**
 Progress: Completed
 -  **1.2: Building and Grounds-Staff**

Progress: Completed

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

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

Provided By: Purchasing

Progress: Completed

 **1.1: Purchasing-Timing and Budget**

Progress: Completed

 **1.2: Purchasing-Audit**

Progress: Completed

-  **1: Track Student Immunization records to assure that all new students meet health requirements.**

Provided By: Student Affairs and Enrollment Services

Progress: Completed

 **1.1: Immunizations**

Progress: Completed

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

Provided By: Quality Enhancement Plan

Progress: Completed

 **1.1: Increase achievement of SLOs in MATH 0001 and MATH 0002**
Progress: Completed

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

Progress: Completed

 **1.3: Increase Mathematics Scores on the CAAP**

Progress: Delayed

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

Provided By: Academic Affairs

Progress: Completed

 **1.1: Academic Advising-Faculty**

Progress: Completed

 **1.2: Academic Advising-Students**

Progress: Completed

-  **2: General Education: Competency in sciences and mathematics**

Provided By: Science & Mathematics

Progress: Completed

-  **2: General Education: Pathways to Success will provide students the necessary support for the successful completion of their first general education course in English, mathematics, and social science.**

Provided By: Developmental Education

Progress: Completed

-  **2: The Office of Continuing Education will administer off-campus University programs and assist the Divisions by scheduling and administering extension and electronic course options that are responsive to unique student needs off-campus and after-hours.**
 Provided By: Continuing Education
 Progress: Completed

 -  **2.1: Credit Offerings-After Hours/Off-campus Courses**
 Progress: Completed
 -  **2.2: Credit Offerings: Extension Programs and Special Services**
 Progress: Completed
 -  **2.3: Student Learning Outcomes in Coursework**
 Progress: Completed

-  **2: To assist students in sharpening their job search skills.**
 Provided By: Career Services
 Progress: Completed

 -  **2.1: Job Search-Resume Approval**
 Progress: Completed
 -  **2.2: Job Search - Resume Writing**
 Progress: Completed

-  **2: To plan a budget to meet the needs of the departments based on their goals and objectives.**
 Provided By: Accounting
 Progress: Completed

 -  **2.1: Budget Review-Faculty**
 Progress: Completed
 -  **2.2: Budget Review Committee**
 Progress: Completed
 -  **2.3: Budget Control**
 Progress: Completed

-  **2: To select and enroll students who demonstrate academic need and who are eligible to participate in the project.**
 Provided By: Student Support Services
 Progress: Completed

 -  **2.1: Student Selection**
 Progress: Completed
 -  **2.2: Needs Assessment**
 Progress: Canceled

-  **2: The QEP seeks to increase student learning in the first general education mathematics courses after completion of developmental mathematics (see 2.1 and 2.2 in GE).**
 Provided By: Quality Enhancement Plan
 Progress: Completed

-  **2 Course Articulation: To enhance the transfer of courses between the main receiving institutions of LSUE transfer students.**
 Provided By: Academic Affairs

Progress: Completed

 **2.1: Articulation Agreements**
Progress: Completed

 **3: Course Completion**
Provided By: Science & Mathematics
Progress: Completed

 **3.1: Developmental Mathematics Completion**
Progress: Completed

 **3: IE-Compliance with SACSCOC standard that apply to Institutional Effectiveness**

Provided By: Institutional Research and Effectiveness

Progress: Completed

 **3.1: IE-SACSCOC Compliance**
Progress: Completed

 **3.2: IE-QEP Outcomes**
Progress: Completed

 **3: In an effort to further examine program effectiveness, Pathways to Success program staff will examine program completion, fall to spring, and fall to fall retention.**

Provided By: Developmental Education

Progress: Completed

 **3.1: Program Completion**
Progress: Completed

 **3.2: Fall to Spring Retention**
Progress: Completed

 **3.3: Fall to Fall Retention**
Progress: Completed

 **3: Maintain an effective Honors Program**

Provided By: Liberal Arts

Progress: Completed

 **3.1: Honors learning community environment**
Progress: Completed

 **3.2: Honors leadership experiences**
Progress: Overdue

 **3: Maintain an effective radiologic technology program**

Provided By: Radiologic Technology

Progress: Completed

 **3.1: Radiologic Technology Professional Competency**
Progress: Completed

 **3.2: Radiologic Technology Retention**
Progress: Completed

 **3.3: Radiologic Technology Employment**
Progress: Completed

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

 -  **3.1: User Services-Student Support**
 Progress: Completed
 -  **3.2: User Services-Improvements**
 Progress: Completed

-  **3: Secure funding for annual LOUIS institutional membership fee**
 Provided By: Library
 Progress: Completed

 -  **3.1: Library administrative services / budgeting - secure annual LOUIS membership funding based on LOUIS fee projections**
 Progress: Completed

-  **3: To assist students in obtaining part-time/full-time employment.**
 Provided By: Career Services
 Progress: Completed

 -  **3.1: Employment Services-Renamed Graduates' Utilization of CCN**
 Progress: Completed
 -  **3.2: Employment Services - Placement**
 Progress: Completed

-  **3: To provide participants with academic support through tutorials, computer-assisted instruction and supplemental instruction. Canceled due to being outdated. pf.**
 Provided By: Student Support Services
 Progress: Canceled

 -  **3.1: Academic Support**
 Progress: Canceled

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

 -  **3.1: Professional Development**
 Progress: Completed
 -  **3.2: Increase Retention and Completion of Developmental and General Education Mathematics**
 Progress: Completed
 -  **3.3: Reduce the Amount of Time in Developmental Mathematics**
 Progress: Completed

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

 -  **3.1: Curriculum Development**

Progress: Completed

-  **4: Continue to offer community literacy and library leadership for St. Landry Parish and building out a larger more comprehensive library network that can assist parish students and supplement their information needs when in their local communities.**
 Provided By: Library
 Progress: Completed

 -  **4.1: External and Community Services - Offer various library programs for community**
 Progress: Completed
 -  **4.2: Community Service - continue leadership as pertains to the need for a parish public library system - St. Landry Parish is the only parish in the State of Louisiana without a parish public library system**
 Progress: Completed

-  **4: In an effort to better place students and reduce the amount of time in developmental education, begin development of an assessment center using ACT's COMPASS and a modular mathematics program (as written in LEQSF(2013-14)-ENH-PEN-06).**
 Provided By: Developmental Education
 Progress: Canceled

 -  **4.1: Assessment Center and Modular Mathematics programs**
 Progress: Canceled
 -  **4.2: Assessment of Incoming Freshmen**
 Progress: Canceled
 -  **4.3: Pre and Post Testing of Developmental Students**
 Progress: Canceled
 -  **4.4: Modular Mathematics MATH 0001 and MATH 0002**
 Progress: Canceled

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

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

-  **4: Retention of Liberal Arts Majors**
 Provided By: Liberal Arts
 Progress: Completed

 -  **4.0: Retention- Aggregated Liberal Arts Majors**
 Progress: Completed
 -  **4.1: Maintain Fall to Fall retention of all students declaring their chosen major as General Studies.**
 Progress: Canceled

-  **5: Enhance and improve use of library digital resources, "e-book" collections and online resources**
 Provided By: Library
 Progress: Completed

 -  **5.1: Instruction and References Services - employ various library activities to assist and work with students and faculty in using the campus library**
 Progress: Completed

-  **5: Maintain an effective fire science program**
 Provided By: Fire and Emergency Services
 Progress: Completed

 -  **5.1: Fire and Emergency Services - Professional Competency**
 Progress: Delayed
 -  **5.2: Fire and Emergency Services Employment**
 Progress: Completed

-  **5: Student Placement**
 Provided By: Science & Mathematics
 Progress: Completed

 -  **5.1: Assessment of Entering Students**
 Progress: Completed

-  **5. Policies and Procedures: To ensure that academic policies and procedures are reviewed annually for clarity and conformity to national good practices.**
 Provided By: Academic Affairs
 Progress: Completed

 -  **5.1: Policies and Procedures-Faculty**
 Progress: Completed
 -  **5.2: Policies and Procedures-Academic Council**
 Progress: Completed

-  **6: As a matter of collection development and library space utilization, weed library paper collections**
 Provided By: Library
 Progress: Canceled

 -  **6.1: Weed the documents (paper) library collections**
 Progress: Canceled

-  **6: Maintain an effective computer information technology (CIT) program.**
 Provided By: Computer Information Technology
 Progress: Completed

 -  **6.1: CIT Professional Competency**
 Progress: Completed
 -  **6.4: CIT Placement**
 Progress: Completed

-  **6: Retention**

Provided By: Science & Mathematics

Progress: Completed

 **6.1: General Education Sciences Retention**

Progress: Completed

 **7: Maintain an effective management program**

Provided By: Management

Progress: Completed

 **7.1: Management Professional Competency**

Progress: Completed

 **7.4: MGMT Placement**

Progress: Completed

 **7: Sequential Courses**

Provided By: Science & Mathematics

Progress: Completed

 **7.1: MATH 0002 to college-level mathematics**

Progress: Completed

 **7.2: BIOL 1001 to ZOOL 1011**

Progress: Completed

 **8: Maintain an effective Office Information System (OIS) program**

Provided By: Computer Information Technology

Progress: Canceled

 **8.1: OIS Professional Competency**

Progress: Canceled

 **8.4: OIS Placement**

Progress: Canceled

-  **2.5: Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 256 in 2008-09 academic year to 259 in academic year 2016-17. Students may only be counted once per award level.**

Related Items

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

Provided By: Accounting

Progress: Completed

 **1.1: Budget Preparation**

Progress: Completed

 **1: Enhance Role of Student Government and Student Activities**

Provided By: Student Activities

Progress: Completed

 **1.1: Student Activities CAB**

- Progress: Completed
- 🌐 **1.2: Student Government Association**
Progress: Completed

🌐 **1: Enhance network security by keeping up with industry supported standards.**

Provided By: Information Technology
Progress: Completed

- 🌐 **1.1: Networking and Telecom**
Progress: Completed
- 🌐 **1.2: Networking and Telecom**
Progress: Completed

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

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

- 🌐 **1.1: Completion and Approval of Annual Affirmative Action Plan**
Progress: Completed
- 🌐 **1.2: Annually Provide Training on AA/EEO topics to faculty & staff**
Progress: Completed
- 🌐 **1.3: Assess Campus Climate**
Progress: Completed

🌐 **1: Hire digital services / systems librarian**

Provided By: Library
Progress: Completed

- 🌐 **1.1: To hire a digital services / systems librarian**
Progress: Completed

🌐 **1: IR-Make course evaluations available online in a consistent, efficient manner.**

Provided By: Institutional Research and Effectiveness
Progress: Completed

- 🌐 **1.1: Data-Course Evaluation**
Progress: Completed

🌐 **1: In working to maintain an effective developmental education program, Pathways to Success will provide students the necessary support for the successful completion of their developmental coursework.**

Provided By: Developmental Education
Progress: Completed

- 🌐 **1.1: Developmental English (ENGL 0001)**
Progress: Completed
- 🌐 **1.2: Developmental Math (MATH 0001)**
Progress: Completed
- 🌐 **1.3: Developmental Math (MATH 0002)**
Progress: Completed
- 🌐 **1.4: Orientation to University Studies (UNIV 1005)**

Progress: Completed

 **1.5: College Reading (UNIV 0008)**

Progress: Completed

 **1: Increase campus visibility to strengthen enrollment, recruitment and fund-raising efforts.**

Provided By: Public Affairs

Progress: Completed

 **1.1: Visibility-Name Recognition**

Progress: Completed

 **1.2: Visibility - Focus Groups**

Progress: Completed

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

Provided By: Grants

Progress: Completed

 **1.1: Grant Training**

Progress: Completed

 **1.2: Grant Submissions**

Progress: Completed

 **1.3: Perkins CTE Grant**

Progress: Completed

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

Provided By: Care and Development of Young Children

Progress: Completed

 **1.1: CDYC Competence**

Progress: Completed

 **1.2: CDYC Placement**

Progress: Completed

 **4.5: Maintain Fall to Fall retention of all students declaring their chosen major as: Care and Development of Young Children**

Progress: Completed

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

Provided By: Science & Mathematics

Progress: Completed

 **1.1: Associate of Science Louisiana Transfer**

Progress: Completed

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

Provided By: Diagnostic Medical Sonography

Progress: Completed

 **1.1: DMS Professional Competency**

Progress: Completed

 **1.2: DMS Retention**

Progress: Completed

-  **1: To foster civic learning and community service, which includes opportunities for student volunteerism, civic engagement and interaction with public officials.**
 Provided By: Institutional Development / LSUE Foundation
 Progress: Completed

 -  **1.1: Develop a program in partnership with Office of Student Affairs for Community Service Opportunities for students**
 Progress: Completed

-  **1: To increase retention and graduation rates for project participants**
 Provided By: Student Support Services
 Progress: Completed

 -  **1.1: Persistence**
 Progress: Completed
 -  **1.2: Academic Standing**
 Progress: Completed
 -  **1.3: Graduation**
 Progress: Completed
 -  **1.4: Transfer (4-year)**
 Progress: Completed

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

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

-  **1: To provide a high quality dining experience for students, faculty, and staff.**
 Provided By: Cafeteria
 Progress: Completed

 -  **1.1: Food Service-Faculty Satisfaction**
 Progress: Completed
 -  **1.2: Food Service-Staff Satisfaction**
 Progress: Completed
 -  **1.3: Food Service-Student Satisfaction**
 Progress: Completed

-  **1: To provide a reliable personnel record system which respects confidentiality and meets legal requirements, and to provide information on a comprehensive benefits package.**
 Provided By: Human Resources
 Progress: Completed

 -  **1.1: Correspondences-Human Resources**
 Progress: Completed
 -  **1.2: Human Resources-Audit**

Progress: Completed

-  **1: To provide clean and well maintained facilities and grounds.**
 Provided By: Physical Plant
 Progress: Completed

 -  **1.1: Building and Grounds-Faculty Satisfaction**
 Progress: Completed
 -  **1.2: Building and Grounds-Staff**
 Progress: Completed
 -  **1.3: Building and Grounds-Student Satisfaction**
 Progress: Completed

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

 -  **1.1: Purchasing-Timing and Budget**
 Progress: Completed
 -  **1.2: Purchasing-Audit**
 Progress: Completed

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

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

-  **1: Track Student Immunization records to assure that all new students meet health requirements.**
 Provided By: Student Affairs and Enrollment Services
 Progress: Completed

 -  **1.1: Immunizations**
 Progress: Completed

-  **1: The QEP seeks to increase student learning in developmental mathematics using innovative techniques of instruction.**
 Provided By: Quality Enhancement Plan
 Progress: Completed

 -  **1.1: Increase achievement of SLOs in MATH 0001 and MATH 0002**
 Progress: Completed
 -  **1.2: Increase the Cognitive Ability of Students in MATH 0001 and MATH 0002**
 Progress: Completed
 -  **1.3: Increase Mathematics Scores on the CAAP**
 Progress: Delayed

-  **1. Academic Advising: To have a high degree of student and faculty satisfaction with the academic advising system.**
 Provided By: Academic Affairs
 Progress: Completed

- Progress: Completed
 -  **2.2: User Services-Staff Support**
Progress: Completed
 -  **2.3: User Services-Faculty Support**
Progress: Completed
 -  **2.4: User Services-Faculty Technology**
Progress: Completed
-  **2: Provide for Parent Orientations**
Provided By: Student Development Services
Progress: Completed
 -  **2.1: Parent Orientation**
Progress: Completed
-  **2: Provide for the safety and security of all members of the university community**
Provided By: Campus Security
Progress: Completed
 -  **2.1: Patrol**
Progress: Completed
 -  **2.2: Parking**
Progress: Completed
-  **2: Provide student activities that promote peer engagement and retention**
Provided By: Student Activities
Progress: Completed
 -  **2.1: Student Activities - Number**
Progress: Completed
 -  **2.2: Student Activities - Satisfaction**
Progress: Completed
-  **2: The Office of Continuing Education will administer off-campus University programs and assist the Divisions by scheduling and administering extension and electronic course options that are responsive to unique student needs off-campus and after-hours.**
Provided By: Continuing Education
Progress: Completed
 -  **2.1: Credit Offerings-After Hours/Off-campus Courses**
Progress: Completed
 -  **2.2: Credit Offerings: Extension Programs and Special Services**
Progress: Completed
 -  **2.3: Student Learning Outcomes in Coursework**
Progress: Completed
-  **2: To assist students in sharpening their job search skills.**
Provided By: Career Services
Progress: Completed
 -  **2.1: Job Search-Resume Approval**
Progress: Completed
 -  **2.2: Job Search - Resume Writing**

Progress: Completed

-  **2: To be successful on the field of play.**
 Provided By: Athletics
 Progress: Completed

 -  **2.1: Maintain a winning percentage**
 Progress: Completed

-  **2: To plan a budget to meet the needs of the departments based on their goals and objectives.**
 Provided By: Accounting
 Progress: Completed

 -  **2.1: Budget Review-Faculty**
 Progress: Completed
 -  **2.2: Budget Review Committee**
 Progress: Completed
 -  **2.3: Budget Control**
 Progress: Completed

-  **2: To select and enroll students who demonstrate academic need and who are eligible to participate in the project.**
 Provided By: Student Support Services
 Progress: Completed

 -  **2.1: Student Selection**
 Progress: Completed
 -  **2.2: Needs Assessment**
 Progress: Canceled

-  **2: The QEP seeks to increase student learning in the first general education mathematics courses after completion of developmental mathematics (see 2.1 and 2.2 in GE).**
 Provided By: Quality Enhancement Plan
 Progress: Completed

-  **2 Course Articulation: To enhance the transfer of courses between the main receiving institutions of LSUE transfer students.**
 Provided By: Academic Affairs
 Progress: Completed

 -  **2.1: Articulation Agreements**
 Progress: Completed

-  **3: Course Completion**
 Provided By: Science & Mathematics
 Progress: Completed

 -  **3.1: Developmental Mathematics Completion**
 Progress: Completed

-  **3: IE-Compliance with SACSCOC standard that apply to Institutional Effectiveness**
 Provided By: Institutional Research and Effectiveness

Progress: Completed

 **3.1: IE-SACSCOC Compliance**

Progress: Completed

 **3.2: IE-QEP Outcomes**

Progress: Completed

 **3: In an effort to further examine program effectiveness, Pathways to Success program staff will examine program completion, fall to spring, and fall to fall retention.**

Provided By: Developmental Education

Progress: Completed

 **3.1: Program Completion**

Progress: Completed

 **3.2: Fall to Spring Retention**

Progress: Completed

 **3.3: Fall to Fall Retention**

Progress: Completed

 **3: Maintain an effective Honors Program**

Provided By: Liberal Arts

Progress: Completed

 **3.1: Honors learning community environment**

Progress: Completed

 **3.2: Honors leadership experiences**

Progress: Overdue

 **3: Maintain an effective radiologic technology program**

Provided By: Radiologic Technology

Progress: Completed

 **3.1: Radiologic Technology Professional Competency**

Progress: Completed

 **3.2: Radiologic Technology Retention**

Progress: Completed

 **3.3: Radiologic Technology Employment**

Progress: Completed

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

Provided By: Information Technology

Progress: Completed

 **3.1: User Services-Student Support**

Progress: Completed

 **3.2: User Services-Improvements**

Progress: Completed

 **3: Secure funding for annual LOUIS institutional membership fee**

Provided By: Library

Progress: Completed

 **3.1: Library administrative services / budgeting - secure annual LOUIS membership funding based on LOUIS fee projections**

Progress: Completed

-  **3: To assist students in obtaining part-time/full-time employment.**
 Provided By: Career Services
 Progress: Completed

 -  **3.1: Employment Services-Renamed Graduates' Utilization of CCN**
 Progress: Completed
 -  **3.2: Employment Services - Placement**
 Progress: Completed

-  **3: To provide participants with academic support through tutorials, computer-assisted instruction and supplemental instruction. Canceled due to being outdated. pf.**
 Provided By: Student Support Services
 Progress: Canceled

 -  **3.1: Academic Support**
 Progress: Canceled

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

 -  **3.1: Professional Development**
 Progress: Completed
 -  **3.2: Increase Retention and Completion of Developmental and General Education Mathematics**
 Progress: Completed
 -  **3.3: Reduce the Amount of Time in Developmental Mathematics**
 Progress: Completed

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

 -  **3.1: Curriculum Development**
 Progress: Completed

-  **4: Continue to offer community literacy and library leadership for St. Landry Parish and building out a larger more comprehensive library network that can assist parish students and supplement their information needs when in their local communities.**
 Provided By: Library
 Progress: Completed

 -  **4.1: External and Community Services - Offer various library programs for community**
 Progress: Completed
 -  **4.2: Community Service - continue leadership as pertains to the need for a parish public library system - St. Landry Parish is the**

only parish in the State of Louisiana without a parish public library system

Progress: Completed

- ▶ **4: In an effort to better place students and reduce the amount of time in developmental education, begin development of an assessment center using ACT's COMPASS and a modular mathematics program (as written in LEQSF(2013-14)-ENH-PEN-06).**

Provided By: Developmental Education

Progress: Canceled

- ▶ **4.1: Assessment Center and Modular Mathematics programs**
Progress: Canceled
- ▶ **4.2: Assessment of Incoming Freshmen**
Progress: Canceled
- ▶ **4.3: Pre and Post Testing of Developmental Students**
Progress: Canceled
- ▶ **4.4: Modular Mathematics MATH 0001 and MATH 0002**
Progress: Canceled

- ▶ **4: Maintain an effective program in respiratory care.**

Provided By: Respiratory Care

Progress: Completed

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

- ▶ **4: Retention of Liberal Arts Majors**

Provided By: Liberal Arts

Progress: Completed

- ▶ **4.0: Retention- Aggregated Liberal Arts Majors**
Progress: Completed
- ▶ **4.1: Maintain Fall to Fall retention of all students declaring their chosen major as General Studies.**
Progress: Canceled
- ▶ **4.2: Maintain Fall to Fall retention of all students declaring their chosen major as: Education Undecided**
Progress: Canceled
- ▶ **4.3: Maintain Fall to Fall retention of all students declaring their chosen major as: Undecided Liberal Arts**
Progress: Canceled
- ▶ **4.4: Maintain Fall to Fall retention of all students declaring their chosen major as: Arts**
Progress: Canceled
- ▶ **4.7: Maintain Fall to Fall retention of all students declaring their chosen major as Psychology**
Progress: Canceled

VIII. Academic Year 2014-2015 All Departments – Detail for Goals and Objectives

Academic Affairs

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

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: no additional funds were requested

Relationship to Institutional Goal: Goal 3, Goal 5, Goal 6, Goal 7, Goal 8, Goal 9

Start: 11/1/2014

End: 10/31/2015

Provided By: Academic Affairs

Progress: Completed

Related Items

1.1: Academic Advising-Faculty

Progress: Completed

Provided By: Academic Affairs

Objective With Intended Outcomes

Faculty will be satisfied with the academic advising process.

Assessment/Evaluation/Measures/Strategies

Faculty will rate satisfaction with academic advising 4.0 or higher on the Faculty Survey. This is a historical benchmark based on last year's results.

The Faculty Survey is based on a Likert Scale with 4.0 representing that faculty "agree" with the statement. In this case, the objective is to have faculty agree overall that they are satisfied with academic advising.

Assessment/Evaluation Results (Progress Report)

This objective was not met in FY 13-14. One of the resources under development to assist in improving advising was FlightPath. Although progress is being made toward implementation, it has not been implemented for faculty use yet. Reference to the progress made is found in the document library. See [June 25, 2015 email](#) and [July 8, 2015 email](#).

For AY 2014-2015, the [score was 3.4 out of 5](#) with a standard deviation of 1.03 (see question with check mark from the spring 2015 Faculty Survey). The response rate was low again this year with only 22/64 faculty responding.

The objective was not met.

-  [Faculty Survey Results Advising](#)
-  [FlightPath progress](#)
-  [Flightpath progress cont](#)

Improvement Plan/ Changes Made

General [training sessions](#) to cover information related to advising have been implemented during the first week faculty return for regular semesters. Advising training has taken place a couple of times during the academic year. A copy of the advisor [training agenda from August 2015 is attached](#).

Advising has also been discussed in the [Academic Council](#) along with [changes in standard University forms](#).

We continue to work to implement Flightpath.

-  [Advising training notice](#)
-  [Microsoft Word - Agenda for Academic Council Meeting for December 1 2014](#)
-  [Microsoft Word - LSUE Advisor Training Session Fall 2015](#)
-  [Training memo 1](#)

1.2: Academic Advising-Students

Progress: Completed

Provided By: Academic Affairs

Objective With Intended Outcomes

Students will express satisfaction with academic advising.

Assessment/Evaluation/Measures/Strategies

Students will rate their satisfaction with academic advising at or above the national average using the Noel Levitz Student Opinion Survey for two-year colleges.

Students will rate their satisfaction with advising at or above the national average which fluctuates year to year. This year's national average was 5.43.

Assessment/Evaluation Results (Progress Report)

The objective was met in FY 2014.

For 2014-2015, students [rated their satisfaction](#) with the effectiveness of academic advising at 5.49 with a standard deviation of 1.32 as compared to 5.43 with a standard deviation of 1.35 for National Community Colleges. There was no statistical difference when compared to the result obtained from National Community Colleges.

The objective was met.

-  [SSI Advising 2015](#)

Improvement Plan/ Changes Made

Although the objective was met, we continue to develop tools like Flightpath and also increase training opportunities provided to faculty.

2 Course Articulation: To enhance the transfer of courses between the main receiving institutions of LSUE transfer students.

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: No additional funds requested

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 5

Start: 11/1/2014

End: 10/31/2015

Provided By: Academic Affairs

Progress: Completed

Related Items

 **2.1: Articulation Agreements**

Progress: Completed
Provided By: Academic Affairs

Objective With Intended Outcomes

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

Assessment/Evaluation/Measures/Strategies

Remove 100% of the courses covered by the Board of Regents Common Course Numbering System and include the Common Course Numbers in the LSU Eunice catalog.

Assessment/Evaluation Results (Progress Report)

The objective was met last year in the 2013-2014 academic year.

For, AY 2014-2015, as courses have been added to the [Statewide Articulation Matrix](#), they were removed from the individual articulation agreements with [UL Lafayette](#) and [McNeese](#) State University. Common Course Numbers as reflected in the Board of Regents [Common Course Catalog](#) have been included in the LSU Eunice 2014-15 [catalog](#).

Objective met.

-  [Common course numbers](#)
-  [Common-Course-Catalog-2014-and-15-Apr-2014](#)
-  [MASTER COURSE ARTIC MATRIX 2014-15 -1-Dec-2014-2015-0511](#)
-  [McNeese](#)
-  [ULL](#)

Improvement Plan/ Changes Made

No changes planned.

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

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: no additional funds requested

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3

Start: 11/1/2014

End: 10/31/2015

Provided By: Academic Affairs

Progress: Completed

Related Items

3.1: Curriculum Development

Progress: Completed

Provided By: Academic Affairs

Objective With Intended Outcomes

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

Assessment/Evaluation/Measures/Strategies

80% of the Faculty will agree they have a role in curricular development as measured by responses to the annual Faculty Survey.

The benchmark of 80% was set by the previous Vice Chancellor for Academic Affairs and upon review of existing files, the reason for the level is not evident. The relevancy of that benchmark in relation to historic data and national norms will be examined and revisions made if necessary for the upcoming year.

Assessment/Evaluation Results (Progress Report)

The objective was not met in AY 2013-2014. The plan was to inform faculty, especially those recently hired, of the process.

For AY 2014-2015, data collection is continuing in order to assess the proper level for the benchmark. There is still a low level of participation (22 faculty) even though faculty have been encouraged to participate. The problem has been discussed with the division heads who are expected to bring the information to their respective faculty. This year 86% of those faculty who responded felt they had a role in curricula development according to the [faculty survey from spring 2015](#).

The objective was met.

-  [2015 Faculty Survey Curriculum Development](#)

Improvement Plan/ Changes Made

The problem of low participation will continue to be addressed through emphasizing the importance of the survey. Division Heads will continue to involve all faculty in the division in curricular changes.

4. Institutional Effectiveness: To foster academic success through instructional effectiveness.

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: no additional funds requested

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, Goal 6, Goal 7

Start: 11/1/2014

End: 10/31/2015

Provided By: Academic Affairs

Progress: Completed

Related Items

4.1: Instructional Program Satisfaction

Progress: Completed

Provided By: Academic Affairs

Objective With Intended Outcomes

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

Assessment/Evaluation/Measures/Strategies

90% of the respondents to the Graduating Student Survey will be very satisfied or somewhat satisfied with their instructional program. This survey is administered every fall and spring.

The benchmark of 90% was set by the previous Vice Chancellor for Academic Affairs and upon review of existing files, the reason for the level is not evident. The relevancy of that benchmark in relation to historic data and national norms will be examined and revisions made if necessary for the upcoming year.

Assessment/Evaluation Results (Progress Report)

The objective was met in AY 2013-2014, but continues to be monitored.

In fall 2014, 70 graduating students responded to the [survey](#). 99% responded that LSU Eunice had prepared them very well (77%) and somewhat well (22%) in the area of written communication; 100% responded that LSU Eunice had prepared them very well (63%) and somewhat well (37%) in the area of spoken communication. 96% responded that LSU Eunice had prepared them very well (77%) and somewhat well (19%) for their career/educational goals.

In spring 2015, 119 graduating students responded to the [survey](#). 98% responded that LSU Eunice had prepared them very well (76%) and somewhat (26%) in the area of written communication; 99% responded that LSU Eunice had prepared them very well (69%) and somewhat well (30%) in the area of spoken communication; 98% responded that LSU Eunice had prepared them very well (75%) and somewhat well (23%) for their career/education goals.

The objective was met.

-  [Fall 2014 Graduating Student Survey](#)
-  [Spring 2015 Graduating Student Survey](#)

Improvement Plan/ Changes Made

No changes planned other than revising the benchmark.

4.2: One Year Retention

Progress: Completed

Provided By: Academic Affairs

Objective With Intended Outcomes

The number of freshmen retained fall-to-fall will increase as compared to the baseline year of 2000-01 to 2001-02 of .5966.

Assessment/Evaluation/Measures/Strategies

Retention will increase at least 1% in comparison to the baseline year according to the data reported in the Board of Regents SSPS report.

Assessment/Evaluation Results (Progress Report)

The objective was met in FY 2014.

Freshman [retention](#) from Fall 2013-14 to Fall 2014-15 was 69.7% which was greater than a 1% increase. The objective was met.

-  [Freshman Student Retention](#)

Improvement Plan/ Changes Made

We continue to contact students who have not registered for the subsequent semester to determine the reason and to lend guidance if necessary. Faculty members continue to work with Student Affairs to follow up with students who have excessive absences in order to intervene before the student is too far behind in their coursework.

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

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: no additional funds requested

Relationship to Institutional Goal: Goal 3, Goal 5, Goal 6, Goal 7, Goal 8, Goal 9

Start: 11/1/2014

End: 10/31/2015

Provided By: Academic Affairs

Progress: Completed

Related Items

5.1: Policies and Procedures-Faculty

Progress: Completed

Provided By: Academic Affairs

Objective With Intended Outcomes

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

Assessment/Evaluation/Measures/Strategies

80% of the respondents to the Faculty Survey will express satisfaction with LSU Eunice's policies and procedures.

The benchmark of 80% was set by the previous Vice Chancellor for Academic Affairs and upon review of existing files, the reason for the level is not evident. The relevancy of that benchmark in relation to historic data and national norms will be examined and revisions made if necessary for the upcoming year.

Assessment/Evaluation Results (Progress Report)

The objective was not met in FY 2014. Concerns were discussed Faculty Senate (Minutes [9-8-2014](#) and [10-6-2014](#)).

In FY 2015, 68% of the faculty responding to the [faculty survey \(see questions with read arrows\)](#) stated that the dismissal, suspension, and resignation are clearly defined; 86% were satisfied with faculty's role in curricular development; 64% indicated that employment and evaluation policies are clearly communicated to them; 59% of the faculty indicated that the promotion and tenure policies were carefully followed. The average satisfaction was 69%.

As a result, the objective was not met.

Unfortunately, the response rate was even lower than last year. The number of faculty participating seems to decline with the faculty morale. Last year was another year without raises and faculty taught heavy loads due to the budget cuts. I am not sure why only 59% of the faculty that responded felt that promotion and tenure policies were not followed. I will ask Faculty Senate to investigate. Interestingly, there were responses were neutral on all of the above criteria. If those are factored into the numbers then the objective is met.

-  [2015 Faculty Survey](#)
-  [Faculty Senate Minutes 10-6-2014](#)
-  [Faculty Senate Minutes 9-8-2014](#)

Improvement Plan/ Changes Made

In order to determine why faculty responded as they did, I will meet with Faculty Senate and also meet with a faculty focus group.

5.2: Policies and Procedures-Academic Council

Progress: Completed

Provided By: Academic Affairs

Objective With Intended Outcomes

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

-  [Review of Policy Statements](#)

Assessment/Evaluation/Measures/Strategies

100% of the policy statements will be reviewed and revised if needed.

Assessment/Evaluation Results (Progress Report)

The objective was met in FY 2014.

In FY 2015, 100% of the policy statements under the purview of Academic Affairs were reviewed and revised as needed. Many of the revisions were necessary in order to meet [Title IX](#) requirements. (Academic Council Minutes: [February 23, 2015](#); [March 19, 2015](#); [March 26, 2015](#); [July 8, 2015](#).)

-  [Minutes of Academic Council February 23 2015](#)
-  [Minutes of Academic Council July 8 2015](#)
-  [Minutes of Academic Council March 19 2015](#)
-  [Minutes of Academic Council March 26 2015](#)
-  [PS and Title IX](#)

Improvement Plan/ Changes Made

The Academic Council will continue to review and revise policy statements. We have also been informed that LSU Baton Rouge will be reviewing our policies and assisting in the revision process.

Career Services

1: To assist students in declaring a major and exploring job opportunities.

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: \$2,739.00 (Kuder Renewal, CCN, and Career Fairs) - Carl Perkins and Career Services Foundation

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 5, Goal 8

Start: 11/1/2014

End: 10/31/2015

Provided By: Career Services

Progress: Completed

Related Items

1.1: Career Decision Making and Experiential Education

Progress: Completed

Provided By: Career Services

Objective With Intended Outcomes

1.0 Career Decision Making - CTE (Career and Technical Education) students will utilize career assessments within the Kuder College and Career Planning System for assistance with choosing a major.

1.1 Experiential Education - CTE students will utilize CCN (College Central Network) to explore job opportunities.

Assessment/Evaluation/Measures/Strategies

1.0 Career Decision Making - Since benchmark set at 50% (*based on usage in AY 2011-12*) was achieved in AY 2013-14, Career Services will strive to achieve above 50% Kuder utilization from CTE students in AY 2014-15. Career Services will run a computer generated administrative report powered by Kuder to retrieve the number of students who completed the Kuder assessment during AY 2014-15. A search through myLSUE for each student listed in the Kuder report will be conducted to determine the number of students who are classified as CTE students.

1.1 Experiential Education - Since benchmark set at 50% (*based on usage in AY 2011-12*) was achieved in AY 2013-14, Career Services will strive to achieve above 50% CCN utilization from CTE students. Career Services will run a computer generated administrative report powered by CCN to determine the number of CTE students who utilized CCN during AY 2014-15.

Assessment/Evaluation Results (Progress Report)

Benchmark: 50% Kuder utilization from CTE students

1.0 Career Decision Making - Objective was met in AY 2013-14 (50.2% Kuder utilization); scoring above the 50% benchmark. During AY 2014-15, [results indicated](#) 461 students took the online Kuder Career assessments. Of the 461 students who took the Kuder assessments, 279 students (61%) were classified as CTE (11% above benchmark set at 50%). Based on these results, this objective has been met.
Result: Objective was met.

1.1 Experiential Education - Objective was met during AY 2013-14 (89.4% CCN utilization); scoring above the 50% benchmark. During AY 2014-15, [results indicated](#) 53 out of 56 students (94.6%) of students who utilized CCN were classified as CTE students (44.6% above benchmark set at 50%). Based on these results, this objective has been met.
Result: Objective was met.

-  [CCN CTE Report](#)
-  [Kuder CTE Report](#)

Improvement Plan/ Changes Made

1.0 Career Decision Making - Career Services will continue to monitor, track, and document the number of CTE students who utilize Kuder career assessments to satisfy Carl Perkins funding requirements. Therefore, Career Services will continue striving to achieve above 50% Kuder utilization from CTE students.

1.1 Experiential Education - Career Services will continue to monitor, track, and document the number of CTE students who utilize CCN to satisfy Carl Perkins funding requirements. Therefore, Career Services will strive to achieve above 50% CCN utilization from CTE students.

● 2: To assist students in sharpening their job search skills.

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: \$1,368.00 (CCN and Career Fairs) - Carl Perkins

Relationship to Institutional Goal: Goal 1, Goal 5, Goal 8

Start: 11/1/2014

End: 10/31/2015

Provided By: Career Services

Progress: Completed

Related Items

🌐 2.1: Job Search-Resume Approval

Progress: Completed

Provided By: Career Services

Objective With Intended Outcomes

Students who utilize the online College Central Network (CCN) will register and upload their resume with CCN.

Assessment/Evaluation/Measures/Strategies

Benchmark: CCN resume upload of above 14%. This benchmark was set as a result of achieving 14% of students who registered and uploaded their resume online with CCN (College Central Network) in AY 2012-13, 2% above the AY 2011-12 objective.

This is as a result of achieving over 14% of students who registered and uploaded their resume online with CCN during AY 2012-2013.

Career Service will use data collected from CCN online system to track the number students who register and upload a resume online.

Assessment/Evaluation Results (Progress Report)

Objective was achieved in AY 2013-2014 (42% resume upload).

For AY 2014-2015, [results from CCN data](#) indicated 25 students registered with CCN; of these students 9

uploaded their resume for approval. Based on results from CCN data, this objective has been met by achieving 36% of registered CCN students who uploaded their resume for approval (22% above the 14% benchmark).

Result: Objective was met.

-  [College Central Network Report Registration and Resume Uploads](#)

Improvement Plan/ Changes Made

Career Services will continue to encourage students to register with CCN and provide resume writing assistance.

2.2: Job Search - Resume Writing

Progress: Completed

Provided By: Career Services

Objective With Intended Outcomes

Students will create and upload a professional resume through College Central Network (CCN) that would be rated as effective to land a job interview.

Assessment/Evaluation/Measures/Strategies

Benchmark: 20% "effective" resume approval rating. The total number of participants was 9. This benchmark was established in AY 2012-13 based on the total number of registered participants who received an "effective" rating by using a resume rubric as a rating instrument.

Career services will use a [rubric to evaluate the resume format](#): education section, experience section, and honors/activities to determine if the resume should effectively land the student an interview.

-  [Resume Writing Rubric](#)

Assessment/Evaluation Results (Progress Report)

Objective was met in AY 2013-14 (59.2% "effective" resume approval rating).

Based on AY 2014-15 results from the [resume rubric evaluation](#), 1 out of 9 students (11.1%) who

[uploaded resumes](#) received an approval rating. The rubric evaluation results indicated 1 resume (11.1%) rated **effective** (*should effectively land an interview*), 0 resumes (0 %) rated **borderline effective** (*could land an interview*), 8 resumes (88.9%) rated **average** (*needs improvement to rise to the "top of stack"*) and 0 resumes (0 %) rated **poor** (*needs significant improvement; would be discarded during screening*). Therefore, the objective of at least 20% of students who submitted resumes should effectively land a job interview.

Result: Objective not met.

CCN resume upload [report](#) and [results](#) as well as a [completed rubric evaluation and resume](#) are attached as documentation.

-  [CCN Resume Upload Report](#)
-  [CCN Resume Upload Results](#)
-  [Resume Rubric Evaluation](#)
-  [Student Rubric Evaluation and Resume](#)
-  [Student Uploaded Resume - Approved](#)

Improvement Plan/ Changes Made

Career Services attempt to conduct a campus-wide campaign by reaching out to faculty who teach capstone courses was not achieved due to campus-wide (budget) prioritization. However, students were encouraged to seek resume writing and job interviewing assistance before graduating and before applying for an internship program. Career Services will continue to offer resume writing and job interviewing assistance to expected graduates and to students applying for internship programs. Additionally, Career Services will contact all students who did not upload a revised resume after receiving a borderline effective, average or poor rating.

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

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: 1,368.00 (CCN and Career Fairs) - Carl Perkins and Career Services Foundation

Relationship to Institutional Goal: Goal 1, Goal 5, Goal 8

Start: 11/1/2014

End: 10/31/2015

Provided By: Career Services

Progress: Completed

Related Items

3.1: Employment Services-Renamed Graduates' Utilization of CCN

Progress: Completed

Provided By: Career Services

Objective With Intended Outcomes

This objective measures the number of graduating students who utilize online College Central Network (CCN) employment services through the Office of Career Services. Career Services should achieve 10% to 15% utilization from graduating students who utilize CCN.

Assessment/Evaluation/Measures/Strategies

Benchmark: 10% - 15% CCN graduate utilization.

Career Services developed a new objective in AY 2012-13 that measures the number of graduating students who utilize online College Central Network (CCN) employment services. Based on an increase in the number of graduating students who utilized CCN during AY 2012-13, the benchmark was set at 10% to 15% graduate utilization.

Career Services will run a computer generated report which collects data from CCN online system which tracks the number of graduating students who register and utilize the online employment services. Therefore, data will be collected from the CCN online tracking system.

-  [CCN Graduate Utilization Report](#)

Assessment/Evaluation Results (Progress Report)

Objective was met in AY 2013-14 (24.3% graduate utilization).

Results from CCN data indicated [56 graduating students registered with CCN](#) and utilized online job placement services. A total of 56 out of 318 (18%) graduating students utilized job placement services during AY 2014-15. Based on results from CCN data, this objective has been met. The percentage rate (18% of graduating students who registered and utilized job placement services) is 3.0% above the 10% to 15% benchmark range set during AY 2012-13).

Result: Objective was met.

Documentation/Cognos Report for [summer 2014](#) and [fall 2014](#) graduates.
 Documentation/Cognos Report for [spring 2015](#) graduates.

-  [CCN Graduate Utilization Report](#)
-  [FA 2014 Graduates - Cognos Report](#)
-  [SPR 2015 Graduates - Cognos Report](#)
-  [SU 2014 Graduates - Cognos Report](#)

Improvement Plan/ Changes Made

Career Services will continue to provide one-on-one assistance and encourage students to register and utilize job placement services online.

3.2: Employment Services - Placement

Progress: Completed

Provided By: Career Services

Objective With Intended Outcomes

This objective measures the number of graduating students who were able to find full-time employment within six months after graduating.

Assessment/Evaluation/Measures/Strategies

Benchmark: This objective is new. As a result, it is currently in the process of being benchmarked.

Career Services will run a computer generated report from Cognos Upfront which identifies students who graduated during a given academic semester ([SU & FA 2013](#); [SPR 2014](#)), to include their contact information. Career Services will contact each graduate via email and/or phone to obtain their employment status. For compliance outcomes assessment reporting purposes, employment results for the previous academic year will be reported for the current academic year, due to the fact that employment data collection begins six months after graduation. (I.e. AY 2014-15 will contain employment results from AY 2013-14).

-  [Fall 2013 Cognos Report](#)
-  [Spring 2014 Cognos Report](#)

-  [Summer 2013 Cognos Report](#)

Assessment/Evaluation Results (Progress Report)

This objective did not exist during the 2013-2014 planning year.

Using the raw results from AY 2013-14 graduate responses ([SU '13](#), [FA '13](#) & [SPR '14](#)), the data indicated that of the total number of [summer/fall](#) and [spring](#) graduates (334); 176 were employed; 10 were unemployed; 100 were continuing their education; and unable to contact 48. As a result, 61.5% of AY 2013-14 graduates contacted were employed, 3.5% were unemployed, 35% were continuing their education and unable to contact 14.3%.

Therefore, AY 2013-14 achieved a placement rate of 94.6% (176 employed - 100 continuing education - 48 unable to contact) yields $176/186 = 94.6\%$.

Objective would have been met if a benchmark existed.

-  [Fall 2013 Graduate Employment Response](#)
-  [SPR 2014 Employment Data](#)
-  [Spring 2014 Graduate Employment Response](#)
-  [SU & FA 2013 Employment Data](#)
-  [Summer 2013 Graduate Employment Response](#)

Improvement Plan/ Changes Made

Each semester/academic year, Career Services will continue to collect employment data from students who have graduated to track post-collegiate career outcomes (continuing education and job placement).

The benchmark will be set at 78% for 14-15 which is the number of those who are employed divided by the number of graduates minus the number of those continuing their education.

4: To develop partner relationships with employers and monitor employer satisfaction.

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: 1,368.00 (CCN and Career Fairs) - Carl Perkins and Career Services Foundation

Relationship to Institutional Goal: Goal 1, Goal 5, Goal 8

Start: 11/1/2014

End: 10/31/2015

Provided By: Career Services

Progress: Completed

Related Items

4.1: Employment Services-Employer Satisfaction

Progress: Completed

Provided By: Career Services

Objective With Intended Outcomes

Employers who participate in the annual career fair events (Health Sciences and All Majors Career Fair) will be satisfied with the overall experience/environment of the career fair event.

Assessment/Evaluation/Measures/Strategies

Benchmark: Overall employer satisfaction rate of at least 90% was set AY 2012-13.

In AY 2014-15, employers who participate in the career fair events completed an Employer Satisfaction Survey with an overall satisfaction rating of at least 90%.

Assessment/Evaluation Results (Progress Report)

AY 2013-14 objective (100% satisfaction rate) was met.

AY 2014-15 Data collected from the [Employer Satisfaction Surveys](#) indicated 19 employers (100%) who participated in the Health Sciences and All Majors career fairs completed the surveys. Employers who completed the [Health Sciences Survey](#) rated the event as follows: 9 (100%) were either very satisfied or satisfied with the overall experience/environment of the career fair event and 10 employers (100%) who completed the [All Majors Survey](#) were either very satisfied or satisfied with the overall experience/environment of the career fair event. Employers who attended both events marked "yes" when asked if they would participate again.

Based on the data from the Employer Satisfaction Survey, this objective has been met by achieving an employer satisfaction rating of 100% from both Health Sciences and All Majors Career Fair events

(same rating was received for both events in the previous year).

Result: Objective was met.

-  [All Majors Employer Survey](#)
-  [Health Sciences Employer Satisfaction Survey](#)
-  [Sample of Employer Satisfaction Surveys](#)

Improvement Plan/ Changes Made

Career Services will continue to develop partner relationships with employer and monitor employer satisfaction, as well as strive to achieve a satisfaction rating between 90% and 100% for AY 2015-16.

Continuing Education

1: The Office of Continuing Education will provide non-credit learning experiences that meet the needs of a wide variety of community learners.

Relationship to Strategic Goals:

Budget Information: none (existing)

Relationship to Institutional Goal: Goal 8, Goal 9

Start: 11/1/2014

End: 10/31/2015

Provided By: Continuing Education

Progress: Completed

Related Items

1.1: Non Credit-Personal Enrichment

Progress: Completed

Provided By: Continuing Education

Objective With Intended Outcomes

Enroll an [optimum number](#) of community learners in personal enrichment/leisure learning classes. See other attached files as evidence of flyers used.

-  [Cajun Fiddle 2014](#)

-  [Continuing Ed definition of optimum](#)
-  [Fall 2014 Leisure Schedule](#)
-  [Le Café Cajun June 2015](#)
-  [Spring 2015 Non-credit Schedule](#)

Assessment/Evaluation/Measures/Strategies

Simple headcount of learners enrolled compared to three-year enrollment averages in similar classes.

Assessment/Evaluation Results (Progress Report)

This objective was met in 13-14.

Three Year Analysis for Leisure Learning:

2012	69
2013	220
2014	344

3 Year Enrollment Average: 211

2014-15 Enrollment: 530

Objective met. Successful leisure programming and activities prospered in the past year, aided by the ongoing impetus of OLLI.

-  [2014-15 Annual Noncredit Report](#)

Improvement Plan/ Changes Made

Need for improvement is not indicated by this year's results; the Office remains committed to continuing the success of ongoing courses and programs. However, threats to continued success must be monitored. Two personnel conditions materializing at the beginning of FY 2014-15, for example, will need to be addressed in order to continue high levels of participation as noted last year: (1) the popular nutrition education series that was successful in 2014-15 will not be available in 2015-16 unless the staff can replace the LSU AgCenter nutritionist who headed that popular series. She left her position with LSU and is no longer available. A replacement has not been found as of the beginning of FY 2015-16. (2) The Director who facilitated the Le Café Cajun will be lost to retirement. That activity has been the best-attended weekly activity of all programming, so finding a suitable replacement facilitator to keep the activity running at a high level will be important to leisure learning success next year.

1.2: Non Credit-Workforce Training

Progress: Completed

Provided By: Continuing Education

Objective With Intended Outcomes

Offer an [optimum number](#) of workforce development courses that meet workforce training needs. See attached files as evidence of flyers.

-  [Continuing Ed definition of optimum](#)

Assessment/Evaluation/Measures/Strategies

Simple count of total course enrollment compared to three-year course enrollment averages in workforce training classes.

Assessment/Evaluation Results (Progress Report)

Objective was met last year in 13-14

Three Year Enrollment Analysis for Workforce Training according to [reported data](#):

2012 104

2013 140

2014 174

3 Year Average enrollment: 139

2014-15 enrollment: 166

[Sample event fliers](#) represent range and diversity of workforce training courses and offerings.

[Planning Commission](#) flyer

[ServSafe Food Safety](#) flyer

[Small Business Developmental](#) flyer

Objective met in 14-15

-  Sample Event Fliers
 -  [Bengal Work](#)

-  [Bengal Work Schedule](#)
-  [Planning Commission](#)
-  [ServSafe Food Safety](#)
-  [Small Business Dev. Workshop](#)
-  [Small Business Workshop](#)
-  [2014-15 Annual Noncredit Report](#)
-  [Bengal Work Schedule Spring](#)

Improvement Plan/ Changes Made

The data does not indicate need for change in planning, as the year's effort was successful. A threat to regard in the coming year is the short-handedness of the staff as the AY 15-16 begins with a 50% reduction in professional staffing and uncertainty over plans for filling the vacant position. It will be challenging for one full-time administrator to maintain the continuity of programming that has depended on the effort of two staffers for the past seven years.

1.3: Non Credit-Youth

Progress: Completed

Provided By: Continuing Education

Objective With Intended Outcomes

Enroll an optimum number of grade-aged youth learners in enrichment, leisure, and personal development courses/activities. See attached files as evidence of flyers.

-  [Call for Youth Proposals](#)
-  [Continuing Ed definition of optimum](#)

Assessment/Evaluation/Measures/Strategies

Simple headcount of youth learners enrolled compared to three-year enrollment averages in similar courses.

Assessment/Evaluation Results (Progress Report)

This objective was met in 13-14.

Three Year Enrollment Analysis for Non-Credit Youth according to [reported data](#):

2012 112

2013 235

2014 118

3 Year Average: 155

2014-15 Enrollment: 177

Successful youth activities such as [Summer Camp 1](#), [Summer Camp 2](#), and [Softball Camp](#) produced successful registration counts.

This objective was met in 14-15.

-  [2014-15 Annual Noncredit Report](#)
-  [Softball Camp](#)
-  [Summer Fun 1](#)
-  [Summer Fun 2](#)

Improvement Plan/ Changes Made

No changes planned based on this data, but an impending circumstance that may affect AY15-16 results in this category is the privatization of all youth athletic camps. Once privatized, those programs will no longer be counted as Continuing Education programs. Those activities have accounted for over half of the youth headcount in the past two years, so that's a factor to be aware of in the coming year. The shorthanded office staff could also present a challenge to maintaining similar numbers of youth events and enrollments.

2: The Office of Continuing Education will administer off-campus University programs and assist the Divisions by scheduling and administering extension and electronic course options that are responsive to unique student needs off-campus and after-hours.

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none (existing)

Relationship to Institutional Goal: Goal 8, Goal 9

Start: 11/1/2014

End: 10/31/2015

Provided By: Continuing Education

Progress: Completed

Related Items

2.1: Credit Offerings-After Hours/Off-campus Courses

Progress: Completed

Provided By: Continuing Education

Objective With Intended Outcomes

At the beginning of each schedule planning period of the academic year, Continuing Education staff will meet with Academic Affairs staff, Division Heads, and program coordinators to identify needs for scheduling courses after-hours, off-campus, and in other non-traditional formats to meet the needs of students unable to attend on-campus classes because of constraints of time and place.

Assessment/Evaluation/Measures/Strategies

Print-out of class schedule each fall and spring semester after 14th class day showing course offerings and enrollment in sections administered by Continuing Education.

Assessment/Evaluation Results (Progress Report)

This objective was met in 13-14.

The Director of Continuing Education conferred with Division Heads in meetings of the Academic Council and during schedule planning times directed by the Office of Academic Affairs to identify courses that should be scheduled to meet needs. Few night classes continue to be offered as demand has declined, evidenced by low enrollment numbers in both fall and spring semesters.

Evidence of [fall 2014](#) and [spring 2015](#) after hours classes are provided.

The objective was met in 14-15.

-  [Fall after hours schedule 2014](#)
-  [Spring 2015 PM class schedule](#)

Improvement Plan/ Changes Made

No changes. Continue to monitor enrollments.

2.2: Credit Offerings: Extension Programs and Special Services

Progress: Completed

Provided By: Continuing Education

Objective With Intended Outcomes

During schedule planning times in each academic year, Continuing Education staff will meet with third-party University constituents and clients to identify needs and opportunities for extending University classes and credit-programs at off-campus locations.

Assessment/Evaluation/Measures/Strategies

Print-out of class schedule each semester after 14th class day showing course offerings and enrollment in sections offered to third-party constituents.

Assessment/Evaluation Results (Progress Report)

Objective met in 13-14.

Enrollments at the [LSU Alexandria](#) campus through the LSUE/LSUA Collaborative remained strong and consistent. High school [student enrollment in dual credit](#) courses increased as funding from the State was made available by the Dept. of Education through the [Supplemental Course Academy](#) allocations. The [SCA MOU](#) is attached as well. New Memoranda of Understanding were established with [St. Landry](#) and [Vermilion Parish](#) School Boards for the delivery of dual credit programming in those districts.

The objective was met in 14-15.

-  [Dual Credit Catalog for Dept. of Ed. LSUE AY2014-15](#)
-  [Evangeline Parish Dual Credit MOU](#)
-  [Fall 2014 HS Dual Enrolled grades](#)
-  [LSUA Schedule 14-15](#)
-  [SCA Agreement](#)
-  [Spring 2015 HS Dual Enrolled grades](#)
-  [St Landry Dual Credit MOU](#)
-  [Vermilion Dual Credit MOU](#)

Improvement Plan/ Changes Made

No changes planned for the AY 2015-2016. All agreements are in place for school districts, LSUA, and DOE.

2.3: Student Learning Outcomes in Coursework

Progress: Completed

Provided By: Continuing Education

Objective With Intended Outcomes

Academic departments are responsible for the assessment of objectives and student learning outcomes, but Continuing Education assists with the mechanics of implementation.

Assessment/Evaluation/Measures/Strategies

Assessment of Continuing Education sections offered after-hours and off-site takes place in the respective Division offices.

Assessment/Evaluation Results (Progress Report)

This objective was not met in 13-14 as 2 out of 9 dual credit sections did not submit SLO data.

The objective was met. Dual credit sections' reporting student learning outcomes to the Divisions through the Office of Continuing Education for the academic year was 100%. Office reminded all dual credit instructors about a month prior to giving the SLOs that they were required to submit them.

Improvement Plan/ Changes Made

The process appears to be working. No need for changes at this time.

3: The Continuing Education Office will use post-event survey data to evaluate the effectiveness of its non-credit and community service programs, including activities related to workforce development, leisure and lifelong learning, and youth enrichment.

Relationship to Strategic Goals:

Budget Information: Not applicable

Relationship to Institutional Goal: Goal 8, Goal 9

Start: 11/1/2014

End: 10/31/2015

Provided By: Continuing Education

Progress: Completed

Related Items

3.1: Administer post-event evaluative surveys.

Progress: Completed

Provided By: Continuing Education

Objective With Intended Outcomes

The Continuing Education staff will request all participants to complete a post-event evaluative survey at the end of each course/program/event.

Assessment/Evaluation/Measures/Strategies

The staff will maintain copies of completed surveys maintained in either hard or electronic files within the Office for all community service programs and non-credit courses. [A blank example is included.](#)

-  [Post Event Evaluation](#)

Assessment/Evaluation Results (Progress Report)

Objective met in 13-14.

Objective met. See [representative samples](#) attached. Files are available for inspection in the Continuing Education Office for courses and programs.

[Tabulated summaries](#) are here attached showing over 90% of respondents were either satisfied or highly satisfied, and files are available for viewing and inspection in the Continuing Education Office.

-  [Post-event survey results](#)
-  [Representative Example of Completed Surveys](#)

Improvement Plan/ Changes Made

No improvements indicated at this time.

3.2: Courses or programs will meet clients' needs/interests.

Progress: Completed

Provided By: Continuing Education

Objective With Intended Outcomes

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

Assessment/Evaluation/Measures/Strategies

Ninety per cent of respondents will indicate strongly agree or agree to this statement on the [post-event evaluation](#).

-  [Post Event Evaluation](#)

Assessment/Evaluation Results (Progress Report)

Objective was met in 13-14.

96% of respondents indicated "strongly agree" or "agree" on the surveys.

See [representative samples](#) of completed surveys attached. Files are available for inspection in the Continuing Education Office for courses and programs.

Hard copy files of completed evaluations are on file for 2014-15 non-credit/community service activities and events. [Tabulated summaries](#) are here attached showing results of all surveys.

Objective met in 14-15.

-  [Post event survey results](#)
-  [Post-event surveys \(completed\)](#)

Improvement Plan/ Changes Made

No changes planned.

3.3: Clients will recommend Continuing Education courses or programs to others.

Progress: Completed
Provided By: Continuing Education

Objective With Intended Outcomes

Respondents to post-event surveys will strongly agree or agree to the statement that they would recommend the same course or program to others.

Assessment/Evaluation/Measures/Strategies

Ninety per cent of respondents will indicate strongly agree or agree to this statement on the [post-event evaluation](#).

-  [Post Event Evaluation](#)

Assessment/Evaluation Results (Progress Report)

Objective met in 13-14.

In 14-15, 92% of respondents indicated "strongly agree" or "agree" on the surveys.

See [representative samples](#) attached. Files are available for inspection in the Continuing Education Office for courses and programs.

Hard copy files of completed evaluations are on file for 2014-15 non-credit/community service activities and events. [Tabulated summaries](#) are here attached showing results of all surveys.

Objective met in 14-15.

-  [Post event survey results](#)
-  [Post Event Surveys](#)

Improvement Plan/ Changes Made

No changes planned.

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

Progress: Completed
Provided By: Continuing Education

Objective With Intended Outcomes

Respondents to post-event surveys will strongly agree or agree to the statement that participating in the course or event was a worthwhile investment of time and/or money.

Assessment/Evaluation/Measures/Strategies

Ninety per cent of respondents will indicate strongly agree or agree to this statement on the [post-event evaluation](#).

-  [Post Event Evaluation](#)

Assessment/Evaluation Results (Progress Report)

Objective met in 2013-14.

In 14-15, 92% of respondents indicated "strongly agree" or "agree" on the surveys.

See [representative samples](#) of completed surveys attached. Files are available for inspection in the Continuing Education Office for courses and programs.

Hard copy files of completed evaluations are on file for 2014-15 non-credit/community service activities and events. [Tabulated summaries](#) are here attached showing results of all surveys.

Objective met in 14-15.

-  [Post event surveys \(completed\)](#)
-  [Post-event survey results](#)

Improvement Plan/ Changes Made

No changes planned.

Developmental Education

- **1: In working to maintain an effective developmental education program, Pathways to Success will provide students the necessary support for the successful completion of their developmental coursework.**

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none (existing)

Relationship to Institutional Goal: Goal 4, Goal 5, Goal 7, Goal 8

Start: 11/1/2014

End: 10/31/2015

Provided By: Developmental Education

Progress: Completed

Related Items

🌐 1.1: Developmental English (ENGL 0001)

Progress: Completed

Provided By: Developmental Education

Objective With Intended Outcomes

Developmental education students (Pathways and non-Pathways) will successfully complete their developmental course work gaining competencies in developmental English composition (ENGL 0001) mechanics, sentence structure, and paragraph structure necessary to successfully begin their first general education English composition course.

Assessment/Evaluation/Measures/Strategies

Direct Assessment

For AY 14-15, the outcomes will be directly assessed and analyzed through an internally developed multiple choice examination designed by the English faculty during the last week of the semester. All students remaining in the course will be assessed (i.e. no sampling). **Assessment will include LSUE, LSUA site students, dual credit, and online students.**

The faculty constructed a 25 question multiple choice examination paralleling the primary objectives for the course. The SLOs for ENGL 0001 as stated in the [syllabus](#) are:

Upon successful completion of this course, the student will

1. Write a clear topic sentence that includes the main idea of the paragraph.
2. Develop the body of the paragraph with substantial support: evidence, details, and facts
3. Use proper grammar and punctuation throughout their writing.

The benchmark for all SLOs is 70% based on historical University record and given the fact that a 70% (grade of C) in ENGL 0001 does lead to a good chance of at least obtaining a 70% in ENGL 1001.

Indirect Assessment

An indirect measure is also included using data from institutional research using the success rate for the ENGL 0001 course over the AY 14-15. This rate is calculated using the methodology from the National Center for Developmental Education (NCDE) in that the frequency of withdraws and failures due to the attendance policy are removed from the total n. According to the NCDE, the success rate using this method for developmental English is 73%.

-  [ENGL 0001 departmental syllabus](#)

Assessment/Evaluation Results (Progress Report)

Objective 1.1 was met in AY 13-14.

Direct Assessment

In keeping with the assessment plan, the three Dual Credit sections, six Alexandria site sections, 21 **face-to-face** Eunice site sections, and two **online** sections were assessed using the internal assessment during the last week of classes. As a result, the entire population was assessed except for students who were absent.

Table 1 details the results for the direct assessment for students taking the faculty created test during the last week of classes. Results for the 381 students indicated that the students met the objective scoring at 78% overall with outcome A at 84%, B at 87%, and C at 74%. The only problem area seemed to be the Alexandria site at 67% for outcome C. However, they met the overall at 74%. As slight variations naturally occur, it is believed that this is merely a random error in the mean, especially given overall results at Alexandria and the fact that they scored a 70% on outcome C in AY 13-14. An item analysis is [here for the 25 questions](#). Questions 1-5 are assigned to outcome A; 6-10 are assigned to outcome B, and 11-25 are assigned to outcome C.

Table 1. Results for ENGL 0001 SLOs during AY 14-15 in percentages.

ENGL 0001 SLO Description	Overall	LSUE	Dual Credit	LSUA	Online
Overall	78	78	80	74	86
A. Using clear topic sentences	84	82	88	84	95
B. Using evidence to support a topic sentence	87	87	90	85	97
C. Using proper grammar and punctuation	74	74	74	67	79
Total number of students	381	242	24	85	30

Next, Table 2 details the results of the SLOs since spring 2011 noting that there were slight decreases since fall 2013. With that said, results since spring 2011 increased in every area except outcome B which was the same.

Table 2. Longitudinal Results for ENGL 0001 SLOs.

ENGL 0001 SLO Description	SP 2011	AY 11-12	AY 12-13	FA 13	AY 14-15	Change
Overall	72	76	79	80	78	-2
A. Using clear topic sentences	79	85	87	85	84	-1
B. Using evidence to support a topic sentence	87	87	89	88	87	-1
C. Using proper grammar and punctuation	61	69	72	76	74	-2
Total number of students	123	463	419	260	381	

Indirect Assessment

A total of 559 students were enrolled in ENGL 0001 during census days in fall 2014 and spring 2015 (see Table 3). 386 (69%) out of the 559 students successfully completed the course. The National Center for Developmental Education (NCDE) removes students who withdraw and those that violated the attendance policy since they were not able to complete the course. Doing so, removes 79 students who withdrew and 19 students violating the attendance policy leaving 386 (84%) of the 461 remaining

successfully completing the course with an A, B, or C. The 84% successfully completing the course exceeds the 73% set by the NCDE.

Table 3
Indirect Assessment using grades for ENGL 0001 during AY 14-15.

Description	LSUA	Dual Credit	LSUE (wo online)	Online	Totals
Total n	110	25	387	37	559
No. of Ws	14	0	63	2	79
No. violation of attendance policy	3	0	16	0	19
Grade of A, B, C only	89	25	242	30	386
Percent raw success	81	100	63	81	69.1
Percent success using NCDE	96	100	79	86	83.7

Since students scored an overall 78% on the SLOs exceeding the benchmark of 70% on the direct assessment and 84% of them successfully completed the course with a C or better which exceeds the NCDE rate of 73% on the indirect assessment, objective 1.1 is met.

-  [AY 14-15 ENGL 0001 SLO test item analysis](#)

Improvement Plan/ Changes Made

No changes are planned as a result of the direct or indirect measures. English composition faculty are experimenting with alternate forms of instruction (mainly through electronic means) in order to increase student learning. This may or may not take place during AY 15-16.

1.2: Developmental Math (MATH 0001)

Progress: Completed

Provided By: Developmental Education

Objective With Intended Outcomes

Developmental education students (Pathways and non Pathways) will successfully complete their developmental coursework gaining competencies in computational and elementary algebra skills (MATH 0001) necessary to begin MATH 0002.

Assessment/Evaluation/Measures/Strategies

Direct Assessment:

The outcomes will be directly assessed and analyzed through a multiple choice comprehensive final examination designed by the mathematics faculty using the textbook publisher's Testgen program. All students taking the final exam in the fall 2014 and spring 2015 semesters will be assessed (i.e. no sampling). Assessment will include LSU Eunice and LSU Alexandria site students, modular students, and online students. The final exam for modular math students is both multiple choice and free response. Questions parallel the student learning outcomes for all other sections.

The student learning outcomes in MATH 0001 are:

The student, upon successful completion of this course, will:

- 1.1.1 Manipulate the order of operations on the real numbers.
- 1.1.2 Perform basic algebraic operations with expressions and linear equations.
- 1.1.3 Analyze and compute measurements for different geometric figures.

These outcomes are contained in the MATH 0001 [course syllabus](#) for both fall 2014 and spring 2015.

The benchmark established for the SLOs is 70% which is the traditional "C" grade according the LSU Eunice Catalog. This was chosen as the minimum competency necessary in order to begin MATH 0002.

Indirect Assessment:

One indirect measurement is also included using data from institutional research using the completion rate for the MATH 0001 course over the 14-15 academic year. The rate is calculated using the methodology from the National Center for Developmental Education (NCDE) in that the frequency of withdrawals and failures due to the attendance policy (in MATH 0001 only) are removed from the total n.

The national benchmark according to the NCDE is 68%.

-  [MATH 0001 SYLLABUS AUG 2014](#)

Assessment/Evaluation Results (Progress Report)

This objective was met for AY 13-14 subject to increasing the results on outcome C.

Internal Direct Assessment

Each student taking the final exam was directly assessed using SLO questions on the final exam developed internally using the textbook and TestGen program. As Table 1 indicates, a total of 483 students were assessed in 29 different sections in AY 14-15. A total of 11 sections were modular while 10 were **face-to-face** at LSU Eunice. An additional six **face-to-face** sections were offered at the LSU Alexandria site and two were offered **online**. No dual credit MATH 0001 sections were offered during AY 14-15.

Table 1. AY 14-15 SLO results for MATH 0001 in percentages by method.

MATH 0001 SLO Description	Overall	Modular	LSUE	Dual Credit	LSUA	Online
Overall	71	70	70	none	71	79
1.1.1. Manipulate order of operations with real numbers	75	72	78		76	81
1.1.2. Perform basic algebraic operations with expressions and linear equations	70	71	67		70	78
1.1.3. Geometry	62	60	59		64	72
Total number of students tested	483	193	139		120	31
Total number of sections for AY	29	11	10	0	6	2

Table 1 indicates that students all sites scored the minimum of 70% with all methods meeting outcome 1.1.1 and all methods except LSU Eunice meeting outcome 1.1.2. Outcome 1.1.3 remains an issue due to the low success rate; however, this has to do with the weakness of the book. The modular program updated the book to one that includes multiple sections that deal with 1.1.3. As a result, improvement should be seen with that method beginning summer 2015. With that said, the **item analysis** for the **face-to-face** groups also provides some insight to the problem with outcome 1.1.3. It shows that problems 46 (area of a triangle), 47 (exact area of a circle using pi), and 48 (circumference of a circle) were some of the most missed problems on the entire assessment with success rates of 46%, 41%, and 56% respectively. In total, there are only six questions on the assessment for outcome 1.1.3 while there are 17 questions related to 1.1.1 and 30 related to 1.1.2. Prior to taking any drastic action to increase success on outcome 1.1.3, it is recommended that more questions be added to the 1.1.3 question

group. Another possible issue is that the geometry questions are some of the last questions on the final exam. The math faculty may wish to place them in the center of the exam instead of at the end. A copy of the [final exam is here](#).

The overall longitudinal data for MATH 0001 SLOs is detailed in Table 2. While there were slight decrease from AY 13-14, Table 2 does show that improvement has been made since spring 2011 in all areas except 1.1.3. Objective 1.1.3 continues to fluctuate in the 60s.

Table 2. MATH 0001 SLO longitudinal data.

MATH 0001 Student Learning Outcomes: All Sections	Sp 11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	Change
Overall	63	71	73	73	71	-2
1.1.1. Manipulate order of operations with real numbers	68	77	78	78	75	-3
1.1.2. Perform basic algebraic operations with expressions and linear equations	58	66	68	71	70	-1
1.1.3. Geometry	x	64	67	64	62	-2
Total number of students tested	259	714	608	512	483	

Indirect Assessment

Table 3 details the MATH 0001 completion rates for the AY 14-15.

Table 3. AY 14-15 MATH 0001 completion rates by site.

AY 14-15 MATH 0001 ¹						
Description	LSUA	Dual Credit	LSUE ²	Modular	Online	Totals
Total n	163		216	252	41	672
No. of Ws	26	none	42	18	5	91
No. violation of attendance policy	12		14	7	0	33
Grade of A, B, C only	98		109	192	28	427
Percent raw success	60		50	76	68	63.5
Percent success using NCDE	78		68	85	78	77.9
1. Includes all students at all sites both Pathways and NonPathways.						
2. Modular and online students not included in this number.						

As noted in Table 3, the raw completion rate including all withdrawals and failures due to attendance yielded a 64%. Removing the withdrawals and failures due to attendance in order to compare to national results yields a 78%. Modular had the highest completion rate at 85% followed by **LSUA** and **online** students at 78% followed by traditional **face-to-face** at the LSUE site at 68%. Even though the 68% at LSUE is ten percentage points lower than **online and LSUA**, it does meet the NCDE standard. Note that the low **face-to-face** completion rates were the primary reason LSUE personnel implemented the modular program.

Since the internal direct measurement of 72% > the benchmark of 70% and the indirect measure of 78% > the NCDE rate of 68%, Objective 1.2 is met for AY 14-15.

-  [AY 14-15 MATH 0001 f-f Item Analysis](#)
-  [FINAL Exam MATH 0001 FALL 2014 w ans](#)

Improvement Plan/ Changes Made

Both recommended items deal with the assessment itself. First, add more problem to the geometry section. Students missing three out of the six questions immediately place outcome 1.1.3 below

70%. Second, the math faculty may wish to place the final exam questions for outcome 1.1.3 in the middle of the exam instead of at the very end.

Addressing both of these items may increase the completion rate. Beyond that, no changes are recommended dealing with outcome 1.1.3. The new modular book should partially address the issue. This will be reported in summer 2016.

1.3: Developmental Math (MATH 0002)

Progress: Completed

Provided By: Developmental Education

Objective With Intended Outcomes

Developmental education students (Pathways and non-Pathways) will successfully complete their developmental coursework gaining competencies in the algebra and coordinate geometry (MATH 0002) necessary to be successful in their first general education mathematics course.

Assessment/Evaluation/Measures/Strategies

Direct Assessment:

The outcomes will be directly assessed and analyzed through a multiple choice comprehensive final examination designed internally by the mathematics faculty using the textbook publisher's Testgen program. All students taking the final exam in fall 2014 and spring 2015 will be assessed (i.e. no sampling). Assessment includes LSUE and LSUA face-to-face students, dual credit students, modular, and online students. Students enrolled in the modular program have both multiple choice and free response in their version of the final exam. The student learning outcomes in MATH 0002 are:

Upon successful completion of this course, the student, will:

1.1.4 Perform basic algebraic operations.

1.1.5 Perform basic operations involving the rectangular coordinate system.

These outcomes are contained in the [MATH 0002 course syllabus](#) for both fall 2014 and spring 2015.

The benchmark established for the SLOs is 70% which is the traditional "C" grade according to the LSU Eunice Catalog. The 70% was chosen as it is the minimum level of competency in MATH 0002 needed for general education mathematics.

Indirect Assessment:

One indirect measurement is also included using data from institutional research. This is the completion rate for MATH 0002 course over the 2014-2015 academic year. The rate will be calculated using the methodology from the National Center for Developmental Education (NCDE) using the frequency of success defined by the students receiving a grade of A, B, or C divided by those who remain in the course on the final day (withdraws and failures due to the attendance policy are removed from the total n). The course completion rate established by the NCDE using this method of calculation is 68%.

-  [MATH 0002 SYLLABUS AUG2014](#)

Assessment/Evaluation Results (Progress Report)

This objective was not met last year. Two items were specifically mentioned last year for improvement. First, an email went out to all math faculty asking them to increase the time spent on rational expressions since so many students had difficulty with them last year. In addition, graphing $y = mx + b$ where m is a fraction proved difficult to the face to face students, but it was unknown if the modular students had the same difficulty.

Direct Assessment

In keeping with the assessment plan, all students taking the final exam were assessed on both SLOs (see Table 1). Overall, the 474 students in 30 different sections over AY 14-15 scored slightly under the benchmark of 70%. Dual credit students scored the highest overall at 78%, then modular math students. LSUE, LSUA, and online students nearly scored identically overall with 66%, 67%, and 65% respectively. These results are similar for both outcome 1.1.4 and 1.1.5.

Table 1. AY 14-15 MATH 0002 SLO results by method of instruction.

MATH 0002 SLO Description	Overall	Modular	LSUE	Dual Credit	LSUA	Online
Overall	68	71	66	78	67	65
1.1.4. Perform basic algebraic operations	68	71	66	75	67	65
1.1.5. Perform operations with the rectangular coordinate system	67	70	66	89	60	62
Total number of students tested	474	153	154	23	97	47
Total number of sections in AY	30	10	10	3	5	2

Table 2 presents the longitudinal results since spring 2011. It is worth noting that Table 2 indicates that incremental change for the better took place in AY 14-15 compared to AY 13-14 with all areas scoring slightly higher than the previous year. This is promising given the difficulty in achieving the 70% benchmark.

Table 2. MATH 0002 SLO longitudinal results.

OVERALL MATH 0002 Student Learning Outcomes	Sp 11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	Change
Overall	62	66	65	67	68	1
1.1.4. Perform basic algebraic operations	62	66	64	67	68	1
1.1.5. Perform operations with the rectangular coordinate system	60	67	69	64	67	3
Total number of students tested	306	533	534	492	474	

Interestingly enough, according to the [item analysis](#), face to face students have issues with

#30 with 14% success, simplifying rational expressions involving a negative sign,
 #16 with 26% success, factoring a trinomial without a GCF,
 #25 with 37% success, Pythagorean Theorem word problem,
 #23 with 38% success, solving a rational expression,
 #27 with 39% success, rectangle word problem involving area,
 #31 with 40% success, dividing a rational expression,
 #39 with 44% success, simplifying a fraction with a radical, and
 #43 with 46% success, graphing $3 + y = 7$.

The modular students, however, had issues with

#21 with 41% success, solving an equation involving radicals,
 #20 with 47% success, solving an equation involving radicals,
 #12 with 47% success, factoring a trinomial with a GCF,
 #10 with 48% success, long division of polynomials,

#37 with 48% success, Pythagorean Theorem finding a missing leg.

A copy of the AY 14-15 [MATH 0002 final exam is here](#).

The **face-to-face** students seem to be having issues with the same problems as in past years. Very simply, success rates below 40% for individual problems indicate that those problem types should be specifically taught repeatedly during instruction and/or should be revised on the exam. With that said, this author has seen students simply answer some of the same questions without thought because the student did not want to work the problem.

Given that, there is only one commonality between the **face-to-face** and modular groups and that is the Pythagorean Theorem problem. Differences in student difficulty on the SLO assessment suggest that the material is not too "hard" for most students and that the difficulties are related to the mode of instruction. Input will be sought on this line of thinking to determine what, if anything, can be done during instruction to assist more students in achieving the SLO benchmarks.

Indirect Assessment

Next, Table 3 details the data on MATH 0002 course completion during AY 14-15. The data indicates an overall raw completion rate of 57% without withdrawals and failures related to the attendance policy for Pathways students. Removing the same yields a 67% completion rate - one point below the NCDE rate. Success was the highest at dual credit sites with 100% and then both **LSUA and online** at 77%. Modular was 66% while traditional **face-to-face** LSUE students completed at a rate of 56%.

Table 3. Course completion for MATH 0002 in AY 14-15.

AY 14-15 MATH 0002 ¹						
Description	LSUA	Dual Credit	LSUE ²	Modular ³	Online	Totals
Total n	121	24	223	250	53	671
No. of Ws	19	1	37	22	6	85
No. violation of attendance policy	2	0	3	12	0	17
Grade of A, B, C only	77	23	103	142	36	381
Percent raw success	64	96	46	57	68	56.8
Percent success using NCDE	77	100	56	66	77	67.0
1. Includes all students at all sites both Pathways and Non-Pathways.						
2. Modular and online students not included in this number.						
3. Includes 38 modular students completing MATH 0002 in Intersession and alternate semesters.						

Several modular instructors noted early in the semester that some students simply did not want to do the work associated with the course. While most of the students were perfectly capable of completing the course, they chose instead to miss class leading to a number of absence appeals.

In addition, some students were so far behind that they could not catch up during the final week of the semester despite spending eight hours a day in the lab in some cases. These students did not complete the work early in the semester ignoring a number of warnings and offers of assistance from instructors and the lab assistant around midterm to help them improve. The concentrated effort to help students falling behind was made around midterm upon the advice of Dr. Hunter Boylan, the Director of the National Center for Developmental Education. Very simply, Dr. Boylan asked Dr. Fowler what LSUE personnel were doing to assist students from a motivational standpoint. Fowler agreed that this was an

issue and asked Ms. Thibodeaux, the Coordinator of the QEP, to discuss this topic and add an intervention step speaking to each student individual that was behind.

Further yet, some students opted to withdraw from the course in order to protect their GPA or spend time on other courses. This is evident by the number of withdrawals for both LSUE **face-to-face** and modular formats. This option was recommended by many modular faculty for students that had too much going on at one time during the spring 2015 semester.

Given that the internal direct assessment of 68% < the benchmark of 70% and that the indirect completion rate of 67% < the NCDE rate of 69%, Objective 1.3 is not met.

-  [AY 14-15 MATH 0002 Item Analysis](#)
-  [Math 0002 FINAL EXAM FALL 2014 2](#)

Improvement Plan/ Changes Made

Bring the differences on the exams to the attention of the mathematics faculty so a possible course of action can be set to assist **face-to-face** students. Have math faculty recommend ways to improve student performance on the direct assessment.

Discuss ways of continually motivating students in the modular sections.

1.4: Orientation to University Studies (UNIV 1005)

Progress: Completed

Provided By: Developmental Education

Objective With Intended Outcomes

Developmental Education students (Pathways and non-Pathways) will successfully complete their developmental coursework gaining competencies in the cultural competencies (UNIV 1005) necessary to succeed in their first general education courses.

Assessment/Evaluation/Measures/Strategies

Direct Assessment:

Student learning will be assessed through an internally created comprehensive final exam in a multiple choice format developed by the faculty using the textbook outcomes and LSU Eunice resources. The first

17 questions on the final exam are standardized across all sections and all sites to assess student learning. All students remaining in the course in fall 2014 and spring 2015 were assessed (i.e. no sampling) including the LSU Eunice and LSU Alexandria sites. The course is not offered online or through dual credit. There was one exception to this in that one section in fall 2014 was not assessed because the instructor "forgot". The instructor that "forgot" is no longer employed by LSU Eunice. The student learning outcomes according to the UNIV 1005 [syllabus](#) are:

Upon successful completion of this course, the student will:

1. Locate and access LSU Eunice resources.
2. Demonstrate various transferable academic skills.

The benchmark established for the SLOs is 70% which is the traditional "C" grade according the LSU Eunice Catalog.

Indirect Assessment:

An indirect measurement will also be calculated using data from institutional research and will be the success rate for the course over the 2014-2015 academic year. The success rates will be calculated using the methodology from the National Center for Developmental Education (NCDE) in that the frequency of withdrawals and failures due to the attendance policy will be removed from the total n (both the raw and NCDE rates will be calculated). The rate nationally established for reading is 76%. The faculty decided to use this rate for UNIV 1005 due to the reading component in the second half of the course.

-  [Fall 2014 UNIV 1005 Syllabus](#)

Assessment/Evaluation Results (Progress Report)

Note: Objective 1.4 was met in AY 13-14.

Direct Assessment:

The internal direct assessment of SLOs took place during the final exam for each course section. All 13 sections during fall 2014 and spring 2015 were assessed at the Eunice site. Four out of five sections were assessed during the AY at the Alexandria site. One instructor in fall 2014 "forgot" to give the SLO during the final exam and is no longer employed.

Table 1 details the results indicating that 237 students at the Eunice site and 76 students at the Alexandria site did rather well on the 17 questions with both sites scoring at just over 80% correct

overall. An item analysis is [here](#). Some questions had success rates in the 68-69% range, but most questions were well above the expected 70% benchmark as each of the outcomes indicate.

Table 1. AY 14-15 UNIV 1005 SLO Results in percentages.

UNIV 1005	Overall	LSUE	Dual Credit	LSUA	Online
Overall	83	83		81	
1. Locate and access LSU Eunice resources	85	86	none	82	none
2. Demonstrate various transferable academic skills	80	80		79	
Total number of students	313	237		76	

Next, Table 2 shows a longitudinal comparison of the SLOs since spring 2011. The data indicates that the overall results have improved since spring 2011 and that students in AY 14-15 did slightly better than students did in past years.

Table 2. Longitudinal comparison for UNIV 1005 SLOs in percentages.

UNIV 1005 SLO Description	SP 11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	Change
Overall	70	74	82	81	83	2
1. Locate and access LSU Eunice resources	82	80	86	84	85	1
2. Demonstrate various transferable academic skills	60	68	78	78	80	2
Total number of students	131	399	341	320	313	

Indirect:

As an indirect measure of student learning, final grades were used to determine if the overall success rates met and exceeded the 76% set by the NCDE. Table 3 indicates that the raw success rate was 66%; however, removing withdraws and failures due to violation of the attendance policy yields a 78% success rate. The 78% success rate is greater than the national rate of 76% generated by the NCDE.

Table 3. Indirect data for UNIV 1005 AY 14-15 using grades.

Description	LSUA	Dual Credit	LSUE	Online	Totals
Total n	123	none	249	none	372
No. of Ws	13		17		30
No. violation of attendance policy	21		8		29
Grade of A, B, C only	84		161		245
Raw success rate	68%		65%		66%
Percent success using NCDE	94%		72%		78%

Given that the direct assessment for SLOs exceeded the benchmark of 70% and the indirect rate of 78% exceeded the NCDE's ratio of 76%, objective 1.4 is met.

-  [AY 14-15 UNIV 1005 SLO item analysis](#)

Improvement Plan/ Changes Made

No changes are planned for this objective. Faculty do intend on taking a look at updating the book if time permits. SLOs, their assessment, test-bank questions, and methodology will be examined as well if the book is changed.

1.5: College Reading (UNIV 0008)

Progress: Completed

Provided By: Developmental Education

Objective With Intended Outcomes

Developmental education students (Pathways and non-Pathways) will successfully complete their developmental coursework gaining competencies in critical reading comprehension strategies (UNIV 0008) necessary to begin their first general education social science course.

Assessment/Evaluation/Measures/Strategies

Direct Measurement

Direct measurement of the student learning outcomes (SLO) will take place through the use of a internally designed multiple choice assessment contained on the final exam with the first 25 questions being standardized across all sections of the course for SLO purposes. All students remaining in the course in fall 2014 and spring 2015 will be assessed (i.e. no sampling). The course is not offered online or through dual credit. Student learning outcomes according to the UNIV 0008 course [syllabus](#) follow.

Upon successful completion of this course, the student will:

- A. Correctly identify the meaning of topic, main idea, supporting details, and unfamiliar words in paragraphs, essays, textbook chapters, and visual media.
- B. Employ critical reading comprehension strategies.

The faculty used the major learning outcomes for the course and the outcomes in the textbook in creating the assessment with most questions and the reading passage coming directly from materials available through the textbook supplier.

The benchmark established for the SLOs is 70% which is the traditional "C" grade according to the LSU Eunice Catalog.

Indirect Measurement

One indirect measurement was also included using data from institutional research. The success rate for the course over the 2014-2015 academic year defined as a grade of A, B, or C divided by the number of students remaining in the course on the last day. This calculation is based on the methodology from the National Center for Developmental Education (NCDE) in that the frequency of withdraws and failures due to the attendance policy are removed from the total n. The rate calculated by the NCDE is 76%.

-  [FALL 2014 UNIV 0008 Syllabus](#)

Assessment/Evaluation Results (Progress Report)

This objective was met in AY 13-14.

Direct Assessment

The direct assessment occurred through the final exam from internally created SLOs for the 11 sections at the Eunice site and three sections at the Alexandria site. Every student was assessed totaling 209

with 168 at the Eunice site and 41 at the Alexandria site (see Table 1). Overall, students from the Eunice site scored a 75% while students at the Alexandria site scored a 78%. Eunice students score slightly below the 70% on outcome B; however, their score was within one percentage point of the Alexandria students.

An item analysis is [here](#). Questions 9, 13, and 15 remain problem questions - enough to influence overall scores - but not enough to drastically impact the SLO results. The data suggests that a few of the SLO questions are problematic and need to be changed.

Table 1. SLO data for UNIV 0008 AY 14-15 in percentages.

UNIV 0008 SLO Description	Overall	LSUE	Dual Credit	LSUA	Online
Overall	75	75	none	78	none
A. Correctly identify the meaning of topic, main idea, supporting details, and unfamiliar words in paragraphs, essays, textbook chapters, and visual media.	76	76		79	
B. Employ critical reading comprehension strategies.	70	69		70	
Total number of students	209	168		41	

Longitudinal data is contained in Table 2. The data indicates that even though there was a slight decrease in performance on outcome B, students have improved since AY 11-12.

Table 2. Longitudinal data for UNIV 0008 SLOs in percentages.

UNIV 0008 SLO Description	AY 11-12	AY 12-13	AY 13-14	AY 14-15	Change
Overall	69	75	75	75	0
A. Correctly identify the meaning of topic, main idea, supporting details, and unfamiliar words in paragraphs, essays, textbook chapters, and visual media.	77	78	76	76	0
B. Employ critical reading comprehension strategies.	56	65	73	70	-3
Total number of students	254	209	199	209	

Indirect Assessment

Obtaining raw grade statistics from institutional research allows a comparison of the UNIV 0008 course success rates to the nationally established rates by the NCDE. Overall, the raw success rate for both sites was 80%. After removing withdrawals and failures due to absences, the rate increases to 89% exceeding the NCDE's rate of 76%. Alexandria's low raw success rate is a factor of students withdrawing and failing to show on time for class. Removing these students allows for the comparison to the NCDE and increases the success rate to 86%.

Table 3. AY 14-15 UNIV 0008 indirect assessment using grades.

Description	LSUA	Dual Credit	LSUE	Online	Totals
Total n	57	none	192	none	249
No. of Ws	8		9		17
No. violation of attendance policy	5		4		9
Grade of A, B, C only	38		161		199
Raw success rate	67%		84%		80%
Percent success using NCDE	86%		90%		89%

Given that student performance on the direct assessment - SLOs = 75% which exceeds the established benchmark of 70%; Also given that the student success rate of 89% overall exceeds the NCDE's established national rate of 76%, objective 1.5 is met.

-  [AY 14-15 UNIV 0008 item analysis](#)

Improvement Plan/ Changes Made

Faculty intend on changing the novel effective fall 2015.

Faculty need to also change the assessment to eliminate the problematic questions as well. This may or may not be accomplished in 2015-16 as faculty intend on updating UNIV 1005 and then updating UNIV 0008.

2: General Education: Pathways to Success will provide students the necessary support for the successful completion of their first general education course in English, mathematics, and social science.

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: student fee for CAAP and associated reporting

Relationship to Institutional Goal: Goal 3, Goal 5, Goal 7, Goal 8

Start: 11/1/2014

End: 10/31/2015

Provided By: Developmental Education

Progress: Completed

Related Items

 **Reference to Gen Ed:** See general education

Progress: Completed

Provided By: Developmental Education

Objective With Intended Outcomes

Refer to general education outcomes 2.1, 2.2, and 2.3 that relate to the completion of the first general education courses after the completion of developmental coursework.

Assessment/Evaluation/Measures/Strategies**Assessment/Evaluation Results (Progress Report)****Improvement Plan/ Changes Made**

3: In an effort to further examine program effectiveness, Pathways to Success program staff will examine program completion, fall to spring, and fall to fall retention.

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none (existing)

Relationship to Institutional Goal: Goal 3, Goal 5, Goal 7, Goal 8

Start: 11/1/2014

End: 10/31/2015

Provided By: Developmental Education

Progress: Completed

Related Items

 **3.1: Program Completion**

Progress: Completed

Provided By: Developmental Education

Objective With Intended Outcomes

The Pathways to Success completion rate will approximate the national average as defined by the Community College Research Center and the Lumina Foundation.

Assessment/Evaluation/Measures/Strategies

INDIRECT:

Between 30% and 40% of the developmental students nationwide complete their developmental studies coursework. The number is calculated by dividing those successfully completing the program by the overall number of students who could have completed the program at the time the statistic is calculated. Students in the cohorts prior to the calculation date are removed since they could not have generally completed the program. For example, this calculation typically occurs in the summer. As a result, students in the summer 2014, fall 2014, spring 2015, and summer 2015 cohorts are eliminated from consideration. As a result, this data typically runs one year behind which is a slight change from the 2014 calculation.

The change in methodology was necessary due to the report that generates the data being updated to include all transfer students using information from Louisiana's GRAD Act. The GRAD Act tracks all transfer students to their next institution. However, the data only tracks graduation in which case the student completed their developmental education coursework. Unfortunately, the additional information provided by the GRAD Act does not provide information on whether the student was able to complete their developmental education coursework if they did not graduate. Institutional Research has informed this office that the GRAD Act Data is downloaded once per year. As a result, the decision was made to track data one year behind the report date for completeness.

The report was run on July 29, 2015 and analyzed on August 15, 2015.

Assessment/Evaluation Results (Progress Report)

At time of this writing, a total of 3,615 Pathways students could have completed the program including all entering students from summer 2004 through spring 2014. As Table 1 demonstrates, 1,214 (33.6%) of the Pathways students in this time frame have completed the program. The overall completion rate of 31.2% is within the 30-40% cited by Bailey, Jeong, & Cho, 2008 (see Bailey, T., Jeong, D. W., & Cho, S. W. (2008). Referral, enrollment, and completion in developmental education sequences in community colleges. Retrieved on January 20, 2009 from <http://ccrc.tc.columbia.edu/Publication.asp?UID=659>).

Table 1. Pathways Program Completion.

Academic Year (Summer, Fall, Spring)												
Year	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	Total	Median
No. in cohort	327	333	321	364	407	407	432	401	329	294	3615	349
No. completing	95	129	118	125	133	111	156	131	116	100	1214	122
Percent	29.05	38.74	36.76	34.34	32.68	27.27	36.11	32.67	35.26	34.01	33.58	34.18

Some additional statistics on the completion rate are:

The mean GPA at the time of program completion is 2.795;

The standard deviation at the time of program completion is 0.6439;

The mean length of time for program completion is 1.312 years;

The median length of time for program completion is .930 years;

The standard deviation for time to program completion is 0.975 years.

The graduation rate is 5.39% (195 out of the 3615).

The mean time to graduation is 4.103 years.

The median time to graduation is 3.730 years.

The standard deviation to graduation is 1.298 years.

It should be noted that Bailey's et al. (2008) completion rate deals with all developmental education students nationwide, not only those who need developmental coursework in all subjects. There is no doubt that the completion rate could be improved; however, the 33.6% shows that students who needed developmental education coursework in all subjects can succeed if given a chance to do so. Considering that Pathways students need developmental coursework in all subjects, the 33.6% is considered to be a success for the students and the program overall. The 33.6% is a slight increase over the 31.2% from last year and is no doubt due to the transfer students being included.

Given that the completion rate is with the rate specified by the Community College Research Center and the Lumina Foundation, Objective 3.1 is met.

Improvement Plan/ Changes Made

Students will continue to be engaged by:

contacting those who do not show up for class on the first week ([contact results](#)),

contacting those who do not complete their first advising visit ([contact results](#)), contacting those who are having difficulty at midterm ([contact results](#) and [example email](#)), and contacting those who do not have a schedule for the following semester ([example email](#)).

-  [14-15 called about midterm grades](#)
-  [Contact results for students missing first week](#)
-  [Example of midterm contact letter](#)
-  [Example of registration letter](#)
-  [sp 15 students contacted about not completing first advising visit](#)

3.2: Fall to Spring Retention

Progress: Completed

Provided By: Developmental Education

Objective With Intended Outcomes

Of the new first time freshmen enrolled in the Pathways to Success program, at least 77% overall will be retained from fall to spring.

Assessment/Evaluation/Measures/Strategies

The indirect measure of 77% was generated using a 10 year average (2004-2005 to 2013-2014) comparing the raw statistics on the 14th day for all new first time freshmen attending at the LSU Eunice and LSU Alexandria sites.

Data generated from Institutional Research using the query tools database.

Assessment/Evaluation Results (Progress Report)

Fall 2014 to spring 2015 retention of new first time freshmen was 74% (see Table 1).

Table 1. Fall to spring Pathways to Success retention of new first time freshmen in percentages.

	Academic Year											Ten Year Mean
	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	
Retention	75	79	76	77	81	74	76	80	72	80	74	77

Fall 2014 to spring 2015 retention at the LSUE site was: Pathways = 73%, all new students = 76%
 Fall 2014 to spring 2015 retention at the LSUA site was: Pathways = 75%, all new students = 78%

Overall fall 2013 to spring 2014 for new first time freshmen was 76%.

Since 74% does not exceed the 10 year average benchmark of 77%, Objective 3.2 is not met. However, it should be noted that only the new first time freshmen at LSUA would have met the objective.

Improvement Plan/ Changes Made

The intervention and engagement strategies initiated in fall 2010 will be maintained. These include call students when absent the first week, visiting students who do not complete their first advising visit, call students with poor grades at midterm, and call students in the summer to remind them to pay fees.

The following items were accomplished during AY 2013-2014:

- 60 phone calls on 30 students during the first week
- 133 phone calls for midterm grades
- 53 classroom visits for not doing first advising visit
- 300 phone calls in summer
- In addition, 251 emails warnings were sent out to students who had not accomplished their required tutoring.

3.3: Fall to Fall Retention

Progress: Completed

Provided By: Developmental Education

Objective With Intended Outcomes

Of the new first time freshmen enrolled in the Pathways to Success program, at least 42% will be retained from fall to fall.

NOTE: This objective lags one year behind in order to complete the IE paperwork in a timely fashion in fall each year.

Assessment/Evaluation/Measures/Strategies

Using Institutional Research and the query tools available on the web, a 43% was calculated as being the 10 year average from 2003-2004 through 2012-2013 and thus will be used as the benchmark.

The 2012-2013 Pathways retention will be calculated for all new first-time freshmen students in the Pathways to Success Program.

Assessment/Evaluation Results (Progress Report)

Table 1 below indicates that the fall 2013 to fall 2014 was 50%.

Table 1

Fall 2013 to Fall 2014 Retention of First Time Students in the Pathways to Success Program.

	Academic Year												
	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	Ten Year Mean
Retention	34	30	37	49	43	44	48	27	47	47	45	50	42

Fall 2013 to Fall 2014 Pathways at LSUE = 51%, all students = 55%.

Fall 2013 to Fall 2014 Pathways at LSUA = 46%, all students = 42%.

Overall fall 2013 to fall 2014 retention was 53%. Please note that LSUE administration expects the retention rates for LSUA students to be somewhat lower since the purpose is to provided developmental education and then have students transfer to LSUA. No degree programs are offered by LSUE at LSUA.

As 50% exceeds the 10 year benchmark of 42%, Objective 3.3 is met.

Improvement Plan/ Changes Made

No changes are planned at this time; however, the intervention and engagement strategies initiated in fall 2010 will be maintained. These include call students when absent the first week, visiting students who do not complete their first advising visit, call students with poor grades at midterm, and call students in the summer to remind them to pay fees.

4: In an effort to better place students and reduce the amount of time in developmental education, begin development of an assessment center using ACT's COMPASS and a modular mathematics program (as written in LEQSF(2013-14)-ENH-PEN-06).

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: BoR Grant for \$127,645 and institutional resources of \$93,687

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, Goal 7, Goal 8

Start: 11/1/2014

End: 10/31/2015

Provided By: Developmental Education

Progress: Canceled

Related Items

4.1: Assessment Center and Modular Mathematics programs

Progress: Canceled

Provided By: Developmental Education

Objective With Intended Outcomes

Objective 1: 100% of administrative tasks related to upgrading the facility, ordering and installing all furnishings, equipment, and supplies to initiate the Assessment Center will be completed to the point that the Assessment Center will open at the beginning of the spring 2014 semester (as written in LEQSF(2013-14)-ENH-PEN-06).

Assessment/Evaluation/Measures/Strategies

Very simply, the threshold for meeting this objective was that both the modular mathematics classroom (M-204) and the Assessment Center (M-203) were open and ready to receive students on the first day of classes for spring 2014 which was January 13, 2014.

Assessment/Evaluation Results (Progress Report)

Grant completed in summer 2014. Reported issued to Board of Regents in Summer 2014. Modular mathematics is now assessed through the QEP portion of the planning site.

Improvement Plan/ Changes Made

4.2: Assessment of Incoming Freshmen

Progress: Canceled

Provided By: Developmental Education

Objective With Intended Outcomes

Objective 2: 100% of incoming freshmen will have the opportunity to receive accurate assessment using ACT's COMPASS, increasing those assessed by 10% and reducing students placed in developmental mathematics by 3% (as written in LEQSF(2013-14)-ENH-PEN-06).

Assessment/Evaluation/Measures/Strategies

A. Maintain Fall 2012 Assessment Levels in Fall 2013; Increase Student Assessment in Spring 2014 and Summer 2014 by 10%

According to the LEQSF(2013-14)-ENH-PEN-06 grant language, levels for fall 2013 were to be maintained at fall 2012 levels with $n = 202$ since a temporary lab was being used at the time. Assessment results were used to track student usage.

Levels for spring and summer 2014 were to increase by 10% over spring and summer 2012 with $n = 137$ ($n = 94$ for spring and $n = 43$ for summer). Assessment results were used to track student usage.

B. Reduce the Number of Students in Developmental Courses by 3%

According to the LEQSF(2013-14)-ENH-PEN-06 grant language, this objective was to reduce the number of students being placed into developmental courses by 3% using an average of headcount from the 14th day. The benchmark statistic was calculated using the average enrollment from spring 2012 and spring 2013. Results for spring 2014 would be compared to the averages.

C. Diagnostically Test Students

According to the LEQSF(2013-14)-ENH-PEN-06 grant language, this objective was to diagnostically test less than or equal to 570 students in spring 2014 and summer 2014. Tests were conducted in ENGL 0001 (writing), MATH 0001 (mathematics), MATH 0002 (mathematics), and UNIV 1005 (reading).

Assessment/Evaluation Results (Progress Report)

Grant completed in summer 2014.

Improvement Plan/ Changes Made

4.3: Pre and Post Testing of Developmental Students

Progress: Canceled

Provided By: Developmental Education

Objective With Intended Outcomes

Objective 3: Pre- and posttest a random sample of at least 100 students in developmental mathematics courses, developmental English composition, and developmental reading using COMPASS to determine cognitive value gained (total of at least 400 students) (as written in LEQSF(2013-14)-ENH-PEN-06).

Assessment/Evaluation/Measures/Strategies

Pre- and posttest at least 100 students each from ENGL 0001, MATH 0001, MATH 0002, and UNIV 1005 using ACT's COMPASS. Average post-test score will be greater than the average pre-test score for each course.

Assessment/Evaluation Results (Progress Report)

Grant completed in summer 2014. Report issued to Board of Regents.

Improvement Plan/ Changes Made

4.4: Modular Mathematics MATH 0001 and MATH 0002

Progress: Canceled

Provided By: Developmental Education

Objective With Intended Outcomes

Objective 4: Increase the raw success rate by 3% in developmental mathematics by providing students an option to take a MATH 0001/0002 in a computerized modular format (as written in LEQSF(2013-14)-ENH-PEN-06).

Assessment/Evaluation/Measures/Strategies

Modular Mathematics Design

Design the competency-based modular mathematics MATH 0001 and MATH 0002 courses.

Offer and Measure Student Learning Outcomes (SLOs) in Modular Mathematics

This part of the objective analyzes the SLOs and the overall grade distributions for the modular mathematics compared to all other methods of instruction for fall 2013 and spring 2014.

The SLOs for MATH 0001 are:

The student, upon successful completion of this course, will:

- A. Manipulate the order of operations on the real numbers.
- B. Perform basic algebraic operations with expressions and linear equations.
- C. Analyze and compute measurements for different geometric figures.

The raw success rate for MATH 0001 based on grades in the AY 2012-2013 was 59%. An increase of 3% would be 59% multiplied by 1.03 or 60.77 or 61% rounded.

The SLOs for MATH 0002 are:

Upon successful completion of this course, the student, will:

- A. Perform basic algebraic operations.
- B. Perform basic operations involving the rectangular coordinate system.

The raw success rate for MATH 0002 based on grades in the AY 2013-2013 was 46%. An increase of 3% would be 46% multiplied by 1.03 or 47.38% or 47% rounded.

Assessment/Evaluation Results (Progress Report)

Grant expired in June 2014.

Modular mathematics assessment is contained in the QEP section.

Improvement Plan/ Changes Made

Grants

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

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none (existing)

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, Goal 7, Goal 8

Start: 11/1/2014

End: 10/31/2015

Provided By: Grants

Progress: Completed

Related Items

1.1: Grant Training

Progress: Completed

Provided By: Grants

Objective With Intended Outcomes

100% of faculty and staff members will have access to grant development training.

Assessment/Evaluation/Measures/Strategies

Benchmark: Last year 25 faculty and staff members received individual consultation on grant development and grant writing topics. Information about potential grant sources was provided to 100% faculty members. This objective is met if these number are met or exceeded.

Assessment/Evaluation Results (Progress Report)

This objective was met in AY 13-14.

100% of faculty and staff members have access to grant training through the online grant writing course that is provided at the Office of Grants web space. In addition, grant writing print material is made available to anyone who wishes to borrow books from the Office of Grants collection. In addition to online availability, the Director of Grants met with applicants for Endowed Professorships and offered tips and advice relating to proposal development. The Director of Grants also responded to 20 individual requests for assistance from faculty/staff. A [one-day grant development workshop](#) was designed and delivered to the Student Support Services staff.

This objective was met.

-  [Grant Workshop Agenda](#)

Improvement Plan/ Changes Made

Anticipating that the nature of grant seeking will change on campus due to limited sources of grants at the state level, information relating to seeking funding from federal grant sources may be needed for future program development.

1.2: Grant Submissions

Progress: Completed

Provided By: Grants

Objective With Intended Outcomes

Grants will continue to be submitted annually to enhance LSU Eunice academic programs.

Assessment/Evaluation/Measures/Strategies

A minimum of three grants will be submitted.

Assessment/Evaluation Results (Progress Report)

This objective was met in AY 13-14.

During the past academic year, two Two-Year Enhancement grants were submitted. One Undergraduate Enhancement grant was submitted. The Perkins Basic grant (LAP) was submitted. The Perkins

Carryover grant was submitted. The state WISE grant was submitted. A Student Support Services (TRIO grant) was submitted. Of these submissions, one Two-Year Enhancement grant was funded (for Modular Math lab enhancement); the Perkins Basic and Carryover grants were funded (Career and Technical Education improvement funds); the campus received approximately \$200,000 from the state WISE appropriation. The TRIO grant funding will not be announced until August, 2015. Copies of notification of [unfunded grants](#), grants [waiting to be funded](#), and [funded grants](#) are attached.

This objective was met.

-  [Awaiting Funding Notice](#)
-  [Funded Grants](#)
-  [Unfunded Grants](#)

Improvement Plan/ Changes Made

With the redesign of the Two-Year Enhancement grant program of the Board of Regents, this important source of funds for program improvements is no longer available to the institution. In addition, due to the failure to implement two programs that were funded through the Rapid Response state appropriated funds (EMT; Chemical Technician), it is anticipated that these funds may not be available to LSUE in the future. While the Undergraduate Enhancement funds are still available, this source is restrictive due to the discipline rotation. Any given discipline is available once every three years.

In the future, this objective will need to be altered. While federal grant funds are available, two impediments face the institution in acquiring these funds. First, most funds require a cash match--frequently stipulated that the funds be from another entity (i.e., business/industry). This has not been available to LSUE in the recent past. Further, grants of the magnitude of most federal solicitations require a concerted effort of several individuals. With heavy teaching/workloads, it has not always been feasible to exert the level of effort needed to produce success.

1.3: Perkins CTE Grant

Progress: Completed

Provided By: Grants

Objective With Intended Outcomes

The Carl Perkins Basic and Carryover grants will provide support to enhance three to four Career and Technical Education programs annually.

Assessment/Evaluation/Measures/Strategies

Spring and fall Perkins budget development process will identify needed and allowable equipment, supplies, travel, professional services, and operating services for CTE programs; Perkins funds will be spent according to budget categories; Perkins reports will be filed on time monthly, quarterly, and at grant close-out annually; Perkins activities will be designed to implement the annual Local Application Plan.

Assessment/Evaluation Results (Progress Report)

This objective was met in AY 13-14.

Planning sessions for both the Basic and Carryover grants were conducted with faculty/staff members who can spend Perkins funds for program improvements. All planned/allowable purchases were made. Three budget amendments allowed for funds available due to cost savings and cancelled trips to be reassigned to needs that were identified during the program year. All reports/reimbursements were completed on time. A [Perkins Basic Report](#) and a [quarterly Carryover report](#) are attached.

This objective was met.

-  [Perkins Report Example](#)
-  [Quarterly Report](#)

Improvement Plan/ Changes Made

Changes continue to be implemented at the state level relating to the conduct of the Perkins program. LSUE became part of a regional group several years ago. As a group, decisions are made relating to area workforce needs that dictate which programs can be funded and which cannot be funded. In effect, LSUE has very little ability to influence this process. If, for instance, the group should vote not to include Health Sciences in the future, the use of Perkins funds for LSUE programs would be severely limited. With few high-wage, high-skill, high-demand programs being offered (i.e., 4- and 5-star according to the Louisiana Workforce Commission), there may be limited application of Perkins funds for the institution. At the state level, there has been discussion of limiting the number of years any one program can be supported. The funds are to be used for innovation/improvements; once this is accomplished, other programs should then be supported. It is possible to do a Waiver to support a program that is not 4- or 5-star; however, a strong justification must be made. Changes at the state

level could also impact the institution's ability to continue to support Career Services. Perkins has been a major source of funds for this program for the past 13 years.

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

Relationship to Strategic Goals: Goal 2.4

Budget Information: None (existing)

Relationship to Institutional Goal: Goal 1, Goal 5, Goal 7

Start: 11/1/2014

End: 10/31/2015

Provided By: Grants

Progress: Completed

Related Items

🌐 2.1: Grant Guidelines

Progress: Completed

Provided By: Grants

Objective With Intended Outcomes

100% of recipients of public and private grant and research funds will have access to fiscal and administrative guidelines relating to grant management.

Assessment/Evaluation/Measures/Strategies

All Enhancement grant managers will receive [contracts](#) that outline reporting responsibility, [allowable expenditures](#), and management process for Board of Regents grants; all managers of Department of Education grants will maintain current copies of EDGAR and applicable federal circulars for grant management; Perkins Coordinator and Office of Business Affairs will receive training and print materials relating to correct implementation of the Perkins grant. Grants managers will follow LSU Eunice [grants policy](#).

-  [Expenditures](#)
-  [Grants Policy Statement](#)

-  [Modular Math Contract/Guidelines](#)

Assessment/Evaluation Results (Progress Report)

This objective was met in AY 13-14.

All managers of grant contracts received information to assist in effective management of grants. Sources of information vary according to the grant. For instance, Enhancement grants are bound by the guidelines in the RFP and the contract provided by the Board of Regents. The Perkins grant recipients are bound by EDGAR, the new OmniCircular, and state management guidelines provided through the state Perkins manual. The SSS TRIO grant is bound by guidelines of EDGAR and special advisories of the U.S. Department of Education. All grant managers have access to the LSUE policy statement relating to Sponsored Programs. Access to federal guidelines is available through the Office of Grants web space.

This objective was met.

Improvement Plan/ Changes Made

The Perkins Coordinator and Director of the SSS TRIO program have received special training relating to the changes incorporated in the new federal OmniCircular ([see agenda for the March 4, 2015 meeting](#)). However, since several important changes have been made, it is recommended that additional LSUE faculty/staff receive training on grants management to meet the new guidelines.

-  [Training Agenda](#)

2.2: Adherence to Grant Guidelines

Progress: Completed

Provided By: Grants

Objective With Intended Outcomes

100% of sponsored programs' expenditures will be reviewed to promote compliance with funders' guidelines and federal, state, system, and institutional policies and procedures for fiscal matters.

Assessment/Evaluation/Measures/Strategies

The Director of Grants and Development will review all budgets and planned expenditures of grant resources.

Assessment/Evaluation Results (Progress Report)

This objective was met in AY 13-14.

Grant expenditures are reviewed for accuracy and adherence to guidelines at both the grant development stage and in the process of funds expenditure. In addition to review by the Director of Grants, all grants/budgets are approved within the department/division for adherence to unit and institutional goals and objectives. Further, [each expenditure](#) is reviewed for adherence to the grant budget and institutional policies. The review/approval process made possible by the ProSystem assures that all responsible parties review and approve each expenditure of grant funds. An [example is attached](#).

This objective was met.

-  [Copies of Approved Requisitions](#)
-  [Reviewed/Approved Purchase Orders](#)

Improvement Plan/ Changes Made

No changes to the present system are recommended.

Health Sciences & Business Technology

9: General Education Competency in the Social Sciences

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none (existing)

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 8

Start: 11/1/2014

End: 10/31/2015

Provided By: Health Sciences & Business Technology

Progress: Completed

Related Items

There are no related items (see general education social sciences).

Computer Information Technology

6: Maintain an effective computer information technology (CIT) program.

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 4, Goal 5, Goal 6, Goal 7

Start: 11/1/2014

End: 10/31/2015

Provided By: Computer Information Technology

Progress: Completed

Related Items

6.1: CIT Professional Competency

Progress: Completed

Provided By: Computer Information Technology

Objective With Intended Outcomes

Upon successful completion of the program students will demonstrate the knowledge base and application to work as an entry-level computer information technician.

Assessment/Evaluation/Measures/Strategies

Benchmark is set at 70%. Historically it was determined by the Division Head and faculty that a 10 point scale would be used in all business and business related courses.

CSC 2253- (Web-base) Upon successful completion of the is course students will demonstrate the knowledge base and application to work as an entry-level computer information technician by applying critical thinking skills to the ever changing information technology industry focusing on Systems Analysis and Design. Evaluation of this course will be done in the following manner: Class Discussion Board Questions and Collective combination of Team Project, Case Studies, Analysis Tools, Critical Thinking Challenge Exercises and Video Learning Sessions. [CSC 2253 Syllabus](#)

-  [CSC 2253 Syllabus](#)

Assessment/Evaluation Results (Progress Report)

Unable to collect data for 2013 - 2014 Academic year. New Coordinator for CIT program hired.

CSC2253 - 96% of the students demonstrated their knowledge base of general planning and analysis of business systems through a collective combination of discussion board questions, and video learning sessions focusing on business information systems in information technologies in a business management setting. Objective Met.

90% of the Students demonstrated the ability to apply course principles to related assignments in the Introduction of Computers through a collective combination of team project, case studies, analysis and decision-support tools, and critical thinking challenge exercises. Objective Met.

Improvement Plan/ Changes Made

Improve students understanding of the value of fully identifying user business requirements before designing by illustrating more real business case studies. Give more team and individual assignments.

6.4: CIT Placement

Progress: Completed

Provided By: Computer Information Technology

Objective With Intended Outcomes

Upon graduation, Computer Information Technology majors will either be employed in the field or will continue their education.

Assessment/Evaluation/Measures/Strategies

Graduating students for a given semester are contacted via telephone by Office of Career Services approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year.

Benchmark is tentatively set at 25.4% (the sum of those placed in the field and those continuing their education) from spring 2010 through spring 2013 data.

Assessment/Evaluation Results (Progress Report)

In the prior planning year, this objective was met with the understanding that there were a limited number of graduates.

In the current planning year which examined the AY 2013-2014 graduates, a total of 12 students graduated from the Computer Information Technology Program (CIT) (see the [CIT Placement Summary](#)). The Office of Career Services found that six (50%) were employed in the field while one (8%) was employed not in the field. One (8%) was unemployed and four (33%) were unable to be contacted.

Given that the observed in field employment rate of 50% > benchmark of 25.4%, Objective 6.4 is met.

-  [Computer Information Technology Summary](#)

Improvement Plan/ Changes Made

No changes planned in terms of data; however, the CIT coordinator resigned in July 2015. A new coordinator has been hired. Continuous changes may end up affecting retention and graduation.

Completed by Paul Fowler on August 28, 2015.

8: Maintain an effective Office Information System (OIS) program

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 4, Goal 5, Goal 6, Goal 7

Start: 11/1/2014

End: 10/31/2015

Provided By: Computer Information Technology

Progress: Canceled

Related Items

 **8.1: OIS Professional Competency**

Progress: Canceled

Provided By: Computer Information Technology

Objective With Intended Outcomes

8.10 Upon successful completion of the curriculum, the students will have the knowledge and the concepts to enter the work force as an entry level administrative assistant.

Assessment/Evaluation/Measures/Strategies

Assessment/Evaluation Results (Progress Report)

OIS program cancelled.

Improvement Plan/ Changes Made

 **8.4: OIS Placement**

Progress: Canceled

Provided By: Computer Information Technology

Objective With Intended Outcomes

Upon graduation, Office Information System or Office Practice and Procedures majors will either be employed in the field or will continue their education.

Assessment/Evaluation/Measures/Strategies

Graduating students for a given semester are contacted via telephone by Office of Career Services approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year.

Benchmark is tentatively set at 40.2% from spring 2010 through spring 2012 data and is in the process of being established due to the limited number of graduates in the program.

Assessment/Evaluation Results (Progress Report)

OIS program cancelled.

Improvement Plan/ Changes Made

Diagnostic Medical Sonography

1: Maintain an effective Diagnostic Medical Sonography Program

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none (Existing)

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 4, Goal 5, Goal 6, Goal 7, Goal 8

Start: 11/1/2014

End: 10/31/2015

Provided By: Diagnostic Medical Sonography

Progress: Completed

Related Items

1.1: DMS Professional Competency

Progress: Completed

Provided By: Diagnostic Medical Sonography

Objective With Intended Outcomes

1.10 Graduates of 2013-2014 and employers will rate the knowledge base, clinical proficiency, and behavioral skills as average or above on the six-month surveys.

1.11 Graduates of 2013-2014 will attempt and pass the American Registry of Diagnostic Medical Sonographers (ARDMS) and earn either abdomen or OB/Gyn credential within one year of graduation.

1.12 At some point during the five or 10-year accreditation cycle the program must demonstrate that some graduates have been successful in obtaining the credential for both abdomen and OB/Gyn.

Assessment/Evaluation/Measures/Strategies

1.10 Data acquired via employer survey and graduate surveys (6 months post graduation). Benchmark set at 60% because JRC-DMS requires no less than 50% return rate on surveys.

1.11 Data acquired via ARDMS exam results (annual report from the ARDMS). Benchmark set at 60% because JRC-DMS requires that 60% of graduates obtain the credential of RDMS within one year of the graduation date.

1.12 Data acquired via ARDMS exam results (annual report from the ARDMS). Based on four year period within five year accreditation cycle (from 2009-2013), some (JRCDMS does not specify a minimum number) graduates have earned both abdomen and ob/gyn ARDMS credentials.

-  JRC-DMS Surveys
 -  [Employer survey blank](#)
 -  [Graduate survey blank](#)

Assessment/Evaluation Results (Progress Report)

In AY 2013 - 2014, this objective was met.

For AY 2014-2015:

1.10 4 out of 7 (57%) graduate surveys and 5 out of 7 (71%) employer surveys returned for the 2012-2013 class rated the knowledge base, clinical proficiency, and behavioral skills as average or above on the six-month surveys. Objective met.

1.11 83% of 2013 graduates (5 of 6) who attempted the American Registry of Diagnostic Medical Sonographers (ARDMS) earned the RDMS credential (either abdomen or OB/Gyn) within one year of graduation. Objective met.

1.12 Of the class of 2010, 4 of 6 graduates have earned the abdomen and ob/gyn credential. Of the class of 2011, 1 of 6 has earned both the abdomen and ob/gyn credential. Of the class of 2012, 3 of 5 graduates have earned both the abdomen and ob/gyn credential. Of the class of 2013, 1 of 7 graduates has earned both the abdomen and ob/gyn credential. Objective met.

Improvement Plan/ Changes Made

At this time the DMS program is on Inactive status.



1.2: DMS Retention

Progress: Completed

Provided By: Diagnostic Medical Sonography

Objective With Intended Outcomes

For students who began the program in 2013-2014, total attrition, including attrition due to Academic Dismissal, Clinical Dismissal, Student Withdrawal, will be maintained within limits set by JRC-DMS Policies.

Assessment/Evaluation/Measures/Strategies

JRC-DMS sets that attrition may be no more than 20% of the total number of students in the enrollment cohort. Students formally enrolled in a diagnostic medical sonography program that began fundamental diagnostic medical sonography core coursework and have left for academic (failure to meet grades or other programmatic competencies) or non-academic (financial hardship, medical, deployment, etc.) reasons.

Assessment/Evaluation Results (Progress Report)

For AY 2013 - 2014, this objective was met.

For AY 2014-2015, the DMS program admitted 8 students into the program, 7 students successfully completed the program. One student voluntarily withdrew from the University after the first semester (summer) due to financial issues. The program had an 88% retention. **Objective met.** [DMS annual report](#)

-  [DMS annual report](#)

Improvement Plan/ Changes Made

No plan of action at this time due to the program going to inactive status.



1.3: DMS Employment

Progress: Completed

Provided By: Diagnostic Medical Sonography

Objective With Intended Outcomes

1.30 Upon the completion of the DMS Program, graduates who seek employment will be employed in sonography within six months of graduation.

Assessment/Evaluation/Measures/Strategies

1.30 Data obtained via [employer](#) and [graduate surveys](#) (post 6 months graduation) and ongoing communication with graduates. Benchmark set at 80% of the graduates who seek employment will be employed in sonography within six months of graduation and is based on Commission on Accreditation of Allied Health Education Programs.

-  [EmployerSurvey_blank](#)
-  [GraduateSurvey_blank](#)

Assessment/Evaluation Results (Progress Report)

For AY 2013 - 2014, this objective was met.

6 of the 7 students (86%) completing the DMS program were employed within 6 months of completion of the program. [DMS annual report](#).

The instructor resigned and did not leave a completed copy of a completed survey.

-  [DMS annual report](#)

Improvement Plan/ Changes Made

At this time there is no improvement plans due to the DMS program going to Inactive status.

Fire and Emergency Services

● 5: Maintain an effective fire science program

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none

Relationship to Institutional Goal: Goal 1, Goal 3, Goal 4, Goal 7, Goal 8

Start: 11/1/2014

End: 10/31/2015

Provided By: Fire and Emergency Services

Progress: Completed

Related Items



5.1: Fire and Emergency Services - Professional Competency

Progress: Delayed

Provided By: Fire and Emergency Services

Objective With Intended Outcomes

5.10 Upon successful completion of the curriculum, students will demonstrate the technical knowledge and skills as a Fire and Emergency Service professional.

Assessment/Evaluation/Measures/Strategies

Assessment/Evaluation Results (Progress Report)

Fire and Emergency Services Coordinator resigned and a search in progress. No data reported.

Improvement Plan/ Changes Made



5.2: Fire and Emergency Services Employment

Progress: Completed

Provided By: Fire and Emergency Services

Objective With Intended Outcomes

Upon graduation, Fire and Emergency Services majors will either be employed in the field or will continue their education.

Assessment/Evaluation/Measures/Strategies

Graduating students for a given semester are contacted via telephone by Office of Career Services approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year.

Benchmark is set at 65% from spring 2010 through spring 2013 academic year data.

Assessment/Evaluation Results (Progress Report)

During the last planning year, this objective was tentatively met based on limited data.

For the current planning year which examines the AY 2013-2014 graduate data, 33 students graduated from the Fire and Emergency Services Program (FES) (see the [FES Placement Summary](#)). A total of 30 (91%) of them were employed in the field, two (6%) were employed not in the field, and the Career Services Office was unable to contact one (3%) student.

Given that the observed value of being employed in the field is 91% > the benchmark of 65%, Objective 5.2 is met.

-  [Fire and Emergency Services Summary](#)

Improvement Plan/ Changes Made

No changes planned on data collection. Note that this program now resides in Liberal Arts and was combined with the Criminal Justice Program. Complete on August 28, 2015 by Paul Fowler

Management

7: Maintain an effective management program

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 4, Goal 5, Goal 6, Goal 7, Goal 8

Start: 11/1/2014

End: 10/31/2015

Provided By: Management

Progress: Completed

Related Items

7.1: Management Professional Competency

Progress: Completed

Provided By: Management

Objective With Intended Outcomes

7.10 Upon the conclusion of the curriculum the students will be prepared for entry-level managerial positions.

Assessment/Evaluation/Measures/Strategies

Benchmark is set at 70%. Historically it was determined by the Division Head and faculty that a 10 point scale would be used in all business and business related courses.

MGMT2999 (**face to face**) - Upon successful completion of this course students will understand the concepts and principles of management and be able to critically think and apply the principles of management. [MGMT2999 syllabus](#), [MGMT2999 PRE TEST](#), [MGMT2999 POST TEST](#)

MKTG2999 (**face to face**) - Upon successful completion of this course students will understand the concepts and principles of marketing and be able to critically think and apply the principles of marketing. [MKTG2999 Syllabus](#), [MKTG2999 PRE TEST](#), [MKTG 2999 POST TEST](#)

-  [MGMT2999 POST TEST](#)
-  [MGMT2999 PRE TEST](#)
-  [MGMT2999 syllabus](#)
-  [MKTG 2999 POST TEST](#)
-  [MKTG2999 PRE TEST](#)
-  [MKTG2999 Syllabus](#)

Assessment/Evaluation Results (Progress Report)

No data was presented on this objective in AY 2013-2014.

MGMT2999 - 81% of the students demonstrated competency with understanding the concepts and

principles of management. **Objective met.**

84% of the students demonstrated proficiency in their knowledge base and ability to apply principles of management. **Objective met.**

MKTG 2999 - 82% of the students demonstrated competency with understanding the concepts and principles of marketing. **Objective met.**

87% of the students demonstrated proficiency in their knowledge base and ability to apply principles of marketing. **Objective met.**

No ns or student verification was provided.

Improvement Plan/ Changes Made

Starting next academic year (2016 - 2017) graduating students will be taking the ETS major field test for Associate Degree in Business. This test will provide a mechanism to thoroughly assess the strengths and weaknesses of the students and the program. The data will also provide a mechanism for the program to compare our students to other students nationally.



7.4: MGMT Placement

Progress: Completed

Provided By: Management

Objective With Intended Outcomes

Upon graduation, Management majors will either be employed in the field or will continue their education.

Assessment/Evaluation/Measures/Strategies

Graduating students for a given semester are contacted via telephone by Office of Career Services approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year.

Benchmark is set at 47.5% (sum of those placed in the field and those continuing their education) from spring 2010 through spring 2013 data.

Assessment/Evaluation Results (Progress Report)

This objective was not met during the last planning cycle. Plan was to continue to collect data to adequately benchmark.

For the AY 2014-2015 planning cycle, the placement rates of graduates from AY 2013-2014 was examined (see the [Management Placement Rate Summary](#)). Overall, 46 student graduated from the Management program in AY 2013-2014 with 22% of them being employed in the field and 28% of them continuing their education. As a result, a total of 23 (50%) of the 46 students were either employed in the field or continuing their education.

Since the observed value (employed in field or continuing education) is 50% > the benchmark of 27.5%, Objective 7.4 is met.

-  [Management Summary](#)

Improvement Plan/ Changes Made

At this time No changes planned. Completed by Paul Fowler on August 28, 2015.

Nursing

2: Maintain an effective nursing program

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 4, Goal 5, Goal 6, Goal 7

Start: 11/1/2014

End: 10/31/2015

Provided By: Nursing

Progress: Completed

Related Items



2.1: Nursing Professional Competency

Progress: Completed

Provided By: Nursing

Objective With Intended Outcomes

2.10 Eighty percent of employers and graduates responding will rate the graduates' communication skills, critical thinking skills, and ability to perform therapeutic interventions as average or above average on the six month survey.

2.11 Eighty percent of employers and graduates responding will report that the nursing program prepared graduates to function effectively as entry-level practitioners.

2.12 Based on Accreditation mandates the licensure exam pass rates will be at or above the national mean. Eighty-five percent of the graduates will pass the NCLEX-RN examination on their first attempt.

The NCLEX-RN exam is broken out into the following Client Needs Domains (student learning outcomes):

- Management of Care
- Safety and Infection Control
- Health Promotion and Maintenance
- Psychosocial Integrity
- Basic Care and Comfort
- Pharmacological and Parenteral Therapies
- Reduction of Risk Potential
- Physiological Adaptation

Assessment/Evaluation/Measures/Strategies

2.10 Benchmark is set at 80% and was determined by the Program Director and faculty based on 10 years of historical data. Survey sent to graduates and employers 6 month post-graduation. [graduate 6 months](#)

2.11 Benchmark is set at 80% and was determined by the Program Director and faculty based on 10 years of historical data. Survey sent to graduates and employers 6 month post-graduation. [employer 6 months](#)

2.12 As Part of accreditation mandates, the Louisiana State Board of Nursing set a Benchmark of 80% on graduate pass rates for the NCLEX-RN national board exam results. However, the Director of Nursing and faculty raised the Benchmark for LSU Eunice Nursing Program to 85% to ensure and maintain higher standards and quality graduates. Review and analyze NCLEX-RN pass rates. Complete table to aggregate and trend data. The rationale is to establish actual level of achievement and compare it with expected level of achievement.

-  [graduate 6 months](#)
-  [Sample of employer survey](#)

Assessment/Evaluation Results (Progress Report)

2.10 Objective met for the last planning year.

For AY 2014-2015: Based on results of graduate surveys the **Objective was met**. Please review completed 6 month graduate survey. [sample 6 month grad survey complete](#), [6 month graduate survey results](#)

2.11 Objective met for the last planning year.

For AY 2014-2015, Results of Employer Survey indicated **objective was met**. Please review completed 6 month employer survey. [6 month employer survey complete](#), [6 month employer survey results](#)

2.12 Objective met for the last planning year.

For AY 2014-2015, based on the 2014 NCLEX report **Objective was met**. Please review Percent of Graduates Passing and Test Plan Performance form the NCLEX 2014 Report. [2014 NCLEX report](#), [Objective 2-1 Percent Graduate Passing NCLEX Report 20141](#); [NCLEX Test Plan Performance - NCLEX Report 2014](#)

-  [2014 NCLEX report](#)
-  [6 month employer survey complete](#)
-  [6 month employer survey results](#)
-  [6 month graduate survey results](#)
-  [NCLEX Test Plan Performance - NCLEX Report 2014](#)
-  [Objective 2-1 Percent Graduate Passing NCLEX Report 20141](#)
-  [sample 6 month grad survey complete](#)

Improvement Plan/ Changes Made

2.10 Will continue to send reminders to graduates to complete survey. Emphasize to current third and fourth semester students the necessity of completing and returning 6 month graduate survey.

2.11 Plan to continue to send reminders to employer to complete 6 month survey.

2.12 LSU Eunice faculty will continue to review and adjust the existing curricular topics based on NCLEX 2015 test plan.



2.2: Nursing Retention

Progress: Completed

Provided By: Nursing

Objective With Intended Outcomes

2.20 75% of the students admitted to the nursing program will graduate within six semesters.

2.21 90% percent of LPN's entering through advanced standing will graduate within one year.

Assessment/Evaluation/Measures/Strategies

2.20 2013 - 2015 cohort .Benchmark of 75%, historically benchmark was determined by the Program Director and faculty based on criteria mandated by ACEN. Compare list of students admitted to the Nursing Program for a given year to list of graduates of that class to determine retention rates. Complete table to aggregate and trend data Compare with expected levels of achievement. [2013 - 2015 cohort](#)

2.21 2014 - 2015 cohort. Benchmark of 90% based on criteria mandated ACEN. Compare list of students admitted to the Nursing Program through advanced standing for a given year to list of those graduating from that class to determine retention rates. Complete table to aggregate and trend data. Compare with expected levels of achievement. [2014 - 2015 LPN-RN cohort](#)

-  [2013-2015 cohort](#)
-  [2014-2015 LPN to RN cohort](#)

Assessment/Evaluation Results (Progress Report)

2.20 objective not met in 2012 - 2014 cohort: A more intensive approach to pre-test and post-test peer review and test remediation with students scoring less than 85% on each exam. Program Director for Nursing will: 1) work with faculty to ensure lecture content thoroughly reflects course content and testing; 2) review with faculty clinical objectives for each semester to ensure continuity in quality and depth of clinical experiences among all clinical practice groups; 3) curriculum committee will work with faculty to secure congruence between lecture presentation and test modalities 2013 - 2015 co-hort. Fall of 2013 60 new students selected and started the Nursing program. At the end of the fourth and final semester of the program 31 students successfully completed and graduated The attrition for the 2013 - 2015 cohort = 48% and Retention was 52%. Objective not met for the 2013 - 2015 cohort.

2.21 In the 2013-14 planning year, this objective was met. [2013 - 2014 ASN and LPN-RN Attrition/Retention](#)

2.21 2014 - 2015 LPN to RN cohort. 9 LPN students began the program in summer of 2014. Of the 9 starting only 5 successfully completed and graduated from the program. The attrition rate for this cohort was 37% and the retention was 63%. **Objective not met.** [2013 - 2015 Attrition and Retention](#)

-  [2012 - 2014 ASN and LPN-RN Attrition/Retention](#)
-  [2013 - 2015 Attrition and Retention](#)

Improvement Plan/ Changes Made

2.20 Under the advisement of the ACEN (accrediting agency) the program will lower its benchmark to 60%, which more in line with the national average. Nursing Program Director will work with faculty regarding more intensive remediation for students scoring less than 85% on didactic and skills testing. The Nursing Program Director will also attend lecture courses to ensure that lecture content is comprehensive and reflects course content and testing. In addition, the Director will visit all clinical facilities to ensure students are receiving appropriate level of clinical experience. In addition, monitoring pre-nursing students closely and if needed scheduling students in UNIV1005 (this course teaches time management and study skills) and/or UNIV0008 (enhance reading skills and comprehension).

2.21 The program director and faculty will assess applicants to ensure that they have met all criteria (i.e.; 3 of the last 5 years working in acute care).

2.3: Nursing Employment

Progress: Completed

Provided By: Nursing

Objective With Intended Outcomes

Graduates who seek employment will be employed in nursing within six months of graduation.

Assessment/Evaluation/Measures/Strategies

2.3 Benchmark is 95% and was determined by faculty and program director based on historical data. [Sample of 6 month graduate survey](#)

-  [Sample of 6 month graduate survey](#)

Assessment/Evaluation Results (Progress Report)

Objective met for the 2013 - 2014 academic year.

2.3 Although, limited data was gathered from the 6 month graduate survey, information was also gather through direct questioning of the students prior to graduation. All students had received full time employment contracts. 100% graduate employment rate. **Objective met.** [sample of 6 month graduate survey completed](#); [6 month graduate survey employment results](#)

-  [6 month graduate survey employment results](#)
-  [sample of 6 month graduate survey completed](#)

Improvement Plan/ Changes Made

2.3 Nursing Program Director and faculty will emphasize the importance of completing and returning the 6 month graduate survey. Will look into the possibility of sending the surveys via email.

Radiologic Technology

3: Maintain an effective radiologic technology program

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 4, Goal 5, Goal 6, Goal 7, Goal 8

Start: 11/1/2014

End: 10/31/2015

Provided By: Radiologic Technology

Progress: Completed

Related Items



3.1: Radiologic Technology Professional Competency

Progress: Completed

Provided By: Radiologic Technology

Objective With Intended Outcomes

3.10 Eighty percent of the Graduates will rate the overall quality of their preparation as a radiologic technologist as good, very good, or excellent.

3.11 Eighty percent of the Employers will rate the overall quality of the program graduates as good, very good, or excellent.

3.12 Students will be able to demonstrate proper clinical skills when performing diagnostic procedures with appropriate supervision.

Assessment/Evaluation/Measures/Strategies

3.10 Benchmark is 80% set by the program faculty members based on the JRCERT Standards. Graduate Survey sent to graduates 1 year post graduation as recommended by JRCERT (accreditation body). [Graduate Survey](#)

3.11 Benchmark is 80% set by the program faculty members based on the JRCERT Standards. Employer survey sent to employers 1 year post graduations recommended by JRCERT (accreditation body). [Employer Survey](#)

3.12 Students are under direct observation with an instructor. Students must achieve a minimum grade of 85% to demonstrate proficiency set by the program faculty members based on the JRCERT Standards. [Final Competency Form](#) and [RADT 2093 Clinical Evaluation Form](#)

-  [Employer Survey](#)
-  [Final Competency Form](#)
-  [Graduate Survey](#)
-  [RADT 2093 Clinical Evaluation Form](#)

Assessment/Evaluation Results (Progress Report)

3.10 Graduate Survey: The surveys once again revealed that the graduates who sought employment were hired within 1 year post-graduation. The surveys also revealed that the graduates rated the overall quality of his or her preparation as a radiologic technologist as good, very good, or excellent. This is consistent with the results from 2013. **Benchmark was met.** ([Graduate Survey Sample Class of 2014](#)) After further investigation, feedback revealed that all of the 2014 graduates who sought employment were hired within 2-3 months post-graduation.

3.11 Employer Survey: The surveys revealed that the graduates rated the overall quality of the preparation as a radiologic technologist as good, very good, or excellent. This is consistent with the results from 2013. **Benchmark was met.** ([Employer Survey Sample Class of 2014](#))

3.12 Final Competency Form and Clinical Evaluation Form (RADT 2093): All of the students (20 of 20) achieved a class average score of $\geq 85\%$ on their first attempt in demonstrating clinical skills while performing diagnostic procedures with appropriate supervision as documented on the Final Competency Forms. This is a 5% improvement from the results of 2013. **Benchmark was met.** ([Final Competency Sample Class of 2014](#) and [RADT 2093 Clinical Evaluation Sample Class of 2014](#)) The Clinical Evaluation Form again revealed that all of the students achieved an "above average" or "good" rating in the area.

-  [Employer Survey Sample Class of 2014](#)
-  [Final Competency Sample Class of 2014](#)

-  [Graduate Survey Sample Class of 2014](#)
-  [RADT 2093 Clinical Evaluation Sample Class 2014](#)

Improvement Plan/ Changes Made

3.10: Even though the **benchmark was met**, only 4 of the 20 Graduate Surveys were returned; a 20% return rate. This is an improvement from 2013, however, will discuss with program faculty members and solicit strategies as to continue improvement of the return rate for future assessments. ([Outcomes Assessment for Class 2014](#)) This was also noted in the Program Effectiveness Plan.

3.11 Even though the **benchmark was met**, 12 of the 20 Employer Surveys were returned; a 60% return rate. This is a remarkable improvement from 2013. ([Program Effectiveness Plan Class of 2014](#)) Despite the improvement on the return rate, will continue to discuss with faculty members and solicit strategies as to improve the return rate of the surveys for future assessments. This was noted in the Program Effectiveness Plan.

3.12 Even though the **benchmark was met**, all 20 students achieved a class average score of \geq 85% on their first attempt. This was a remarkable improvement from 2013, however, will discuss with program faculty members and solicit strategies as to continue consistency in students practicing radiation protection. ([RADT Faculty Meeting Minutes, August 18, 2015](#))

-  [Outcomes Assessment Plan Class of 2014](#)
-  [Program Effectiveness Plan Class of 2014](#)
-  [RADT Faculty Meeting Minutes August 18, 2015](#)



3.2: Radiologic Technology Retention

Progress: Completed

Provided By: Radiologic Technology

Objective With Intended Outcomes

The program will retain students in accordance with JRCERT Standards.

Assessment/Evaluation/Measures/Strategies

3.2 Benchmark is 75% retention (or 25% attrition) of the total number of students in the enrollment cohort. Program completion rate is defined as the number of students who complete the program within 150% of the stated program length. The program must establish a benchmark for its program completion rate. The program specifies the entry point (e.g., required orientation date, final drop/add date, final date to drop with 100% tuition refund, official class roster date, etc.) used in calculating program's completion rate. ([JRCERT Rights & Responsibilities of Sponsors](#) and [JRCERT Standard Five Program Effectiveness](#))

-  [JRCERT Rights & Responsibilities of Sponsors](#)
-  [JRCERT Standard 5 Program Effectiveness](#)

Assessment/Evaluation Results (Progress Report)

This objective was met in the 13-14 planning year.

One hundred percent (20 of 20) of the original Class of 2014 completed the Program in Spring 2014. **Benchmark was met.** ([Program Effectiveness Plan Class of 2014](#), [Radiography Program Effectiveness Data 2014](#))

-  [Program Effectiveness Plan Class of 2014](#)
-  [Radiography Program Effectiveness Data 2014](#)

Improvement Plan/ Changes Made

The attrition rate for the Class of 2014 is 0%. **Benchmark has been met.** Will discuss with faculty members and solicit input as needed since 0% attrition rate is difficult to achieve and maintain.



3.3: Radiologic Technology Employment

Progress: Completed

Provided By: Radiologic Technology

Objective With Intended Outcomes

3.30 Eighty percent of the Employer Surveys will indicate that the employers would hire future graduates from the program. Benchmark is set by the program faculty members based on the JRCERT Standards.

3.31 Over a five-year period, the average credentialing pass rate will not be less than 75% within six months of graduation on the first attempt of the American Registry of Radiologic Technologists (ARRT) Exam based on the JRCERT Standards.

3.32 Over a five-year period, the average job placement rate will not be less than 75% within twelve months of graduation based on the JRCERT Standards.

Assessment/Evaluation/Measures/Strategies

3.30 Benchmark-80%. Benchmark is set by the program faculty members based on the JRCERT Standards. Employer surveys are mailed one year post-graduation by the Program Director. Results will be communicated to the Division Head and Advisory Committee. Areas of strength and deficiencies are noted. Results will be utilized for program improvement. The Division Head and Advisory Committee will be apprised of the results. ([JRCERT Rights & Responsibilities of Sponsors](#), [JRCERT Standard Five Program Effectiveness](#))

3.31 Over a five year average, credentialing pass rates will not be less 75% within six months of graduation on the first attempt of the ARRT exam as determined by the JRCERT. Exam statistics are provided by the ARRT. Results will be communicated to the division Head and Advisory Committee. Areas of strengths and deficiencies are noted. Results will be utilized for program improvement. ([JRCERT Rights & Responsibilities of Sponsors](#), [JRCERT Standard Five Program Effectiveness](#))

3.32 Over a five year average, the job placement rate will not be less than 75% within twelve months of graduation as determined by the JRCERT. Graduate and Employer Surveys are mailed one year post-graduation by the Program Director. The surveys are designed to determine how many graduates have obtained employment during the previous 12 months. The results are evaluated by the Program Director. Note: Employer Surveys are sent based on other means of

communication in seeking employment of the graduates. The returned data helps in providing a more accurate job placement rate. ([JRCERT Rights & Responsibilities of Sponsors](#), [JRCERT Standard Five Program Effectiveness](#))

-  [JRCERT Rights & Responsibilities of Sponsors](#)
-  [JRCERT Standard 5 Program Effectiveness](#)

Assessment/Evaluation Results (Progress Report)

3.30 Sixty percent (12 of 20) of the Employer surveys were received. All of the surveys received revealed that the employers were satisfied with the program. **Benchmark was met.** Will discuss with faculty members and solicit strategies as to continue improvement of the return rate of the surveys for future assessments. ([Employer Survey Sample Class of 2014](#))

3.31 The five-year average credentialing pass rate for the first attempt on the ARRT exam was 97%. **Benchmark was met.** The 2014 credentialing pass rate for the first attempt on the ARRT exam was a 100%. Will discuss with faculty members and solicit strategies as to maintain this level of achievement consistently. ([JRCERT 2014 Program Annual Report - Radiography](#), [ARRT Annual Program Summary Class of 2014](#), [ARRT Candidate Exam Results Class of 2014](#), [ARRT National Comparison Class of 2014](#), [Program Effectiveness Plan Class of 2014](#)).

3.32 Twenty percent (4 of 20) of the Graduate Surveys and 60% of the Employer (12 of 20) Surveys were received. These surveys, along with additional communication strategies, revealed that the graduates who sought employment were hired within 12 months post-graduation. After further investigation, feedback revealed that all of the 2014 graduates who sought employment were hired within 3 months of completing the program. This was consistent with last year's data. The 5-year employment rate post 12 months graduation still remains at 99%. **Benchmark was met.** ([Graduate Survey Sample Class of 2014](#), [Employer Survey Sample Class of 2014](#))

-  [ARRT Annual Program Summary Report Class 2014](#)
-  [ARRT Candidate Exam Results Class of 2014](#)
-  [ARRT National Comparison Report Class of 2014](#)

-  [Employer Survey Sample Class of 2014](#)
-  [Graduate Survey Sample Class of 2014](#)
-  [JRCERT 2014 Program Annual Report - Radiography](#)
-  [Program Effectiveness Plan for Class of 2014](#)

Improvement Plan/ Changes Made

3.30 Even though the benchmark was met, only 60% (12 of 20) of the Employer Surveys were received. This return rate was a significant improvement since last year's return rate of 39% (7 of 18). Will discuss with faculty and solicit strategies as to improve the return rate of the surveys for future assessments. This was noted in the Assessment Plan for the Class of 2014. ([Outcomes Assessment Plan Class of 2014](#), [RADT Faculty Meeting Minutes August 18, 2015](#))

3.31 Even though the benchmark was met, will discuss with faculty members and solicit strategies as to maintain this level of achievement consistently. This was noted in the Assessment Plan for the Class of 2014. ([Outcomes Assessment Plan Class of 2014](#), [RADT Faculty Meeting Minutes August 18, 2015](#))

3.32 Even though the benchmark was met, only 20% (4 of 20) of the Graduate Surveys and 60% (12 of 20) of the Employer Surveys were returned. This was a significant improvement from the return rates of 2013, however, will discuss with faculty and solicit strategies as to improve the return rate of the surveys for future assessments. This was noted in the Assessment Plan for the Class of 2014. ([Outcomes Assessment Plan Class of 2014](#), [RADT Faculty Meeting Minutes August 18, 2015](#))

-  [Outcomes Assessment Plan Class of 2014](#)
-  [RADT Faculty Meeting Minutes August 18, 2015](#)

Respiratory Care

● 4: Maintain an effective program in respiratory care.

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 4, Goal 5, Goal 6, Goal 7

Start: 11/1/2014

End: 10/31/2015

Provided By: Respiratory Care

Progress: Completed

Related Items



4.1: Respiratory Care Professional Competency

Progress: Completed

Provided By: Respiratory Care

Objective With Intended Outcomes

4.10 80% of returned graduate and employer surveys will have an overall satisfaction rating of 3 or higher on a 5-point Likert scale (5 = Strongly Agree, 4 = Generally Agree, 3 = Neutral (acceptable), 2 = Generally Disagree, and 1 = Strongly Disagree).

4.11 Annually, at least 80% of the graduates will pass the National Board of Respiratory Care (NBRC) examination for recognition as a Certified Respiratory Therapist (CRT).

Assessment/Evaluation/Measures/Strategies

4.10 . Most current data is from 2013-2014, data runs one year behind. The Program Director will distribute surveys to [employers](#) and [graduates](#) within six months after graduation. See [CoARC Thresholds](#) for justification of the 80% benchmarks.

4.11 80% of total number of graduates obtaining National Board for Respiratory Care (NBRC) Certified Respiratory Care credential (3 year average). National respiratory care examination is administered through the National Board for Respiratory Care. See [CoARC Thresholds](#) for justification of 80% benchmark.

-  [CoARC Employer Survey blank](#)
-  [CoARC Graduate Survey blank](#)
-  [CoARC Thresholds](#)

Assessment/Evaluation Results (Progress Report)

This objective was met in the last planning year.

4.10 Employer: 100% (10 of 10) of the employer surveys returned rated the program graduates a 3 or higher on a 5-point Likert scale for overall satisfaction. Areas rated included cognitive, psychomotor, and affective domains. **CoArc Thresholds Objective met.** [CoARC Employer Survey completed 2013.2014 cohort page 1 of 2](#); [CoARC Employer Survey completed 2013.2014 cohort page 2 of 2](#); [CoARC Outcomes Overall Employer Satisfaction results 2013.2014 cohort](#)

4.10 Graduate: 100% of the graduate surveys returned rated the program a 3 or higher on a 5-point Likert scale for overall satisfaction. Areas rated included cognitive, psychomotor, and affective domains. **CoArc Thresholds Objective met.** [CoARC Graduate Survey completed page 1 of 2 2013.2014 cohort](#); [CoARC Graduate Survey completed page 2 of 2 2013.2014 cohort](#); [CoARC Outcomes Overall Graduate Satisfaction results 2013.2014 cohort](#)

4.11 100% (10 of 10) graduates achieved a passing score on the National Board for Respiratory Care credentialing examination. All 10 graduates passed on 1st attempt. **Objective met.** [NBRC CoARC Outcomes CRT Credentialing results 2013.2014 cohort](#); [NBRC Summary Report 2013.2014 cohort](#);

-  [CoARC Employer Survey completed 2013.2014 cohort page 1 of 2](#)
-  [CoARC Employer Survey completed 2013.2014 cohort page 2 of 2](#)
-  [CoARC Graduate Survey completed page 1 of 2 2013.2014 cohort](#)
-  [CoARC Graduate Survey completed page 2 of 2 2013.2014 cohort](#)
-  [CoARC Outcomes Overall Employer Satisfaction results 2013.2014 cohort](#)

-  [CoARC Outcomes Overall Graduate Satisfaction results 2013.2014 cohort](#)
-  [CoArc Thresholds](#)
-  [NBRC CoARC Outcomes CRT Credentialing results 2013.2014 cohort](#)
-  [NBRC Summary Report 2013.2014 cohort](#)

Improvement Plan/ Changes Made

4.10 Although objective was met, plan to continue to monitor to ensure that objectives are met. At this time no changes to the curriculum is necessary.

4.11 Although objective was met, plan to continue to monitor to ensure that objectives are met. At this time no changes to the curriculum is necessary.

4.2: Respiratory Care Retention

Progress: Completed

Provided By: Respiratory Care

Objective With Intended Outcomes

No more than 40 percent of an annual Respiratory Care class cohort will be classified as 'true' attrition as required by Committee on Accreditation for Respiratory Care (CoARC).

Assessment/Evaluation/Measures/Strategies

40% attrition of the total number of students in the enrollment cohort (3 year average). Benchmark set by the Commission on Accreditation for Respiratory Care (CoARC).

Students formally enrolled in a respiratory care program that began fundamental respiratory care core coursework and have left for academic (failure to meet grades or other programmatic competencies) or non- academic (financial hardship, medical, deployment, etc.) reasons. Students who leave the program before the fifteenth calendar day from the beginning of the term with fundamental respiratory care core coursework and those students transferring to satellites are not included in program attrition. See [CoARC Thresholds](#) for justification of Benchmarks.

-  [CoARC Thresholds](#)

Assessment/Evaluation Results (Progress Report)

This objective was met in the 2013 - 2014 Academic Year.

The program produced a 28.6% attrition of the total number of students in the enrollment cohort (2013-2014). There were 12 new students and 2 dropped out. Both were eligible to return however, only one returned. The percent attrition average between 2014 and 2012 is 18.4%. This falls within the CoARC threshold of 40% (3-year average). **Objective met.** [CoARC Outcomes Attrition. Retention 2013.2014 cohort.](#)

-  [CoARC Outcomes Attrition. Retention 2013.2014 cohort](#)

Improvement Plan/ Changes Made

4.2 Program faculty will continue to assess student progression and provide remediation as necessary.

4.3: Respiratory Care Employment

Progress: Completed

Provided By: Respiratory Care

Objective With Intended Outcomes

Graduates of the Associate of Science Degree in Respiratory Care will be employed within twelve (12) months after graduation. Employment is defined as utilizing skills in the scope of practice within the respiratory care profession, either full-or part-time, or per diem; or enrolled full- or part-time in another degree program; or serving in the military.

Assessment/Evaluation/Measures/Strategies

Benchmark is 70% on a three year average as set by CoARC; CoARC's requires that 70% of the graduates will have job placement on a 3-year average. See [CoARC Thresholds](#) for verification of benchmarks.

The Program Director of Respiratory Care will conduct exit interviews with graduating students during December. During this interview, students will be asked if they will be employed upon graduation. The Division will distribute [surveys to respiratory care graduates six months after graduation](#).

-  [CoARC Graduate Survey blank](#)
-  [CoARC Thresholds](#)

Assessment/Evaluation Results (Progress Report)

This Objective for the 2013 - 2014 Academic year was met.

10 of 10 graduates have found positive job placement within 6 months of graduation. CoARC requires a threshold of 70% positive placement on a 3 year average. The program outcome is 100%. **Objective met.** [CoARC Graduate Survey completed 2013.2014 cohort page 1 of 2](#); [CoARC Graduate Survey completed 2013.2014 cohort page 2 of 2](#); [CoARC Outcomes Positive Placement](#)

-  [CoARC Graduate Survey completed 2013.2014 cohort page 1 of 2](#)
-  [CoARC Graduate Survey completed 2013.2014 cohort page 2 of 2](#)
-  [CoARC Outcomes Positive Placement](#)

Improvement Plan/ Changes Made

4.3 Faculty will continue to ensure a close relationship with the clinical affiliates in order to provide the students a secure route of employment upon graduation. The faculty will provide guidance to the student during the final semester in order to assist with the interview process required prior to employment.

Liberal Arts

3: Maintain an effective Honors Program

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none (existing)

Relationship to Institutional Goal: Goal 3, Goal 5, Goal 6, Goal 8

Start: 11/1/2014

End: 10/31/2015

Provided By: Liberal Arts

Progress: Completed

Related Items



3.1: Honors learning community environment

Progress: Completed

Provided By: Liberal Arts

Objective With Intended Outcomes

Create a learning community environment for the student that will cultivate attainment of knowledge, foster critical thinking, and develop research skills

Assessment/Evaluation/Measures/Strategies

Students participating in the Honors Program will report having attained knowledge, critical thinking skills, and research capabilities through the results of the research projects they have done in HNRS 2002

Assessment/Evaluation Results (Progress Report)

According to the AY 13-14 planning year, the rubric was to be designed to assess students on this objective.

For AY 14-15, the rubric was not utilized as intended by the HNRS 2002 professor. However, twelve students (n=12) presented the findings of their research to the professor and a group of their peers. The percentage of students that scored a passing grade of 70% or better was 12 or 100%.

Objective 3.1 is tentatively met given that learning was assessed; however, the rubric was not used as intended.

Improvement Plan/ Changes Made

The plan developed to implement a structured rubric was not implemented. The rubric will be mandated of all professors and results reported. The course goals SLO's will be refined to more accurately reflect the course description.



3.2: Honors leadership experiences

Progress: Overdue

Provided By: Liberal Arts

Objective With Intended Outcomes

Provide the student with opportunities for leadership and/ or service-learning experiences in HNRS 1001 and HNRS 2001

Assessment/Evaluation/Measures/Strategies

Students will maintain a log of leadership and service learning in HNRS 1001 AND HNRS 2001. The log will give the date and description of the activity.

Assessment/Evaluation Results (Progress Report)

In AY 2013-2014, no data was collected and the leadership component was to be added to the spring 2015 syllabus. However, this did not occur.

As a result, for AY 2014-2015, No data was collected.

Improvement Plan/ Changes Made

The Honors seminar classes will be reviewed and SLO's re-written along with course descriptions and Course syllabi.

4: Retention of Liberal Arts Majors

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: existing

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 7, Goal 8

Start: 11/1/2014

End: 10/31/2015

Provided By: Liberal Arts

Progress: Completed

Related Items



4.0: Retention- Aggregated Liberal Arts Majors

Progress: Completed

Provided By: Liberal Arts

Objective With Intended Outcomes

Maintain Fall to Fall retention of all students declaring a major within the Liberal Arts Division.

Assessment/Evaluation/Measures/Strategies

Note: Objective 4.0 with aggregated Liberal Arts retention data replaces individual program data calculated in Objectives 4.1, 4.2, 4.3, 4.4, 4.7, and 4.8. The primary reason for this is that students often change their majors leading to a retention decrease within an individual program. Using the aggregated data will compensate for the loss of students some degree if they change their major to a different Liberal Arts Major.

The Student Retention Profile derived from the Institutional Research Query Tools Database was used to set a preliminary benchmark using a running average from 2001-2002 to 2012-2013 calculating both the mean and median for all students enrolled in the following programs.

General Studies:	mean = 37%	median = 35%
Education Undecided:	mean = 48%	median = 48%
LA Arts Transfer	mean = 27%	median = 30%
Psychology	mean = 43%	median = 40%
Sociology	mean = 44%	median = 41%
Overall	mean = 45.8%	median = 40%

As a result, a temporary benchmark using a mean of 45.8% and median of 40% will be used to compare against the new retention calculation. Please note that the one-year retention calculation runs one year behind so that the assessment may be completed during the June through August time frame as dictated by the LSU Eunice Planning and Evaluation Cycle.

Assessment/Evaluation Results (Progress Report)

Institutional Research query tools (available online) were used to generate the following table for 2013-2014 retention:

Table 1. Aggregated retention data for Liberal Arts Fall 2013 to Fall 2014.

Major	Initial Fa 13	Retained to Fa 14	Percent
Arts LA Trfr Mass Communication	2	0	0.00
Arts Transfer Fine Arts	10	2	20.00
Assc Arts LA Transfer Business	10	6	60.00
Assc Arts LA Transfer Humanities	5	4	80.00
Assc Arts LA Transfer Social Science	11	5	45.45
Associate of General Studies	127	27	21.26
Education - Undecided	16	7	43.75
Sociology	8	4	50.00
Psychology	33	15	45.45
Totals	222	70	31.53

In addition, a total of 116 Liberal Arts students graduated in spring of 2014 according the LSUE Fact Book Fall 2014. Excluding graduates from the initial fall 2013 n yields 106. The rationale is that the 116 students would not have returned since they graduated. As a result, $70/106 =$ a retention rate of 66.04%

As the actual 2013-2014 retention rate of 66.04 > the preliminary benchmark of 46%, Objective 4.0 is met.

Improvement Plan/ Changes Made

Continue to monitor and set a retention benchmark. Completed by Paul Fowler on 7/25/15.



4.1: Maintain Fall to Fall retention of all students declaring their chosen major as General Studies.

Progress: **Canceled**

Provided By: Liberal Arts

Objective With Intended Outcomes

Maintain Fall to Fall retention of all students declaring a major in Associate of General Studies students at 37% or better.

Assessment/Evaluation/Measures/Strategies

The Student Retention Profile derived from the Institutional Research Query Tools Database was used to set the benchmark as a ten year (2002-2003 to 2011-2012) running average of retention calculating both the mean and median (see Table 1).

Table 1 indicates that a 37% retention is appropriate allowing for fluctuations in enrollment. Please note that the one-year retention calculation runs one year behind so that the assessment may be completed during the June through August time frame as dictated by the LSU Eunice Planning and Evaluation Cycle.

Table 1. Retention of General Studies Students

Initial Year	Fall	No of initial students
2001	50	94
2002	50	118
2003	48	107
2004	43	88
2005	29	72
2006	41	69
2007	26	86
2008	35	69
2009	33	66
2010	30	82
2011	38	64
2012	31	100
mean	37.3	82
median	36.5	77
s.d.	8.1	18

Assessment/Evaluation Results (Progress Report)

See Objective 4.0 using aggregated program data.

Improvement Plan/ Changes Made



4.2: Maintain Fall to Fall retention of all students declaring their chosen major as: Education Undecided

Progress: Canceled

Provided By: Liberal Arts

Objective With Intended Outcomes

Maintain Fall to Fall retention of all students declaring their chosen as major as Education Undecided at least 47%.

Assessment/Evaluation/Measures/Strategies

The Student Retention Profile derived from the Institutional Research Query Tools Database was used to set the benchmark as a ten year (2002-2003 to 2011-2012) running average of retention calculating both the mean and median (see Table 1).

Table 1 indicates that a 47% retention is appropriate allowing for fluctuations in enrollment. Please note that the one-year retention calculation runs one year behind so that the assessment may be completed during the June through August time frame as dictated by the LSU Eunice Planning and Evaluation Cycle.

Table 1
One-year Retention of Education-Undecided Majors

Initial Year	Fall	No of initial students
2001	61	51
2002	49	59
2003	42	48
2004	44	34
2005	38	21
2006	43	23
2007	59	34
2008	50	32
2009	48	56
2010	48	44
2011	45	29
mean	46.6	38.0
median	46.5	34
s.d.	5.7	13.2

Assessment/Evaluation Results (Progress Report)
See Objective 4.0 using aggregated program data.

Improvement Plan/ Changes Made

4.3: Maintain Fall to Fall retention of all students declaring their chosen major as: Undecided Liberal Arts

Progress: **Canceled**

Provided By: Liberal Arts

Objective With Intended Outcomes

Maintain Fall to Fall retention of all students declaring their chosen as major as Undecided Liberal Arts, at least 72% (tentative due to limited data).

Assessment/Evaluation/Measures/Strategies

The Student Retention Profile derived from the Institutional Research Query Tools Database was used to set the benchmark as a three year (2008-2009 to 2011-2012) running average of retention calculating both the mean and median (see Table 1).

Table 1 indicates that a 72% retention is somewhat appropriate allowing for fluctuations in enrollment considering the low n's. Please note that the one-year retention calculation runs one year behind so that the assessment may be completed during the June through August time frame as dictated by the LSU Eunice Planning and Evaluation Cycle.

Table 1

One-year Retention for Liberal Arts - Undecided Majors

Initial Year	Fall	No of initial students
2008	100	1
2009	100	4
2010	38	8
2011	50	14
mean	72.0	6.8
median	75	6
s.d.	32.7	5.6

Assessment/Evaluation Results (Progress Report)

See Objective 4.0 using aggregated program data.

Improvement Plan/ Changes Made

 **4.4: Maintain Fall to Fall retention of all students declaring their chosen major as: Arts**

Progress: **Canceled**

Provided By: Liberal Arts

Objective With Intended Outcomes

Maintain Fall to Fall retention of all students declaring their chosen as major as ARTS (AALT and AATF), at least 28%.

Assessment/Evaluation/Measures/Strategies

The Student Retention Profile derived from the Institutional Research Query Tools Database was used to set the benchmark as a ten year (2002-2003 to 2011-2012) running average of retention calculating both the mean and median (see Table 1).

Table 1 indicates that a 28% retention is appropriate allowing for fluctuations in enrollment. Please note that the one-year retention calculation runs one year behind so that the assessment may be completed during the June through August time frame as dictated by the LSU Eunice Planning and Evaluation Cycle.

Table 1. One-year Retention of Associate of Arts Majors

Initial Year	Fall	No of initial students
2001	50	6
2002	23	13
2003	13	8
2004	42	12
2005	37	30
2006	36	22
2007	43	21
2008	33	21
2009	30	20
2010	18	11
2011	0	1
mean	27.5	15.9
median	31.5	16.5
s.d.	13.9	8.4

Assessment/Evaluation Results (Progress Report)
See Objective 4.0 using aggregated program data.

Improvement Plan/ Changes Made

-  **4.7: Maintain Fall to Fall retention of all students declaring their chosen major as Psychology**
Progress: Canceled
Provided By: Liberal Arts

Objective With Intended Outcomes

Maintain Fall to Fall retention of all students declaring their chosen as major as Psychology, at least 40%.

Assessment/Evaluation/Measures/Strategies

The Student Retention Profile derived from the Institutional Research Query Tools Database was used to set the benchmark as a ten year (2002-2003 to 2011-2012) running average of retention calculating both the mean and median (see Table 1).

Table 1 indicates that a 40% retention is appropriate allowing for fluctuations in enrollment. Please note that the one-year retention calculation runs one year behind so that the assessment may be completed during the June through August time frame as dictated by the LSU Eunice Planning and Evaluation Cycle.

Table 1
One-year Retention of Associate of General Studies Majors

Initial Year	Fall	No of initial students
2001	36	36
2002	42	36
2003	38	42
2004	35	35
2005	45	38
2006	33	40
2007	38	26
2008	46	35
2009	34	32
2010	56	25
2011	58	31
mean	42.5	34
median	40	35
s.d.	8.8	6

Assessment/Evaluation Results (Progress Report)
See Objective 4.0 using aggregated program data.

Improvement Plan/ Changes Made

 **4.8: Maintain Fall to Fall retention of all students declaring their chosen major as Sociology**
Progress: Canceled
Provided By: Liberal Arts

Objective With Intended Outcomes

Maintain Fall to Fall retention of all students declaring their chosen as major as Sociology, at least 44%.

Assessment/Evaluation/Measures/Strategies

The Student Retention Profile derived from the Institutional Research Query Tools Database was used to set the benchmark as a ten year (2002-2003 to 2011-2012) running average of retention calculating both the mean and median (see Table 1).

Table 1 indicates that a 44% retention is appropriate allowing for fluctuations in enrollment. Please note that the one-year retention calculation runs one year behind so that the assessment may be completed during the June through August time frame as dictated by the LSU Eunice Planning and Evaluation Cycle.

Table 1. One-year Retention of Sociology Majors

Initial Year	Fall	No of initial students
2001	60	5
2002	50	6
2003	50	6
2004	29	7
2005	29	7
2006	29	7
2007	63	8
2008	33	15
2009	33	15
2010	64	11
2011	63	10
mean	44.3	9
median	41.5	7.5
s.d.	15.3	3

Assessment/Evaluation Results (Progress Report)

See Objective 4.0 using aggregated program data.

Improvement Plan/ Changes Made

5: Artistic, Cultural, Historic Understanding; Written and Spoken Communication (see General Education)

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none (existing)

Relationship to Institutional Goal: Goal 1, Goal 3, Goal 5, Goal 6

Start: 11/1/2014

End: 10/31/2015

Provided By: Liberal Arts

Progress: Completed

Related Items

There are no related items (see [General Education](#)).

Care and Development of Young Children

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

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: No additional funds requested

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 5, Goal 8

Start: 11/1/2014

End: 10/31/2015

Provided By: Care and Development of Young Children

Progress: Completed

Related Items

 **1.1: CDYC Competence**

Progress: Completed

Provided By: Care and Development of Young Children

Objective With Intended Outcomes

Upon the completion of the Care and Development of Young Children program, graduates will possess the knowledge necessary to be successful as entry level instructors.

The Care and Development of Young Children is an Associate of Science degree.

A [spring 2015 syllabus](#) is attached.

-  [EDCI 2900 Syllabi](#)

Assessment/Evaluation/Measures/Strategies

This objective is directly assessed through an internal document for the EDCI 2900 Practicum Evaluation which is a **75% web based course**. The following student learning outcomes are assessed by the practicum supervisor:

1. Knowledge of Child Development/Early Childhood Practices
2. Professionalism
3. Relationships; Guidance
4. Professional Development

The student also assesses their own learning using the last three questions in a section entitled

- Student's learning goals and assessment of progress

Students can be scored from 1-5 with 1 indicating very low/weak criterion performance and 5 very high/strong performance. Evaluators could also select CJ as an option; can't judge. Success is defined as a 3 or higher.

The evaluation is given in the Spring semesters only at the end of the students' curriculum.

The LSU Eunice Catalog current provides the following description for EDCI 2900 Supervised field experience in an approved early childhood setting (licensed child care facility, Head Start program, etc.). Each student will work with an onsite supervisor and the coordinator or a faculty member from the Early Childhood Education program. A minimum of 60 clock hours of work are required for each hour of academic credit. Arrangements must be made prior to registration,

including acceptance of initial proposal and credit hour assignment. May be repeated for a maximum of six credit hours.

All students in the course are evaluated using this method.

Assessment/Evaluation Results (Progress Report)

Outcome	n=	# questions	Mean	S.D.
Knowledge of child development and early childhood practices	9	3	4.67	0.5647
Professionalism	9	5	4.95	0.2207
Relationships	9	5	4.73	0.5768
Guidance	9	6	4.8	0.4344
Professional Development	9	4	4.75	0.7184
Overall			4.78	0.503

As the table above indicates the overall Mean was 4.78 with an s.d. of 0.5030. The lowest outcome was a Mean of 4.4.67 which exceeds the 3.0 benchmark identified. Therefore Objective 1.1 is met.

A [sample of the rubric](#) is attached from spring 2015.

-  [EDCI 2900 Survey](#)

Improvement Plan/ Changes Made

The current CDYC program was expected to evolve into a Birth-K program to align with state mandates. The state has not completed its plans and has not given direction to institutions.



1.2: CDYC Placement

Progress: Completed

Provided By: Care and Development of Young Children

Objective With Intended Outcomes

Upon graduation, Care and Development of Young Children majors will either be employed in the field or will continue their education.

Assessment/Evaluation/Measures/Strategies

Graduating students for a given semester are contacted via telephone by Office of Career Services approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year.

Benchmark is set at 43.5% from spring 2010 through spring 2013 data and is in the process of being established due to the limited number of graduates in the program.

Note that this program is being restructured by the State of Louisiana. This knowledge (and uncertainty) affecting the number of students enrolling and ultimate placement.

Assessment/Evaluation Results (Progress Report)

In AY 2013-2014, this objective was met. However, there was a low n in the data, both benchmark and current year.

For AY 2014-2015, there were a total of 11 graduates from CDYC in the AY 2013-2014 with 5 (45%) being employed in the field. One additional student (9%) was unemployed and three (27%) were continuing their education. The Office of Career Services was unable to contact the remaining two students (See the [CDYC Placement Rate Summary](#)).

Care and Development of Young Children Placement Rate

Semester	No/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
SP 10	n	3	0	2	0	0	1
	%		0	67	0	0	33
FA 10 - SP 11	n	8	1	5	0	0	2
	%		13	63	0	0	25
FA 11 - SP 12	n	4	3	1	0	0	0
	%		75	25	0	0	0
FA 12 - SP 13	n	5	2	1	0	1	1
	%		40	20	0	20	20
FA 13 - SP 14	n	11	0	5	1	3	2
	%		0	45	9	27	18
Mean	n	5.0	1.5	2.3	0.0	0.3	1.0
	%		31.9	43.5	0.0	5.0	19.6

Given that the observed employment rate in field is 45% > the benchmark from spring 2010 through spring 2013, the objective is met.

-  [Care and Development of Young Children Summary](#)

Improvement Plan/ Changes Made

The focus will shift to teacher certification for prek-3 and will parallel the state's requirements. Continue to monitor due to state changes.

4.5: Maintain Fall to Fall retention of all students declaring their chosen major as: Care and Development of Young Children

Progress: Completed

Provided By: Care and Development of Young Children

Objective With Intended Outcomes

Maintain Fall to Fall retention of all students declaring their chosen as major as Undecided Liberal Arts, at least 48-49% (tentatively based on limited data - program has only existed since fall 2007).

Assessment/Evaluation/Measures/Strategies

The Student Retention Profile derived from the Institutional Research Query Tools Database was used to set the benchmark as a 2007-2008 to 2012-2013 running average of retention calculating both the mean and median for all students in the CDYC program (see Table 1).

Table 1 indicates that a 48-49% retention is appropriate allowing for fluctuations in enrollment. Please note that the one-year retention calculation runs one year behind so that the assessment may be completed during the June through August time frame as dictated by the LSU Eunice Planning and Evaluation Cycle.

Table 1
One-year Retention of Care and Development of Young Children Majors

Initial Year	Fall	No of initial students
2007	40	38
2008	54	41
2009	46	61
2010	39	54
2011	47	43
2012	44	36
mean	44.8	49
median	43	48
s.d.	6.9	11

Assessment/Evaluation Results (Progress Report)

Objective 4.5 was not met in 2013-2014. The following comment was placed in the improvement section: University personnel believe that new students are aware of major changes to the program being initiated by the Louisiana Board of Regents and the K-12 system. Changes are to occur quickly and may take place during the 14-15 academic year.

Institutional research indicates that 48 total students were enrolled in the CDYC program in fall 2013 with 21 of them being retained to fall 2014. As a result, the CDYC retention for fall 2013 to fall 2014 is 43.75%. Institutional research also indicated that 11 CDYC students graduated in spring 2014. Subtracting them from the original n of 48 yields 37. Basing the retention on the 37 is methodologically sound from the standpoint that the 11 students graduated and would not have returned. The corrected retention $21/37 = 56.76\%$.

Since the actual retention of 56.76% > benchmark of 48%, Objective 4.5 is met.

Improvement Plan/ Changes Made

Continue to monitor student retention.

As noted above, the Board of Regents and K-12 system notified all CDYC programs of impending changes to state regulations which will make the current CDYC obsolete (see the comment about changes occurring "quickly" in 2014-2015 in the progress section).

As this objective is being completed in July 2015, the changes still have not taken place and there has been no word on a timeline. Completed by Paul Fowler on 7/25/15.

Criminal Justice

2: Maintain an effective criminal justice program.

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: no additional funds requested

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 5, Goal 8

Start: 11/1/2014

End: 10/31/2015

Provided By: Criminal Justice

Progress: Completed

Related Items



2.1: Criminal Justice Professional Competency

Progress: Completed

Provided By: Criminal Justice

Objective With Intended Outcomes

Upon the completion of the curriculum, students will demonstrate proficiency with the theories and practices of criminal justice. Students in CJ 2133 will write a research paper that demonstrates knowledge and proficiency with common theories and practices in the criminal justice field.

Student learning outcomes for the CJ 2133 are:

- I. Demonstrate an understanding of the modern American correctional system.
- II. Identify the history of corrections including the individual reformers who played an important role in establishing and maintaining the current model.
- III. Demonstrate the knowledge of requirements of becoming a correctional officer; limitations and roles of officers, administrators, and support staff.
- IV. Identify and understand the concepts of prison life; organizational structure and subculture of inmates; the differences between adult and juvenile incarceration; and the various programs available in order to satisfy the philosophy of rehabilitation.
- V. Demonstrate the ability to research and articulate information regarding prison populations, issues, and historical benchmarks; Effectively write a report within the requirements of APA style of writing with limited grammatical error.

A [spring 2015 syllabus](#) is attached.

-  [CJ 2133 Syllabus SP 2015](#)

Assessment/Evaluation/Measures/Strategies

For AY 13-14, there was no data reported on this outcome.

For AY 14-15, students in CJ 2133, Correctional Process, will write a research paper that demonstrates the students' proficiency with Criminal Justice Theory and Practice. Scores on this direct assessment of student learning will reflect the general level of understanding of the stated

goals for the program and the outcomes for the course.

The grading rubric is included with the syllabus which says:

Capstone Project Rubric:

A: 180-200pts Student clearly researched information; articulated facts in a clear and concise fashion; followed APA rules for writing; provided proper format and followed directions; good grammatical skills.

B: 160-179pts Student researched information and compiled facts in a clear and concise fashion with minimal error; minor APA errors; minor grammatical, format, and directional errors.

C: 140-159pts Student provided minimal research and compiled facts that had minor errors in chronology, conciseness, and was not clear; major APA errors; major errors in grammar, format, and direction.

D: 120-139pts Student failed to research properly; failed to compile facts into a clear and concise report; serious APA issues or no use of APA at all; did not follow instructions or format; serious grammatical errors.

F: 0-119pts Student did not research; did not provide a coherent report concerning facts on topic; no APA citations; plagiarized; no discernible format or direction; unlimited grammatical errors; did not do the assignment.

The mean score on the research paper will be 70% or greater since 70% denotes satisfactory knowledge attainment. This value was chosen since it represents the lowest average grade necessary to transfer the course to a four year institution.

Assessment/Evaluation Results (Progress Report)

Twelve students were enrolled in CJ 2133 with 10 completing the research project. Two students did not submit the project and subsequently did not pass the course. The research project was scored on a 200 point scale. The mean score was 140.41 points or 70% with the two zeros included. This meets the objective. A mean calculated with only those who submitted work for consideration is 84.25%. This is more reflective of the performance. (Note that the faculty member unfortunately did not keep a copy of completed rubrics, but will do so in the future.)

Objective 2.1 is met since the observed score of 84.25% > the benchmark score of 70%.

Improvement Plan/ Changes Made

The course sequence and prerequisites are not optimal to ensure that students in this course have received enough instruction to be successful on the assessment. A full time coordinator began work in Aug 2015 and has proposed several changes in the course sequence to alleviate this issue. The SLO's in place are under review along with the assessments.

SLO's were in place on the syllabus but only a general assessment was given (the research paper). The instructor wishes to assess the other student learning outcomes using exams given in class. This is expected to take place in spring 2016 if the course is offered.



2.2: CJ Placement

Progress: Completed

Provided By: Criminal Justice

Objective With Intended Outcomes

Upon graduation, Criminal Justice majors will either be employed in the field or will continue their education.

Assessment/Evaluation/Measures/Strategies

Graduating students for a given semester are contacted via telephone by Office of Career Services approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year.

Benchmark is currently set at 31.5% (the sum of those placed in field and those continuing education) from spring 2010 through spring 2013 data and is in the process of being established due to the limited number of graduates in the program.

Assessment/Evaluation Results (Progress Report)

This objective was met in AY 13-14, with the understanding that there were a low number of students in the sample.

For AY 14-15 which analyzes the placement data from one year ago, there were 16 graduates with

five (31%) of them being employed in the field. The average for spring 2010 to spring 2013 is 31.5% (see the [Criminal Justice Summary Table](#)).

Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
SP 10	n %	3 	1 33	1 33	0 0	0 0	1 33
FA 10 - SP 11	n %	14 	5 36	6 43	0 0	1 7	2 14
FA 11 - SP 12	n %	18 	9 50	3 17	1 6	3 17	2 11
FA 12 - SP 13	n %	18 	7 39	6 33	1 6	1 6	3 17
FA 13 - SP 14	n %	16 	0 0	5 31	1 6	3 19	2 13
Mean	n %	11 	5.5 39.5	4.0 31.5	0.5 2.8	1.3 7.3	2.0 18.8

As the observed rate is 31% < the benchmark of 31.5%, Objective 2.2 is not met.

-  [Criminal Justice Summary](#)

Improvement Plan/ Changes Made

Continue to monitor data as AY 14-15 was the first year for the new Criminal Justice Instructor. The program is in a building phase and the faculty continue to recruit, retain, and graduate more students. A focused effort will be made to increase the tracking of completers immediately following program completion and up to one year from completion date.

4.6: Maintain Fall to Fall retention of all students declaring their chosen major as Criminal Justice.

Progress: Completed

Provided By: Criminal Justice

Objective With Intended Outcomes

Maintain Fall to Fall retention of all students declaring their chosen as major as Criminal Justice between 43% and 46%.

Assessment/Evaluation/Measures/Strategies

The Student Retention Profile derived from the Institutional Research Query Tools Database was used to set the benchmark as a running average from 2002-2003 to 2012-2013 of retention calculating both the mean and median for all students enrolled in the program (see Table 1).

Table 1 indicates that a 43-46% retention is appropriate allowing for fluctuations in enrollment. Please note that the one-year retention calculation runs one year behind so that the assessment may be completed during the June through August time frame as dictated by the LSU Eunice Planning and Evaluation Cycle.

Table 1. One-year Retention of Criminal Justice - Associate Majors

Initial Year	Fall	No of initial students
2001	51	83
2002	53	86
2003	39	113
2004	35	91
2005	42	72
2006	50	62
2007	39	71
2008	60	60
2009	42	79
2010	44	80
2011	44	75
2012	37	79
mean	45.5	80
median	43	80
s.d.	7.7	15

Assessment/Evaluation Results (Progress Report)

Objective 4.6 was not met in AY 2013-2014. The following was placed into the Improvement section: A full-time, permanent coordinator will be in place by the Fall 2015 semester. The coordinator will advise all CJ students, both on-line and traditional students. The continuity of a single point of contact and a stable program will increase the cohort retention.

Data from institutional research indicates that 71 students were enrolled in the CJ program in fall 2013; however, only 23 of them returned for fall 2014. As a result, the CJ retention for 2014-2015 was 32.39%. Institutional research also indicated that 17 CJ students graduated in spring 2014. Subtracting the 17 from the original 71 yields 54. Calculating the retention using $23/54 = 42.59\%$. The rationale for using the 54 as the denominator is that the 17 students would not have returned since they graduated.

A new program coordinator was in place for fall 2015. He has worked very hard to advise students, update the program, and maintain enrollment in his first year. Very simply, he must be given time to build the program again.

Given that the actual 2013-2014 retention was 42.49% = to 43% rounded = the benchmark of 43-46%, Objective 4.6 is met.

Improvement Plan/ Changes Made

Continue to monitor and allow the new CJ coordinator time to rebuild the program. Completed by Paul Fowler on 7/25/15.

Library

1: Hire digital services / systems librarian

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: With two staff retirements in September 2015 and there remains limited institutional budget for filling positions at this time, a new position, folding two staff positions into one professional position is being considered.

Relationship to Institutional Goal: Goal 5, Goal 7

Start: 11/1/2014

End: 10/31/2015

Provided By: Library

Progress: Completed

Related Items



1.1: To hire a digital services / systems librarian

Progress: Completed

Provided By: Library

Objective With Intended Outcomes

Objective is to hire a digital services / systems librarian; once the position is filled, library will have complete staff and can better accommodate the growing use of information technology.

Assessment/Evaluation/Measures/Strategies

Assessment or evaluation of this personnel objective will be accomplished **when this position has actually been filled** and the objective accomplished.

Assessment/Evaluation Results (Progress Report)

This objective was delayed in AY 13-14.

Documentation for filling position has been filed with Vice Chancellors office and is pending approval as of July 2015. Refer to [Obj1.1 Report 2014](#).

With the pending retirement of two library staffers in September 2015, the need to meet this objective has become more apparent and important to serving the students, faculty and the library community. Filling position is critical to student retention, enrollment and academic success.

Continue all efforts to hire new systems / digital services librarian even with budget situation and make this personnel matter and position an issue of need, strategic planning, an important factor for student retention as well as relates to GRAD ACT, accreditation as well as meeting Institutional Goal 7 in which students find facilities and resources adequate in library. As enrollment issues continue to be discussed and reviewed as well as online courses expansion and library digital resources being readily utilized and accessible, the need for this position remains relevant and discussions for such a position will continue

as institutional changes occur and budget becomes available.

All of the necessary steps have been taken so that this objective can eventually be accomplished but it was not met in current year, 2014 -15.

-  [obj1.1 2014report](#)

Improvement Plan/ Changes Made

With retirement of two library staffers (September 2015), this one professional position request has been broadened to include both systems librarian and digital/online/distance librarian services and responsibilities.

Efforts continue.

2: In relation to current library space, space utilization with future adaptations and needed upgrades, continue to upgrade and transform specific library physical spaces into more useful and accessible venues

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: Specific Foundation funds are being considered to meet the physical space changes needed for students in the LeDoux Library.

Relationship to Institutional Goal: Goal 7

Start: 11/1/2014

End: 10/31/2015

Provided By: Library

Progress: Completed

Related Items



2.1: Enhance use of library "Information Commons" as well as other public spaces for students and patrons

Progress: Completed

Provided By: Library

Objective With Intended Outcomes

Library continues with effort to consider converting specific library space based on various information, comments and conversation into more attractive and useful student focused venues like a coffee café. Renovation and upgrade of library space like coffee café is approach to attracting more students and becoming a revenue stream and generator for library.

Assessment/Evaluation/Measures/Strategies

Measuring accomplishment will be done by doing and physically getting this renovation finished and making this space useful for students. Library patron gate count will demonstrate statistics that demonstrate how many students are coming into the library with the Information Commons in full operation as a benchmark.

The [12-13 statistics are here](#): 47,255/12 = an average of 3937.9 per month

The [13-14 statistics are here](#): 50,987/12 = an average of 4248.9 per month

The two year average will be used as a preliminary benchmark with a total count of 98242/24 months = an average of 4093.4. An average gate count that meets or exceeds this average in AY 14-15 will be considered as a success in meeting the objective.

-  [LibraryPatronGateCount20122013](#)
-  [obj2.1 gate count report 1314](#)

Assessment/Evaluation Results (Progress Report)

This objective was not met in 2013 - 14. However, efforts did continue to meet this objective, to include specifically surveying students as to their interests and support for a coffee café / library renovation as well as developing a publicity campaign and nurturing faculty and student support.

After five years, incremental real progress is now being made on this renovation. A [student survey](#) was conducted and [students want and are asking for coffee and beverage service to be available in the LeDoux Library](#). The administration of the library, despite budgetary concerns, will continue to lobby for this renovation and student acclaimed priority. Institutional budget remains a challenge for this

project, but not an obstacle as student support grows and library publicity efforts expand. Pending approval, [endowed account funding as per letter from Federal Judge Richard Haik](#) is being considered for this library space renovation effort.

The [observed library gate count](#) of 41,232 which is an average of 3436 over 12 months for 2014-2015 < the benchmark of 4093 as a result of enrollment fluctuations in the last couple of years.

Given that progress is being made on library space reallocation; and
 Given that the observed average gate count for 14-15 < the preliminary benchmark from 12-13 to 13-14, the objective in 2014 - 2015 was tentatively met.

-  [Endowment Funding Letter](#)
-  [obj2.1 gate count report 2015](#)
-  [obj2_1 2014 library space report survey](#)
-  [obj2_1 surveyresults](#)

Improvement Plan/ Changes Made

Library space allocation is delayed pending decisions of the new Chancellor and coordination with the Cabinet.

Continue to monitor gate count as required. Re-evaluate use of raw gate count data averaged over 12 months. (An average based on enrollment might be more logical.)

A quick analysis of the gate count by enrollment yielded the following
 2012-2013 totaled 47255 visits for 6839 students over fall, spring, and summer for an average of 6.9 visits per student

2013-2014 totaled 50987 visits for 6050 students for an average of 8.4 visits per student.

2014-2015 totaled 41232 visits for 5894 students for an average of 7.0 visits per student.

If a benchmark is set via 2012-2013 and 2013-2014 for a total of 98242 visits for 12889 students for

an average of 7.6 visits per student. Averaging in this manner may be better than using monthly results since the gate count is based on the number of students which naturally fluctuates (whereas the number of months is fixed).

Current library food and drink policies and wall postings have been changed to accommodate students coming into the library and "Information Commons" with beverages from the outside. Bringing food into the library is still not allowed.

3: Secure funding for annual LOUIS institutional membership fee

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: Routinely discuss with VCAA membership fee; update VCAA on the annual status of LOUIS consortium funding which is predicated on funding from Board of Regents as well as Louisiana Legislature

Relationship to Institutional Goal: Goal 7

Start: 11/1/2014

End: 10/31/2015

Provided By: Library

Progress: Completed

Related Items

3.1: Library administrative services / budgeting - secure annual LOUIS membership funding based on LOUIS fee projections

Progress: Completed

Provided By: Library

Objective With Intended Outcomes

As prescribed in budget process, LeDoux library continues to [seek budget funding for annual LOUIS membership fees](#) to provide routine access to statewide library and higher education information network that provides specific library circulation services as well as noteworthy information resources required for various course curriculum as well as assignment.

[Note: As of 2012, Board of Regents is no longer providing majority funding for LOUIS memberships and the consortium is largely membership fee focused and based.]

-  [obj3.1 2014 budget request LOUIS fee 2014](#)

Assessment/Evaluation/Measures/Strategies

As a result, the benchmark for the success of this important objective is, very simply, is to fund LOUIS and students and faculty can continue to access and retrieve library information. This is particularly important for online classes, distance students and distance education going forward.

Since the budgeting for institutional LOUIS membership fees have changed because of Board of Regents not funding the LOUIS network as in previous years, institutional administration was reminded via memo ([attached](#)) that the LOUIS membership fees now need to be budgeted for in 2014 -2015 via [institutional budget planning meetings](#) with VC of Business Arlene Tucker and the Budget Review Committee.

-  [LouisFees2013](#)
-  [LOUISmbfee2014-15SupplementalBudgetRequest](#)

Assessment/Evaluation Results (Progress Report)

Objective was met in 2013 - 2014.

[LOUIS consortium](#) membership was funded again and LeDoux Library continues to utilize information resources and services of this important consortium that is seminal to SACS accreditation and reaffirmation.

Specifically, in terms of assessment and evaluation, [LOUIS membership task force\(s\)](#) has been setup to take a closer look at consolidating usage statistics as well as a revised strategic plan for the consortium to insure this body is meeting the needs as well as long range plans of the membership and the institutions being served.

The objective has been met in 2014 - 2015 and growing use of LOUIS resources and services continues and remains critical to institutional accreditation.

-  [louis brochure 2013](#)
-  [obj3.1 assessment 2014 report](#)

Improvement Plan/ Changes Made

[LOUIS: The Louisiana Library Network](#) consortium continues to assess membership needs, costs and improved methods of delivery as well as information technology.

-  [obj3.1 improvement 2014 report](#)

4: Continue to offer community literacy and library leadership for St. Landry Parish and building out a larger more comprehensive library network that can assist parish students and supplement their information needs when in their local communities.

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none

Relationship to Institutional Goal: Goal 8, Goal 9

Start: 11/1/2014

End: 10/31/2015

Provided By: Library

Progress: Completed

Related Items



4.1: External and Community Services - Offer various library programs for community

Progress: Completed

Provided By: Library

Objective With Intended Outcomes

Objective is to provide specific library programs that attracts, students, faculty and the community to the LeDoux Library.

Assessment/Evaluation/Measures/Strategies

LeDoux Library [program feedback forms](#) are utilized to assess the library programs.

Direct observations as well as informal headcounts of participants, students as well as faculty do provide the library with indicators as to the popularity of programs and program topics. Also, follow-up departmental discussions of lectures and programs provides future planning information and suggestions for improvement, or for expanding a topic presentation.

Antidotal information, comments and related [strategy communications](#) will also be used to determine if the programs are well received. When budget has been available, the consumption of available food and refreshments (beverages) has been a program motivator as well as providing the library with some indirect indication as to the popularity or reception to a particular program. The old adage, *feed 'em and they'll come*, rings true as refreshments at events attract audiences. Libraries without budgets to support programs need to look for attracting alternatives.

-  [LibraryProgrammingStrategies2014](#)
-  [obj4.1 libprogrs2014 assessment](#)

Assessment/Evaluation Results (Progress Report)

This objective was met in 2013 - 14.

Samples of [Library programming are contained here](#).

Samples of [completed survey forms are here](#).

Data summaries for [A. Haymon](#) and [Darryl Bourque](#) programs are provided for establishing baseline; additional and different feedback questions are being considered. Note that the percentages may not total 100 as some did not check answers or they checked more than one answer.

The library continues to provide specific programs for the institutional community. Library programs are derived from various sources and recommendations and touch a broad spectrum of the entire academic as well as local community.

Work on this objective and library programming will continue and will focus on improving programs and

program attendance.

Copies of individual feedback forms are reviewed and based on data obtained, programs are designed, changed or topics continued in other program years.

This objective has been met in the current year, 2014-2015.

-  [obj4.1 library programs 14 -15](#)
-  [obj4.1dbourque program summary 2014](#)
-  [Obj4.1LibraryprogramdatasummaryHaymonprogram2014](#)
-  [obj4 1 libprogrs2014 assessment](#)

Improvement Plan/ Changes Made

Based on data from completed feedback forms, changes to library programs will be made based on times offered and well as days; also, certain topics and speakers have more appeal or interest and these speakers and topics will be pursued further with additional programming.

Feedback as to media exposure about the library programs indicates a need to more effectively use the campus media network as well as the local newspapers and these are publicity venues or marketing areas that library will review further and attempt to enhance program publicity.

A copy of [Continuing Education's feedback response form](#) was forwarded to the Director of the Library for additional examples of questions.

-  [Post Event Evaluation from CE](#)

4.2: Community Service - continue leadership as pertains to the need for a parish public library system - St. Landry Parish is the only parish in the State of Louisiana without a parish public library system

Progress: Completed

Provided By: Library

Objective With Intended Outcomes

This objective is to improve/enhance "public" library services for LSU Eunice students and to build and enhance a local library network of public library resources that currently does not exist currently in St. Landry Parish.

Assessment/Evaluation/Measures/Strategies

A successful campaign and tax proposition will translate into a new library system which can have a long term on not only the students of LSUE but all lifetime and lifelong learners of this area.

Assessment/Evaluation Results (Progress Report)

This objective has not been met in AY 2013 - 2104.

Although additional progress has been made in 2014 on a parish public library system by the coalition, basically, the effort has been politically thwarted by a parish council not willing to consider a library tax proposition that would need to be placed on the ballot for voters to decide. The LeDoux library director continues to offer library leadership, information and experience in attempting to assist a public body understanding this important issue that fundamentally requires educational expertise and library experience. Library will continue to attend coalition meetings and all civic engagement activities that bring attention to this need.

Until a proposition goes forward, an election set and then actually held, the concept of a parish public library system for St. Landry Parish will only remain a concept and marginal public library service in this area will continue to exist.

The current objective of establishing a parish public library system has not been met and efforts continue.

Attached documentation:

[March 17, 2014](#) progress letter

[September 9, 2014](#) progress letter.

[June 26, 2014](#) meeting minutes.

-  [obj4 2 progress 2014](#)

-  [ParishLibraryCoalitionMinutes2014](#)
-  [ParishPublicLibraryCoalition2014Progress](#)

Improvement Plan/ Changes Made

St. Landry Parish President Bill Fontenot is working with individual council members and constituents to insure Fall 2015 council elections bring membership change and new members sympathetic to a parish public library system. Library coalition remains ready to renew efforts to bring this effort to a public ballot and vote possibly in 2016.

5: Enhance and improve use of library digital resources, "e-book" collections and online resources

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: Annual library materials budget is required to meet needs of distance learners as well as changing demographics of student population.

Relationship to Institutional Goal: Goal 7

Start: 11/1/2014

End: 10/31/2015

Provided By: Library

Progress: Completed

Related Items



5.1: Instruction and References Services - employ various library activities to assist and work with students and faculty in using the campus library

Progress: Completed

Provided By: Library

Objective With Intended Outcomes

Provide specific library [instruction, library support and related information technology assistance](#) via various programs, offerings and methods during the academic year that assists and helps students and faculty in becoming more successful in their respective endeavors

-  [obj5.1 instruction support assistance 2014](#)

Assessment/Evaluation/Measures/Strategies

Direct assessment will be through Credo Reference is the monthly statistics of what is being used and by how many people or end users and this information is captured by a monthly statistics email that is sent to the LeDoux Library. Effective this writing, CREDO statistics will be summarized each month in order to establish a benchmark for usage. [The summary page is here.](#)

Average number of sessions 13-14 (over 12 months): 23.8

Average number of searches 13-14: 63.3

Average number of entries viewed 13-14: 28.9

Average number of pages viewed: Not calculated

Since this is an n of one, these numbers are for comparison purposes only. No benchmark is set at this time.

Indirect assessment will be through Participant feedback of faculty and students as to their likes and dislikes.

-  [obj5.1 Credo Report August 2013 July 2014](#)

Assessment/Evaluation Results (Progress Report)

This objective was met in 2013 - 2014.

Direct Assessment:

[Credo data](#) indicates usage pattern and establishes tentative and approximate baseline as to frequency of use which varies. For AY 2014 - 2015, average usage is as follows:

Average number of sessions: 10.2 (averaged over 12 months).

Average number of searches: 27.3

Average number of entries viewed: 21.1

Average number of pages viewed: 58.1

Documentation points to searches being carried out toward the end of the semester during fall and spring with the number of searches being conducted being 46 in May, 50 in September, and 49 in November. There was also a large number of searches in June to begin the summer session.

While these numbers represent a decrease over AY 2013-2014, it is unfair to use an n of one as a benchmark. As a result, data should continue to be gathered each year.

Indirect Assessment:

Additionally, through LOUIS and consortium partners, discussion of usage statistics as a form of evaluation as to how useful certain library materials are, is an ongoing dialogue that assists the consortium in evaluating materials and member services. LOUIS consortium strategic plan is also mechanism for improvement and feedback to insure success, retention, and enrollment and graduation or program completion.

In addition, for indirect assessment in 2014, LeDoux Library utilized a [participant feedback form](#) for the library workshop that was offered (September 2014) on the **EDS plugin** which enables faculty to directly load library and information resources in their MyCourses course management software and individual classes. EDS plugin is a technical device and an upgrade made possible through LOUIS and again, via LOUIS consortium improvements and their strategic plan.

Faculty EDS [workshop "plugin" feedback forms](#) indicated that the workshop was well received, faculty learned a great deal on how to load digital materials directly into their courses and the course management software program and many thought this workshop and what was presented was right on target. Progress is being made with the faculty on this effort and library will continue with this effort to expand use and implementation.

Based on fluctuations and enrollment losses, 2014 - 2015 [Credo data](#) again indicates a formidable and recurring use pattern for fundamental reference materials that are electronic/digital in format, remotely accessible, 24/7 and seminal to research and library work.

This objective was met in 2014 - 2015.

-  [obj5.1 assessment 2014](#)

-  [obj5.1 Credo Report Aug 2014 July 2015](#)
-  [obj5.1 Credo Report August 2013 July 2014](#)

Improvement Plan/ Changes Made

Continue to benchmark CREDO statistics to analyze usage patterns.

LeDoux Library will offer more small group, hands on workshops on specific "how to" technical information technology and information literacy topics to faculty so that they can apply, utilize, and employ these library tools, resources and services.

6: As a matter of collection development and library space utilization, weed library paper collections

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: no funds - use library staff / personnel funding

Relationship to Institutional Goal: Goal 7

Start: 11/1/2014

End: 10/31/2015

Provided By: Library

Progress: Canceled

Related Items



6.1: Weed the documents (paper) library collections

Progress: Canceled

Provided By: Library

Objective With Intended Outcomes

Physically purge, discard and remove from library print materials and serials/journal titles that are no longer indexed or used; see attached list of materials weeded. Note on documentation (X) indicates that these serials have been weeded out of the LeDoux Library collection.

Assessment/Evaluation/Measures/Strategies

Via observation of all paper collection (like GOV DOCS - state) and periodical collections use (periodicals do not circulate), the library will continue to evaluate what paper collections / serials/journals/periodicals remain currently relevant to students and the assignments, research being conducted in the library. As more and more journals (including documents) are found to be online and digital, the bound and physical object periodicals are becoming used less and less, more difficult to find articles with fewer and fewer print indexes and so, the library will weed these out of the collection and off the shelves.

Assessment/Evaluation Results (Progress Report)

Weeding complete for 14-15.

Improvement Plan/ Changes Made

Depending on budget and staff, weeding may occur at a later date. As a result, this objective will be maintained.

Quality Enhancement Plan

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

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, Goal 7, Goal 8

Start: 11/1/2014

End: 10/31/2015

Provided By: Quality Enhancement Plan

Progress: Completed

Related Items

 **1.1: Increase achievement of SLOs in MATH 0001 and MATH 0002**

Progress: Completed

Provided By: Quality Enhancement Plan

Objective With Intended Outcomes

According to the QEP document, the objective associated with this outcome are:

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

Outcome 1.1.1: Upon the conclusion of the Pre-Algebra course (MATH 0001), the student will manipulate the order of operations on the real numbers.

Outcome 1.1.2: Upon the conclusion of the Pre-Algebra course (MATH 0001), the student will perform basic algebraic operations with expressions and linear equations.

Objective 1.1.3: Upon the conclusion of the Pre-Algebra course (MATH 0001), the student will analyze and compute measurements for different geometric figures.

Outcome 1.1.4: Upon the conclusion of the Introduction to Algebra course (MATH 0002), the student will perform basic algebraic operations.

Outcome 1.1.5: Upon the conclusion of the Introduction to Algebra course (MATH 0002), the student will perform basic operations involving the rectangular coordinate system.

The Academic Year 2014-2015 syllabus for [MATH 0001](#) and [MATH 0002](#) are provided as documentation.

-  [MATH 0001 SYLLABUS JAN 2014 Modular](#)
-  [MATH 0002 SYLLABUS MAY2013 Modular](#)

Assessment/Evaluation/Measures/Strategies

Objective 1.1 is related to the SLOs in each course and will be directly assessed from internal data using the final examination of each student regardless of the site or method of instruction. Results from Modular Mathematics will be compared to historical values from the traditional method of instruction shown in Table 1.

Benchmark: Data from the traditional **face-to-face** instructional method from spring 2011 through spring 2013 provides the benchmark for Objective 1.1 (see Table 1). Overall, the historical success rate was 71% for MATH 0001 (n = 1,581) and 66% for MATH 0002 (n = 1,373).

Table 1. Objective 1.1 targets based on historical benchmarks.

Description	Objective or Outcome	Historical Benchmark	Target
Overall MATH 0001	1.1	71%	75%
Order of operations	1.1.1	76%	80%
Basic algebraic operations	1.1.2	65%	70%
Geometric figures	1.1.3	65%	70%
Overall MATH 0002	1.1	66%	70%
Basic algebraic operations	1.1.4	64%	70%
Rectangular coordinate system	1.1.5	66%	70%

Target: Increase student success by the amount specified in Table 1 compared to existing methods of instruction. The QEP Committee and mathematics faculty feel that this target is realistic given the current institutional resources.

Assessment/Evaluation Results (Progress Report)

The data from AY 13-14 was inconclusive.

For both MATH 0001 and MATH 0002, SLOs were directly assessed on the final exam for all sections. This represents the entire population of students taking the final exam for all methodologies. A total of 464 (36%) of the 1,305 students enrolled in developmental mathematics for AY 14-15 were modular. A total of 252 (38%) out of 672 were MATH 0001 students while 212 (33%) of 633 were MATH 0002 students (see Table 2 and Table 3).

Final exams for [MATH 0001](#) and [MATH 0002](#) are common for all sections of each course. Each fall, a team of mathematics faculty build that AY's final exam using the SLOs, the textbook, and input from other faculty members teaching the courses. As a result, the exams do not change all that much from year to year; however, all sites are expected to give a final that represents the one created by the faculty team. All **face-to-face** sections give the exact same final while faculty members using electronic methods (**modular and online**) develop their own using the hard copy as a guide.

A total of 483 (72%) of the 672 MATH 0001 students were directly assessed on the final exam over the

29 sections meaning that 189 (28%) did not take the MATH 0001 final exam (see Table 2). A similar situation existed for MATH 0002 in that 474 (75%) of the 633 students registered on the 14th class day over the 30 sections offered took the final exam meaning that 159 (25%) did not (see Table 3).

Table 2. MATH 0001 SLO results for AY 14-15 in percentages.

MATH 0001 SLO Description	Overall	Modular	LSUE	Dual Credit	LSUA	Online
Overall	71	70	70	none	71	79
1.1.1. Manipulate order of operations with real numbers	75	72	78		76	81
1.1.2. Perform basic algebraic operations with expressions and linear equations	70	71	67		70	78
1.1.3. Geometry	62	60	59		64	72
Total number of students tested	483	193	139		120	31
Total number of sections for AY	29	11	10	0	6	2

Table 3. MATH 0002 SLO results for AY 14-15 in percentages.

MATH 0002 SLO Description	Overall	Modular	LSUE	Dual Credit	LSUA	Online
Overall	68	71	66	78	67	65
1.1.4. Perform basic algebraic operations	68	71	66	75	67	65
1.1.5. Perform operations with the rectangular coordinate system	67	70	66	89	60	62
Total number of students tested	474	153	154	23	97	47
Total number of sections in AY	30	10	10	3	5	2

The population of students taking the final exam for MATH 0001 is shown in Table 1. Modular students

performed similarly to students in the other methods. The [item analysis for modular MATH 0001](#) shows that students had the most difficulty with:
 finding percentages (Q 38.1 at 33%),
 changing phrases to equations (Q15.2 at 37%),
 solving formulas for the specified variable (Q33.2 at 38%), and
 circumference of a circle (Q46.3 at 40%).

The [item analysis for face-to-face](#) students indicates that student had difficulty with problems 46 (area of a triangle) at 46%,
 47 (exact area of a circle using pi) at 41%, and
 48 (circumference of a circle) 56%.

Other than dual credit students, modular math students seemed to outperform all other methods (see Table 3). An item analysis for [face-to-face students taking the MATH 0002](#) final exam in AY 14-15 yielded the following results. **Face-to-face** students had difficulty with:
 #30 with 14% success, simplifying rational expressions involving a negative sign,
 #16 with 26% success, factoring a trinomial without a GCF,
 #25 with 37% success, Pythagorean Theorem word problem,
 #23 with 38% success, solving a rational expression,
 #27 with 39% success, rectangle word problem involving area,
 #31 with 40% success, dividing a rational expression,
 #39 with 44% success, simplifying a fraction with a radical, and
 #43 with 46% success, graphing $3 + y = 7$.

An [item analysis for the modular MATH 0002](#) exam indicated that the modular students, however, had issues with:
 #21 with 41% success, solving an equation involving radicals,
 #20 with 47% success, solving an equation involving radicals,
 #12 with 47% success, factoring a trinomial with a GCF,
 #10 with 48% success, long division of polynomials,
 #37 with 48% success, Pythagorean Theorem finding a missing leg.

Given the difficulties of students, the results follow:
 Given that:

- Modular MATH 0001 students scored 70% < 75% for Objective 1.1;
- Modular MATH 0001 students scored 72% < 80% for Objective 1.1.1;
- Modular MATH 0001 students scored 71% > 70% for Objective 1.1.2;
- Modular MATH 0001 students scored 60% < 70% for Objective 1.1.3;
- Modular MATH 0002 students scored 71% > 70% for Objective 1.1;
- Modular MATH 0002 students scored 71% > 70% for Objective 1.1.4, and;
- Modular MATH 0002 students scored 70% = 70% for Objective 1.1.5,

The data suggests that Outcome 1.1 is tentatively met given that four out of the seven met or exceeded the stated targets.

-  [AY 14-15 MATH 0001 f-f Item Analysis](#)
-  [AY 14-15 MATH 0002 f-f Item Analysis](#)
-  [AY 14-15 Modular MATH 0001 SLO item analysis summary](#)
-  [AY 14-15 Modular MATH 0002 SLO item analysis summary](#)
-  [FINAL Exam MATH 0001 FALL 2014 w ans](#)
-  [MATH 0001 SLO Comparison](#)
-  [Math 0002 FINAL EXAM FALL 2014 2](#)
-  [MATH 0002 SLO Comparison](#)

Improvement Plan/ Changes Made

Continue to monitor. Modular mathematics book was updated to include a geometry section in summer 2015. Changing all targets to 70% may also be considered in order to standardize 1.1.



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

Progress: Completed

Provided By: Quality Enhancement Plan

Objective With Intended Outcomes

The QEP seeks to increase the cognitive ability of students enrolled in MATH 0001 and MATH 0002 by course redesign.

Assessment/Evaluation/Measures/Strategies

Method: This direct assessment will be accomplished by using a pretest and post-test. Mathematics faculty will choose SLO questions from the final exam to place on a pretest. Gain scores will be calculated from the internal data to measure increased cognitive ability. Results from Modular Mathematics will be compared to historical values from the traditional method of instruction.

Benchmark: The gain score will be benchmarked beginning fall 2013.

Target: As this objective has not been benchmarked, it is assumed that the post-test scores for students in Modular Mathematics sections will exceed the

1. pretest scores for students enrolled in Modular Mathematics sections.
2. post-test scores for students from the traditional method of instruction.

Assessment/Evaluation Results (Progress Report)

For MATH 0001, a total of 924 students were pre and post tested from fall 2013 to spring 2015. However, complete data was only available for 760 (82%) students (see [MATH 0001 pre and post test data](#)). Of the 760 students, 497 were from **face-to-face** sections, 243 were from modular sections, and 20 were from **online** sections. Specifically, comparing modular mathematics results to traditional **face-to-face** sections, the MATH 0001 data indicates that:

1. mean of the modular posttest (71%) > mean of the modular pretest (26%),
2. mean of the modular posttest (71%) < mean of the **face-to-face** posttest (73%).

MATH 0001 Pre and Posttest Data

All

Statistic	All Students Sampled Pretest Results FA 13 - SP 15	All Students Sampled Posttest Results FA 13 - SP 15	Difference
mean	37.59	72.56	34.97
median	36.67	73.08	36.41
s.d.	16.74	13.42	-3.32
n	760	760	

Face-to-Face

Statistic	All Students Sampled Pretest Results FA 13 - SP 15	All Students Sampled Posttest Results FA 13 - SP 15	Difference
mean	44.89	73.02	28.13
median	43.33	75.00	31.67
s.d.	11.79	13.50	1.71
n	497	497	

Modular

Statistic	All Students Sampled Pretest Results FA 13 - SP 15	All Students Sampled Posttest Results FA 13 - SP 15	Difference
mean	26.39	71.34	44.95
median	20.00	72.55	52.55
s.d.	18.85	12.99	-5.86
n	243	243	

Online

Statistic	All Students Sampled Pretest Results FA 13 - SP 15	All Students Sampled Posttest Results FA 13 - SP 15	Difference
mean	52.08	76.06	23.98
median	50.00	77.41	27.41
s.d.	24.18	15.83	-8.35
n	20	20	

Even though the gain score of the modular students (45 percentage points) outpaced the gain score of the **face-to-face** students (28 percentage points), the modular mathematics students were not able to outperform the **face-to-face** students on the post test. This is probably due to the fact that the results for Outcome C needed to be improved for both the **face-to-face** and modular sections. For example, modular students scored a 60% on outcome C while **face-to-face** sections scored a 59% during AY 14-15. The new modular mathematics book adopted for summer 2015 should correct the difficulty with modular math students achieving the desired results since it has a specific chapter dealing with geometric figures.

Given that the two MATH 0001 groups performed almost identically on the post test, (71% versus 73%), the MATH 0001 portion of this objective is tentatively met.

Next, a total of 569 MATH 0002 students were pre and post tested from fall 2014 through spring 2015. However, only 346 (61%) of them had complete data and were included ([see MATH 0002 pre and post test data](#)). Of the 346 students, 230 were from **face-to-face** sections and 116 were from modular sections. **No online** sections of MATH 0002 were included in the data. Specifically comparing modular mathematics results to the **face-to-face** sections, the MATH 0002 data indicates that:

1. mean of the modular posttest (70%) > mean of the modular pretest (20%),
2. mean of the modular posttest (70%) > mean of the **face-to-face** posttest (67%).

MATH 0002 Pre and Posttest Data

All

Statistic	All Students Sampled		Difference
	Pretest Results FA 14 - SP 15	Posttest Results FA 14 - SP 15	
mean	29.93	67.35	37.42
median	29.73	68.24	38.51
s.d.	14.23	14.33	0.1
n	346	346	

Face-to-Face

Statistic	All Students Sampled		Difference
	Pretest Results FA 14 - SP 15	Posttest Results FA 14 - SP 15	
mean	35.11	65.95	30.84
median	35.14	67.05	31.91
s.d.	11.15	14.02	2.87
n	230	230	

Modular

Statistic	All Students Sampled		Difference
	Pretest Results FA 14 - SP 15	Posttest Results FA 14 - SP 15	
mean	19.67	70.12	50.45
median	16.89	70.73	53.84
s.d.	14.14	14.60	0.46
n	116	116	

Online

Statistic	All Students Sampled		Difference
	Pretest Results FA 14 - SP 15	Posttest Results FA 14 - SP 15	
mean			0
median	none		#VALUE!
s.d.			0
n			

Modular MATH 0002 students gained an average of 50 percentage points while the **face-to-face** student gained an average of 31 percentage points.

Given that the posttest exceeded the pretest and that modular students outperformed the traditional **face-to-face** students, The MATH 0002 portion of this objective is met.

Given the MATH 0001 and MATH 0002 results on the pre and posttests, Objective 1.2 is tentatively met.

-  [MATH 0001 Pre and Post Test Summary](#)
-  [MATH 0002 Pre and Post Test Summary](#)

Improvement Plan/ Changes Made

Continue to collect pre and post test data on:

MATH 0001 modular for AY 15-16.

MATH 0002 modular students for AY 15-16.

MATH 0002 **face-to-face** for fall 2015 only.

to further normalize and add to the existing data.

Benchmarks will then be set according to the data.



1.3: Increase Mathematics Scores on the CAAP

Progress: Delayed

Provided By: Quality Enhancement Plan

Objective With Intended Outcomes

The QEP seeks to increase student mathematics scores on the Collegiate Assessment of Academic Proficiency (CAAP).

Assessment/Evaluation/Measures/Strategies

Method: This external direct assessment of student learning is nationally normed against other two-year institutions and will permit a comparison of proficiency in the material covered. While the CAAP is given upon the conclusion of College Algebra (MATH 1021) and Applied College Algebra (MATH 1015) courses, the Mathematics Content Analysis Report generated each summer permits examination of student proficiency in Pre- Algebra, Elementary Algebra, Intermediate Algebra, and Coordinate Geometry. Two reports will be generated **beginning summer 2015**. The data will be compared between students who have taken Modular Mathematics sequence and those who have not.

Benchmark: The LSU Eunice statistical means for each section of the Content Analysis Report will be a weighted average using data from the academic years 2009-2010 through 2012-2013 ($n = 1,798$) (see Table 1). The national average will be from the 2012-2013 data, since the nationally normed data is averaged over three years.

Table 1. CAAP Content Analysis Report 2009-2010 through 2011-2012.

Section	LSU Eunice Weighted Means	National Average
Pre-Algebra	70	68
Elementary Algebra	72	63
Intermediate Algebra	46	45
Coordinate Geometry	52	46

Target: Increase proficiency in each subject area by at least 3%. The mathematics faculty and the QEP Committee believe that 3% is realistic given the historical data related to the CAAP

Assessment/Evaluation Results (Progress Report)

This objective was once again delayed in summer 2015 when ACT informed the Director of IE that they were not able to run the Content Area Analysis from data supplied by LSU Eunice's IR. The data needs to be run based on ACT's database instead.

The Director of IE has contacted ACT about using Column P and asking if ACT could run the Content Area Analysis using the local measures as a sort key.

See [attached email](#).

-  [8-31-15 email to CAAP](#)

Improvement Plan/ Changes Made

Obtain a determination from ACT to make sure the CAAP Content Analysis Report for mathematics can be run based on local measure sort key.

2. The QEP seeks to increase student learning in the first general education mathematics courses after completion of developmental mathematics (see 2.1 and 2.2 in GE).

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, Goal 7, Goal 8

Start: 11/1/2014

End: 10/31/2015

Provided By: Quality Enhancement Plan

Progress: Completed

Related Items

There are no related items.

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

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, Goal 7, Goal 8

Start: 11/1/2014

End: 10/31/2015

Provided By: Quality Enhancement Plan

Progress: Completed

Related Items



3.1: Professional Development

Progress: Completed

Provided By: Quality Enhancement Plan

Objective With Intended Outcomes

The QEP provides professional development opportunities in alternative forms of instruction to mathematics faculty teaching courses associated with the QEP.

Assessment/Evaluation/Measures/Strategies

Method: This objective speaks to the importance of faculty development and faculty sharing information with each other as the Modular Mathematics program is implemented. Training may include webinars, attendance at regional or national conferences, and individual faculty training other faculty members based on their experience in the program.

Benchmark: Faculty will demonstrate knowledge of the theoretical, pedagogical, and operational aspects of the Mathematics Emporium and Modular Mathematics at LSU Eunice through the written response to questions, observation, consultation with the Coordinator of the QEP, informal evaluation, and formal evaluation. All faculty will receive professional development prior to teaching and during their first semester of instruction in the Modular Mathematics sequence.

Target: Train faculty in the Modular Mathematics methodology prior to teaching in the program. Faculty will demonstrate knowledge of the theoretical, pedagogical, and operational aspects of the Mathematics Emporium and Modular Mathematics at LSU Eunice.

Assessment/Evaluation Results (Progress Report)

Objective 3.1 was met in the 2013-2014 planning year.

The following faculty members have taught in the modular mathematics program and completed their professional development. Part one was completed prior to teaching and part two was completed after the first semester of teaching.

Ms. Andrepont [part one](#) and [part two](#) written summaries.

Ms. E. Vidrine [part one](#) and [part two](#) written summaries. Ms. Vidrine also attended the National Association for Developmental Education in February 2015.

Dr. Fowler [part one](#) and [part two](#) written summaries. Dr. Fowler also attended the SACSCOC Annual meeting and [presented on modular mathematics](#) in December 2014. He also attended NADE and [presented on modular mathematics](#) in February 2015.

Ms. J Vidrine [part one](#) and [part two](#) written summaries.

Mr. Jean [part one](#) and [part two](#) written summaries.

Mr. Orgain [part one](#) and [part two](#) written summaries.

Ms. Thibodeaux written summaries waived (she watched all videos and programmed the platform). Ms. Thibodeaux also attended and [presented on modular mathematics](#) at NADE in February 2015.

Ms. Stutes taught in AY 2013-2014. She completed [part one](#) and [part two](#) written summaries.

Based on the fact that all faculty have been trained for modular mathematics prior to teaching in the program, Objective 3.1 is met.

-  [Andrepont - Part One](#)
-  [Andrepont - Part Two](#)
-  [E Vidrine - Part One](#)
-  [E Vidrine - Part Two](#)
-  [Fowler - Part One](#)
-  [Fowler - Part Two](#)
-  [J Vidrine - Part One](#)
-  [J Vidrine - Part Two](#)

-  [Jean - Part One](#)
-  [Jean - Part Two](#)
-  [NADE Feb 2015 Presentation](#)
-  [Orgain - Part One](#)
-  [Orgain - Part Two](#)
-  [SACSCOC Dec 2014 Presentation](#)
-  [Stutes - Part One](#)
-  [Stutes - Part Two](#)

Improvement Plan/ Changes Made

No changes at this time. Continue to offer professional development within the limits of the budget.

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

Progress: Completed

Provided By: Quality Enhancement Plan

Objective With Intended Outcomes

The QEP will increase student retention and completion in the developmental and general education mathematics sequence.

Assessment/Evaluation/Measures/Strategies

Method: This objective seeks to increase the successful completion of the next course in the sequence. Internal data will track students whether they initially enroll in MATH 0001 or MATH 0002.

Benchmark: For all students enrolling in MATH 0001 (with repetition) from AY 2007-2008 through 2011-2012.

- 68% complete MATH 0001.
- 37% complete MATH 0002.
- 20% complete the first general education mathematics.

For all students enrolling in MATH 0002 (with repetition)

- 66% complete MATH 0002.
- 35% complete the first general education mathematics.

Target: Increase the completion of general education mathematics by at least 5% for students whether they initially enroll in MATH 0001 and MATH 0002. The QEP Committee and mathematics faculty feel that this target is realistic given the current institutional resources.

Assessment/Evaluation Results (Progress Report)

The CARS reports for this objective were in the process of being created in summer 2014. They are now created and tested so students who complete both developmental courses in one semester are accounted for properly. Students completing the second developmental course in one semester or the intersession immediately following the regular semester are considered to have completed both courses in one semester. As a result, the computer logs .5 of a semester for each course; otherwise, the computer logs a 1 to indicate that it took one semester to complete a course. Note that data for this objective is one to two years behind given the time it takes for student to complete their developmental education first general education mathematics coursework.

Institutional data from AY 13-14 indicates that for all students initially enrolling in MATH 0001 (with repetition):

- $402/533 = 75.4\%$ completed MATH 0001 > target of 73%
- $244/533 = 45.8\%$ completed MATH 0002 > target of 42%
- $131/533 = 24.6\%$ completed their first general education mathematics course = target of 25%

Institutional data from AY 13-14 indicates that for all students initially enrolling in MATH 0002 (with repetition):

- $357/503 = 70.9\%$ completed MATH 0002 = target of 71%
- $203/503 = 40.4\%$ completed their first general education mathematics course < target of 41%.

The attached MATH 0001 [Success and Time to Completion document](#) details the success rates across **online, face-to-face, and modular students**. The table shows that online student completion outpaces both face to face and modular (blue numbers in the right hand columns). In addition, keeping in mind the low n's, modular outpaces **face-to-face** for MATH 0001 and general education mathematics.

MATH 0001 Success and Time to Completion Document

AY 13-14 MATH 0001 success and time to completion broken out by method (includes all students with repetition)										
Row Labels	Total Reg MATH 0001	Total Compl MATH 0001	Total Compl MATH 0002	Total Compl GEN ED MATH	Average of No Sems Math 0001	Average of No Sems MATH 0002	Average of No Sems GEN ED MATH	Percent Compl MATH 0001	Percent Compl MATH 0002	Percent Compl GE
Face-to-face	419	309	192	97	1.224	1.308	1.505	73.747	45.823	23.150
Modular	82	62.5	36.5	23	1.141	1.111	1.348	76.220	44.512	28.049
Online	32	30	15	11	1.033	1.133	1.455	93.750	46.875	34.375
Total	533	401.5	243.5	131	1.196	1.263	1.473	75.328	45.685	24.578

The attached MATH 0002 [Success and Time to Completion document](#) again shows that online students outpace both **face-to-face** and modular. Modular student do better than **face-to-face** in MATH 0002, but both groups score nearly identically on the completion of general education mathematics.

MATH 0002 Success and Time to Completion Document

AY 13-14 MATH 0002 success and time to completion by method (includes all students with repetition)							
Row Labels	Total Reg MATH 0002	Total Compl MATH 0002	Total Compl GEN ED MATH	Average of No Sems Math 0002	Average of No Sems GEN ED MATH	Percent Compl MATH 0002	Percent Compl GE
Face-to-face	403	280	154	1.432	1.442	69.48	38.21
Modular	53	40	20	1.275	2.200	75.47	37.74
Online	47	37	29	1.081	1.931	78.72	61.70
Total	503	357	203	1.378	1.586	70.97	40.36

Given that all but one score equals or exceeds the targets, Objective 3.2 is tentatively met.

-  [MATH 0001 Success and Time to Completion](#)
-  [MATH 0002 Success and Time to Completion](#)

Improvement Plan/ Changes Made

Continue to monitor.



3.3: Reduce the Amount of Time in Developmental Mathematics

Progress: Completed

Provided By: Quality Enhancement Plan

Objective With Intended Outcomes

The QEP will reduce the amount of student time spent in developmental mathematics.

Assessment/Evaluation/Measures/Strategies

Method: Objective 3.3 seeks to decrease the time students spend in developmental education mathematics so they progress to their general education mathematics course and ultimately to their degree or certificate. This objective will internally measure the time needed to complete the first general education mathematics course based on the initial enrollment in developmental mathematics.

Benchmark: Historically, during the academic years 2007-2008 through 2011-2012, students beginning in

1. MATH 0001 have, on average and with repetition, taken 2.6 semesters to complete their developmental education mathematics courses and 4.1 semesters to complete their first general education mathematics course.
2. MATH 0002 have, on average and with repetition, taken 1.6 semesters to complete their developmental education course and 2.5 semesters to complete their first general education mathematics course.

Target: The time spent completing developmental education will be less than current values. The time spent in completing general education mathematics after the completion of developmental education mathematics will be less than current values. The QEP Committee and mathematics faculty feel that this target is realistic given the current institutional resources.

Assessment/Evaluation Results (Progress Report)

The CARS reports for this objective were in the process of being created in summer 2014. They are now created and tested so students who complete both developmental education (DE) courses in one semester are logged properly into the computer. Students completing the second developmental course during the same semester or during an intersession are considered to have completed both courses in one semester. As a result, the computer logs the completion as .5 of a semester for each

course. Students who take the entire semester to complete one course are logged in the computer as a 1. Note that data for this objective is one to two years behind given the time it takes for student to complete their developmental education and first general education coursework.

The 533 students beginning in MATH 0001, on average, completed their DE sequence in 2.459 semesters according to the [MATH 0001 Success and Time to Completion Document](#). They also completed their general education (GE) mathematics course in 1.473 semester for a total completion time of 3.932 semesters on average. Modular students were able to reduce their time, on average, in DE courses to 2.252 semesters while decreasing their overall time to complete the first GE course to 3.600 semesters. Traditional **face-to-face** students took 2.532 and 4.037 respectively.

MATH 0001 Success and Time to Completion Document

AY 13-14 MATH 0001 success and time to completion broken out by method (includes all students with repetition)										
Row Labels	Total Reg MATH 0001	Total Compl MATH 0001	Total Compl MATH 0002	Total Compl GEN ED MATH	Average of No Sems Math 0001	Average of No Sems MATH 0002	Average of No Sems GEN ED MATH	Percent Compl MATH 0001	Percent Compl MATH 0002	Percent Compl GE
Face-to-face	419	309	192	97	1.224	1.308	1.505	73.747	45.823	23.150
Modular	82	62.5	36.5	23	1.141	1.111	1.348	76.220	44.512	28.049
Online	32	30	15	11	1.033	1.133	1.455	93.750	46.875	34.375
Total	533	401.5	243.5	131	1.196	1.263	1.473	75.328	45.685	24.578

The 503 students beginning in MATH 0002, on average, completed their one DE math course in 1.378 semesters going to complete their first GE course in 2.964 semesters according to the [MATH 0002 Success and Time to Completion document](#). **Face-to-face** students took 1.432 semesters to complete their DE mathematics course and with an additional 1.442 semesters to complete their general GE course for a total of 2.874 semesters. Modular students took slightly longer at 1.275 and 2.200 for a total of 3.475 semesters while **online** took 1.081 and 1.931 for a total of 3.012 semesters. The faculty have noted that one of the reasons for the longer time for modular students in GE is that it is simply not modular. Students became familiar with one method and then had to switch back again the next semester.

MATH 0002 Success and Time to Completion Document

AY 13-14 MATH 0002 success and time to completion by method (includes all students with repetition)							
Row Labels	Total Reg MATH 0002	Total Compl MATH 0002	Total Compl GEN ED MATH	Average of No Sems Math 0002	Average of No Sems GEN ED MATH	Percent Compl MATH 0002	Percent Compl GE
Face-to-face	403	280	154	1.432	1.442	69.48	38.21
Modular	53	40	20	1.275	2.200	75.47	37.74
Online	47	37	29	1.081	1.931	78.72	61.70
Total	503	357	203	1.378	1.586	70.97	40.36

For MATH 0001 students, given that:

2.459 for actual DE completion < 2.600 for benchmarked DE completion
 3.932 for actual GE completion < 4.100 for benchmarked GE completion

The MATH 0001 portion of this objective is met.

For MATH 0002 students, given that:

1.378 for actual DE completion < 1.600 benchmarked DE completion
 2.964 for actual GE completion > 2.500 benchmarked GE completion

The MATH 0002 portion is tentatively met.

As a result, Objective 2.3 is tentatively met.

-  [MATH 0001 Success and Time to Completion](#)
-  [MATH 0002 Success and Time to Completion](#)

Improvement Plan/ Changes Made

Continue to monitor the length of time it takes modular students to complete the GE course.

Create a modular MATH 1015 to eliminate any potential issues for students. The new modular MATH 1015 is scheduled to be offered beginning spring 2016.

Registrar / Admissions

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

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: No additional funds requested

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 5, Goal 8

Start: 11/1/2014

End: 10/31/2015

Provided By: Registrar / Admissions

Progress: Completed

Related Items

1.1: Decreasing processing time of admission applications

Progress: Completed

Provided By: Registrar / Admissions

Objective With Intended Outcomes

The Office of Admissions will decrease the number of days, on average, between the date that an application fee has been paid and the date that the application is processed.

Assessment/Evaluation/Measures/Strategies

The Director of Admissions will provide data showing the number of days each application took to be processed after the application fee was paid and an average of all applications. The average number of days from paid to processed application will be determined. In light of that information in comparison with other information in each record of the report, specific strategies will be developed to reduce the average number of days from paid to processed application.

Assessment/Evaluation Results (Progress Report)

In the AY 13-14 planning year, there was no data reported due to a change in personnel.

In AY 14-15, no data was reported given the issues listed in the improvement plan. The Registrar and the Director of IE thought it would be better to obtain proper data than to use data that was not accurate.

Improvement Plan/ Changes Made

The [current report, run in Jezabar CX](#) has some flaws. Let us take AY 2014-2015 as a case in point. There were a total of 4721 applications for admission submitted to the University. Of those, no application fee was paid for 1437, leaving us with 3284, so they were rejected on the 14th class day, leaving us with 3284 usable applications.

Of those, 453 had no application date and the application fee was waived. These represents Dual Enrollment students who fill out paper applications that are entered by hand by The Office of Admissions. The application fees for these applications are waived automatically via the QuickApp system in Jezabar that Admissions uses to process the paper applications. Usually, then, the fee payment date (in this case, when the fee is waived) matches the processing date. However, dual enrollment students are required to reapply annually, which presents some large numbers due to the fact that the applications are merely updated, rather than re-entered with a new fee waiver date. Regardless, the very different way that dual enrollment applications are handled from the way that online applications are handled makes them an unreliable object of measurement for this objective.

Of the remainder, 37 applications were not processed and rejected for various reasons. An applicant may call to inform the Office of Admissions that they do not plan on attending LSUE, for example.

Of the remaining 2794 records, 367 have been accepted to the University but have no associated process date. It is not known why this is the case and the registrar will need to work with The Office of Information Technology to find the reason, as this could affect the results.

This leaves 2427 usable records.

Of these, we see that the mean number of days between the date the application fee was paid (APPFEE DATE) and the date the applications were processed (PROCESS DATE) is 3.24. The median is 1 and the mode is 1. Calendar days, including weekends and holidays, are used for the sake of simplicity. The value of 0 in Days Pd to Processed (the number of days between when the application fee is paid and

the application is process by Admissions) indicates that application was processed on the same day. A value of 1 indicated that the application was processed the next calendar day, and so on.

Of particular interest are the 367 students who have been accepted but have no processing date, and the higher fee payment to processing times which may be a result of "rollovers" to a subsequent semester skewing the numbers. There may be other systemic factors involved, and these will need to be discovered.

The improvement plan comprises the following steps:

1. The registrar will work with the Office of Information Technology to create a "cleaner" report that the registrar believes more accurately reflects the turnaround time in processing applications.
2. Based on the new report, the Office of Admissions will develop and implement a strategy for reducing the average turnaround time for processing applications.

-  [Stats 2014-2015 for PDF](#)

2: Improve the efficiency of degree checkouts.

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: No Additional Funds Requested

Relationship to Institutional Goal: Goal 1, Goal 5

Start: 11/1/2014

End: 10/31/2015

Provided By: Registrar / Admissions

Progress: Completed

Related Items



2.1: Degree Checkout Returns

Progress: Completed

Provided By: Registrar / Admissions

Objective With Intended Outcomes

The Registrar's Office will reduce the rate of degree checkout returns to division heads by 5%.

Assessment/Evaluation/Measures/Strategies

There is currently no data on the rate of which degree checkouts for graduating students are returned to division heads because the student is not eligible to graduate based on the criteria of the University.

The Office of the Registrar will collect data to benchmark the rate of returns, beginning mid-way through the process in the Fall 2015 semester. The reasons for the returns will also be noted and coded. This data collection will continue through the Summer 2016 semester.

Assessment/Evaluation Results (Progress Report)

This is a new objective. There are no results yet.

Improvement Plan/ Changes Made

Based on the benchmark data collected, a specific plan of action will be formulated and implemented to decrease the rate of returns. The Registrar will work with advisors and division heads to create accurate and acceptable degree checkouts to facilitate students' graduation in a timely manner.

It should be noted that at an indefinite time in the future, Flightpath, a degree auditing and advising software program, will be deployed. Once students and advisors are trained in the use of this software, the return rate of degree audits may be expected to improve. The Registrar will work closely with the Office of Information Technology, the division heads, advisors, and students in the use of this software to ensure informed decision making as well as accurate and efficient degree auditing.

Science & Mathematics

● 1: Maintain an effective Associate of Science Louisiana Transfer Program

Relationship to Strategic Goals: Goal 2.2, Goal 2.4

Budget Information: no additional funds requested

Relationship to Institutional Goal: Goal 2, Goal 3, Goal 5

Start: 11/1/2014

End: 10/31/2015

Provided By: Science & Mathematics

Progress: Completed

Related Items



1.1: Associate of Science Louisiana Transfer

Progress: Completed

Provided By: Science & Mathematics

Objective With Intended Outcomes

At the completion of the Associate of Science Louisiana Transfer (AS/LT) Program, the student will employ critical thinking skills and achieve science literacy.

Assessment/Evaluation/Measures/Strategies

All local students graduating with an AS/LT degree from the Division of Sciences and Mathematics should take the Collegiate Assessment of Academic Proficiency (CAAP) exam in Critical Thinking and Science.

Benchmark: Students will meet or exceed the national average. A benchmark for what percentage of students meet or exceed the national average will be set next AY.

Assessment/Evaluation Results (Progress Report)

For the AY 13-14 planning year, this objective was met.

For AY 14-15, 4 of 6 AS/LT degree graduating students took the CAAP exam for Critical Thinking and Science.

Critical Thinking: 4/4 (100%) of students were above the national average.

Science: 4/4 (100%) of students were above the national average.

Objective is met (keeping in mind that there is an n of 4).

The [Critical Thinking Content Analysis Report](#) for all students is attached (Dr. Hamlin is referencing the results for his students in the above text).

The [Science Linkage Report](#) is attached.

-  [LSUE AY 14-15 ACT to CAAP Science Linkage Report](#)

-  [LSUE AY 14-15 CAAP Critical Thinking Content Analysis](#)

Improvement Plan/ Changes Made

Continue to increase the number of graduating students that take the exam. We currently have no means of requiring students that graduate to take the exam. Some have already moved to a 4 year institution prior to the exam being administered. The only student not tested graduated in the summer and transferred prior to CAAP testing being administered.

2: General Education: Competency in sciences and mathematics

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: no additional funds requested

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3

Start: 11/1/2014

End: 10/31/2015

Provided By: Science & Mathematics

Progress: Completed

Related Items

There are no related items (see General Education).

3: Course Completion

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: no additional funds requested

Relationship to Institutional Goal: Goal 4, Goal 5

Start: 11/1/2014

End: 10/31/2015

Provided By: Science & Mathematics

Progress: Completed

Related Items



3.1: Developmental Mathematics Completion

Progress: Completed

Provided By: Science & Mathematics

Objective With Intended Outcomes

Students enrolled in developmental mathematics courses will successfully complete their developmental coursework gaining competencies in computational and elementary algebra skills (MATH 0001) and algebra and coordinate geometry (Math 0002) necessary to be successful in their first general education mathematics course.

Assessment/Evaluation/Measures/Strategies

Both direct and indirect assessment will be performed as previously described. Please see Developmental Education Outcome Assessment Objectives 1.2 and 1.3.

Assessment/Evaluation Results (Progress Report)

The objective is considered not being met due to the direct assessment of the SLOs and the indirect assessment of NCDE benchmark in Math 0002. Please see Developmental Education Outcome Assessment Objectives 1.2 and 1.3.

Improvement Plan/ Changes Made

Detailed improvement plans for both Math0001 and Math0002 have been proposed and implementation begun. Please see Developmental Education Outcome Assessment Objectives 1.2 and 1.3.

5: Student Placement

Relationship to Strategic Goals: Goal 2.4

Budget Information: No additional funds requested

Relationship to Institutional Goal: Goal 2, Goal 3, Goal 4, Goal 5

Start: 11/1/2014

End: 10/31/2015

Provided By: Science & Mathematics

Progress: Completed

Related Items



5.1: Assessment of Entering Students

Progress: Completed

Provided By: Science & Mathematics

Objective With Intended Outcomes

The Sciences Division will implement effective placement into developmental and collegiate courses.

Assessment/Evaluation/Measures/Strategies

The strategy for advising entering students is to train faculty on proper assessment of student data, such as ACT score requirements, placement test information, and transfer work equivalencies. Faculty are also instructed to examine check-lists of all students enrolled in their course that do not have transcripts that document the fulfillment of pre-requisites.

Faculty are made aware of any changes to course offering, including new courses being piloted and how to advise students appropriately. Expansion of the modular math offerings and co-requisite college-level math offerings were explained to faculty ([see attachment](#)).

-  [Math Placement](#)

Assessment/Evaluation Results (Progress Report)

During the AY 13-14 planning year, this objective was met.

For AY 14-15, faculty were trained at divisional meetings in the Fall and Spring semesters about advising changes, such as adjustments to pre-med advising in the Sciences Division. In addition, A Faculty Advisor Workshop was held in the Spring for all advisors (Spring [2015 Advisor Training](#)). Faculty were updated on changes to the General Education course list and course articulation changes. Pre-requisite checks were performed by each faculty member in the division for each course that they instructed.

Faculty were updated on best practices for advising students on initial placement into developmental, supplemental, or college-level courses.

This objective is met.

-  [Sciences and Mathematics SP15 Meeting Agenda](#)

Improvement Plan/ Changes Made

Building degree specific pathways for the various disciplines advised by this division will limit mistakes that could hinder student progress. The division continues to build Concentration Guides to the two transfer degrees, ALST-Biological Sciences and ALST-Physical Sciences, in several disciplines for transfer to four year institutions.

6: Retention

Relationship to Strategic Goals: Goal 2.4

Budget Information: No additional funds requested

Relationship to Institutional Goal: Goal 4, Goal 5

Start: 11/1/2014

End: 10/31/2015

Provided By: Science & Mathematics

Progress: Completed

Related Items

6.1: General Education Sciences Retention

Progress: Completed

Provided By: Science & Mathematics

Objective With Intended Outcomes

At least 74.8% of the students enrolled in entry (first of a series, if there are prerequisites) general education sciences courses in the fall semester will remain enrolled in the University during the spring semester.

Assessment/Evaluation/Measures/Strategies

The number of students that attempted a general education science course in the Fall semester and subsequently returned in the Spring semester is assessed by the Head of the Division of Sciences and Mathematics using data supplied by an Institutional Research Report on Sciences

Retention. The retention of students enrolled in fall 2014 and retained to spring 2015 is calculated by the spring 2015 enrollment.

The [benchmark](#) of 74.8% is the mean of five years of all entry level general education science courses, including BIOL 1001, PHSC 1001, PHSC, 1002, and ASTR 1101 (ASTR 1101 has only been taught for three years, therefore only that data was incorporated).

-  [Retention 6.1](#)

Assessment/Evaluation Results (Progress Report)

In AY 13-14 planning year, this objective was met.

For AY 14-15, institutional data generated indicated that 317 out of 439 (72.2%) of students were retained in spring 15 after taking general education science courses in fall 2014.

The retention for fall 2014 to spring 2015 of 72.2% does not exceed the benchmark of the five year average of 74.8%.

Objective 6.1 is not met.

Improvement Plan/ Changes Made

The retention benchmark will be updated to reflect up to the five year mean of all entry level science courses, including new offerings, such as CHEM 1001. We are still attempting to remove students that may have graduated from the total number of students that were not retained in order to reflect that they may have transferred or entered the workforce after completing their degrees.

7: Sequential Courses

Relationship to Strategic Goals: Goal 2.4

Budget Information: No additional funds requested

Relationship to Institutional Goal: Goal 2, Goal 4, Goal 5

Start: 11/1/2014

End: 10/31/2015

Provided By: Science & Mathematics

Progress: Completed

Related Items



7.1: MATH 0002 to college-level mathematics

Progress: Completed

Provided By: Science & Mathematics

Objective With Intended Outcomes

Students completing a developmental mathematics course will receive a passing grade (C or better) in their first college-level course in mathematics.

Assessment/Evaluation/Measures/Strategies

Benchmark is 60%. The benchmark of 60% is a historical benchmark that has been maintained for this planning year.

Assessment will be done by the head of the Division of Sciences and Mathematics using student data provided by the office of information technology using grade reports based on successful completion of MATH 0002.

Assessment/Evaluation Results (Progress Report)

For AY 13-14, this objective was not met. Discussion were planned, and held, with math faculty to address course content. Evaluation of success in subsequent college-level mathematics based on the method of delivery is still in the planning phase.

For AY 14-15, successful completion of MATH 1015 (Applied Algebra) or MATH 1021 (College Algebra) after completing MATH 0002 was determined for each course and the results summed. 291 of 507 (57%) students passed a college-level algebra on their first attempt. This does not meet the benchmark established by LSUE. This is calculated across all sections of MATH 1015 and MATH 1021 based on successful completion of MATH 0002.

See [MATH 0002 to MATH 1015](#) completion attached.

See [MATH 0002 to MATH 1021](#) completion attached.

This objective is not met.

-  [MATH 1015 completion](#)
-  [MATH 1021 completion](#)

Improvement Plan/ Changes Made

For improvements to the developmental mathematics, see Developmental Education. To improve the success of students in college-level mathematics, students will be routed to the appropriate college course. Those not requiring college algebra (MATH 1021) may take a more appropriate applied algebra (MATH 1015). Although success in applied algebra was higher (60%) than in college algebra (54.3%), there is still an apparent gap between MATH 0002 content and these courses. Discussions with math faculty on course content will continue. Even though we did not meet the target of 60%, there was an overall improvement from 53% to 57%, and an improvement from 58.8% to 60% in MATH 1015 and from 45.8% to 54.3% in MATH 1021. This indicates that the use of modular math and evaluation of MATH0002 content may be having the desired effect.

7.2: BIOL 1001 to ZOOL 1011

Progress: Completed

Provided By: Science & Mathematics

Objective With Intended Outcomes

The students completing a general biology course will receive a grade of C or better in the human anatomy course.

Assessment/Evaluation/Measures/Strategies

Benchmark is 50%. The benchmark of 50% is a historical benchmark that has been maintained for this planning year.

Assessment will be done by the head of the Division of Sciences and Mathematics using student data provided by the office of information technology.

Assessment/Evaluation Results (Progress Report)

In AY 13-14 planning year, this objective was met. For AY 14-15, successful completion of ZOOL 1011 (Human Anatomy) after completing BIOL 1001 was determined. 103 of 186 (55.4%) students passed human anatomy on their first attempt. This meets the benchmark established by LSUE.

[BIOL 1001 to ZOOL 1011](#) report is attached.

This objective is met.

-  [ZOOL1011 completion](#)

Improvement Plan/ Changes Made

Since the benchmark was met, no changes are proposed. Continuing to maintain a full faculty roster of competent biologist will be a priority. Training of new faculty is on-going.

Student Support Services

1: To increase retention and graduation rates for project participants

Relationship to Strategic Goals: Goal 2.2, Goal 2.4

Budget Information: Grant funded

Relationship to Institutional Goal: Goal 2, Goal 4

Start: 11/1/2014

End: 10/31/2015

Provided By: Student Support Services

Progress: Completed

Related Items

1.1: Persistence

Progress: Completed

Provided By: Student Support Services

Objective With Intended Outcomes

Enrolled participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to a 4-year institution during the 2013-2014 academic year (see Prior experience Objective A in attachment [StandardObjectives13](#)).

-  [StandardObjectives13](#)

Assessment/Evaluation/Measures/Strategies

Benchmark is 80%. This 80% persistence rate is determined by the grantee's funded SSS grant proposal to achieve each project year on the Annual Performance Report 2013-14. See prior experience persistence rate in A [StandardObjectives13](#))

- Project Records/APR
- Academic Records
- Enrollment Records
- SSS Student Database
-  [StandardObjectives13](#)

Assessment/Evaluation Results (Progress Report)

This Objective was not met for 2012-2013. The staff increase student awareness of the services provided to the Pathways Program in orientation and to the general population of students. The staff sent 6 students to Leadership training to serve on the SSS advisory board. These students have been researching the protocol for starting a new club on campus in the new grant cycle 2015-2016. The staff continues to monitor the SSS participants' grade through the Early Detection System.

Update APR 2013-14 outcome: Of the 381 SSS participants 302 students or 79.26% persisted from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to a 4-year institution during the academic year. Objective not met for the 14-15 planning cycle. See attachments [FundedEligibilityparttwo 13](#) and [Persistence13](#).

-  [FundedEligibilityparttwo 13](#)
-  [Persistence13](#)

Improvement Plan/ Changes Made

The SSS staff was only off by one or two students so we will continue to use the current interventions.



1.2: Academic Standing

Progress: Completed

Provided By: Student Support Services

Objective With Intended Outcomes

Enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee's institution. (see prior experience [objective B in documentation](#) attached)

-  [StandardObjectives13](#)

Assessment/Evaluation/Measures/Strategies

Benchmark is 80%. The good academic standing rate is determined by the grantee's funded grant proposal. The outcome is determined by the SSS Annual Performance Report 2013-14. See attachment prior experience good academic standing rate B in [StandardObjectives13](#)

- Project Records
- Academic Records (Jenzabar)
- Blumen SSS database

-  [StandardObjectives13](#)

Assessment/Evaluation Results (Progress Report)

In the 13-14 planning cycle referring to 12-13 program data this objective was not met. We are continuing to monitor participants' grade and increase student awareness of the program to enroll 397 students to meet the SSS required participation.

Update APR 2013-14 Outcomes: Of 290 students 249 or 85.86% of SSS participants who earned credit hours met performance level required to stay in good academic standing at the grantees institution. Objective was met in the 14-15 planning cycle. (See outcomes in attachments [FundedEligibilityparttwo_13](#) and [GoodAcadStanding13](#))

-  [FundedEligibilityparttwo_13](#)
-  [GoodAcadStanding13](#)

Improvement Plan/ Changes Made

SSS staff will continue to monitor Participants grades via EDS and continue to encourage students to use tutorial services.



1.3: Graduation

Progress: Completed

Provided By: Student Support Services

Objective With Intended Outcomes

New participants cohort served each year will graduate with an associate degree or certificate within four (4) years. (see prior experience objective C.1 in the attachment document [StandardObjectives13](#))

-  [StandardObjectives13](#)

Assessment/Evaluation/Measures/Strategies

Benchmark is 40%. This percent is determined by the grantee's funded grant proposal. The cohort is determined by the number of SSS participants who enrolled in the program in the 2010-2011 academic year. Note: This cohort differs from LSUE's 2010 enrollment cohort. The outcome is determined from the Annual Performance Report. See prior experience objective percent in C.1 in attachment [StandardObjectives13](#)

- SSS Student Access Database
- National Clearinghouse Database
- LSU Eunice Registrar's Office
-  [StandardObjectives13](#)

Assessment/Evaluation Results (Progress Report)

In the 13-14 planning cycle reporting on 12-13 data this objective was not met. Students were encouraged to make use of services. The reported number last year was 12%.

Update APR 2013-2014 Outcomes: Of the SSS 2010-11 cohort of 161 students, 26 or 16.14% earned an associate's degree or certificate within (4) years (up from 12%). Objective not met for the 14-14 planning cycle. See attachments [CohortComparison13](#); [FundedEligibilityparttwo 13](#) and [Grad Transfer13](#).

-  [CohortComparison13](#)

-  [FundedEligibilityparttwo 13](#)
-  [Grad Transfer13](#)

Improvement Plan/ Changes Made

The newly hired Transfer Advisor will increase research based interventions specifically targeted for upcoming SSS cohorts coming through the pipeline.

1.4: Transfer (4-year)

Progress: Completed

Provided By: Student Support Services

Objective With Intended Outcomes

New participants served who graduated with an associate degree or received a certificate WILL transfer from a 2-year to a 4-year institution within four years. (see prior experience C.2 in the attachment [StandardObjectives13](#))

-  [StandardObjectives13](#)

Assessment/Evaluation/Measures/Strategies

Benchmark is 40% of the graduate/Certificate subset who transfer to a 4-year institution The percent is determined by the grantees funded grant proposal. This outcome is determined from the Annual Performance Report using the 2010-2011 SSS participant cohort of 161 students. Note: This cohort differs from that of LSUE's 2010 incoming cohort of students. (see prior experience percent in objective C.2 in attachment [StandardObjectives13](#))

- SSS Student Blumen Database
- 2010-2011 Cohort Graduates/Certificate Earners as per enrolled SSS participants
- National Clearinghouse Database
-  [StandardObjectives13](#)

Assessment/Evaluation Results (Progress Report)

In the 13-14 planning cycle on the 12-13 data this objective was not met. The Director was to improve collaboration with LSUE advisor's by hiring a Transfer advisor to work with academic advisors to make student aware of potential certificates which may be attainable or to see if credit hours will transfer to a 4-year see sample email [Transfer sample email](#).

Update APR 2013-14 Outcome: Of the 26 SSS participants who earned an associates or a certificate only 10 of the subset of students or 38.46% transferred to a 4-year institution. The objective was not met in the 14-15 planning cycle. See attachments [FundedEligibilityparttwo 13](#) and [Grad Transfer13](#).

-  [FundedEligibilityparttwo 13](#)
-  [Grad Transfer13](#)
-  [Transfer sample email](#)

Improvement Plan/ Changes Made

The newly appointed SSS Transfer Advisor will continue to encourage students who plan to earn associate to further their educational goals. The SSS staff will continue to encourage students to use the Occupational Outlook Handbook (OOH) to research careers that require at least earning a 4 - year degree especially those who are undecided about their majors.

2: To select and enroll students who demonstrate academic need and who are eligible to participate in the project.

Relationship to Strategic Goals: Goal 2.2, Goal 2.4

Budget Information: Grant funded

Relationship to Institutional Goal: Goal 4, Goal 5

Start: 11/1/2014

End: 10/31/2015

Provided By: Student Support Services

Progress: Completed

Related Items



2.1: Student Selection

Progress: Completed

Provided By: Student Support Services

Objective With Intended Outcomes

Eligible students to be served by the project will be identified. (see [financial aid information](#) and [application form](#) attached)

-  [sss financial aid info](#)
-  [SSS Application](#)

Assessment/Evaluation/Measures/Strategies

Benchmark is 100% or 379 students ([this year only](#)) instead of 400 students as determined by the Department of Education due to the sequestration for the SSS Annual Performance Report 2013-14.

The SSS Survey is completed by all in-coming students during orientation and are used to identify potential participants. Letters and e-mails are sent, inviting students to apply for the program. Completed applications are processed using a Department of Education financial formula and application information to determine program eligibility (first generation/low-income and or if student disclosed a disability).

-  [FundedEligibility13](#)

Assessment/Evaluation Results (Progress Report)

In the 13-14 planning cycle for the 12-13 data this objective was not met. However, current methods of helping students prepare for fall enrollment by way of the SSS extended orientation has increased the number of potential SSS participants.

Update APR 2013-2014 Outcome: The Department of Education adjusted the number of students proposed to be served based on the 5.32 % sequestration amount from 400 to 379 for FYI 2013-2014. SSS staff identified 381 students or 100.52%.

The objective was met for the 14-15 planning cycle. (See Funded to Serve Ratio in attachment [FundedEligibility13](#) and [FundedEligibilityparttwo_13](#))

-  [FundedEligibility13](#)
-  [FundedEligibilityparttwo_13](#)

Improvement Plan/ Changes Made

The SSS will continue to identify students to meet the 2015 SSS Funded to Serve number of students which will return to 400 for 2014-2015.

The SSS staff will continue to have SSS Extended Summer Orientation to ensure numbers are met and students are prepared for Fall college entrance.



2.2: Needs Assessment

Progress: Canceled

Provided By: Student Support Services

Objective With Intended Outcomes

This objective is no longer applicable. Left over from past administrator.

Project students will complete The Needs Assessment Survey in the application and will be enrolled in the project, based on academic need.

Assessment/Evaluation/Measures/Strategies

Benchmark is 100% determined by the participant's completion of the following:

- The ACT Needs Assessment
- Completed Applications
- [Intake Interviews](#)
-  [sss intake](#)

Assessment/Evaluation Results (Progress Report)

In the 13-14 planning cycle for 12-13 data, the objective was met.

The 379 or 100.52% of the SSS participants have completed an application, a needs assessment an intake interview with form. All incoming applicants must complete an application, a needs assessment and an intake interview to be determine the academic need of a participant. The objective was met for the 14-15 planning cycle.

Improvement Plan/ Changes Made

The SSS Director will change to the Noel and Levitz Assessment in the year of 2015-2016 with the new grant cycle if approved. The ACT assessment and the application will continue to be utilized until the new grant funding year begins fall 2015-2016.

3: To provide participants with academic support through tutorials, computer-assisted instruction and supplemental instruction. Canceled due to being outdated. pf.

Relationship to Strategic Goals:

Budget Information: Grant funded

Relationship to Institutional Goal:

Start: 11/1/2014

End: 10/31/2015

Provided By: Student Support Services

Progress: Canceled

Related Items



3.1: Academic Support

Progress: Canceled

Provided By: Student Support Services

Objective With Intended Outcomes

This objective is no longer applicable. Left over from past administrator.

The project's 379 students will receive academic support and/or assistance through services such as but not limited to tutorials, computer-assisted instruction, academic workshops, and/or supplemental instruction.

Assessment/Evaluation/Measures/Strategies

Benchmark set at 80% determined by the SSS Annual Performance Report 2013-14.

Project participants are provided academic support services and/or referred to the Tutorial Center of by individual request. Services provided to participants are recorded on: Request for Tutor Forms/[Workshops](#)/ SI Rolls /Computer Lab Log Sheets/[Service Contact Sheets](#). All contacts are logged into the newly purchased Blumen students Database.

-  [sss record of contact revised](#)
-  [Workshop Sign In Sheet](#)

Assessment/Evaluation Results (Progress Report)

Update APR 2013-14 Outcome: 183 SSS students received tutoring and 146 were referred to tutoring totaling 329. Objective was met.

-  [RequiredServices13](#)

Improvement Plan/ Changes Made

The SSS staff will continue to refer students to tutorial services both in the SSS labs and the Pathways Lab. The SSS will add a writing Lab to its tutorial areas.

4: To provide those services which promote a positive institutional environment in which participants can be successful. Canceled due to being outdated. pf.

Relationship to Strategic Goals:

Budget Information: Grant funded

Relationship to Institutional Goal:

Start: 11/1/2014

End: 10/31/2015

Provided By: Student Support Services

Progress: Canceled

Related Items



4.1: Advising-academic

Progress: Canceled

Provided By: Student Support Services

Objective With Intended Outcomes

This objective is no longer applicable. Left over from past administrator.

Participants will receive academic advising and assistance with course selection.

Assessment/Evaluation/Measures/Strategies

Benchmark is 100% determined by the SSS Annual Performance Report 2013-14. An example of an [intake form](#) is attached.

- Counselors' Logs
- Academic Schedules
- Annual Performance Report
-  [sss intake](#)

Assessment/Evaluation Results (Progress Report)

Update APR 2013-14 Outcome: Two hundred and twenty two (222) received academic counseling (RequiredServices13) and assistance with course selection. SSS served 125 students and Pathways served 97 of our SSS students. The numbers are embedded in the chart on the attachment. Requested services can be provided directly through the SSS project or by a service provider on campus. The objective was met.

-  [RequiredServices13](#)

Improvement Plan/ Changes Made

The SSS staff will continue to encourage students to use services with SSS and other services available on campus.



4.2: Counseling-Financial Aid and Career

Progress: Canceled

Provided By: Student Support Services

Objective With Intended Outcomes

This objective is no longer applicable. Left over from past administrator.

All participants who request services will receive financial aid literacy and career advising.

Assessment/Evaluation/Measures/Strategies

Benchmark is 100% of the participants who request financial aid assistance and career advising services will receive financial aid literacy and career advising.

- Counselors' logs
- Participants' contact sheets.
- Annual Performance Report
- Financial Award Statement
- SSS Intake Form
-  [sss intake](#)

Assessment/Evaluation Results (Progress Report)

All students who requested services were provided services to provide financial and economic literacy (239); provided information in applying for federal aid (117); assistance with the FAFSA (21); referred online loan counseling (79) and referred to financial aid (1). Objective was met. (See attachment [RequiredServices13](#))

-  [RequiredServices13](#)

Improvement Plan/ Changes Made

SSS staff provided assistance with FAFSA completion at the regular LSUE orientations. The SSS staff will continue to make students aware of services and encourage them to take advantage of these services with SSS and other programs on campus.

4.3: Counseling-Transfer

Progress: Canceled

Provided By: Student Support Services

Objective With Intended Outcomes

This is no longer applicable. Left over from past administrator. Identify potential transfer participants to provide assistance through the two-year/four-year transfer component.

Assessment/Evaluation/Measures/Strategies

Benchmark of identifying 150 potential transfer students is determined by the grantee's funded proposal 2013-14.

- Transfer component records
- SSS program applications

Assessment/Evaluation Results (Progress Report)

APR update 2013-2014 Outcome: One Hundred eighty six (186) potential transfer students were identified. Objective of identifying and enrolling the population was met. Of those 186 potential transfer students, 5 were assisted in applying to a 4-year institution and transferring financial aid. See assistance in applying for admissions to a 4-year institution... in [RequiredServices13](#). This is a sub objective to meet the transfer objective.

-  [RequiredServices13](#)

Improvement Plan/ Changes Made

A full time SSS Transfer Advisor was hired. She will continue to identify and work with transfer students in the application process.

4.4: Counseling-Disability Services

Progress: Canceled

Provided By: Student Support Services

Objective With Intended Outcomes

This is no longer applicable. Left over from past administrator. The project's disabled students will be identified (through self-disclosure) and are provided with disability services as requested within the scope of the grant.

Assessment/Evaluation/Measures/Strategies

Benchmark is 100% determined by the SSS Annual Performance Report 2012-13.

- ACT Needs Assessment Surveys
- [Request for disability services](#)
-  [Student Request for Disability Services](#)

Assessment/Evaluation Results (Progress Report)

Update APR 2014-2014: Seventy-six (76) or 59.21% of the SSS students disclose their disability to SSS. Of those 31 were disabled only and 45 were both disabled and low-income. If the SSS project serves disabled students then at least one third of those students must also be low-income. The 1/3 objective of disabled and low income was met. See attachments [FundedEligibility13](#) and [FundedEligibilityparttwo 13](#))

-  [FundedEligibility13](#)
-  [FundedEligibilityparttwo 13](#)

Improvement Plan/ Changes Made

The SSS staff will continue to serve disabled students who self-disclose to the program and have a documented disability on file with the Office of Student Affairs.

Affirmative Action/Equal Employment Opportunity

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

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none (existing)

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, Goal 6, Goal 7, Goal 8, Goal 9

Start: 11/1/2014

End: 10/31/2015

Provided By: Affirmative Action/Equal Employment Opportunity

Progress: Completed

Related Items



1.1: Completion and Approval of Annual Affirmative Action Plan

Progress: Completed

Provided By: Affirmative Action/Equal Employment Opportunity

Objective With Intended Outcomes

LSU Eunice will annually develop and report the campus Affirmative Action Plan and submit it to the State of Louisiana Department of State Civil Service for review and approval.

Assessment/Evaluation/Measures/Strategies

AA/EEO Officer develops the plan and sends it to the State. Plan is available in the AA/EEO Officer's office.

Assessment/Evaluation Results (Progress Report)

Objective 1.1 was met for AY 13-14.

Based on availability and incumbent data, LSUE underutilized minority persons in the following job groups:

5 of 27 Clerical/Secretarial

7 of 18 Service/Maintenance

LSUE underutilized females in each of the following faculty job groups:

0 of 7 Skilled Crafts

5 of 18 Service and/Maintenance

See documents attached below:

[2015 AA/EEO Report](#)

[2015 Approval from State](#)

[2015 Cover Letter](#)

For AY 14-15, Objective 1.1 was met.

-  [2015 AA EEO report](#)
-  [2015 approval letter](#)
-  [2015coverletter](#)

Improvement Plan/ Changes Made

LSUE continues to work diligently in its effort to recruit and hire females and minorities. To insure equal employment opportunity for all individuals on the LSUE campus without regard to race, color, creed, sex, national origin, age, handicap, marital status, religion, sexual orientation, or veteran's status the Affirmative Action/Equal Opportunity Committee established the following action steps:

1. Aggressively pursue minority faculty/staff recruitment and employment strategies. LSUE includes the mailing of position announcements to predominantly black institutions as well as incorporate the use of the discipline-specific internet discussion lists and bulletin boards. All positions are also advertised on the LSUE website (<http://www.lsu.edu/jobs>) until they are filled or until the end of the application period, whichever comes first.
2. Monitor each personnel search and hire to ensure compliance with AA/EEO guidelines. The AA/EEO Chair continues to attend as many search committee meetings as possible and verify search procedures to ensure equality of opportunity in all aspects of the employment process. During the initial search meeting the AA/EEO Officer advises the committee to select the best qualified candidate regardless of race, color, creed, national origin, sex, age, disability, sexual orientation, religion, marital status or veteran's status. When an AA/EEO committee member serves on a search committee, the committee member should be aware of the AA/EEO issues and bring any concerns to the AA/EEO committee. Additionally, each search committee member is given a written handout outlining the search process and a list of questions to avoid while conducting their search.
3. Continue to present awareness workshops concerning issues dealing with affirmative action/equal opportunity and other diversity issues
4. Continue to develop new strategies and recommendations for identifying, recruiting, hiring, and retaining minority faculty and staff. The AA/EEO Officer will work to implement some of the recommended recruiting techniques, etc.

5. Help coordinate compliance with ADA regulations.
6. Review all relevant policies yearly to ensure applicability and compliance.



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

Progress: Completed

Provided By: Affirmative Action/Equal Employment Opportunity

Objective With Intended Outcomes

LSU Eunice will annually provide AA/EEO education/training/information at the Faculty-Staff Fall/Spring Workshop.

Assessment/Evaluation/Measures/Strategies

Sexual Harassment and Ethics training completed in compliance with state law for all state employees.

Assessment/Evaluation Results (Progress Report)

Objective 1.2 was met for AY 13-14.

Trainings were provided to the entire faculty and staff in the Spring 2015 and the Fall 2015.

See documents attached below:

2014 [What is Cultural Competence](#)

2015 [LSU preventing sexual misconduct](#) presentation

[Faculty Staff sign-in](#) Fall 2015

Objective 1.2 was met for AY 14-15.

-  [AA-EEO FACULTY STAFF FALL 2015-08312015104059](#)
-  [LSU Preventing Sexual Misconduct Presentation](#)
-  [What is Cultural Competence2](#)

Improvement Plan/ Changes Made

Continue to provide bi-annual trainings for faculty and staff to ensure compliance with State and Federal laws and University policies related to discrimination and equal employment opportunity.



1.3: Assess Campus Climate

Progress: Completed

Provided By: Affirmative Action/Equal Employment Opportunity

Objective With Intended Outcomes

LSU Eunice will annually assess faculty, staff, and student campus climate.

Assessment/Evaluation/Measures/Strategies

This objective will be assessed indirectly using the following surveys:

LSU Eunice Faculty survey: Meet or exceed spring 2014 results of 3.8 out of 5.00.

LSU Eunice Staff survey. Meet or exceed spring 2014 results of 3.6 out of 5.00.

Noel Levitz SSI. Meet or exceed spring 2014 results of 5.89 out of 7.

Assessment/Evaluation Results (Progress Report)

This objective was met in AY13-14.

The [Faculty Survey](#) given in spring 2015 (n = 22) yielded a 3.5 out of 5 < benchmark from last year of 3.8. However, it should be noted that the median and mode for the sample was 4 with a s. d. of 1.23. In addition, 5 responded strongly agree, 9 agree, 3 neutral, 3 disagree, and 2 strongly disagree.

The [Staff Survey](#) given in spring 2015 (n = 46) yielded a 3.5 out of 5 < benchmark from last year of 3.6. However, it should be noted that median and mode for the sample was 4 with a s. d. of .97. In addition, 3 responded strongly agree, 3 agree, 13 neutral, 23 disagree, and 4 strongly disagree.

[Student Noel Levitz Survey](#) (n = 398) given in spring 2015 yielded a mean of 5.86 with s.d. = .99 > national mean of 5.75 with s.d. = 1.04 (n = 76,461).

Given the variability of the data in the faculty and staff and the fact that the mean for students this year > the mean last year, the results are inconclusive.

This objective will be more clearly defined and met in A Y15-16 due to a mandatory statewide campus climate survey provided by the Board of Regents.

-  [2015 faculty survey-10162015131105](#)
-  [2015 Noel Levitz SSI](#)
-  [2015 staff survey-10162015131151](#)

Improvement Plan/ Changes Made

Continue to monitor data and attempt to increase the number of faculty, staff and students responding to the faculty survey in spring 2016.

LSU Eunice has hired a new chancellor. Under this new administration, curricular development, communication and the overall environment are expected to improve. Therefore the statistical picture should be moving in a positive direction in the near future.

It is also required by [Louisiana Law](#) and [Board of Regents Policy](#) that a state-wide detailed [plan to implement](#) student/faculty/staff climate surveys are used to gain a better statistical picture of the data used to determine if this objective is met. There is only one question in the current survey that pertains to campus climate. In the future, use the current surveys should be used in collaboration with the Board of Regents [campus climate survey](#) because it will contain research that is more detailed and aligned with the AA/EEO and Title IX.

In conjunction with the mandatory campus climate survey, the following improvements to LSUE's campus should also be implemented to engage the LSUE community to create a culture intolerant of discriminating behavior.

- Active leadership- by promoting intrusive leadership to promote inclusiveness on-campus
- Reduce vulnerabilities associated with affirmative action and equal employment opportunities through appropriate leadership oversight, cohesion on campus, social responsibility, clearly established norms of social behavior
- Improve collaboration to ensure coordination of training new and current employees
- Eliminate the stigma of reporting AA/EEO complaints and seeking support if a violation occurs
-  [BOR Sexual Misconduct Policy 2 24 151](#)

-  [Guidebook - Sexual Assault Campus Climate Survey \(1\)](#)
-  [LA BofR Campus Climate Survey Implementation Overview](#)
-  [PM 73 Clean with Revision thru 9-11-15 jem](#)
-  [SB 255](#)

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

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none (existing)

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, Goal 6, Goal 7

Start: 11/1/2014

End: 10/31/2015

Provided By: Affirmative Action/Equal Employment Opportunity

Progress: Completed

Related Items



2.1 : Title IX Campus Climate

Progress: Completed

Provided By: Affirmative Action/Equal Employment Opportunity

Objective With Intended Outcomes

- Climate- fully engage all of the LSUE community, from top to bottom, to eliminate sexual violence, create a culture intolerant of sexual violence or behavior that enables it.

Climate Objectives

- Active leadership- promote intrusive leadership within LSUE to prevent sexual violence and reporting
- Reduce risk and vulnerabilities associated with sexual violence through appropriate leadership oversight, cohesion on campus, social responsibility, clearly established norms of social behavior and responsible alcohol consumption.

- Improve collaboration with LSUE and all stakeholders to ensure coordination of training and reporting
- Eliminate the stigma of reporting sexual assault and seeking support if an assault occurs.

Assessment/Evaluation/Measures/Strategies

Climate Actions and Assessments

Leadership

- Training programs for all mandatory reporters at all levels
- Develop tools to share best practices
- Incorporate sexual violence prevention and response monitoring, measures and education into routine training and safety forums
- Conduct climate surveys to identify deficient areas

Risk

- Evaluate climate surveys, develop new surveys as appropriate, provide recommendations for improvement based on findings
- Support and encourage participation at all levels- internal and external

Collaboration

- Analyze training curricula and reports of investigation to ensure correct classification of incidents (sexual violence vs. sexual harassment)

Stigma

- Develop a qualitative tool to analyze and track attitudes towards reporting
- Assess policy and practice for reassignment of perpetrators and victims

Assessment/Evaluation Results (Progress Report)

This objective did not exist in AY 13-14.

- Leadership
 - LSUE has provided training to all Vice-Chancellors, Division Heads and the Title IX Coordinator in [November 2014](#). LSUE has provided [in-person training](#) by LSU-BR to the campus executive and sub-committee of investigators/reviewers in [January 2015](#). The Title IX Coordinator and the Athletic Director were provided additional training in [February 2015](#) along with other universities and colleges by the Board of Regents. LSUE has provided mandatory training at the [Spring 2015](#) personnel meeting. All campus security authorities were required to take a trauma informed training in [May 2015](#).
 - LSUE created a Title IX executive committee consisting of the athletic director, the Title IX Coordinator and all the Vice-Chancellors to oversee Title IX compliance at LSUE.

- LSUE also created a Title IX sub-committee, consisting of the Title IX Coordinator, the Director of Financial Aid, the Director of the Physical Plant, the assistant softball coach, a student representative, an instructor of business and the registrar, to assist with the development of policy and procedure for Title IX on-campus.
- The LSUE Title IX Coordinator has participated in the LSU system committee in the development of [PM73 Title IX and Sexual Misconduct Policy](#) and with the sub-committee used this policy to incorporate new provisions in campus policy statements- [PS8](#), [PS30](#), [PS35](#), [PS36](#), [PS43](#) and [PS67](#). LSUE is also in the process to make necessary changes to the [student handbook](#), the [catalog](#) on the main website and the [employee handbook](#). LSUE also requires all faculty, staff and students workers to complete and pass an [online sexual harassment training](#) with at least an 80% or retake the course until they pass.
- Risk
 - LSUE is awaiting the development of the mandatory [Board of Regents](#) campus climate survey. At this time the [Noel/Levitz Student Survey](#), the [Faculty Survey](#) and the [Staff Survey](#) were used to meet this goal.
 - LSUE has provided training to all Vice-Chancellors, Division Heads and the Title IX Coordinator in [November 2014](#). LSUE has provided [in-person training](#) by LSU-BR to the campus executive and sub-committee of investigators/reviewers in [January 2015](#). The Title IX Coordinator and the Athletic Director were provided additional training in [February 2015](#). LSUE has provided mandatory trainings at the [Spring 2015](#) personnel meeting. All campus security authorities were required to take a trauma informed training in [May 2015](#). The Title IX Coordinator also provided [Title IX presentations](#) at all LSUE and LSUE at [LSUA](#) orientations, along with a [handout](#) and directions to download the application [Circle of Six](#) to the android or iPhone. The Title IX Coordinator also created a quarterly [educational article](#) sent out via email to all personnel and students.
- Collaboration
 - The LSUE Title IX Coordinator has participated in the LSU system committee to develop [LSU permanent memoranda 73](#). The Title IX Coordinator and sub-committee members used this policy to incorporate new provisions in campus policy statements- [PS8](#), [PS30](#), [PS35](#), [PS36](#), [PS43](#) and [PS67](#). LSUE is also in the process to make necessary changes to the [student handbook](#), the catalog and the [employee handbook](#).
 - LSUE utilizes the [resources of the community](#) as well as the resources of LSU-BR to assist in providing services to students, faculty and staff. LSUE sub-committee has developed [MOUs](#) with local law enforcement and service providers but they have not yet been approved.

- LSUE is also in the process of updating their policies to be in compliance with new Louisiana Law [SB255](#).
- The Title IX Coordinator and the Athletic Director were provided additional training in [February 2015](#) along with other universities and colleges by the Board of Regents.
- Stigma
 - LSUE has developed an anonymous [online reporting tool](#) for students, faculty and staff on their [myLSUE page](#) and on the [main LSUE website](#). When you go to the main website, click on either "current students" or "faculty/staff" and the Title IX link can be found. LSUE will track all complaints and additional training completed by students, faculty and staff with this link. IT created a monitoring tool that sends all data to the Title IX Coordinator and is available on Cognos upfront. The LSUE community can also report alleged violations by email, phone or in-person to the Title IX Coordinator or any LSUE employee.
 - LSUE also requires all faculty, staff and students workers to complete and pass an [online sexual harassment training](#) with at least an 80% or retake the course until they pass.
- The objective for AY14-15 was met, although the process will ultimately be completed in AY 15-16.

-  [11-14-LSU.ppt](#)
-  [2015 faculty survey-10162015131105](#)
-  [2015 noel levitz ssi-10162015131256](#)
-  [2015 staff survey-10162015131151](#)
-  [AA-EEO FACULTY STAFF FALL 2015-08312015104059](#)
-  [BOR Sexual Misconduct Policy 2 24 151](#)
-  [Circle 6u Press Release Feb2014](#)
-  [Circle 6u Press Release Feb2014](#)
-  [Community Resources](#)
-  [employee handbook](#)
-  [Employee-Student Education 5-1-15](#)

-  [Eunice PP](#)
-  [handbook](#)
-  [Louisiana Presentation January 2015](#)
-  [LSUE webpage T9 access](#)
-  [MEMORANDUM OF UNDERSTANDING LSUE EPD](#)
-  [myLSUE](#)
-  [NO08](#)
-  [NO30](#)
-  [NO35](#)
-  [NO36](#)
-  [NO43](#)
-  [NO67](#)
-  [orientation T9 speech](#)
-  [PM 73](#)
-  [Preventing Sexual Misconduct Training for LSUE Employees 2015 Certificate of Completion for Preventing Sexual Misconduct Trai](#)
-  [SB 255](#)
-  [studenthandbook](#)
-  [T9 Students-LSUA orientation](#)
-  [T9 Students-orientation](#)
-  [TITLE IX CSA1ST RESPONDER TRAINING-08312015110552](#)

-  [Title IX presentation 1-5-15](#)
-  [Title IX procedure](#)

Improvement Plan/ Changes Made

Leadership

- The LSUE chancellor will ensure that the Title IX Coordinator has the [skills, education and experience](#) to coordinate efforts on-campus including the development, implementation & monitoring of appropriate disclosures, policies, procedures & practices to comply with federal & state legislation, regulation & case law requiring the prompt & equitable resolution of all complaints pursuant to Title IX, the Clery Act, VAWA, Department of Education Office of Civil Rights, ADA/504, LA law, Louisiana Board of Regents & LSU System PM73, PM55 & campus policies regarding equal access to education. The Title IX Coordinator will adhere to principles & standards in regulating their behavior & monitoring LSUE.
- The LSUE Title IX Coordinator will [implement](#) the new [Board of Regents Survey](#) and compile the data and use it to make necessary protective and preventive measures on-campus and also develop training topics and educational articles to address identified weaknesses or issues.
- The LSUE Title IX Coordinator will continue to participate in the LSU Title IX Committee and give input and suggestions for [changes in PM73](#) and share information received with the LSUE Chancellor.
- The LSUE Title IX Coordinator will assist LSUE's chancellor with making necessary changes to LSUE policy to comply with [Federal Regulations](#), [SB255](#), [BOR Policy](#), and [PM73](#).

Risk

- The Title IX coordinator will utilize the data from the [Campus Climate surveys](#) to improve training, response, prevention efforts on campus.
- The Title IX Coordinator will continue to collaborate with the local law enforcement and service providers to complete the MOUs.
- The Title IX Coordinator will utilize the [initial complaint questions](#) and the [investigation protocol checklist](#) for guidance when an alleged violation is reported.
- The Title IX Coordinator will use the 60 day [timeline](#) to monitor cases for prompt resolution and appropriately document any delays in the process.
- The Title IX Coordinator will continue to encourage all students to download the [Circle of Six](#) application to their android or iPhone.

Collaboration

- The Title IX coordinator will evaluate the surveys, trainings and the incident reports to develop trainings to meet the needs of the LSUE campus.
- The LSUE Title IX coordinator will continue to collaborate with all campus officials and provide access to training for all personnel and students via [email educational articles](#), [myLSUE](#), myCourses, [campus flyer campaign](#) and public speaking engagements.

Stigma

- LSUE will develop and monitor the use of online training by students, the pass rates and completion of the sexual harassment training by personnel.
- The Title IX Coordinator will monitor all individual incidents to ensure prompt, impartial, and fair treatment of all reports and the parties involved.
- The Title IX Coordinator will monitor individual cases for areas of concern that need specific prevention or response efforts.

-  [BOR Sexual Misconduct Policy 2 24 151](#)
-  [Campus Flyer 2](#)
-  [Circle 6u Press Release Feb2014](#)
-  [CSA training certificate](#)
-  [Employee-Student Education 5-1-15](#)
-  [Guidebook - Sexual Assault Campus Climate Survey \(1\)](#)
-  [initial complaint questions](#)
-  [INVESTIGATION PROTOCOL CHECKLIST](#)
-  [job description](#)
-  [LA BofR Campus Climate Survey Implementation Overview](#)
-  [myLSUE](#)
-  [Not Alone](#)
-  [PM 73 Clean with Revision thru 9-11-15 jem](#)

-  [SB 255](#)
-  [TIMELINE](#)



2.2: Title IX Prevention Efforts

Progress: Completed

Provided By: Affirmative Action/Equal Employment Opportunity

Objective With Intended Outcomes

- Prevention- eliminate sexual violence or behaviors that enable it by a strong preventative culture.
 - Bystander intervention campaign
 - Campus wide campaign on awareness and intolerance

Prevention Objectives

- Leadership responsibility
- Training implementation- multiple channels for annual training- continue to implement bystander intervention strategies
- Educate on the correlation between alcohol and sexual violence

Assessment/Evaluation/Measures/Strategies

Prevention Actions and Assessments

- Establish an LSUE campus consulting team (Executive Committee & Sub-Committee)
- Train LSUE leadership (Executive Committee) and consulting team (campus Sub-Committee)
- Measure compliance and evaluate the effectiveness of training- adjust as needed
- Assess the effectiveness of bystander intervention training through training and case reviews
- Develop training programs for mandatory reporters at all levels and add modules to existing trainings to incorporate policy and procedure
- Analyze sexual violence incidents to quantify the use of alcohol as a contributing factor
- Partner with other services and external organizations to enhance awareness efforts

Assessment/Evaluation Results (Progress Report)

This objective did not exist in AY 13-14.

- The campus executive consulting team consists of each of the Vice-chancellors, the athletic director and the Title IX Coordinator. A sub-committee was also formed by each VC designating a

representative to assist in compliance. These personnel members were trained by LSU BR in [January 2015](#).

- The VCs, the athletic director, the division heads and the Title IX Coordinator attended training on [Title IX compliance and investigator training](#). All Campus Security Authorities were trained on [trauma informed response](#) in May 2015.
- LSUE will use the reported number of reports in 2014-2015 of alleged violations compared to the reported number of 2015-2016 reports of violations to evaluate how the effectiveness of bystander education. The Title IX coordinator can immediately assess the effectiveness by conducting case reviews. LSUE has also established an anonymous [online reporting tool](#) on the myLSUE login page and on the main website. The use of this training and reporting tool notifies the Title IX coordinator and is tracked to assess trends.
- Education has been provided to all faculty, staff, student workers and students via in-person, [educational articles via email](#) and the mandatory [spring](#) personnel meeting. The Ohio State University bystander video and the you tube video 9 things about Title IX in 89 seconds. Videos are available to all students on their [myLSUE](#) login page. All new students have been educated in-person and via [handout during orientation](#) on bystander intervention and [Circle of Six](#). Each faculty, staff and student worker must complete a [yearly online sexual harassment training](#) and pass with an 80% or retake the course until passed.
- LSUE has developed a working relationship with the Eunice Police Department and other community resources. These [resources](#) will be utilized on a case by case basis. Currently [MOUs](#) are being developed but have not been completed.
- LSUE has developed handouts to be given to all complainants and respondents regarding [Title IX rights and procedures](#) and a list of [community resources](#).

The objective for AY14-15 was met, however the project is expected to be completed in AY15-16.

-  [11-14-LSU.ppt](#)
-  [Community Resources](#)
-  [Eunice PP](#)
-  [FACULTY-STAFF EMAIL EDUCATION 2015-08312015110227](#)
-  [Louisiana Presentation January 2015](#)

-  [MEMORANDUM OF UNDERSTANDING LSUE EPD](#)
-  [myLSUE](#)
-  [Preventing Sexual Misconduct Training for LSUE Employees 2015 Certificate of Completion for Preventing Sexual Misconduct Trai](#)
-  [T9 Students-orientation](#)
-  [TITLE IX CSA1ST RESPONDER TRAINING-08312015110552](#)
-  [title IX FACULTY STAFF FALL 2015-08312015103932](#)
-  [Title IX presentation 1-5-15](#)
-  [Title IX procedure](#)
-  [TITLE IX STUDENT NEWSLETTER EDUCATION-08312015104238](#)

Improvement Plan/ Changes Made

The following constitutes a plan for the new Title IX coordinator when the person is named by the Chancellor:

- The Title IX Coordinator will inform the executive administration of the changes with [federal mandates](#), [LA law](#), and [Board of regents](#) requirements.
- The Title IX Coordinator will assist the executive management team with making changes to the LSUE policy statements to ensure compliance with [Federal laws](#), [Louisiana Laws](#), [Board of Regents Policy](#) and [LSU policy](#).
- The Title IX Coordinator will assist the campus administration with [implementation](#) and assessment of the mandatory [Board of Regents Campus Climate Survey](#).
- The Title IX coordinator will utilize the mandatory bi-annual trainings to inform all faculty and staff on bystander intervention, trauma informed response and any changes to policy or trends to improve title IX response and prevention efforts.
- The Title IX Coordinator will monitor, encourage and reinforce mandated reporters to report incidents when they become aware.
- The Title IX Coordinator will work with local domestic violence and sexual assault advocacy organizations to promote best-practices on-campus.

- LSUE will utilize the skills and training of partnering agencies to assist with training the LSUE community.
- The Title IX Coordinator will conduct periodic case reviews to assess effectiveness of training and campus trends.
- The Title IX Coordinator will track all reported violations to assess effectiveness of training and campus trends.
- The Title IX Coordinator will track attendance of all training offered along with material presented to ensure a qualitative and quantitative analysis.
- The Title IX Coordinator will participate in orientation by [publically speaking](#) about Title IX and place an [educational handout](#) on Title IX in the orientation packet and promote the [Circle of Six App](#).
- The Title IX coordinator will begin a [campus flyer campaign](#) to remind the LSUE community daily of their reporting options and services available.
- The Title IX Coordinator will assist executive management with coordinating and completing the MOUs with local law enforcement and service providers.
- The Title IX Coordinator will send out email educational articles to educate the LSUE campus community on title IX updates and further their education on the topic.
- The Title IX Coordinator will also provide training to Bengal Village residents, athletes, and student leadership every regular semester.
- LSUE will also increase campus security and training.
- It should be noted that this plan is to be used as guidance for LSUE to remain in compliance with federal laws, state laws, Board of Regents mandates and LSU Permanent Memoranda.

-  [BOR Sexual Misconduct Policy 2 24 151](#)
-  [Campus Flyer](#)
-  [Campus Flyer 2](#)
-  [Campus Flyer 3](#)
-  [Circle 6u Press Release Feb2014](#)
-  [Employee-Student Education Fall 2015](#)
-  [Guidebook - Sexual Assault Campus Climate Survey \(1\)](#)

-  [LA BofR Campus Climate Survey Implementation Overview](#)
-  [LSUE webpage T9 access](#)
-  [myLSUE](#)
-  [Not Alone](#)
-  [orientation T9 speech](#)
-  [PM 73 Clean with Revision thru 9-11-15 jem](#)
-  [SB 255](#)
-  [T9 Students-orientation](#)



2.3: Title IX Response to Complaints

Progress: Completed

Provided By: Affirmative Action/Equal Employment Opportunity

Objective With Intended Outcomes

- Response- improve the availability and quality of response support for victims. Increase victim confidence and lessen the stigma of reporting.

Response Objectives

- Reporting- ensure that all personnel knows and understands reporting options- both formal and informal and processes
- Victim advocacy- provide an advocate to respond to and provide assistance for all victims
- 1st responder training- ensure all mandatory reporters are appropriately trained as potential bystanders and know proper ways to respond in an emergency situation
- System confidence- effectively protect the rights and interests of all parties, lessen stigma regarding reporting and ensure appropriate services are made available

Assessment/Evaluation/Measures/Strategies

Response Actions and Assessments

- Enforce mandated training on reporting and proper protocol

- Increase the availability of trained advocates by establishing standards and protocol
- Track competency
- Track workload to identify trends or resource needs
- Track effectiveness of reporting by incident
- Separately track leadership, advocate training, mandatory reporter training to ensure refresher training is completed
- Track and analyze cases reported to ensure system integrity
- Assess confidence in reporting systems through surveys

Assessment/Evaluation Results (Progress Report)

This objective did not exist in AY13-14.

- Title IX Response to Complaints: 1. Enforce mandated training on reporting and proper protocol 2. Increase the availability of trained advocates by establishing standards and protocol 3. Track competency 4. Track workload to identify trends or resources needs 5. Track effectiveness of reporting by incident 6. Separately track leadership, advocate training, mandatory reporter training to ensure refresher training is completed 7. Track and analyze cases reported to ensure system integrity & 8. Assess confidence in reporting systems through surveys; the objectives listed above were met by the following actions and assessments:
 - All LSU and LSUE policies and procedures are in the process of being updated with the new [LA Law SB255](#) and the [Board of Regents policy](#)- ([PM73](#), [PS8](#), [PS30](#), [PS35](#), [PS36](#), [PS43](#), [PS67](#)) PM73 has an informal and a formal process for investigations.
 - The Title IX Coordinator, Vice-Chancellors and Division Heads attended a training in [November 2014](#) introducing the new changes within the LSU system regarding Title IX.
 - In [January 2015](#) the LSUE Athletic Director, Jeff Willis, and the Title IX Coordinator, Robin Hedge, attended a Board of Regents sponsored training on Title IX.
 - In [February 2015](#) Human Resources from LSU-BR came to LSUE and provided a training for the LSUE Title IX Executive and Sub-Committees.
 - LSUE has recently created an [online sexual harassment training](#) which is specific to the LSUE campus and can track completion and passing rates of all [students](#) and [personnel](#) through my Courses. An 80% is required of all employees or they must retake the course until they score an 80%. A tracking system was set up through myCourses to notify the Title IX coordinator via email of when an employee completes the course with an 80% or above, the number of attempts of each employee and who has not completed and passed the course annually.
 - An anonymous online reporting and tracking system has been created on the main website and [myLSUE](#) to protect all parties and reduce the stigmatism of reporting or filing

- complaints. Complaints can also be submitted in-person to the Title IX Coordinator or any campus personnel or by emailing the Title IX Coordinator.
- LSUE has identified a Title IX Coordinator and notified the campus community of the identity and reporting procedures via [email educational articles](#), in-person training and [handouts](#).
 - Utilize the [timeline](#) for completing investigations promptly.
 - The title IX coordinator used the current surveys to assess campus awareness and reporting requirements.
 - The title IX coordinator established a process for documenting incidents in formal case files to track the types of violations, invalid and valid & informal and formal resolutions and document the process and the outcome of each incident to ensure that LSUE effectively protects the rights and interests of all parties. The forms include a [timeline](#), [initial complaint questions](#), [investigation protocol checklist](#), [formal report for counsel](#), including information on [community resources](#) and [Title IX procedure](#) for all parties.
 - All LSUE faculty and staff were trained on Title IX processes in the [Spring 2015](#) faculty/staff meeting.
 - All Campus Security authorities were trained by local domestic violence and sexual harassment specialist on trauma informed response and as potential bystanders in [May 2015](#). Please see the attached sample [certificate of completion](#).
- This objective was met for AY 14-15, but the project will continue into AY 15-16.

-  [11-14-LSU.ppt](#)
-  [AA-EEO FACULTY STAFF FALL 2015-08312015104059](#)
-  [BOR Sexual Misconduct Policy 2 24 151](#)
-  [Community Resources](#)
-  [CSA training certificate](#)
-  [Employee-Student Education 5-1-15](#)
-  [Eunice PP](#)
-  [initial complaint questions](#)
-  [INVESTIGATION PROTOCOL CHECKLIST](#)

-  [INVESTIGATIVE-REPORTS](#)
-  [Louisiana Presentation January 2015](#)
-  [myLSUE](#)
-  [NO08](#)
-  [NO30](#)
-  [NO35](#)
-  [NO36](#)
-  [NO43](#)
-  [NO67](#)
-  [PM 73](#)
-  [Preventing Sexual Misconduct Training for Employees \(LSUE\)](#)
-  [Preventing Sexual Misconduct Training for LSUE Employees 2015 Certificate of Completion for Preventing Sexual Misconduct Trai](#)
-  [SB 255](#)
-  [T9 Students-orientation](#)
-  [TIMELINE](#)
-  [Title IX and Sexual Misconduct Training for Students \(LSUE\)](#)
-  [TITLE IX CSA1ST RESPONDER TRAINING-08312015110552](#)
-  [Title IX presentation 1-5-15](#)
-  [Title IX procedure](#)

Improvement Plan/ Changes Made

The following constitutes a plan for the new Title IX coordinator when the person is named by the Chancellor:

- LSUE will follow and incorporate any changes in and enforce [Federal Law](#), new [Louisiana State Law](#), new [Board of Regents policy](#), the [new LSU permanent memoranda-73](#) and LSUE policies when an alleged violation occurs.
- The Title IX Coordinator will notify and consult with the LSUE chancellor and the LSU chief Title IX Coordinator, Jim Marchand, when alleged violations are reported.
- The Title IX Coordinator will track the competency of the faculty, staff and student workers by monitoring the passing and completion rates of the mandatory sexual harassment training.
- The Title IX Coordinator will track the workload by monitoring the number of reported violations and the type of violation and consult with the LSUE chancellor when needed to be sure each case receives proper attention, equal and fair treatment and adequate resolution.
- The Title IX Coordinator will provide bi-annual in-person training at the spring and fall faculty/staff meeting to educate on Title IX and any changes in law or policy.
- The Title IX Coordinator will track and analyze the types of reported incidents to assist in developing training and protocol specific to LSUE's needs.
- LSUE will have training for their security and improve the presence of security/police on campus.
- LSUE will coordinate with LSU-BR to improve response to incidents and training for the Title IX Coordinator.
- The LSUE Title IX Coordinator will participate in the LSU system committee to improve [PM-73](#) and report any changes to the LSUE chancellor so that changes can be incorporated into LSUE policy and procedures.
- LSUE Title IX Coordinator will assist the LSUE campus with implementing the [Board of Regents plan](#) to roll out the required state-wide [Campus Climate Survey](#).
- The Title IX Coordinator will also assist with completing the required [MOUs](#) with local service providers and law enforcement.
- The LSUE Title IX Coordinator will follow the legislative hearings on the legislative website and participate via online when possible/necessary to continue to be aware of upcoming changes and improvements to incorporate them into training for personnel and students.
 - Currently involving the Task Force on Higher Education Disciplinary Process for Sexual Assault On-Campus led by Senator JP Morrell.
-  [BOR Sexual Misconduct Policy 2 24 151](#)
-  [Guidebook - Sexual Assault Campus Climate Survey \(1\)](#)

-  [LA BofR Campus Climate Survey Implementation Overview](#)
-  [MEMORANDUM OF UNDERSTANDING LSUE EPD](#)
-  [Not Alone](#)
-  [PM 73 Clean with Revision thru 9-11-15 jem](#)
-  [SB 255](#)



2.4: Campus Accountability

Progress: Completed

Provided By: Affirmative Action/Equal Employment Opportunity

Objective With Intended Outcomes

- Accountability- ensure those who commit violations are held accountable. Improve capability and capacity for reporting, investigation and elevate mandatory reporter engagement in response to sexual violence.

Accountability Objectives

- Investigation- prompt and thorough investigation of every formal or informal report free from undue influence
- Oversight- consistency of corrective actions and leadership awareness of incidents
- Fair, just and timely allegation resolution- address and resolve allegations appropriately to ensure accountability, ensure due process and appropriate services for offenders
- Program oversight- establish and sustain an effective oversight program

Assessment/Evaluation/Measures/Strategies

Accountability Actions and Assessments

- Promote familiarity with investigatory process with mandatory reporters and general trainings
- Review case files to verify compliance
- Share best practices, technology and resource efficiencies
- Limit authority for initial determination of sexual violence cases
- Measure disposition, determinations and final actions to ensure all cases are disposed at an appropriate level. Provide means to detect if cases are not being handled per policy
- Monitor and assess trends in dispositions as well as length of time from initial report to resolution

- Ensure early coordination between Title IX Coordinator, victim's advocate, and investigators to improve timely, thorough and efficient reporting, investigations and accountability
- Quality assurance visits to ensure compliance with policy
- Assess resource needs and provide resources as budget permits
- Identify a standard set of sexual violence reporting metrics

Assessment/Evaluation Results (Progress Report)

This objective did not exist in AY14-15.

- Each investigation will be prompt, thorough and impartial and follow a [timeline](#) that will ensure coordination between all parties and service providers. Each investigation will follow [PM73](#) and [PS30](#).
- The Title IX coordinator will periodically review case files to determine trends and compliance.
- LSUE will coordinate with other universities and conduct online research to access best practices.
- The campus Title IX Coordinator and the System Title IX coordinator can determine if a case meets Title IX requirements and an investigation is needed according to [PM73](#) and [PS30](#).
- Policies and procedures have been updated and continue to be updated to reflect new laws and compliance.
- Currently the [student handbook](#) (pg. 11-33), [employee handbook](#) (pgs. 27-29, 32-33 & 43) and the catalog are being modified to align with the new policy statements.
- LSUE has an anonymous [online reporting system](#) on each person's myLSUE page and the LSUE website and alleged violations can be reported in-person, by phone or in writing to the Title IX Coordinator.
- LSUE Title IX coordinator will ensure fair and equal treatment of each case.
- The Title IX coordinator will assist in assessing the incident and each person involved during an investigation.

The objective for AY 14-15 was met, although the process will ultimately be completed in AY 15-16.

-  [Community Resources](#)
-  [employee handbook](#)
-  [initial complaint questions](#)
-  [INVESTIGATION PROTOCOL CHECKLIST](#)

-  [job description](#)
-  [myLSUE](#)
-  [NO30](#)
-  [PM 73](#)
-  [PM 73](#)
-  [studenthandbook](#)
-  [TIMELINE](#)
-  [Title IX procedure](#)

Improvement Plan/ Changes Made

The following constitutes a plan for the new Title IX coordinator when the person is named by the Chancellor:

- LSUE will follow and incorporate any changes in and enforce [Federal Law](#), new [Louisiana State Law](#), new [Board of Regents policy](#), the [new LSU permanent memoranda-73](#) and LSUE policies when an alleged violation occurs.
- The Title IX Coordinator will continue to notify and consult with the LSUE chancellor and the LSU chief Title IX Coordinator, Jim Marchand, when alleged violations are reported.
- The Title IX Coordinator will continue to track the competency of the faculty, staff and student workers by monitoring the passing and completion rates of the mandatory sexual harassment training.
- The Title IX Coordinator will track the workload by monitoring the number of reported violations and the type of violation and consult with the LSUE chancellor when needed to be sure each case receives proper attention, equal and fair treatment and adequate resolution.
- The Title IX Coordinator will provide bi-annual in-person training at the spring and fall faculty/staff meeting to educate on Title IX and any changes in law or policy.
- The Title IX Coordinator will track and analyze the types of reported incidents to assist in developing training and protocol specific to LSUE's needs.

- LSUE will have training for their security and improve the presence of security/police on campus. The Title IX Coordinator will meet with the security/police on-campus regularly to update them on any changes or improvements to Title IX.
- LSUE will coordinate with LSU-BR to improve response to incidents and training for the Title IX Coordinator.
- The LSUE Title IX Coordinator will participate in the LSU system committee to improve [PM-73](#) and report any changes to the LSUE chancellor so that changes can be incorporated into LSUE policy and procedures.
- LSUE Title IX Coordinator will assist the LSUE campus with implementing the [Board of Regents plan](#) to roll out the required state-wide [Campus Climate Survey](#).
- The Title IX Coordinator will also assist with completing the required [MOUs](#) with local service providers and law enforcement.
- The LSUE Title IX Coordinator will follow the legislative hearings on the legislative website and participate via online when possible/necessary to continue to be aware of upcoming changes and improvements to incorporate them into training for personnel and students.
- The LSUE chancellor will ensure that the Title IX Coordinator has the [skills, education and experience](#) to coordinate efforts on-campus including the development, implementation & monitoring of appropriate disclosures, policies, procedures & practices to comply with federal & state legislation, regulation & case law requiring the prompt & equitable resolution of all complaints pursuant to Title IX, the Clery Act, VAWA, Department of Education Office of Civil Rights, ADA/504, LA law, Louisiana Board of Regents & LSU System PM73, PM55 & campus policies regarding equal access to education. The Title IX Coordinator will adhere to principles & standards in regulating their behavior & monitoring LSUE.
- The LSUE Title IX Coordinator will [implement](#) the new [Board of Regents Survey](#) and compile the data and use it to make necessary protective and preventive measures on-campus and also develop training topics and educational articles to address identified weaknesses or issues.
- The Title IX Coordinator will utilize the [initial complaint questions](#) and the [investigation protocol checklist](#) for guidance when an alleged violation is reported.
- The Title IX Coordinator will use the 60 day [timeline](#) to monitor cases for prompt resolution and appropriately document any delays in the process.
- The Title IX Coordinator will continue to encourage all students to download the [Circle of Six](#) application to their android or iPhone.

- The LSUE Title IX coordinator will continue to collaborate with all campus officials and provide access to training for all personnel and students via [email educational articles](#), [myLSUE](#), myCourses, [campus flyer campaign](#) and public speaking engagements.
- The Title IX Coordinator will monitor all individual incidents to ensure prompt, impartial, and fair treatment of all reports and the parties involved.
- The Title IX Coordinator will monitor individual cases for areas of concern that need specific prevention or response efforts.
- It should be noted that this is a guide for LSUE to maintain compliance with the current laws and policies in place and to monitor upcoming legislative changes and to incorporate them into policy when they occur.

Athletics

1: To support academic achievement and progress of student athletes

Relationship to Strategic Goals: Goal 2.5

Budget Information: no additional funds requested

Relationship to Institutional Goal: Goal 2, Goal 3, Goal 5, Goal 6, Goal 7, Goal 9

Start: 11/1/2014

End: 10/31/2015

Provided By: Athletics

Progress: Completed

Related Items



1.1: Student Learning and GPA

Progress: Completed

Provided By: Athletics

Objective With Intended Outcomes

Each athletic team (women's basketball, softball, baseball) will attain an overall 2.8 Team GPA.

Assessment/Evaluation/Measures/Strategies

NJCAA requires a minimum of a 2.0 GPA for athletic eligibility. LSU Eunice athletes typically perform at a higher level based on historical data. Student data will be generated through Institutional Research and Registrar's Office.

Assessment/Evaluation Results (Progress Report)

Objective was met last year 13-14 (FY 14)

Each team attained the goal of an overall team 2.8 GPA:

- * Women's [Softball Team Achieved](#) a 3.42
- * Men's [Baseball Team Achieved](#) a 3.15
- * [Women's Basketball](#) Achieved a 3.09

Each team achieved the National Junior College Athletic Association (NJCAA) Academic Team of the Year Award.

Objective was met in 14-15.

-  [Baseball GPA results 14 15](#)
-  [Basketball GPA results 14 15](#)
-  [Softball GPA results 14 15](#)

Improvement Plan/ Changes Made

No changes needed at this time. Continue monitoring.

2: To be successful on the field of play.

Relationship to Strategic Goals: Goal 2.5

Budget Information: no additional funds requested

Relationship to Institutional Goal: Goal 6, Goal 7

Start: 11/1/2014

End: 10/31/2015

Provided By: Athletics

Progress: Completed

Related Items



2.1: Maintain a winning percentage

Progress: Completed

Provided By: Athletics

Objective With Intended Outcomes

Each athletic team achieve a 67% winning percentage.

Assessment/Evaluation/Measures/Strategies

Based on history, resources allocated toward athletics, and the time demands of a student athlete, winning 67% of contests is realistic and feasible.

Assessment/Evaluation Results (Progress Report)

Objective was met last year in 13-14 (FY 14).

The Softball Program finished with a 46-6 record and an 88.5% winning percentage while participating in the NJCAA Region 23 Tournament. Objective was met.

The Baseball Program finished with a 49-10 record and an 83.1% winning percentage while winning the Program's 5th National Championship in the last ten years. Objective was met.

The Women's Basketball Program finished with a 6-18 record and a 25% winning percentage. Objective was not met.

The overall record of the Athletic Department was 101-34 for a 74.8% winning percentage. The Baseball Program's National Championship makes for a total of 8 National Championships (5 - Baseball, 3 - Softball in the last ten years).

Although the overall record winning percentage objective for the Athletic Department was met (i.e. 74.8 > 67%), the Women's Basketball Program did not meet the objective (25% < 67%).

As a result, Objective 2.1 was tentatively met.

Improvement Plan/ Changes Made

No changes recommended for Baseball and Softball.

Due to the previous coaching staff not doing any recruiting and an unexpected resignation in April 2014, the results for basketball were unfortunately expected. With the current coaching staff recruiting the incoming team, improvement is anticipated

Business Affairs

Accounting

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

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none

Relationship to Institutional Goal: Goal 8

Start: 11/1/2014

End: 10/31/2015

Provided By: Accounting

Progress: Completed

Related Items

1.1: Budget Preparation

Progress: Completed

Provided By: Accounting

Objective With Intended Outcomes

The FY 2014-15 budget will be prepared by the LSU System deadline date with input from campus constituencies.

Assessment/Evaluation/Measures/Strategies

A memorandum from the LSU System Office will provide budget instructions and deadline date.

Assessment/Evaluation Results (Progress Report)

Objective was met in FY 2013-14.

For 2014-2015, the [budget was prepared and submitted](#) to the LSU System by the deadline. Objective was met.

-  [BOR 1 2014-15](#)

Improvement Plan/ Changes Made

No action required.

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

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none

Relationship to Institutional Goal: Goal 8

Start: 11/1/2014

End: 10/31/2015

Provided By: Accounting

Progress: Completed

Related Items

 **2.1: Budget Review-Faculty**

Progress: Completed

Provided By: Accounting

Objective With Intended Outcomes

Faculty will rate their satisfaction with their involvement in the campus wide budget review process as agreeable or higher on the Faculty Survey.

Assessment/Evaluation/Measures/Strategies

Benchmark is agreeable (4.0) or higher. Last year, faculty rated their satisfaction with the budget review process at 3.5. The Faculty Survey will be administered during the Spring 2015 semester.

Assessment/Evaluation Results (Progress Report)

Objective was not met for FY 2013-14. To improve, faculty representatives on the Budget Review Committee were to inform and involve their faculty colleagues more in the budget review process.

For 2014-2015, faculty (22) rated their [satisfaction with their involvement with the budget review process at 3.1](#) which is below the 4.0 rating of agreeable.

Objective was not met.

-  [2015 Faculty Survey - Budget Satisfaction](#)
-  [Budget Reminder](#)

Improvement Plan/ Changes Made

Faculty representatives on the Budget Review Committee will inform and involve their faculty colleagues more in the budget review process.

2.2: Budget Review Committee

Progress: Completed

Provided By: Accounting

Objective With Intended Outcomes

The Budget Review Committee will meet at least four times annually. The committee will plan and review all departmental requested budgets for FY 2015-16 and make recommendations to the Chancellor.

Assessment/Evaluation/Measures/Strategies

Minutes will be distributed to the campus from committee meetings.

Assessment/Evaluation Results (Progress Report)

Objective for FY 2013-14 was met.

Budget Review Committee met on [September 4, 2014](#), [March 2, 2015](#), and

[April 15, 2015.](#)

Minutes from the three meetings including those on planning the budget for FY 2015-16 were distributed via email and recommendations were submitted to the Chancellor.

Objective was met.

-  [April 15, 2015 Budget Review Committee Meeting](#)
-  [March 2, 2015 Budget Review Committee Meeting](#)
-  [September 4, 2014 Budget Review Committee Meeting](#)

Improvement Plan/ Changes Made

No action needed.



2.3: Budget Control

Progress: Completed

Provided By: Accounting

Objective With Intended Outcomes

Total expenditures for the university will not exceed total revenues in the unrestricted budget.

Assessment/Evaluation/Measures/Strategies

At fiscal yearend, the financial statements will be evaluated to determine if expenditures exceeded revenue in the unrestricted budget. Weekly budget statements are emailed to department heads for their review and decision making.

Assessment/Evaluation Results (Progress Report)

Objective for FY 2013-14 was met.

The FY [2014-15 financial statements](#) showed that expenditures did not exceed revenues in the unrestricted funds. Auxiliary funds were used this fiscal year to balance revenues to expenditures. [Quarterly financial reports](#) were submitted to the LSU System Office on time. Budget

information was disseminated to all budget heads. Business Affairs staff met periodically during the third and fourth fiscal year quarters to monitor the expenditure numbers for yearend closeout. The monitoring of fiscal resources was discussed in Cabinet.

Objective was met.

-  [Financial Statements](#)
-  [Quarterly Financial Reports](#)

Improvement Plan/ Changes Made

No action required.

Bookstore

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

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none

Relationship to Institutional Goal: Goal 5

Start: 11/1/2014

End: 10/31/2015

Provided By: Bookstore

Progress: Completed

Related Items



1.1: Bookstore-Faculty Satisfaction

Progress: Completed

Provided By: Bookstore

Objective With Intended Outcomes

Faculty will rate their satisfaction with the bookstore as agreeable or higher on the Faculty Survey.

Assessment/Evaluation/Measures/Strategies

Benchmark is agreeable (4.0) or higher. Last year, faculty rated their satisfaction with the bookstore at 4.3. The Faculty Survey will be administered during the Spring 2015 semester.

Assessment/Evaluation Results (Progress Report)

Objective was met for FY 2013-14.

For FY 2014-2015, [faculty \(22\) rated their satisfaction](#) with the bookstore at 4.2 on a 5.0 scale (**see question number 30**). Objective was met.

-  [2015 Faculty Survey - Bookstore](#)

Improvement Plan/ Changes Made

No action required.

 **1.2: Bookstore-Student Satisfaction**

Progress: Completed

Provided By: Bookstore

Objective With Intended Outcomes

Students will rate their satisfaction with the bookstore on The Noel-Levitz Student Satisfaction Inventory. The bookstore will rank as one of the top ten items of satisfaction by students.

Assessment/Evaluation/Measures/Strategies

The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2015 semester to students enrolled in math or English courses. Benchmark is somewhat satisfied (5.0) or higher.

Assessment/Evaluation Results (Progress Report)

The objective for FY2013-14 was met.

In FY 2014-2015, [students' satisfaction with the bookstore](#) was 5.96 on a 7.0 point scale. The bookstore ranked 8 out of 50 items surveyed for satisfaction. (**see 44. Campus item 4 line 2**)

Objective was met.

-  [2015 Student Survey - Bookstore](#)

Improvement Plan/ Changes Made

No action required.

Cafeteria

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

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none

Relationship to Institutional Goal: Goal 7

Start: 11/1/2014

End: 10/31/2015

Provided By: Cafeteria

Progress: Completed

Related Items

1.1: Food Service-Faculty Satisfaction

Progress: Completed

Provided By: Cafeteria

Objective With Intended Outcomes

Faculty will rate their satisfaction with food service as agreeable or higher on the Faculty Survey.

Assessment/Evaluation/Measures/Strategies

Benchmark is agreeable (4.0) or higher. Last year, faculty rated their satisfaction with the cafeteria at 4.3. The Faculty Survey will be administered during the Spring 2015 semester.

Assessment/Evaluation Results (Progress Report)

Objective for FY 2013-14 was met.

For 2014-2015, faculty (22) rated their [satisfaction with the cafeteria](#) (question 33) at 3.9 on a 5.0 scale.

Objective was not met.

-  [2015 Faculty Survey - Cafeteria](#)

Improvement Plan/ Changes Made

Even though cafeteria management did not receive unsatisfactory comments concerning the service provided, some improvements like providing evening meals and a new juice machine have been implemented this fall semester.

1.2: Food Service-Staff Satisfaction

Progress: Completed

Provided By: Cafeteria

Objective With Intended Outcomes

Staff will rate their satisfaction with the cafeteria as agreeable or higher on the Staff Survey.

Assessment/Evaluation/Measures/Strategies

Benchmark is agreeable (4.0) or higher. Last year, staff rated their satisfaction with the cafeteria at 4.0. The Staff Survey will be administered during the Spring 2015 semester.

Assessment/Evaluation Results (Progress Report)

The objective for FY 2013-14 was met.

For FY 2014-2015, staff (46) rated their [satisfaction with the cafeteria](#) (see question 26) at 3.9 on a 5.0 scale.

Objective was not met.

-  [2015 Staff Survey - Cafeteria](#)

Improvement Plan/ Changes Made

Even though cafeteria management did not receive unsatisfactory comments concerning the service provided, some improvements like providing evening meals and a new juice machine have been implemented this fall semester.

1.3: Food Service-Student Satisfaction

Progress: Completed

Provided By: Cafeteria

Objective With Intended Outcomes

Students will rate their satisfaction with the cafeteria on the Noel Levitz Student Satisfaction Survey as "somewhat satisfied" or higher.

Assessment/Evaluation/Measures/Strategies

Benchmark is somewhat satisfied (5.0) or higher. The Noel Levitz Standard Satisfaction Survey will be administered during the Spring 2015 semester to students enrolled in math or English courses

Assessment/Evaluation Results (Progress Report)

Objective for FY 2013-14 was met.

For FY 2014-2015, [students' satisfaction](#) was 5.54 on a 7.0 scale. **(see 47. Campus item 7)**

Objective was met.

-  [2015 Student survey](#)

Improvement Plan/ Changes Made

Meal plans (80 meals) will be required to be purchased by students living at Bengal Village. Evening meals will be served Monday through Thursday.

Human Resources

- **1: To provide a reliable personnel record system which respects confidentiality and meets legal requirements, and to provide information on a comprehensive benefits package.**

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none

Relationship to Institutional Goal: Goal 5

Start: 11/1/2014

End: 10/31/2015

Provided By: Human Resources

Progress: Completed

Related Items



1.1: Correspondences-Human Resources

Progress: Completed

Provided By: Human Resources

Objective With Intended Outcomes

Faculty and staff will receive communications from Human Resources on benefits and LSU Eunice policies on a regular basis.

Assessment/Evaluation/Measures/Strategies

A file will be kept on the emails and other correspondence sent to faculty and staff.

Assessment/Evaluation Results (Progress Report)

Objective for FY 2013-14 was met.

For FY 2014-2015, at least [50 emails correspondences](#) were sent to faculty and staff during the year. The faculty Handbook was updated for FY 2014-15. [Ethics Training](#) was conducted at the 2014 fall faculty/staff workshop per the Ethics Training Policy.

Objective was met.

-  [Ethics Training](#)
-  [HR Reminders](#)

Improvement Plan/ Changes Made

Ethics training will be conducted during 2015. The HR system will be updated with the implementation of Workday with a go-live date of July 1, 2016.

1.2: Human Resources-Audit

Progress: Completed

Provided By: Human Resources

Objective With Intended Outcomes

There will be no findings by auditors on Human Resource procedures and data.

Assessment/Evaluation/Measures/Strategies

Use the audit results assessed by legislative auditors, internal auditors, and Civil Service auditors.

Assessment/Evaluation Results (Progress Report)

The objective for FY 2013-14 was met.

No audit was conducted by Louisiana State Civil Service on personnel actions for compliance with Civil Service Rules and to assess the effectiveness of Human Resource programs. A Civil Service representative called on August 6, 2014 and asked several questions of the Human Resources Manager. The representative said Civil Service would do an onsite visit at LSUE in FY 2015-16.

LSU Internal Auditors conducted an audit related to [annual leave usage](#) at LSU Eunice. The information was provided and there were no findings.

Objective was met.

-  [Annual Leave Usage](#)

Improvement Plan/ Changes Made

No action required. The LSU [Internal Auditors](#) will conduct an audit during FY 2015-16 on onboarding and termination procedures at LSUE.

-  [LSU Internal Audit](#)

Physical Plant

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

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none

Relationship to Institutional Goal: Goal 7

Start: 11/1/2014

End: 10/31/2015

Provided By: Physical Plant

Progress: Completed

Related Items

1.1: Building and Grounds-Faculty Satisfaction

Progress: Completed

Provided By: Physical Plant

Objective With Intended Outcomes

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

Assessment/Evaluation/Measures/Strategies

Benchmark is agreeable (4.0) or higher. Last year, faculty rated their satisfaction with the campus buildings and grounds at 4.6. The Faculty Survey was administered during the Spring 2015 semester.

Assessment/Evaluation Results (Progress Report)

Objective for FY 2013-14 was met.

For FY 2014-2015, faculty (22) rated their [satisfaction with the campus buildings and grounds](#) at 4.7 on a 5.0 scale (see question 32). This question received the highest rating. [4500 work orders were scheduled/completed](#) by Physical Plant employees.

Objective was met.

-  [2015 Faculty Survey -Buildings](#)
-  [Scheduled/Completed Work Orders](#)

Improvement Plan/ Changes Made

The replacement of the HPE roof will be completed.

1.2: Building and Grounds-Staff

Progress: Completed

Provided By: Physical Plant

Objective With Intended Outcomes

Staff will rate their satisfaction with campus buildings and grounds as agreeable or higher on the Staff Survey.

Assessment/Evaluation/Measures/Strategies

Benchmark is agreeable (4.0) or higher. Last year, staff rated their satisfaction with the campus buildings and grounds at 4.4. The Staff Survey was administered during the Spring 2015 semester.

Assessment/Evaluation Results (Progress Report)

Objective for FY 2013-14 was met.

For FY 2014-2015, staff (46) rated their [satisfaction with the campus buildings and grounds](#) at 4.4 on a 5.0 scale (see question 25).

Objective was met.

-  [2015 Staff Survey - Buildings](#)

Improvement Plan/ Changes Made

No action required.

1.3: Building and Grounds-Student Satisfaction

Progress: Completed

Provided By: Physical Plant

Objective With Intended Outcomes

Students will rate their satisfaction with the Physical Plant on Noel-Levitz Student Satisfaction Inventory. The maintenance of the campus will rank as one of the top ten items of satisfaction by students at LSU Eunice and higher in satisfaction than other National Community Colleges.

Assessment/Evaluation/Measures/Strategies

The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2015 semester to students enrolled in math or English courses.

Assessment/Evaluation Results (Progress Report)

Objective for FY 2013-14 was met.

Students' satisfaction with [maintenance of the campus](#) was 6.24 on a 7.0 scale. The Physical Plant ranked 1st out of 50 items surveyed for satisfaction at LSU Eunice. The rating of 6.24 was greater than the 6.06 satisfaction rating of other National Community Colleges. **(see question 39. On the whole, the campus is well-maintained.)**

Objective was met.

-  [2015 Student Survey](#)

Improvement Plan/ Changes Made

No action required.

Purchasing

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

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none

Relationship to Institutional Goal: Goal 5, Goal 7

Start: 11/1/2014

End: 10/31/2015

Provided By: Purchasing

Progress: Completed

Related Items**1.1: Purchasing-Timing and Budget**

Progress: Completed

Provided By: Purchasing

Objective With Intended Outcomes

Faculty will rate their satisfaction with the Business Office, which includes the Office of Purchasing, as agreeable or higher on the Faculty Survey.

Assessment/Evaluation/Measures/Strategies

Benchmark is agreeable (4.0) or higher. Last year, faculty rated their satisfaction with the Business Office/Purchasing at 3.8. The Faculty Survey will be administered during the Spring 2015 semester.

Assessment/Evaluation Results (Progress Report)

Objective for FY 2013-14 was met.

For FY 2014-2015, faculty (22) rated their [satisfaction with the Business Office/Purchasing](#) at 3.6 on a 5.0 scale (see question 41). The Purchasing Office has no verbal or written complaints from faculty regarding their orders. A total of 1286 purchase orders were completed. A [purchase order](#) is created from a requisition. A receiving report is documented once items are received and then invoice is paid. The [Pilot Procurement Code](#) was implemented. Training was provided for departments on [LaCarte](#) and the [PRO System](#).

Objective was not met.

-  [2015 Faculty Survey - Purchasing](#)
-  [LaCarte](#)
-  [Pilot Procurement Code](#)
-  [PO](#)
-  [PRO](#)

Improvement Plan/ Changes Made

The purchasing system will be updated with the implementation of Workday with a go-live date of July 1, 2016.

-  [Workday](#)



1.2: Purchasing-Audit

Progress: Completed

Provided By: Purchasing

Objective With Intended Outcomes

There will be no findings by auditors on purchasing services and/or procedures.

Assessment/Evaluation/Measures/Strategies

The results of annual state audit will be used to evaluate purchasing services.

Assessment/Evaluation Results (Progress Report)

Objective for FY 2013-14 was met.

[LaCarte training](#) was conducted. The Purchasing Office conducted on-campus audits of purchases made with the [LaCarte procurement card](#). No state audit was conducted on purchasing services.

Objective was met.

-  [La Carte Training](#)
-  [LaCarte Procurement Card](#)

Improvement Plan/ Changes Made

LSU Internal auditors had several findings and recommendations for purchasing. Based on the internal auditors recommendations, purchasing procedures will be revised and implemented.

Information Technology

- **1: Enhance network security by keeping up with industry supported standards.**

Relationship to Strategic Goals:

Budget Information: OIT No New Funds Needed

Relationship to Institutional Goal: Goal 5

Start: 11/1/2014

End: 10/31/2015

Provided By: Information Technology

Progress: Completed

Related Items

 **1.1: Networking and Telecom**

Progress: Completed
Provided By: Information Technology

Objective With Intended Outcomes

Create the means for students to change email passwords immediately. This provides students instant access to email and eliminates the security flaw of transferring student email credentials in a file across the internet.

Assessment/Evaluation/Measures/Strategies

Coding complete, tested and implemented.

Assessment/Evaluation Results (Progress Report)

Objective Met for 2013-14.

For 2014-2015, implementation of password reset completed. Objective Met.

Improvement Plan/ Changes Made

Continue to monitor for new security measures in online services.



1.2: Networking and Telecom

Progress: Completed
Provided By: Information Technology

Objective With Intended Outcomes

Upgrade Primary and Secondary Domain Controllers to Domain 2012 R2 for added security features

Assessment/Evaluation/Measures/Strategies

Completion of 2 primary and 2 secondary domain controllers will show success.

Assessment/Evaluation Results (Progress Report)

Objective met for 2013-14.

For 2014-2015, completed the upgrade of 2 primary domain controllers and 2 secondary controllers. Objective met

Improvement Plan/ Changes Made

No changes planned.

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

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none

Relationship to Institutional Goal: Goal 7

Start: 11/1/2014

End: 10/31/2015

Provided By: Information Technology

Progress: Completed

Related Items



2.1: User Services-Staff Technology

Progress: Completed

Provided By: Information Technology

Objective With Intended Outcomes

Staff will agree that lab and office computer equipment will meet their needs.

Assessment/Evaluation/Measures/Strategies

A score of 4.00 on the 2015 Annual Staff Survey will indicate success. The benchmark of 4.00 is historical.

Assessment/Evaluation Results (Progress Report)

Objective met for 2013-14.

Score of 3.8 on [Staff survey](#) for 2015. Objective not met.

-  [Equipment](#)

Improvement Plan/ Changes Made

Continue to monitor.

2.2: User Services-Staff Support

Progress: Completed

Provided By: Information Technology

Objective With Intended Outcomes

Staff will agree that computer support services from OIT are adequate.

Assessment/Evaluation/Measures/Strategies

Benchmark: 4.00 or higher on the Annual Staff Survey will indicate success. This benchmark was determined by using the historical average.

Assessment/Evaluation Results (Progress Report)

Objective met for 2013-14.

For 2014-2015, the spring 2015 [Staff survey](#) results were 3.8. Objective not met.

-  [Support](#)

Improvement Plan/ Changes Made

Continue to monitor.

2.3: User Services-Faculty Support

Progress: Completed

Provided By: Information Technology

Objective With Intended Outcomes

Faculty will agree that computer support services from OIT are adequate.

Assessment/Evaluation/Measures/Strategies

A score of 3.75 on the 2015 Annual Faculty Survey will indicate success. This benchmark is historical.

Assessment/Evaluation Results (Progress Report)

Objective met for 2013-14.

For 2014-2015, the spring 2015 [Faculty Survey](#) Score was 3.9. Objective met

-  [Support](#)

Improvement Plan/ Changes Made

Continue to monitor.

 **2.4: User Services-Faculty Technology**

Progress: Completed

Provided By: Information Technology

Objective With Intended Outcomes

Faculty will agree that lab and office computer equipment will meet their needs.

Assessment/Evaluation/Measures/Strategies

An average score of 4.00 on the 2015 Annual Faculty Survey in the area of available office and lab technology will indicate success. The 4.00 benchmark is historical.

Assessment/Evaluation Results (Progress Report)

Objective met for 2013-14.

For 2014-2015, a score of 3.7 was achieved on the spring 2015 [faculty survey](#). Objective not met.

-  [Equipment](#)

Improvement Plan/ Changes Made

Continue to monitor.

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

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: Technology Fee

Relationship to Institutional Goal: Goal 7

Start: 11/1/2014

End: 10/31/2015

Provided By: Information Technology

Progress: Completed

Related Items



3.1: User Services-Student Support

Progress: Completed

Provided By: Information Technology

Objective With Intended Outcomes

Maintain "Satisfied" rating with adequate and accessible computer lab equipment on the Noel-Levitz Student Opinion Survey.

Assessment/Evaluation/Measures/Strategies

A mean score higher than the national mean score on adequate and accessible computer labs is considered success.

Assessment/Evaluation Results (Progress Report)

Objective met for 2013-14.

For 2014-2015, a score of 6.23 was achieved on [Noel Levitz and](#) is .29 above the national score. Objective met.

-  [Noel Levitz Survey](#)

Improvement Plan/ Changes Made

Continue to monitor.



3.2: User Services-Improvements

Progress: Completed

Provided By: Information Technology

Objective With Intended Outcomes

Identify services by which technology can increase service productivity and accessibility, and apply that technology.

The Office of Information Technology has acquired licensing for Office 365 for Faculty, Staff and Students. The license is valid for as long as the individual is a student or employee of LSU Eunice.

Assessment/Evaluation/Measures/Strategies

Licenses available at portal.office.com and auto assigned will mean objective met.

Assessment/Evaluation Results (Progress Report)

Objective met for 2013-14.

For 2014-2015, licenses for office 365 available at portal.office.com. Objective met

Improvement Plan/ Changes Made

OIT will continue to search for new and/or updated services.

Institutional Development / LSUE Foundation

- 1: To foster civic learning and community service, which includes opportunities for student volunteerism, civic engagement and interaction with public officials.**

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: Donor supported through the LSUE Foundation

Relationship to Institutional Goal: Goal 6, Goal 9

Start: 11/1/2014

End: 10/31/2015

Provided By: Institutional Development / LSUE Foundation

Progress: Completed

Related Items



1.1: Develop a program in partnership with Office of Student Affairs for Community Service Opportunities for students

Progress: Completed

Provided By: Institutional Development / LSUE Foundation

Objective With Intended Outcomes

In accordance with a donor request, the objective for the LSUE Foundation was to create a course that would allow Honors Program students to participate in community service learning. Following a few semesters without adequate student participation from the Honors Program, the objective has now been changed to include ALL LSU Eunice students in community service learning.

Assessment/Evaluation/Measures/Strategies

The objective is to measure the students' accomplishments by December 2014 following the planned activities in September, October and November with surveys for the students, faculty mentors and community liaisons and sponsors of the project. Survey is not complete at this time.

Assessment/Evaluation Results (Progress Report)

This objective was met in 13-14.

After studying the accomplishments of the group's first semester, it was decided to continue to grow the group under the LSUE Foundation office until it becomes an autonomous student-led campus organization.

The Students in Civic Engagement group was formed in fall 2014 following a number of attempts to be in compliance with the intent of (2) separate donors who contributed to the LSUE Foundation.

The original goal was to create a course that would allow Honors Program students to participate in community service learning and volunteerism. Following a few semesters without adequate student participation from within that campus program, the objective was changed. The course idea was dropped in favor of the creation of a student organization open to ALL LSU Eunice students who wished to participate in community service learning and engagement in community activities.

This objective has been successfully met with (4) faculty mentors overseeing the activities of (8) students in fall 2014 and (7) in spring 2015. Students and faculty participants receive stipends of \$250 and meet regularly to discuss leadership issues, as well as to plan (4) semester activities. The benchmark for success is active participation in all (4) monthly community engagement activities. This benchmark was reached in both semesters; plans for fall 2015 are ongoing. Both donors are advised at the end of the semester and both have been satisfied with the success of the organization's efforts.

Attached are documentation of the activities and planning of both the fall 2014 & spring 2015 groups. The LSUE Foundation continues to work on this objective; it has met the objectives it set for 14-15.

Fall 2014

[Press release September 24, 2014](#)

[Agenda for October 30, 2014](#)

[Planning meeting September 15, 2014](#)

Spring 2015

[Civic Engagement February 13, 2015](#)

[Newspaper article April 23, 2015](#)

[Diner en Blanc Scholarship April 29, 2015](#)

The Students in Civic Engagement group was formed in fall 2014 following a number of attempts to be in compliance with the intent of (2) separate donors who contributed to the LSUE Foundation.

The original goal was to create a course that would allow Honors Program students to participate in community service learning and volunteerism. Following a few semesters without adequate student participation from within that campus program, the objective was changed. The course idea was dropped in favor of the creation of a student organization open to ALL LSU Eunice students who wished to participate in community service learning and engagement in community activities.

This objective has been successfully met with (4) faculty mentors overseeing the activities of (8) students in fall 2014 and (7) in spring 2015. Students and faculty participants receive stipends of \$250 and meet regularly to discuss leadership issues, as well as to plan (4) semester activities. The benchmark for success is active participation in all (4) monthly community engagement activities. This benchmark was reached in both semesters; plans for fall 2015 are ongoing. Both donors are advised at the end of the semester and both have been satisfied with the success of the organization's efforts.

Attached are documentation of the activities and planning of both the fall 2014 & spring 2015 groups.

-  Fall 2014
 -  [Final Agenda for 10-30-14 Event](#)
 -  [PLANNING MEETING 09-15-14](#)
 -  [PR for student engagement fall 2014 Revised 09-23-14](#)
-  Spring 2015
 -  [Civic Engagement Planning Meeting agenda 2-13-15](#)
 -  [LSUE students experience economic development first](#)
 -  [Press Release 2015 Diner en Blanc](#)

Improvement Plan/ Changes Made

In Summer 2015, LSUE Faculty Mentor, Launey Griffith, agreed to attend the 2015 Civic Learning and Democratic Engagement Conference in June in New Orleans. This conference was sponsored jointly by the American Democracy Project (ADP) and the American Association of State Colleges and Universities (AASCU). Griffith has twice served as a faculty-mentor for the group and will be meeting with students and other faculty in summer 2015 to share the information he received at the conference. (More information at <http://www.aascu.org/meetings/clde15/>)

[Mr. Griffith will share this information in a summer 2015](#) meeting with faculty, community leaders and the students prior to planning for fall 2015 projects.

-  [Griffith Report on Civic Learning](#)

2: Promote the educational mission of the LSU Eunice campus within the community-at-large.

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: Funds from LSUE Foundation General Support Account, \$2000

Relationship to Institutional Goal: Goal 5, Goal 6, Goal 7, Goal 8, Goal 9

Start: 11/1/2014

End: 10/31/2015

Provided By: Institutional Development / LSUE Foundation

Progress: Completed

Related Items



2.1: Continue to develop and maintain programs that attract Adult learners 50+ to campus

Progress: **Canceled**

Provided By: Institutional Development / LSUE Foundation

Objective With Intended Outcomes

To promote the inclusion of 50+ students on this campus, the LSUE Foundation, through the Office of Institutional Development, continues to work in collaboration with the LSUE Continuing Education Department to maintain its Cajun Prairie chapter of OLLI at LSU-Baton Rouge. OLLI (Osher Lifelong Learning Institute) was founded to promote lifelong learning opportunities nationally to adults fifty years of age and older.

Assessment/Evaluation/Measures/Strategies

Membership rolls - Membership is offered for the Cajun Prairie Chapter of OLLI-LSU through the LSU online portal for OLLI. Number of members in this chapter by December 2013, will be an indication of interest in the program.

Promotional & Marketing Tools - The LSUE Foundation continues to reach chapter members through its Constant Contact e-newsletter service. Reports from Constant Contact indicate how many people are receiving, opening and forwarding the emails. Additionally, this service offers an event management tool that generates reports of registration, online donations and feedback from those receiving the invitations via Constant Contact. A Fall 2013 kickoff event is planned.

Assessment/Evaluation Results (Progress Report)

This objective was met in 2012-13, which was to establish a lifelong learning leisure program. OLLI is now under the purview of the LSUE Continuing Education Department. It does maintain its financial account under the LSUE Foundation.

Improvement Plan/ Changes Made



2.2: Annual Report to Donors and Annual Giving Campaign

Progress: Completed

Provided By: Institutional Development / LSUE Foundation

Objective With Intended Outcomes

The primary objective of the LSUE Foundation's Annual Giving Campaign is to provide a sustainable form of regular income for the organization's budgetary needs. Therefore, the Foundation's annual objective is to seek continuing funding from its core donor base, as well as potential new sources, such as individuals, businesses, and community organizations.

This objective remains unchanged for the upcoming 2015 Annual Giving Campaign and accompanying Annual Report for 2014-15, which will be again be made available only as an online report at the end of 2015.

Assessment/Evaluation/Measures/Strategies

The LSUE Foundation's Annual Giving Campaign, includes its Annual Report to Donors, which covers the previous 12-month fiscal year prior to the distribution of the report each winter. The LSUE Foundation uses multiple strategies to solicit a variety of constituents in pursuit of its unrestricted and restricted revenue. To accomplish this, the Foundation

- Examines, revises and develops cases for support.
- Identifies current and potential gift sources.
- Selects various solicitation strategies and determines which will be most beneficial. The purpose is to expand the donor base and increase giving annually.
- Organizes the campaign in partnership with the LSUE Chancellor, LSUE Public Relations Director and the
- LSUE Foundation Board of Directors, specifically with the Annual Giving Committee members.
- Develops and implements its plan.
- Initiates its Annual Giving Campaign each December with a mailing to its current donor base.
- Announces the update publicly to its online Annual Report through the LSU Eunice website and a mail out to current donors

Additionally, the LSUE Foundation makes [public its Annual Audit for donors and potential donors](#).

-  [Annual Audit of the LSUE Foundation](#)

Assessment/Evaluation Results (Progress Report)

This objective was met in 13-14. Changes have been enacted, as described here, that will enable the LSUE Foundation to be more effective stewards in its fundraising role.

The LSUE Foundation has created and now maintains its own website. This was deemed necessary as websites with .edu domain names are not allowed to promote businesses, organizations or individuals who donate funds. Although the Foundation still maintains its presence on the www.lsue.edu website, the creation of lsuefoundation.org enables it to publicly thank donors by name, as well as provide a link to their websites as part of their sponsorship appreciation.

As detailed in the minutes of the [2014 Annual Board of Directors meeting](#), the Foundation Board followed an [Agenda](#) that included review of its [membership](#), budget, programs and policies. Additionally, it continued its task of revising its current by-laws, as detailed under Old Business in the Agenda. This task will continue at its Annual Meeting in fall 2015 when the new Chancellor can be present as an ex-officio Board member.

The LSUE Foundation has met its objectives for the current year 14-15. This is an ongoing objective.

-  LSUE Foundation Agendas, Minutes and Progress
 -  [Agenda Annual Meeting September 3 2014](#)
 -  [Attendance worksheet](#)
 -  [Minutes of the 2014 LSUE Foundation Board of Directors Meeting](#)

Improvement Plan/ Changes Made

This objective also includes increasing donations to student scholarships. 2017 is the 50th Anniversary of the LSU Eunice campus. To that end, an annual [scholarship fundraising event](#) was added in 2014. It is scheduled to be [held four times](#), ending in 2017.

The LSUE Foundation Board of Directors also voted to add a [Development Support Fee](#) beginning with FY 2015-16 in order to secure funding for the general support of the Foundation. The attached file explains the fee in more detail.

Briefly, a 5% support fee is assessed on all donations to non-endowed accounts to enable the Foundation to continue its task of fostering private financial support for the LSUE campus in support of its educational mission.

Through increased private philanthropy, LSUE has been able to produce funding for all projects and programs that are not allowed to use federal, state or tuition/fee dollars. Therefore, the Board enacted the Development Support Fee as a mutually beneficial solution for the LSUE Foundation and the campus as it supports and plays a critical role in successfully continuing its fundraising campaigns into the future.

-  Annual Scholarship Fundraising Event
 -  [For Immediate Release Diner en Blanc REVISED](#)
 -  [Fundraising Tally Thermometer](#)
 -  [Press Release 2015 Diner en Blanc](#)
-  [LSUE Foundation Development Support Fee](#)

Institutional Research and Effectiveness

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

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: Evaluation software paid through IE budget.

Relationship to Institutional Goal: Goal 5, Goal 7

Start: 11/1/2014

End: 10/31/2015

Provided By: Institutional Research and Effectiveness

Progress: Completed

Related Items



1.1: Data-Course Evaluation

Progress: Completed

Provided By: Institutional Research and Effectiveness

Objective With Intended Outcomes

Online course evaluations will have a set time period available for participation. The data will be made available and published through myLSUE immediately following the completion of grade processing.

Assessment/Evaluation/Measures/Strategies

Were the evaluations opened/closed appropriately during the intended time frame established? Were results available after grade Processing complete? Yes would confirm successful completion of this objective.

Assessment/Evaluation Results (Progress Report)

Objective met for 2013-14.

For 2014-2015, [surveys opened](#) and [published](#) in timely manner. [Grade processing](#) was also completed in a timely manner.

Objective met.

-  [Grades Complete](#)
-  [Survey Closed](#)
-  [Survey Opened](#)

Improvement Plan/ Changes Made

No changes planned.

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

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: None

Relationship to Institutional Goal: Goal 7

Start: 11/1/2014

End: 10/31/2015

Provided By: Institutional Research and Effectiveness

Progress: Completed

Related Items



2.1: Overall Data Gathering and Reporting

Progress: Completed

Provided By: Institutional Research and Effectiveness

Objective With Intended Outcomes

Post semester enrollment data to internal and external agencies by the mandated deadlines

Assessment/Evaluation/Measures/Strategies

Scheduled tasks listing for IR will show when the reports were published/released.

Assessment/Evaluation Results (Progress Report)

Did not meet objective for 2013-14. Indicated that OIT would review the target and adjust to mandated reporting deadlines.

For 2014-2015, the [deadlines for system and government reporting met](#). Objective met.

-  [Scheduled Task](#)

Improvement Plan/ Changes Made

No changes planned.

2.2: Reduce Open Time of Service Requests

Progress: Completed

Provided By: Institutional Research and Effectiveness

Objective With Intended Outcomes

Reduce the average length of time that service calls and work requests are left open or unresolved to 45 hours based on the top 15 service request types

Assessment/Evaluation/Measures/Strategies

This objective was [benchmarked using a reports from the Helpdesk software and](#) based on the average time open of the 15 longest service request categories. An average time of 45 or less hours would be success

-  [SR Benchmark](#)

Assessment/Evaluation Results (Progress Report)

Objective met for 2013-14.

For 2014-2015, the [average time to closure](#) 24.53. Objective met

-  [Report](#)

Improvement Plan/ Changes Made

Continue to monitor.

3: IE-Compliance with SACSCOC standard that apply to Institutional Effectiveness

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: Note that a budget was created for IE for Compliance Assist and Remark during 2014-2015

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, Goal 6, Goal 7, Goal 8, Goal 9

Start: 11/1/2014

End: 10/31/2015

Provided By: Institutional Research and Effectiveness

Progress: Completed

Related Items



3.1: IE-SACSCOC Compliance

Progress: Completed

Provided By: Institutional Research and Effectiveness

Objective With Intended Outcomes

LSU Eunice will be found compliant by SACSCOC onsite committee on Core Requirement 2.5, Comprehensive Standard 3.3.1, and Federal Requirement 4.1. This includes the posting of Institutional Obligations for Public Disclosure.

Assessment/Evaluation/Measures/Strategies

IE documentation will be provided to the visiting committee as required. Outcomes will be broken out by LSUE, LSUA, dual credit, and online sites as necessary. Institutional Obligations for Public Disclosure will be posted prior to the end of Spring semester each year.

Assessment/Evaluation Results (Progress Report)

Objective met for 2013-2014.

For 2014-2015, the [Institutional Obligation for Public Disclosure](#) was posted on April 15, 2015 for fall 2014.

Director of IE's belief that LSU Eunice is currently in compliance with all standards that apply to IE.

Objective met.

-  [Fall2014disclosure](#)

Improvement Plan/ Changes Made

No changes planned.



3.2: IE-QEP Outcomes

Progress: Completed

Provided By: Institutional Research and Effectiveness

Objective With Intended Outcomes

The Director of IE will file a report on the goals and objectives contained in the QEP Document prior to October 1 of each year.

Assessment/Evaluation/Measures/Strategies

Specific measurement tools are located in the QEP document and repeated in the QEP Outcome Report for convenience.

Assessment/Evaluation Results (Progress Report)

This objective was met in the 2013-2014 planning year.

Goals and objectives are complete in Compliance Assist. [Report on the QEP was posted](#) on September 15, 2015.

-  [FinalQEP14-15report](#)

Improvement Plan/ Changes Made

No changes planned.

Public Affairs

- **1: Increase campus visibility to strengthen enrollment, recruitment and fund-raising efforts.**

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none (existing)

Relationship to Institutional Goal: Goal 3

Start: 11/1/2014

End: 10/31/2015

Provided By: Public Affairs

Progress: Completed

Related Items



1.1: Visibility-Name Recognition

Progress: Completed

Provided By: Public Affairs

Objective With Intended Outcomes

To increase visibility and name recognition of LSU Eunice through positive coverage in local and regional media.

Assessment/Evaluation/Measures/Strategies

Continue marketing efforts with limited funds, but expansion of the effort to include TV advertising in conjunction with news release and social media.

Assessment/Evaluation Results (Progress Report)

The objective set 2013-2014 was met and is ongoing.

The 2014-2015 objective was met. Ten thousand dollars in advertising was used in September and October to coincide with a first push by recruiters into high schools. Twenty-nine television spots were run on [ABC affiliate and an additional 45 spots were run on CW network](#) affiliate during premieres week. We also packaged the spots with online advertising, in-app advertising and pre-roll video on news stories on the KATC website. We purchased 75,000 impressions on both the station's website and the mobile app. We repurposed the 15-second videos to use on social media outlets like Instagram that allow only 15 seconds of video to be posted. All videos were rolled out on Twitter, YouTube and Facebook, as well. The creation of an [updated university viewbook](#) was to be rolled out at the same time as the television and social media campaign, but delays in printing caused the viewbook to be printed two months later.

-  [KATC/CW Report of TV spots](#)
-  [LSU Eunice Viewbook 2015](#)

Improvement Plan/ Changes Made

Release 15- and 30-second spots on television and social media as an effort with email campaign when recruiters begin visiting high schools. Include paid ads on Twitter and Facebook. Change focus of spots to include of mix of programs highlights and successful alumni.

Continue development of new website with a focus on marketing the university's programs on the front page of the website. This has been temporarily postponed until the new administration takes over.



1.2: Visibility - Focus Groups

Progress: Completed

Provided By: Public Affairs

Objective With Intended Outcomes

Conduct Focus Groups of area high schools to help shape marketing plans for recruiting and name recognition.

Assessment/Evaluation/Measures/Strategies

Held focus groups at 8 area high schools with a random selection of college-bound seniors. Focus groups were held anonymously and [a series of questions were asked to the students](#) about career choices, choosing a college, and then more specific questions related to LSU Eunice and their perceptions of the university.

-  [Focus Group Questions](#)

Assessment/Evaluation Results (Progress Report)

The objective set 2013-2014 was met.

The 2014-2015 object was not met.

Our plan was to schedule the focus groups at eight different high schools than we first did in 2013-2014. The plan was to schedule the groups early in the year while students were still making decisions about which college they wished to attend. We quickly learned from high school administrators that early fall is not the best time to hold these groups. Scheduling conflicts prevented this office from successfully scheduling the groups. No attempt was made to plan the focus groups in the spring as the Office of Public Relations could not work it into its schedule.

Improvement Plan/ Changes Made

In early August/September, the Office of Public Relations will meet with guidance counselors at the University's annual counselor's workshop. At this meeting, we will work out a timeline to hold eight focus groups at area high schools. The focus groups will use the questions used in 2013-2014 to help the Office of Public Relations get a better understanding of high school students' attitudes toward LSU Eunice, what influences them when making decisions about a college, and how best LSU Eunice can serve their needs. Our target will be college-bound juniors and seniors.

2: Oversee all internal and external communication/marketing collateral to maintain a consistent image that accurately portrays opportunities for the various constituencies.

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none (existing)

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, Goal 6, Goal 7, Goal 8, Goal 9

Start: 11/1/2014

End: 10/31/2015

Provided By: Public Affairs

Progress: Completed

Related Items



2.1: Visibility-Communication

Progress: Completed

Provided By: Public Affairs

Objective With Intended Outcomes

All internal and external communication and marketing collateral maintain a consistent image while phasing in new LSU System logo.

Assessment/Evaluation/Measures/Strategies

Internal audit of marketing materials produced for campus organizations, recruiters and programs.

Assessment/Evaluation Results (Progress Report)

The objective in 2013-2014 was not met due to the fact that LSU-BR rolled out a new logo in the early spring of 2014. All items feature in the 2009 logo had to be phased out as new guidelines were put into place for the use of the LSU Geaux Font logo.

The 2014-2015 objectives were met and is ongoing. An audit of all internal and external communications was conducted. The logo was replaced on almost all online documents, new stationary, business cards, and email signatures were developed using the new logo. All programs and flyers were monitored for use of the new logo. New recruiting materials were developed using the 2014 Geaux Font logo. All use of the logo on external paraphernalia is screened by the LSU Eunice Office of Public Relations and/or the LSU Office of Trademark Licensing.

-  [2014 LSUE Sample Stationary](#)

Improvement Plan/ Changes Made

As the initial one-year phase-in of the new logo ends in the summer of 2015, The Office of Public Relations will continue to monitor all logo usage for proper use. A reminder of the logo usage will be presented at the annual university workshop for employees. The website will be updated with the new logo and a web page will be created with the strict branding rules of the logo. That page will also include a place to request copies and permission to use the trademarked logos.

Student Affairs and Enrollment Services

- **1: Track Student Immunization records to assure that all new students meet health requirements.**

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: None

Relationship to Institutional Goal: Goal 5

Start: 11/1/2014

End: 10/31/2015

Provided By: Student Affairs and Enrollment Services

Progress: Completed

Related Items



1.1: Immunizations

Progress: Completed

Provided By: Student Affairs and Enrollment Services

Objective With Intended Outcomes

All new students shall furnish proof that they have satisfied the immunization requirement prior to registration of classes.

Assessment/Evaluation/Measures/Strategies

Submission of immunization records or waiver form by all newly registered students each semester.

Assessment/Evaluation Results (Progress Report)

The objective was met in 2013-2014.

All newly enrolled students for the 2014-2015 year have provided documentation of immunization or have completed waivers and were able to schedule classes. [Immunization policy](#) attached for reference.

The objective for 2014-2015 was met.

-  [Immunization Form](#)

Improvement Plan/ Changes Made

The current process is functioning very well and is expected to continue in its current format.

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

Relationship to Strategic Goals: Goal 2.4

Budget Information: \$15 Orientation fee per new student

Relationship to Institutional Goal: Goal 5

Start: 11/1/2014

End: 10/31/2015

Provided By: Student Affairs and Enrollment Services

Progress: Completed

Related Items



2.1: Orientation

Progress: Completed

Provided By: Student Affairs and Enrollment Services

Objective With Intended Outcomes

Students will be satisfied with orientation.

Assessment/Evaluation/Measures/Strategies

Feedback from the online orientation survey and results from the Noel Levitz Student Satisfaction Inventory will be used as a measurement. Because no prior benchmark was set, 2012-2013 will be used as a benchmark. This establishes a 4.3 on a 5 point scale for the in-house orientation surveys and a 6.06 on a 7 point scale for the Noel Levitz Student Satisfaction Inventory.

Assessment/Evaluation Results (Progress Report)

The objective was not met in 2013-2014. Some of the changes recommended by the Ad Hoc Orientation Review Committee were implemented for orientation.

Although the orientation surveys showed an increase satisfaction with orientation, the Noel Levitz Student Satisfaction Inventory satisfaction average was down.

The [orientation surveys](#) show an overall Likert score of 4.35 on a 5 point scale (n=232) for 2014-2015. This score compares to 4.28 for 2013-2014 and 4.3 for 2012-2013.

[Noel Levitz Student Satisfaction Inventory](#) (n=401) shows the satisfaction rating went down from 5.97 to 5.8 on a 7 point scale for orientation satisfaction. This rating compares to a rating of 5.97 for 2013-2014 and 6.06 for 2012-2013.

The objective was not met in 2014-2015 as more weight is placed on the national comparisons.

-  [Noel Levitz SSI 04 2015 Orientation](#)

-  [Orientation survey Likert results 2014-2015 comprehensive](#)

Improvement Plan/ Changes Made

The orientation planning committee supports new recommendations for change to the university's orientation of students which now require only students with less than 12 credit hours to attend. In addition, reducing time allocated for **face-to-face** information dissemination with a focus on advising, registration, financial aid, and fee payment will be the primary tasks. Development of an online orientation for distance students is also in the planning stages and should be implemented next year.

Campus Security

1: Provide regular training in emergency response procedures to campus personnel

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: Approx. \$1,500 annually for Red Cross trainers and supplies

Relationship to Institutional Goal: Goal 7

Start: 11/1/2014

End: 10/31/2015

Provided By: Campus Security

Progress: Completed

Related Items

1.1: Emergency Response Training

Progress: Completed

Provided By: Campus Security

Objective With Intended Outcomes

PROVIDE EMERGENCY RESPONSE TRAINING TO CAMPUS PERSONNEL: Campus Security Guards, Athletic Coaches and volunteer employees will be trained and certified in First Aid, CPR and AED response techniques.

Assessment/Evaluation/Measures/Strategies

Completion of training by identified groups.

Assessment/Evaluation Results (Progress Report)

This objective was met in 2013-2014.

For 2014-2015, all first responders that needing yearly training were [certified](#).

As a result, the objective is met.

-  [Red Cross Training](#)

Improvement Plan/ Changes Made

There will be an active effort to increase volunteer participation in the emergency response training. An email will be sent out to all faculty and staff prior to the yearly training.

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

Relationship to Strategic Goals: Goal 2.5

Budget Information: Part-time salary for an officer in the student housing area

Relationship to Institutional Goal: Goal 7

Start: 11/1/2014

End: 10/31/2015

Provided By: Campus Security

Progress: Completed

Related Items

 **2.1: Patrol**

Progress: Completed

Provided By: Campus Security

Objective With Intended Outcomes

CAMPUS SECURITY GUARDS WILL PATROL AND MONITOR THE CAMPUS: Guards will be available during scheduled times to provide information and assistance to students, employees and visitors, and respond to threats to safety and security on campus.

Assessment/Evaluation/Measures/Strategies

The Noel Levitz Student Satisfaction Survey results questions 4 and 13 will be used. Both of these items will be compared to the national average of the current year of the survey to be used as a preliminary benchmark.

The staff survey and faculty survey results will also be used. Since this is the first year that these surveys will be used, a preliminary benchmark will be set for 2015-2016 using the 2014-2015 survey results.

Assessment/Evaluation Results (Progress Report)

Objectives were met in 2013-2014.

This objective was reworked in 14-15 to be based upon faculty, staff, and student opinion surveys.

[Shift reports](#) are utilized in the reporting of any unusual circumstances that may arise during a security guard's shift.

The [Noel Levitz](#) Student Satisfaction Survey shows the following satisfaction ratings:
Security staff responds quickly to call for assistance: 5.34 local < 5.40 nationally
The campus is safe and secure for all students: 6.11 local > 5.99 nationally

When asked about campus security, the LSU Eunice [staff survey](#) shows an average rating of 3.2 and the [faculty survey](#) show an average rating of 3.8.

Given that the security score for students was mixed and the faculty staff surveys had not yet been benchmarked, Objective 2.1 is tentatively met for 2014-2015.

-  [2015 Faculty Survey Report](#)
-  [2015 Staff Survey Report](#)

-  [Noel Levitz SSI 04 2015 Campus Security](#)
-  [Shift report Wednesday, August 19, 2015](#)

Improvement Plan/ Changes Made

Because objectives were tentatively met, benchmarks will be established to measure satisfaction by students using Noel-Levitz Survey and Faculty and Staff Survey responses for perceptions of campus safety and responses to calls for assistance. The benchmarks will be ratings that either meet or exceed the national average for students and that meet or exceed the previous year's rating for employees.

2.2: Parking

Progress: Completed

Provided By: Campus Security

Objective With Intended Outcomes

Campus Security will patrol and monitor parking areas.

Assessment/Evaluation/Measures/Strategies

Because the majority of the parking violations occur during the first half of the fall semester, the assessment will be the number of parking citations written through mid-semester for the fall semester. The Noel Levitz Student Satisfaction Survey will be used to compare the local average to the national average.

Assessment/Evaluation Results (Progress Report)

Objective 2.2 was met in 2013-2014.

2014-2015: Campus Security patrolled the parking areas on the main campus.

During the first half of the fall 2014 semester, Campus Security issued [473](#) tickets for various parking violations. This compares to 326 tickets for 2013-2014.

The [Noel Levitz](#) Student Satisfaction Survey shows a local satisfaction average of 5.54 > the national average of 4.78.

Objective 2.2 is met.

-  [2014 Traffic Ticket Summary](#)
-  [Noel Levitz SSI 04 2015 Parking](#)

Improvement Plan/ Changes Made

No further action needed.

Financial Aid

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

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: Federal/State Funds and Recurring funds from the LSU Eunice Foundation for Scholarships

Relationship to Institutional Goal: Goal 1, Goal 5

Start: 11/1/2014

End: 10/31/2015

Provided By: Financial Aid

Progress: Completed

Related Items



1.1: Financial Aid-Information

Progress: Completed

Provided By: Financial Aid

Objective With Intended Outcomes

Prospective students and parents will have access to and understand the importance of financial aid availability and applications procedures and be satisfied with the procedures.

Assessment/Evaluation/Measures/Strategies

Use of Noel Levitz [Student Satisfaction Survey](#) results from question number 5 from Spring 2014
 Importance = 6.31 local versus 6.31 nationally
 Satisfaction = 5.60 local versus 5.24 nationally
 Meeting objective will be either meeting or exceeding the national average for current year or meeting or exceeding results for Spring 2014.

-  [Noel Levitz SSI 04 2014 Financial Aid](#)

Assessment/Evaluation Results (Progress Report)

This objective was met for 2013-2014.

During the academic year of 2014-2015, we conducted 7 financial aid presentations. [Noel-Levitz Student Satisfactory Survey](#) results for Spring 2015 showed responses in the areas of importance and satisfaction as follows:

*Importance - Average rating of 6.29 on a 7.0 scale which was less than the national average of 6.32.

*Satisfaction - Average rating of 5.40 on a 7.0 scale which was higher than the national average of 5.31.

Since Importance = 6.29 local measure < 6.32 national measure and
 Satisfaction = 5.40 > 5.31 the national measure.

Importance did not equal or exceed the national level and it did not equal or exceed the results of Spring 2014. Satisfaction did, however, exceed the national average of Spring 2015.

As a result, the Objective 1.1 was tentatively met.

-  [Noel Levitz SSI 04 2015 Financial Aid](#)

Improvement Plan/ Changes Made

Based on the above, the financial aid office along with the university's institutional liaison officer, will continue to offer financial aid workshops both on and off campus. We will continue to work with our IT

department to automate any process that we can to allow for even more timely responses to our students.

We will be removing importance from this objective because what's important from the University's view may not necessarily be important to our students. Therefore we will focus on our students' level of satisfaction with the service that we provide.



1.2: Financial Aid Resources

Progress: Completed

Provided By: Financial Aid

Objective With Intended Outcomes

The institution will help students identify resources to finance their education.

Assessment/Evaluation/Measures/Strategies

Noel Levitz Student Satisfaction Survey results from question number 23 from Spring 2014

Importance = 6.29 local verses 6.34 nationally

Satisfaction = 5.57 local verses 5.24 nationally

Meeting objective will be either meeting or exceeding the national average for current year or meeting or exceeding results from Spring 2014.

Assessment/Evaluation Results (Progress Report)

This objective did not exist for 2013-2014.

[Noel Levitz Student Satisfaction Survey](#) results from question number 23 from Spring 2015 reveals the following:

Importance = 6.28 local verses 6.34 nationally

Satisfaction = 5.56 local verses 5.28 nationally

Since Importance = 6.28 local measure < 6.34 national measure and

Satisfaction = 5.56 local measure > 5.28 national measure.

The importance did not equal or exceed the national level and it did not equal or exceed the results of

Spring 2014. Satisfaction did, however, exceed the national average for Spring 2015.

Given the results, objective 1.2 was tentatively met.

-  [Noel Levitz SSI 04 2015 Financial Aid Resources](#)

Improvement Plan/ Changes Made

We will continue to yearly update our website on sources of financial aid and university scholarships.

We will be removing importance from this objective because what's important from the University's view may not necessarily be important to our students. Therefore we will focus on our students' level of satisfaction with the service that we provide.

1.3: Financial Aid-Scholarships

Progress: Completed

Provided By: Financial Aid

Objective With Intended Outcomes

High school and continuing students who achieve academic excellence will be eligible to receive and invited to apply for scholarships.

Assessment/Evaluation/Measures/Strategies

The measurement will be the total amount of scholarships disbursed as awarded by the LSU Eunice Scholarship Committee. The benchmark will be the average of the total amount of scholarships disbursed for the 5 prior years which is [\\$151,057](#).

-  [Scholarship Fact Book 2014-2015](#)

Assessment/Evaluation Results (Progress Report)

The objective was not met for 2013-2014 as the amount of scholarships disbursed was [\\$142,355](#).

The amount of scholarships disbursed by the LSU Eunice Scholarship Committee for 2014-2015 was [\\$169,525](#).

Additional funding sources were found and the objective was met for 2014-2015.

-  [Scholarship Fact Book 2014-2015](#)

Improvement Plan/ Changes Made

The LSU Eunice Scholarship Committee will continue working with the LSUE Foundation in the pursuit of additional funding for scholarships.

1.4: Financial Aid Counseling

Progress: Completed

Provided By: Financial Aid

Objective With Intended Outcomes

Financial aid counseling is available to students as needed

Assessment/Evaluation/Measures/Strategies

Noel Levitz Student Satisfaction Survey results from question number 15 from Spring 2014.

Importance = 6.23 local verses 6.29 nationally

Satisfaction = 5.65 local verses 5.49 nationally

Meeting objective will be either meeting or exceeding the national average for current year or meeting or exceeding results from Spring 2014.

Assessment/Evaluation Results (Progress Report)

This objective was met for 2013-2014.

[Noel-Levitz Student Satisfactory Survey](#) results for Spring 2015 showed responses in the area of importance and satisfaction as follows:

*Importance = Average rating of 6.28 was lower than the national average of 6.34

*Satisfaction = Average rating of 5.56 was higher than the national average of 5.28

Importance did exceed the national level and satisfaction also exceeded the national level, therefore the objective is met.

-  [Noel Levitz SSI 04 2015 Financial Aid Counseling](#)

Improvement Plan/ Changes Made

We will continue to make the Cost of Attendance available to all students and their parents through our website and will also continue to make available appointments for students and parents who wish to meet with financial aid personnel.

High School Relations

1: Provide upgraded printed materials and expand our capacity to interact with and respond to prospective students

Relationship to Strategic Goals: Goal 2.5

Budget Information: \$5,600 for software from Perkins & Departmental funds

Relationship to Institutional Goal: Goal 1, Goal 3

Start: 11/1/2014

End: 10/31/2015

Provided By: High School Relations

Progress: Completed

Related Items



1.1: Recruiting

Progress: Completed

Provided By: High School Relations

Objective With Intended Outcomes

Recruiters will continue to collect prospective student information, track contacts made with each student, and identify targets used to send appropriate communication to the appropriate cohorts.

Assessment/Evaluation/Measures/Strategies

The number of new student enrolled will be used to measure recruiting efforts with the 5-year average being the benchmark.

Assessment/Evaluation Results (Progress Report)

The objective for 2013-2014 was not met. It focused on the number of student data tracked. It was suggested that efforts be made to increase the usage of our prospective student database campus-wide in different departments and divisions.

The new benchmark for this objective is the 5 year average of new students. That 5 year average is [809](#). The enrollment of new students for the Fall 2014 is [801](#). Even though the new student enrollment increased from Fall 2013 (706 new students) to Fall 2014 (801 new students) by 13.5% the 5 year average was not reached.

Since the new student count for fall 2014 of 801 < the five year average new student count 809, the objective was not met.

-  [Fact Book 2014 new students](#)
-  [New student enrollment 5 year average](#)

Improvement Plan/ Changes Made

After a discussion with Admissions and Public Relations, on August 17, 2015, an Inquiry Form was created within the prospective student database to replace the one currently on our website. This form is currently being edited for incorporation into our recruiting plan. This will make the recruitment process more efficient by negating the need to manually upload such inquiries. Instead, prospective student data will automatically be saved within the prospective student database and the reply email will be tracked. Our goal is to have this form live and operable online within the next year.

The new Chancellor will be included all conversations to increase enrollment due to current fluctuations. However, at this point, future plans to improve enrollment will include

the implementation of lifecycles to capture inquiry to applicant conversion, and a streamlined communication plan based upon the date of inquiry as well as the time of year.

Improved communication to prospects from varied departments on campus should increase the number of current-year-graduate new students.

Examination of the five year penetration rate into top feeder high schools and tri-parish area schools.

Any other metrics that may be appropriate.



1.2: Recruiting Collaboration

Progress: Delayed

Provided By: High School Relations

Objective With Intended Outcomes

DEVELOP COLLABORATIONS WITH AREA EMPLOYERS AND AGENCIES: As a result of these collaborations, the university will increase the chances of enrolling non-traditional, adult students.

Assessment/Evaluation/Measures/Strategies

Number of collaborations with area employers, agencies, etc.

Number of adult students enrolled

Number of CALL students enrolled

Assessment/Evaluation Results (Progress Report)

No progress has been made in this area. Currently, only the CALL program which targets adults to our FES and CJ programs are in place. The FES program has broad collaborations with statewide fire service agencies, but the CJ program has minimal participation by adults. In addition, changes in the duties of the Student Development Coordinator who had previously been responsible for coordinating adult outreach along with a change in the university CEO has delayed efforts to implement broader adult recruitment initiatives. Additional staff support and resources for recruiting have been recommended by the university ad-hoc committee on recruitment and a formal request to fill this new position will be put forth in Fall 2015.

Note: This was shared with the VCAA on October 15, 2015. She mentioned that the job descriptions did not change until fall 2015. As a result, some segments of the discussion above are not valid. This IE section will be shared with the Chancellor.

Improvement Plan/ Changes Made

The Vice Chancellor for Student Affairs & Enrollment Services is retiring at the end of 2015, so some reorganization of that area (including recruiting/adult recruiting) will be considered by the new administration. Pending approval of a new recruiter position or other organizational changes, targeted goals for adult recruitment will be developed.

2: Maintain or increase the current level of TOPS recipients and minority students on campus

Relationship to Strategic Goals: Goal 2.5

Budget Information: none

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3

Start: 11/1/2014

End: 10/31/2015

Provided By: High School Relations

Progress: Completed

Related Items



2.1: Recruiting TOPS

Progress: Completed

Provided By: High School Relations

Objective With Intended Outcomes

All students in the LSU Eunice service area who are identified as high performance eligible students will be informed of and invited to apply for various university and state scholarship programs.

Assessment/Evaluation/Measures/Strategies

The measure will be the number of students receiving TOPS. The benchmark will be the average number of students receiving TOPS for the last 5 years. That average is [471](#).

-  [Scholarship Fact Book 2014-2015 TOPS](#)

Assessment/Evaluation Results (Progress Report)

In 2013-2014, the objective was reported as not met. The benchmark was revised for 2014-2015.

Looking at the new benchmark which is [471](#) TOPS recipients, the 2013-2014 objective would have been met as 471 students received TOPS for 2013-2014. The number of TOPS recipients for 2014-2015 was [481](#).

In 2014-2015 the objective was met.

-  [Scholarship Fact Book 2014-2015 TOPS](#)

Improvement Plan/ Changes Made

No further action is needed at this time.

2.2: Recruiting Minority Students

Progress: Completed

Provided By: High School Relations

Objective With Intended Outcomes

Maintain or increase the number of non-white students enrolled.

Assessment/Evaluation/Measures/Strategies

Number and percentage of minority students enrolled.

A new benchmark will be the 5 year average for minority enrollment. From Fall 2009 until Fall 2013, the 5 year average for non-white student enrollment is 981 which represents [31%](#) of the students enrolled.

-  [Minority enrollment past](#)

Assessment/Evaluation Results (Progress Report)

The objective was not met for 2013-2014 when only [29%](#) of the students enrolled were non-white. No substantial changes were planned for 2014-2015.

The Fact Book for [Fall 2014](#) shows the minority/non-white student enrollment as 860 or 31%.

Black Students = 716

Other Students = 144

Total non-white students = 860

Percent of non-white students = $860 / 2738 = 31\%$

Since the observed value is 31% = the benchmarked value of 31%, the objective was met for 2014-2015.

-  [Fact Book 2013 Minorities](#)
-  [Fact Book 2014 Minorities](#)

Improvement Plan/ Changes Made

No improvements planned.

Institutional Liaison Officer

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

Relationship to Strategic Goals: Goal 2.5

Budget Information: Activities supported by Student Affairs & Enrollment Services

Relationship to Institutional Goal: Goal 5

Start: 11/1/2014

End: 10/31/2015

Provided By: Institutional Liaison Officer

Progress: Completed

Related Items



1.1: Bengal Day

Progress: Completed

Provided By: Institutional Liaison Officer

Objective With Intended Outcomes

Prospective students will indicate a satisfaction percentage of at least 70% on question 5 (Are you more or less likely to enroll at LSU Eunice after having attended Bengal Day today?). The survey was enhanced to include the opportunity for attendees to rate the overall experience of Bengal Day.

Assessment/Evaluation/Measures/Strategies

Benchmark: Overall satisfaction percentage of at least **67%**.

Students establishing personal connections are extremely important and was the focus of research conducted by the Arizona Western College District Governing Board (DGB). According to Arizona Western College DGB, the national retention rate at 4-year colleges ran at **77%**, while community colleges lag behind at **56%**. The same principle of establishing personal connections will be used in recruitment. Therefore, the mid-point retention rate of **67%**, between community and 4-year college retention rate will be used to establish a benchmark for recruiting prospective students.

Due to survey instrument used for AY 2013-14, measurement of satisfaction was determined by percentage as opposed to Likert Scale score. A Likert Scale for AY 2014-15 is in the process of being completed. As a result, measurement of satisfaction will be determined by percentage for AY 2014-15.

Assessment/Evaluation Results (Progress Report)

Object in 2013-2014 was met.

Bengal Day 1:

[100% of the 8 respondents to question 5](#) indicated they would be more likely to attend LSU Eunice after Bengal Day experience.

8 out of 19 people (42%) responded to question 5 (11 did not respond because they were either parents, guardians or visitors). Of the 8 respondents, **100%** indicated they are more likely to enroll at LSU Eunice ([see Bengal Day 1 Survey](#)).

Bengal Day 2:

[100% of the 11 respondents to question 5](#) indicated they would be more likely to attend LSU Eunice after Bengal Day experience.

11 out of 18 people (61%) responded to question 5 (7 did not respond because they were either parents, guardians or visitors). Of the 11 respondents, **100%** indicated they are more likely to enroll at LSU Eunice ([see Bengal Day 2 Survey](#)).

Results: Objective was met for 2014-2015.

-  [Bengal Day 1 - Survey](#)
-  [Bengal Day 2 -Survey](#)
-  [Question 5 - Bengal Day 1](#)
-  [Question 5 - Bengal Day 2](#)

Improvement Plan/ Changes Made

The Institutional Liaison Office will continue to use the satisfaction survey to measure the students' overall Bengal Day experience. However, upon completion, a Likert Scale will be used to measure the overall experience at Bengal Day for AY 2015-16.

2: Assisting with the enrollment process

Relationship to Strategic Goals: Goal 2.5

Budget Information: existing

Relationship to Institutional Goal: Goal 5

Start: 11/1/2014

End: 10/31/2015

Provided By: Institutional Liaison Officer

Progress: Completed

Related Items



2.1: Enrollment of students that were assisted with pre-enrollment information

Progress: Completed

Provided By: Institutional Liaison Officer

Objective With Intended Outcomes

Prospective students who were initially seen and/or assisted on campus by the Institutional Liaison Officer will enroll at LSU Eunice for FA 2015 (comparing 2014-15 to enrolled students in FA 2015).

Assessment/Evaluation/Measures/Strategies

Benchmark: A new benchmark of at least a 1% increase of prospective student enrollment was set in AY 2014-15 due to the possibility of a decline in enrollment from fall to fall.

The prospective students listed in Hobsons database that indicated a contact by the Institutional Liaison Officer will be compared to NTR (New, Transfer, and Re-entry) students who enrolled during FA 2015. [FA 2015 NTR enrollment percentage is 3.7% decrease](#) as compared to FA 2014. Enrollment will be verified through LSU Eunice system database (myLSUE).

-  [2014-15 New, Transfer, Re-entry \(NTR\) Enrollment Report](#)

Assessment/Evaluation Results (Progress Report)

In AY 2013-14 the objective was met. The Institutional Liaison Officer met with 69 prospective students. Of those 69 prospects, 51% (35 out of 69) enrolled at LSU Eunice during FA 2014 as compared to 50% enrollment during FA 2013. As a result, there was a 1% prospective student enrollment increase during AY 2013-14.

Of the [prospective students listed in the Hobsons database](#), the Institutional Liaison Officer met with a [total of 68 prospects](#) on campus during AY 2014-15 (from 9/29/14 to 7/17/2015). Of the 68 prospects, 53% (36 out of 68) enrolled at LSU Eunice (enrollment verified in myLSUE) as compared to 51% enrollment during FA 2014. As a result, compared to FA 2014 (53% - 51%), there was a 2% prospective enrollment increase. Therefore, since the new benchmark is at least 1% increase, this objective has been met.

Note: Of the 36 prospects, 3 enrolled for semesters prior to fall 2015; but could not return as a result of a debt to the institution (i.e. Rebecca enrolled spring '15, Brashley - summer '15, Dana - summer'15). Also, 1 prospect (Faith) enrolled summer '15; but did not return due to personal issues. Results: Objective was met.

-  [Prospective Student List](#)

Improvement Plan/ Changes Made

On campus recruitment and enrollment efforts for prospective students will be analyzed for continuous improvement. AY 2015-16 benchmark will remain as 1% increase to reflect the possibility of a decline in enrollment from fall to fall.

Student Activities**1: Enhance Role of Student Government and Student Activities**

Relationship to Strategic Goals: Goal 2.5

Budget Information: Current levels of student assessed fees are sufficient to support goals.

Relationship to Institutional Goal: Goal 6, Goal 9

Start: 11/1/2014

End: 10/31/2015

Provided By: Student Activities

Progress: Completed

Related Items**1.1: Student Activities CAB**

Progress: Completed

Provided By: Student Activities

Objective With Intended Outcomes

Continue to attract and develop student leaders to the Campus Activities Board.

Student leaders will be selected through an application and interview process conducted by the

Coordinator of Student Activities and current CAB officers.

Assessment/Evaluation/Measures/Strategies

Annual selection of four CAB officers through an application and interview process. All CAB leadership positions were filled.

Assessment/Evaluation Results (Progress Report)

As in 2013-2014, this objective was met for 2014-2015.

For 2014-2015, four students were selected as Campus Activities Board [officers](#).

-  [CAB Officers](#)

Improvement Plan/ Changes Made

No improvement planned.

1.2: Student Government Association

Progress: Completed

Provided By: Student Activities

Objective With Intended Outcomes

Elections will be held in the early part of the fall semester to elect the Student Government Association senators.

Assessment/Evaluation/Measures/Strategies

Election results. Elections, using paper ballots were held on the LSU Eunice campus. The election was held on two days (Wednesday and Thursday). This was done to accommodate students who may have had a schedule with only Monday/Wednesday/Friday classes or Tuesday/Thursday classes.

For 2015-2016 outcomes, a 3 year average of ballots cast will be the benchmark.

Assessment/Evaluation Results (Progress Report)

Objective was met in 2013-2014.

[Elections](#) were held for Student Government Association freshman senators on September 10th and 11th. Sophomore and Unclassified senators were elected by acclamation. Of the 2,598 students enrolled on the days of the election, 76 cast ballots. This represents 2.9% of the student body.

Objective met for 2014-2015.

-  [SGA Elections](#)

Improvement Plan/ Changes Made

Consideration is being given to various options for **online voting** that will accommodate off campus and **online students**.

2: Provide student activities that promote peer engagement and retention

Relationship to Strategic Goals: Goal 2.5

Budget Information: Current student assessed fees are sufficient to meet the goal

Relationship to Institutional Goal: Goal 6, Goal 7

Start: 11/1/2014

End: 10/31/2015

Provided By: Student Activities

Progress: Completed

Related Items



2.1: Student Activities - Number

Progress: Completed

Provided By: Student Activities

Objective With Intended Outcomes

Students will have opportunities to participate in various educational, cultural, social, and recreational activities.

Assessment/Evaluation/Measures/Strategies

Sponsor and cosponsor a minimum of 30 student activities of varied types during the year. With current resources, the Office of Student Activities is able to offer at least 15 opportunities for students to engage in activities each fall and spring semester.

Assessment/Evaluation Results (Progress Report)

As in 2013-2014, this objective was met for 2014-2015. 66 [student activities](#) were offered during the 2014-2015 year. This included 6 social events, 4 educational events, 3 cultural events, 29 recreational events, and 23 leadership development events.

-  [Summary of Activities](#)

Improvement Plan/ Changes Made

No improvement planned.

2.2: Student Activities - Satisfaction

Progress: Completed

Provided By: Student Activities

Objective With Intended Outcomes

Students at LSU Eunice will be satisfied with the activities presented and the number of activities offered to them.

Assessment/Evaluation/Measures/Strategies

The Noel-Levitz Student Satisfaction Inventory and internal surveys will be used to assess student satisfaction. As this is a new item, it has not been benchmarked.

Assessment/Evaluation Results (Progress Report)

This objective did not exist for the 2013-2014 planning year.

The objective was met for 2014-2015. [Internal surveys](#) from seven events show student survey results ranging from 4.35 to 5 on a 5-point scale (n=125). The [Noel Levitz Student Satisfaction Inventory](#) (n=401) shows a satisfaction rating of 5.56 on a 7-point scale for extra-curricular and recreational activities.

-  [Noel Levitz SSI 04 2015 Student Activities](#)
-  [Student Activities Internal Surveys](#)

Improvement Plan/ Changes Made

No improvement planned.

Student Development Services

1: Provide counseling services to students

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none (existing)

Relationship to Institutional Goal: Goal 5

Start: 11/1/2014

End: 10/31/2015

Provided By: Student Development Services

Progress: Completed

Related Items



1.1: Counseling Services - Satisfaction of Availability

Progress: Completed

Provided By: Student Development Services

Objective With Intended Outcomes

The availability of counseling services to students at LSU Eunice will be rated as satisfactory.

Assessment/Evaluation/Measures/Strategies

Benchmark: A national average satisfaction rate of 5.46 on a 7-Point Likert Scale is reported on the 2013-2014 Noel-Levitz Student Satisfaction Survey. The survey is given to students each spring semester. Success on this objective is to meet or exceed this score.

Assessment/Evaluation Results (Progress Report)

This objective was met in the 2013-2014 planning year.

The [2014-2015 Noel-Levitz Student Satisfaction Inventory](#) (n=401) for counseling services indicates a Satisfaction Rating of 5.59, which exceeds the benchmark established by the 2013-2014 Noel-Levitz national average of 5.46.

Results: Objective was met.

-  [Noel Levitz 2014 2015](#)

Improvement Plan/ Changes Made

Recent changes have removed the privilege of licensed counselors on campus to serve in this capacity. The current arrangement is being reviewed in order to determine how we can best continue to provide our students with these services.

2: Provide for Parent Orientations

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Budget Information: none (existing)

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 5

Start: 11/1/2014

End: 10/31/2015

Provided By: Student Development Services

Progress: Completed

Related Items

2.1: Parent Orientation

Progress: Completed

Provided By: Student Development Services

Objective With Intended Outcomes

Student Development will satisfactorily utilize Orientation to provide parents/spouses of incoming Freshmen an opportunity to learn about services available at LSU Eunice.

Assessment/Evaluation/Measures/Strategies

Benchmark: A Benchmark overall score of 4.60 was obtained [Parent Orientation Surveys](#) collected between 04/01/2014 and 08/20/2014 (last planning year). Data is based on a 5-point Likert Scale, with 5 being considered "Excellent" and 1 being considered "Poor." The survey was amended for 2014-2015 to better align with the new format, and now yields only an overall rating. Success on this objective is to meet or exceed the benchmark of 4.6.

-  [Sample Eval's](#)

Assessment/Evaluation Results (Progress Report)

This objective was met in the 2013-2014 planning year (considering that baseline data was being collected).

Baseline data for this objective was collected in 2013-2014 through the use of an evaluation form completed by the attendees of the Parent Orientation Session. A baseline score of 4.60 was established.

[Parent Orientation Evaluation Data for 2014 - 2015](#) (n=166) yielded an overall rating of 4.68, which exceeds the benchmark of 4.6 established by the 2013 - 2014 evaluations.

Results: Objective was met.

-  [2014-2015 Eval Results](#)

Improvement Plan/ Changes Made

Changes to New Student Orientation have resulted in Parent Orientation becoming more interactive and less formal in nature. Discussions and Question and Answer sessions between parents and LSUE administrators have replaced the presentations characteristic of Parent Orientation in past years. Data reported for 2014-2015 reflect these changes.

With a possibility of Orientation moving to an online format, we are unsure what will become of Parent Orientation in the upcoming year.

Louisiana State University Eunice
Office of Institutional Research
Outcomes Assessment Plan

Assessment Year: 2014-2015



November 1, 2015

Compiled by Paul Fowler (pfowler@lsue.edu)

Note: All links in the document are active; however, the user must be logged into Compliance Assist in order to access them.

IX. General Education Committee Minutes November 9, 2015

General Education Committee

Minutes

November 9, 2015

Members present: Mark Engelbrecht; Patricia Brown; Gloria Martel; Domingo Jariel; Anthony Baltakis; Michael Alleman; Jane Noble; Tim Trant; Paul Fowler; John Hamlin; Dotty McDonald;

Members absent: Randall Esters;

Guests: Renee Robichaux

The meeting was called to order at 12:05 pm. The minutes from the previous meeting (April 13, 2015) were approved.

Dr. Renee Robichaux reminded the committee of their role and held election of committee chairman and secretary. Dr. Tim Trant was elected chairman and Mrs. Gloria Martel was elected secretary.

Committee membership will have staggered two-year terms. On even years, a representative will be selected to represent each of the following areas: the Library, English Composition, and the Division of Sciences and Mathematics. On odd years, a representative will be selected to represent Mathematics, Division of Liberal Arts, and Division of Health and Technology. (Note: for 2016, these representatives will be selected for a one-year term to begin the staggered year process.) Division heads will serve as ex-officio members of the committee.

Dr. Paul Fowler presented the General Education Objectives and Outcomes Report for review and approval. Dr. Trant expressed concern about formatting so that the headings and sections are not split between pages. Dr. Fowler said that he waits until all editing of content is finalized before addressing such issues and that will be taken care of in the main document. Dr. Tony Baltakis motioned and Dr. Michael Alleman seconded a motion to accept the General Education Institutional Effectiveness 2014-2015 documents that affirm that LSU Eunice is meeting its Student Learning Objectives and linked General Education Objectives. The vote carried unanimously.

Future meetings will be held on the 2nd Monday of the month.

The meeting adjourned at 12:45 pm.

Respectfully submitted,
Gloria Martel

X. 2014-2015 General Education Objectives and Outcomes

General Education Summary

The following table details each of the General Education Objectives with each of the outcomes assigned to them. The page numbers are given along with the courses or assessments assigned to each along with the methodology and whether the outcome was met. It is not required that each outcome be met in order to meet each of LSU Eunice's General Education Objectives. Those not met, however, should have an improvement plan in order to increase student learning in the next planning cycle.

Artistic, Cultural, and Historical Understanding: Demonstrate understanding of the diverse traditions of the world, and the individual's place in it pp. 5 – 19	Communication Skills: Engage in effective interpersonal, oral, and written communication. pp. 19 – 49	Computational and Scientific Reasoning: Use processes, procedures, data, or evidence to solve problems and make effective decisions. pp. 49 – 80	Critical Thinking: Effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines. pp. 81 – 99	Informational Literacy: Locate, evaluate, and effectively use information from diverse sources. pp. 99 – 105	Natural Sciences: Apply the knowledge of natural science to explore and analyze natural phenomena. pp. 105 – 110
ART 1440 & 1441 All methods Met	DMS No data collected	QEP MATH 1015 & 1021 SLOs All methods met	DMS No Data Collected	ENGL 1002 F-F sections for pilot Not Met	BIOL 1001 F-F FT faculty only Not Met
HIST 1001, 1003, 2055, 2057, & 2071 All methods and sites (dual credit not assessed) Met	NURS 1130 & 2530 Clinical Met	MATH 1015 & 1021 SLOs All methods Met	NURS 1135 & 2535 Met	Library ENGL 1002 visits SLO quiz Met	BIOL 1001 & 1002 completion All Methods Met
MUS 1751 Data collected, but is unusable	RADT 1092 & 1093 Clinical Met	QEP MATH 1015 & 1021 CAAP Results LSUE Site Delayed	RADT 1092 & 1093 Clinical Tentatively Met		PHSC 1001 F-F & online Not Met
POLS 2051 F-F 8 week accelerated	RC 2017 F-F, Clinical, Web Met	MATH 1425 All Methods Met	RC 2016 Clinical Met		

Met					
SOCL 2001 F-F, Online Met	CMST 1061 F-F LSUA not assessed Met	MATH 1022 F-F & Dual Credit Met	Fire & Em Services No Data Collected		
ECON 2000 & 2010 LSUE, Online Met	Fire Em Services No Data Collected	MATH 1023 F-F Met	CAAP All Methods Met		
	ENGL 1001 & 1002 CAAP F-F, Online, Accelerated, LSUA, Dual Credit Inconclusive	MATH 1431 F-F Met	Liberal Arts GE CAAP Met		
	CIT CSC 1011, CSC 1015 F-F Met	PSYC 2000, 2070, 2060 F-F, Web Met	CSC 1011 & 1015 F-F Met		
	BADM 1001 F-F, Online Met	GE Math after DE Math Grades CAAP All Methods Met	ACCT 2001 & 2101 F-F Tentatively Met		
	ENGL 1001 after ENGL 0001 CAAP All methods Tentatively Met		UNIV 0008 to Social Science All Methods CAAP Met		

XI. General Education Report Detail by General Education Outcome

Department: Academic Affairs

Artistic, Cultural, and Historical Understanding

Artistic, Cultural, and Historical Understanding

General Education Description

Demonstrate understanding of the diverse traditions of the world, and the individual's place in it.

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Providing Department: Academic Affairs

Related Items

5.1: GE-Art

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Liberal Arts

Participants: Division Head, Liberal Arts (Esters, Randall)

General Education Objective: Artistic, Cultural, and Historical Understanding, Critical Thinking, Informational Literacy

Objective With Intended Outcomes

Students will successfully complete their general education coursework developing competencies in art as required by their curriculum.

This objective will be measured by the student learning outcomes in ART 1440 and ART 1441: Historical Survey of the Arts.

The three student learning outcomes are based on those given in the syllabi

- [ART 1440-01](#) Spring 2015 **face to face** at the LSU Eunice Site
- [ART 1441-C6](#) Spring 2015 **online eight week** accelerated course

- No ART 1440 or 1441 courses were offered through dual credit or at the LSUA site in fall 2013 or spring 2014.

Student learning outcomes for ART 1440 and ART 1441 are:

Upon completion of this course, the student will:

1. Correctly identify by period, culture, and style works of art covered in lectures.
2. Correctly identify the works of art and architecture covered in lectures.
3. Demonstration of increased knowledge of art history.

-  [ART1440 Noble syllabus Spring 2015](#)
-  [ART1441 C6 Noble syllabus Spring 2015](#)

Assessment/Evaluation/Measures/Strategies

Outcome 1- Lecture and course discussion of the relationship of the social, political, economic, and religious significance of specific works of art and architecture. Specific items on the final exam will require integration of at least 2 of the following concepts: social, political, economic, and religious aspects of cultural development.

Outcome 2- Lecture and visual presentation of major works of art and architecture. Specific items on the final exams will be answered via slide identification.

Outcome 3- Pre and post testing at the comprehensive level of knowledge. Comparison mean scores on the pre and post exam.

Art 1440 and 1441 were chosen to analyze student learning outcomes in order to encompass the largest number of students in the study of art.

The benchmark for each is 70% for outcome 1 and 2. This is a historic metric and is considered the lowest C for transfer purposes. For outcome 3, the average score on the posttest exceeding the pretest is considered successful.

Assessment/Evaluation Results (Progress Report)

Objective 5.1 was met in AY 2013-2014.

Over all Art courses in AY 2014-2015, there were a total of 14 art sections offered (seven each semester). Of these, four sections in fall 2014 and three sections in spring 2015 were either Art 1440 or Art 1441 for a total of 197 (78%) of the 254 students. The ART 1440 and 1441 sections were offered either through accelerated means or through **face-to-face** instruction at the LSUE site. No sections of ART were offered at LSUA or through

dual credit.

Art 1440 and 1441 students were directly assessed using an internally designed pre and posttest. The posttest was the final exam for the two courses and were given to all students (i.e. no sampling).

The [attached Summary Table details the data](#) for the LSUE site and the accelerated sections.

Art 1440 and 1441 SLO Statistics AY 14-15 in percentages.

Description	Statistic	LSUA	Dual Credit	LSUE (wo online) Pretest	LSUE (wo online) Post Test	Gain (Outcome 3)	Accelerated Online (8 week session) Pretest	Accelerated Online (8 week session) Post Test	Gain (Outcome 3)	Overall Pretest	Overall Post Test	Gain (Outcome 3)
Outcome 1	Total n	none	none	104	91		93	91		197	182	
	Mean (in %)			34.9	85.6	50.7	37.8	92.3	54.5	36.3	89.0	52.7
	s.d. (in %)			45.8	31.2	-14.6	46.9	19.9	-27.0	46.3	25.6	-20.7
	No of sections			3	3		4	4		7	7	
Outcome 2	Total n	none	none	104	91		93	91		197	182	
	Mean (in %)			32.4	84.4	52.0	35.9	88.0	52.1	34.1	86.2	52.1
	s.d. (in %)			42.8	34.3	-8.5	42.9	28.6	-14.3	42.8	31.5	-11.3
	No of sections			3	3		4	4		7	7	
Overall	Total n	none	none	104	91		93	91		197	182	
	Mean (in %)			32.1	84.4	52.3	34.5	90.2	55.7	33.3	87.3	54.0
	s.d. (in %)			44.1	32.7	-11.4	44.9	24.2	-20.7	44.5	28.5	-16.0
	No of sections			3	3		4	4		7	7	

Overall (fall right column), students performed at 33% on the pretest and an 88% on the posttest increasing the mean score by 55 percentage points while decreasing the standard deviation by 15 percentage points.

In addition, LSUE site students scored a 32% on the pretest overall and then scored an 84% on the posttest for an overall gain of 52 percentage points. Similar results were indicated for each individual SLO - gains in the mean score and a decrease in the standard deviation.

The same is noted for the accelerated **online sections** as well with students scoring a 35% on the pretest and a 90% on the posttest for a gain of 55 percentage points.

Sample [data output is here](#).

In all,

Given that the observed performance of 87% > the benchmark of 70%,

Given that the observed scores for outcome A of 89% and outcome B of 86% > the benchmark of 70%,

Given that the observed post test score of 87% > observed pretest score of 33%, Objective 5.1 is met.

-  [Sample Outcome Data from Final Exam Fall 2014 1440-C6](#)
-  [Table 1. ART 1440 and 1441 SLO Summary AY 14-15.](#)

Improvement Plan/ Changes Made

No changes planned. Completed by Paul Fowler on August 22, 2015.

5.2: GE-History

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Liberal Arts

Participants: Division Head, Liberal Arts (Esters, Randall)

General Education Objective: Artistic, Cultural, and Historical Understanding, Informational Literacy

Objective With Intended Outcomes

Students will successfully complete their general education coursework developing competencies in historical periods of their choice.

This objective will be measured by the student learning outcomes in HIST 1001, HIST 1003, HIST 2055, 2071 and HIST 2057.

Students will

1. recognize major events, theories, and issues.
2. recognize major figures and specific movements.
3. demonstrate their understanding of cultural precedents and grasp of relationship to current issues, as well as an ability to analyze historical meaning in a proper manner.

Syllabi for each course listed above from each site where applicable:

-  [Baltakis 2071 #2 Spring 2015](#)
-  [Baltakis 2071f14](#)
-  [Gaspard HIST 1001 SyllabusFall 2014](#)
-  [Hist 1003 Syllabus](#)

-  [Sellers HIST 1001 25 Syllabus Sp 2015](#)
-  [Sellers HIST 2055 26 Syllabus Sp 2015 With SLO Revised](#)
-  [Sellers HIST 2055 C6 Syllabus Sp 2015 With SLO Revised \(3\)](#)
-  [Sellers HIST 2057 Syllabus Fall 2014](#)
-  [Sellers HIST 2071 25 Syllabus Sp 2015](#)
-  [Walton's HIST 1003 Online Course Syllabus Fall 2014 With SLO Revised](#)
-  [Walton's HIST 2071 Online Course Syllabus Fall 2014](#)

Assessment/Evaluation/Measures/Strategies

The population of students remaining in each of the courses above at the end of the course will be assessed using the final exam (i.e. no sampling).

Outcome

1. Ten questions on the final exam addressed major historical events, theories, and issues.
2. Ten questions on the final exam addressed identification of major figures and movements in history.
3. A written book review will demonstrate student understanding of the past to the present as well as an ability to analyze historical material in a proper manner.

Success is defined as students achieving a score of 70% or better. The benchmark of 70% is the traditional lowest C so that courses may transfer elsewhere in the higher education system.

Assessment/Evaluation Results (Progress Report)

Objective 5.2 was met for the 2013-2014 year.

For AY 14-15, direct assessment of each student in the 22 (88%) of the 25 sections mentioned above took place using an internal instrument - the final exam for outcomes one and two. Table 1 details the results at the different sites and accounts for 498 (76%) of the 657 students registered on the final day of the various courses.

Table 1. AY 14-15 HIST SLO Results in Percentages

AY 14-15 HIST SLO Results	Overall	LSUE	LSUA	Dual Credit	Online
1. theories, events and issues	84	79.5	72.5		90
2. identify specific movements and persons in American history	85	83	64	not	89
3. demonstrate the ability to analyze historical material in a proper manner in a book review	89	80	91	assessed	98
Total number of students tested	498	337	26	0	135
Number of sections		10	2	3	10

Outcomes 1 and 2 were met at 84% and 85% respectively with all sites exceeding the 70% benchmark except LSUA. The analysis of historical material in the book review also scored an 89% with all sites exceeding the benchmark of 70%.

As all overall student learning outcomes exceeded the benchmark of 70%, objective 5.2 is met.

Improvement Plan/ Changes Made

Some inconsistencies were noted in the reporting of data from different instructors. Data collection and reporting will be standardized for all instructors. Data should also be collected at the dual credit sites as well.

5.8: GE-Art (Music Appreciation)

Start: 11/1/2014

End: 10/31/2015

Progress: Delayed

Provided By: Liberal Arts

Participants: Division Head, Liberal Arts (Esters, Randall)

General Education Objective: Artistic, Cultural, and Historical Understanding

Objective With Intended Outcomes

Students will recognize the importance of music throughout history

1. Develop a fundamental music vocabulary
2. Recognize the effect of music on society and history
3. Identify general characteristics of the major music style periods

These three student learning outcomes are based on the outcomes given in the syllabus for MUS 1751 (Music Appreciation). An example of the course syllabus for fall 2013 is provided for MUS 1751.

Assessment/Evaluation/Measures/Strategies

Each of the outcomes will be assessed using a final exam. Each faculty member will code questions particular to the outcomes to determine the percentage correct.

As this is the first year to assess outcomes, a sampling of **online** and **face-to-face** sections will be used to determine if the assessment is effective.

The benchmark for each outcome is 70%. This is a historic metric and the lowest C for transfer purposes.

Assessment/Evaluation Results (Progress Report)

This objective was met in planning year 2013-2014.

The assessments were given but the data was not collected in a usable form. **Therefore no data is reflected in this report.**

Improvement Plan/ Changes Made

A strict data collection scheme and schedule has been established and communicated to music instructors.

 5.9: GE-Political Science

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Liberal Arts

Participants: Division Head, Liberal Arts (Esters, Randall)

General Education Objective: Communication Skills, Critical Thinking, Informational Literacy

Objective With Intended Outcomes

Students will successfully complete their general education coursework developing competencies in American government as required by their curriculum.

This objective will be directly assessed by the student learning outcomes in POLS 2051: American Government.

Upon successful completion of this course, students will be able to:

- A. Correctly answer questions related to theories, events, and issues.
- B. Demonstrate the ability to analyze historic material in a proper manner in a case study.
- C. Identify the roles and powers of the Executive, Legislative, and Judicial branches of government.

The [spring 2015 syllabus](#) is attached for reference.

-  [POLS 2051 Spring 2015 CALL B Course Syllabus](#)

Assessment/Evaluation/Measures/Strategies

All students (i.e. no sampling) will be directly assessed using an internally created document using the professional judgement of the faculty member through the following:

- representative assignment based on material covered in class including PowerPoint presentations, lectures, assigned readings, multiple choice, true/false, and/or identification questions on a test.
- Use of a case study.
- Use of PowerPoint, lectures, and assigned readings, multiple choice, true/false, and/or identification questions on a test.

A 70% benchmark is set as this is the lowest "average" or "C" grade that is typically transferred to other institutions of higher education for degree credit.

POLS 2051 was chosen to represent student learning as the vast majority of students taking political science take it.

Assessment/Evaluation Results (Progress Report)

Outcome 5.9 was met for AY 2013-2014.

Two sections of POLS 2051 were offered during AY 2014-2015. In fall 2014, an **accelerated** section was offered via the web with 23 students enrolled. In spring 2015, POLS 2051 was again offered as an **accelerated** section via the web with 26 students. This represented a total of 64 (74%) of the 64 students taking political science during AY 14-15. There were no **face-to-face** sections offered at the LSUE, LSUA, or dual credit sites.

Each student was directly assessed (i.e. no sampling). The results were as follows:

- Outcome A: 93.2% of the students achieved the 70% assessed by a representative assignment.
- Outcome B: 90.5% of the students achieved the 70% assessed through a case briefing.
- Outcome C: 80.9% of the students achieved the 70% assessed through a comprehensive final exam.

Overall: 88.2% of the students met the 70%. Since the actual 88.2% > the benchmark of 70%, Objective 5.9 for AY 14-15 is met.

[Fall 2014](#) outcomes summary is provided for documentation.

[Spring 2015](#) outcomes summary is provided for documentation.

- [POLLS 2051 Fall 2014 Call A Liberal Arts Reporting Form Learning Outcomes10-30-14](#)
- [POLLS 2051 Spring 2015 Call B Liberal Arts SLOs](#)

Improvement Plan/ Changes Made

Despite the objective being met, the instructor of the course will attempt to increase student participation, enhance instruction, incorporate additional reviews, and stress the importance of completing and submitting assignments in order to increase student learning. Completed by Paul Fowler on August 15, 2015.

5.10: GE-Sociology

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Liberal Arts

Participants: Division Head, Liberal Arts (Esters, Randall)

General Education Objective: Artistic, Cultural, and Historical Understanding, Computational and Scientific Reasoning , Critical Thinking

Objective With Intended Outcomes

Students will successfully complete their general education coursework developing competencies in the sociology of their choice.

For each course, the syllabus indicates that the student learning outcome: Upon, the completion of this course, the student will demonstrate knowledge of the data and foundations supporting:

- Theoretical perspectives in sociology
- Application and critical thinking in sociology

Assessment/Evaluation/Measures/Strategies

An internal direct assessment will take place in both in all sections whether they are offered **online** or **face-to-face**.

All students who enrolled in SOCL 2001 courses when the final exam is given will be assessed (i.e. no sampling). SOCL 2001 was chosen to assess outcomes for AY 14-15 since it had 188 (89%) of the 211 students

enrolled in all sociology courses.

The [syllabus indicates that assessments](#) will take place:

VIII. Assessment Tools. The lecture exams will assess the learning outcomes with multiple choice examinations.

The established benchmark for achieving this outcome is 70%, the minimum acceptable successful grade necessary to transfer the sociology courses to a four-year institution.

-  [syllabus sociology 2001 Spring 2015](#)

Assessment/Evaluation Results (Progress Report)

Objective 5.10 was met in AY 2013-2014.

For AY 14-15, there were a total of two **face-to-face** sections at the LSUE site each semester and one **online** section each semester totaling six for the two regular semesters.

Student Learning Outcomes were examined for both methods of instruction, one being at the LSUE site **face-to-face** courses and **online sections**. The [attached Summary Table details](#) the results for both groups. The Summary Table was generated by using the data the faculty member provided which is [located here](#).

SOCL 2001 SLO Statistics AY 14-15 in percentages.

Description	Statistic	LSUA	Dual Credit	LSUE (wo online) Pretest	LSUE (wo online) Post Test	Gain	Online (15 week course) Pretest	Online (15 week course) Post Test	Gain	Overall Pretest	Overall Post Test	Gain
Outcome A	Total n	none	none	100	99		72	72		172	171	
	Mean (in %)			--	91.8		--	100		--	95.3	
	No of sections			4	4		2	2		6	6	
Outcome B	Total n	none	none	100	99		72	72		172	171	
	Mean (in %)			--	83.5		--	92.4		--	87.2	
	No of sections			4	4		2	2		6	6	
Overall	Total n	none	none	100	99		72	72		172	171	
	Mean (in %)			1.7	87.7	86.0	9.3	96.2	86.9	4.9	91.3	86.4
	No of sections			4	5		2	2		6	6	

Overall, the gain scored achieved by the 171 students was 86.4% increasing from 4.9% on the pretest to 91.3% on the post test. Note that the pretest only measures the overall score and not each objective itself.

Both LSUE **face-to-face** and **online** students did well scoring 88% and 96% respectively. Students also

performed well on each of the outcomes as shown in the Summary Table.

Given that the observed results of 91.3% > the benchmark of 70% and given that the observed score on each outcome > benchmark of 70%, Objective 5.10 is met for AY 14-15.

-  [SOCL Learning Outcomes 2014 -2015](#)
-  [SOCL Pre and Post Test SLO Table for AY 14-15](#)

Improvement Plan/ Changes Made

Combine all aspects of measurement into all exams for a more realistic assessment – students gauge what they need to obtain the grade they wish to obtain in the course and achieve the minimum points needed on the final exam to accomplish that goal. Completed by Paul Fowler on August 22, 2015.

9.1: General Education Economics

 **Start:** 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Health Sciences & Business Technology

Participants: Division Head, HSBT (McDonald, Dottie)

General Education Objective: Artistic, Cultural, and Historical Understanding

Objective With Intended Outcomes

Students will successfully complete their general education coursework developing competencies in cultural understanding through the use of economics. This objective will be assessed using student learning outcomes (SLOs) from ECON 2000 (Principles of Microeconomics) and ECON 2010 (Principles of Macroeconomics).

The SLOs for ECON 2000 are upon successful completion of this course, the student will

- Demonstrate knowledge of demand and supply.
- Demonstrate knowledge of production costs and market structures.

The SLOs for ECON 2010 are upon successful completion of this course, the student will

- Demonstrate knowledge of macroeconomic fundamentals.
- Demonstrate knowledge of fiscal policy (Keynesian model) and the public sector.
- Demonstrate knowledge of money, banking, and monetary policy.

The spring 2015 syllabi for the two courses are attached for documentation:

[ECON 2000](#)
[ECON 2010](#)

-  [ECON 2000 Syllabus SP 15](#)
-  [ECON 2010 Syllabus SP 15](#)

Assessment/Evaluation/Measures/Strategies

The outcomes will be directly assessed an internally created assessment using the comprehensive posttest / final exam. A pretest will be given after registration closes in order to assess baseline knowledge. Only students who completed both the pre and post test will be included in the data. All students in both courses will be directly assessed regardless of method of instruction and data will be broken out by site and type of instruction. For AY 2014-2015 **face-to-face** sections existed for ECON 2000. **Face-to-face** and **online sections** existed for ECON 2010.

A 70% or higher will be considered as successful. The 70% was chosen since it is typically the minimum level of "average" (C) competency needed to transfer to a four year institution.

Assessment/Evaluation Results (Progress Report)

For AY 2013-2014, this objective was piloted and submitted to the general education committee for their review. No formal write up was completed in IE.

For AY 2014-2015, there were a total of eight sections of economics offered during fall 2014 and spring 2015. Both ECON 2000 and ECON 2010 were chosen since they encompassed 123 (77%) of the 160 economics students for the academic year.

For ECON 2000, there was one section in fall 2014 and one in spring 2015 - both being traditional **face-to-face** at the LSUE site only. There were **no online, LSUA, or dual credit sections**. The **face-to-face** sections scored a 36% on the pretest (n = 54). On the posttest, which was also the final exam, students scored an 87% overall with outcome A at 83% and Outcome B at 90% (n = 54). As a result, a gain score of 51 percentage points was noted.

Since the observed overall SLO score was 87% > the benchmark of 70%, the ECON 2000 portion of this objective is met. The [fall 2014 summary is attached](#) for documentation as is the [item analysis](#) for fall 2014 and the [assessment itself](#).

ECON 2000 Fall Posttest Assessment

Learning Objective	Grade	Total	Percent
Overall	B	24.52 / 30.00	81.73 
1. Demand and Supply	C	10.00 / 13.00	76.92 
2. Production Costs	B	14.52 / 17.00	85.41 

For ECON 2010, there were two **face-to-face sections** in fall 2014. In spring 2015, there was one **face-to-face** section and one **online section**. The **face-to-face** sections were held at LSUE. There were no LSUA sections and no dual credit sections. Students scored an overall 31% on the pretest (A = 36%; B = 29%; and C = 33% with a total n = 69). The posttest was given as the final exam in order to directly assess student learning.

Overall: 78%; A = 82%; B = 74%, and C = 81% with a total n = 69.

Face-to-face at LSUE overall was 77%; A = 82%; B = 72%, and C = 82% with an n = 43.

Online overall was 78%; A = 82%; B = 76%, and C = 79% with an n = 26.

Both **face-to-face** and **online** performed nearly the same except for outcome C; however, both methodologies were above the benchmark of 70%. In addition a gain score of 47 percentage points was noted.

Since the overall observed score for ECON 2010 was 78% > the benchmark of 70%, the ECON 2010 portion of this objective is met. A [summary form](#) is attached from fall 2014 for documentation along with an [item analysis](#) from fall 2014 and a copy of the [actual assessment](#) from spring 2015.

ECON 2010 Class Learning Objectives Report

Learning Objective	Grade	Total	Percent
Overall	C	30.21 / 40.00	75.53 
1. Macro Fund	C	7.94 / 10.00	79.39 
2. Fiscal policy	C	14.21 / 20.00	71.06 
3. Money and Banking	B	8.06 / 10.00	80.61 

Since the observed scores from ECON 2000 = 87% and ECON 2010 = 78% > the benchmark of 70%, Objective 9.1 is met.

-  [ECON 2000 Final Post Test Fa 14](#)
-  [econ 2010 post test item analysis sections 1 and 2 fa 14](#)

-  [econ 2010 post test results fa 14 sections 1 and 2](#)
-  [ECON 2010 SP15 Post Test Final](#)
-  [item analysis econ 2000 fa 14 post test](#)
-  [overall results fa 14 econ 2000 post test](#)

Improvement Plan/ Changes Made

No changes planned.

Note that data on ECON 2030 was also collected. ECON 2030 is a general education course; however, 28 students were enrolled in the course over AY 2014-2015. ECON 2000 and ECON 2010 were used for reporting purposes in order to choose the maximum number of students. Completed by Paul Fowler on October 18, 2015.

Communication Skills

Communication Skills

General Education Description

Engage in effective interpersonal, oral, and written communication.

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Providing Department: Academic Affairs

Responsible Roles:

Related Items

1.4 DMS - Communication: Oral Communication

Start: 11/1/2014

End: 10/31/2015

Progress: **Delayed**

Provided By: Diagnostic Medical Sonography

Participants: Division Head, HSBT (McDonald, Dottie)

General Education Objective: Communication Skills

Objective With Intended Outcomes

Students will demonstrate proper professional communication to patients, peers and other health care professionals in a clinical setting.

Assessment/Evaluation/Measures/Strategies

The program director resigned and did not provide current data.

Assessment/Evaluation Results (Progress Report)

Program Director resigned and program will be going to inactive status.

Improvement Plan/ Changes Made none

 **2.4 Nursing - Communication: Nursing Communication**

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Nursing

Participants: Division Head, HSBT (McDonald, Dottie)

General Education Objective: Communication Skills

Objective With Intended Outcomes

Students will demonstrate effective therapeutic communication skills with patients, families and health care team.

Assessment/Evaluation/Measures/Strategies

NURS 1130 (face-to-face) - Assessed through unit examinations, comprehensive final examination with questions specific to communication. Students must score a minimum of 77% to successfully demonstrate proficiency in this area. Historically it was determined by the Program Director and faculty that students must score a minimum of 77% to ensure proficiency and safety while performing patient care. Please review: [Fall 2014 Nursing 1130 Syllabus](#); [Fall 2014 Exam 1](#); [Fall 2014 Nursing 1130 Final exam](#)

NURS 2530 (face-to-face) - Assessed through unit examinations, comprehensive final examination with questions specific to communication. Students must score a minimum of 77% to successfully demonstrate proficiency in this area. Historically it was determined by the Program Director and faculty that students must score a minimum of 77% to ensure proficiency and safety while performing patient care. Please review: [Spring 2015 Nursing 2530 Syllabus](#); [Spring 2015 Nurs2530 Exam 1](#); [Spring 2015 Nurs2530 Final Exam](#)

-  [Fall 2014 Exam 1](#)
 -  [Fall 2014 Nursing 1130 Final exam](#)
 -  [Fall 2014 Nursing 1130 Syllabus](#)
 -  [Spring 2015 Nurs2530 Exam 1](#)
 -  [Spring 2015 Nurs2530 Final Exam](#)
-

-  [Spring 2015 Nursing 2530 Syllabus](#)

Assessment/Evaluation Results (Progress Report)

NURS1130 - 2013 - 2014 planning year: **Objective met.**

For AY 2014-2015, NURS1130 - 81.2% of first year nursing students demonstrated proficiency in communication skills. **Objective met.**

NURS2530 - 2013 - 2014 Planning year: **Objective met.**

For AY 2014-2015, NURS2530 - 91% of second year nursing students demonstrated proficiency in communication skills. **Objective met.**

An item analysis was completed through Scantron software.

Improvement Plan/ Changes Made

NURS1130 - Faculty will continue to work with all students to refine communications skills and remediate individual students as needed with basic therapeutic communication techniques.

NURS2530 - Although objective was met Nursing faculty will remediate students as needed and refine students' basic therapeutic communication skills.

3.4 Radiologic Technology - Communication: Communication

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Radiologic Technology

Participants: Division Head, HSBT (McDonald, Dottie)

General Education Objective: Communication Skills

Objective With Intended Outcomes

Students will demonstrate appropriate communication skills.

Assessment/Evaluation/Measures/Strategies

RADT 1092 (fall; first-year clinical course) – End of semester clinical evaluation form. Average of ≥ 2 (above average) on a scale of 3. Evaluated through direct observation. [RADT 1092 Course Syllabus](#) and [Clinical Evaluation Form](#) are attached.

RADT 1093 (spring; first-year clinical course) - End of semester clinical evaluation form. Average of ≥ 2 (above average) on a scale of 3. Evaluated through direct observation. [RADT 1093 Course Syllabus](#) and [Clinical Evaluation Form](#) are attached.

-  [RADT 1092 Clinical Evaluation Form](#)
-  [RADT 1092 Course Syllabus FA 2014](#)
-  [RADT 1093 Clinical Evaluation Form](#)
-  [RADT 1093 Course Syllabus SP 2015](#)

Assessment/Evaluation Results (Progress Report)

This objective was met in the 2013-2014 planning year for all sections.

RADT 1092 (**fall clinical**) Section 91: Ninety percent (9 of 10) of the students scored an average of ≥ 2 on the [Clinical Evaluation Sample FA 2014](#). **Benchmark not met.**

RADT 1092 (**fall clinical**) Section 92: One hundred percent (10 of 10) of the students scored an average of ≥ 2 on the [Clinical Evaluation Sample FA 2014](#). **Benchmark was met.**

RADT 1093 (**spring clinical**) Section 91: One hundred percent (9 of 9) of the students averaged at least ≥ 2 (above average) on a scale of 0-3 on items designated to communication and professionalism on the [Clinical Evaluation Sample SP 2015](#). **Benchmark was met.**

RADT 1093 (**spring clinical**) Section 92: One hundred percent (10 of 10) of the students averaged at least ≥ 2 (above average) on a scale of 0-3 on items designated to communication and professionalism on the [Clinical Evaluation Sample SP 2015](#). **Benchmark was met.**

-  [RADT 1092 Clinical Evaluation Sample FA 2014](#)
-  [RADT 1093 Clinical Evaluation Sample SP 2015](#)

Improvement Plan/ Changes Made

RADT 1092 (fall semester) Section 91: Overall good communication skills. Students are good with patient interactions and ask appropriate questions with staff technologists. However, one student was unable to perform communication skills accurately. This same student did not continue in the program due to not passing another course. Will provide additional scenario-based instruction regarding patient interaction to show improvement in communication skills with the students.

RADT 1092 (fall semester) Section 92: Scenario-based instruction regarding patient communication continues to stay constant in comparison to last year with the students interacting with patients and staff. Will discuss with faculty members and solicit input as needed.

RADT 1093 (spring semester) Section 91: Will continue to provide activities for students to practice demonstrate professional behavior and patient communication skills. Student communication skills continue to stay constant in comparison to last year. Additional scenario-based instruction will be provided as needed. Will continue to monitor.

RADT 1093 (spring semester) Section 92: Will discuss with faculty and solicit input as needed. Additional scenario-based instruction will be provided as needed. Student communication skills continue to stay constant in comparison to last year. Additional scenario-based instruction will be provided as needed. Will continue to monitor.

4.4 Respiratory Care - Communication: Communication

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Respiratory Care

Participants: Division Head, HSBT (McDonald, Dottie)

General Education Objective: Communication Skills

Objective With Intended Outcomes

RC 2017 - Students will be able to effectively communicate via oral and written communication. [RC 2017 syllabus fall 2015](#) attached.

-  [RC 2017 syllabus fall 2015](#)

Assessment/Evaluation/Measures/Strategies

RC 2017 - Students in the RC 2017 course are responsible for analyzing the etiology, pathophysiology, clinical manifestations, treatment and outcomes of various diseases and conditions that directly affect the cardiopulmonary system. Each student in this **face-to-face** lecture course will be required to choose a topic and present their findings in a visual and oral presentation not only in the classroom but also in an open forum style format at the annual Respiratory Care state convention.

The student is graded based on a [rubric that evaluates their topic](#), speech/ communication, eye contact, visual

aids, and answers to questions related to the topic provided by the faculty and public.

Students must score at least a 77%, as their final grade in order demonstrate proficiency and to progress to the summer semester within the respiratory care program.

-  [RC 2017 Poster/ Oral Presentation Rubric template spring 2015](#)

Assessment/Evaluation Results (Progress Report)

This objective was met for the 2013 - 2014 Academic Year.

RC 2017 - 100% (10 of 10) students demonstrated competency of their knowledge regarding the etiology, pathophysiology, clinical manifestations, treatment and outcomes in the topic the student chose. They were able to effectively address and communicate their findings to the audience. **Objective met.** [RC 2017 Poster/ Oral Presentation Rubric completed spring 2015](#)

-  [RC 2017 Poster/ Oral Presentation Rubric completed spring 2015](#)

Improvement Plan/ Changes Made

Faculty will continue to offer students opportunities (i.e.; physician interaction, patient report to staff, etc.) that will enhance their communications skills.

5.3: GE-Speech Communication

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Liberal Arts

Participants: Division Head, Liberal Arts (Esters, Randall)

General Education Objective: Communication Skills

Objective With Intended Outcomes

Students will successfully complete their general education coursework developing competencies in oral communication required for their chosen major.

This objective will be assessed using the following Student Learning Outcomes (SLOs) from CMST 1061. The student, upon successful completion of this course, should be able to

- A. Research for speeches and write a sentence outline with a bibliography
 - B. Deliver speeches orally
-

C. Effectively participate in group problem-solving activities.

[Sample Syllabus](#) from spring 2015.

[Speech Rubrics](#) used to evaluate speeches.

- [Rubric Examples](#)
- [Spring 2015 Syllabus CMST 1061](#)

Assessment/Evaluation/Measures/Strategies

CMST 1061 is chosen to represent the student learning outcomes since it typically has the majority of students enrolled in it.

All students enrolled in the CMST 1061 course will directly assessed using an internal documents regardless of the methodology of instruction.

Faculty will calculate grade on the informative outline and speech and combine them into one grade for Outcomes A and B. Outcome C will be assessed separately based on the group project. Rubrics will be used to grade each.

The benchmark for the outcomes is set at 70%, the minimum graded needed for a C that would be appropriate to transfer the course to a four year institution (since CMST 1061 is transferable as a general education course).

Assessment/Evaluation Results (Progress Report)

Objective 5.3 was met in AY 2013-2014.

In AY 2014-2015, there were a total of 28 CMST sections with 567 students enrolled. CMST 1061 was chosen to represent the SLOs since it had 360 (63%) of the speech students enrolled in nine sections in fall 2014 and 8 sections in spring 2015.

In all, 254 (71%) of the 360 students enrolled in CMST 1061 were directly assessed during the fall 2014 and spring 2015 semesters (see Table 1). Every section at the LSUE site was assessed with students achieving an 83% overall (i.e. no sampling). Students did well in the individual outcomes as well as detailed in table 1. The faculty member teaching three sections of CMST 1061 accounting for 86 students at the LSUA site did not assess her students for the second year. She is no longer employed by the institution.

Table 1. SLO results for CMST AY 14-15 in percentages.

AY 14-15 CMST SLO Results	Overall	LSUE	LSUA	Online
Overall	83	83		
A. Research for speeches...write outline with bibliography	82	82	not	none
B. Deliver speeches orally	82	82	assessed	
C. Effectively participate in group problem solving activities	87	87		
Total number of students tested	254	254		

Examples of [rating sheets are here](#).

Examples of the data for [Dr. Kelly is here](#) and for [Ms. Rockenschuh here](#).

As students performed well, with an observed score of 83% > the benchmark of 70%...also given that the observed scored on each individual outcome > the benchmark of 70%, objective 5.3 is met.

-  [Dr. Kelly's CMST 1061 outcome data](#)
-  [Ms. Rockenschuh's outline data slos for fa 14 and sp 15](#)
-  [Samples of speech rating sheets](#)

Improvement Plan/ Changes Made

No improvement needed beyond assuring that all sections at all sites are assessed.

Completed by Paul Fowler on August 22, 2015.



5.3 Fire and Emergency Services - Communication: Communication

Start: 11/1/2014

End: 10/31/2015

Progress: **Delayed**

Provided By: Fire and Emergency Services

Participants: Division Head, HSBT (McDonald, Dottie)

General Education Objective: Communication Skills

Objective With Intended Outcomes

Upon successful completion of curriculum students will be able to demonstrate appropriate written and /or oral communication in the field of Fire and Emergency Services.

Assessment/Evaluation/Measures/Strategies

Assessment/Evaluation Results (Progress Report)

Fire and Emergency Services Coordinator resigned. **No data reported.**

Improvement Plan/ Changes Made



5.4: GE-Written Communication

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Liberal Arts

Participants: Division Head, Liberal Arts (Esters, Randall)

General Education Objective: Communication Skills, Informational Literacy

Objective With Intended Outcomes

Students will successfully complete their general education coursework developing competencies in written communication as required by their curricula.

This objective will be internally assessed using the student learning outcomes (SLOs) from ENGL 1001, ENGL 1002, and externally assessed using ACT's Collegiate Assessment of Academic Proficiency (CAAP) Writing Skills Test given in ENGL 1002.

SLOs for ENGL 1001 are: Upon successful completion of this course, the student will

1. Write an essay of at least five paragraphs that has a well-defined thesis statement, is well-organized and well-developed, uses sound critical thinking skills, and is clear.
 2. Develop clear topic sentences that include the main idea of the paragraph.
 3. Develop paragraph bodies with substantial support: evidence, details, and facts.
-

4. Use proper grammar, punctuation, mechanics, and usage throughout their writing.

SLOs for ENGL 1002 are: Upon successful completion of this course, the student will

1. Write an essay of at least five paragraphs that has a clearly defined thesis statement and is well-organized and well-developed, uses sound critical thinking skills, and is clear using proper grammar, mechanics, and punctuation.
2. Use library research tools, quote, paraphrase, and cite from both primary and secondary sources to produce a documented essay or project.

Spring 2014 sample [course syllabus for ENGL 1001](#) used during AY 2014-2015

Spring 2014 sample [course syllabus for ENGL 1002](#) used during AY 2014-2015

-  [ENGL 1001 departmental syllabus Sp 14](#)
-  [ENGL 1002 departmental syllabus Sp 14](#)

Assessment/Evaluation/Measures/Strategies

Internal Direct Assessment

The assessments of student learning for ENGL 1001 and ENGL 1002 represent internal measures using the professional judgement of the English faculty and based on the outcomes of the books used for the courses. Since this methodology represents a new way of collecting the data, spring 2014 was viewed as a "pilot" for the faculty to determine if the assessments were really measuring student learning in the two courses.

For ENGL 1001, Outcome One is assessed using the final exam essay. According to the ENGL 1001 syllabus, "instructors evaluate the essay's thesis, organization, development, demonstration of critical thinking skills, and clarity". Outcomes 2-4 are assessed using a multiple choice assessment given as a pretest just after registration closes and given as a post test during the last week of classes. Random sections at the **LSUE site** are used to gather data for outcome one while random sections at the **LSUE** and **LSUA sites** are used to assess outcomes 2-4. **Online and dual credit sections** are not assessed during the pilot assessment period.

For ENGL 1002, both outcomes are assessed using a multiple choice exam given toward the end of the semester. As the exam is piloted, it will not be included in the students' grade for this year.

A tentative benchmark of 70% is used for all outcomes since both ENGL 1001 and ENGL 1002 are needed for students to graduate with an associate's degree keeping in mind that both assessments were being piloted in

Spring 2015. In addition, the benchmark of 70% represents the minimum level of competency to transfer to the four-year institutions.

External Direct Assessment

In addition, an external measure is used to directly assess student learning through ACT's Collegiate Assessment of Academic Proficiency (CAAP) Writing Skills Test given in ENGL 1002 - the second general education English composition course. The CAAP is given to all students enrolled in face to face sections of ENGL 1002 at the Eunice and the LSUA sites only. Dual Credit students were not assessed due to logistical issues. ACT offers CAAP in pencil and paper format only; therefore, it is not possible to assess **online** students using CAAP.

The CAAP Linkage Report is obtained each summer for students who took the CAAP during the previous academic year. For example, the current summer 2015 report was obtained at the end of August for students who took the writing section of the CAAP during the fall 2014 and spring 2015 semesters. The rationale for using the Linkage Report is that compares LSU Eunice students to all two-year students who took the assessment in the previous three years. The benchmark is to meet or exceed the national number of 61.8.

The CAAP Content Analysis Report permits the comparison of LSU Eunice students to the normative group; however, the comparison for writing is based on six elements of a student's writing. The various elements are punctuation, basic grammar and usage, sentence structure, strategy, organization, and style. Each of these elements are scored against the normative group and averaged so that a "0" is considered as equal to the normative group's performance. Negative numbers mean that LSU Eunice students found the questions more difficult than the normative group and positive numbers mean that LSU Eunice students found the questions easier. Note that the report indicates that differences in scores from 0 to -5 are considered negligible. For the purpose of this objective, a score of -5 or higher in four of the six categories will constitute success and will be used as the benchmark.

Additionally, the CAAP Content Analysis Report breaks out the nationally averages for each of the various elements of the normative group's writing ability. For the current report, the CAAP Content Analysis Report noted the following national averages

- Punctuation 59%
 - Basic grammar and usage 61%
 - Sentence structure 58%
 - Strategy 56%
 - Organization 55%
-

- Style 61%

In each case, LSU Eunice students are to meet or exceed the national benchmarks since they are averages generated by two-year students across the nation. Meeting or exceeding the national benchmark in four out of six categories will be considered as meeting this part of the overall outcome.

Assessment/Evaluation Results (Progress Report)

Data presented on this outcome in the AY 2013-2014 planning cycle suggested that the results were inconclusive. Internal direct measures found students meeting student learning outcomes while the external direct assessment found that students were not meeting national benchmarks. The English faculty did meet several times during fall 2014 to devise internal assessments for ENGL 1001 and ENGL 1002. The piloting of these assessments occurred in spring 2015 with the results being discussed below.

Internal Direct Assessment

ENGL 1001

General education composition (ENGL 1001) directly assessed student learning through the use of an internally created pre and posttest using the course objectives and the textbook publisher's materials. As this was a test case, no benchmark was established and only **face-to-face** students were assessed at both the LSUE and LSUA sites.

The multiple choice pretest and the posttest are the same and assessed outcome 2, 3, and 4 for ENGL 1001. The direct assessment of student learning was created during fall 2014 and piloted in spring 2015. The results for the pretest with an n = 317 and the posttest with an n = 218 for spring 2015 are detailed in [Table 1](#). [Table 1](#) also indicates that very little gain was achieved over the 15 week semester, the overall result increasing only from 61% to 62%, both of which are a grade of D according to the University Catalog. Note that outcome one was assessed on the final exam and therefore was not included on the pre and posttest.

Table 1
ENGL 1001 Pre and Posttest Results Spring 2015

Outcome	Pretest	Posttest
Overall results	61	62
2. Clear topic sentences	78	76
3. Paragraph with substantial support	71	69
4. Proper gram, punctuation, word useage	60	61
n	317	218

A t-test for repeated measures was completed on 218 matched overall scores only with the null hypotheses that the means were equal and alternate hypothesis that there was a difference in the means – thus using a two tailed test ([see Table 2](#)). The two tailed test was chosen to determine if there was a difference in the means only – there was no presumption that posttest scores would be higher.

Table 2. Results for ENGL 1001 SLO pre and posttests spring 2015.		
	<i>Pre</i>	<i>Post</i>
Mean	61.11899038	62.42134615
Variance	174.5077473	215.9101972
Observations	208	208
Pearson Correlation	0.713238715	
Hypothesized Mean Difference	0	
df	207	
t Stat	-1.762835667	
P(T<=t) one-tail	0.039701924	
t Critical one-tail	1.652248086	
P(T<=t) two-tail	0.079403848	
t Critical two-tail	1.971490392	

The observed gain score for the paired scores ($M = 1.30$, $SD = 10.65$, $N = 208$) was not significantly greater than zero (mean of the posttests - mean of the pretests) with $p = 0.079 > .05$ ([see Table 2 and Table 3](#)).

Table 3. ENGL 1001 Difference in means between pretest and posttest.

<i>Statistic</i>	<i>Result</i>
Mean	1.302355769
Standard Error	0.738784558
Median	1.82
Mode	-3.64
Standard Deviation	10.65490242
Sample Variance	113.5269456
Kurtosis	0.000997104
Skewness	0.057774515
Range	63.63
Minimum	-32.72
Maximum	30.91
Sum	270.89
Count	208
Confidence Level(95.0%)	1.456506658

As a result, the null hypothesis was retained suggesting that there was no difference in the means between the pre and posttest. The probability that the observed difference ($M = 1.30$) would have occurred by chance if the null hypothesis (i.e. the score on the pretest actually equaled the score on the posttest) were true is less than .05. A 95% C.I. about the difference in the overall mean SLO score is (-0.155, 2.759) ([see Table 3](#)).

Breaking out the posttest by site and including outcome 1 measured on the final exam shown in [Table 4](#) indicating that both sites met the typical benchmark of 70% (the lowest C or average grade) for the 218 students assessed with the 14 out of 16 sections being assessed. Please note that very few faculty members included the number of students that took the final exam for outcome 1 so the n for the posttest was used and the results were weighted as a grand mean.

Description	Overall	LSUE	Dual Credit	LSUA	Online	Accelerated
Overall	70	70		70		
1. Write an essay of five paragraphs with well-defined thesis statement	79	78		82		
2. Use clear topic sentences	77	77	not	76	not	not
3. Use evidence to support the topic sentence	68	69	assessed	68	assessed	assessed
4. Use proper grammar and punctuation	61	63		58		
Total number of students tested	218	153		65		
Total number of sections	16	11	0	3	1	1

Based on the posttest, it appears as if students are having difficulty with the expectations of outcome 3 and 4 if a benchmark of 70% were established. However, given that this was the first time the assessment was given, it would be wise to gather further information prior to making changes. With that said, the [ENGL 1001 item analysis](#) indicates that problems 6, 15, 21, 26, 31, 35, 37, 38, 43, 46, 48, and 50 were difficult for students. These questions should be examined for possible errors or level of difficulty.

SLOs for ENGL 1002

Students enrolled in ENGL 1002 were also directly assessed for competency in critical thinking and the use of library research tools. Much like ENGL 1001, the internal direct assessment was created and piloted with 75 randomly selected students toward the end of the fall 2014 semester. Overall, students scored a 56% with critical thinking scoring a 61% and using library research tools scoring a 49% during pilot testing. Based on the preliminary data for fall, English faculty decided to assess all **face-to-face** students in spring enrolled in the course toward the end of the semester; however, none of them counted the multiple choice assessment for a grade. [Table 5](#) details the results for the three **face-to-face** sites. While not benchmarked, faculty wished to score near a 70% since it is the lowest C according to the University Catalog. Two primary issues surfaced from the data. The first being the low scores on Outcome 2 and the second being the rather poor performance at LSUA.

Description	Overall	LSUE	Dual Credit	LSUA	Online	Accelerated
Overall	66	66	67	59		
1. Critical Thinking	71	70	74	66	not assessed	not assessed
2. Use of Library Research Tools	59	61	58	49	assessed	assessed
Total number of students tested	323	176	117	30		
Total number of sections	21	10	7	2	1	1

Given that this was the first time the assessment was given, the faculty decided that additional data should be collected. In addition, it was noted that students had difficulty with problems 3, 4, 14, 15, 16, 18, 20, and 25 according to the [ENGL 1002 item analysis](#) with the probability of correctly answering each of the questions below 50%. This could be the result of poor test construction or that the material was not being taught. Nevertheless, it did give the faculty some information on where students were having difficulties. The faculty have agreed to examine the questions students had difficulty with in order to fine tune the assessment.

Direct External Assessment using CAAP

Linkage

The [Linkage Report](#) completed in August 2015 for AY 2014-2015 contained 361 students contained matched scores. The observed mean on the CAAP was 60.3 indicating that LSU Eunice students need more rigorous instruction in English Composition. While this could be due to random error, LSU Eunice students have consistently performed just below the nationally normed group ([see Table 6](#)).

Statistic	12-13	13-14	14-15	Mean
National mean	62.0	62.0	61.8	61.9
LSU Eunice's mean	61.6	60.9	60.3	61.3
n	343	380	361	361.3

Writing Content Area Analysis

Data for 446 was reported in the AY 2014-2015 [Writing Content Area Analysis Report](#). The Writing Content Report also indicates that LSU Eunice students perform below the nationally normed group ([see Table 7](#)). While differences between LSU Eunice students and the nationally normed group are negligible on Basic Grammar and Usage and Organization, they are moderate on Sentence Structure and Style. Substantial differences were noted in Punctuation and Strategy. In every case, LSU Eunice students found the CAAP questions more difficult than the nationally normed group. [Tables 8 through 10](#) present the data longitudinally since 2010-2011 with the negative numbers in Table 10 indicating that LSU Eunice students find the CAAP more difficult in most content areas than the nationally normed group.

Table 7. Writing Skills Comparison Highlights in Percents for the CAAP Writing Content Report Table W-1				
Content Category	Bottom 25%	Middle 50%	Top 25%	Mean
Punctuation	-17	-14	-3	-11.333
Basic Grammar & Usage	-4	1	1	-0.667
Sentence Structure	-5	-11	-11	-9.000
Strategy	-10	-12	-10	-10.667
Organization	0	-2	-8	-3.333
Style	-1	-5	-11	-5.667
n = 446				

Collegiate Assessment of Academic Proficiency - Writing

Table 8. Writing Skills Comparison Highlights from Content Report Figure 1 - Figure 6

NATIONAL AVERAGE % CORRECT

Content Category	10-11	11-12	12-13	13-14	14-15	Mean
Punctuation	59	57	58	54	59	57.4
Basic Grammar & Usage	63	64	63	65	61	63.2
Sentence Structure	62	60	60	61	62	61.0
Strategy	58	56	58	59	58	57.8
Organization	57	55	57	55	56	56.0
Style	62	60	63	60	61	61.2

Table 9. Writing Skills Comparison Highlights from Content Report Figure 1 - Figure 6 LSU

EUNICE AVERAGE % CORRECT

Content Category	10-11	11-12	12-13	13-14	14-15	Mean
Punctuation	48	64	57	67	46	56.4
Basic Grammar & Usage	63	63	61	49	59	59.0
Sentence Structure	53	66	66	59	51	59.0
Strategy	49	61	53	46	46	51.0
Organization	52	59	49	54	51	53.0
Style	57	66	56	60	54	58.6
	437	398	374	477	446	426.4

Table 10. Writing Skills Comparison Highlights from Content Report Figure 1 - Figure 6						
DIFFERENCE IN PERCENTAGE POINTS						
Content Category	10-11	11-12	12-13	13-14	14-15	Mean
Punctuation	-11	7	-1	13	-13	-1.0
Basic Grammar & Usage	0	-1	-2	-16	-2	-4.2
Sentence Structure	-9	6	6	-2	-11	-2.0
Strategy	-9	5	-5	-13	-12	-6.8
Organization	-5	4	-8	-1	-5	-3.0
Style	-5	6	-7	0	-7	-2.6
Differences that are negative mean that LSU Eunice students performed below the nationally normed mean. Differences that are positive indicate that LSU Eunice students performed above the nationally normed mean. Differences that are equal to zero indicate that students performed at the nationally normed mean.						

Summary

All four direct assessments, the two internal and the two external, suggest that students are not meeting what would be a typical benchmark of 70% for the internal measures and meeting national benchmarks for the external measures.

Since the ENGL 1001 observed posttest score 62% for outcomes 2, 3, and 4 > Pretest score of 61% (both in the D range) and the t test for repeated measures was n.s., this portion of the objective is not met.

Since the ENGL 1001 observed results for outcome 1 of 79% > the preliminary benchmark of 70%, this portion of the objective is met.

Since the ENGL 1002 observed overall outcome results of 66 < the preliminary benchmark of 70%, this portion of the objective is not met.

Since the LSU Eunice student mean of 60.3 on the CAAP Linkage Report < the normed group mean of 61.8.

Since the LSU Eunice student mean percentage on the CAAP Writing Content Area Report < the nationally normed group on all six content areas, this portion of the objective is not met.

As a result, Objective 5.4 is not met.

-  [enl 1001 post test item analysis sp 15](#)
-  [ENGL 1002 sp 15 item analysis](#)
-  [LSUE AY 14-15 CAAP act Writing Linkage Report](#)
-  [LSUE AY 14-15 CAAP Writing Content Analysis](#)
-  [Table 1 ENGL Pre and Posttest Results](#)
-  [Table 2 and Table 3 related to t test](#)
-  [Table 4. SLO Results for ENGL 1001 by Site](#)
-  [Table 5. ENGL 1002 SLO Results SP 15](#)
-  [Table 6 and Table 7 CAAP Results](#)
-  [Table 8 - Table 10 CAAP Writing Content Longitudinal](#)

Improvement Plan/ Changes Made

Both the internal and external assessments indicate that more rigorous instruction in composition.

Several factors could be in play here.

First, does ENGL 1002 focus enough on the technical aspects of writing or are students forgetting material from ENGL 1001. The English faculty held a short discussion and they believe that ENGL 1002 does not focus on the same material as the CAAP. Faculty believe that students are forgetting material.

Second, are the course student learning outcomes for ENGL 1002 congruent with the CAAP? Again, English faculty believe that the ENGL 1002 outcomes are not congruent with the CAAP and that the CAAP may need to be given upon the conclusion of ENGL 1001. However, students are charged for the CAAP and this would require a year's notice to change which course bears the burden of the cost.

An issue related to the CAAP surfaced at a [meeting of the English faculty on October 2, 2015](#). The faculty mentioned that some students do not take the CAAP seriously no matter how it is presented by the faculty. As a result, the Division Head, Randall Esters, will make a short presentation prior to each section

taking the assessment to try to boost scores.

Third, is LSU Eunice given both the essay and skills test or just the skills test? One could argue that the data is incomplete if just the skills test is given.

Fourth, for both of the internally created assessments, are all questions reliable and valid? Some questions had a very low probability of success which usually indicates the question being misunderstood by students. In addition are all questions central to the SLOs of each course and the CAAP? Next, did students take it seriously? Faculty have agreed to leave both assessments as they appeared in spring 2015 in order to gather more data. However, both assessments will now be counted as a small percentage of the student's final exam grade for AY 2015-2016 ([see meeting minutes](#)). Completed by Paul Fowler on August 30, 2015.

-  [English Department Meeting Minutes 10-2-15](#)

6.3 CIT Communication: CIT - Communication

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Computer Information Technology

Participants: Division Head, HSBT (McDonald, Dottie)

General Education Objective: Communication Skills

Objective With Intended Outcomes

Upon successful completion of curriculum students will be able to demonstrate appropriate written and /or oral communication in Computer Information Technology.

Assessment/Evaluation/Measures/Strategies

Benchmark is set at 70%. Historically it was determined by the Division Head and faculty that a 10 point scale would be used in all computer information technology courses and their related courses.

CSC 1011 (**face to face** - fall 2014) - Class Discussion Board Questions and Collective combination of Term Project and Term Project PowerPoint. [csc 1011 syllabus](#)

CSC 1015 (**face to face** - spring 2015 - Class Discussion Board Questions and Collective combination of Team

Project and Team Project PowerPoint. [csc 1015 syllabus](#)

-  [csc 1011 syllabus](#)
-  [csc 1015 syllabus](#)

Assessment/Evaluation Results (Progress Report)

For AY 2013-2014, Computer Information Technology hired a new program Coordinator/Instructor for the fall 2013 semester. No data collected.

CSC 1011 - 80% of the students demonstrated appropriate communication skills through a collective combination of discussion board questions focusing on the Introduction of Computers. **Objective Met.**

CSC 1015 - 73% of the students demonstrated communication skills through a collective combination of discussion board questions focusing on the fundamentals of programming. **Objective Met.**

Note that verification of data was not completed as the instructor resigned and took a job out of state.

Improvement Plan/ Changes Made

CSC1011 -Remediate as needed given that a new coordinator was hired in fall 2015

CSC1015 -Remediate as needed given that a new coordinator was hired in fall 2015.

7.2 MGMT - Communication: Communication of MGMT topics

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Management

Participants: Division Head, HSBT (McDonald, Dottie)

General Education Objective: Communication Skills

Objective With Intended Outcomes

Upon the conclusion of the curriculum, the students will apply effective speaking and/or writing principles and techniques appropriate to the discipline. This includes business trend, starting a small business, economic decision makers including households, firms, governments, and the rest of the world, competition, and

the relationship between choice, economizing, and scarcity in implementing economic policies.

Assessment/Evaluation/Measures/Strategies

Benchmark is set at 70%. Historically it was determined by the Division Head and faculty that a 10 point scale would be used in all business and business related courses.

BADM 1001 **web based** Summer 2015 - **Book review**, Cumulative quiz grade, Combined midterm and final grade. [BADM1001-Su15- online course syllabus](#)

BADM 1001 **face-to-face** Spring 2015 - Book review, Cumulative quiz grade, Combined midterm and final grade. [BADM 1001 - spring 2015 syllabus](#)

-  [BADM 1001 - spring 2015 syllabus](#)
-  [BADM1001-Su15- online course syllabus](#)

Assessment/Evaluation Results (Progress Report)

The following courses were used in 2013 - 2014 BADM2001, MGMT2999, MKTG2999. Objective was met.

For AY 2014-2015,

BADM 1001- **Web Base** - 13 out of 13 students (100%) demonstrated proficiency in effective, interpersonal, and written communication. [BADM1001 book report 2](#) **Objective met.**

BADM 1001 - **face to face** - 20 out of 24 (83.3%) demonstrated proficiency in effective, interpersonal, and written communication. [BADM1001 book report 1](#) **Objective met.**

-  [BADM1001 book report 1](#)
-  [BADM1001 book report 2](#)

Improvement Plan/ Changes Made

Although the Objective was met, a continual effort will be made to enhance student success via instruction and review.



8.3 OIS - Communication: Communication

Start: 11/1/2014

End: 10/31/2015

Progress: Canceled

Provided By: Computer Information Technology

Participants: Division Head, HSBT (McDonald, Dottie)

General Education Objective: Communication Skills

Objective With Intended Outcomes

Upon successful completion of curriculum students will be able to demonstrate appropriate written and /or oral communication in Office Information Systems.

Assessment/Evaluation/Measures/Strategies

Assessment/Evaluation Results (Progress Report)

OIS program cancelled.

Improvement Plan/ Changes Made



Communication - Dev Ed (2.1): General Education English after Developmental Education English (ENGL 1001 after ENGL 0001)

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Developmental Education

Participants: Division Head, Liberal Arts (Esters, Randall), Developmental Education Director (Fowler, Paul)

General Education Objective: Communication Skills

Objective With Intended Outcomes

Developmental students, both Pathways and Non Pathways, will successfully complete their first general education courses at rates that approximate national averages for general education English composition course (ENGL 1001) after successfully completing ENGL 0001.

Assessment/Evaluation/Measures/Strategies

Direct Assessment

The external direct assessment of student learning will take place using ACT's Collegiate Assessment of Academic Proficiency (CAAP) Writing Skills Test given in ENGL 1002 after taking ENGL 0001 (the developmental education English composition course) and ENGL 1001 (the first general education composition course). The CAAP is given to all students enrolled in face to face sections of ENGL 1002. ACT offers CAAP in pencil and paper format only.

The CAAP Linkage is obtained each summer for students who took the CAAP during the previous academic

year. For example, the current summer 2015 report was obtained at the end of August for students who took the writing section of the CAAP during the fall 2014 and spring 2015 semesters. The rationale for using the Linkage Report is that compares LSU Eunice students to all two-year students who took the assessment in the previous three years. The benchmark is to meet or exceed the national number of 61.8.

The CAAP Content Analysis Report permits the comparison of LSU Eunice students to the normative group; however, the comparison for writing is based on six elements of a student's writing. The various elements are punctuation, grammar, sentence structure, strategy, organization, and style. Each of these elements are scored against the normative group and averaged so that a "0" is considered as equal to the normative group's performance. Negative numbers mean that LSU Eunice students found the questions more difficult than the normative group and positive numbers mean that LSU Eunice students found the questions easier. The benchmark for the CAAP Content Analysis Report is to score a 0 or higher in each category for the lower 25% of the student body (typically developmental students). Note that the report indicates that differences in scores from 0 to -5 are considered negligible. For the purpose of this objective, a score of -5 or higher in four of the six categories will constitute success.

Indirect Assessment

The indirect assessment of student learning is calculated by generating the success rate in the first general education English composition (ENGL 1001) after completing the developmental education English composition course (ENGL 0001) using a report provided by Institutional Research. This is a new report from 2013 that tabulates various metrics tracking students from ENGL 0001 through college-level English composition **whether the student took the course face-to-face or online**. The report prompts for the academic year. As a result, it is possible that some students have not completed their English composition sequence at the time the report is run. This may cause some statistical difference between the current report and the report that was used in the past. In addition, more accurate report data is up to two years behind since students repeat the classes.

Regardless, the success rate is calculated "on the basis of those who completed the highest level of developmental course with a C or better, enrolled in the college-level course in that subject, and passed the college-level course with a C or better" (Gerlaugh, Thompson, Boylan, & Davis, 2007). This is consistent with the methodology used by the National Center for Developmental Education. The average used as a benchmark is 64%.

Assessment/Evaluation Results (Progress Report)

This objective was tentatively met in the AY 2013-2014 planning cycle. The plan was to gather additional data and open a dialogue with the English Faculty to discuss possible improvement.

External Direct Assessment CAAP Linkage Report

The AY 2014-2015 CAAP Linkage Report was completed for 361 students with an average score of 60.3 ([See Table 2 in the attached document](#)). The metric in this external direct assessment indicates that LSU Eunice students need more rigorous instruction in writing. Since the observed writing mean of 60.3 < the normative mean of 61.8, this portion of the objective is not met.

CAAP Writing Content Report

Next, the Writing Content Area Report was completed for 446 students taking the writing section of CAAP during AY 2014-2015. This objective examines the scores for the bottom 25% which would typically be students who first had to take developmental English Composition prior to taking general education English composition.

Students scored substantially below the normative group in Punctuation and moderately below the normative group in Strategy ([See Table W-1 in the attached document](#)). Students also scored negligibly below the normative group in Basic Grammar and Usage, Sentence Structure, and Style. LSU Eunice students scored no different than the normative group on Organization. Since LSU Eunice students scored negligibly below the normative group in four of the six content categories, this portion of the objective is met. However, issues with punctuation and strategy need to be addressed in some fashion. This is especially important given that the longitudinal data suggests that LSU Eunice students' skills are not performing to national standards as shown by the negative means for each content area ([see the Longitudinal Summary](#)).

CAAP Longitudinal Summary

Collegiate Assessment of Academic Proficiency - Writing				
CAAP Linkage Results				
Statistic	12-13	13-14	14-15	Mean
National mean	62.0	62.0	61.8	61.9
LSU Eunice's mean	61.6	60.9	60.3	61.3
n	343	380	361	361.3

CAAP Longitudinal Summary from Table W-1

Writing Skills Comparison Highlights in Percents for the bottom 25% from Table W-1				
Content Category	12-13	13-14	14-15	Mean
Punctuation	6	6	-17	-1.667
Basic Grammar & Usage	0	-9	-4	-4.333
Sentence Structure	3	-3	-5	-1.667
Strategy	-6	-8	-10	-8.000
Organization	-6	2	0	-1.333
Style	-8	-1	-1	-3.333
n	374	477	466	439

Internal Indirect Assessment

The percentages shown in [Table 3](#) below were calculated from institutional data by taking those who successfully completed the college level English course with a C or better divided by those who successfully completed the developmental English courses and registered for the college level course.

Table 3. Percentage of Students Successfully Completing College Level English after Completing Developmental English.			
Year	Pathways	Non-Pathways	All Students
2003	n/a	76.9	76.9
2004	78.7	81.8	80.4
2005	84.4	79.6	82.2
2006	77.5	77.7	77.6
2007	77	74.9	76.1
2008	74.5	76.2	75.2
2009	71	73.2	71.9
2010	76	72	74.2
2011	82.8	83.3	83
2012	79.3	82.7	80.9
2013	79.1	84.9	81.5
Mean	78.03	78.47	78.17
s.d.	3.86	4.31	3.65

As [Table 3](#) indicates, Pathways students scored a 79% while non-Pathways students scored an 85% for the 2013-2014 academic year. Overall, both groups scored an 82% indicating that 82%, on average, successfully completed college level English after completing developmental English. A total of 251 students out of 308 students successfully completed ENGL 1001 after completing ENGL 0001; a total of 40 students withdrew. Subtracting 40 from the 308 yields 268 students total or 93.6% successful completion rate which exceeds the NCDE rate of 64%. Since the observed indirect rate of 93.6% > the NCDE rate of 64%, this portion of the objective is met.

For the direct assessment, the CAAP Linkage report indicates that LSUE 60.3 < 61.0. Next, four of the six content areas were ≥ -5 in the CAAP Writing Analysis Report. For the indirect assessment, LSU Eunice's completion rate of 93.6% > the NCDE's rate of 64%.

Given the result, Objective 2.1 is tentatively met.

-  [DE CAAP Longitudinal Data](#)
-  [DE LSUE AY 14-15 CAAP Writing Content Analysis](#)
-  [LSUE AY 14-15 ACT to CAAP Writing Linkage Report](#)
-  [Table 3 GE Completion after DE](#)

Improvement Plan/ Changes Made

While Objective 2.1 is tentatively met, work remains done to bring developmental students up to national benchmarks for two-year institutions, especially in the areas of Punctuation and Strategy. In addition, three of the other four content areas are negligibly below national norms - the last one (Organization) is at national norms.

English faculty are currently testing different internal assessments and methodology to increase student learning. Internal SLOs for Developmental Education Objective 1.1 suggest that students are meeting the "average" grade needed to be successful in the next writing course. However, the external assessment through CAAP suggests that students need more rigorous instruction in general education English composition.

Additional discussion on English Composition is contained in Liberal Arts General Education Objective 5.4.

Computational and Scientific Reasoning

Computational and Scientific Reasoning

General Education Description

Use processes, procedures, data, or evidence to solve problems and make effective decisions.

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Providing Department: Academic Affairs

Responsible Roles:

Related Items



2.1: Increase Achievement of SLOs MATH 1015 and MATH 1021

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Quality Enhancement Plan

Participants: QEP Coordinator (Thibodeaux, Jamie), Developmental Education Director (Fowler, Paul), Division Head - Sciences (Hamlin, John)

General Education Objective: Computational and Scientific Reasoning

Objective With Intended Outcomes

The QEP seeks to increase achievement of student learning outcomes (SLOs) in Applied College Algebra (MATH 1015) and College Algebra (MATH 1021).

Outcome 2.1.1: The student, upon successful completion of this course, will solve equations and inequalities algebraically and graphically.

Outcome 2.1.2: The student, upon successful completion of this course, will solve inequalities algebraically and graphically. **Cancelled (combined with 2.1.1).**

Outcome 2.1.3: The student, upon successful completion of this course, will evaluate and interpret function values.

Outcome 2.1.4: The student, upon successful completion of this course, will graph functions.

Assessment/Evaluation/Measures/Strategies

Method: Objective 2.1 is related to the SLOs in each general education MATH 1015 and MATH 1021 and will be directly assessed internally using the final examination data of each student regardless of site or method

of instruction. Students completing the modular developmental mathematics sections will be compared to those who took other methods of instruction in their developmental courses.

Benchmark: AY 13-14 was the first time the MATH 1015 course was offered. During the same AY, the curriculum for MATH 1021 was revamped to better align the course with needs of four year institutions. The comprehensive final exams for both courses contain embedded SLO questions which are then computer scored using Scantrons and Remark software. The Remark software allows the examination of each SLO. Preliminary benchmarks for the performance on SLOs in both MATH 1015 and MATH 1021 in AY 14-15 were established using the results from students who had completed a developmental mathematics course prior to taking MATH 1015 or MATH 1021 in a traditional **face-to-face** setting (see Table 1).

Table 1. Preliminary benchmarks based on SLO performance during AY 14-15 results for students taking other methods of developmental mathematics prior to enrolling in MATH 1015 or MATH 1021.

MATH 1021 SLO Description	Preliminary Benchmark MATH 1015	Preliminary Benchmark MATH 1021
Overall	76	60
A. Solve Equations and Inequalities Algebraically and Graphically	77	57
B. Evaluate and Interpret Function Values	78	77
C. Graph Functions	74	59
Total number of students tested	130	113

Target: Modular mathematics students will meet or exceed the benchmarked value for developmental students who took other methods of developmental mathematics. The QEP Committee and mathematics faculty feel that this target is realistic given the current institutional resources.

Assessment/Evaluation Results (Progress Report)

Student learning outcomes for the first general education mathematics courses, [MATH 1015 \(Applied College Algebra\)](#) and [MATH 1021 \(College Algebra\)](#), were directly assessed internally on the final exam for all students taking the courses. Since **online courses** report their SLOs in aggregate (i.e.: for all students in the section), it was decided to examine the SLOs for **face-to-face** students only who had taken developmental courses prior to taking either college algebra course. SLO's questions were embedded in the multiple choice final exam for both courses with results being computer scored and analyzed by Remark software. Students

taking developmental courses were then separated from students whose ACT scores allowed them to take college algebra directly. A second sorting then took place for developmental students who took modular mathematics and those who took other methods of developmental mathematics (traditional **face-to-face, online, or online accelerated**). Students who took dual credit as high school students were eliminated from the data since they often meet more than the required three hours per week.

Table 2 details the results for MATH 1015 for both modular and other methods of developmental education. As the data suggest, the 46 students taking modular mathematics performed equally to the 130 students who took other forms of developmental mathematics.

Table 2. MATH 1015 SLO Comparison AY 14-15 for students taking modular versus other methods of developmental mathematics prior to taking MATH 1015.

MATH 1015 SLO Description	Overall	Took Modular Math	Other Methods
Overall	76	76	76
A. Solve Equations and Inequalities Algebraically and Graphically	77	76	77
B. Evaluate and Interpret Function Values	78	78	78
C. Graph Functions	74	75	74
Total number of students tested	176	46	130

The [item analysis showed that modular students](#) had difficulty with questions 22 and 27 on outcome A and questions 18 and 13 on outcome C. [Students taking other methods](#) had difficulty with 22 on outcome A, questions 20 and 34 on outcome B, and 18 and 29 on outcome C. The only commonality between the two groups were question 22 involving the solution of a quadratic when the solution is not real and question 18 writing the equation of a quadratic when the graph is known.

Since the scores on MATH 1015 SLOs for modular math students = score on MATH 1015 SLOs for other forms of developmental mathematics, the MATH 1015 portion of Objective 2.1 is met.

Next, Table 3 breaks out the data for MATH 1021 comparing students taking developmental mathematics through modular versus all other methods (**face-to-face, online, or accelerated**). As with MATH 1015, students taking developmental mathematics through dual credit were eliminated from consideration.

Table 3. MATH 1021 SLO Comparison AY 14-15 for students taking modular versus other methods of developmental mathematics prior to taking MATH 1021.

MATH 1021 SLO Description	Overall	Modular Math Students	Other Methods
Overall	60	63	60
A. Solve Equations and Inequalities Algebraically and Graphically	58	65	57
B. Evaluate and Interpret Function Values	78	81	77
C. Graph Functions	59	60	59
Total number of students tested	129	16	113

While hardly conclusive given an $n = 16$, the data in Table 3 suggests that modular students out performed all other methods in MATH 1021 after completing their developmental mathematics courses. The data also suggests that the performance of both groups needs to be improved to meet the lowest C (70%).

Given that, the [item analysis for modular students](#) indicated that modular students had difficulty with graphing functions (problem 6) and determining the range of a function (problem 14). The [item analysis for students completing other methods](#) of developmental mathematics indicated that they had difficulty with increasing and decreasing intervals (problem 15) and solving rational equations (problem 16).

Since the observed performance of modular developmental students at 63% > the preliminary benchmark of all other methods at 60%, the MATH 1021 portion of Objective 2.1 is met.

As a result, Objective 2.1 is met overall.

-  [MATH 1015 AY 14-15 DE modular math item analysis](#)
-  [MATH 1015 AY 14-15 DE other methods item analysis](#)
-  [MATH 1021 AY 14-15 modular math item analysis](#)
-  [MATH 1021 AY 14-15 other methods item analysis](#)
-  [MATH 1021 FINAL EXAM FALL2014](#)

-  [MATH1015 Fefall 2014](#)

Improvement Plan/ Changes Made

Continue to benchmark.

Monitor modular students' progress on Outcome A for MATH 1015.

Examine why both groups of students did not perform well on MATH 1021 SLOs.

2.1 Mathematics: Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Science & Mathematics

Participants: Division Head - Sciences (Hamlin, John)

General Education Objective: Computational and Scientific Reasoning

Objective With Intended Outcomes

Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics.

Assessment/Evaluation/Measures/Strategies

Internal Direct Assessment:

The objective will be directly assessed from a standardized multiple choice assessment containing student learning outcomes for all students who take the MATH 1015 and MATH 1021 final exams **at all sites and all delivery methods**. ACT's CAAP exit exam is used for comparison to national norms.

The [syllabus for MATH 1015](#), Applied College Algebra meant for terminal two-year degrees, and the [syllabus for MATH 1021](#), College Algebra, meant for those who are transferring to four-institutions are provided for documentation.

The SLO for MATH 1015 and MATH 1021 are: The student, upon successful completion of the course, will:

- Solve equations and inequalities algebraically and graphically.
- Evaluate and interpret function values.
- Graph functions.

Note that outcome A and B were combined as A in this document. This was done since there were only two problems on the final exam dealing with outcome dealing with inequalities.

Benchmark=70% which is the lowest average grade that will typically transfer to other institutions.

External Direct Assessment

The CAAP exam will compare the local cohort (LSUE) students to the national normative group. LSUE students will meet or exceed the national norm on the CAAP Linkage Report. The established benchmark for AY 2014-2015 is 56.7.

For the Content Analysis Report, success is determined as having a difference ≥ -5 on four of the six content categories meaning that the differences between LSU Eunice students and the normed group are negligible.

-  [MATH 1015 SYLLABUS](#)
-  [MATH 1021 SYLLABUS](#)

Assessment/Evaluation Results (Progress Report)

In the AY 2013-2014 planning year, Objective 2.1 was met.

Internal Direct Assessment

For AY 2014-2015, both college algebra and applied college algebra courses were assessed totaling 763 students. Overall, the students scored 79% for MATH 1015 (Applied College Algebra) and a 70% for MATH 1021 (College Algebra) (see [Table 1](#)). As [Table 1](#) shows, students from both courses met each of the three outcomes except for outcome C in MATH 1021 at 69%.

Table 1. SLO results for college algebra AY 14-15 in percentages.			
AY 14-15 MATH 1021 SLO Description	Overall for both College Algebra Courses	Overall MATH 1015	Overall MATH 1021
Overall	74	79	70
A. Solve Equations and Inequalities Algebraically & Graphically	75	80	70
B. Evaluate and Interpret Function Values	82	81	83
C. Graph Functions	74	80	69
Total number of students tested	763	359	404

[Table 2](#) breaks out the results for MATH 1015 by site and method of instruction with all sites scoring in

similarly for the 359 students in 21 sections with an overall score at 79%. The [item analysis for MATH 1015](#) showed no issues with individual questions. A copy of the [final exam is here](#). A sample outcome submission is [here for MATH 1015 accelerated](#) section.

AY 14-15 MATH 1015 SLO Description	Overall	LSUE	Co-Req	LSUA	Online	Accelerated
Overall	79	78	83		84	86
A. Solve Equations and Inequalities Algebraically and Graphically	80	79	84	none	85	83
B. Evaluate and Interpret Function Values	81	80	84		81	83
C. Graph Functions	80	79	79		82	88
Total number of sections	21	16	1		1	3
Total number of students tested	359	285	11		21	42

[Table 3](#) breaks out the results for MATH 1021 which is a more difficult course for students seeking four year degrees. While the overall score was 70 for the 404 students in 18 sections, outcome A was 70%, outcome B was 83%, and outcome C was 69%. The co-requisite section with 13 students scored slightly below that of the other sections; however, this is to be expected given that these students are taking both developmental mathematics and college level mathematics at the same time. Lastly, [Table 3](#) indicates that students at the LSU Alexandria site had quite a bit of difficulty with the outcomes scoring nearly 20 percentage points below the others. The Division Head has been made aware of this so he can begin a dialog with the instructor to determine what the issue is. The [item analysis for MATH 1021](#) showed no general issues with individual questions. A copy of the [MATH 1021 final exam is here](#). Finally, an outcome submission for an [online section of MATH 1021 is here](#).

AY 14-15 MATH 1021 SLO Description	Overall	LSUE	Dual Credit	LSUA	Online	Co-Req	Accelerated
Overall	70	71	78	50	73	67	84
A. Solve Equations and Inequalities Algebraically and Graphically	70	73	76	49	77	66	88
B. Evaluate and Interpret Function Values	83	91	89	65	72	85	76
C. Graph Functions	69	69	75	54	73	66	90
Total number of sections	18	6	4	3	3	1	1
Total number of students tested	404	156	102	66	61	13	6

Direct External Assessment

The CAAP mathematics assessment was used as an external measure of student learning. Two reports were completed by ACT based on LSU Eunice student data so that it could be compared to two-year students across the nation. The first was the [CAAP Linkage Report](#) which indicated that the 332 LSU Eunice students in the sample scored a 57.1 exceeding the national average of 56.7 (see Table 2 in that report). [Table 4](#) indicates that mathematics at LSU Eunice has consistently scored above the national mean in the Linkage Report since 2010-2011.

Statistic	10-11	11-12	12-13	13-14	14-15	Mean
National mean	56.8	56.8	56.7	56.7	56.7	56.7
LSU Eunice's mean	57.3	57.2	57.1	56.9	57.1	57.1
n	425	455	462	316	332	398.0

Next, the CAAP Mathematics [Content Area Report](#) was completed on the 401 students that took the CAAP mathematics assessment during AY 2014-2015. [Table 5](#) summarizes the data indicating that most of the negative score differences from the normed group were negligible. The middle 50% scored moderately below the national mean in Pre-algebra and Elementary Algebra; however, LSU Eunice personnel believe that this is due to students forgetting basic operations. Very simply, if the students did not know pre-algebra and elementary algebra, they would not be able to perform more advance operations like coordinate geometry, college algebra, or trigonometry. Interestingly enough, LSU Eunice students near the normed mean on trigonometry when they have not yet had a trigonometry course. The CAAP is given at the end of both college algebra courses in order to capture the most students.

Table 5. Mathematics Skills Comparison Highlights from Table M-1.				
Content Category	Bottom 25%	Middle 50%	Top 25%	Mean
Prealgebra	2	-6	-2	-2.0
Elementary Algebra	-1	-7	-8	-5.3
Intermediate Algebra	-1	6	0	1.7
Coordinate Geometry	10	9	3	7.3
College Algebra	2	8	9	6.3
Trigonometry	-3	5	-3	-0.3
n = 401				

Tables 6 through 8 detail the individual content categories for the CAAP mathematics portion. First, Table 6 indicates the national averages for two-year institutions since 2010-2011 while Table 7 details LSU Eunice student performance. Table 8 is the difference between the two with negative numbers indicating that LSU Eunice students found the questions more difficult while positive numbers indicate that LSU Eunice students found the questions easier than the nationally normed group. In every case but two (11-12 Pre-Algebra and 13-14 Coordinate Geometry), LSU Eunice students outperformed the national averages. This is confirmed by the average of the differences as well.

Table 6. Math Skills Comparison Highlights from Content Report Figure 1 - Figure 6						
NATIONAL AVERAGE % CORRECT						
Content Category	10-11	11-12	12-13	13-14	14-15	Mean
Prealgebra	70	72	68	68	70	69.6
Elementary Algebra	65	64	63	64	67	64.6
Intermediate Algebra	46	44	45	44	47	45.2
Coordinate Geometry	44	43	46	46	44	44.6
College Algebra	24	24	25	25	23	24.2
Trigonometry	22	21	21	22	21	21.4

Table 7. Math Skills Comparison Highlights from Content Report Figure 1 - Figure 6 LSU						
EUNICE AVERAGE % CORRECT						
Content Category	10-11	11-12	12-13	13-14	14-15	Mean
Prealgebra	67	63	78	73	67	69.6
Elementary Algebra	61	77	80	77	61	71.2
Intermediate Algebra	47	44	49	50	49	47.8
Coordinate Geometry	54	57	45	36	51	48.6
College Algebra	30	32	22	23	31	27.6
Trigonometry	22	22	23	17	22	21.2
	476	498	535	404	401	462.8

Table 8. Math Skills Comparison Highlights from Content Report Figure 1 - Figure 6						
DIFFERENCE IN PERCENTAGE POINTS						
Content Category	10-11	11-12	12-13	13-14	14-15	Mean
Prealgebra	-3	-9	10	5	-3	0.0
Elementary Algebra	-4	13	17	13	-6	6.6
Intermediate Algebra	1	0	4	6	2	2.6
Coordinate Geometry	10	14	-1	-10	7	4.0
College Algebra	6	8	-3	-2	8	3.4
Trigonometry	0	1	2	-5	1	-0.2

Differences that are negative mean that LSU Eunice students performed below the nationally normed mean. Differences that are positive indicate that LSU Eunice students performed above the nationally normed mean. Differences that are equal to zero indicate that students performed at the nationally normed mean.

Given that the observed score on SLOs for MATH 1015 79% > the benchmark of 70%;
 Given that the observed score on SLOs for MATH 1021 70% > the benchmark of 70%;
 Given that the observed CAAP Linkage score is 57.1 > the nationally normed group of 56.7;
 Given that the observed differences are negligible in five out of six content categories,

Objective 2.1 is met.

-  [AY 14-15 M 1015 item analysis](#)
-  [AY 14-15 M 1021 item analysis](#)
-  [LSUE AY 14-15 ACT to CAAP Mathematics Linkage Report](#)
-  [LSUE AY 14-15 CAAP Mathematics Content Analysis](#)
-  [MATH 1021 Final Exam fa 14-sp 15](#)
-  [MATH1015 Final Exam fa 14-sp 15](#)
-  [SLO Accelerated Math 1015-C1-FA14](#)
-  [SLO Online Math 1021-25-SP15](#)
-  [Table 1. MATH 1021 and MATH 1015 Combined](#)
-  [Table 2. SLO Results for MATH 1015](#)
-  [Table 3 MATH 1021 SLOs](#)
-  [Table 4 and Table 5 CAAP Longitudinal Results](#)
-  [Table 6 - Table 8 CAAP Math CAR](#)

Improvement Plan/ Changes Made

No changes planned, continue to monitor data. The math faculty are commended on their good work. Completed by Paul Fowler on August 30, 2015.



2.2: Increase Student Mathematics Scores on the CAAP

Start: 11/1/2014

End: 10/31/2015

Progress: Delayed

Provided By: Quality Enhancement Plan

Participants: QEP Coordinator (Thibodeaux, Jamie), Developmental Education Director (Fowler, Paul), Division Head - Sciences (Hamlin, John)

General Education Objective: Computational and Scientific Reasoning

Objective With Intended Outcomes

The QEP seeks to increase student mathematics scores on the Collegiate Assessment of Academic Proficiency (CAAP).

Assessment/Evaluation/Measures/Strategies

Method: The CAAP is an external assessment given to students upon the conclusion of the MATH 1015 and MATH 1021 courses and is nationally normed against two-year institutions. Proficiency in College Algebra is directly assessed using the CAAP Content Analysis Report. The results will then be compared between students who took the traditional **face-to-face** instructional method. Two reports will be generated **beginning summer 2015**. The data will be compared between students who have taken the Modular Mathematics sequence and those who have not.

Benchmark: The historical figures from the academic years 2009-2010 through 2012-2013 for College Algebra is 28. The national benchmark is 25.

Target: Meet or exceed historical values from academic years 2009-2010 through 2012-2013. The QEP Committee and mathematics faculty feel that this target is realistic given the current institutional resources.

Assessment/Evaluation Results (Progress Report)

Modular data included any student who took modular math 0002 regardless of how they took MATH 0001. The data included a total of 98 students, 31 of which took **face-to-face** MATH 0001 and 18 that placed directly into MATH 0002. A total of 47 of them had a CAAP mathematics score.

Separate data was prepared for the **face-to-face** students that totaled 259. For this group, a total of 190 took both MATH 0001 and MATH 0002 while 69 began with MATH 0002. There were a 151 students in this group with a CAAP mathematics score.

CAAP was not able to separate data due to no sort key being available.

Improvement Plan/ Changes Made

Dates will be used in 2015-2016 to separate data.



2.2 Mathematics: Competency in Mathematics - Statistics (MATH 1425)

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Science & Mathematics

Participants: Division Head - Sciences (Hamlin, John)

General Education Objective: Computational and Scientific Reasoning

Objective With Intended Outcomes

Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics.

Assessment/Evaluation/Measures/Strategies

The objective will be directly assessed from a standardized multiple choice assessment containing student learning outcomes for all students who take the MATH 1425 final exam at **all sites and all delivery methods**.

The 2014-2015 [syllabus for MATH 1425](#) contains the following student learning outcomes. The student, upon successful completion of this course will:

- A. Organize and summarize data using descriptive techniques that are both mathematical and pictorial.
- B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters.

The faculty used the outcomes from textbook and their professional judgement in deciding SLOs and specific problems to be placed on the SLO assessment.

As 2013-14 was the first year to measure outcomes, a preliminary benchmark of 70%, which is the lowest average grade that will typically transfer to other institutions, will be maintained for AY 14-15 in order to gather data for an additional year.

-  [MATH 1425 SYLLABUS AUG 2014](#)

Assessment/Evaluation Results (Progress Report)

This objective was met in the 2013-2014 planning year.

During AY 2014-2015, there were 11 sections of MATH 1425 offered with 8 of them being **face-to-face** traditional courses offered at LSU Eunice accounting for 211 students. An additional 31 students took the course in one 15 week course while 47 took the **eight week online version** in two different sections - one in fall and one in spring. There were no dual credit or LSU Alexandria sections offered during AY 2014-2015 (see Table 1).

All students taking the final exam were directly assessed for student learning using the [multiple choice](#)

[assessment](#). Overall, students met the preliminary benchmark of 70% (see Table 1). Students also met Outcome A scoring a 72% overall. Students had some difficulty with Outcome B scoring 68%. Students taking the [face-to-face](#) version at LSU Eunice met the overall preliminary benchmark at 73%. They also met outcome A at 76%, but had some difficulty with Outcome B at a 69% (see Table 1). In fact, according to the [item analysis](#), two of the most missed questions (number 35 and 45) were both contained in the Outcome B.

Table 1. SLO Results for MATH 1425 AY 14-15 in percentages.

AY 14-15 MATH 1425 SLO Description	Overall	LSUE	Dual Credit	LSUA	Online	Accelerated
Overall	70	73			61	63
A. Organize and summarize data using descriptive techniques that are both mathematical and pictorial	72	76	none	none	57	66
B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters	68	69			66	61
Total number of sections	11	8	0	0	1	2
Total number of students tested	289	211	0	0	31	47

Results for both the [online and accelerated](#) need some improvement given the 61% and 63% respectively. It is worth noting that [online](#) students in AY 13-14 scored slightly better than the current group scoring a 68% so the [online and accelerated](#) groups should be monitored over the next year given the lower success rates. With that said, one [accelerated course's item analysis](#) was examined. It showed that the spring 2015 students had difficulty with specific questions in outcome A bringing down the overall success rate. Specifically question 7 only had a 33% success rate while question 14 had a 46% success rate, question 15 had a 29% success rate, and so on. Questions with success rates below 50% should be examined in order to determine if there was a specific concept that was not covered well. The same can be said for the full 15 week [online](#) course in spring 2015. The [Item analysis](#) indicates that the same issues surfaced with problems 7, 14, and 15.

Next, Table 2 details the outcomes longitudinally showing similar results for overall and Outcome A. Outcome B decreased proportionally to the other two, however it is now below the preliminary benchmark of 70%.

Table 2. MATH 1425 SLO longitudinal data in percentages.

MATH 1425 SLO Description	13-14	14-15	Change
Overall	73	70	-3
A. Organize and summarize data using descriptive techniques that are both mathematical and pictorial	76	72	-4
B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters	72	68	-4
Total number of students tested	314	289	

Given that the overall SLO success rate of 70% = the preliminary benchmark of 70%, Objective 2.2 is met subject to monitoring **the online and accelerated environments**.

-  [AY 14-15 M 1425 item analysis f-f](#)
-  [MATH 1425 DEPARTMENTAL FINAL FALL 2014](#)
-  [SLO Math1425-25 Report Sp15](#)
-  [SLO Math1425-C6 Report Sp15](#)

Improvement Plan/ Changes Made

Examine specific questions with low success rates on the LSUE **face-to-face**, **online**, and **accelerated** SLO assessments to determine why students are missing certain questions with success rates below 50%. The [coordinator of mathematics provided some input via an email](#) on the differences between **online/accelerated** and **face-to-face** methodologies and why students using technology might be having additional difficulty.

-  [Lorries comments on success rates for online](#)



2.3 Mathematics: Competency in Mathematics - Plane Trigonometry (MATH 1022)

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Science & Mathematics

Participants: Division Head - Sciences (Hamlin, John)

General Education Objective: Computational and Scientific Reasoning

Objective With Intended Outcomes

Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics.

Assessment/Evaluation/Measures/Strategies

This objective was met in the 2013-2014 planning year.

Direct assessment of student learning will take place using standardized multiple choice assessment for all learning outcomes. All students who take the final exam, **regardless of mode of delivery, will be assessed** (i.e. no sampling). The 2014-2015 [syllabus for MATH 1022](#) contains the following student learning outcomes. The student, upon successful completion of this course will:

- A. Evaluate trigonometric functions and manipulate their graphs.
- B. Solve trigonometric equations and applications.

The faculty used the outcomes from textbook and their professional judgement in deciding SLOs and specific problems to be placed on the assessment. As 2013-14 was the first year to measure outcomes, a preliminary benchmark of 70%, which is the lowest average grade that transfers to other institutions, was established while data is being gathered.

-  [MATH 1022 SYLLABUS AUG 2014](#)

Assessment/Evaluation Results (Progress Report)

Students enrolled in six sections MATH 1022 during AY 14-15 were directly assessed via a [multiple choice final exam](#) (note the incorrect year on the exam copy) (see Table 1). Both LSU Eunice and Dual Credit students exceeded the preliminary benchmark of 70% by achieving a 75% and 74% respectively. Outcome A was met as well; however, Outcome B was slightly below the preliminary benchmark of 70%. The [item analysis](#) for the entire population indicated that question number 30 was only answered correctly 27% of the time and probably should have been eliminated from grading. Doing so increases the overall to 74%, LSUE to 75%, and Dual Credit to 73%.

Table 1. MATH 1022 SLO Results for AY 14-15 in percentages.

AY 14-15 MATH 1022 SLO Description	Overall	LSUE	LSUA	Dual Credit	Online	Accelerated
Overall	75	75		74		
A. Evaluate trig functions and manipulate their graphs	79	80	none	78	none	none
B. Solve trig equations and applications	69	69		68		
total number of sections	6	3	0	3	0	0
Total number of students tested	134	66	0	68	0	0

Given that the overall results = 75% which exceeds the preliminary benchmark = 70%, Objective 2.3 is met subject to examining question number 30.

-  [1022 Final Exam FA14-SP15](#)
-  [AY 14-15 M 1022 item analysis](#)

Improvement Plan/ Changes Made

Examine question number 30 to determine why it only has a 27% success rate.



2.3a Mathematics: Competency in Mathematics - Precalculus (MATH 1023)

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Science & Mathematics

Participants: Division Head - Sciences (Hamlin, John)

General Education Objective: Computational and Scientific Reasoning

Objective With Intended Outcomes

Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics.

Assessment/Evaluation/Measures/Strategies

The objective will be directly assessed from a standardized multiple choice assessment containing student learning outcomes for all students who take the MATH 1023 final exam at **all sites and all delivery methods**.

The 2014-2015 [syllabus for MATH 1023](#) contains the following student learning outcomes. The student, upon successful completion of this course will:

- A. Solve equations algebraically and graphically.
- B. Solve inequalities algebraically and graphically.
- C. Evaluate and interpret function values.
- D. Graph algebraic functions.
- E. Evaluate trigonometric functions and manipulate their graphs.
- F. Solve trigonometric equations and applications.

The faculty used the outcomes from textbook and their professional judgement in deciding SLOs and specific problems to be placed on the SLO assessment.

As 2014-15 was the first year to measure outcomes, a preliminary benchmark of 70%, which is the lowest average grade that will transfer to other institutions.

-  [MATH 1023 SYLLABUS MAY 2013](#)

Assessment/Evaluation Results (Progress Report)

This objective did not exist in the 2013-2014 planning year.

During AY 2014-2015, there was one section of MATH 1023 offered in fall 2014 with 9 student enrolled. There were **no sections of MATH 1023 offered at LSU, through dual credit, online, or accelerated**. Student learning outcomes for the nine students were directly assessed via the multiple choice final exam (see Table 1). Overall, the nine students met the preliminary benchmark of 70%. With Outcome A at 64%, B at 93%, C at 84%, D at 69% and E at 65%. Note that the faculty combined outcomes A and B on the syllabus into outcome A in Table 1.

Table 1. MATH 1023 SLO results for fall 2014 in percentages.

Fall 2014 MATH 1023 SLO Description	Overall	LSUE
Overall	70	70
A. Solve equations/inequalities algebraically or graphically	64	64
B. Evaluate and interpret function values.	93	93
C. Graph algebraic functions	84	84
D. Evaluate trig functions and manipulate graphs	69	69
E. Solve trig equations and applications	64	64
total number of sections	1	1
Total number of students tested	9	9

The [fall item analysis](#) indicated several issues with questions leading to less than 50% of the students answering them correctly. For example:

Outcome A questions 14 and 31 had a 33% success rate.

Outcome A question 32 had a 44% success rate.

Outcome D question 47 had a 44% success rate.

Outcome E questions 34, 37, and 49 all had a 44% success rate.

Keeping in mind that there were only nine students, these questions should be examined to determine why students had such a low success rate on them.

Given that the overall score = 70% = the preliminary benchmark of 70%, Objective 2.3a is met subject to examining questions on the SLO assessment with a success rate of less than 50%.

-  [M 1023 Item Analysis](#)

Improvement Plan/ Changes Made

No changes planned given the low n of 9. Examine questions with less than a 50% success rate to determine why students had issues with them.

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Science & Mathematics

Participants: Division Head - Sciences (Hamlin, John)

General Education Objective: Computational and Scientific Reasoning

Objective With Intended Outcomes

Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics.

Assessment/Evaluation/Measures/Strategies

The objective will be directly assessed from a standardized multiple choice assessment containing student learning outcomes for all students who take the MATH 1431 final exam at **all sites and all delivery methods**.

The 2014-2015 [syllabus for MATH 1431](#) contains the following student learning outcomes. The student, upon successful completion of this course will:

- A. Evaluate and simplify elementary limits and apply the intuitive concept of continuity.
- B. Apply various techniques of differentiation and integration on elementary exponential, logarithmic and rational functions.
- C. Solve applied business optimization problems.

The faculty used the outcomes from textbook and their professional judgement in deciding SLOs and specific problems to be placed on the SLO assessment.

As AY 2014-15 was the first year to measure outcomes in MATH 1431, a preliminary benchmark of 70%, which is the lowest average grade that will transfer to other institution, was used.

-  [MATH 1431 SYLLABUS](#)

Assessment/Evaluation Results (Progress Report)

This objective did not exist during the 2013-2014 planning year.

During AY 2014-2015, there were two sections of MATH 1431 offered with both of them being face-to-face traditional courses offered at LSU Eunice accounting for 36 students. There were no dual credit, LSU Alexandria, online, or accelerated sections offered during AY 14-15 (see Table 1).

All students taking the final exam were directly assessed for student learning using the multiple choice final exam. Overall, students met the preliminary benchmark of 70% (see Table 1). Students also met Outcomes A, B, and C scoring a 77%, 71%, and 74% respectively.

Table 1. MATH 1431 SLOs results for AY 14-15 in percentages.

AY 14-15 MATH 1431 SLO Description	Overall	LSUE
Overall	73	73
A. A. Evaluate and simplify limits and apply the intuitive concept of continuity.	77	77
B. B. Apply various techniques of differentiation and integration on elementary, exponential, logarithmic and rational functions.	71	71
C. Solve applied business optimization problems.	74	74
total number of sections	2	2
Total number of students tested	36	36

An [item analysis is provided for the spring 2015](#) section. The fall 2014 section was used to standardize and pilot test the exam format.

Given that the overall score of 73% > the preliminary benchmark of 70% on the direct assessment, Objective 2.3b is met.

-  [MATH 1431 SLO Item Analysis Report Spring 15 only](#)

Improvement Plan/ Changes Made

No changes planned, continue to benchmark.

End: 10/31/2015

Progress: Completed

Provided By: Liberal Arts

Participants: Division Head, Liberal Arts (Esters, Randall)

General Education Objective: Artistic, Cultural, and Historical Understanding

Objective With Intended Outcomes

Students will successfully complete their general education coursework developing competencies in cultural understanding through the use of psychology. This objective will be assessed using the student learning outcomes (SLOs) from Introduction to Psychology (PSYC 2000), Developmental Psychology of the Life Span (PSYC 2070), and/or Educational Psychology (PSYC 2060).

The SLOs for Introduction to Psychology PSYC 2000 are:

Upon the conclusion of this course, students will demonstrate knowledge of

1. major theoretical perspectives in psychology
2. major fields of study in psychology
3. the major goals of the study of psychology

The SLOs for Developmental Psychology of the Life Span PSYC 2070 are:

Upon the conclusion of this course, students will demonstrate knowledge of

1. major theoretical perspective in developmental psychology
2. critical concepts in developmental psychology
3. the relative contributions of heredity and environment to critical phenomena in developmental psychology

The SLOs for Educational Psychology PSYC 2060 are:

Upon the conclusion of this course, students will demonstrate knowledge of

1. Major theoretical perspectives in educational psychology
2. How various psychological factors impact the educational process
3. Critical concepts in educational psychology

Assessment/Evaluation/Measures/Strategies

The PSYC 2000 (Introduction to Psychology), PSYC 2060 (Educational Psychology), and PSYC 2070 (Developmental Psychology of the Life Span) were selected as the primary assessment tools since 22 (81%)

out of the 27 Psychology courses offered in AY 14-15 were PSYC 2000, PSYC 2060 or PSYC 2070.

Students will be directly assessed through internally developed SLO questions embedded throughout specific topic exams based on the objectives of the course as developed by the faculty members. Note that one faculty member gives paper and pencil exams while the other gives electronic exams that randomly generate the SLO questions allowing students two attempts at the assessment. Preliminary benchmarking will take place during the 2013-2014 academic year; however, the benchmark established will likely follow the lowest acceptable grade to transfer the course(s) to a four-year institution - 70%.

The [PSYC 2000 syllabus](#) is included for documentation.

The [PSYC 2060 syllabus](#) is included for documentation.

The [PSYC 2070 syllabus](#) is included for documentation.

During AY 13-14, **LSUE sections of PSYC 2000/2070 were assessed only**. AY 14-15 extends the assessment to **online sections of PSYC 2000/2070 and PSYC 2060**. **LSUA sections will be assessed in 15-16**.

Preliminary benchmarks based on the data for last year for PSYC 2000/2070 will be set at 70% which is the lowest permissible grade to transfer the course to another institution.

PSYC 2060 was not assessed in 13-14. As a result, it will have no benchmark for AY 14-15.

-  [Gen Ed Syllabus from PSYC2000 fa14](#)
-  [Gen Ed Syllabus from PSYC2060 fa14](#)
-  [Gen Ed Syllabus from PSYC2070 fa14](#)

Assessment/Evaluation Results (Progress Report)

As mentioned above, 22 (81.4%) of the psychology sections offered were either PSYC 2000/2060/2070. In total, these three courses enrolled 796 (93%) of the students in psychology courses during AY 2014-2015.

First, PSYC 2000 enrolled a total of 363 students on the last day of classes during fall 2014 and spring 2015 with a total of 11 sections offered. A total of 299 (82%) of the 363 students were directly assessed by embedding SLO questions on the final exam (see Table 1). The remaining students either did not take the final exam or were enrolled in the LSUA section that was not assessed.

Table 1. SLO Results for PSYC 2000 for AY 2014-2015 as percentages.

PSYC 2000 SLO Description	Overall	LSUE	Dual Credit	LSUA	Online
Overall	82	82			83
1. Major theoretical perspectives in psychology	84	83			88
2. Knowledge of major fields of study in psychology	83	84	none	not assessed	80
3. Major goals of the study of psychology	79	78			81
Total number of students tested	299	212			87
Total number of sections	11	6		2	3

Overall, students, both in [face-to-face](#) sections at LSUE and [online](#) scored similarly. Since the observed measure of 82% > the benchmark of 70%, this section of the objective is met. PSYC 2000 reporting forms, one from [fall 2014](#) and one from [spring 2015](#) are attached.

Next, PSYC 2060 students were directly assessed with a total of 59 students in two sections - one in fall 2014 and one in spring 2015. Both sections were offered in the traditional [face-to-face](#) setting. A total of 56 (95%) of the students were assessed using embedded SLO questions in the final exam (see Table 2). The results for PSYC 2060 indicated that the students scored an overall 63% with a 66% on both outcomes one and two and a 62% on outcome three. As this is the first year that PSYC 2060 was assessed, no specific conclusions are drawn and there is no benchmark to compare to. PSYC 2060 reporting forms, one from [fall 2014](#) and one from [spring 2015](#), are attached.

Table 2. SLO results for PSYC 2060 AY 2014-2015 as percentages.

PSYC 2060 SLO Description	Overall	LSUE	Dual Credit	LSUA	Online
Overall	63	63			
1. Major theoretical perspectives in educational psychology	66	66	none	none	none
2. Knowledge of various psychological factors affecting the educational process	66	66			
3. Critical concepts in educational psychology	62	62			
Total number of students tested	56	56			
Total number of sections	2	2			

Finally, PSYC 2070 students were directly assessed since it had a total of 374 students enrolled in four fall 2014 and five spring 2015 sections. A total of 307 (82%) of the 374 students were assessed using embedded questions on the final exam (see Table 3). The remaining students either withdrew or were in the LSUA section that was not assessed in AY 2014-2015.

Table 3. SLO Results for PSYC 2070 in AY 14-15 as percentages.

PSYC 2070 SLO Description	Overall	LSUE	Dual Credit	LSUA	Online
Overall	89	89			88
1. major theoretical perspective in developmental psychology	90	91			87
2. critical concepts in developmental psychology	87	86			89
3. the relative contributions of heredity and environment to critical phenomena in developmental psychology	89	89	None	Not Assessed	89
Total number of students tested	307	217		0	90
Total number of sections	9	6		1	2

For PSYC 2070, students scored an 89 overall with both the traditional **face-to-face** students at LSUE and the **online students** scoring similarly for the three individual outcomes. Since the observed 89% > the benchmark of 70%, this part of the objective is met. PSYC 2070 reporting forms, one from [fall 2014](#) and one form [spring 2015](#), are attached.

Overall, since the observed scores in PSYC 2000/2070 > the benchmark of 70% and since PSYC 2060 has not yet been benchmarked, Objective 5.6 is met.

-  [PSYC 2000 Reporting Form Outcomes fa14](#)
-  [PSYC 2000 Reporting Form Outcomes SP15](#)
-  [PSYC 2060 Reporting Form Outcomes FA14](#)

-  [PSYC 2060 Reporting Form Outcomes SP15](#)
-  [PSYC 2070 Reporting Form Outcomes FA14](#)
-  [PSYC 2070 Reporting Form Outcomes sp15](#)

Improvement Plan/ Changes Made

To improve, the following will be done. First, LSUA will be included in all assessments during AY 2015-2016. Second PSYC 2060 will undergo some additional instruction time on the SLOs and the instructor will rework the assessment method by taking a look at each question.

No further changes are planned for PSYC 2000 or PSCY 2070.



Computational - Dev Ed (2.2): General Education Math after Developmental Education Math (MATH 1021 after MATH 0002)

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Developmental Education

Participants: Developmental Education Director (Fowler, Paul), Division Head - Sciences (Hamlin, John)

General Education Objective: Computational and Scientific Reasoning

Objective With Intended Outcomes

Developmental students, Pathways and Non Pathways, will successfully complete their first general education courses at rates that approximate national averages for general education mathematics course (MATH 1015 or MATH 1021) after the successful completion of MATH 0002.

Assessment/Evaluation/Measures/Strategies

Direct Assessment

The direct assessment of student learning will take place using ACT's Collegiate Assessment of Academic Proficiency (CAAP) Mathematics Skills Test given in MATH 1015 and MATH 1021 after taking MATH 0002 (the developmental education mathematics course). The CAAP is given to all students enrolled in face to face sections of MATH 1015 and MATH 1021. ACT offers CAAP in pencil and paper format only.

The CAAP Linkage is obtained each summer for students who took the CAAP during the previous academic year. For example, the current summer 2015 report will be obtained at the end of August for students who took the mathematics section of the CAAP during the fall 2014 and spring 2015 semesters. The rationale for using the CAAP Linkage Report is that compares LSU Eunice students to all two-year students who took the assessment in the previous three years. The benchmark is to meet or exceed the national number of 56.7.

The CAAP Content Analysis Report permits the comparison of LSU Eunice students to the normative group; however, the comparison for mathematics is based on six elements of a student's mathematics ability. The various elements are Pre-algebra, elementary algebra, intermediate algebra, coordinate geometry, college algebra, and trigonometry. Each of these elements are scored against the normative group and averaged so that a "0" is considered as equal to the normative group's performance. Negative numbers mean that LSU Eunice students found the questions more difficult than the normative group and positive numbers mean that LSU Eunice students found the questions easier. The benchmark for the CAAP Content Analysis Report is to score a 0 or higher in each category for the lower 25% of the student body (typically developmental students). Note that the report says that differences in scores from 0 to -5 are considered negligible. For the purpose of this objective, a score of -5 or higher in four of the six categories will constitute success.

Indirect Assessment

The indirect assessment of student learning is calculated by generating the success rate in the first general education mathematics course (MATH 1015/1021) after completing the developmental education mathematics course (MATH 0002) using a report provided by Institutional Research. This is a new report from 2013 that tabulates various metrics tracking students from MATH 0001 through college-level mathematics **regardless whether a student took the course face-to-face or online**. The report prompts for the academic year. As a result, it is possible that some students have not completed their mathematics sequence at the time the report is run. This may cause some statistical difference between the current report and the report that was used in the past. In addition, more accurate report data is up to two years behind since students repeat the classes (in some cases more than once). Regardless, the success rate is calculated "on the basis of those who completed the highest level of developmental course with a C or better, enrolled in the college-level course in that subject, and passed the college-level course with a C or better" (Gerlaugh, Thompson, Boylan, & Davis, 2007). This is consistent with the methodology used by the National Center for Developmental Education. The average used as a benchmark is 58%.

Assessment/Evaluation Results (Progress Report)

Objective 2.2 was met in AY 2013-2014.

External Direct Assessment

For AY 2014-2015, the [CAAP Mathematics Linkage Report](#) was completed for 332 matched students. The LSU Eunice students scored an average of 57.1 which exceeds the two-year institution normed average of 56.7 (see [Table 1](#)). [Table 1](#) also shows the longitudinal scores since 2010-2011.

Table 1. CAAP Mathematics Linkage Longitudinal Results

Table 1. CAAP Linkage Longitudinal Results						
Statistic	10-11	11-12	12-13	13-14	14-15	Mean
National mean	56.8	56.8	56.7	56.7	56.7	56.7
LSU Eunice's mean	57.3	57.2	57.1	56.9	57.1	57.1
n	425	455	462	316	332	398.0

Next, The [CAAP Mathematics Content Area Report](#) was completed for 401 students during AY 2014-2015. [Table 2](#) shows that all six of the content categories were ≥ -5 for the bottom 25% of LSU Eunice students which would typically be Pathways to Success students.

Table 2. CAAP Mathematics Skills Comparison Highlights in Percentages for the Bottom 25% Taken from Table M-1.

Table 2. Mathematics Skills Comparison Highlights in Percents for the bottom 25% taken from Table M-1.						
Content Category	10-11	11-12	12-13	13-14	14-15	Mean
Prealgebra	-4	-11	7	11	2	1.0
Elementary Algebra	3	14	11	20	-1	9.4
Intermediate Algebra	5	-5	30	9	-1	7.6
Coordinate Geometry	12	16	-3	-6	10	5.8
College Algebra	1	3	-4	0	2	0.4
Trigonometry	3	0	-2	-4	-3	-1.2
n	476	498	535	404	401	462.8

Internal Indirect Assessment

Through the use of Institutional Research Reports, the number of students completing MATH 0002 (the last developmental course) and then registering for and completing the first general education course (either MATH 1015 or MATH 1021) was examined. As [Table 3](#) indicates, Pathways students scored a 50% while non-Pathways students scored a 71% for the 2013-2014 academic year. Overall, both groups scored a 62% indicating that 62%, on average, successfully completed college level mathematics after completing developmental mathematics. A total of 334 students out of 538 students successfully completed MATH 1015 or MATH 1021 after completing MATH 0002; a total of 84 students withdrew from general education mathematics. Subtracting 84 from the 538 yields 454 students total or 73.5% successful completion rate which exceeds the NCDE rate of 58%. Since the observed indirect rate of 73.5% > the NCDE rate of 58%, this portion of the objective is met. Note that the non-Pathways group met the benchmark with the raw success rate, but the Pathways rate did not (see [Table 3](#)). For Pathways, 110 out of 222 were successful yielding the 50%. Subtracting the 40 Pathways withdraws from the 222 yields an n of 182. As a result, 110 out of 182 is 60.4% which is just above the NCDE rate.

Given that the observed LSU Eunice Linkage rate of 57.1 > the normed group rate of 56.7;
Given that the bottom 25% observed score > -5 on all content categories; and
Given that the observed indirect rate of 73.5% > the NCDE's rate of 58% on the first general education course,

Table 3. Percentages of Students Registering and Completing GE Mathematics.

Year	Pathways	Non-Pathways	Success Rate
2003	n/a	69.9	69.9
2004	59.6	65.2	64.2
2005	62.6	69.8	67.4
2006	55.2	67.7	63
2007	57.7	68.8	65.1
2008	63.8	67.1	65.9
2009	55.3	70.7	66.2
2010	66	70.5	69.2
2011	51.3	69.9	63.5
2012	48.9	61.7	57.2
2013	49.5	70.9	62.1
Mean	56.99	68.38	64.88
s.d.	6.02	2.83	3.54

Objective 2.2 is met.

- [DE LSUE AY 14-15 CAAP Mathematics Content Analysis](#)
- [LSUE AY 14-15 ACT to CAAP Mathematics Linkage Report](#)
- [Table 1 and Table 2 DE CAAP Mathematics](#)
- [Table 3 GE Math after Completion of DE](#)

Improvement Plan/ Changes Made

Monitor data to try to obtain the raw success rate for Pathways above the NCDE's rate of 58%. It is hoped that the modular math program will help with this. Beyond that, no changes planned.

Critical Thinking

Critical Thinking

General Education Description

Effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines.

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Providing Department: Academic Affairs

Responsible Roles:

Related Items



1.5 DMS - Critical Thinking: Critical Thinking and Application

Start: 11/1/2014

End: 10/31/2015

Progress: Delayed

Provided By: Diagnostic Medical Sonography

Participants: Division Head, HSBT (McDonald, Dottie)

General Education Objective: Critical Thinking

Objective With Intended Outcomes

In a clinical setting (DMS 1093) students will be able to:

1. Verify that they have the correct patient
2. Verify if patient was properly prepared for the exam
3. Identify and report, when appropriate, if there are contraindications for performing the procedure
4. Provide safe storage for patient's personal belongings
5. Provide appropriate assistance to table, based on patient's condition
6. Maintain patient's dignity and modesty
7. Talk to patient in a concerned, professional manner
8. Apply standard universal precautions
9. Provide proper instructions for moving and breathing
10. Observe patient's condition at regular intervals
11. Ensure the patient's comfort and physical safety
12. Choosing correct transducer
13. Correctly label and identify anatomical parts on the image.
14. Adjusting technical factors that affect image quality in real time (focal zone(s), depth, TGC-time gain compensation)

15. Evaluate quality of images.
16. Identify what may need improvement and execute such changes to produce more optimal images in the future.
17. Identify the correct patient and obtain an accurate history.
18. Evaluate the requisition and verify the physician's order for correctness in reference to the requested area of interest.
19. Help to position the patient.
20. Make necessary adjustments to gain, focal zones, etc. to obtain images that best depict the anatomical part.
21. Upon completion of image acquisition, review with the supervising Sonographer for approval.
22. Turn in the completed exam with necessary reports filled out to the physician/radiologist for reading.

Additional information on critical thinking is [here](#).

Assessment/Evaluation/Measures/Strategies

Program director resigned and **did not provide current data**.

-  DMS Clinical Competency
 -  [CLINICAL COMP](#)
 -  [CRITERIA FOR COMP GRADING](#)

Assessment/Evaluation Results (Progress Report)

Program Director resigned and the program will be going to inactive status.

Improvement Plan/ Changes Made

2.5 Nursing - Critical Thinking: Nursing Critical Thinking

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Nursing

Participants: Division Head, HSBT (McDonald, Dottie)

General Education Objective: Critical Thinking

Objective With Intended Outcomes

Students will apply the nursing process to individuals in a safe, prioritized, timely and organized manner.

Assessment/Evaluation/Measures/Strategies

NURS 1135: **Clinical component**: Weekly and final clinical evaluation based on direct observation of student performance. Students must demonstrate proficiency in all required clinical behaviors as written on the weekly and final clinical evaluation forms to successfully progress in the program. Students must score 100% in the clinical courses to demonstrate proficiency. Historically it was determined by the Program Director and faculty that students must score 100% in the clinical courses to ensure proficiency and safety while performing patient care. Please review: [NURS 1135 syllabus](#), [NURS 1135 weekly evaluation](#); [NURS 1135 Final evaluation](#).

NURS 2535: **Clinical component**: Weekly and final clinical evaluation based on direct observation of student performance. Students must demonstrate proficiency in all required clinical behaviors as written on the weekly and final clinical evaluation forms to successfully progress in the program. Students must score 100% in the clinical courses to demonstrate proficiency. Historically it was determined by the Program Director and faculty that students must score 100% in the clinical courses to ensure proficiency and safety while performing patient care. Please review: [NURS 2535 syllabus](#), [NURS 2535 weekly evaluation](#); [NURS 2535 Final evaluation](#)

-  [1135 syllabus](#)
-  [2535 syllabus](#)
-  [NURS1135 Final eval](#)
-  [NURS1135 weekly eval](#)
-  [NURS2535 Final eval](#)
-  [NURS2535 weekly eval](#)

Assessment/Evaluation Results (Progress Report)

Objective met in 2013 - 2014

For AY 2014-2015, NURS 1135 - 91% of first year nursing students demonstrated proficiency in critical thinking skills in the clinical setting. **Objective met.** [Fall 2014 Weekly eval completed](#); [Fall 2014 Nurs1135 Final Eval completed](#)

Objective met in 2013 - 2014

For AY 2014-2015, NURS 2535 - 100% of second year nursing students demonstrated proficiency in critical thinking skills in the clinical setting. **Objective met.** [Spring 2015 Weekly Eval completed](#); [Spring 2015 Final eval completed](#)

-  [Fall 2014 Nurs1135 Final Eval completed](#)
-  [Fall 2014 Weekly eval completed](#)
-  [Spring 2015 Final eval completed](#)
-  [Spring 2015 Weekly Eval completed](#)

Improvement Plan/ Changes Made

NURS 1135 - Monitor and evaluate students closely to ensure proficiency in critical thinking skills. Remediate individual students as needed to enhance critical thinking skills.

NURS 2535 - Monitor students closely in the clinical setting and remediate as needed to ensure proficiency in critical thinking skills.

3.5 Radiologic Technology - Critical Thinking: Critical Thinking

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Radiologic Technology

Participants: Division Head, HSBT (McDonald, Dottie)

General Education Objective: Critical Thinking

Objective With Intended Outcomes

The students will demonstrate critical thinking skills.

Assessment/Evaluation/Measures/Strategies

RADT 1092 (fall; first-year clinical course) – Competency evaluation form- critical thinking skills. Minimum of 85% on 4 competencies. Evaluated through direct observation. [RADT 1092 Course Syllabus](#) and [Clinical Evaluation Form](#) are provided for documentation.

RADT 1093 (spring; first-year clinical course) – Competency evaluation form- critical thinking skills. Minimum of 85% on 4 competencies. Evaluated through direct observation. [RADT 1093 Course Syllabus](#) and [Clinical Evaluation Form](#) are provided for documentation.

-  [RADT 1092 Clinical Evaluation Form](#)
-  [RADT 1092 Course Syllabus FA 2014](#)
-  [RADT 1093 Clinical Evaluation Form](#)
-  [RADT 1093 Course Syllabus SP 2015](#)

Assessment/Evaluation Results (Progress Report)

This objective was met in the 2013-2014 planning year for all sections.

RADT 1092 (fall semester) Section 91: Eighty percent (8 of 10) of the students scored a minimum of 85% on the items designated to critical thinking and problem solving skills. **Objective not met.** ([RADT 1092 Clinical Evaluation Form Sample FA 2014](#))

RADT 1092 (fall clinical) Section 92: One hundred percent (10 of 10) of the students scored at least 85% on the items designated to critical thinking and problem solving skills. **Objective was met.** ([RADT 1092 Clinical Evaluation Form Sample FA 2014](#))

RADT 1093 (spring clinical) Section 91: One hundred percent (9 of 9) of the students scored at least 85% on the items designated to critical thinking and problem solving skills. **Objective was met.** ([RADT 1093 Clinical Evaluation Form Sample SP 2015](#))

RADT 1093 (spring clinical) Section 92: One hundred percent (10 of 10) of the students scored at least 85% on the items designated to critical thinking and problem solving skills. **Objective was met.** ([RADT 1093 Clinical Evaluation Form Sample SP 2015](#))

Overall, Objective tentatively met.

-  [RADT 1092 Clinical Evaluation Sample FA 2014](#)

-  [RADT 1093 Clinical Evaluation Sample SP 2015](#)

Improvement Plan/ Changes Made

RADT 1092 (fall clinical) Section 91: Class very weak in regards to critical thinking. The students did not perform as well in comparison to last year in this course section. One student in particular was unable to transfer knowledge or perform adequately. This same student did not continue in the program due to not passing another course. Will provide remedial-based instruction with the students regarding clinical thinking to show improvement in problem solving skills in situations that are deviated from the norm.

RADT 1092 (fall clinical) Section 92: Improvement was seen in comparison to last year in this course section. Will continue to provide activities for students to practice critical thinking and problem solving skills. Will discuss with faculty members and solicit input as needed. Overall good critical thinking on competency evaluations.

RADT 1093 (spring clinical) Section 91: Will continue to provide activities for students to practice critical thinking and problem solving skills. Will discuss with faculty members and solicit input as needed. Improvement seen from the fall semester on competency evaluations. Maintained consistency in performance since last year in the same course section.

RADT 1093 (spring clinical) Section 92: Will continue to provide activities for students to practice critical thinking and problem solving skills. Will discuss with faculty members and solicit input as needed. Maintained consistency in performance since last year in the same course section.

4.5 Respiratory Care - Critical Thinking

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Respiratory Care

Participants: Division Head, HSBT (McDonald, Dottie)

General Education Objective: Critical Thinking

Objective With Intended Outcomes

RC 2016 - Students will be able to describe and perform the principles/techniques involved in critical care monitoring devices; and analyze, interpret, and apply patient data in selected patient care settings as an entry-level therapist. [RC 2016 syllabus spring 2015](#)

-  [RC 2016 syllabus spring 2015](#)

Assessment/Evaluation/Measures/Strategies

RC 2016 - Student is assessed on successful completion of selected clinical practicums through evaluations and observations. Student will be required to pass each portion of the laboratory/ clinical proficiency with a minimum score of 3 on a Likert scale of 1 to 4. [RC 2016 Laboratory/ Clinical Competency check-off template](#)

-  [RC 2016 Laboratory/ Clinical Competency check-off template](#)

Assessment/Evaluation Results (Progress Report)

This objective was met for the 2013 - 2014 Academic Year.

All students (10 of 10) performed a pulmonary function interpretation successfully with a rating of 3 or greater on a Likert-scale of 1-4. This check-off procedure required the student to present patient data, identify /determine lung volumes and capacities from submitted tracings and adequately describe the variety of measurements acquired from this diagnostic test. The student is also graded on their ability to properly coach the patient through the simulated maneuvers for simple spirometry and relate the theory to clinical practice. Objective met. [RC 2016 Laboratory/ Clinical Competency check-off completed spring 2015](#)

-  [RC 2016 Laboratory/ Clinical Competency check-off completed spring 2015](#)

Improvement Plan/ Changes Made

The program faculty will continue to assess student's performance and make adjustments when improvement is needed in order to provide safe practice for a positive patient outcome.

5.4 Fire and Emergency Services - Critical Thinking

Start: 11/1/2014

End: 10/31/2015

Progress: **Delayed**

Provided By: Fire and Emergency Services

Participants: Division Head, HSBT (McDonald, Dottie)

General Education Objective: Critical Thinking

Objective With Intended Outcomes

Upon successfully completion of the curriculum the students will be able to demonstrate appropriate critical thinking skills and application of principles in the field of Fire and Emergency Services.

Assessment/Evaluation/Measures/Strategies

Assessment/Evaluation Results (Progress Report)

Fire and Emergency Services Coordinator resigned. **No data reported.**

Improvement Plan/ Changes Made



5.5: GE-Critical Thinking

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Liberal Arts

Participants: Division Head, Liberal Arts (Esters, Randall)

General Education Objective: Critical Thinking

Objective With Intended Outcomes

Students will successfully complete their general education coursework developing competencies in critical thinking.

Assessment/Evaluation/Measures/Strategies

Direct Assessment

Students will be asked to take the ACT's Collegiate Assessment of Academic Proficiency (CAAP) Critical Thinking Skills Test upon applying for graduation.

The CAAP Content Analysis Report permits the comparison of LSU Eunice students to a normative group of all two-year institutions using the CAAP Critical Thinking Test. The rationale for using the assessment is due to the fact that it is a direct external measure of critical thinking normed against all two-year students across the nation using a three year average.

The comparison is based on three elements of a student's thinking. The three elements are analysis of arguments, evaluation of arguments, and extension of arguments. Each of these elements are scored against the normative group and averaged so that a "0" is considered as equal to the normative group's performance. Negative numbers mean that LSU Eunice students found the questions more difficult than the normative group and positive numbers mean that LSU Eunice students found the questions easier.

The benchmark for the CAAP Content Analysis Report is to score a 0 or higher in each category of the student body. Note that the report says that differences in scores from 0 to -5 are considered negligible. For the purpose of this objective, a score of -5 or higher in two of the three categories overall will constitute success.

Additionally, the CAAP Content Analysis Report breaks out the nationally averages for each of the various elements of the normative group's thinking ability. For the current report, the CAAP Content Analysis Report noted the following national averages

- Analysis of Arguments 59%
- Evaluation of Arguments 49%
- Extension of Arguments 52%

Success will be considered as negligible differences between LSUE students and the nationally normed group in two of the three categories.

Assessment/Evaluation Results (Progress Report)

The CAAP Critical Thinking Assessment is given each year to graduating students. For the AY 2013-2014 planning cycle, Objective 5.5 was met.

For the AY 2014-2015 planning cycle, the CAAP Critical Thinking (CT) Assessment was given to 127 graduating students ([See CT Summary](#)). LSU Eunice Students met or exceeded the nationally normed group in each case as shown in Table C-1 of the CT Summary. Many students scored substantially above the national norm in both Evaluation and Extension of Arguments.

In addition, LSU Eunice students scored the following in each sub area of the CT Assessment ([see the CT Summary](#)):

Analysis of Arguments - observed score 61 > nationally normed 59%
 Evaluation of Arguments - observed score 59 > nationally normed 49%
 Extension of Arguments - observed score 61% > nationally normed 52%
 As a result, Objective 5.5 is met.

-  [LSUE AY 14-15 CAAP Critical Thinking Content Analysis](#)

Improvement Plan/ Changes Made

No changes planned.



6.2 CIT - Critical Thinking: Critical Thinking

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Computer Information Technology

Participants: Division Head, HSBT (McDonald, Dottie)

General Education Objective: Critical Thinking

Objective With Intended Outcomes

Upon completion of the curriculum, students will demonstrate critical thinking skills to be able to perform system analysis and programming.

Assessment/Evaluation/Measures/Strategies

Benchmark is set at 70%. Historically it was determined by the Division Head and faculty that a 10 point scale would be used in all computer information technology courses and their related courses.

CSC 1011 (**face-to-face** Spring 2015) Proficiency is determined by performance on mid-term exam and a comprehensive final exam. Other factors that may be used in determining grades are homework, quizzes, recitation, individual and group projects, and attendance. Quizzes will be given weekly and a multiple choice comprehensive departmental final exam. [CSC1011 Fall 2014 syllabus](#)

CSC 1015 (**face-to-face** Spring 2015) - Proficiency is determined by performance on mid-term exam and a comprehensive final exam. Other factors that may be used in determining grades are homework, quizzes, recitation, individual and group projects, and attendance. Quizzes will be given weekly and a multiple choice comprehensive departmental final exam. [csc 1015 syllabus](#)

-  [csc 1015 syllabus](#)
-  [CSC1011 Fall 2014 syllabus](#)

Assessment/Evaluation Results (Progress Report)

For AY 2013, 2014, Computer Information Technology hired a new program Coordinator/Instructor for the fall 2013 semester. No data was collected.

For AY 2014-2015:

CSC 1011 - 80% of the Students demonstrated critical thinking skills and the ability to apply course principles. Objective met.

CSC 1015 - 88% of the Students demonstrated critical thinking skills and the ability to apply course principles. Objective met.

The instructor resigned to take another position out of state. He did not provide verification of his data.

Improvement Plan/ Changes Made

CSC 1011 - Remediate as needed with a new coordinator being hired in fall 2015.

CSC 1015 - Remediate as needed with a new coordinator being hired in fall 2015.



7.3 MGMT - Critical Thinking: Critical Thinking Related to MGMT

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Management

Participants: Division Head, HSBT (McDonald, Dottie)

General Education Objective: Critical Thinking

Objective With Intended Outcomes

At the end of the curriculum, students will be able to link and synthesize information in order to solve problems and to support statements of beliefs and opinions.

Assessment/Evaluation/Measures/Strategies

Benchmark set at 70%. Historically it was determined by the Division Head and faculty that a 10 point scale would be used in all business and business related courses.

ACCT 2001- (face to face Spring 2015) Test questions specific to the accounting equation and to analysis of business transaction. [ACCT2001 syllabus SP15](#).

ACCT 2101 - (face to face Spring 2015) Pre and Post test. [ACCT2101 - syllabus SP15](#)

-  [ACCT2001 syllabus SP15](#)

-  [ACCT2101 - syllabus SP15](#)

Assessment/Evaluation Results (Progress Report)

Objective met for AY 2013 - 2014

Accounting 2001 - Spring 2015 - 90% of students demonstrated proficiency by scoring 70% or greater on test questions. **Objective Met.** [ACCT2001 PRE/POST test](#)

75% of students demonstrated proficiency by scoring 70% of the questions correctly. **Objective met.** [ACCT2001 PRE/POST test](#)

Accounting 2101 - Spring 2015 - Students will be able to explain the characteristics and purposes of cost accounting. Pretest results - Less than 70% of the students scored a 70% or higher. Post test results showed a mean score of 79%. **Objective met** [ACCT2101 PRE/POST test](#)

Students will be able to identify break-even point & target net income. Pretest results - Less than 70% of the students scored a 70% or higher. Post test result showed a mean score of 69%. **Objective not met.** [ACCT2101 PRE/POST test](#)

Students will know the essential features of cost-volume-profit (CVP) and be able to apply basic CVP concepts. Pretest results - Less than 70% of the students scored a 70% or higher. Post test results showed a mean score of 82%. **Objective met.** [ACCT2101 PRE/POST test](#)

No statistical data was provided by the instructor.

-  [ACCT2001 PRE/POST test](#)
-  [ACCT2101 PRE/POST test](#)

Improvement Plan/ Changes Made

Accounting 2001 - Although objectives were met, a continual effort will be made to enhance student success via instruction and review.

Accounting 2101-Students will be able to explain the characteristics and purposes of cost accounting. Although objective was met, a continual effort will be made to enhance student success via instruction and review.

Students will be able to identify break-even point & target net income. The test uses a lot of formulas, test questions need to be changed in order to better verify students knowledge base specific to this area. In addition, a continual effort will be made to encourage student participation and attendance, enhance student success via instruction and remediation.

Students will know the essential features of cost-volume-profit and be able to apply basic CVP concepts. Although objective was met, a continual effort will be made to enhance student success via instruction and review.

The instructor for the 2013 - 2014 academic year has resigned. A new instructor was hired in August 2015. The Division Head will meet with the new instructor to discuss outcomes and work a plan of action for the upcoming academic year.



8.2 OIS - Critical Thinking

Start: 11/1/2014

End: 10/31/2015

Progress: Canceled

Provided By: Computer Information Technology

Participants: Division Head, HSBT (McDonald, Dottie)

General Education Objective: Critical Thinking

Objective With Intended Outcomes

Upon completion of the curriculum, students will demonstrate critical thinking skills to be able to perform as an entry-level administrative assistant.

Assessment/Evaluation/Measures/Strategies

Assessment/Evaluation Results (Progress Report)

OIS program cancelled.

Improvement Plan/ Changes Made



Critical Thinking - Dev Ed (2.3): Social science from College Reading (UNIV 0008)

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Developmental Education

Participants: Developmental Education Director (Fowler, Paul), Division Head, Liberal Arts (Esters, Randall)

General Education Objective: Critical Thinking

Objective With Intended Outcomes

Developmental students, both Pathways and Non Pathways, will successfully complete their first general education social science courses after developmental reading at rates that approximate the averages established by the National Center for Developmental Education (NCDE).

Assessment/Evaluation/Measures/Strategies

Direct Assessment

The direct assessment of student learning will take place using ACT's Collegiate Assessment of Academic Proficiency (CAAP) Critical Thinking Skills Test given at the time of graduation. The CAAP Content Analysis Report permits the comparison of LSU Eunice students to a normative group of two-year colleges across the nation giving the critical thinking assessment. The comparison is based on three elements of a student's critical thinking ability - analysis of elements of arguments, evaluation of arguments, and extensions of arguments. Each of these elements are scored against the normative group and averaged so that a "0" is considered as equal to the normative group's performance. Negative numbers mean that LSU Eunice students found the questions more difficult than the normative group and positive numbers mean that LSU Eunice students found the questions easier. The benchmark for the CAAP Content Analysis Report is to score a 0 or higher in each category for the lower 25% of the student body (typically developmental students). Note that the report indicates that differences in scores from 0 to -5 are considered negligible. For the purpose of this objective, a score of -5 or higher in two out of three categories will constitute success.

Indirect Assessment

The indirect assessment of student learning is calculated by generating the success rate in the first **general education social science course whether it was taken face-to-face or online** as defined by the current LSU Eunice Catalog after completing the developmental education reading course (UNIV 0008). The success rate is calculated using the frequency of A, B, and C's, with repetition, divided by those who remained in the social science courses at the conclusion of the semester (the withdrawals removed). This is consistent with the methodology used by the National Center for Developmental Education (NCDE). The NCDE rate is 69% and will be used as the benchmark for the indirect assessment.

Assessment/Evaluation Results (Progress Report)

External Direct Assessment

The [CAAP Critical Thinking data](#) for AY 2014-2015 indicated that LSU Eunice students did well. Table 1 presents the data for 127 students showing that LSU Eunice exceeded the national averages for all three areas.

Table 1. Comparison of LSU Eunice Students to National Averages for CAAP Critical Thinking in Percentages.

Area	LSU Eunice %	Nationally Normed %	Difference
Analysis of Arguments	61	59	2
Evaluation of Arguments	59	49	10
Extension of Arguments	61	52	9

Next, Table 2 presents the data for the bottom 25%, middle 50%, and the top 25%. The data for the bottom 25% indicates that developmental students are negligibly above the normed group for analysis, substantially above the normed group for evaluation, and moderately above the normed group for extension of arguments.

Table 2. Critical Thinking Comparisons by Group AY 2014-2015 in Percentages.

Combined Critical Thinking Comparison Highlights			
	Local-Normative Group Differences in Percent Correct		
	Bottom 25%	Middle 50%	Top 25%
Analysis of Arguments	5%	4%	1%
Evaluation of Arguments	14%	11%	6%
Extension of Arguments	9%	14%	5%

As the bottom 25% is > -5% in all areas, this part of the objective is met.

Internal Indirect Assessment

Success in the first general education course after completing the developmental reading course was also examined. The success rate is calculated using the frequency of A, B, and C's divided by those who remained in the first general education social science course at the conclusion of the semester (the

withdrawals removed). This is consistent with the methodology used by the NCDE.

Institutional Research provides the data for 958 Pathways and 114 non Pathways students who have completed UNIV 0008 and the social science course at the time the report is run each spring. This is slightly different from English composition and mathematics. Data up to and including the current academic year can be examined as a result since many student begin taking their general education social science requirements immediately upon completing the developmental reading course. As a result, the report used for this data does not run two-years behind.

The raw success rates were as follows:

Pathways: 571 successful the first time they took the social science plus an additional 51 successful upon repeating (A, B, C only). There were 119 withdrawals. As a result, the raw success rate was $622/958 = 65\%$. The NCDE rate was $622/(958 - 119) = 74\%$ (see Table 3).

Non Pathways: 78 successful the first time they took the social science course plus an additional two upon repeating (A, B, C only). There were 12 withdrawals. As a result, the success rate was $80/114 = 70\%$. The NCDE rate was $80/(114 - 12) = 78\%$ (see Table 3).

The weighted average was 74% (see Table 3).

Table 3. Developmental Reading to Social Science Success Rates (in percentages) through last year named.

Year	Pathways	Non-Pathways	All Students
2007	63	See note	
2008	64	See note	
2009	68	See note	
2010	73	See note	
2011	73	80	73
2012	78	76	78
2013	76	76	76
2014	75	72	74
2015	74	78	74
Mean	71.6	76.4	75.0
s.d.	5.3	3.0	2.0

NOTE: fewer than 20 students were included.

Next, Table 4 provides additional information for Pathways students who scored an 81 or higher on the COMPASS reading test during UNIV 1005 to opt out of UNIV 0008 and go directly into a general education social science course. Nearly one-half (49%) were successful in the social science course. Given the low success rate, faculty increased the reading score to 83 on the COMPASS to test out effective June 1, 2015. Data will continue to be collected in order to determine if the COMPASS score should be adjusted at a later date.

[Data presented](#) at a faculty meeting.
[Email meeting minutes.](#)

Table 4. Results of Pathways students testing out of UNIV 0008 through spring 2015.

Description of Action	n	%
successfully completed GE after testing out of UNIV 0008	209	48.5
Did not successfully complete GE, must take UNIV 0008	102	23.7
No action taken	62	14.4
Not enrolled	37	8.6
Taken out of program due to high reading score	15	3.5
Took UNIV 0008 even though tested out	6	1.4
Grand Total	431	100.0

As each of the CAAP Critical Thinking observed scores > greater than the national average.

As the bottom 25% scores on each type of arguments > -5%,

As the weighted average of 74% > the NCDE rate of 69%,

Objective 2.3 is met.

-  [2-6-15 skipping reading](#)
-  [CA 2-6-15 UNIV meeting minutes via email](#)
-  [LSUE AY 14-15 CAAP Critical Thinking Content Analysis](#)

Improvement Plan/ Changes Made

No changes planned. Unfortunately, it is not possible to obtain more students in the CAAP Critical Thinking Assessment. Individual Division Heads ask students to take the assessment as they sign paperwork for graduation and it is not possible to assess students in large volumes.

Informational Literacy

Informational Literacy

General Education Description

Locate, evaluate, and effectively use information from diverse sources.

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Providing Department: Academic Affairs

Responsible Roles:

Related Items



5.7: GE-Information Literacy

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Liberal Arts

Participants: Division Head, Liberal Arts (Esters, Randall)

General Education Objective: Informational Literacy

Objective With Intended Outcomes

Students will demonstrate competency in using library research tools in the ability to cite from both primary and secondary sources.

Assessment/Evaluation/Measures/Strategies

Direct measurement using an internal assessment from the ENGL 1002 course will be used to determine if this objective has been obtained. **Students from all sites and all delivery methods will be assessed.** Students were asked to write an annotated essay effectively integrating scholarly and/or critical sources to support a sustained argumentative analysis of a work of literature. They were required to identify their sources using appropriate MLA style parenthetical citations and append to their essays an MLA style works cited page that provided the complete, accurate, and appropriate publication information for each of the sources used in the essay. In order to successfully complete this assignment, the students were required to conduct independent research using the library's book and journal collection as well as databases accessible through the library's website.

According to the syllabus:

Upon successful completion of ENGL 1002 course, the student will

1. Write an essay of at least five paragraphs that has a clearly defined thesis statement and is well-organized and well-developed, uses sound critical thinking skills, and is clear—using proper grammar,

mechanics, and punctuation.

2. Use library research tools, quote, paraphrase, and cite from both primary and secondary sources to produce a documented essay or project.

The benchmark of 70% has been established since it is typically the lowest C and is required for transfer to another institution.

The [syllabus from fall 2014](#) is attached.

-  [ENGL 1002 departmental syllabus](#)

Assessment/Evaluation Results (Progress Report)

This objective was met for AY 2014-2015; however, English faculty noted that the use of the rubric was very time consuming. As a result, the [faculty developed a multiple choice](#) to perform the same assessment.

Assessment for Information Literacy and the appropriate use of library research tools was measured by the use of a [multiple choice test in spring 2015](#) directly assessing 19 (90%) out of 21 sections of ENGL 1002. This [included a total of 323 students across all sections except online and accelerated](#) (see Table 1). (Note also that this objective deals strictly with Outcome 2 only. All data is discussed in the general education English composition objective 5.4. Information literacy is also discussed in Library general education objective 7.2.) The English faculty created the paper assessment and wanted to obtain a broad sample to generate data. However, they did not want to burden [online](#) instructors with entering it electronically the first couple of semesters realizing that some of the questions might change.

Table 1. SLOs Results from ENGL 1002 for Spring 2015 in percentages.

Description	Overall	LSUE	Dual Credit	LSUA	Online	Accelerated
Overall	66	66	67	59		
1. Critical Thinking	71	70	74	66	not assessed	not assessed
2. Use of Library Research Tools	59	61	58	49	assessed	assessed
Total number of students tested	323	176	117	30		
Total number of sections	21	10	7	2	1	1

The results across all sites indicated that students were not meeting the overall objective of 70%, especially at LSUA. However, as the [item analysis](#) shows, they were having difficulty with questions 14, 15, 20, and 25 dealing with outcome 2. These questions encompass 4 (36%) out of the 11 questions dealing with outcome 2. Given that spring 2015 was a pilot involving all **face-to-face** sections, it was felt that additional data needed to be collected.

In addition, most faculty did not include the assessment as a grade. Faculty noted that many students did not take it seriously as a result. Given that it was a pilot and it was not graded, faculty decided not to change any questions for AY 2015-2016.

Given that the observed score of 59% < the desired benchmark of 70%, Objective 5.7 was not met.

-  [DRAFT English 1002 SLO Exam](#)
-  [email about question on using essay verses multiple choice assessment for essay](#)
-  [ENGL 1002 sp 15 item analysis](#)

Improvement Plan/ Changes Made

During AY 2015-2016, faculty wish to gather additional data on information literacy.

In addition, faculty agreed to count the assessment as a grade ([see meeting minutes](#) that apply to both ENGL 1001 and 1002).

Faculty will also compare the item analysis from 2015-2016 to spring 2015 to determine if specific questions need to be altered.

Finally, faculty also will have a discussion about the format. Some believe that the test format itself is also causing student difficulty.

-  [English Department Meeting Minutes 10-2-15](#)

Information Literacy - Library (7.2): Training in library digital resources based ACRL information literacy standards for students and faculty

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Library

Participants: Director of the Library (Patout, Gerald)

General Education Objective: Informational Literacy

Objective With Intended Outcomes

Promote "[information literacy](#)" via electronic resources use and implementation for students and faculty.

Student Learning Outcomes (SLOs) to support this objective from Association of College and Research Libraries (ACRL) Standards.

1. The information literate student determines the nature and extent of the information needed.
2. The information literate student accesses needed information effectively and efficiently.

-  [Information Literacy Standards](#)

Assessment/Evaluation/Measures/Strategies

Direct Assessment:

Library personnel, using their [information literacy plan](#), will directly assess student learning through an internally created student library quiz that students take upon completion of the information literacy session with library personnel. This assessment is based on the [ACRL Information Literacy](#) standards that are guidelines for measuring what students should achieve. These information literacy standards and outcomes will be integrated into classes coming into the library for instruction as well as external classes that use library resources but do not necessarily come to the library for information literacy instruction.

Students will be given an informal Library Quiz to assess learning upon the conclusion of the library session. All students attending a library session will be assess (i.e. no sampling). A sample is included for reference. Library personnel will then score the sheet for correct answers creating a frequency count for each question over all sections assessed. A pilot will be conducted in fall 2014 in order to determine the effectiveness of instruction and of the quiz used to evaluate students. As a result, no benchmark is set during the pilot testing.

Indirect Assessment:

In an effort to insure that the library is meeting the information literacy needs of students, after specific library instruction is completed, it is followed by informal survey and information is compiled.

-  [GE Info Literacy Plan 2014](#)
-  [Information Literacy Standards](#)

Assessment/Evaluation Results (Progress Report)

This objective was met in the 2013-2014 planning year.

Direct Assessment:

While most ENGL 1002 sections visited the library for information literacy instruction, direct assessment took place with two class sections totaling 36 students. The pilot Library Quiz was then scored for correct or incorrect answers and [results tallied](#).

Questions 2, 3, and 4 dealt with ACRL standard one with students scoring a 49 (46%) out of 106 correct. Question 1 dealt with ACRL standard two with students scoring 26 (72%) out of 36 correct. Overall, the students scored 75 (53%) out of 142 correct.

Library Quiz [sample 1](#) and [sample 2](#) are provided as documentation.

As there is no benchmark, the objective is met since the pilot was carried out. Library personnel learned quite a bit from the pilot survey realizing that questions might be vague and that additional emphasis needs to be focused on outcome 1.

Indirect Assessment:

Data collected via survey and information literacy instruction in 2014 indicates [student information literacy progress](#) is being made:

44% of students have been to the library before specific instruction;

56% of students have not been to the library until their scheduled information literacy instruction occurred; nearly 100% of English 1002 students are getting **face-to-face** library bibliographic instruction;

Students surveyed and after getting instruction tell us:

- (1) the physical library and library resources are different when compared to the Internet and Google;
- (2) the physical library is hard to use, when compared to Internet and online resources.

-  [GenEd obj Assessment Evaluation Results 2014](#)
-  [GenEd obj LibraryQuiz data sample 1 2015](#)
-  [GenEd obj LibraryQuiz data sample 2 2015](#)
-  [GenEducdatatallyCavellclasses2014](#)

Improvement Plan/ Changes Made

From the information gained as part of the pilot as well as discussions with faculty directly involved in information literacy instruction, the LeDoux Library needs to expand and improve the use of their "LibGuides" program and with that expansion comes more and improved library tutorials for students as well as faculty to access and use in their own forms of information literacy instruction or use when the physical library is closed. In addition, the Library Quiz will be evaluated to determine if it needs to be reformatted since students apparently did not do well.

LeDoux Library needs to promote and educate more faculty on the use of the EDI plugin for their MyCourses which places digital library materials directly in front and available to students taking their classes.

Natural Sciences

Natural Sciences

General Education Description

Apply the knowledge of natural science to explore and analyze natural phenomenon.

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Providing Department: Academic Affairs

Responsible Roles:

Related Items



2.4 Biological Science: Competency in Biology

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Science & Mathematics

Participants: Division Head - Sciences (Hamlin, John)

General Education Objective: Natural Sciences

Objective With Intended Outcomes

Students will successfully complete their general education coursework developing competencies in natural sciences as required by their curriculum.

This objective will be measured by the student learning outcomes in BIOL 1001: General Biology.

Assessment/Evaluation/Measures/Strategies

Direct Assessment:

The outcomes will be directly assessed and analyzed from multiple choice questions designed by the biology faculty. All face to face courses at LSUE taught by LSUE permanent faculty will be analyzed.

According to the [BIOL 1001 syllabus](#), the student learning outcomes are:

The student will:

- A. Understand terms in the context of a scientific statement.
- B. Critically evaluate biological concepts.
- C. Integrate biological knowledge with other aspects of common knowledge.

The benchmark established for student competency is 70% which is the lowest C for transfer purposes.

-  [BIOL 1001 SYLLABUS \(August 2014\)](#)

Assessment/Evaluation Results (Progress Report)

This objective was not met in the 2013-2014 planning year.

All face to face sections at LSUE were directly assessed by permanent faculty using multiple choice questions for BIOL 1001 during the 2014-2015 academic year. Total n=335 over 8 sections for both fall 2014 and spring 2015. The 8 sections represents 47% of the 17 sections offered. However, the 335 students represents 65% of the 518 students enrolled on the last day of classes. One face-to-face class at LSUE taught by part-time faculty; six online sections; and one dual credit section were not assessed. The intention is to assess them in AY 2014-2015.

For each of the SLO the [average scores](#) of students were calculated. For SLO 1 the average was 75.58 (AY 13-14 = 78.69%) of questions were answered correctly. For SLO 2 the average was 68.35% (AY 13-14 = 71.93%). And the average for SLO 3 was 64.24% (AY 13-14 = 65%).

The Objective is not met.

-  [BIOL 1001 Data Analysis AY14-15](#)

Improvement Plan/ Changes Made

The results include all LSUE students that took face to face classes with permanent faculty. All SLO benchmarks were increased to 70% last year and maintained for AY14-15, causing LSUE to not reach two benchmark. There is still work that needs to be done to increase each SLO to 70%. [Faculty will be made aware of the current data and the areas that need improvement](#), especially SLO 2 and SLO 3.

For AY 2015-2016 the analysis will try to capture SLO data from all sections of BIOL 1001, including part-time and early start (dual-enrollment) faculty, as **well as online sections**.

-  [10-8-15 email to BIOL faculty](#)

2.5 Biology: General Education Biology Completion

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Science & Mathematics

Participants: Division Head - Sciences (Hamlin, John)

General Education Objective: Natural Sciences

Objective With Intended Outcomes

Students enrolled in general biology I and II (BIOL 1001 and BIOL 1002) will receive a passing grade (A, B, or C).

Assessment/Evaluation/Measures/Strategies

Course completion rates will be calculated using grade distribution reports. The Head of the Division of Sciences and Mathematics will obtain data from the grade distribution reports by course in the Enrollment Reports. The percent of total students in BIOL 1001 and BIOL 1002 that pass with a grade of C or better will be analyzed for AY 2014-2015.

Current [BIOL 1001 syllabus](#) and the current [BIOL 1002 syllabus](#) is attached.

The benchmark of 50% is a historical benchmark that has been maintained for this planning year.

-  [SYLLABUS BIOL 1001 AUGUST 2014](#)
-  [SYLLABUS BIOL 1002 OCTOBER 2015](#)

Assessment/Evaluation Results (Progress Report)

During the AY 13-14 planning year, this objective was met.

For AY 2014-2015:

Of the 692 students that took [BIOL 1001](#), 432 passed with a grade of C or better (62.4%).

Of the 188 students that took [BIOL 1002](#), 152 passed with a grade of C or better (80.1%).

This objective was met.

-  [AY14-15 BIOL 1001 Grade Distribution](#)
-  [AY14-15 BIOL1002 Grade Distribution](#)

Improvement Plan/ Changes Made

No changes are planned at this time.

2.6 Physical Science: Competency in Physical Science

Start: 11/1/2014

End: 10/31/2015

Progress: Completed

Provided By: Science & Mathematics

Participants: Division Head - Sciences (Hamlin, John)

General Education Objective: Natural Sciences

Objective With Intended Outcomes

Students will successfully complete their general education coursework developing competencies in natural sciences as required by their curriculum.

This objective will be measured by the student learning outcomes in PHSC 1001.

Assessment/Evaluation/Measures/Strategies

Direct Assessment:

The outcomes will be directly assessed and analyzed from multiple choice questions designed by the physical science faculty. All courses at LSUE taught by LSUE permanent faculty will be analyzed. According [to the syllabus](#), the student, upon successful completion of this course, will be able to:

- A. Classify stellar evolutionary stages.
- B. Identify Newton's 3 laws of motion.
- C. Distinguish between solar system body classifications.

The benchmark established for student competency is 70% which is the lowest C for transfer purposes.

-  [PHSC 1001 SYLLABUS](#)

Assessment/Evaluation Results (Progress Report)

In AY 13-14 planning year, this objective was not met. We planned to collect data for a second year and include online courses and all **face-to-face** courses taught by permanent LSUE faculty to collect more data for a better analysis of success. That data is reported here.

For AY 2014-2015, two **face-to-face** and **one online** section at LSUE were directly assessed using multiple choice questions for PHSC 1001. Total n=72 (97%) of the 74 students were assessed. This was made up of 49 **face-to-face** students over 2 sections (one each for fall 2014 and spring 2015) and one **online** section with 23 students in spring 2015. For each of the SLO the average score of students were calculated for [face-to-face \(F\)](#), [online \(O\)](#), and [course total \(T\)](#).

For SLO 1 the averages were 65.3% (F), 73.9% (O), 68.1% (T) of questions were answered correctly. For SLO 2 the averages were 69.8% (F), 71.3% (O), 70.3% (T). And the averages for SLO 3 were 60.4% (F), 81.7% (O), 67.2% (T).

Although **the online** delivery method did show results that were above 70% for each SLO, there is only one section of data. Course total were used to determine overall success.

This objective was not met.

-  [PHSC 1001 Face-to-face AY14-15](#)
-  [PHSC 1001 Online AY14-15](#)
-  [PHSC 1001 Total AY14-15](#)

Improvement Plan/ Changes Made

The results include all LSUE students that took classes with permanent faculty. This is the second AY during which we have reported on PHSC 1001. We are encouraged that we have met the benchmark on SLO 2 this year. Also, the **online** delivery method appears very **successful** in achieving the desired learning outcomes. However, improvements need to be made in **face-to-face** course delivery. Faculty will be advised of these results and we will continue to gather data in AY15-16 to track improvements in all SLO's. This information will allow faculty to address shortcomings in the course material delivery. [An email from 10-21-15 to faculty is attached.](#)

-  [PHSC 1001 email to faculty](#)