



October 31, 2013

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.

About this Document

October 31, 2013

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. Note that all links in this document are active; however, the reader must be logged into Compliance Assist in order to access 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 October 11, 2013 Agenda on page 7.
- The October 11, 2013 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 11.
- The October 16, 2013 Cabinet Meeting Minutes indicating that the planning summaries were used to reaffirm LSU Eunice's institutional mission and goals on page 31.
- The next two sections detail the documents themselves. First, the General Education Goals and Objectives and how each relates to the Institutional and Strategic Goals begin on page 32. Institutional and Strategic Goals are listed in this section for reader convenience. This section also includes the detail of all General Education Goals and Objectives in Academic Affairs listing whether each was met or not, with improvement plans, if necessary.
- The final section beginning on page 118. This section details each department's Vision and Mission along with Assessment Plan Goals and how they relate to the Institutional and Strategic Goals. The Institutional and Strategic Goals are again listed for reader convenience. 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 finally to the Strategic Goal(s). This section also includes whether the Assessment Plan Goal and Objective was met or not, with an improvement plan, if necessary.

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

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Administrative Council Meeting Agenda October 11, 2013

2:00 p.m., Friday, October 11, 2013
Acadian Center, Room 126

AGENDA

The purpose of the meeting is to review institutional effectiveness documents from the 2012-2013 academic year, discuss goals and objectives for the 2013-2014 academic year, and discuss planning and budget requests for 2014-2015 academic year.

All planning units should **bring 25 copies** of their institutional summaries to hand out at the meeting. **Please forward all summaries to Paul Fowler prior to the meeting.**

1. SACSCOC Core Requirement 2.5 and Comprehensive Standard 3.3.1
2. Review Institutional effectiveness for 2012-2013. Reports will be expected for the following:
 - a. Academic Affairs
 - b. Career Services
 - c. Continuing Education
 - d. Developmental Education
 - e. Grants
 - f. Health Sciences and Business Technology
 - g. Liberal Arts
 - h. Library
 - i. Registrar and Admissions
 - j. Sciences and Mathematics
 - k. Student Support Services
 - l. Affirmative Action/Equal Employment Opportunity
 - m. Athletics
 - n. Business Affairs
 - o. Information Technology
 - p. Institutional Development/LSUE Foundation
 - q. Institutional Research and Effectiveness
 - r. Public Affairs
 - s. Student Affairs and Enrollment Services
3. Planning for 2013-2014 academic year
 - a. Creating goals and objectives
 - b. "Rolling over" goals and objectives in Compliance Assist
 - c. Documentation
4. Planning for 2014-2015 academic year.
 - a. Budget request
 - b. Documentation
5. Training on Compliance Assist and writing goals/objectives

Draft Administrative Council Meeting Minutes October 11, 2013

Administrative Council Meeting – Minutes
2:00 p.m., Friday, October 11, 2013
Acadian Center, Room 126

Dr. William Nunez called meeting to order at 2:10 PM.

A motion to approve the minutes from last Administrative Council meeting of August 13, 2013 was made by Dotty McDonald; the motion was seconded by Vice Chancellor Judy Daniels. Discussion ensued; Dr. Diane Langlois motioned that a list of the attendees at the last meeting be attached to the minutes of the August 13, 2013 meeting and this list will be added by David Pulling, the recorder of those minutes. With changes to be made and list attached, the motion was approved.

Dr. Paul Fowler made a motion to accept the meeting agenda [10/11/2013] as presented; Vice Chancellor seconded and the motion to accept the agenda was approved. Agenda as presented is attached to these minutes.

Dr. Fowler then noted the purpose of this meeting is to review institutional effectiveness documents from the 2012-2013 academic year, discuss goals and objectives for the 2013-2014 academic year, and discuss planning and budget requests for 2014-2015 academic year. All planning units brought 25 copies of their institutional summaries to distribute at the meeting.

In order to begin reviewing departmental institutional summaries, SACSCOC Core Requirement 2.5 and Comprehensive Standard 3.3.1 were discussed with the Council members. Next, in reviewing institutional effectiveness for 2012-2013, department reports were presented as follows: [see attached reports]

- a. Academic Affairs: presented by – Dr. Rene Robichaux
- b. Career Services – presented by Atina Wright
- c. Continuing Education – presented by David Pulling
- d. Developmental Education – presented by Dr. Paul Fowler
- e. Grants - presented by Dr. Rene Robichaux (Jane Spradling unable to attend)
- f. Health Sciences and Business Technology - presented by Dotty McDonald
- g. Liberal Arts – presented by Dr. Michael Alleman
- h. Library – presented by Gerald Patout
- i. Registrar and Admissions – presented by Dr. Jason Sampler
- j. Sciences and Mathematics – presented by Dr. John Hamlin
- k. Student Support Services - presented by Dr. Rene Robichaux (Dr. J. Nix-Victorian unable to attend)
- l. Affirmative Action/Equal Employment Opportunity – presented by Dr. William Nunez
- m. Athletics – presented by Mr. Jeff Willis
- n. Business Affairs - presented by Vice Chancellor Arlene Tucker
- o. Information Technology – presented by Fred Fruge

- p. Institutional Development/LSUE Foundation - presented by Madelaine Landry
- q. Institutional Research and Effectiveness - presented by Fred Fruge
- r. Public Affairs – presented by Van Reed
- s. Student Affairs and Enrollment Services – Vice Chancellor Judy Daniels

As noted, all department reports were presented and are attached to these meeting minutes. Dr. Fowler noted that Mr. Jeff Willis of the Athletic Department was first to complete the institutional report for 2012 – 2013 and he was recognized for this accomplishment and timeliness. Also, it was noted that only 3 copies of this institutional compilation will be printed, but the entire document will be put in PDF format and located on the LSU Eunice web page. The compilation will now be brought before the institutional cabinet for SACSCOC approval.

Discussions related to planning for 2013-2014 academic year ensued which included creating goals and objectives, “rolling over” goals and objectives in Compliance Assist and documentation. Finally, Dr. Fowler did emphasize the importance of documentation in planning for the upcoming.

Next to be discussed was planning for 2014-2015 academic year and this was addressed by Dr. Fowler; budget request should be prepared and ready for submission in March 2014. Again, the importance of documentation was pointed out and Dr. Fowler’s modular math lab was given as an example of this process and planning needs.

Training on Compliance Assist and writing goals/objectives for 2014 and 2015 were discussed next. Dr. Fowler noted any further training will become a function of individual need. It was also pointed out that the training manual is online and any revisions of that manual will be a factor of time that Dr. Fowler can devote to this effort.

Dr. Nunez asked if there was any further business to be brought before the Council; Van Reed inquired as to Vice Chancellor Judy Daniel’s handout (yellow sheet) related to smoking policy on campus. VC Daniels further explained the handout, the policy steps, the process and target dates.

With no further business to be discussed, Dr. Jason Sampler motioned for adjournment and Dr. Rene Robichaux seconded, and the motion carried; the meeting adjourned at 3:30 PM.

Submitted by: Gerald F. Patout, LeDoux Library Director / Recorder of the Council minutes

Attachments:

- (1) Agenda - Administrative Council - October 11, 2013
- (2) Administrative Council – 10/11/2013 – sign in sheet
- (3) Institutional Effectiveness – compiled individual department reports
- (4) PROPOSED - Tobacco-Free Transition Plan

Transmittal of Planning Summaries to Chancellor's Cabinet



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

Pathways to Success M-207

Date: October 14, 2013

To: Dr. Renee Robichaux, Vice Chancellor for Academic Affairs

From: Dr. Paul Fowler, SACS Accreditation Liaison

Re: 2012-2013 Institutional Effectiveness Summaries

Attached you will find the 2012 – 2013 Institutional Effectiveness Summaries as presented at Friday's meeting of Administrative Council Meeting.

The following Divisions/Departments are included.

- a. Academic Affairs
- b. Career Services
- c. Continuing Education
- d. Developmental Education
- e. Grants
- f. Health Sciences and Business Technology
- g. Liberal Arts
- h. Library
- i. Registrar and Admissions
- j. Sciences and Mathematics
- k. Student Support Services
- l. Affirmative Action/Equal Employment Opportunity
- m. Athletics
- n. Business Affairs
- o. Information Technology
- p. Institutional Development/LSUE Foundation
- q. Institutional Research and Effectiveness
- r. Public Affairs
- s. Student Affairs and Enrollment Services

I ask that you forward to the Chancellor the review by the Cabinet in order to reaffirm the mission.

Please contact me if you have any questions.

Planning Unit: Academic Affairs

Assessment Year: 2012-2013

Person responsible: S. Renee Robichaux

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 2.1 Articulation Agreements- 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.

Measure: 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.

The objective was met. 100% of the courses already covered by the Common Course Numbering System have been removed from the ULL and McNeese State University articulation agreements. 100% of the Common Course Numbers approved for general education courses to date have been included in the LSU Eunice catalog.

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

Objective 1.1 Academic Advising-Faculty-Faculty will be satisfied with the academic advising process.

Measure: Faculty will rate satisfaction with academic advising 4.0 or higher on the Faculty Survey.

The objective was not met. The rating was 3.61 with 56% of those responding indicating they agreed or strongly agreed with the process and 17% were neutral.

Action pursued: One area of concern is the low number of faculty responding to the survey (18 faculty or approximately 25%). Faculty will be reminded and encouraged by their Division Head to respond to the survey and include comments. Faculty did receive some training through the use of a webinar on intrusive advising. Degree checkout sheets for each catalog are being finalized by the Registrar. This should greatly aid the advisor. An Academic Advising Award was implemented AY 2012-13 to recognize two outstanding advisors as determined by students with input from administration.

Planning Unit: Career Services

Assessment Year: 2012-2013

Person responsible: Atina Wright

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.

Goal: 1

To assist students in declaring a major.

Objective: 1.0 (Career Decision Making)

Career and Technical Education (CTE) students will utilize career assessments within the Kuder College and Career Planning System.

Assessment Results:

Results indicated 470 students took the online Kuder career assessments. Of the 470 students that took the Kuder assessments, 296 students (65%) were classified as CTE students. Based on these results, this objective has been met.

Improvement/Action Plan:

This objective was created due to Carl Perkins funding requirements, which requires Career Services to document the number of CTE students that Kuder serves if Carl Perkins is to provide funding for any portion of Kuder. Career Services will strive to achieve above 50% Kuder utilization from CTE students. Career Services will continue to monitor and track the number of students who are classified as CTE students and utilize Kuder career assessments. The objective mentioned above replaces the previous objective due to the length of time it takes to collect data of undecided students and lack of additional student worker resources to successfully complete data collection.

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

Goal: 2

To assist students in sharpening their job search skills.

Objective: 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 Results:

Based on results from the resume rubric evaluation, 12 out of 15 students (80%) submitted resumes. The rubric evaluation results indicated of the 12 students who submitted resumes, 2 resumes (17%) rated **effective** (*should effectively land an interview*), 4 resumes (33%) rated **borderline effective** (*could land an interview*), and 6 resumes (50%) rated **average** (*needs improvement to rise to the "top of stack"*) and 0 students rated **poor** (*needs significant improvement; would be discarded during screening*). Therefore, the objective of at least 20% of students who submitted resumes for the Job Interview "Dress for Success" Fashion Show created professional resumes that should effectively land a job interview was not achieved.

Improvement/Action Plan:

Career Services will conduct a campus-wide campaign using the Job Interview Fashion Show event as an opportunity to encourage students to seek resume writing assistance from the Office of Career Services. Advertisement of the Job Interview "Dress for Success" Fashion Show event and the event's rules will be posted on campus and off campus via flyers, campus plasma screens, email, campus website, Facebook, etc., as well as the location of where to find CCN Resume Builder online. Career Services will also seek assistance from student organizations in an effort to kick-off the campaign.

Planning Unit: Continuing Education

Assessment Year: 2012-2013

Person responsible: Mr. David Pulling, Director of Continuing Education

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 1.2: Non-credit workforce training

Offer an optimum number of workforce development courses that meet workforce training needs based on simple count of courses offered compared to three-year course enrollment averages in workforce training classes.

3 Year Average headcount enrollments: 86

2013 headcount enrollments:140

Objective Met

Objective 1.1, Leisure Learning: Enroll an optimum number of community learners in personal enrichment/leisure learning classes based on 2013 enrollment comparison to 3 prior year's average enrollment.

3 year average: 88

2012-13 Total: 220

Objective met

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

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

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.

*The objective was met. The survey was designed and developed in the last two weeks of the planning cycle but was administered in the last three events of the year.

Conclusion: The scant results from the last few weeks of the assessment year are too modest to make a final determination, but the successful administration of the survey to three different groups provided a good pilot. The instrument appears to be user-friendly, based on observing the respondents' reaction to receiving the form and filing it out.

Planning Unit: Developmental Education

Assessment Year: 2012-2013

Person responsible: Paul Fowler, Director of Developmental Education

List your objectives and whether they were met or not. Please do not exceed one page.

Objective	Course/Area	Measurement		Overall	Notes
		Direct	Indirect		
1-1	ENGL 0001	79% out of 70% yes	90% out of 73% yes	Met	English faculty continuing to examine results given results on CAAP
1-2	MATH 0001	73% out of 70% yes	69% out of 68% yes	Met	
1-3	MATH 0002	68% out of 70% no	58% out of 68% no	Not met	Meetings with math faculty continue. Modular math showing promising results.
1-4	UNIV 1005	82% out of 70% yes	85% out of 76% yes	Met	
1-5	UNIV 0008	75% out of 70% yes	80% out of 76% yes	Met	
2-1	ENGL 0001 to 1001	CAAP: Linkage LSUE=61.6 while nat'l=62 Content LSUE performing below nat'l in 3 areas...not met	83% out of 64% yes	Not met (CAAP stronger indicator than grades)	Faculty discussing ways to improve instruction.
2-2	MATH 0002 to 1021	CAAP: Linkage LSUE = 57.1 while nat'l=56.7 Content LSUE at or above negligible variations for all areas...objective met	64% out of 58% yes	Met	Math faculty discussing modular format for general education courses pending results of developmental education.
2-3	UNIV 0008 to social science	CAAP Critical Thinking randomly given to graduating students LSUE students performing at or above negligible variations	76% out 69% yes	Met	
3-1	Program completion	None	982 out of 3246 (30%) out of 30% to 40% yes	Met	30% to 40% are national approximations for all developmental students
3-2	Fall to spring retention	None	72% out of 74% (ten year average)	Not met	Monitor data (staffing issues)
3-3	Fall to Fall retention	None	47% out of 40% (a ten year average) (runs a year behind 11-12 to 12-13)	Met	Monitor data
4-1	Assessment Center and First Modular Mathematics Classroom	None	Grant applied for and construction is underway	Met	Monitor, SLOs from the QEP will appear next year

Planning Unit: Grants & Development

Assessment Year: 2012-2013

Person responsible: Jane Spradling

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.

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

Objective: A minimum of three grants will be submitted annually to enhance LSU Eunice academic programs.

- This objective was met. Three grants were submitted to the Board of Regents; two were funded for a total of \$185,000. One Rapid Response grant was submitted and funded for \$100,000.

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

- This objective was met. The Perkins funds supported Nursing and three Allied Health programs, Fire and Emergency Services, and the CIT/BIT program.

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

All Goals and Objectives for the Grants office were met.

Planning Unit: Health Sciences and Business Technology

Assessment Year: 2012 - 2013

Person responsible: Dotty McDonald

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

Objective 1 (from Goal 1 (Fire and Emergency Services)): Students will be able to utilize their environmental regulatory skills in the workplace. They will be able to look through literature such as the 40 Code of Federal Regulations and the Federal Register, to determine how their business will be affected by specific environmental regulations.

Results: 90.5 % of students completing environmental regulations and laws course demonstrated effective resource and literature research skills. Objective met.

Assessment: FSCI 2720 (Environmental Regulations and Law) - Internet research activity (Mod 1) describing, and providing a history of the EPA and RCRA; find local EPA information.

Action: Add more on-line research and outside readings in the future.

Objective 1 (from Goal 1 (Radiologic Technology)): Students will be able to demonstrate critical thinking skills.

Results: 100% (20 of 20) students scored a minimum of 75% on 4 critical thinking lab evaluation exams. Objective met.

Assessment: RADT 1022 (Imaging Procedures II) - Lab evaluation form-critical thinking skills. Minimum of 85% on 3 simulations.

Action: Continue to give scenario based instruction.

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

Objective 1 (from Goal 1 (Computer Information Technology)): Students will demonstrate proficiency in the employment of operating systems, networks and the internet in response to the application and manipulation of programming languages, data structures, and databases.

Results: No data was able to be obtained. Instructor resigned.

Assessment:

Action: Hired new faculty. Working with new faculty to obtain desired results.

Planning Unit: Liberal Arts

Assessment Year: 2012-2013

Person responsible: Michael Alleman

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.

Goal 4.6: Maintain Fall to Fall retention of all students declaring their chosen as major as Criminal Justice at least 44%. Since the fall 2011 to fall 2012 retention is 44% which equals the ten year average of 44%, Objective 4.6 is met.

Objective 4.1: Maintain Fall to Fall retention of all students declaring a major in Associate of General Studies students at 38% or better. Since the fall 2011 to fall 2012 retention is 38% which equals the ten year average, Objective 4.1 is met. The continuing student group is the group with the lowest retention rate.

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

Objective 5.4: Students will successfully complete their general education coursework developing competencies in written communication.

Based on faculty assessment of SLOs, the benchmark of 70% success rate was met. However, results from the CAAP indicate that Objective 5.4 was not met since in all but one category (Sentence Structure), LSU Eunice students scored below the national average. (Students were weakest in Organization; their average score was eight percentage points below the national average.) The English faculty has already met (and will continue to meet) to discuss changes in their method of assessing SLOs as well as the number and nature of the SLOs, as well as strategies for better preparing students for the CAAP test with the intention of implementing these changes in the Spring 2014. In addition, results of the CAAP test will be used by the faculty to identify areas of student weakness. This will allow faculty to adjust their instruction in order to give greater attention to those areas.

Planning Unit: LeDoux Library

Assessment Year: 2012-2013

Person responsible: Gerald F. Patout, Library Director

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.

A major goal of the library is to annually address library physical space and a specific objective in looking at this goal is to utilize “weeding” to address space concerns and well as usage trends, particularly, as relate to aging print collections. Simply put, some collections become useless, outdated and even reformatted and in these cases, collections either need to be discarded or replaced.

This year the library completely weeded the State of Louisiana paper documents collection. The materials on hand were not used, lacked accessibility and are now in digital formats and for these reasons, they were boxed up and returned to the Recorder of State Documents at the State Library of Louisiana. Weeding of the library collection enables library to focus staff resources on collections and materials that are being used routinely and important to end users now.

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

The most significant goal not met in 2012 – 2013 remains the inability of the library to fill the position of systems/digital services librarian.

With the dramatic shift in library information technology, the LOUIS consortium and network gravitating more towards products and services that require library technical expertise and a growing appetite from both faculty and students for more digital library resources and services both 24/7 and remote access, the challenge remains for the current library staff to cobble together a focused and cohesive technical plan that addresses routine changes coming from such information providers/vendors as OCLC, Ebsco and SirsiDynix, as well as others.

Using LOUIS consortium expertise, specific technical webinars and the experienced staff resources on hand, the daily plan of action is to try and keep up with routine usage trends as well as the demands of change as per need. The plan is to remain engaged, ask questions and attempt to get answers from OIT as well as LOUIS consortium partners.

Planning Unit: Office of the Registrar and Office of Admissions

Assessment Year: 2012-2013

Person responsible: Dr. Jason Sampler

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

Goal 1: Improve Efficiency for Applicants in Admissions Process

Objective 1: Email Communication with Applicants

Prior to Spring 2012, students would receive multiple letters from the Office of Admissions, informing them of their admissions status. This process took substantial time to print, fold, stuff, and mail letters to the permanent address of each student. Now all applicants receive one initial letter with instructions for setting up an email account and all communication is now delivered instantly to their university sponsored email account. Since the email is sent from the Office of Admissions, students with questions can respond by replying to the email, which generates instant communication with the Admissions staff. This process has simplified and decreased lag time for persons communicating with the Office of Admissions, thereby making the application process more efficient for students.

This objective was met and has been measured in two ways. First, the information is getting to the students faster (electronically vs. U.S. Postal Service). Second, the number of students coded as UT (unknown) by census day has decreased 43% in one year. As mentioned above, in Fall 2012, 25.84% (100 out of 387) transfer and re-entry students were coded as UT (undetermined) because their admissions files were incomplete. In Fall 2013, this category has decreased to 18.15% (57 out of 314). This is a direct result of decreased lag time in communication.

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

Goal 2: The Office of Admissions will decrease turnaround time for processing of paid applications.

Objective 1: The Office of Admissions will decrease time spent processing paid applications.

This goal was not met for two reasons. First, the Office of Admissions was understaffed in the summer due to personnel departure. This forced the only Admissions Officer to devote time normally dedicated for application processing to extra duties normally covered by the second staff member. Additionally, there was not yet a sufficient means to track time between payment and processing of applications.

Action Taken: The Office of Admissions is now fully staffed, which permits the staff member charged with processing applications to devote more time to completion of this task. Second, the new employ is being cross-trained to process applications, which will also decrease processing time. Third, OIT has created an additional report so I can track processing time.

Planning Unit: Sciences and Mathematics

Assessment Year: 2012-2013

Person responsible: Dr. John Hamlin, Head, Division of Sciences and Mathematics

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.

Retention of students in general biology was met. 78% of students that took biology 1001 in FA12 were retained in SP13. (Objective 6.1)

At the completion of the Associate of Science Louisiana Transfer (AS/LT) Program, the student will appreciate natural and analytical sciences, employ critical thinking skills, and achieve science literacy. 100% of tested students were above the national average of their peers. (Objective 1.1)

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

Students completing BIOL 1001 will pass ZOOL 1011 with a C or better. Only 44% of these students passed ZOOL 1011 on their first attempt and we would like to see that number over 50%. The addition of faculty members to replace those that have left will hopefully more fully prepare these students for subsequent courses in the biological field. (Objective 7.2)

Planning Unit: Student Support Services

Assessment Year: 2012-2013

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.

Goal: To hire 4 full-time (100%) permanent employees for the student Support Services following program restructuring by the Department of Education.

Action: Four (4) Search committees were opened since the spring 2013 semester. All positions had to be opened, and any employee serving as interim or temporary could apply for the position if they met or exceeded grant qualifications. A full staff has been hired.

- Mr. John Guillory Academic Service (Tutorial) Coordinator
- Mrs. Elizabeth Doucet Students w/Disabilities Coordinator
- Mrs. Shelia Janice, Assistant to the Director
- Mrs. Tiffany Zachery Transfer Advisor/Academic Specialist

Goal: The implementation an effective functioning transfer component (which had been dormant since 2009) to serve our SSS participants who plan to transfer a to a 4-year institution as per corrective measure of the Department of Education.

Action: In December of 2012 April Collins was appointed to serve as Interim Transfer Advisor/Academic Specialist and began revamping the component and identifying potential participants. A permanent Transfer Advisor/Academic Specialist, Miss Tiffany Zachery, was hired as of September 2013. Potential transfer students are currently being identified, processed, advised and counseled. Campus Visits are being scheduled for transfer students so that participants can tour 4-year campuses, and specific departments, which correlate to students' majors. Program participants who are not sure of career choices are giving the Kuder Assessment.

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.

Goal: SSS staff will identify and serve 400 students per academic year who are first-generation, Pell grant eligible or have a documented disability as per grant proposal

Action: Student Support Services is engaged in continual to efforts increase staff visibility, program visibility and program services provided to the student body-at-large. The staff attends freshman orientation, Pathways orientation, Bengal Village orientation and share services with classes if invited by the instructors. We have updated our application, program flyer, and our resource center and student survey used in orientation. Follow ups are performed on all interested students.

Goal: Of a SSS student cohort 40% will graduate or receive and of that number 40% will transfer to a 2-year/ 4-year institution to satisfy grant objectives for retention and graduation as per grant proposal.

Action: Student Support Services is engaged in continual efforts increase program enrollment of not only first-time freshman but upperclassmen as well since the aforementioned student cohort is based on students graduating within 4-years from a 2-year.

Planning Unit: AA/EO

Assessment Year: 2012-2013

Person responsible: William Nunez

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 1.1: 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.

AA/EO Officer develops the plan and sends it to the State. Plan is available in the AA/EO Officer's office. The State Department of Civil Service acknowledged that the plan met the Civil Service requirements and had been approved. Objective met.

No changes planned.

Objective 1.3: LSU Eunice will annually assess faculty, staff, and student campus climate.

This objective will be assessed indirectly using the following surveys:

1. LSU Eunice Faculty survey: Meet or exceed spring 2012 results of 4.19 out of 5.00
2. LSU Eunice Staff survey. Meet or exceed spring 2012 results of 3.60 out of 5.00
3. Noel Levitz SSI. Benchmark is to exceed the national average.

Surveys were distributed.

1. Faculty survey (n = 18) yielded a 4.33 out of 5.00. Since $4.33 > 4.19$, the faculty objective is met.
2. Staff survey (n = 52) yielded a 3.83 out of 5.00. Since $3.83 > 3.60$, the staff objective is met.
3. Noel Levitz SSI for student satisfaction (n = 431) yielded 5.83 out of 7 compared to a national satisfaction (n = 68,645) of 5.67. Since $5.83 > 5.76$, the student section of the objective is met.

Overall Objective met.

Planned change to increase faculty participation.

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

None (all objectives met).

Planning Unit: Athletics

Assessment Year: 2012-2013

Person Responsible: Jeff Willis

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

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 goal of an overall 2.8 GPA: Baseball achieved a 3.09 GPA, Women's Basketball achieved a 3.13 GPA, and Softball achieved a 3.03 GPA. Each team had the credentials to achieve the National Junior College Athletic Association Academic Team of the Year Award. Objective met.

Action Taken: No action required at this time.

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.

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 Baseball Program finished with a 52-10 record and an 83.9% winning percentage while finishing as the National Runner-Up. Objective was met.

The Softball Program finished with a 62-5 record and 92.5% winning percentage while winning their second National Championship in the last three years. Objective was met.

The Women's Basketball Program finished with an 8-19 record and a 29.6% winning percentage. Objective not met.

The overall record of the Athletic Department was 122-34 for a 78.2% winning percentage. The softball's National Championship makes for a total of 6 National Championships (4 – Baseball, 2 – Softball) in the last eight 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. A change in coaching staff for the 2013-2014 year will occur for the Women's Basketball Program. Will monitor for next year.

Planning Unit: Business Affairs

Assessment Year: 2012-2013
 Person responsible: Arlene Tucker

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

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

Objective 1: Faculty will rate their satisfaction with food service as agreeable or higher on the Faculty Survey. Benchmark is agreeable (4.0) or higher. Last year faculty rated their satisfaction with the cafeteria at 4.26. The Faculty Survey will be administered during the Spring 2013 semester. Faculty (18) rated their satisfaction with the cafeteria at 4.33 on a 5.0 scale. Objective was met.

Action Taken: Vending machine with pre-made sandwiches will be offered in the Community Classroom Education Building. This is an opportunity to meet the need of employees and students who are unable to go to the cafeteria.

Objective 2: Staff will rate their satisfaction with the cafeteria as agreeable or higher on the Staff Survey. Benchmark is agreeable (4.0) or higher. The Staff Survey will be administered during the Spring 2013 semester. Staff (52) rated their satisfaction with the cafeteria at 4.13 on a 5.0 scale. Objective was met.

Action Taken: Vending machine with pre-made sandwiches will be offered in the Community Classroom Education Building. This is an opportunity to meet the need of employees and students who are unable to go to the cafeteria.

Objective 3: Students will rate their satisfaction with the cafeteria on the Noel Levitz Student Satisfaction Survey as "somewhat satisfied" or higher. Benchmark is somewhat satisfied (5.0) or higher. The Noel Levitz Standard Satisfaction Survey will be administered during the Spring 2013 semester to students enrolled in math or English courses. Students' satisfaction was 5.80 on a 7.0 scale. Objective was met.

Action Taken: Pizza was added as a result of student requests. Vending machine with pre-made sandwiches will be offered in the Community Classroom Education Building. This is an opportunity to meet the need of students who are unable to go to the cafeteria, especially those who have evening classes when the cafeteria is closed. The cafeteria continues to advertise their meal plans to students. Also, evening meals will be offered from 5-7 p.m., Monday-Thursday. Students will be allowed to use their Financial Aid award to purchase a meal plan.

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

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

Objective 1: Faculty and staff will receive communications from Human Resources on benefits and LSU Eunice policies on a regular basis. A file will be kept on the emails and other correspondence sent to faculty and staff. At least 50 emails/correspondence were sent to faculty and staff during the year. The Faculty Handbook was updated for FY 2012-13. The new Civil Service Performance Evaluation System (PES) on classified employees was implemented this fiscal year. Ethics Training was conducted at the 2012 fall faculty/staff workshop per the new Ethics Training Policy. Objective was met.

Action Taken: Ethics training and training on preventing sexual harassment will be conducted during 2013.

Objective 2: There will be no findings by auditors on Human Resource procedures and data. Use the audit results assessed by legislative auditors, internal auditors, and Civil Service auditors. An audit was conducted by Louisiana Civil Service in April, 2013, on personnel actions for compliance with Civil Service Rules and to assess the effectiveness of Human Resource programs. Objective was not met.

Action Taken: The audit indicated several required corrections. The Human Resource Office implemented corrective actions or processes for each of the required corrections listed in the Human Resource Program Evaluation Report.

Planning Unit: Information Technology

Assessment Year: 2012-2013

Person responsible: Fred Fruge

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.

Goal 1: Enhance network security by keeping up with industry supported security and application standards.

Objective: Plan and implement Access Control List.

Action Taken: Implemented Access Control List to filter and route traffic according to VLANS. Objective met.

Goal 2: Provide students with access to the technology they need to be successful in meeting their academic goals.

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

Action Taken: The LSU Eunice mean score on "This campus has adequate and accessible computer labs" for 2013 is 6.26. This is higher than the national means score of 5.84 for 2013 indicating that this objective has been met.

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

All Goals Met

Planning Unit: Institutional Development/LSUE Foundation

Assessment Year: 2012-2013

Person responsible: Madelaine Landry

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

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. OLLI's Cajun Prairie Chapter continues to recruit members and has been given permission by OLLI at LSU to continue offering CHARTER (FREE) membership until July 1, 2014. A planning meeting was held in September 2013 to plan a membership kick-off event for OLLI recruitment and current members. The event is scheduled for October 29.

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

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

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. A Civic Engagement Committee was formed – it met twice in Summer 2013. Postcards were sent to local non-profit agencies to build a database of their contact information, missions and volunteer needs to be placed on the LSUE website. The LSUE Foundation has received several responses to its initial postcard mailing and is now compiling information for the database to be released in late fall 2013. It is also continuing its work with the committee and the LSUE PR Director, Van Reed, to develop a "brand" for the LSUE student community service program to be announced to the campus and community later this fall. This office arranged for representatives to attend the *Welcome Week* activities planned by the Office of Student Affairs in August 2013 so that the non-profits could personally meet students and promote their respective missions and volunteer needs, as well as build further awareness about community service. This office has also assumed responsibility for arranging presentations in collaboration with the Division of Liberal Arts, the LeDoux Library and the Office of Continuing Education that will coincide with the 50th Anniversary of the assassination of JFK (November 2013). These presentations will provide an additional means to promote the idea of community service/giving back to the students. The LSUE Office of Student Affairs has assumed responsibility for conveying this information to faculty, staff and students. They will also coordinate and monitor student participation on an ongoing basis once this program is launched. The process for this objective is continuing on schedule.

Planning Unit: Institutional Research

Assessment Year: 2012-2013

Person responsible: Fred Fruge

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: Online course evaluations will have a set time period available for participation.

Action Taken: Evaluations were opened/close during the specified time frame.

Objective Met.

Objective: 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

Action Taken: Top 15 categories average open service request is 30.56 hours. Objective met.

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

Objective: Post semester enrollment data to internal and external agencies within 2 business days after census date. Objective not met.

Action Taken: Scheduled tasks listing for IR will show when the reports were published/released. We will continue to attempt to fill the position that is responsible for these tasks.

Planning Unit: Public Affairs

Assessment Year: 2012-2013

Person responsible: Mr. Van Reed

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.

none

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

- All internal and external communication and marketing collateral maintain a consistent image.

This is an ongoing goal. Internal audit of materials will continue and the office of Public Affairs will continue to work with printers and sign companies. Once a year, the office will present at the university's mid-year meeting to keep faculty and staff education on the use of the logo and branding. A plan for strict enforcement of the proper use of the university's branding will be developed.

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

This is an ongoing goal. Continue efforts to push for more marketing money to allow expansion of efforts to more traditional media like before budget cuts. Use campus media to push more video stories to the web and collaborate with local media outlets to push campus-generated content to those media outlets. Expand social media efforts with Instagram and Twitter that features original content on those sites.

Planning Unit: Student Affairs & Enrollment Services

Assessment Year: 2012 – 2013

Person Responsible: Judy Daniels

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

Objective 1.1 – Student Activities CAB

Objective: Continue to attract and develop student leaders to the Campus Activities Board. Student leaders will be elected to serve on the CAB Board that is charged with planning and implementation of a variety of programs and activities for students throughout the year.

Results: Exceptional achievement. The CAB Board collaborated with Student Government Association, Phi Theta Kappa Honor Society, and Culturally Diverse Student Alliance to develop and promote a broader range of activities for students. 15 student leaders from the groups attended the Association for the Promotion of Campus Activities (APCA) regional conference in Fall 2012 where they received the South Central Regional award for Campus Events Organization of the Year. The students were invited to compete at the national APCA conference in Spring 2013 in Atlanta where they were recipients of the National Organization of the Year. In addition, results from student activity surveys show continued high levels of satisfaction with extra-curricular activities available to students. As a result of student leader performance, LSU Eunice was invited to be the host campus for the APCA Professional Development Workshop for Student Affairs/Student Activities professionals in June 2013.

Improvement Plan/Changes Made: Plans are to continue current collaborations between CAB, SGA, PTK, and CDSA. The new Gamma Gamma Business organization has expressed an interest in this collaboration which will allow expanded opportunities for student leadership and program diversity.

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

Objective 1.1 – Recruiting/Intelliworks

Objective: Renew Intelliworks recruitment software contract. Recruiters will continue to be able to collect and organize information on prospective students in a manner that allows for improved communication and tracking of prospective students.

Results: Objective only partially met. The contract was renewed, but the training for staff in other areas has not been completed. A process that supports the collection and tracking of information on students from 'inquiry' to 'enrolled' has been delayed due to internal barriers which are being reviewed. Increased competition from other institutions also present challenges that adversely impact recruitment and enrollment.

Improvement Plan/Changes Made: Student Affairs staff will set up Intelliworks information and training meetings for personnel in Academic Affairs, Registrar/Admissions, and Continuing Education to be completed in Fall 2013. In addition, so that recruiters can continuously track and personally communicate with prospective students, the collection of and access to information on students from inquiry to enrollment status will be modified to assure timely, consistent and customized communication with all prospective students. The development of a master plan by Public Relations for expanded marketing is also underway.

Cabinet Meeting Minutes

MINUTES CHANCELLOR'S CABINET MEETING October 16, 2013

The Chancellor's Cabinet met on October 16, 2013, at 3:00 p.m. The following members were present: Dr. William J. Nunez, III, Ms. Judy Daniels, Ms. Arlene Tucker, and Dr. Renee Robichaux. Minutes of October 9, 2013 meeting were accepted.

1. Announcements

2. Academic Affairs Update

- Cabinet accepted the 2012-13 Institutional Effectiveness Summaries and reaffirmed the LSU Eunice Mission & Goals. The summaries had been distributed for review prior to the meeting.
- Copies of the final draft of the modular math completion scenarios were distributed for review and discussion. The final draft was approved with a change to the word "transcribing". It was replaced by "recording".

3. Student Affairs Update

4. Business Affairs Update

Meeting adjourned at 4:15 p.m.

Respectfully submitted,
Dr. Renee Robichaux

Note that the other items on the agenda were removed due to space.

2012-2013 General Education Goals and Objectives related to Institutional and Strategic Goals



This section lists LSU Eunice's Institutional and Strategic Goals for reference. It then lists each General Education Goal and the relationship to its General Education Objective for the Office of Academic Affairs. Relationships to the Institutional and Strategic Goals are also listed. The last section provides the detail for each academic department's General Education Objectives along with whether the Objectives were met or not, with improvement plans, if necessary.

Compiled by Dr. Paul Fowler (pfowler@lsue.edu).

LSU Eunice – Institutional Goals

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

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

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

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

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

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

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

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

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

LSU Eunice – Strategic Goals

1.1: Increase fall 14th class day headcount enrollment at LSU Eunice by 2% from the baseline level of 3,332 in fall 2009 to 3,400 by fall 2014.

2.2: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second Fall at the same institution of initial enrollment by 3.7 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 5

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 institution (Fall 2005 Cohort) of 8 % to 15 % by 2014-15 (Fall 2010 cohort).

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 279 in academic year 2013-14. Students may only be counted once per award level.

Academic Affairs – General Education Goals/Objectives Relationships

Artistic, Cultural, and Historical Understanding

Providing Department: Academic Affairs

Relationship to Strategic Goal: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 5

Related Items

↳ 5.1: GE-Art

Provided By: Liberal Arts

↳ 5.2: GE-History

Provided By: Liberal Arts

↳ 5.6: GE-Psychology

Provided By: Liberal Arts

Communication Skills

Providing Department: Academic Affairs

Relationship to Strategic Goal: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 5

Related Items

↳ 1.4 DMS - Communication: Oral Communication

Provided By: Diagnostic Medical Sonography

↳ 2.4 Nursing - Communication: Nursing Communication

Provided By: Nursing

↳ 3.4 Radiologic Technology - Communication: Communication

Provided By: Radiologic Technology

- ↳ 4.4 Respiratory Care - Communication: Communication
Provided By: Respiratory Care
- ↳ 5.3: GE-Speech Communication
Provided By: Liberal Arts
- ↳ 5.3 Fire and Emergency Services - Communication: Communication
Provided By: Fire and Emergency Services
- ↳ 5.4: GE-Written Communication
Provided By: Liberal Arts
- ↳ 6.3 CIT Communication: CIT - Communication
Provided By: Computer Information Technology
- ↳ 7.2 MGMT - Communication: Communication of MGMT topics
Provided By: Management
- ↳ 8.3 OIS - Communication: Communication
Provided By: Computer Information Technology
- ↳ Communication - Developmental Education (2.1): General Education English after Developmental Education English (ENGL 1001 after ENGL 0001)
Provided By: Developmental Education

Computational and Scientific Reasoning

Providing Department: Academic Affairs

Relationship to Strategic Goal: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 5

Related Items

- ↳ 2.1 Mathematics: Competency in Mathematics
Provided By: Science & Mathematics
 - ↳ Computational – Developmental Education (2.2): General Education Math after Developmental Education Math (MATH 1021 after MATH 0002)
Provided By: Developmental Education
-

Critical Thinking

Providing Department: Academic Affairs

Relationship to Strategic Goal: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 5

Related Items

- ↳ 1.5 DMS - Critical Thinking: Critical Thinking and Application
Provided By: Diagnostic Medical Sonography
- ↳ 2.5 Nursing - Critical Thinking: Nursing Critical Thinking
Provided By: Nursing
- ↳ 3.5 Radiologic Technology - Critical Thinking: Critical Thinking
Provided By: Radiologic Technology
- ↳ 4.5 Respiratory Care - Critical Thinking: Critical Thinking
Provided By: Respiratory Care
- ↳ 5.4 Fire and Emergency Services - Critical Thinking: Critical Thinking
Provided By: Fire and Emergency Services
- ↳ 5.5: GE-Critical Thinking
Provided By: Liberal Arts

- ↳ 6.2 CIT - Critical Thinking: Critical Thinking
Provided By: Computer Information Technology
 - ↳ 7.3 MGMT - Critical Thinking: Critical Thinking Related to MGMT
Provided By: Management
 - ↳ 8.2 OIS - Critical Thinking: Critical Thinking
Provided By: Computer Information Technology
 - ↳ Critical Thinking – Developmental Education (2.3): Social science from College Reading (UNIV 0008)
Provided By: Developmental Education
-

Informational Literacy

Providing Department: Academic Affairs

Relationship to Strategic Goal: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 5

Related Items

- ↳ 5.7: Information Literacy
Provided By: Liberal Arts
 - ↳ Information Literacy - Library (7.2): Faculty awareness of and training in library digital resources based ACRL information literacy standards
Provided By: Library
-

Natural Sciences

Providing Department: Academic Affairs

Relationship to Strategic Goal: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 5

Related Items

↳ 2.2 Sciences: Competency in Biology (or other science)

Provided By: Science & Mathematics

2012-2013 Department Detail for General Education Goals and Objectives

LSU Eunice – Institutional Goals

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

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

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

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

LSU Eunice – Strategic Goals

1.1: Increase fall 14th class day headcount enrollment at LSU Eunice by 2% from the baseline level of 3,332 in fall 2009 to 3,400 by fall 2014.

Start: 11/1/2011

End: 6/30/2016

2.2: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second Fall at the same institution of initial enrollment by 3.7 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 5

Start: 11/1/2011

End: 6/30/2016

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 institution (Fall 2005 Cohort) of 8 % to 15 % by 2014-15 (Fall 2010 cohort).

Start: 11/1/2011

End: 6/30/2016

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 279 in academic year 2013-14. Students may only be counted once per award level.

Start: 11/1/2011

End: 6/30/2016

Academic Affairs – General Education Goals

Artistic, Cultural, and Historical Understanding

General Education Description

Demonstrate understanding of the diverse traditions of the world, and the individual's place in it.

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 5

Relationship to Strategic Goal: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Start: 12/23/2012

End: 10/31/2013

Progress: Ongoing

Providing Department: Academic Affairs

Related Items

5.1: GE-Art

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Liberal Arts

General Education Goal: Artistic, Cultural, and Historical Understanding

Objective With Intended Outcomes

Students will recognize the important aspect of art and history.

1. Integration of concepts and constructs important to the development of art in historical context. Slide integration (SI); Prose integration (PI)
2. Visual identification of major works of art and architecture. Slide integration (SI); Slide recognition (SR).
3. Demonstration of increased knowledge of art history.

These three student learning outcomes are based on the outcomes given in the syllabus for two courses

- [ART 1440-01](#) Spring 2013 face to face at the LSU Eunice Site
- [ART 1441-25](#) Spring 2013 online eight week course offered from 1/14/13 to 3/4/13
- [ART 1441-26](#) Spring 2013 online eight week course offered from 3/18/13 to 5/10/13

At the end of this course students should be able to:

- Correctly answer at least 70% of multiple choice questions related to the historical survey of western art through the social, political, economic, intellectual and religious development as expressed through images of art.
- Correctly identify by period, culture, and style 70% of works of art covered in lectures.
- Correctly identify 70% of the works of art and architecture covered in lectures.
- Demonstrate the ability to retain knowledge by completing the comprehensive final exam with a success rate 70% or more of correct answers.
- Demonstrate the value added to their lives by passing the final exam with a higher score than was achieved on the pre- test given in class the first day.

-  [ART 1440 Syllabus Spring 2013](#)
-  [ART 1441-25 Syllabus Spring 2013](#)
-  [ART 1441-26 Syllabus Spring 2013](#)

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.

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 post test exceeding the pretest is considered successful.

Assessment/Evaluation Results (Progress Report)

Student learning outcome data was collected on the final exams from two courses during the spring 2013 semester - ART 1440 and ART 1441. Overall results indicated that students scored an 84.7%. The results for outcomes 1 and 2 are detailed in Table 1 breaking out the data by site. Students at the LSU Eunice site and online both did very well on the SLOs scoring an 84% for SLO 1 and 85.4% for SLO 2. The total n represents the entire population that took the two courses at the LSU Eunice site and online totaling 140. SLO 1 was assessed by 51 questions on the final exam while SLO 2 was assessed by 49 questions.

Table 1
Art Outcomes from Spring 2012

Description	Statistic	LSUA	Dual Credit	LSUE (wo online)	Online	Total
Outcome 1	Total n	none	none	62	78	140
	Mean			83.5	84.3	84.0
	s.d			12.3	12.4	12.4
Outcome 2	Total n	none	none	62	78	140
	Mean			76.6	89.8	85.4
	s.d			12.5	9.1	12.0

Due to a computer error the results of the pretest were not saved. As a result, Outcome 3 was not assessed.

Since the overall results were 84.7% and the specific results on outcome 1 (84%) and outcome 2 (85.4%) exceed 70%, this Art General Education Objective is met.

-  ART 1440-01 Final Exam Spring 2013
-  ART 1441-25 Final Exam Spring 2013
-  Art 1441-26 Final Exam Spring 2013

Improvement Plan/ Changes Made

No changes planned other than to verify pretest data is downloaded properly so Outcome 3 can be assessed.

5.2: GE-History

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Liberal Arts

General Education Goal: 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 2071, HIST 2057, and HIST 1003.

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:

- HIST 2071 from the face-to-face spring 2013 section
- HIST 2057 from the LSUE site face-to-face spring 2013 sections
- HIST 1003 from all face-to-face spring 2013 sections
-  Syllabus for HIST 1003 SP13
-  Syllabus for HIST 2057 SP 13
-  Syllabus for HIST 2071 SP 13

Assessment/Evaluation/Measures/Strategies

The population of students remaining at the end of the course will be assessed using the final exam (i.e. no sampling). One face to face section of HIST 2071, two face to face sections of HIST 2057, and one online section of HIST 1003 was used to generate the data.

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)

The instructor utilized both lecture and discussion formats as well as assigned readings during the course to teach the material. The outcomes were assessed using the final exam for all sections involved (see Table 1). This involved one face to face section of HIST 2071, two face to face sections of HIST 2057, and one online section of HIST 1003. Two sections, at face to face at LSU Alexandria and one online section were not assessed since the assessment methodology was still being piloted.

Final exams were organized so that ten questions address major historical events, theories,

and issues along with ten questions address identification of major figures and movements in history.

A written book review demonstrate student understanding of the past to the present as well as an ability to analyze historical material in a proper manner.

Table 1
Analysis of SLOs for History

Description	Overall	LSUE (wo online)	Dual Credit	LSUA	Online
Courses		HIST 2057 & 2071	no sections	not assessed	HIST 1003
Outcome 1	81.2	78.5			87.0
Outcome 2	79.0	79.3			78.2
n	195	132			63
Outcome 3	80.3	80.2			80.5
n	170	109			61

As Table 1 indicates, the students were successful at all three outcomes since the results exceed 70%. As a result Objective 5.2 is met.

Improvement Plan/ Changes Made

No actions are planned for the current assessment, except that it will be extended to all history faculty. Currently, the full-time history faculty member was assessing student learning

outcomes as a pilot. Beginning fall 2013 - spring 2014, all sections with a given semester will be assessed.

Completed by Paul Fowler on September 9, 2013 due to the resignation of Luciane Berg.

5.6: GE-Psychology

Start: 12/23/2012

End: 10/31/2013

Progress: Delayed

Provided By: Liberal Arts

General Education Goal: 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 preliminary SLOs for Introduction to Psychology PSYC2000 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 preliminary SLOs for Developmental Psychology of the Life Span PSYC2070 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 preliminary SLOs for Educational Psychology PSYC2060 are:

Upon the conclusion of this course, students will demonstrate knowledge of

1. major theoretical perspectives in educational psychology
2. how various psychological factors affect the educational process
3. critical concepts in educational psychology

Evidence of a faculty meeting to discuss SLOs on [July 25, 2013](#).

-  [Email from 7-25-13 on psychology SLOs](#)

Assessment/Evaluation/Measures/Strategies

Students will be assessed through ten questions interspersed throughout specific topic exams. Preliminary benchmarking will take place during the 2013-2014 academic year.

The preliminary plan is to assess all students at all sites including those taking the courses online.

Assessment/Evaluation Results (Progress Report)

Results will be inserted here for the 2013-2014 academic year.

Improvement Plan/ Changes Made

Develop the test questions and test them during the 2013-2014 academic year.

Prepared by Paul Fowler due to the resignation of Luciane Berg.

Communication Skills

General Education Description

Engage in effective interpersonal, oral, and written communication.

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 5

Relationship to Strategic Goal: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Start: 12/23/2012

End: 10/31/2013

Progress: Ongoing

Providing Department: Academic Affairs

Related Items

➤ 1.4 DMS - Communication: Oral Communication

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Diagnostic Medical Sonography

General Education Goal: Communication Skills

Objective With Intended Outcomes

Students will demonstrate proper professional communication to patients, peers and other health care professionals in a **clinical setting**.

-  [DMS 1093 Spring 2013 syllabus](#)

Assessment/Evaluation/Measures/Strategies

DMS 1093: Students must achieve a minimum grade of 77% (per mandates set forth by the accrediting agency, CAAHEP) in order to demonstrate proficiency. Evaluate students' bi-weekly through direct observation.

-  [BIWEEKLY EVAL](#)

Assessment/Evaluation Results (Progress Report)

DMS 1093: 100% (7 of 7) scored a minimum grade of 85% demonstrating professional communication to patients, peers and other health care professionals in a clinical setting.

Outcome met through direct observation in the clinical setting.

-  Biweekly Clinical Eval completed

Improvement Plan/ Changes Made

Benchmark/outcome has been met; reinforce oral communication skills in the clinical setting.

2.4 Nursing - Communication: Nursing Communication

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Nursing

General Education Goal: 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) - Select appropriate communication interventions as applied in various patient scenarios. 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 .

NURS 2430 (face-to-face) - Apply therapeutic communication to manage the care of individuals

with complex needs across the lifespan. 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 .

-  N1130 EXAM I
-  N1130 SYLLABUS
-  N2430 EXAM III
-  N2430 SYLLABUS

Assessment/Evaluation Results (Progress Report)

NURS 1130 - 93.8% of the students demonstrated proficiency in communication skills. **Objective met.**

NURS 2430 - 83% of the students demonstrated proficiency in communication skills. **Objective met.**

Improvement Plan/ Changes Made

NURS 1130 - Increase therapeutic communication lecture by one hour and add a communication practice lab during which students will role play as patients and care givers and will record use of therapeutic and non-therapeutic techniques.

NURS 2430 - Remediate basic therapeutic communication techniques.

3.4 Radiologic Technology - Communication: Communication

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Radiologic Technology

General Education Goal: Communication Skills

Objective With Intended Outcomes

Students will demonstrate appropriate communication skills.

Assessment/Evaluation/Measures/Strategies

RADT 1092 (fall clinical) - End of semester clinical evaluation form. Average of >2 (above average) on a scale of 3. Evaluated direct observation.

RADT 1093 (spring clinical) - End of semester clinical evaluation form. Average of >2 (above average) on a scale of 3. Evaluated through direct observation.

-  [RADT 1092 Applied Imaging II Clinical Eval Form](#)
-  [RADT 1092 Course Syllabus](#)
-  [RADT 1093 Applied Imaging III Clinical Eval Form](#)
-  [RADT 1093 Course Syllabus](#)

Assessment/Evaluation Results (Progress Report)

RADT 1092 Section 91: 100% (10 of 10) students scored an average of 2 or above on the final clinical evaluation. **Objective met.**

RADT 1092 Section 92: 100% (10 of 10) students scored an average of 2 or above on the final clinical evaluation. **Objective met.**

RADT 1093 Section 91: 100% (10 of 10) students averaged at least ≥ 2 (above average) on a scale of 0-3 on items designated to communication and professionalism on the Clinical

Evaluation Form. **Objective met.**

RADT 1093 Section 92: 100% (10 of 10) students scored an average of 2 or above on the final clinical evaluation. **Objective met.**

-  [RADT 1092 Applied Imaging II Clinical Eval Form](#)
-  [RADT 1093 Applied Imaging III Clinical Evaluation Form](#)

Improvement Plan/ Changes Made

RADT 1092 Section 91: Scenario based instruction regarding patient communication has led to improvement in communication skills. Will discuss with faculty and solicit input as needed.

RADT 1092 Section 92: Even though benchmark was met, will discuss with faculty and solicit input as needed.

RADT 1093 Section 91: Continue to provide activities for students to practice demonstrate professional behavior and patient communication skills. Will discuss with faculty and solicit input as needed.

RADT 1093 Section 92: Continue to monitor progress in communication skills from first level to second level. Will discuss with faculty and solicit input as needed.

4.4 Respiratory Care - Communication: Communication

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Respiratory Care

General Education Goal: Communication Skills

Objective With Intended Outcomes

Students will be able to effectively communicate via oral and written communication.

-  [RC 1001 Course Syllabus Fall 2012](#)
-  [RC 2012 Course Syllabus fall 2012](#)

Assessment/Evaluation/Measures/Strategies

4.4 RC 1001 Students in this **50% web based** course are responsible to secure one or more approved clinical sites in order to observe and shadow a therapist while in the hospital setting. The student is required after each visit to a clinical agency to type a 250 word description of their perceptions of the practice of respiratory care, the role of the respiratory therapist in the care of patients with cardiopulmonary disorders, and the contributions of the respiratory therapist to the overall plan of care. The students are also encouraged to pay close attention to grammar, spelling, etc., as it is explained the importance of a respiratory therapist to possess excellent communication skills.

The student is also given a lecture which provides definitions and goals of communication and to describe components and barriers to communication.

Students must score at least a 77% in order to be considered as eligible for admission into the clinical portion of the Respiratory Care Program.

4.4 RC 2012 Each student must demonstrate the knowledge and understanding of cardiopulmonary anatomy and physiology focusing on the major structures and functions of the upper and lower airways. Each student in this **face-to-face lecture** course will be required to present a poster presentation pertaining to a cardiopulmonary pathological (abnormal pulmonary anatomy and/or physiology) condition. Each display/model must be accompanied by a short presentation of the project.

Students must score at least a 77% on this presentation.

-  [Observation and Diary Rules](#)

-  [RC 2012 Poster/ Oral Presentation Rubric](#)

Assessment/Evaluation Results (Progress Report)

4.4 RC 1001 Threshold met.

4.4 RC 2012 Threshold met.

-  [Clinical Observation Diary pg. 1 of 4 fall 2012](#)
-  [Clinical Observation Diary pg. 2 of 4 2012](#)
-  [Clinical Observation Diary pg. 3 of 4 fall 2012](#)
-  [Clinical Observation Diary pg. 4 of 4 fall 2012](#)
-  [Observation Procedures pg. 1 of 2 fall 2012](#)
-  [Observation Procedures pg. 2 of 2 fall 2012](#)
-  [RC 2012 Poster/ Oral Presentation Rubric. student](#)

Improvement Plan/ Changes Made

4.4 RC 1001 The Program Director will continue to encourage more verbal contact with the medical staff and patients. There will also be allotted class time to allow students to share their experiences with one another.

4.4 RC 2012 The Program Director and RC faculty will review with students appropriate topics prior to the presentation and help guide the student in preparing the poster and information expected during the presentation.

➤ 5.3: GE-Speech Communication

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Liberal Arts

General Education Goal: 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 2013.

[Sample Speech Rubrics](#) from spring 2013.

-  [Rubric Examples Sp 2013](#)
-  [Sample Syllabus Communications Sp 2013](#)

Assessment/Evaluation/Measures/Strategies

All students in sections 1 - 7 in the CMST 1061 course (Fundamentals of Communication) were assessed during the spring 2013 semester (i.e. no sampling).

Faculty will calculate grade on the informative outline and speech and combine them into one grade. As a result, one number will be reported for both Outcome 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 transferrable as a general education course).

Assessment/Evaluation Results (Progress Report)

Each of the 132 students remaining in the course were assessed using rubrics for their informative outline and informative speech at the LSU Eunice site. There were no online sections of CMST 1061 and there were no sections offered at LSU Alexandria.

Grades were recorded for the assignment and reported by section (see Table 1). Weighted averages were calculated for the data shown in Table 1.

Table 1
Results from CMST 1061 Spring 2013

Course	Section	Informative Speech and Outline Outcome A and B		Group Problem Solving Outcome C	
		n	%	n	%
CMST 1061	1	21	100	21	95
CMST 1061	2	15	86	12	80
CMST 1061	3	19	95	17	89
CMST 1061	4	19	80.4	12	83
CMST 1061	5	16	79.5	10	80
CMST 1061	6	25	84	23	92
CMST 1061	7	17	78.6	14	71
Overall		132	86.6	109	86.0

As Table 1 indicates, students did rather well on the informative speech and outline achieving an overall score of 86.6% on the assignments. Examples of the informative speech evaluation form are [here](#) (large file...will take a moment to download).

Next, for Outcome C offered later in the semester, 109 students remained obtaining an overall score of 86%. An example of a completed group rubric is [here](#).

Overall, since 86% exceeds the benchmark of 70%, Objective 5.3 for Oral Communication is met.

-  [Completed Speech Evaluations](#)
-  [Group Rubric SP 2013](#)

Improvement Plan/ Changes Made

Spring 2013 was a pilot for calculating SLOs for CMST 1061. As a result, to improve assessment, the faculty will

- assess the outlines and speeches separately or combine SLO A and B into one outcome.
- begin to rotate to other speeches in order to obtain a better picture of student learning.
- confer on results to increase student learning.
- begin to exam the appropriateness to critical thinking in the general education curriculum.

Completed by Paul Fowler due to the resignation of Luciane Berg.

🔹 5.3 Fire and Emergency Services - Communication: Communication

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Fire and Emergency Services

General Education Goal: 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

FSCI 2720- Upon successful completion of this **8 week accelerated web based** course students will be able to summarize information which will allow them to communicate effectively with the regulatory agency enforcement officers and to work with the state and federal environmental regulatory community. Students must score a minimum grade of 70% to demonstrate proficiency in this area. Historically benchmark was determined by the Division Head and faculty that a 10 point scale would be used in Fire and Emergency Services courses.

FSCI 2630 - Upon successful completion of this **8 week accelerated web based** course students will be able to understand the breadth and depth of safety issues in organizations. Students must score a minimum grade of 70% to demonstrate proficiency in this area. Historically benchmark was determined by the Division Head and faculty that a 10 point scale would be used in Fire and Emergency Services courses.

FSCI2152 -Upon successful completion of this **8 week accelerated web based** course students will be able to describe and evaluate circumstances that might constitute an unsafe act. Students must score a minimum grade of 70% to demonstrate proficiency in this area. Historically benchmark was determined by the Division Head and faculty that a 10 point scale would be used in Fire and Emergency Services courses.

-  [FSCI2152 Syllabus](#)

-  [FSCI2630 Syllabus](#)
-  [FSCI2720 Syllabus](#)

Assessment/Evaluation Results (Progress Report)

FSCI 2720 - 90.5 percent of students completing environmental regulations and laws course demonstrated effective resource and literature research skills. **Objective was met.**

FSCI 2630 - 85.7 percent of students have successfully presented an understanding of safety issues in organizations. **Object was met.**

FSCI 2152 - 80 percent demonstrated competency in this activity. **Objective was met.**

-  [FSCI2152 Activity/Student Response](#)
-  [FSCI2720 Activity/Student Response](#)

Improvement Plan/ Changes Made

FSCI 2720 - Encourage participation and engage students in more discussion boards.

FSCI 2630 - Encourage participation and make discussion more comprehensive.

FSCI 2152 - Work with students to improve quality of submission of material to be graded.

5.4: GE-Written Communication

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Liberal Arts

General Education Goal: Communication Skills, Informational Literacy

Objective With Intended Outcomes

Students will successfully complete their general education coursework developing competencies in written communication.

This objective will be assessed using the student learning outcomes (SLOs) from ENGL 1001, ENGL 1002, and 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, with a 70% success rate overall

1. Write an essay of at least five paragraphs with a clearly defined thesis statement.
2. Provide substantive examples, explanation, and description to support the essay's thesis.
3. Illustrate logical relationship between causes and effects discussed in support of the essay's thesis.
4. Defend the essay's thesis using sound logic.
5. Use proper grammar and punctuation throughout the essay.

SLOs for ENGL 1002 are:

Upon successful completion of this course, the student will, with a 70% success rate overall

1. Analyze literature by writing essays in at least three genres, such as the academic essay, the review, and the documented essay.
2. Provide substantive examples, explanation, and description to support the essays' theses
3. Use proper grammar and punctuation throughout the essays
4. Demonstrate competency in using library research tools and demonstrate the ability to quote, paraphrase, and cite from both primary and secondary sources to produce a documented essay
5. Provide an oral presentation and/or project incorporating a technological component

Fall 2012 - Spring 2013 sample [course syllabus for ENGL 1001](#)

Fall 2012 - Spring 2013 sample [course syllabus for ENGL 1002](#)

-  [FA 12 - SP 13 ENGL 1001 departmental syllabus](#)
-  [FA 12 - SP 13 ENGL 1002 departmental syllabus](#)

Assessment/Evaluation/Measures/Strategies

All assessment of student learning for this objective is by direct means. First, the SLOs were assessed by grading the student's portfolio for a random sample of students in both the ENGL 1001 and ENGL 1002 courses. **Students from the LSUE site, LSUA site, online, and dual credit are assessed.** The benchmark for success is defined to be 70% which is the lowest C that can be considered for transfer to other institutions of higher education since both ENGL 1001 and ENGL 1002 are general education courses.

In addition, the direct assessment of student learning took place using 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 site only. Dual Credit and LSU Alexandria site 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 is obtained each summer for students who took the CAAP during the previous academic year. For example, the current summer 2013 report was obtained at the end of July for students who took the writing section of the CAAP during the fall 2012 and spring 2013 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 62.0.

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. 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 four of the six categories 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 writing ability. For the current report, the CAAP Content Analysis Report noted the following national averages

- Punctuation 58%
- Basic grammar and usage 63%
- Sentence structure 60%
- Strategy 58%
- Organization 57%
- Style 63%

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.

Assessment/Evaluation Results (Progress Report)

A random sample of students were directly assessed using graded portfolios in each of the general education English composition courses during the fall 2012 to spring 2013 academic year. Student learning outcome (SLO) data was then generated by the faculty member and then reported to the division head from 490 (48%) of the 1,021 students enrolled in ENGL 1001, the entry level general education English composition course. Additionally, SLO data was collected from 603 (77%) of the 787 students enrolled in the second general education English composition course (ENGL 1002).

Sample Outcome Reporting Summary by Course for [ENGL 1001](#)

Sample Outcome Reporting Summary by Course for [ENGL 1002](#)

Table 1 below details the results for ENGL 1001 at the various sites for both fall 2012 and spring 2013. The overall results indicate that students at all sites did rather well on each of the SLOs with the online and LSU Alexandria students outperforming LSU Eunice students. Note, however, that only a handful (16) of students were sampled from LSU Alexandria while all online students were sampled.

Table 1
Fall 2012 to Spring 2013 Outcomes for ENGL 1001

Outcome	Overall	s.d.	LSUE (wo online)	Dual Credit	LSUA	Online
1. Write an essay of at least five paragraphs with a clearly defined thesis statement	87	14	86	n/a	100	91
2. Provide substantive examples, explanation, and description to support the essay's thesis	82	13	81	n/a	94	91
3. Illustrate logical relationship between causes and effects discussed in support of the essay's thesis	79	14	77	n/a	100	91
4. Defend the essay's thesis using sound logic	79	17	77	n/a	94	91
5. Use proper grammar and punctuation throughout the essay	83	11	82	n/a	88	91
Overall	81	14	81	n/a	95	91
Total Sampled	490	--	437	0	16	37
Total n	1021	--	657	189	96	79

Next, Table 2 presents the data for ENGL 1002, the second general education

English composition course. The data indicates that students again did very well on the SLOs for the course with dual credit students outperforming all other sites. All other sites; however, performed in a similar fashion on each of the outcomes with a slight weakness in outcome four.

Table 2
Fall 2012 to Spring 2013 Outcomes for ENGL 1002

Outcome	Overall	s.d.	LSUE (wo online)	Dual Credit	LSUA	Online
1. Analyze literature by writing essays in at least three genres, such as the academic essay, the review, and the documented essay	85	11	84	100	83	84
2. Provide substantive examples, explanation, and description to support the essays' theses	83	14	81	96	83	83
3. Use proper grammar and punctuation throughout the essays	84	13	84	92	80	81
4. Demonstrate competency in using library research tools and demonstrate the ability to quote, paraphrase, and cite from both primary and secondary sources to produce a documented essay	78	12	75	100	79	80
5. Provide an oral presentation and/or project incorporating a technological component	87	14	84	92	95	96
Overall	84	13	82	96	84	85
Total Sampled	603	--	420	50	55	78
Total n	787	--	511	118	80	78

The direct assessment from both ENGL 1001 and ENGL 1002 suggest that Objective 10.4 was

met.

Next, the [CAAP Linkage Report](#) was obtained in order to compare LSU Eunice students to nationally normed results averaged over three years from all two-year schools using the CAAP. The national average was 62.0 while LSU Eunice's overall average was 61.6. While, 61.6 is below the established benchmark set by the CAAP of 62.0, the difference of 0.4 is so small and might simply be a result of random error. As a result, rounding LSU Eunice's 61.6 to 62.0 which equals the national benchmark suggests that the Objective 10.4 is met based on the nationally normed CAAP Linkage Report.

Lastly, the [CAAP Content Area Analysis Report](#) was obtained to compare individual elements of student writing to nationally normed two-year colleges using the CAAP averaged over three years. Table 3 summarizes the results for LSU Eunice students and the nationally normed results. The third column is the nationally normed score subtracted from the LSU Eunice score. Except for sentence structure, LSU Eunice students found the subject matter more difficult than the nationally normed group. While the score on punctuation and basic grammar and usage could be due to random error, the scores on strategy, organization, and style indicate that work needs to be done in these areas.

Table 3
CAAP Content Analysis Fall 2012 to Spring 2013 Results for Writing

Area	LSU Eunice %	Nationally Normed %	Difference
Punctuation	57	58	-1
Basic Grammar and Usage	61	63	-2
Sentence Structure	66	60	6
Strategy	53	58	-5
Organization	49	57	-8
Style	56	63	-7

The data from the CAAP Content Area Analysis results suggest that Objective 5.4 was not met.

Based on the results from SLOs directly assessed in each of the courses, the CAAP Linkage Report, and the CAAP Content Analysis Report, Objective 10.4 is tentatively met given the issues with strategy, organization, and style.

-  [7-24-13 Writing CAAP Content Analysis Report 12-13](#)
-  [CAAP Linkage Report Writing Only 12-13](#)
-  [Reporting Form Outcomes ENGL 1001.A2 Fall 2012](#)
-  [Reporting Forms Outcomes ENGL 1002-01Sp13](#)

Improvement Plan/ Changes Made

First, room for improvement exists within the scope of the CAAP results for the overall average in the Linkage Report and the individual metrics in the Content Analysis Report. Faculty will meet and discuss strategies for improvement.

Next, the random sampling of SLO data should include sections from all sites and all faculty whether they are full-time or adjunct. It is possible that some faculty were not aware of the need to report SLO data. With the resignation of the division head in summer 2013, it is difficult to ascertain what faculty members were aware of the requirement.

Third, the mismatch between SLO scores and nationally normed comparisons suggest that the SLOs are not matched with the nationally normed assessment. There may be a reason for this; however, it should be articulated ([email attached](#) may help shed some light on this issue). The English faculty held a meeting to discuss the matter on August 22, 2013. The meeting minutes are [attached](#).

Lastly, the CAAP assessment should be given to all face-to-face students at all sites in order to

obtain a clear picture of the actual results.

Prepared by Paul Fowler due to the resignation of Luciane Berg.

-  [English Faculty Meeting 8-22-13](#)
-  [Written Communication GE](#)

↳ **6.3 CIT Communication: CIT - Communication**

Start: 12/23/2012

End: 10/31/2013

Progress: Delayed

Provided By: Computer Information Technology

General Education Goal: 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.

-  [CSC 1011 Syllabus](#)

Assessment/Evaluation/Measures/Strategies

-  [CSC 1011 Case Study](#)

Assessment/Evaluation Results (Progress Report)

Unable to obtain data CIT Coordinator/Instructor resigned suddenly.

Improvement Plan/ Changes Made

7.2 MGMT - Communication: Communication of MGMT topics

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Management

General Education Goal: 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 2001 (face-to-face) Fall 2012 and (web based) Spring 2013 Class Discussion Board Questions and Special Research Assignments.

MGMT 2999 (face-to-face) Fall 2012) - Class Discussion Board Questions and Special Research.

MKTG 2999 (web based) Spring 2013) - Class Discussion Board Questions and Special Research.

-  [BADM 2001 syllabus](#)
-  [MGMT 2999 Syllabus](#)
-  [MKTG 2999](#)

Assessment/Evaluation Results (Progress Report)

BADM 2001

Fall 2012 - 68.33% success rate on the key terms and facts. Objective was not met.

Spring 2013 - 79% success rate on the key terms and facts. Objective was met.

MGMT 2999

(Fall 2012) - 74.29% success rate on the key terms and facts. Objective was met.

MKTG 2999

(Spring 2013) - 81% success rate on the key terms and facts. Objective was met.

Improvement Plan/ Changes Made

BADM 2001 (Fall 2012) - Expand research topics assignments. Require more internet readings. Add more discussion board questions in Fall 2013.

BADM 2001 (Spring 2013) - Expand research topics assignments. Require more internet readings.

MGMT 2999 (Fall 2012) - Expand research topics assignments. Require more internet readings.

MKTG 2999 (Spring 2013) - Expand research topics assignments. Require more internet readings. Add more discussion board questions in Fall 2013.

8.3 OIS - Communication: Communication

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Computer Information Technology

General Education Goal: Communication Skills

Objective With Intended Outcomes

8.30 BIT 2800 - Upon successful completion of this course students will be able to demonstrate effective business communication skills through practical applications in the preparation of business documents.

Assessment/Evaluation/Measures/Strategies

8.30 BIT 2800 - Students will be able to demonstrate character formatting, paragraph formatting, format with styles and outlining; and how to create format tables. Student will also be able to manage multiple page documents; understand how to use writing tools; how to manage print documents; and how to manipulate tabs. Question and answer exams are used. In class graded and time production assignments. Students must score a minimum score of 70% in these areas to demonstrate proficiency. Historically it was determined by the Division Head and faculty that a 10 point scale would be used in all business and business related courses.

Assessment/Evaluation Results (Progress Report)

BIT 2800 80% of students achieved a 70% or better by demonstrating their the understanding of character formatting, paragraph formatting, format with styles and outlining; and how to create and format tables. Objective met.

76% of the students earned a 70% or better showing their ability to manage multiple page documents; understand how to use writing tools; and to manage print documents and how to manipulate tabs. Objective met.

Improvement Plan/ Changes Made

BIT 2800 Encourage and engage students to actively participate in all activities. Provide

activities that will offer students the competencies to use real world applications.

➤ **Communication – Developmental Education (2.1): General Education English after Developmental Education English (ENGL 1001 after ENGL 0001)**

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Developmental Education

General Education Goal: Communication Skills

Objective With Intended Outcomes

Pathways to Success students will successfully complete their first general education courses at rates that approximate the averages established by the National Center for Developmental Education for general education English composition course (ENGL 1001) after successfully completing ENGL 0001.

Assessment/Evaluation/Measures/Strategies

Direct Assessment

The direct assessment of student learning took 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 2013 report was obtained at the end of July for students who took the writing section of the CAAP during the fall 2012 and spring 2013 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 62.0.

The CAAP Content Analysis Report once again 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. 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 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 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 (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 (NCDE). The average used as a benchmark is 64%.

Assessment/Evaluation Results (Progress Report)

Direct

CAAP Linkage Report: National average is 62.0 while LSU Eunice's is 61.6. Since the difference between the two is likely random error, the suggests that the objective is met.

CAAP Content Analysis Report: The data for the bottom 25% is

- Punctuation = 6%
- Basic Grammar and Usage = 0%
- Sentence Structure = 3%
- Strategy = -6%
- Organization = -6%
- Style = -8%

Since only three elements of writing ≥ -5 , the data suggests that the objective is not met.

Indirect

The percentages shown in Table 1 were calculated by taking those who successfully completed the college-level course with a C or better divided by those who successfully completed ENGL 0001 and registered for the college-level English composition course.

Table 1
Percentages of Students Successfully Completing College-Level English Composition after Completing ENGL 0001

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	77.0	74.9	76.1
2008	74.5	76.2	75.2
2009	71.0	73.2	71.9
2010	76.0	72.0	74.2
2011	82.8	83.3	83.0
Mean	77.3	76.9	76.9
s.d.	4.3	3.8	3.7

As Table 1 indicates, the results for both the Pathways and Non-Pathways students are 83% for the academic year beginning 2011. The means from 2003 to 2011 also indicate that both the Pathways and Non-Pathways groups perform similarly. According to Institutional Research, from 2003 to 2011, students, on average, complete developmental English composition in just over one (1.4) semester. They typically complete general education English composition in one (1.1) semester.

Since the LSU Eunice's indirect measure exceeds the national measure of 64%, the objective is met based on the indirect measure.

As a result of the direct and indirect measures, Objective 2.1 is met tentatively.

-  [7-24-13 Writing CAAP Content Analysis Report 12-13](#)
-  [CAAP Linkage Report Writing Only 12-13](#)

Improvement Plan/ Changes Made

This data will be shared with the English faculty to determine if additional changes are needed in the English Composition sequence. Several changes have occurred over the past two years. [Email](#) from Interim Division Head confirms changes are ongoing.

-  [Dev ed to gen ed ENGL email](#)

Computational and Scientific Reasoning

General Education Description

Use processes, procedures, data, or evidence to solve problems and make effective decisions.

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 5

Relationship to Strategic Goal: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Start: 12/23/2012

End: 10/31/2013

Progress: Ongoing

Providing Department: Academic Affairs

Related Items

↳ 2.1 Mathematics: Competency in Mathematics

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Science & Mathematics

General Education Goal: 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

Direct Assessment:

The outcomes will be directly assessed using standardized multiple choice final exams for students learning outcomes **for all students who take the final exam at all sites and all delivery methods.** ACT's CAAP exit exam is used for comparison to national norms.

The SLO for MATH 1021 are: The student, upon successful completion of the course, will:

- A. Manipulated equations and graphs of lines and circles (Benchmark=70% which is the lowest average grade that will typically transfer to other institutions).
- B. Shift, stretch, and reflect graphs of functions (Benchmark=70% which is the lowest average grade that will typically transfer to other institutions).

The CAAP exam will compare the local cohort (LSUE) students to the national normative group.

LSUE students will score above the national norm on the CAAP Linkage Report.

For the Content Analysis Report, success is determined as having a 0 or higher meaning that the college algebra questions were not as difficult for LSUE students when compared to the national norm.

-  [math 1021 syllabus from 12-13](#)

Assessment/Evaluation Results (Progress Report)

Student learning outcomes were directly assessed as students took the final exam in the MATH 1021 course. During the 2012-2013 academic year, 752 students took the final exam in MATH

1021 with the overall results being 68%. Dual credit performed the best at 81%, then LSUE students at 67% with online student next at 66%, and then finally LSUA students at 61%. The data suggest that students have more difficulty with outcome A than they do outcome B (see Table 1).

Table 1
Student Learning Outcomes for all Sites

MATH 1021 SLO Description AY 12-13	Overall	LSUE	Dual Credit	LCRP	LSUA	Online
Overall	68	67	81	none	61	66
Outcome A Manipulate equations and graphs of lines and circles	65	64	79		57	65
Outcome B Shift, Stretch and Reflect Graphs of Functions	79	79	91		76	71
Total number of students tested	752	546	77		57	72

Despite the overall result being 68%, there has been incremental improvement as Table 2 indicates. However, the gains made in the individual outcomes seem to cancel themselves out as outcome A decreased since spring 2011 while outcome B increased an almost identical amount over the same time period.

Table 2
Longitudinal Results for MATH 1021.

MATH 1021 SLO Description	SP 11	AY 11-12	AY 12-13	Difference
Overall	68	66	68	2
A. Manipulate equations and graphs of lines and circles	80	66	65	-1
B. Shift, Stretch and Reflect Graphs of Functions	57	66	79	13
Total number of students tested	192	733	752	

Note that the results for Table 1 and Table 2 present the results for all students who took the final exam for fall 2012, fall inter-session between fall and spring, and spring 2013 (i.e. no sampling).

Next, the CAAP mathematics assessment was given to students completing the MATH 1021 course. The Linkage Report and the Content Analysis Report both directly assess student learning and compare LSUE student performance to all other two year schools who use the CAAP over a three year average.

The [Linkage Report](#) indicated the following:

National mean was 56.7 with a standard deviation of 3.5 for 7,942 students

LSUE mean was 57.1 with a standard deviation of 2.8 for 462 students taking the assessment over the 2012-2013 academic year.

The [Content Analysis Report](#) indicated that

The bottom 25% = -3 meaning that LSUE students had more difficulty with the college algebra questions when compared to the national comparison group. The difference between the national norm and LSUE students was negligible.

The middle 50% = -2 meaning that LSUE students had more difficulty with the college algebra questions when compared to the national comparison group. The difference between the national norm and LSUE students was negligible.

Finally, the top 25% = -6 meaning that LSUE students had more difficulty with the college algebra questions when compared to the national comparison group. The difference between the national norm and LSUE students was moderate.

Summary results:

Based on the internal student learning outcomes - since $68\% < 70\%$, the objective is not met.
 Based on the external Linkage Report - since $57.1 > 56.7$, the objective is met.
 Based on the external Content Analysis Report - since the top 25% scored -6 which places LSUE students moderately less than the national norm, the objective is not met. The bottom 25% and middle 50% are considered negligible and could be the result of random error.

Overall, General Education 2.1 is not met.

-  [7-24-13 Mathematics CAAP Content Analysis Report 12-13](#)
-  [CAAP Linkage Report Mathematics Only 12-13](#)

Improvement Plan/ Changes Made

The mathematics faculty are currently working on three initiatives to assist students in completing their college algebra requirement.

1. Students with 17 and 18 math subscores on the ACT are permitted to enroll in a Co-requisite developmental course to help them complete both the developmental work and general education work at the same time.
2. MATH 1015, Applied College Algebra, was created for non-science majors. It too has a co-requisite section.
3. Developmental Mathematics is pilot testing a computer based Modular Mathematics course that is competency based. This delivery method should permit students to complete their developmental mathematics at a faster rate and with higher competency. This should then translate to more student taking either MATH 1021 or MATH 1015 and successfully completing them.

The meeting minutes from the [August 23, 2013](#) mathematics faculty meeting are attached.

Prepared by Paul Fowler on 9/15/13 to comply with SACSCOC general education requirements.

-  [Math Dept Mtg 8-23-13 Minutes](#)

↳ **Computational - Dev Ed (2.2): General Education Math after Developmental Education Math (MATH 1021 after MATH 0002)**

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Developmental Education

General Education Goal: Computational and Scientific Reasoning

Objective With Intended Outcomes

Pathways to Success students will successfully complete their first general education courses at rates that approximate the averages established by the National Center for Developmental Education for general education mathematics course (MATH 1021) after the successful completion of MATH 0002.

Assessment/Evaluation/Measures/Strategies

Direct Assessment

The direct assessment of student learning took place using ACT's Collegiate Assessment of Academic Proficiency (CAAP) Mathematics Skills Test given in 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 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 2013 report was obtained at the

end of July for students who took the mathematics section of the CAAP during the fall 2012 and spring 2013 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 56.7.

The CAAP Content Analysis Report once again 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 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 1021/1014/1011) after completing the developmental education mathematics course (MATH 0002) using a report provided by institutional data. This is a new report 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 (NCDE). The average used as a benchmark is 58%.

Assessment/Evaluation Results (Progress Report)

Direct Assessment:

CAAP Linkage Report: The national average for the mathematics assessment was 56.7. LSU Eunice students scored 57.1 exceeding the national average. The data suggests that the objective is met.

CAAP Content Analysis Report: The report noted the following scores for LSU Eunice students during the 2012-2013 academic year.

- Pre-algebra = 7%
- Elementary Algebra = 11%
- Intermediate Algebra = 30%
- College Algebra = -4%
- Coordinate Geometry = -3%
- Trigonometry = -2%

Since all elements of mathematics $\geq -5\%$, the results suggest that the objective is met.

Indirect Assessment:

The percentages shown in Table 1 were calculated by taking those who successfully completed the college-level course with a C or better divided by those who successfully completed MATH 0002 and registered for the college-level course.

Table 1
Percentages of Students Successfully Completing College-Level Mathematics after Completing MATH 0002

Year	Pathways	Non-Pathways	All Students
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	63.0
2007	57.7	68.8	65.1
2008	63.8	67.1	65.9
2009	55.3	70.7	66.2
2010	66.0	70.5	69.2
2011	51.3	69.9	63.6
Mean	59.0	68.8	66.0
s.d.	5.0	1.8	2.4

As Table 1 indicates, Non Pathways students met the benchmark while the Pathways students did not. However, it is worth noting that Pathways students in fall 2011 and spring 2012, may not have had enough time to complete MATH 0002 and college-level math simply because it takes them almost two years to complete the two courses according to institutional data. For example, between 2003 and 2011, students took 1.4 semesters, on average, to complete developmental mathematics while it took them 1.6 semesters, on average, to complete general education mathematics.

As a result of the direct and indirect assessment and placing a heavier weight on the direct

assessment, Objective 2.2 is met.

-  [7-24-13 Mathematics CAAP Content Analysis Report 12-13](#)
-  [CAAP Linkage Report Mathematics Only 12-13](#)

Improvement Plan/ Changes Made

Continue to monitor student progress on the coordinate geometry and college algebra. Students do not have to take a course in trigonometry prior to taking the CAAP so the scores in this content area will probably always be low.

In addition, in an attempt to increase student success and reduce the time in developmental education, the institution has adopted modular mathematics as the topic of the QEP. The program will be piloted beginning fall 2013. The program will utilize the emporium style of instruction using computer based methods that are competency based with attendance required.

Example of faculty [meeting](#) minutes January 29, 2013.

Example of a [meeting](#) with the administration on May 20, 2013.

-  [1-29-13 modular meeting minutes with faculty](#)
-  [5-20-13 Agenda and meeting minutes for the Modular math meeting](#)

Critical Thinking

General Education Description

Effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and

disciplines.

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 5

Relationship to Strategic Goal: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Start: 12/23/2012

End: 10/31/2013

Progress: Ongoing

Providing Department: Academic Affairs

Related Items

➤ **1.5 DMS - Critical Thinking: Critical Thinking and Application**

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Diagnostic Medical Sonography

General Education Goal: Critical Thinking

Objective With Intended Outcomes

In a **clinical setting (DMS 1092)** students will be able to:

- a. Verify that they have the correct patient
- b. Verify if patient was properly prepared for the exam
- c. Identify and report, when appropriate, if there are contraindications for performing the procedure
- d. Provide safe storage for patient's personal belongings
- e. Provide appropriate assistance to table, based on patient's condition
- f. Maintain patient's dignity and modesty
- g. Talk to patient in a concerned, professional manner
- h. Apply standard universal precautions
- i. Provide proper instructions for moving and breathing
- j. Observe patient's condition at regular intervals
- k. Ensure the patient's comfort and physical safety

Additional information on critical thinking is [here](#).

-  [DMS 1092 FALL 2012 syllabus](#)

Assessment/Evaluation/Measures/Strategies

DMS 1092: Students must achieve a minimum grade of 77% in order to demonstrate proficiency. Assessment is done through direct observation and a rubric designed by the program director in accordance with LSUE DMS Program Policies (referenced below).

-  DMS Clinical Competency
 -  [CLINICAL COMP](#)
 -  [CRITERIA FOR COMP GRADING](#)
-  [Excerpt from DMS Program Clinical Handbook on Retention](#)

Assessment/Evaluation Results (Progress Report)

DMS 1092: 100% (7 of 7) scored a minimum of 77% demonstrating the ability to apply knowledge base and critical thinking in a clinical setting.

Outcome met.

-  [competency form completed](#)

Improvement Plan/ Changes Made

DMS 1092: Remediate students individually as needed to ensure application of knowledge, critical thinking, and clinical skills are appropriate for an entry-level sonographer.

↳ 2.5 Nursing - Critical Thinking: Nursing Critical Thinking

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Nursing

General Education Goal: Critical Thinking

Objective With Intended Outcomes

Students will apply the nursing process to individuals in a safe, prioritized, timely and organized manner.

-  [N1135_CLIN_SYLLABUS](#)
-  [N2435_CLIN_SYLLABUS](#)

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.

NURS 2435: **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 .

-  N1135_FIN_CLIN_EVAL
-  N1135_WKLY_CLIN_EVAL
-  N2435_FIN_CLIN_EVAL
-  N2435_WKLY_CLIN_EVAL

Assessment/Evaluation Results (Progress Report)

NURS 1135 - Clinical faculty observed each student's performance and recorded on the weekly and final evaluation forms. All students received a "Pass" for this clinical course. Objective met.

NURS 2435 - Clinical faculty observed each student's performance and recorded on the weekly and final evaluation forms. All students received a "Pass" for this clinical course. Objective met.

-  nsg 1135 final clinical eval
-  nsg 1135 weekly clinical eval
-  nsg 2435 final clinical eval
-  nsg 2435 weekly clinical eval

Improvement Plan/ Changes Made

NURS1135- Continue focus on communication and critical thinking in the clinical setting: 1) Have students conduct an additional "Interpersonal Recording" during the semester; 2) Increase the use of lab data analysis as it relates to medications and patient status.

NURS2435 - In clinical conference, discuss effective methods of communicating during review of patient scenarios emphasizing therapeutic communication particularly in crisis management. Continue to emphasize the analysis of laboratory data, assessment, pathophysiology of patient condition and nursing interventions.

3.5 Radiologic Technology - Critical Thinking: Critical Thinking

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Radiologic Technology

General Education Goal: Critical Thinking

Objective With Intended Outcomes

The students will be able to demonstrate critical thinking skills.

Assessment/Evaluation/Measures/Strategies

RADT 1092 (fall clinical) - Competency evaluation form- critical thinking skills. Minimum of 85% on 4 competencies. Evaluated through direct observation.

RADT 1093 (spring clinical) - Competency evaluation form- critical thinking skills. Minimum of 85% on 4 competencies. Evaluated through direct observation.

-  [RADT 1092 Applied Radiography II Clinical Eval Form](#)
-  [RADT 1092 Course Syllabus](#)
-  [RADT 1093 Applied Radiography III Clinical Eval Form](#)
-  [RADT 1093 Course Syllabus](#)

Assessment/Evaluation Results (Progress Report)

RADT 1092 Section 91: 90% (9 of 10) students scored a minimum of 85% on critical thinking skills objective on 4 competency evaluations. **Objective met.**

RADT 1092 Section 92: 90% (9 of 10) students scored a minimum of 85% on critical thinking skills objective on 4 competency evaluations. **Objective met.**

RADT 1093 Section 91: 100% (10 of 10) students scored at least 85% on the items designated to critical thinking and problem solving skills. **Objective met.**

RADT 1093 Section 92: 90% (9 of 10) students scored a minimum of 85% on critical thinking skills objective on 4 competency evaluations. **Objective met.**

-  [RADT 1092 Applied Imaging II Clinical Eval Form \(filled\)](#)
-  [RADT 1093 Applied Imaging III Clinical Eval Form \(filled\)](#)

Improvement Plan/ Changes Made

RADT 1092 Section 91: Overall good critical thinking on competency evaluations. Continue to monitor and will discuss with faculty and solicit input as needed.

RADT 1092 Section 92: Overall good critical thinking on competency evaluations. Continue to monitor and will discuss with faculty and solicit input as needed.

RADT 1093 Section 91: Continue to provide activities for students to practice communication and professionalism. Will discuss with faculty and solicit input as needed.

RADT 1093 Section 92: Overall good critical thinking on competency evaluations. Continue to monitor. Will discuss with faculty and solicit input as needed.

4.5 Respiratory Care - Critical Thinking: Critical Thinking

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Respiratory Care

General Education Goal: Critical Thinking

Objective With Intended Outcomes

RC 2015 - Students will be able to demonstrate the working knowledge of advanced airway management to invasive and non-invasive ventilation applicable to the respiratory therapy field.

RC 2016 - Students will be able to describe the principles/techniques involved in critical care monitoring devices; and analyze, interpret, and apply patient data in selected patient care settings required of an entry-level therapist.

-  [RC 2015 Course Syllabus. spring 2013](#)
-  [RC 2016 Course Syllabus. spring 2013](#)

Assessment/Evaluation/Measures/Strategies

RC 2015 - Multiple choice unit examinations, quizzes, class discussion, workbook assignments. Students must score a minimum of 77% to demonstrate proficiency.

RC 2016 - Students must achieve a minimum score of 80% in order to demonstrate proficiency. Multiple choice clinical examinations (mid-term/final), quizzes, clinical case studies, and successful completion of selected clinical practicums, evaluations, and observation. The clinical exams always consists of short explanation in order to prove that the student actually understands the concept and is able to explain the rationale for why they chose that particular answer on the exam. This is shown as evidence by the attachments found in the results section below.

RC 2015 has a 77% benchmark as a lecture course while RC 2016 has a 80% benchmark as a clinical course. We set the bar higher in the clinical course because it contains patient

care/safety and clinical procedural check-offs.

-  RC 2015 Exam 1. spring 2013
-  RC 2015 Quiz Unit 2. spring 2013
-  RC 2016 Clinical Check-off Procedure. blank
-  RC 2016 Final Exam. spring 2013
-  RC 2016 mid-term examination

Assessment/Evaluation Results (Progress Report)

RC 2015. RC 2015 has a 77% benchmark as a lecture course. 100% of the students (11 students) enrolled in this class demonstrated proficiency by achieving a 77% or higher in the course. Objective met

RC 2016 has a 80% benchmark as a clinical course. 100% of the students (11 students) enrolled in this class demonstrated proficiency by achieving a 80% higher in the course. Objective met

-  RC 2015 Exam 1 spring 2013 student pg. 1 of 2
-  RC 2015 Exam 1 spring 2013. student pg. 2 of 2
-  RC 2015 quiz results Unit 2 student pg.1 of 3
-  RC 2015 quiz results Unit 2 student. pg. 2 of 3
-  RC 2015 quiz results Unit 2. student pg. 3 of 3
-  RC 2016 Competency Check-off student. spring 2013

-  [RC 2016 Final Exam Scantron. page 1 of 2. spring 2013](#)
-  [RC 2016 Final Exam Scantron. page 2 of 2. spring 2013](#)
-  [RC 2016 Midterm Exam. student. spring 2013](#)

Improvement Plan/ Changes Made

RC 2015. The faculty will continue to update the mechanical ventilation material used in examinations based on revisions with the program matrix provided by the accrediting body (CoARC). The faculty will also continue to remediate those students who show deficiency in this area of study.

RC 2016. The faculty will continue to enhance clinical learning opportunities by providing rotations in the intensive care setting in order to provide care for patients while on mechanical ventilation. The faculty will also provide additional laboratory simulations when needed for those students who show deficiency in this area of study.

5.4 Fire and Emergency Services - Critical Thinking

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Fire and Emergency Services

General Education Goal: 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.

-  [FOSC1102 Syllabus](#)

-  FSCI2210 Syllabus

Assessment/Evaluation/Measures/Strategies

FOSC 1102 - Upon completion of this **8 week accelerated web based** course students will be able to Recognize critical issues related to terrorism related. Student must score a minimum grade of 70% in order to demonstrate proficiency in this area. Historically benchmark was determined by the Division Head and faculty that a 10 point scale would be used in Fire and Emergency Services courses.

FSCI 2620 - Upon completion of this **web based** course students will be able to demonstrate Identify and make sound decisions about safety management system deficiencies within their workplaces and home communities. Student must score a minimum grade of 70% in order to demonstrate proficiency in this area. Historically benchmark was determined by the Division Head and faculty that a 10 point scale would be used in Fire and Emergency Services courses.

FSCI 2210 - Upon completion of this **8 week accelerated web based** course students will be able to describe, define, and identify history, role and responsibilities, laws, codes, functions, practices, and standards for professional development for fire prevention and inspection. Students must score a minimum grade of 70% in order to demonstrate proficiency in this area. Historically benchmark was determined by the Division Head and faculty that a 10 point scale would be used in Fire and Emergency Services courses.

Assessment/Evaluation Results (Progress Report)

FOSC 1102 - 71.4 percent of students completing the course have demonstrated knowledge to apply to issues related to terrorism and other incidents. **Objective was met.**

FSCI 2620 - 88.2 percent of students completing environmental regulations and laws answered this question. **Objective was met.**

FSCI 2210 - 52.9 percent of students completing the course have successfully presented an understanding of safety issues in organizations. **Object was not met.**

-  FOSC1102 Activity/Student Response
-  FSCI2210 Comprehensive Final Exam

Improvement Plan/ Changes Made

FOSC 1102 - Emphasize grading rubrics and work with students to enhance their understanding of the course content.

FSCI 2620 - Encourage to do more research via internet to have more knowledge and understanding of course content.

FSCI 2210 - Reduce the number of exam questions from 140 to 100. This would allow more time per question in the time allotted.

5.5: GE-Critical Thinking

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Liberal Arts

General Education Goal: 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 who were graduating were 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 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 four of the six categories 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 58%
- Evaluation of Arguments 50%
- Extension of Arguments 53%

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.

Assessment/Evaluation Results (Progress Report)

Direct Assessment using the Nationally Normed CAAP

As students apply for graduation, they are asked to take the CAAP Critical Thinking Assessment. For 2012-2013, a total of 130 out of 216 (60%) graduating students took the assessment. Two forms of the Critical Thinking Assessment were provided with 48 taking one form and 82 taking the second form. The Content Analysis Report was obtained for critical thinking showing the results compared to the nationally normed results over three years.

- CAAP Critical [Thinking Content Analysis](#) Report for form one
- CAAP Critical [Thinking Content Analysis](#) Report for form two

Since there were two forms, it was necessary to combine the two using weighted means to determine if the objective was met. The results are presented in Table 1.

Table 1
CAAP Content Analysis Report for Critical Thinking 2012-2013
Combined Critical Thinking Comparison Highlights

	Local-Normative Group Differences in Percent Correct		
	Bottom 25%	Middle 50%	Top 25%
Analysis of Arguments	4%	-1%	1%
Evaluation of Arguments	4%	4%	-4%
Extension of Arguments	-6%	-4%	-4%

It appears as if some of the questions were somewhat more difficult for LSU Eunice students (as denoted by the negative numbers), especially in the Extension of Arguments. Using the CAAP interpretation guide, all but the bottom 25% is negligible. According to the CAAP, the bottom 25% has a "moderate" departure from the normed group for the Extension of Arguments.

This same issue is reflected in Table 2 where the percentage of correct answers for LSU Eunice is lower (49% versus 53%) than the nationally normed group for the Extension of Arguments

Table 2
Average Percentage of Correct Answers for Critical Thinking

Area	LSU Eunice %	Nationally Normed %	Difference
Analysis of Arguments	58	58	0
Evaluation of Arguments	53	50	3
Extension of Arguments	49	53	-4

Essentially, Table 1 indicates that the national norms were met or exceeded by five elements of critical thinking. LSU Eunice did not meet the national norm, but the difference were negligible. In only case was there a moderate departure from the norm.

Table two, indicating the same results, showed LSU Eunice students at the national norm for analysis, exceeding the norm in evaluation, and below the national norm in extension.

Based on these results, Objective 5.5 is tentatively met.

-  [CT CAAP Content Analysis Report 1st version 7-24-13](#)
-  [CT CAAP Content Analysis Report 2nd version 7 -24-13](#)

Improvement Plan/ Changes Made

While the CAAP indicated that the critical thinking objective was tentatively met, the objective will be monitored to examine the analysis section into 2013-2014.

Also, it is necessary to begin assessing critical thinking in course work as well so a plan will need to be devised to assess critical thinking by more than just using the CAAP.

Prepared by Paul Fowler due to the resignation of Luciane Berg.

6.2 CIT - Critical Thinking: Critical Thinking

Start: 12/23/2012

End: 10/31/2013

Progress: Delayed

Provided By: Computer Information Technology

General Education Goal: 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.

-  [CSC 1015 Syllabus](#)

Assessment/Evaluation/Measures/Strategies

-  [CSC 1015 Case Study](#)
-  [CSC 1015 Mid-term Exam](#)

Assessment/Evaluation Results (Progress Report)

Unable to obtain data CIT Coordinator/Instructor resigned suddenly.

Improvement Plan/ Changes Made

➤ **7.3 MGMT - Critical Thinking: Critical Thinking Related to MGMT**

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Management

General Education Goal: 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.

MGMT 2999 - (face to face) Pre-Test and Post-Test, as well at the successful completion of a major research project

MKTG 2999 - (web based) Pre-Test and Post-Test, as well at the successful completion of a major research project

-  MGMT 2999 syllabus
-  MKTG2999

Assessment/Evaluation Results (Progress Report)

MGMT 2999 - Pre-test - 47% of the students scored a 70% or higher and on the Post-test 73% of the students scored a 70% or higher NOTE: scores are not included in final averages.

83% success rate on applying course principles. **OBJECTIVE was met.**

MKTG 2999 - Pre-test - 49% of the students scored a 70% or higher and on the Post-test 86% of the students scored a 70% or higher NOTE: scores are not included in final averages.

88.24% success rate on applying course principles. **OBJECTIVE was met.**

Improvement Plan/ Changes Made

MGMT 2999 - Expand internet research and establish research teams.

MKTG 2999 - Expand research topics assignments. Require more internet readings.

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8.2 OIS - Critical Thinking: Critical Thinking

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Computer Information Technology

General Education Goal: 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.

-  [BIT 2263 Syllabus](#)

Assessment/Evaluation/Measures/Strategies

BIT 2263 - Students must score a 70% or better in order to demonstrate proficiency in critical think skills and application. 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. Complete unit assessment test and business decision case studies. Comprehensive final exam.

-  [BIT 2263 pre/post test](#)

Assessment/Evaluation Results (Progress Report)

BIT 2263 50% of students earned a 70% or better on the unit test and 88% of students earned a 70% or higher on the final exam. 12% of the students scored 70% or above on the pretest and 87% of the students scored 70% or better on the post-test. Objective met.

-  [BIT 2263 pre-test](#)

Improvement Plan/ Changes Made

BIT 2263 will continue to use the tutorial that accompanies the book. Use pre-test as a means

to remediate throughout the semester.

Critical Thinking - Developmental Education (2.3): Social science from College Reading (UNIV 0008)

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Developmental Education

General Education Goal: Critical Thinking

Objective With Intended Outcomes

Pathways to Success students will successfully complete their first general education courses at rates that approximate the averages established by the National Center for Developmental Education for general education social science course as defined by the current LSU Eunice Catalog after the successful completion of UNIV 0008.

Assessment/Evaluation/Measures/Strategies

Direct Assessment

The direct assessment of student learning took 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 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 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 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 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).

Assessment/Evaluation Results (Progress Report)

Direct Assessment

The Collegiate Assessment of Academic Proficiency (CAAP) Critical Thinking was given to graduating students during the fall 2012 and spring 2013 semesters (n = 82 students). Developmental students, especially Pathways students are considered to be in the bottom 25%. According to ACT's [Content Analysis Report dated July 24, 2013](#), the bottom 25% scored in the following manner

- analysis of arguments = 1%
- evaluation of arguments = 10%
- extension of arguments = -5% (negligible)

ACT notes in the report that "differences with magnitudes less than 5%, between 5% and 10%, and greater than 10% are considered negligible, moderate, and substantial, respectively. Negative differences indicate areas where local students had more difficulty with content category items than did the normative group, whereas positive differences indicate that local students found items easier than did the normative group."

Given the low n, the results must be interpreted carefully; however, the data suggests that Pathways students who graduate are performing at the national norm in terms of critical

thinking.

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 National Center for Developmental Education (NCDE).

Using an older report, Institutional Research provides the data for students who have completed UNIV 0008 and the social science course at the time the report is run instead of by academic year for English composition and mathematics. Data up to and including the current academic year can be examined as a result.

The national rate established by the NCDE is 69% while the LSU Eunice Pathways rate for spring 2013 was 76% for Pathways, Non Pathways and overall (see Table 1). Pathways students have shown a remarkable increase in success since the methodology in the college reading course was examined. The indirect measure suggests that this objective was met.

Table 1
Developmental Reading to Social Science Success Rates through 2013

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
Mean	73.0	76.0	76.0
s.d.	5.8	2.3	2.5

NOTE: Low n (fewer than 20) so statistic was not calculated.

Next, students are given an opportunity to test out of UNIV 0008 using ASSET or COMPASS. Students achieving the cut-score for college-level reading as determined by ACT were permitted to opt out of UNIV 0008 and take the general education social science for their major. Table 2 details the action taken by the 265 students attempting to test out since fall 2008. 112 (42%) successfully skipped UNIV 0008 while 65 (25%) were not successful and had to take the UNIV 0008 course. No action was taken on 18% of the students since they will take the social science in fall 2013 while 9% did not enroll the following semester.

This data is provided as additional information that the Pathways program overall is successful at assisting students in the development of their reading skills since each of the students had

to take UNIV 1005 which contains a reading component.

Table 2
Description of Action After a Student Tests Out of UNIV 0008

Description of Action	n	%
successfully completed GE after testing out of UNIV 0008	112	42
Did not successfully complete GE, must take UNIV 0008	65	25
No action taken	49	18
Not enrolled	24	9
Taken out of program due to high reading score	11	4
Took UNIV 0008 even though tested out	4	2
Grand Total	265	100

Based on the direct and indirect measures, Objective 2.3 is met confirming Objective 1.5.

-  [CT CAAP Content Analysis Report 7-24-13](#)

Improvement Plan/ Changes Made

No changes planned at this time. Continue monitoring

- student learning outcomes in reading (since reading competency is difficult to measure)
 - success rates for those who test out of reading, and
 - CAAP results (since there is a low number of students who take it).
-

Informational Literacy

General Education Description

Locate, evaluate, and effectively use information from diverse sources.

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 5

Relationship to Strategic Goal: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Start: 12/23/2012

End: 10/31/2013

Progress: Ongoing

Providing Department: Academic Affairs

Related Items

↳ 5.7: Information Literacy

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Liberal Arts

General Education Goal: 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, and provide an oral presentation and/or project incorporating a technological component.

Assessment/Evaluation/Measures/Strategies

Direct measurement from the ENGL 1002 course will be used to determine if this objective has been obtained. **Students from all sites and all delivery methods were 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. The students were also expected to make use of informational technology in a project or oral presentation. (See Assessment/Evaluation Results for further comments.)

According to the syllabus:

Upon successful completion of this course, the student will

4. Demonstrate competency in using library research tools and demonstrate the ability to quote, paraphrase, and cite from both primary and secondary sources to produce a documented essay
5. Provide an oral presentation and/or project incorporating a technological component.

70% has been established as the benchmark since it is typically the lowest C and is required for transfer to another institution.

The [syllabus](#) from spring 2013 is attached.

-  [FA 12 - SP 13 ENGL 1002 departmental syllabus](#)

Assessment/Evaluation Results (Progress Report)

Outcome 4 was directly assessed by the overall grade on the annotated essay/research project. Each faculty member introduced students to the fundamentals of library research either through classroom instruction, library orientations, or both. Also, each faculty member demonstrated how information gathered through research should be used in supporting a thesis or a set of ideas. This included not simply the use of information as evidence, but also how to incorporate that evidence effectively into the style and context of the paper through the use of direct quotation and paraphrase. Students were also introduced to the concept of academic honesty and instructed on how to attribute secondary information through the use of correct MLA parenthetical citations corresponding to the sources' complete and accurate bibliographic information included in the MLA style works cited page. Finally, the annotated essay/research project was evaluated on the students' ability to successfully execute all of the above, and the resulting essay grade was used to determine whether or not the student successfully met the benchmark, a minimum score of 70% which is typically the lowest C

allowable for transfer to a four year university. An example of a graded annotated essay, including examples of database and print sources, is below.

While the informational outcomes themselves were consistently evaluated, it was discovered that there was some inconsistency in the nature of the projects that were evaluated. For example, most faculty members assigned a project which focused on literary analysis, but at least one faculty member assigned a “career research paper” in which the students were asked to research information about their chosen career path. The variance of the assignments being assessed, however, should not result in a variance in assessment since all of the qualities of Outcome 4 were assessed regardless of the type of assignment made. Nevertheless, the English faculty is developing a plan of action both to revise the ENGL 1002 syllabus and to provide a more quantitative and standardized method of assessment.

Outcome 5 proved more problematic due to the inconsistency in methods of evaluation. One professor assigned an oral review and required her students to use technology to illustrate their points. Two others assigned group projects that culminated in oral presentations with a technological component. Another professor's assignment required students to create a PowerPoint presentation on a subject of their choosing and upload the presentation to MyCourses. Two others required students to use electronic databases accessed through the library's website to research articles for use in the annotated essay. Thus, the grade on the annotated essay that was used to assess Outcome 4 was also used to assess Outcome 5. One possible reason for the variance lies in the ambiguity of the language in Outcome 5. The outcome states, “Provide an oral presentation and/or project incorporating a technological component.” The wording—specifically “and/or”—leaves some question as to what exactly is being evaluated. Some instructors understood the assignment to be an oral presentation/project with a technological component. In other words, a single assignment require both and oral and a technological component. Others interpreted “and/or” to mean a choice between an oral presentation or a project incorporating a technological component. It seems that Outcome 5 needs to be revised or omitted on future syllabi. Steps have already been taken to rectify the problems with Outcome 5 and its assessment. These preliminary plans are outlined in the email below.

A total of 603 (77%) out of 787 students enrolled in spring 2013 were assessed (see Table 1). As Table 1 indicates, the Division of Liberal Arts met or exceeded the 70 benchmark, so in general, Outcomes 4 and 5 were met. However, the numbers also indicate that the scores for classes taught by adjuncts that were not held at the LSU Eunice site were higher than those taught on campus. One number that is especially problematic is the 100% success rate of dual enrollment students for Outcome 4. Dual enrollment classes are high school classes taught by high school teachers for college credit. As such, it is difficult to ascertain whether the success was the product of student competence, the length of time given to complete the essay, the degree of difficulty of the assignment, or grade inflation.

Table 1
Information Literacy Outcomes for ENGL 1002.

Outcome	Overall	s.d.	LSUE (wo online)	Dual Credit	LSUA	Online
4. Demonstrate competency in using library research tools and demonstrate the ability to quote, paraphrase, and cite from both primary and secondary sources to produce a documented essay	78	12	75	100	79	80
5. Provide an oral presentation and/or project incorporating a technological component	87	14	84	92	95	96
Total Sampled	603	--	420	50	55	78
Total n	787	--	511	118	80	78

-  [Example of an Annotated Essay](#)

Improvement Plan/ Changes Made

Despite the fact that both Information Literacy benchmarks were met or exceeded, the variance of assessment needs to be addressed. The English faculty has begun a dialogue with the intention of revising the ENGL 1002 syllabus, and the question of uniformity in the research assignment will be address this semester. Currently, the faculty is discussing the use of a standard rubric used by all English instructors which would assess each of Outcome 4 components separately with a numerical value (1-5 or 1-10) assigned to each component. This would ideally provide harder--though still subjective--data by which to evaluate student success in relation to Outcome 4. A model of such a rubric is provided below. Please note that this rubric was provided to the faculty as a subject for discussion and a point of departure for collectively developing one to assess the Outcome 4 and the annotated essay in general. Preliminary discussions for this and plans for potentially instituting this new assessment are mentioned in the 22 August 2013 English Faculty Meeting minutes. Steps have already been taken to rectify the problems with Outcome 5 and its assessment. These preliminary plans are outlined in the email below. The English faculty will be meeting throughout the fall semester to reevaluate Outcome 4 and 5 as part of a general revision of the ENGL 1002 syllabus. Greater uniformity, especially regarding Outcome 5 (if it is kept as a separate outcome), is essential to ensure that the success rate reflected in the numbers is indeed accurate. It is imperative that all faculty members' and adjuncts' general outcome numbers be based upon assignments and methodology that are as similar as possible if the division is to accurately determine whether or not we are teaching effectively.

-  [English Faculty Meeting 8-22-13](#)
-  [English Faculty Memo 9-9-13--ENGL 1002 Assessments](#)

-  [Sample Rubric with Explanation](#)

➤ **Information Literacy - Library (7.2): Faculty awareness of and training in library digital resources based ACRL information literacy standards**

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Library

General Education Goal: Informational Literacy

Objective With Intended Outcomes

As library digital/online "e-materials" evolve and expand in use, offer new digital library resources training assistance as well materials and handouts related specifically to ACRL information literacy standards for use in the library, specific library assignments, or even various campus classes measuring information literacy student learning outcomes (SLO's).

-  [GenEdInformationLiteracyLibraryInformationTools2013](#)
-  [SpecificlibrarysampleworkACRLInformationLiteracySLO's2013](#)

Assessment/Evaluation/Measures/Strategies

A simple three question written session evaluation is used to gather information about the library training session and once compiled, the information is used to change, to improve or to emphasize bibliographic and information literacy instruction as noted in these evaluation forms.

Also, in working with faculty as to student use of materials and new "digital" resources that are remotely accessible and available 24/7 from the library's web page, student learning outcomes

will be employed (in library assessment) based on the five ACRL Information Literacy standards that are guidelines for measuring what students should achieve. These information literacy standards and outcomes will be integrated into both 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.

-  [ACRLInformationLiteracyStandards](#)
-  [LibraryInstructionEvaluation](#)

Assessment/Evaluation Results (Progress Report)

Results indicate that general education information literacy needs to continue to be integrated into campus instruction, needs to expand to more general education courses that have an information literacy component. Effective library information literacy instruction needs to reach faculty and students and such an effort will continue.

Also, the LeDoux Library needs to continue to integrate specific information skills and the resulting students learning outcomes into the various classes that already fully utilize the library as well as those classes that only make a formal library assignment (with a specific information literacy component) a part of these courses.

Of note, the attached "quiz" results are is only one part of assessing a more robust and useful plan for measuring information literacy student learning outcomes in general education classes. This effort remains an on-going and evolving institutional process, relying on a matrix various sources, library resources and various needs.

Objective met with these classes.

-  [GE Information Literacy UNIV 1005](#)

Improvement Plan/ Changes Made

In order to continue to improve upon and plan for more implementation of measuring student learning outcomes for information literacy general education classes, the LeDoux Library will remain proactive in working with faculty in both integrating as well as measuring these specific objectives that are a part of general education courses.

The LeDoux Library will communicate directly with faculty and tout the library's interest in specifically working with them (and their classes) on these information literacy objectives. Also, the library plans on utilizing weekly "What Is It?" sessions (and similar measures) to continue to develop an awareness as to specific information literacy targets in the campus library.

-  [ImprovementPlanGenEdInformationLiteracyskills2013](#)

Natural Sciences

General Education Description

Apply the knowledge of natural science to explore and analyze natural phenomenon.

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 5

Relationship to Strategic Goal: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Start: 12/23/2012

End: 10/31/2013

Progress: Ongoing

Providing Department: Academic Affairs

Related Items

↳ 2.2 Sciences: Competency in Biology (or other science)

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Science & Mathematics
General Education Goal: Natural Sciences

Objective With Intended Outcomes

Upon completion of general education biology students will demonstrate competency in biology as measured by the student learning outcomes in BIOL 1001.

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 LSUE site and one (of two) online students taking the final exam were assessed. There were no sections offered through dual credit or at the LSUA site.

Upon completion of this course, the student should be able to:

- A. Understand terms in the context of a scientific statement (Benchmark 70%)
- B. Critically evaluate biological concepts (Benchmark 60%)
- C. Integrate biological knowledge with other aspects of common knowledge (Benchmark 60%)

-  [SYLLABUS BIOL 1001](#)

Assessment/Evaluation Results (Progress Report)

Data Analysis:

Sections at LSUE were directly assessed using multiple choice questions for BIOL 1001 during the 2012-2013 academic year. Total n=432. For each of the SLO the average scores of students was calculated. For SLO 1 the average was 79% of questions were answered correctly. For SLO 2 the average was 63%. And the average for SLO 3 was 64%.

This objective is considered as not being met.

-  [BIOL 1001 AY12-13 SLO ANALYSIS](#)

Improvement Plan/ Changes Made

The results include all students LSUE and one online class. Data collection will continue to be increased to include all sections of BIOL 1001. Also, students taking physical science instead of biological science to fulfill their general education science requirement were not included. This will be remedied in future reporting. Having demonstrated that our SLO testing and reporting worked, we will have all sections evaluated and we will also move all benchmarks to 70% for biology in AY2013-2014.

2012-2013 Institutional and Strategic Goals Relationships to Assessment Plan Goals and Assessment Plan Objectives



This section once again lists LSU Eunice's institutional and strategic goals for reference. However, this section then lists each Assessment Plan Goal and the relationship to its Objective for all planning units. Relationships to the Institutional and Strategic Goals are also listed. The last section provides the detail for each department's Vision, Mission, Assessment Plan Goals, and Assessment Plan Objectives along with whether Objectives were met or not, with improvement plans, if necessary.

Compiled by Dr. Paul Fowler (pfowler@lsue.edu).

LSU Eunice – Institutional Goals

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

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

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

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

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

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

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

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

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

LSU Eunice – Strategic Goals

1.1: Increase fall 14th class day headcount enrollment at LSU Eunice by 2% from the baseline level of 3,332 in fall 2009 to 3,400 by fall 2014.

2.2: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second Fall at the same institution of initial enrollment by 3.7 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 5

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 institution (Fall 2005 Cohort) of 8 % to 15 % by 2014-15 (Fall 2010 cohort).

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 279 in academic year 2013-14. Students may only be counted once per award level.

LSU Eunice – Assessment Plan Goals and Relationships to Institutional Goals, Strategic Goals, Assessment Plan Objectives

Academic Affairs

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

Provided By: Academic Affairs

Relationship to Institutional Goal: Goal 3, Goal 5, Goal 6, Goal 7, Goal 8, Goal 9

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

➤ **1.1: Academic Advising-Faculty**

Provided By: Academic Affairs

➤ **1.2: Academic Advising-Students**

Provided By: Academic Affairs

2 Course Articulation: To enhance the transfer of courses between the main receiving institutions of LSUE transfer students.

Provided By: Academic Affairs

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 5

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

➤ **2.1: Articulation Agreements**

Provided By: Academic Affairs

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

Provided By: Academic Affairs

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

↳ **3.1: Curriculum Development**

Provided By: Academic Affairs

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

Provided By: Academic Affairs

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, Goal 6, Goal 7

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

↳ **4.1: Instructional Program Satisfaction**

Provided By: Academic Affairs

↳ **4.2: One Year Retention**

Provided By: Academic Affairs

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

Relationship to Institutional Goal: Goal 3, Goal 5, Goal 6, Goal 7, Goal 8, Goal 9

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

↳ **5.1: Policies and Procedures-Faculty**

Provided By: Academic Affairs

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

Provided By: Academic Affairs

Career Services

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

Provided By: Career Services

Relationship to Institutional Goal: Goal 1, Goal 5, Goal 8

Relationship to Strategic Goals: Goal 2.2, Goal 2.4

Related Items

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

Provided By: Career Services

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

Provided By: Career Services

Relationship to Institutional Goal: Goal 1, Goal 5, Goal 8

Relationship to Strategic Goals: Goal 2.2, Goal 2.4

Related Items

↳ **2.1: Job Search-Resume Approval**

Provided By: Career Services

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

Provided By: Career Services

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

Provided By: Career Services

Relationship to Institutional Goal: Goal 1, Goal 5, Goal 8

Relationship to Strategic Goals: Goal 2.2, Goal 2.4

Related Items

↳ **3.1: Employment Services-Placement**

Provided By: Career Services

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

Provided By: Career Services

Relationship to Institutional Goal: Goal 1, Goal 5, Goal 8

Relationship to Strategic Goals: Goal 2.2, Goal 2.4

Related Items

↳ **4.1: Employment Services-Employer Satisfaction**

Provided By: Career Services

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.

Provided By: Continuing Education

Relationship to Institutional Goal: Goal 8, Goal 9

Relationship to Strategic Goals:

Related Items

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

Provided By: Continuing Education

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

Provided By: Continuing Education

↳ **1.3: Non Credit-Youth**

Provided By: Continuing Education

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

Relationship to Institutional Goal: Goal 8, Goal 9

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

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

Provided By: Continuing Education

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

Provided By: Continuing Education

↳ **2.3: Student Learning Outcomes in Coursework**

Provided By: Continuing Education

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

Relationship to Institutional Goal: Goal 8, Goal 9

Relationship to Strategic Goals:

Related Items

↳ **3.1: Administer post-event evaluative surveys.**

Provided By: Continuing Education

↳ **3.2: Courses or programs will meet clients' needs/interests.**

Provided By: Continuing Education

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

Provided By: Continuing Education

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

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.

Provided By: Developmental Education

Relationship to Institutional Goal: Goal 4, Goal 5, Goal 7, Goal 8

Relationship to Strategic Goals: Goal 1.1, Goal 2.4

Related Items

- **1.1: Developmental English (ENGL 0001)**
Provided By: Developmental Education

- **1.2: Developmental Math (MATH 0001)**
Provided By: Developmental Education

- **1.3: Developmental Math (MATH 0002)**
Provided By: Developmental Education

- **1.4: Orientation to University Studies (UNIV 1005)**
Provided By: Developmental Education

- **1.5: College Reading (UNIV 0008)**
Provided By: Developmental Education
-

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

Relationship to Institutional Goal: Goal 3, Goal 5, Goal 7, Goal 8

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Related Items

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

Provided By: Developmental Education

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

Relationship to Institutional Goal: Goal 3, Goal 5, Goal 7, Goal 8

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Related Items

↳ **3.1: Program Completion**

Provided By: Developmental Education

↳ **3.2: Fall to Spring Retention**

Provided By: Developmental Education

↳ **3.3: Fall to Fall Retention**

Provided By: Developmental Education

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.

Provided By: Developmental Education

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, Goal 7, Goal 8

Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5

Related Items

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

Provided By: Developmental Education

Grants

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

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, Goal 7, Goal 8

Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5

Related Items

▶ **1.1: Grant Training**

Provided By: Grants

▶ **1.2: Grant Submissions**

Provided By: Grants

▶ **1.3: Perkins CTE Grant**

Provided By: Grants

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

Provided By: Grants

Relationship to Institutional Goal: Goal 1, Goal 5, Goal 7

Relationship to Strategic Goals: Goal 2.4

Related Items

↳ **2.1: Grant Guidelines**
Provided By: Grants

↳ **2.2: Adherence to Grant Guidelines**
Provided By: Grants

Health Sciences & Business Technology

Computer Information Technology

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

Provided By: Computer Information Technology

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 4, Goal 5, Goal 6, Goal 7

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

↳ **6.1: CIT Professional Competency**
Provided By: Computer Information Technology

↳ **6.4: CIT Placement**
Provided By: Computer Information Technology

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

Provided By: Computer Information Technology

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 4, Goal 5, Goal 6, Goal 7

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

↳ **8.1: OIS Professional Competency**
Provided By: Computer Information Technology

↳ **8.4: OIS Placement**

Provided By: Computer Information Technology

Diagnostic Medical Sonography

1: Maintain an effective Diagnostic Medical Sonography Program

Provided By: Diagnostic Medical Sonography

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 4, Goal 5, Goal 6, Goal 7, Goal 8

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

➤ 1.1: DMS Professional Competency

Provided By: Diagnostic Medical Sonography

➤ 1.2: DMS Retention

Provided By: Diagnostic Medical Sonography

➤ 1.3: DMS Employment

Provided By: Diagnostic Medical Sonography

Fire and Emergency Services

5: Maintain an effective fire science program

Provided By: Fire and Emergency Services

Relationship to Institutional Goal: Goal 1, Goal 3, Goal 4, Goal 7, Goal 8

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Related Items

➤ 5.1: Fire and Emergency Services - Professional Competency

Provided By: Health Sciences & Business Technology

➤ 5.2: Fire and Emergency Services Employment

Provided By: Health Sciences & Business Technology

Management

7: Maintain an effective management program

Provided By: Management

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 4, Goal 5, Goal 6, Goal 7, Goal 8

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

7.1: Management Professional Competency

Provided By: Management

7.4: MGMT Placement

Provided By: Management

Nursing

2: Maintain an effective nursing program

Provided By: Nursing

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 4, Goal 5, Goal 6, Goal 7

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

2.1: Nursing Professional Competency

Provided By: Nursing

2.2: Nursing Retention

Provided By: Nursing

2.3: Nursing Employment

Provided By: Nursing

Radiologic Technology

3: Maintain an effective radiologic technology program

Provided By: Radiologic Technology

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 4, Goal 5, Goal 6, Goal 7, Goal 8

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

↳ 3.1: Radiologic Technology Professional Competency

Provided By: Radiologic Technology

↳ 3.2: Radiologic Technology Retention

Provided By: Radiologic Technology

↳ 3.3: Radiologic Technology Employment

Provided By: Radiologic Technology

Respiratory Care

4: Maintain an effective program in respiratory care.

Provided By: Respiratory Care

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 4, Goal 5, Goal 6, Goal 7

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

↳ 4.1: Respiratory Care Professional Competency

Provided By: Respiratory Care

↳ 4.2: Respiratory Care Retention

Provided By: Respiratory Care

↳ **4.3: Respiratory Care Employment**

Provided By: Respiratory Care

Liberal Arts

3: Maintain an effective Honors Program

Provided By: Liberal Arts

Relationship to Institutional Goal: Goal 3, Goal 5, Goal 6, Goal 8

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

↳ **3.1: Honors program is scheduled to be discontinued in spring 2014**

Provided By: Liberal Arts

4: Retention of Liberal Arts Majors

Provided By: Liberal Arts

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 7, Goal 8

Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5

Related Items

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

Provided By: Liberal Arts

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

Provided By: Liberal Arts

↳ **4.3: Maintain Fall to Fall retention of all students declaring their chosen major as:**

Undecided Liberal Arts**Provided By:** Liberal Arts

- **4.4: Maintain Fall to Fall retention of all students declaring their chosen major as: Arts**
Provided By: Liberal Arts
- **4.5: Maintain Fall to Fall retention of all students declaring their chosen major as: Care and Development of Young Children**
Provided By: Care and Development of Young Children
- **4.7: Maintain Fall to Fall retention of all students declaring their chosen major as Psychology**
Provided By: Liberal Arts
- **4.8: Maintain Fall to Fall retention of all students declaring their chosen major as Sociology**
Provided By: Liberal Arts

5: Artistic, Cultural, Historic Understanding; Written and Spoken Communication (see General Education)**Provided By:** Liberal Arts**Relationship to Institutional Goal:** Goal 1, Goal 3, Goal 5, Goal 6**Relationship to Strategic Goals:** Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5**Care and Development of Young Children****1: Maintain a Care and Development of Young Children program.****Provided By:** Care and Development of Young Children**Relationship to Institutional Goal:** Goal 1, Goal 2, Goal 5, Goal 8

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

➤ **1.1: CDYC Competence**

Provided By: Care and Development of Young Children

➤ **1.2: CDYC Placement**

Provided By: Care and Development of Young Children

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

Provided By: Care and Development of Young Children

Criminal Justice

2: Maintain an effective criminal justice program.

Provided By: Criminal Justice

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 5, Goal 8

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

➤ **2.1: Criminal Justice Professional Competency**

Provided By: Criminal Justice

➤ **2.2: CJ Placement**

Provided By: Criminal Justice

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

Provided By: Criminal Justice

Library

1: Hire new systems / digital services librarian

Provided By: Library

Relationship to Institutional Goal: Goal 5, Goal 7

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Related Items

↳ **1.1: Administrative Services-Systems Librarian**

Provided By: Library

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

Relationship to Institutional Goal: Goal 7

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Related Items

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

Provided By: Library

3: Secure funding for annual LOUIS institutional membership fee

Provided By: Library

Relationship to Institutional Goal: Goal 7

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Related Items

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

Provided By: Library

4: Continue to offer community literacy and library leadership for St. Landry Parish

Provided By: Library

Relationship to Institutional Goal: Goal 8, Goal 9

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Related Items

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

Provided By: Library

↳ **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**

Provided By: Library

5: Enhance and improve use of library digital resources, "e-book" collections and online resources

Provided By: Library

Relationship to Institutional Goal: Goal 7

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Related Items

↳ **5.1: Library Information Literacy Services- promote use of online, digital and electronic resources**

Provided By: Library

6: As a matter of collection development and library space utilization, weed library paper collections

Provided By: Library

Relationship to Institutional Goal: Goal 7

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Related Items

↳ **6.1: Weed the State of Louisiana documents (paper) library collection**

Provided By: Library

Registrar / Admissions

1: Improve Efficiency for Applicants in the Admissions Process

Provided By: Registrar / Admissions

Relationship to Institutional Goal: Goal 1, Goal 3, Goal 4, Goal 8

Relationship to Strategic Goals: Goal 1.1

Related Items

↳ **1.1: Email Communication with Applicants**

Provided By: Registrar / Admissions

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

Provided By: Registrar / Admissions

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, Goal 8

Relationship to Strategic Goals: Goal 1.1, Goal 2.4, Goal 2.5

Related Items

↳ **2.1: Processing of Applications**

Provided By: Registrar / Admissions

3: In an effort to establish good relationships with the participants of Parent/Spouse Orientations, the Registrar will participate in Parent/Spouse Orientation, present helpful materials, and achieve satisfactory survey results.

Provided By: Registrar / Admissions

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5

Relationship to Strategic Goals: Goal 1.1, Goal 2.4, Goal 2.5

Related Items

↳ **3.1: Parent/Spouse Orientations**

Provided By: Registrar / Admissions

Science & Mathematics

1: Maintain an effective Associate of Science Louisiana Transfer Program

Provided By: Science & Mathematics

Relationship to Institutional Goal: Goal 2, Goal 3, Goal 5

Relationship to Strategic Goals: Goal 2.2, Goal 2.4

Related Items

↳ **1.1: Associate of Science Louisiana Transfer**

Provided By: Science & Mathematics

2: General Education: Competency in sciences and mathematics ([see general education](#))

Provided By: Science & Mathematics

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3

Relationship to Strategic Goals: Goal 1.1, Goal 2.2

3: Course Completion

Provided By: Science & Mathematics

Relationship to Institutional Goal: Goal 4, Goal 5

Relationship to Strategic Goals: Goal 1.1, Goal 2.2

Related Items

↳ **3.1: Developmental Mathematics Completion**

Provided By: Science & Mathematics

↳ **3.2: General Education Biology Completion**

Provided By: Science & Mathematics

5: Student Placement

Provided By: Science & Mathematics

Relationship to Institutional Goal: Goal 2, Goal 3, Goal 4, Goal 5

Relationship to Strategic Goals: Goal 1.1, Goal 2.2

Related Items

↳ **5.1: Assessment of Entering Students**

Provided By: Science & Mathematics

6: Retention

Provided By: Science & Mathematics

Relationship to Institutional Goal: Goal 4, Goal 5

Relationship to Strategic Goals: Goal 1.1, Goal 2.2

Related Items

↳ **6.1: General Biology Retention (12-13)**

Provided By: Science & Mathematics

7: Sequential Courses

Provided By: Science & Mathematics

Relationship to Institutional Goal: Goal 2, Goal 4, Goal 5

Relationship to Strategic Goals: Goal 1.1, Goal 2.2

Related Items

↳ **7.1: MATH 0002 to MATH 1021**

Provided By: Science & Mathematics

7.2: BIOL 1001 to ZOOL 1011**Provided By:** Science & Mathematics**Student Support Services****1: To increase retention and graduation rates for project participants****Provided By:** Student Support Services**Relationship to Institutional Goal:** Goal 2, Goal 4**Relationship to Strategic Goals:** Goal 2.2, Goal 2.4**Related Items****1.1: Persistence****Provided By:** Student Support Services**1.2: Academic Standing****Provided By:** Student Support Services**1.3: Graduation****Provided By:** Student Support Services**1.4: Transfer (4-year)****Provided By:** Student Support Services

2: To select and enroll students who demonstrate academic need and who are eligible to participate in the project.**Provided By:** Student Support Services**Relationship to Institutional Goal:** Goal 4, Goal 5**Relationship to Strategic Goals:** Goal 2.2, Goal 2.4**Related Items**

2.1: Student Selection

Provided By: Student Support Services

2.2: Needs Assessment

Provided By: Student Support Services

3: To provide participants with academic support through tutorials, computer-assisted instruction and supplemental instruction.

Provided By: Student Support Services

Relationship to Institutional Goal: Goal 4

Relationship to Strategic Goals: Goal 2.2, Goal 2.4

Related Items**3.1: Academic Support**

Provided By: Student Support Services

4: To provide those services which promote a positive institutional environment in which participants can be successful.

Provided By: Student Support Services

Relationship to Institutional Goal: Goal 5

Relationship to Strategic Goals: Goal 2.2, Goal 2.4

Related Items**4.1: Counseling-academic**

Provided By: Student Support Services

4.2: Counseling-Financial Aid and Career

Provided By: Student Support Services

4.3: Counseling-Transfer

Provided By: Student Support Services

- ▶ **4.4: Counseling-Disability Services**
Provided By: Student Support Services

Affirmative Action/Equal Employment Opportunity

1: Insure compliance with State and Federal laws and University policies related to discrimination and equal opportunity.

Provided By: Affirmative Action/Equal Employment Opportunity

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, Goal 6, Goal 7, Goal 8, Goal 9

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

- ▶ **1.1: Develop and Report Affirmative Action Plan**

Provided By: Affirmative Action/Equal Employment Opportunity

- ▶ **1.2: Annually Provide Training**

Provided By: Affirmative Action/Equal Employment Opportunity

- ▶ **1.3: Assess Campus Climate**

Provided By: Affirmative Action/Equal Employment Opportunity

Athletics

1: To support academic achievement and progress of student athletes

Provided By: Athletics

Relationship to Institutional Goal: Goal 2, Goal 3, Goal 5, Goal 6, Goal 7, Goal 9

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.5

Related Items

1.1: Student Learning and GPA**Provided By:** Athletics

2: To be successful on the field of play.**Provided By:** Athletics**Relationship to Institutional Goal:** Goal 6, Goal 7**Relationship to Strategic Goals:** Goal 2.5**Related Items****2.1: Maintain a winning percentage****Provided By:** Athletics**Business Affairs****Accounting****1: To prepare an annual budget which reflects the mission of the university and supports institutional priorities.****Provided By:** Accounting**Relationship to Institutional Goal:** Goal 8**Relationship to Strategic Goals:** Goal 2.2, Goal 2.4, Goal 2.5**Related Items****1.1: Budget Preparation****Provided By:** Accounting

2: To plan a budget to meet the needs of the departments based on their goals and objectives.**Provided By:** Accounting**Relationship to Institutional Goal:** Goal 8**Relationship to Strategic Goals:** Goal 2.2, Goal 2.4, Goal 2.5

Related Items**↳ 2.1: Budget Review-Faculty****Provided By:** Accounting**↳ 2.2: Budget Review Committee****Provided By:** Accounting**↳ 2.3: Budget Control****Provided By:** Accounting**Bookstore****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**Relationship to Institutional Goal:** Goal 5**Relationship to Strategic Goals:** Goal 2.2, Goal 2.4, Goal 2.5**Related Items****↳ 1.1: Bookstore-Faculty Satisfaction****Provided By:** Bookstore**↳ 1.2: Bookstore-Student Satisfaction****Provided By:** Bookstore**Cafeteria****1: To provide a high quality dining experience for students, faculty, and staff.****Provided By:** Cafeteria**Relationship to Institutional Goal:** Goal 7

Relationship to Strategic Goals: Goal 2.2

Related Items

↳ **1.1: Food Service-Faculty Satisfaction**
Provided By: Cafeteria

↳ **1.2: Food Service-Staff Satisfaction**
Provided By: Cafeteria

↳ **1.3: Food Service-Student Satisfaction**
Provided By: Cafeteria

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.

Provided By: Human Resources

Relationship to Institutional Goal: Goal 5

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Related Items

↳ **1.1: Correspondences-Human Resources**
Provided By: Human Resources

↳ **1.2: Human Resources-Audit**
Provided By: Human Resources

Physical Plant

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

Provided By: Physical Plant

Relationship to Institutional Goal: Goal 7

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Related Items

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

Provided By: Physical Plant

➤ **1.2: Building and Grounds-Staff**

Provided By: Physical Plant

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

Provided By: Physical Plant

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.

Provided By: Purchasing

Relationship to Institutional Goal: Goal 5, Goal 7

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Related Items

➤ **1.1: Purchasing-Timing and Budget**

Provided By: Purchasing

➤ **1.2: Purchasing-Audit**

Provided By: Purchasing

Information Technology

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

Provided By: Information Technology

Relationship to Institutional Goal: Goal 7

Relationship to Strategic Goals: Goal 1.1

Related Items**↳ 1.1: Networking and Telecom**

Provided By: Information Technology

↳ 1.2: Networking and Telecom

Provided By: Information Technology

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

Provided By: Information Technology

Relationship to Institutional Goal: Goal 7

Relationship to Strategic Goals: Goal 1.1

Related Items**↳ 2.1: User Services-Staff Technology**

Provided By: Information Technology

↳ 2.2: User Services-Staff Support

Provided By: Information Technology

↳ 2.3: User Services-Faculty Support

Provided By: Information Technology

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

Provided By: Information Technology

Relationship to Institutional Goal: Goal 7

Relationship to Strategic Goals: Goal 1.1

Related Items

↳ **3.1: User Services-Student Support**

Provided By: Information Technology

↳ **3.2: User Services-Improvements**

Provided By: Information Technology

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.

Provided By: Institutional Development / LSUE Foundation

Relationship to Institutional Goal: Goal 6, Goal 9

Relationship to Strategic Goals: Goal 2.2

Related Items

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

Provided By: Institutional Development / LSUE Foundation

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

Provided By: Institutional Development / LSUE Foundation

Relationship to Institutional Goal: Goal 5, Goal 6, Goal 7, Goal 8, Goal 9

Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5

Related Items

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

Provided By: Institutional Development / LSUE Foundation

↳ **2.2: Annual Report to Donors and Annual Giving Campaign**

Provided By: Institutional Development / LSUE Foundation

Institutional Research and Effectiveness

1: Make course evaluations available online in a consistent, efficient manner.

Provided By: Institutional Research and Effectiveness

Relationship to Institutional Goal: Goal 7

Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5

Related Items

↳ **1.1: Data-Course Evaluation**

Provided By: Institutional Research and Effectiveness

2: Provide the campus at large with access to timely reporting information.

Provided By: Institutional Research and Effectiveness

Relationship to Institutional Goal: Goal 7

Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5

Related Items

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

Provided By: Institutional Research and Effectiveness

↳ **2.2: Reduce Open Time of Service Requests**

Provided By: Institutional Research and Effectiveness

Public Affairs

1: Increase campus visibility to strengthen enrollment, recruitment and fund-raising efforts.

Provided By: Public Affairs

Relationship to Institutional Goal: Goal 3

Relationship to Strategic Goals: Goal 1.1, Goal 2.2

Related Items

➤ **1.1: Visibility-Name Recognition**

Provided By: Public Affairs

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

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, Goal 6, Goal 7, Goal 8, Goal 9

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

➤ **2.1: Visibility-Communication**

Provided By: Public Affairs

Student Affairs and Enrollment Services

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

Provided By: Student Affairs and Enrollment Services

Relationship to Institutional Goal: Goal 5

Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5

Related Items

➤ **1.1: Immunizations**

Provided By: Student Affairs and Enrollment Services

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

Provided By: Student Affairs and Enrollment Services

Relationship to Institutional Goal: Goal 3, Goal 5, Goal 7

Relationship to Strategic Goals: Goal 1.1, Goal 2.2

Related Items**↳ 2.1: Orientation**

Provided By: Student Affairs and Enrollment Services

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

Provided By: Campus Security

Relationship to Institutional Goal: Goal 7

Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5

Related Items**↳ 1.1: Emergency Response Training**

Provided By: Campus Security

2: Provide for the safety and security of all members of the university community

Provided By: Campus Security

Relationship to Institutional Goal: Goal 7

Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5

Related Items**↳ 2.1: Patrol**

Provided By: Campus Security

↳ 2.2: Parking

Provided By: Campus Security

Financial Aid

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

Provided By: Financial Aid

Relationship to Institutional Goal: Goal 1, Goal 5

Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5

Related Items

➤ **1.1: Financial Aid-Information**

Provided By: Financial Aid

➤ **1.2: Financial Aid Application**

Provided By: Financial Aid

➤ **1.3: Financial Aid-Scholarships**

Provided By: Financial Aid

➤ **1.4: Financial Aid Need**

Provided By: Financial Aid

High School Relations

1: Provide upgraded printed materials and expand our capacity to interact with and respond to prospective students

Provided By: High School Relations

Relationship to Institutional Goal: Goal 1, Goal 3

Relationship to Strategic Goals: Goal 1.1

Related Items

➤ **1.1: Recruiting Intelliworks**
Provided By: High School Relations

➤ **1.2: Recruiting Collaboration**
Provided By: High School Relations

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

Provided By: High School Relations

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3

Relationship to Strategic Goals: Goal 1.1, Goal 2.2

Related Items

➤ **2.1: Recruiting TOPS**
Provided By: High School Relations

➤ **2.2: Recruiting Minority Students**
Provided By: High School Relations

Institutional Liaison Officer

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

Provided By: Institutional Liaison Officer

Relationship to Institutional Goal: Goal 5

Relationship to Strategic Goals: Goal 1.1

Related Items

➤ **1.1: Bengal Day**
Provided By: Institutional Liaison Officer

2: Assisting with the enrollment process**Provided By:** Institutional Liaison Officer**Relationship to Institutional Goal:** Goal 5**Relationship to Strategic Goals:** Goal 1.1**Related Items****↳ 2.1: Enrollment of students that were assisted with pre-enrollment information****Provided By:** Institutional Liaison Officer**Student Activities****1: Enhance Role of Student Government and Student Activities****Provided By:** Student Activities**Relationship to Institutional Goal:** Goal 6, Goal 9**Relationship to Strategic Goals:** Goal 2.2**Related Items****↳ 1.1: Student Activities CAB****Provided By:** Student Activities**↳ 1.2: Student Government Association****Provided By:** Student Activities

2: Provide student activities that promote peer engagement and retention**Provided By:** Student Activities**Relationship to Institutional Goal:** Goal 6, Goal 7**Relationship to Strategic Goals:** Goal 2.2**Related Items****↳ 2.1: Student Activities****Provided By:** Student Activities

Student Development Services

1: Provide counseling services to students

Provided By: Student Development Services

Relationship to Institutional Goal: Goal 5

Relationship to Strategic Goals: Goal 2.2

Related Items

1.1: Counseling Services

Provided By: Student Development Services

2: Provide for Parent Orientations

Provided By: Student Development Services

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 5

Relationship to Strategic Goals: Goal 1.1, Goal 2.4, Goal 2.5

Related Items

2.1: Parent Orientation

Provided By: Student Development Services

2012-2013 Department Detail Assessment Plan Goals and Assessment Plan Objectives

LSU Eunice Vision

Vision

To establish LSU at Eunice as the model comprehensive two-year college in Louisiana through a total institutional commitment to quality, "state-of-the-art" education and student success in: degrees, transfer preparation, career education, adult/workforce education and customized business/industry training.

Start: 7/1/2011

End: 6/30/2016

Providing Department: LSU Eunice

LSU Eunice Mission Statement

Mission

Louisiana State University at Eunice, a member of the Louisiana State University System, is a comprehensive, open admissions institution of higher education. The University is dedicated to high quality, low-cost education and is committed to academic excellence and the dignity and worth of the individual. To this end, Louisiana State University at Eunice offers associate degrees, certificates and continuing education programs as well as transfer curricula. Its curricula span the liberal arts, sciences, business and technology, pre-professional and professional areas for the benefit of a diverse population. All who can benefit from its resources deserve the opportunity to pursue the goal of lifelong learning and to expand their knowledge and skills at LSUE.

In fulfillment of this mission, Louisiana State University at Eunice strives to achieve the following:

- Encourage traditional and nontraditional populations to take advantage of educational opportunities.
- Create a learning environment which facilitates the integration of knowledge and the development of the whole person.
- Provide a general education which requires all students to master the skills and competencies necessary for lifelong learning.
- Provide programs which parallel four-year college and university courses, including special honors courses, which are directly transferable.
- Prepare students to meet employment opportunities as determined by regional needs.
- Prepare programs of developmental studies which will upgrade student skills to the levels necessary for successful college experience.
- Provide the necessary support services to help students realize their maximum potential.
- Create and offer programs of Continuing/Adult Education and community service which respond to the needs of the area.

Start: 7/1/2011

End: 6/30/2016

Providing Department: LSU Eunice

LSU Eunice – Institutional Goals

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

Start: 11/1/2011

End: 6/30/2016

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

Start: 11/1/2011

End: 6/30/2016

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

Start: 11/1/2011

End: 6/30/2016

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

Start: 11/1/2011

End: 6/30/2016

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

Start: 11/1/2011

End: 6/30/2016

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

Start: 11/1/2011

End: 6/30/2016

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

Start: 11/1/2011

End: 6/30/2016

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

Start: 11/1/2011

End: 6/30/2016

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

Start: 11/1/2011

End: 6/30/2016

LSU Eunice – Strategic Goals

1.1: Increase fall 14th class day headcount enrollment at LSU Eunice by 2% from the baseline level of 3,332 in fall 2009 to 3,400 by fall 2014.

Start: 11/1/2011

End: 6/30/2016

2.2: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second Fall at the same institution of initial enrollment by 3.7 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 5

Start: 11/1/2011

End: 6/30/2016

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 institution (Fall 2005 Cohort) of 8 % to 15 % by 2014-15 (Fall 2010 cohort).

Start: 11/1/2011

End: 6/30/2016

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 279 in academic year 2013-14. Students may only be counted once per award level.

Start: 11/1/2011

End: 6/30/2016

LSU Eunice – Assessment Plan Goals and Assessment Plan Objectives Details by Department

Academic Affairs

Academic Affairs Vision

Vision

The Office of Academic Affairs envisions a vibrant, high quality, comprehensive community college with a variety of academic programs that meet the educational and work force needs of the University's constituency.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Academic Affairs

Academic Affairs Mission

Mission

The Office of Academic Affairs is dedicated to offering high quality academic programs. To this end, it seeks to have programs recognized through accreditation; it recruits high quality faculty and administrators; it offers programs that meet the academic needs of students; it encourages the development of new programs to meet the changing needs of the workplace; it seeks to introduce programs to enhance student retention; and it initiates periodic program review.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Academic Affairs

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Academic Affairs

Budget Information: no additional funds were requested

Relationship to Institutional Goal: Goal 3, Goal 5, Goal 6, Goal 7, Goal 8, Goal 9

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

▶ **1.1: Academic Advising-Faculty**

Start: 12/23/2012

End: 10/31/2013

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.

Assessment/Evaluation Results (Progress Report)

Respondents (18) rated their satisfaction with [academic advising](#) at 3.61. The objective was not met. However, 56% of those responding indicated they agreed or strongly agreed with the process of academic advising while 17% were neutral.

-  [Faculty Survey Academic Advising 2013](#)

Improvement Plan/ Changes Made

One overall problem that remains is the low number of faculty that take time to complete the survey. The importance of this feedback continues to be stressed. More emphasis will be placed on reminders to encourage faculty to complete the survey. Faculty did receive [training](#), through

a [webinar](#), on intrusive academic advising during the spring 2013 semester. A copy of the webinar was purchased on CD for each division to use to help train advisors. The Registrar is in the process of updating [degree checkout](#) sheets for all degrees to simplify them. The Chief Articulation Officer distributed updated Louisiana Transfer Degree [templates](#) to all Divisions prior to the fall 2013 semester. An academic [advising award](#) was instituted for AY 2012-13. At the conclusion of the spring 2013 semester, two advisors were selected to receive the award based on feedback from students, Student Affairs, and the Academic Council. This is planned to be an annual award.

-  [advising award](#)
-  [Intrusive advising training](#)
-  [Transfr Degree Templates](#)
-  [updated degree check out sheets](#)
-  [Webinar](#)

1.2: Academic Advising-Students

Start: 12/23/2012

End: 10/31/2013

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 ACT Student Opinion Survey (2 year colleges). The ACT Student Opinion Survey (2 year colleges) was discontinued. Therefore, LSU Eunice was forced to find a comparable

assessment tool. The Noel-Levitz Student Satisfaction Inventory was chosen.

Assessment/Evaluation Results (Progress Report)

Students [rated their satisfaction](#) with the effectiveness of academic advising 5.54 with a standard deviation of 1.40 as compared to 5.34 with a standard deviation of 1.34 for National Community Colleges. Although the scales have changed which makes comparing these results to historic outcomes, the values are above the national results.

-  [Student Survey Academic Advising 2013](#)

Improvement Plan/ Changes Made

Although the objective is considered met, in reviewing the detailed report provided, several areas were listed as "challenges" including the availability of the academic advisor, application of the program of study to a student's career goals, and the knowledge of the transfer requirements of other schools. Advisor training started in the spring 2013 semester with a webinar. Also, degree checkouts are being revised to make them easier to follow. Articulation agreements are discussed in the Faculty Council meetings and articulation agreements are posted on the LSU Eunice website for easier access. The Louisiana Board of Regents has also completed the assigning of Common Course Numbers to general education courses offered statewide which should make crossing one course for another at a transfer institution easier.

2 Course Articulation: To enhance the transfer of courses between the main receiving institutions of LSUE transfer students.

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Academic Affairs

Budget Information: No additional funds requested

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 5

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

↳ **2.1: Articulation Agreements**

Start: 12/23/2012

End: 10/31/2013

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)

100% of the courses already covered by the [Common Course Numbering System](#) have been removed from the [ULL](#) and [McNeese State](#) University articulation agreements. 100% of the Common Course Numbers approved for general education courses to date have been included in the LSU Eunice catalog.

-  [Common Course Catalog](#)
-  [McNeese Articulation](#)
-  [ULL articulation 2013-14](#)

Improvement Plan/ Changes Made

Since the Common Course Catalog is completed for the currently offered general education

courses, the next area to be standardized with transfer institutions will be [developmental math](#).

-  [memo on articulation of developmental math](#)

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Academic Affairs

Budget Information: no additional funds requested

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

3.1: Curriculum Development

Start: 12/23/2012

End: 10/31/2013

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.

Assessment/Evaluation Results (Progress Report)

94% of the respondents to the [2013 Faculty Survey](#) strongly agreed or agreed that faculty had a role in curricular development , change, and review. The objective was met.

-  [2013 Faculty Survey](#)

Improvement Plan/ Changes Made

Changes in curricula and curriculum development begins with the faculty at the divisional level. Faculty members serve on the Courses and Curricula Committee. The Curricula Development Manual was updated and distributed for review. Training did not occur as planned. Two out of the three Division Heads are new to the position so training will occur in the fall of 2013.

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Academic Affairs

Budget Information: no additional funds requested

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, Goal 6, Goal 7

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

4.1: Instructional Program Satisfaction

Start: 12/23/2012

End: 10/31/2013

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.

Assessment/Evaluation Results (Progress Report)

In fall 2012, 73 graduating students responded to the [survey](#). 100% responded that LSU Eunice had prepared them very well (85%) and somewhat well (15%) in the area of written communication; 100% responded that LSU Eunice had prepared them very well (68%) and somewhat well (32%) in the area of spoken communication; 100% responded that LSU Eunice had prepared them very well (90%) and somewhat well (10%) for their career/education goals.

In spring 2013, 143 graduating students responded to the [survey](#). 96% responded that LSU Eunice had prepared them very well (59%) and somewhat well (37%) in the area of written communication; 97% responded that LSU Eunice had prepared them very well (56%) and somewhat well (41%) in the area of spoken communication; 98% responded that LSU Eunice had prepared them very well (72%) and somewhat well (26%) for their career/education goals. The objective was met.

-  [Fall 2012 Graduating Student Survey](#)
-  [Spring 2013 Graduating Student Survey](#)

Improvement Plan/ Changes Made

Although the objective was met, the number of students that feel "somewhat" prepared needs to be investigated. The results of the Graduating Student Survey will be discussed in the Academic Council and an action plan generated if needed. At minimum, the results will continue to be monitored.

4.2: One Year Retention

Start: 12/23/2012

End: 10/31/2013

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)

LSU Eunice's total retention rate from fall 2011-12 to fall 2012-13 was 67.9%. The objective was met.

Improvement Plan/ Changes Made

The objective was met for total retention in higher education and above the average for two year campuses in the state (56.2%). However, it was a decrease from the previous academic year. LSU Eunice continues to focus on retention as mandated by the GRAD Act. The population at most risk of not being retained were identified. One of the groups with the highest risk of not being retained are those students with an ACT composite of 16. Funding is being sought to expand the Pathways to Success Program to include these students. Developmental math has also been identified as a major stumbling block to student retention and success. A modular math pilot is beginning fall 2013 to provide an alternate method of teaching developmental math.

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Academic Affairs

Budget Information: no additional funds requested

Relationship to Institutional Goal: Goal 3, Goal 5, Goal 6, Goal 7, Goal 8, Goal 9

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

5.1: Policies and Procedures-Faculty

Start: 12/23/2012

End: 10/31/2013

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.

Assessment/Evaluation Results (Progress Report)

89% of the respondents stated that the [dismissal](#), [suspension](#), [readmission](#), and resignation are clearly defined; 94% were satisfied with faculty's role in [curriculum](#); 78% indicated that [employment and evaluation](#) policies are clearly communicated to them; 72% of the faculty indicated that [promotion and tenure policies](#) are carefully followed. The objective was met with an average of 83%.

-  Faculty Survey Dismissal, Suspension, etc.
-  Faculty Survey Results Curriculum Development

-  Faculty Survey Results Employment and evaluation
-  Faculty Survey Results Promotion and Tenure

Improvement Plan/ Changes Made

The process will continue to be monitored with better communication of the promotion and tenure policies.

5.2: Policies and Procedures-Academic Council

Start: 12/23/2012

End: 10/31/2013

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.

Assessment/Evaluation/Measures/Strategies

100% of the policy statements will be reviewed and revised if needed.

Assessment/Evaluation Results (Progress Report)

In the spring of 2013, 27 policies were reviewed and revised (11) as needed. Five [new policies](#) were approved by the Academic Council. Example of meeting agendas and minutes are provided below. The objective was met.

[Academic Council Agenda Feb. 22, 2013](#)

[Academic Council Meeting Minutes Feb. 22, 2013](#)

[Academic Council Agenda Mar. 8, 2013](#)

[Academic Council Meeting Minutes Mar. 8, 2013](#)

[Academic Council Agenda Mar. 15, 2013](#)

Academic Council Meeting Minutes Mar. 15, 2013

-  Academic Council Minutes March 15, 2013
-  Academic Council Agenda Feb. 22, 2013
-  Agenda Academic Council Mar. 8, 2013
-  Agenda Academic Council Mar. 15, 2013
-  memo to review new policy statements
-  Minutes Academic Council Mar. 8, 2013
-  Minutes of Academic Council Meeting Feb. 22, 2013

Improvement Plan/ Changes Made

Although the review process was started earlier than the previous year, it is too time consuming to review all policies dealing with academic affairs each year. A review schedule will be set up so that policies are reviewed on a rotating schedule or as needed if not up for review that particular year.

Career Services

Career Services Vision

Vision

Quality career services striving to assist LSUE students in preparing for a successful future.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Career Services

Career Services Mission Statement

Mission

The mission of Career Services is to assist students and alumni in career planning and development by offering quality programs and services in the following areas: career decision making; experiential education; job search; and employment services.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Career Services

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Career Services

Budget Information: \$3,150.00

Relationship to Institutional Goal: Goal 1, Goal 5, Goal 8

Relationship to Strategic Goals: Goal 2.2, Goal 2.4

Related Items

1.1: Career Decision Making and Experiential Education

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Career Services

Objective With Intended Outcomes

1.0 Career Decision Making - Career and Technical Education (CTE) students will utilize career assessments within the Kuder College and Career Planning System.

1.1 Experiential Education - CTE students will utilize College Central Network (CCN).

Assessment/Evaluation/Measures/Strategies

1.0 Career Decision Making - Benchmark is set a 50% based on usage from last year. Career Services will run a computer generated administrative report powered by Kuder to retrieve the number of students that complete the Kuder assessment during AY 2012-13. 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 - Benchmark is set at 50% based on usage from last year. Career Services will run a computer generated administrative report powered by Kuder and CCN to determine the number of CTE students that utilize Kuder assessments and CCN during AY 2012-13.

Assessment/Evaluation Results (Progress Report)

1.0 Career Decision Making - Results indicated 470 students took the online Kuder career assessments. Of the 470 students that took the Kuder assessments, 296 students (65%) were classified as CTE students. Based on these results, this objective has been met.

1.1 Experiential Education - Results indicated 65% of students who took the online Kuder career assessments were classified as CTE students and 55 out of 67 students (82%) who

utilize CCN were classified as CTE students. Based on these results, this objective has been met.

Results: Both objectives were met.

-  Kuder CTE Report
 -  Kuder CTE Report - Part 1 p.1-6
 -  Kuder CTE Report - Part 2 p.7-9
 -  Kuder CTE Report - Part 3 p.10,11
-  CCN CTE Report

Improvement Plan/ Changes Made

1.0 Career Decision Making - This objective was created due to Carl Perkins funding requirements, which requires Career Services to document the number of CTE students that Kuder serves if Carl Perkins is to provide funding for any portion of Kuder. Therefore, Career Services will strive to achieve above 50% Kuder utilization from CTE students.

Career Services will continue to monitor and track the number of students who are classified as CTE students and utilize Kuder career assessments. The objective mentioned above replaces the previous objective due to the length of time it takes to collect data of undecided students and lack of additional student worker resources to successfully complete data collection.

1.1 Experiential Education - This objective was created due to Carl Perkins funding requirements, which requires Career Services to document the number of CTE students CCN serves if Carl Perkins is to provide funding for any portion of CCN. Therefore, Career Services will strive to achieve above 50% College Central Network (CCN) utilization from CTE students.

Career Services will continue to monitor and track the number of students who are classified as CTE students and utilize CCN. The objective mentioned above replaces the previous objective

due to the length of time it takes for students to explore assessment results and lack of additional student worker resources to successfully complete data collection.

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Career Services

Budget Information: \$1,546.00

Relationship to Institutional Goal: Goal 1, Goal 5, Goal 8

Relationship to Strategic Goals: Goal 2.2, Goal 2.4

Related Items

▶ **2.1: Job Search-Resume Approval**

Start: 12/23/2012

End: 10/31/2013

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: More than 14%.

This is as a result of achieving 14% of students who registered and uploaded their resume online with CCN (College Central Network), 2% above the AY 2011-12 objective.

Career Service will use data collected from CCN online system which tracks the number students who register and upload a resume online.

-  [College Central Network Report - Registration and Resume Uploads](#)

Assessment/Evaluation Results (Progress Report)

Results from CCN data indicated 38 students registered with CCN; of these students 13 uploaded their resume for approval. Therefore, 34.2% registered CCN students uploaded their resume online for approval. Based on results from CCN data, this objective has been met by achieving 34.2% of registered CCN students who uploaded their resume for approval (20.2 % above the AY 2011-12 objective of 14%).

Result: Objective was met.

-  [College Central Network Results - Registration and Resume Uploads](#)

Improvement Plan/ Changes Made

Career Services will continue to encourage students to register with CCN and continue to provide resume writing assistance to students.

2.2: Job Search - Resume Writing

Start: 12/23/2012

End: 10/31/2013

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% of participants. The total number of participants was 15.

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

-  [Resume Writing Rubric](#)

Assessment/Evaluation Results (Progress Report)

Based on results from the resume rubric evaluation, 12 out of 15 students (80%) submitted resumes. The rubric evaluation results indicated of the 12 students who submitted resumes, 2 resumes (17%) rated **effective** (*should effectively land an interview*), 4 resumes (33%) rated **borderline effective** (*could land an interview*), and 6 resumes (50%) rated **average** (*needs improvement to rise to the "top of stack"*) and 0 students rated **poor** (*needs significant improvement; would be discarded during screening*). Therefore, the objective of at least 20% of students who submitted resumes for the Job Interview "Dress for Success" Fashion Show created professional resumes that should effectively land a job interview was not achieved.

Results: Objective was not met.

-  [CCN Resume Upload Report](#)
-  [Student Resume Results](#)

Improvement Plan/ Changes Made

Career Services will conduct a campus-wide campaign using the Job Interview Fashion Show event as an opportunity to encourage students to seek resume writing assistance from the Office of Career Services. Advertisement of the Job Interview “Dress for Success” Fashion Show event and the event’s rules will be posted on campus and off campus via flyers, campus plasma screens, email, campus website, Facebook, etc., as well as the location of where to find CCN Resume Builder online. Career Services will also seek assistance from student organizations in an effort to kick-off the campaign.

-  [CCN Resume Writing Assistance](#)
-  [Email to Campus Faculty/Staff](#)
-  [Email to Student Organizations via Campus Sponsors/Advisors](#)
-  [Email to Student Participants](#)

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Career Services

Budget Information: \$1,483.00

Relationship to Institutional Goal: Goal 1, Goal 5, Goal 8

Relationship to Strategic Goals: Goal 2.2, Goal 2.4

Related Items

3.1: Employment Services-Placement

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Career Services

Objective With Intended Outcomes

Due to discontinuation of the ACT Student Opinion Survey, effective end of AY 2012, Career Services will develop a new objective that will measure the number of graduating students who utilize on campus and online College Central Network (CCN) job placement services through the Office of Career Services. The number of graduating students who utilize on campus and online job placement services should fall above 10%.

Assessment/Evaluation/Measures/Strategies

Career Services will run a computer generated report which collects data from CCN online system and tracks the number of graduating students who register and utilize the online job placement services. In addition, Career Services maintains a log to track graduating students who utilize job placement services on campus.

-  [Career Services Student Log](#)

Assessment/Evaluation Results (Progress Report)

Results from CCN data indicated 38 graduating students registered with CCN and utilized online job placement services. In addition, 8 graduating students signed the log-in sheet located in the Office of Career Services to utilize job placement services. A total of 46 out of 308 (15%) graduating students during 2012-13 utilized job placement services. Based on results from the Office of Career Services log and CCN data, this objective has been met by achieving 15% of graduating students who registered and utilized job placement services (5% above the 5% to 10% objective range).

Results: Objective was met.

-  [Employment Services Results](#)
-  [Graduate Students CCN Report - Associates](#)

-  Graduate Students CCN Report - Certificate
-  SPR 2013 Graduates - Total
-  SUM/FALL 2012 Graduates - Total

Improvement Plan/ Changes Made

Career Services will continue to encourage students to register and utilize job placement services on campus and online.

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Career Services

Budget Information: \$1,025.00

Relationship to Institutional Goal: Goal 1, Goal 5, Goal 8

Relationship to Strategic Goals: Goal 2.2, Goal 2.4

Related Items

4.1: Employment Services-Employer Satisfaction

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Career Services

Objective With Intended Outcomes

Employers who participate in the annual career fair events (Health Sciences Career Fair and Criminal Justice, Education, and Business Technology Career Fair) will be satisfied with the overall experience/environment of the career fair event.

Assessment/Evaluation/Measures/Strategies

Benchmark: Overall satisfaction rate of at least 90%. Employers who participate in the career fair events complete an Employer Satisfaction Survey with an overall satisfaction rating of at least 90%.

Assessment/Evaluation Results (Progress Report)

Data collected from the Employer Satisfaction Survey indicated 10 out of 11 employers (91%) who participated in the Health Sciences Career Fair event completed the survey. However, of the 10 employers who completed the survey, 10 (100%) were either very satisfied or satisfied with the overall experience/environment of the career fair event and 10 out of 10 employers (100%) who participated in the Criminal Justice, Education, and Business Technology Career Fair event were either very satisfied or satisfied with the overall experience/environment of the career fair event.

Based on the data from the Employer Satisfaction Survey, this objective has been met by achieving a Health Sciences employer satisfaction rating of 100% (14.3% above the objective rating of 85.7% of the previous year) and a Criminal Justice, Education, and Business Technology employer satisfaction rating of 100% (6% above the 94% objective rating of the previous year).

Results: Objective was met.

-  [Employer Satisfaction Survey - CJ, Ed, B&T](#)
-  [Employer Satisfaction Survey - Health Sciences](#)

Improvement Plan/ Changes Made

Career will continue to develop partner relationships with employer and monitor employer satisfaction, as well as strive to achieve a satisfaction rating between 85% and 100% for AY 2013-14.

Continuing Education

Continuing Education Vision

Vision

The Continuing Education Office's vision is to accomplish the following: 1. Collaborate with other campus departments and external entities to offer educational opportunities, credit and non-credit, responsive to changing employment needs in the service area. 2. Provide campus leadership and support to promote the development of quality electronic learning course enhancements, courses, and programs.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Continuing Education

Continuing Education Mission

Mission

The mission of the Continuing Education Office is to create and offer programs of Continuing/Adult Education and community service which respond to the needs of the area.

Start: 12/23/2012

End: 10/31/2013

Providing Department: 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.

Start: 11/1/2011

End: 10/31/2013

Progress: Completed

Provided By: Continuing Education

Budget Information: none (existing)

Relationship to Institutional Goal: Goal 8, Goal 9

Relationship to Strategic Goals:

Related Items

Objective Number: 1.1

Objective: Non Credit-Personal Enrichment

Start: 11/1/2011

End: 10/31/2012

Progress: Completed

Provided By: Continuing Education

Participants: Director of Continuing Education (David Pulling)

Objective With Intended Outcomes:

Enroll an optimum number of community learners in personal enrichment/leisure learning classes.

Assessment/Evaluation/Measures/Strategies:

Simple headcount of learners enrolled compared to three-year enrollment averages in similar classes.

Assessment/Evaluation Results (Progress Report):

Three year average (08-09, 09-10, 10-11) enrollment in combined classes was 87.

Enrollment in combined classes for 11-12 was 69. The objective's usage of optimum is a key, because even though the number was somewhat off, it wasn't the lowest total in the preceding 3 years, and given economic circumstances during the time period, the number is acceptable.

Improvement Plan/ Changes Made:

Although the number was acceptable, given the challenges of the local economy, the staff acknowledges that more would be a stronger indication that the unit is serving the University's mission to public leisure learning. One significant change that will become a factor for hopeful improvement in 2012-13 will be the launch of the Prairie Cajun OLLI chapter affiliated with LSU's organization in combination with the opening of the CCE Building, affording space to offer day time programming, a time more favorable to leisure learners 50+.

- OLLI Promotion

Objective Number: 1.2

Objective: Non Credit-Workforce Training

Start: 11/1/2011

End: 10/31/2012

Progress: Completed

Provided By: Continuing Education

Participants: Director of Continuing Education (David Pulling)

Objective With Intended Outcomes:

Offer an optimum number of workforce development courses that meet workforce training needs.

Assessment/Evaluation/Measures/Strategies:

Simple count of courses offered compared to three-year course enrollment averages in workforce training classes.

Assessment/Evaluation Results (Progress Report):

Three-year average for workforce training courses (08-0, 09-10, 10-11) was 84. 11-12 enrollment was 104. The objective was met.

Improvement Plan/ Changes Made:

Ed2Go third party courses offered through the website played a significant role in the increased number. Staff will meet in Fall 2012 to brainstorm more effective ways to promote the link to Ed2Go, since we have not invested heavily in promotion. The Peninsula Gaming Institute for Evangeline Downs was also a highly successful program for headcount and suggests our simple means of quantification for this assessment may be misleading, because it doesn't account for contact hours. The Evangeline Downs course not only enrolled 25 students for the headcount, but that cohort met 7 separate times for 2.5 hours, training on different topics in the series. Arguably, we could count the seven separate seminars as individual training events. For 12-13, our goal will be to maintain the pace, taking advantage of the new facilities and spaces in the CCE Building.

- Evangeline Downs

Objective Number: 1.3

Objective: Non Credit-Youth

Start: 11/1/2011

End: 10/31/2012

Progress: Completed

Provided By: Continuing Education

Participants: Director of Continuing Education (David Pulling)

Objective With Intended Outcomes:

Enroll an optimum number of grade-aged youth learners in enrichment, leisure, and personal development courses/activities.

Assessment/Evaluation/Measures/Strategies:

Simple headcount of youth learners enrolled compared to three-year enrollment averages in similar courses.

Assessment/Evaluation Results (Progress Report):

The average headcount of youth learners for 08-19, 09-10, and 10-11 was 210. Headcount in 2011-12 was 112. The department failed to meet this objective.

Improvement Plan/ Changes Made:

Two significant trends are notable in the data: ACT test prep workshop participation is declining, and summer enrichment for PK-6 participation is declining.

Identifiable factors are evident for the ACT test prep decline: Since public school performance criteria have been revised to include ACT testing, public school are teaching test preparation as part of their curriculum. Comparing trends with our departmental counterpart at LSU in Baton Rouge, which has run hugely successful test prep for years, their enrollments have declined to the point that they have discontinued the workshops. We will continue scheduling workshops for 12-13 and adjust our marketing practices to identify private and home schooled students, but if numbers remain marginal and/if we cancel half or more of our workshops because of low enrollment, we will consider discontinuing them for the subsequent year.

Summer enrichment decline is more baffling. Courses that have always done well, such as swimming, either barely made or were cancelled for the first time, though notably, we noted a drop-off in enrollment in summer 2011. The drop-off in 2012, though, was precipitous. Other formerly successful classes, like the Word Up! youth writers camp, drew only 6--3 years ago, the camp enrolled over 20.

This winter when we plan the summer 2012 program, our staff will meet with our local school teacher who coordinates the activities and explore ways to reinvent our program. We believe we need to consider a completely new paradigm, since to continue the past course and expect a different result appears misguided, at best.

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.

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Continuing Education

Budget Information: none (existing)

Relationship to Institutional Goal: Goal 8, Goal 9

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

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

Start: 12/23/2012

End: 10/31/2013

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

-  [Cont. Ed Class Schedule 12-13](#)

Assessment/Evaluation Results (Progress Report)

Division Heads and the Director of Continuing Education met during schedule planning for each semester and discussed needs and strategies for both fall and spring semesters. The Division

Heads primary need for assistance from Continuing Ed. was to fill gaps where inadequate full-time faculty staffing was available. In many cases, since the only adjuncts available to teach were not available during traditional day time class hours, many classes were assigned to the after-hours administered by Continuing Ed. Based on the Division Heads' and Coordinators' response to the schedule and Continuing Education's ability to provide surplus classes as needed after hours and at remote locations, such as University Medical Center, the objective was met.

Improvement Plan/ Changes Made

Because enrollment in night classes has been consistently dwindling since 2009, the fewest number of sections scheduled in the past 15 years was entered into the schedule plan for Fall 2013. The staff will monitor enrollment into the fall in those sections, but it appears the era of night classes at LSU Eunice is on the verge of ending. Faculty and administrators across the departments agree that the non-traditional component of the student body has transitioned to favor online courses to face-to-face after-hours courses, which accounts for the lessened demand.

Classes were also cancelled for the Fall 2013 at University Medical Center in Lafayette due to (1) low enrollment trends at that site for the past two years and (2) administrative changes at the hospital that made the facilitation of our classes less certain.

From Fall 2012 to Spring 2013, another notable change was the transition of medical billing and coding classes from night school to hybrid online classes which meet during the day when not online. As a result, Continuing Education no longer shares administrative oversight of these sections with the BIT Division.

2.2: Credit Offerings: Extension Programs and Special Services

Start: 12/23/2012

End: 10/31/2013

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.

-  [Acadia Dual Credit MOU](#)
-  [ACP Dual Credit Summary](#)
-  [Dual Credit Procedures 2012-13](#)
-  [LSUA Schedule 12-13](#)

Assessment/Evaluation Results (Progress Report)

The LSU-Alexandria collaborative and dual credit partnerships with local high schools and school districts were the only extension programs and services for credit courses coordinated by Continuing Education in 2012-13. This objective was met based on the successful continuation of each program.

Improvement Plan/ Changes Made

Strategic changes and adjustments were prompted by the assessment and planning process.

- In Central Louisiana, we moved the former Coordinator of Academic Programs at the Learning Center for Rapides Parish to the LSU-A campus after closing the office at the Learning Center at the end of the prior year. That staff member was the liaison throughout the year between the LSU-Alexandria administration and the LSU-Eunice students and faculty teaching the courses at LSU-Alexandria.
- No major changes were made in the number or variety of sections offered at LSU-

Alexandria since the demand and mission, to enable under-prepared or ineligible students to transfer into LSU-Alexandria degree programs, remained constant.

- The most significant administrative decision related to the program at LSU-Alexandria based on our assessment of the program was the discontinuation of the Central Louisiana Coordinator's position. That decision was mostly based on budgetary considerations for saving money, but the decision was justified by the stable condition of the operation there, which includes an experienced part-time teaching staff and administrative procedures that have become routine and relatively easy to manage, given the stability of the staff and the demand for scheduling needs.
- Dual credit continued, and successfully based on the consistent enrollment compared to the prior year, in spite of the State's continued withdrawal of funding. Like LSU-Alexandria, the dual credit program has matured over the years into stable partnerships with schools and school districts within and in some cases beyond the immediate region. Course and high school offerings were practically identical from the 2012 to 2013, based on unchanged demand.
- The only notable increase in participation and course offerings was at University High School in Baton Rouge where that school requested the addition of course offerings to expand their students' opportunities for participation.

2.3: Student Learning Outcomes in Coursework

Start: 12/23/2012

End: 10/31/2013

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)

Improvement Plan/ Changes Made

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.

Start: 7/1/2012

End: 6/30/2013

Progress: Completed

Provided By: Continuing Education

Budget Information: Not applicable

Relationship to Institutional Goal: Goal 8, Goal 9

Relationship to Strategic Goals: none

Related Items

3.1: Administer post-event evaluative surveys.

Start: 12/23/2012

End: 10/31/2013

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.

-  Post-Event Evaluation

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.

Assessment/Evaluation Results (Progress Report)

The objective was met. The survey was designed and developed in the last two weeks of the planning cycle but was administered in the last three events of the year: The Cafe Cajun, Best Management Practices for Citrus Trees, and Let's Eat for the Health of It for 100% successful administration.

-  Course Eval Sample 1
-  Course Eval Sample 2

Improvement Plan/ Changes Made

The results are too modest to make any determination at this point, but the successful administration of the survey to three different groups provided a good pilot. The instrument appears to be user-friendly, based on observing the respondents' reaction to receiving the form and filing it out.

3.2: Courses or programs will meet clients' needs/interests.

Start: 12/23/2012

End: 10/31/2013

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

This objective is currently being benchmarked based on history and it is tentatively set at 90%. Staff will tabulate results from a post-event survey administered at the end of each non-credit course or community service event.

Assessment/Evaluation Results (Progress Report)

The survey was administered to three different events at the end of the planning year 12-13. 100% of respondents strongly agreed or agreed to the statement that the course/event met their needs/interests. The objective was met based on the tentative benchmark.

Improvement Plan/ Changes Made

The implementation of the objective at the tail end of the planning year yields results too modest to use for important decision making or policy changes, but the indications for the three events encourage us to continue offering similar topics with the same instructors/leaders.

3.3: Clients will recommend Continuing Education courses or programs to others.

Start: 12/23/2012

End: 10/31/2013

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

This objective is currently being benchmarked based on history and it is tentatively set at 90%. Staff will tabulate results from a post-event survey administered at the end of each non-credit course or community service event.

Assessment/Evaluation Results (Progress Report)

100 % of respondents at the last three events of the planning year agreed or strongly agreed that they would recommend the course or program they just completed to others. The objective was met based on the tentative benchmark.

Improvement Plan/ Changes Made

The implementation of the objective at the tail end of the planning year yields results too modest to use for important decision making or policy changes, but the indications for the three events encourage us to continue offering similar topics with the same instructors/leaders.

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

Start: 12/23/2012

End: 10/31/2013

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

This objective is currently being benchmarked based on history and it is tentatively set at 90%. Staff will tabulate results from a post-event survey administered at the end of each non-credit course or community service event.

Assessment/Evaluation Results (Progress Report)

Course/event participants from the last three events of the planning year completed the survey, and 100% strongly agreed or agreed to the statement that the course/program was a worthwhile investment of their time/money. The objective was met based on the tentative

benchmark.

Improvement Plan/ Changes Made

The implementation of the objective at the tail end of the planning year yields results too modest to use for important decision making or policy changes, but the indications for the three events encourage us to continue offering similar topics with the same instructors/leaders.

Developmental Education

Developmental Education Vision

Vision

The vision of the Office of Developmental Education is to provide a support network that creates a holistic foundation leading to success in college level coursework.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Developmental Education

Developmental Education Mission

Mission

Using the best practices in the field as defined by the National Center for Developmental Education, the Pathways to Success program exists to provide a holistic approach to developmental education so that LSU Eunice may better assist underprepared students in the achievement of their educational and personal goals.

Start: 12/23/2012

End: 10/31/2013

Providing Department: 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.

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Developmental Education

Budget Information: none (existing)

Relationship to Institutional Goal: Goal 4, Goal 5, Goal 7, Goal 8

Relationship to Strategic Goals: Goal 1.1, Goal 2.4

Related Items

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Developmental Education

Objective With Intended Outcomes

Pathways to Success students will successfully complete their developmental course work gaining competencies in developmental English composition (ENGL 0001) mechanics, sentence structure, and paragraph structure necessary to successfully begin their first general education English composition course.

Assessment/Evaluation/Measures/Strategies

Direct Assessment

The outcomes will be directly assessed and analyzed through a multiple choice examination designed by the English faculty during the last week of the semester. All students remaining in the course were assessed (i.e. no sampling). **Assessment will include LSUE, LSUA site students, dual credit students, and online students.** The faculty have constructed a 25 question multiple choice examination paralleling the primary objectives for the course. The student learning outcomes are as follows:

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.

The 2012-2013 ENGL 0001 syllabus is [attached](#).

Indirect Assessment

An indirect measure is also included using data from institutional research using the success rate for the ENGL 0001 course over the 2012-2013 academic year. 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 (in ENGL 0001 only) are removed from the total n.

According to the NCDE, the success rate using this method for developmental English is 73%.

-  [Fall 12 ENGL 0001 departmental syllabus](#)

Assessment/Evaluation Results (Progress Report)

In keeping with the assessment plan, each student learning outcome (SLO) is directly assessed on a quiz developed by the English faculty given during the last week of classes. The quiz is based on the SLOs for the course developed using the textbook. It was given to the population of students who attended during the final week of the course totaling 419 students over the 2012-2013 academic year - 308 students from the LSUE site, 82 students from the LSUA site, and 29 taking the course online (see Table 1). The data indicated that the students at all sites did rather well on the assessment, exceeding the 70% benchmark for most outcomes. In addition, while online students outperformed the face-to-face students, the face-to-face students at the LSUE and LSUA sites performed in a similar fashion, both scoring slightly lower on Outcome C than any other objective. An item analysis of the 25 question assessment is [here](#).

Table 1
 AY 2012-2013 ENGL 0001 SLO Results for all Sites

ENGL 0001 SLO Description	Overall	s.d	LSUE	Dual Credit	LSUA	Online
Overall	79	3.4	78	none	76	86
A. Using clear topic sentences	87	5.4	85		87	96
B. Using evidence to support a topic sentence	89	4.6	88		90	97
C. Using proper grammar and punctuation	72	4.7	72		68	79
Total number of students	419		308		82	29

Table 2 breaks out the data for Pathways versus Non-Pathways students. Pathways students typically perform below Non-Pathways in every subject; however, the benchmark was met in every area except outcome C missing the benchmark by one percentage point.

Table 2
 AY 2012-2013 ENGL 0001 SLO Results for all Sites (Pathways versus Non-Pathways)

ENGL 0001 SLO Description	Pathways	Non-Pathways	Overall
Overall	76	82	79
A. Using clear topic sentences	84	89	87
B. Using evidence to support a topic sentence	86	92	89
C. Using proper grammar and punctuation	69	75	72
Total number of students	238	181	419

Regardless of which instructional methodology performed the best on the assessment, the longitudinal data indicates that students have continued to perform slightly better each year

the assessment is given (see Table 3). Positive incremental change for all objectives can be noted in each of the three years the assessment has been given.

Table 3
Longitudinal SLO Results for ENGL 0001

ENGL 0001 SLO Description	SP 2011	AY 11-12	AY 12-13	Change
Overall	72	76	79	3
A. Using clear topic sentences	79	85	87	2
B. Using evidence to support a topic sentence	87	87	89	2
C. Using proper grammar and punctuation	61	69	72	3
Total number of students	123	463	419	

Lastly, Table 4 breaks out the data with respect to the indirect data. The data indicates that 85% of the students who remained in the course on the last day of the semester successfully completed the course with a grade of A, B, or C. The NCDE benchmark established above is 73%.

Table 4
AY 2012-2013 ENGL 0001 Course Success Rates

Description	LSUA	Dual Credit	LSUE (wo online)	Online	Totals
Total n	95	9	466	34	604
No. of Ws	3	4	77	1	85
No. violation of attendance policy	2	0	7	0	9
Grade of A, B, C only	81	5	317	29	432
Percent success using NCDE	90	100	83	88	84.7

Given that the data from the direct measurement of the SLOs exceeds 70% and the indirect data on grades exceeds 73%, this objective is met.

-  [ENGL 0001 12-13 AY Item Analysis](#)

Improvement Plan/ Changes Made

None, continue to monitor Pathways student performance. Faculty continue to discuss the course policy concerning students who are not receiving a C at midterm should consider withdrawing.

1.2: Developmental Math (MATH 0001)

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Developmental Education

Objective With Intended Outcomes

Pathways to Success students 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 were assessed (i.e. no sampling). Assessment will include LSU Eunice and LSU Alexandria site students, dual credit students, and online students.

The student learning outcomes in 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.

These outcomes are contained in the MATH 0001 course [syllabus](#) for both fall 2012 and spring 2013.

The benchmark established for the SLOs is 70% which is the traditional "C" grade according the LSU Eunice Catalog.

Indirect Assessment:

One indirect measurement is also included using data from institutional research using the success rate for the MATH 0001 course over the 2012-2013 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 0002 only) are removed from the total n.

The national benchmark according to the NCDE is 68%.

-  [MATH 0001 FA 12-SU 13 Syllabus](#)

Assessment/Evaluation Results (Progress Report)

In keeping with the assessment plan, all students taking the final exam in MATH 0001 during fall 2012 and spring 2013 took the SLO assessment in order to measure student learning. In all, 608 students were assessed representing the entire population (i.e. no sampling) with 475 from the LSU Eunice site, ten from dual credit, 95 from the LSU Alexandria site, and 28 who took the course online (see Table 1). Overall, students scored a 73% on the assessment with

typical problem areas in B-1, B-3, and C-1. LSU Alexandria students paralleled the overall results with the exception of A-2, B-1, B-2, and B-3 which were slightly below the overall score (see Table 1). Online student results paralleled the overall results except in A-4 and B-1 (see Table 1). The results will be shared with those who teach the course at LSU Alexandria and online. The ten dual credit students did not do well as compared to the other sites. A discussion with the Director of Continuing Education who administers dual credit noted that the students were weak in the course and that the instructor was a new first year teacher. The instructor was observed and evaluated. Her paperwork is contained in the Office of Academic Affairs. An email on the subject is [here](#).

The item analysis for all students except online is [here](#). The online sections are assessed using a slightly different method - the raw data for the two sections is [here](#). Some of the most missed problems, specifically problems 46 and 47 fall in to C-1 and relate to formulas for finding the area of a triangle and circle that students often do not remember. In addition, problems 33 and 40 dealing with applications in section B-4 require reading and some higher level thinking. It should be noted, however, that the C-1 topics are not taught in a section unto themselves, but instead incorporated in multiple sections. This could be contributing to the issue.

Table 1
AY 2012-2013 MATH 0001 SLO Results for all Sites

MATH 0001 SLO Description	Overall	s.d	LSUE	Dual Credit	LSUA	Online
Overall	73	4.6	74	63	71	76
A. Manipulate order of operations with real numbers						
A-1. Order of operations	87	4.5	87	85	85	83
A-2. Absolute value and inequalities	71	5.6	73	68	65	81
A-3. Fractions	74	6.0	74	67	72	78
A-4. Ratio, proportion, and percent	83	8.2	84	60	80	75
B. Perform basic algebraic operations with expressions and linear equations						
B-1. Simplifying algebraic expressions	63	8.4	64	55	59	59
B-2. Solving linear equations	73	6.5	75	56	67	74
B-3. Solving linear equations involving fractions	66	5.2	67	65	62	72
B-4. Applications	70	4.9	71	60	71	75
C. Geometry						
C-1. Perimeter, area, etc. ¹	67	7.6	67	48	66	74
Total number of students tested	608		475	10	95	28

Next, the results were separated by whether the student was a Pathways to Success student or not (see Table 2). Pathways students are most at risk because they need developmental coursework in every subject. As a result, they tend to score lower on direct and indirect measures. Surprisingly, the results for Pathways students seem to parallel the results for non-Pathways students except in four areas - those being A-2, B-1, B-4, and C-1 (see Table 2). It should be noted that Pathways students must attend tutoring when they are not performing at

an average of a C on a test or quiz. Tutoring is free of charge and the students may drop in at any time. However, 169 students on the LSU Eunice site were referred for tutoring during the AY 12-13, but only 56 (33%) complied with the mandate. Of the remaining who did not, 104 (62%) were sent email warnings about their noncompliance. Results were similar for the LSU Alexandria site. An example of the email from the LSU Alexandria site is [attached](#) for reference. The Office of Developmental Education realizes that sending emails is not the best way to reach students and academic advisors do attempt to visit students in person for violations of the various Pathways Policies when possible; however, the personnel resources do not generally permit seeing all students face-to-face as a rule.

Table 2
AY 2012-2013 MATH 0001 SLO Results for all Sites (Pathways versus Non-Pathways)

Description	Pathways	Non-Pathways	Overall
Overall	71	75	73
A. Manipulate order of operations with real numbers			
A-1. Order of operations	85	88	87
A-2. Absolute value and inequalities	67	76	71
A-3. Fractions	74	73	74
A-4. Ratio, proportion, and percent	82	82	83
B. Perform basic algebraic operations with expressions and linear equations			
B-1. Simplifying algebraic expressions	58	67	63
B-2. Solving linear equations	72	74	73
B-3. Solving linear equations involving fractions	65	68	66
B-4. Applications	66	74	70
C. not named with geometry			
C-1. Perimeter, area, etc.	63	69	67
Total number of students tested	275	333	608

Next, Table 3 presents the data longitudinally showing the results since the SLOs have been

assessed in spring 2011. Since that time, student scores on every objective has increased. Even, SLO B-1 which seems to be fluctuating increased from 51% to 63% being successful. While work remains to be done, the mathematics faculty is to be commended for the work to achieve these results.

Table 3
Longitudinal SLO Results for MATH 0001

MATH 0001 SLO Description	Sp 11	AY 11-12	AY 12-13	Change
Overall	65	72	73	1
A. Manipulate order of operations with real numbers				
A-1. Order of operations	77	88	87	-1
A-2. Absolute value and inequalities	63	71	71	0
A-3. Fractions	66	71	74	3
A-4. Ratio, proportion, and percent	65	79	83	4
B. Perform basic algebraic operations with expressions and linear equations				
B-1. Simplifying algebraic expressions	51	65	63	-2
B-2. Solving linear equations	64	70	73	3
B-3. Solving linear equations involving fractions	57	65	66	1
B-4. Applications	59	65	70	5
C. Geometry				
C-1. Perimeter, area, etc. ¹	x	64	67	3
Total number of students tested	259	763	608	
Notes: 1. C-1 not assessed in spring 2011.				

Lastly, the indirect measure using grades indicates that the overall success rate is 68% using standards set down by the NCDE (see Table 4). However, while the LSU Eunice and Alexandria sites are somewhat comparable, the online student success was 9 percentage points lower

suggesting that some students simply did not complete the work or take the final exam. This was verified by the instructor through [email](#). Lastly, the 80% success rate for dual credit suggests grade inflation given the results of the SLOs in Table 1. Again, as mentioned above, the faculty member was observed and evaluated, but the instructor was a first time teacher.

Table 4
AY 2012-2013 MATH 0001 Course Success Rates

Description	LSUA	Dual Credit	LSUE (wo online)	Online	Totals
Total n	129	10	623	51	813
No. of Ws	14	0	74	5	93
No. violation of attendance policy	7	0	11	0	18
Grade of A, B, C only	73	8	369	27	477
Percent success using NCDE	68	80	69	59	67.9

Overall, given the 73% on the direct assessment from SLOs and the 68% for the indirect assessment, Objective 1.2 is met.

-  [6-15-13 email from David about sp 13 dual credit](#)
-  [Data from AY 12-13 online sections of MATH 0001](#)
-  [email from Duos for MATH 0001 online courses](#)
-  [Example of Tutoring Warning Letter from LSUA](#)
-  [MATH 0001 Test Item Statistics AY 12-13](#)

Improvement Plan/ Changes Made

Initiatives are underway to increase student learning, increase student success, and shorten the time students spend in developmental mathematics. The mathematics department

recommended a pilot project using the emporium model of instruction for the developmental mathematics sequence on [November 20, 2012](#).

Developmental Mathematics then became the topic of the Quality Enhancement Plan (QEP) on [January 18, 2013](#) when the QEP committee - a separate committee - voted to pursue the emporium mathematics program for developmental students implemented over three years. In addition, between the QEP Committee and mathematics faculty, decisions were made to make attendance in the lab mandatory with the material being modular and competency based setting the threshold at 70% as the coursework was designed.

Direct and indirect measures will be maintained. Results using the new method of instruction will be compared to the existing data.

Additional evidence of planning for Modular Developmental Mathematics.

- Mathematics department [meeting](#) on 1-29-13
- QEP Committee [meeting](#) on 4-26-13
- Administration [meeting](#) on 5-20-13
-  [11-20-12 math meeting on modular dev math](#)
-  [5-20-13 Agenda and meeting minutes for the Modular math meeting](#)
-  [Modular Math Meeting Minutes 1-29-13](#)
-  [QEP Committee Meeting Minutes April 26 2013](#)
-  [QEP Committee Meeting Minutes Jan 18 2013](#)

1.3: Developmental Math (MATH 0002)

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Developmental Education

Objective With Intended Outcomes

Pathways to Success students 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 by the mathematics faculty using the textbook publisher's Testgen program. All students taking the final exam were assessed (i.e. no sampling). Assessment includes LSUE and LSUA site students, dual credit students, and online students. The student learning outcomes in 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.

These outcomes are contained in the MATH 0002 [course syllabus](#) (no changes from spring 2012) for both fall 2012 and spring 2013.

The benchmark established for the SLOs is 70% which is the traditional "C" grade according to the LSU Eunice Catalog.

Indirect Assessment:

One indirect measurement is also included using data from institutional research. This is the success rate for MATH 0002 course over the 2012-2013 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 rate established by the NCDE using this method of calculation is 68%.

-  [10-30-11 SYLLABUS MATH 0002](#)

Assessment/Evaluation Results (Progress Report)

In keeping with the assessment plan, all students taking the final exam in MATH 0002 during fall 2012 and spring 2013 took the SLO assessment in order to measure student learning. In all, 534 students were assessed representing the entire population (i.e. no sampling) with 403 from the LSU Eunice site, eight from dual credit, 76 from the LSU Alexandria site, and 47 who took the course online (see Table 1). Overall, students scored a 68% on the assessment with typical problem areas in A-6 through A-9 and B-2. All sites and the online students paralleled each other within one standard deviation except the dual credit students (see Table 1). The eight dual credit students did not do well as compared to the other sites. A discussion with the Director of Continuing Education who administers dual credit noted that the students were weak in the course and that the instructor was a new first year teacher. The instructor was observed and evaluated with the documentation being placed in the Office of Academic Affairs. An email on the subject with the Director of Continuing Education is [here](#).

The item analysis for all students except online is [here](#). The online sections are assessed using a slightly different method - the raw data for the two sections is [here](#). Some of the most missed problems along with the specific student issues are:

1. Question 30 in A-6: Students are not factoring out the negative sign.
2. Question 27 in A-9: Students are not remembering the formula for the area of a rectangle and are not setting up the equation correctly.
3. Question 39 in A-8: Students are not simplifying correctly. The problem involves the division of radicals and is not difficult.
4. Question 25 in A-9: Students are not setting up the equation in the application correctly using the Pythagorean Theorem. In addition, some students merely guess at the answer because they know the problem has many steps.

5. Question 31 in A-6: Students either cancel terms or they are not factoring properly.
6. Questions 22 and 23 in A-7: In many cases students simply guess at the answer. Both problems involving solving rational expressions and some students simply will not do the work associated with solving the problems correctly because they think the problems are too long.
7. Question 40 in A-8: Many students simply guess at the answer given that it is a Pythagorean Theorem problem even though the equation involves radicals and only one unknown.
8. Question 20 in A-5: Students simply forget that the quadratic equation must be set equal to zero. The equation itself is rather straight forward being $x(3x + 13) = 10$.
9. Question 44 in B-2: Students often merely guess at the answer given that it is the last problem on the exam. It is also one of the very last topics taught in the course at the end of the semester. Lastly, graphing quadratics uses a process that contains multiple steps. Students short cut the process and try to come up with an answer quickly.
10. Question 6 in A-2: Students miss this particular problem because they forget about the definition of a negative exponent.
11. Question 41 in B-2: This problem involves a fraction in the graphing of a linear equation. Students often guess at the answer due to the fraction being in the problem.
12. Question 26 in A-9: This problem involves a physics problem with the person dropping a bucket off of a building. The problem gives the equation for the height of the bucket at a particular time, but students have difficulty understanding that they simply need to set the formula given equal to zero. Very simply, students don't understand that the height of the bucket when it hits the ground is zero.

Table 1
 AY 2012-2013 MATH 0002 SLO Results for all Sites

12-13 MATH 0002 SLO Description	Overall	s.d.	LSUE	Dual Credit	LSUA	Online
Overall	68	6.5	67	49	65	75
A. Perform basic algebraic operations						
A-1. Evaluating	81	9.9	80	63	86	79
A-2. Exponents	78	5.9	79	70	73	75
A-3. Simplifying Polynomials	81	6.4	82	65	81	77
A-4. Factoring	71	9.5	75	46	73	74
A-5. Solving Quadratics	68	13.7	68	33	63	73
A-6. Simplifying Rational Expressions	47	14.1	45	25	37	75
A-7. Solving Rational Equations	50	12.9	49	25	47	72
A-8. Radicals	61	9.1	60	58	60	75
A-9. Applications	47	16.3	45	13	43	77
A-10 Functions	72	3.6	73	69	70	74
B. Perform operations with the rectangular coordinate system						
B-1. Coordinate Geometry	77	11.0	79	46	77	70
B-2. Graphing	63	5.7	62	63	57	75
Total number of students tested	534		403	8	76	47

Next, the results were separated by whether the student was a Pathways to Success student or not (see Table 2). Pathways students are most at risk because they need developmental coursework in every subject. As a result, they tend to score lower on direct and indirect measures. Surprisingly, the results for Pathways students seem to parallel the results for non-

Pathways students in many of the SLOs assessed. Pathways students have difficulty with some of the more complex topics such as A-5, A-6, A-8, A-9, B-1, and B-2. Support is given to Pathways students through extra tutoring supplied by the Office of Developmental Education. Any student may ask for tutoring in the lab, but priority is given to pathways students who have to attend their mandatory tutoring when they do not receive at least a C or above on a major assessment. Tutoring is free of charge and students may drop in at any time. However, 162 students on the LSU Eunice site were referred for tutoring during the AY 12-13, but only 53 (33%) complied with the mandate. Of the remaining who did not, 91 (56%) were sent email warnings about their noncompliance. Results were similar for the LSU Alexandria site. An example of the email from the LSU Alexandria site is [attached](#) for reference. The Office of Developmental Education realizes that sending emails is not the best way to reach students and academic advisors do attempt to visit students in person for violations of the various Pathways Policies when possible; however, the personnel resources do not generally permit seeing all students face-to-face as a rule.

Table 2
AY 2012-2013 MATH 0002 SLO Results for all Sites (Pathways versus Non-Pathways)

MATH 0002 SLO Description	Pathways	Non-Pathways	Overall
Overall	64	69	68
A. Perform basic algebraic operations			
A-1. Evaluating	80	81	81
A-2. Exponents	78	78	78
A-3. Simplifying Polynomials	79	81	81
A-4. Factoring	71	76	71
A-5. Solving Quadratics	62	70	68
A-6. Simplifying Rational Expressions	39	51	47
A-7. Solving Rational Equations	52	50	50
A-8. Radicals	55	65	61
A-9. Applications	42	50	47
A-10 Functions	78	77	72
B. Perform operations with the rectangular coordinate system			
B-1. Coordinate Geometry	68	74	77
B-2. Graphing	55	66	63
Total number of students tested	191	343	534

Next, Table 3 presents the data longitudinally showing the results since the SLOs have been assessed since spring 2011. Since that time, student scores on almost every objective have increased. Despite some fluctuations in A-1, A-4, and A-10, the overall results are much better than they were two years ago. While work remains to be done, the mathematics faculty is to be commended for their work to achieve these results.

Table 3

Longitudinal SLO Results for MATH 0002

MATH 0002 SLO Description	SP 11	AY 11-12	AY 12-13	Change
Overall	64	67	68	1
A. Perform basic algebraic operations				
A-1. Evaluating	83	81	81	0
A-2. Exponents	75	76	78	2
A-3. Simplifying Polynomials	79	82	81	-1
A-4. Factoring	76	78	71	-7
A-5. Solving Quadratics	54	61	68	7
A-6. Simplifying Rational Expressions	44	46	47	1
A-7. Solving Rational Equations	45	52	50	-2
A-8. Radicals	56	60	61	1
A-9. Applications	42	39	47	8
A-10 Functions*	x	80	72	-8
B. Perform operations with the rectangular coordinate system				
B-1. Coordinate Geometry	63	77	77	0
B-2. Graphing	54	58	63	5

Note: *Functions were not assessed in spring 2011.

Lastly, the indirect measure using grades indicates that the overall success rate is 58% using standards set down by the NCDE (see Table 4). The LSU Alexandria site nearly met the national standard of 68% while the LSU Eunice site came in second followed by the online students and then dual credit. The information above will be shared with the faculty so they can see the problems spots on certain SLO assessment questions. However, given that some students refuse to work certain (more difficult) problems, substantially changing the results may prove

difficult.

Table 4
AY 2012-2013 MATH 0002 Course Success Rates

Description	LSUA	Dual Credit	LSUE (wo online)	Online	Totals
Total n	101	8	534	49	692
No. of Ws	18	0	108	6	132
No. violation of attendance policy	1	0	13	0	14
Grade of A, B, C only	53	4	240	22	319
Percent success using NCDE	65	50	58	51	58.4

Given that the results on the SLOs did meet the 70% established for direct measurement and the success rates did not meet the 68% for the indirect measurement, Objective 1.3 is not met.

-  6-15-13 email from David about sp 13 dual credit
-  AY 12-13 Item Analysis MATH 0002 SLOs
-  Example of TWL at LSUA
-  MATH 0002 online section data AY 12-13

Improvement Plan/ Changes Made

Initiatives are underway to increase student learning, increase student success, and shorten the time students spend in developmental mathematics. The mathematics department recommended a pilot project using the emporium model of instruction for the developmental mathematics sequence on [November 20, 2012](#).

Developmental Mathematics then became the topic of the Quality Enhancement Plan (QEP) on [January 18, 2013](#) when the QEP committee - a separate committee - voted to pursue the emporium mathematics program for developmental students implemented over three years. In addition, between the QEP Committee and mathematics faculty, decisions were made to make attendance in the lab mandatory with the material being modular and competency based setting the threshold at 70% as the coursework was designed.

Direct and indirect measures will maintained. Results using the new method of instruction will be compared to the existing data.

Additional evidence of planning for Modular Developmental Mathematics.

- Mathematics department [meeting](#) on 1-29-13
- QEP Committee [meeting](#) on 4-26-13
- Administration [meeting](#) on 5-20-13
-  [11-20-12 math meeting on modular dev math](#)
-  [5-20-13 Agenda and meeting minutes for the Modular math meeting](#)
-  [Modular Math Meeting Minutes 1-29-13](#)
-  [QEP Committee Meeting Minutes April 26 2013](#)
-  [QEP Committee Meeting Minutes Jan 18 2013](#)

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Developmental Education

Objective With Intended Outcomes

Pathways to Success students 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:

The student learning outcomes will be directly assessed through a 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 will be standardized across all sections and all sites to assess students who took the final exam. All students remaining in the course were assessed (i.e. no sampling) including the LSU Eunice and LSU Alexandria sites. This course is not offered online or through dual credit. The student learning outcomes according to the UNIV 1005 [syllabus](#) (there were no changes from fall 2011 to fall 2012) are:

Upon successful completion of this course, the student will:

1. Locate and access LSU Eunice resources.
2. Demonstrate various transferrable 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. This will be the success rate for the course over the 2012-2013 academic year and 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. The rate 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.

-  8-1-11 UNIV 1005 syllabus

Assessment/Evaluation Results (Progress Report)

In keeping with the assessment plan, all students taking the final exam in UNIV 1005 during fall 2012 and spring 2013 took the SLO assessment in order to measure student learning. In all, 341 students were assessed representing the entire population (i.e. no sampling) with 257 from the LSU Eunice site and 84 from the LSU Alexandria site (see Table 1). Overall, students scored a 82% on the assessment with an 86% on Outcome One and 78% on Outcome Two. LSU Alexandria students scored slightly below the LSU Eunice site which is to be expected since the students are geographically separated from the resources they are being assessed on (such as the Registrar's Office and Business Office). Regardless, the LSU Alexandria site students did meet the benchmarks in all three areas (see Table 1). The results will be shared with the faculty who teach the course for input.

The item analysis for all assessed students is [here](#). The results indicate that the results to individual questions exceeded the 70% benchmark; however two questions, specifically number 1 and 14, should be monitored since they were at 70.97%. This will be discussed with the faculty to determine if any changes need to be made.

Table 1
AY 2012-2013 UNIV 1005 SLO Results for all Sites

UNIV 1005	Overall	s.d	LSUE	Dual Credit	LSUA	Online
Overall	82	6.1	84		77	
1. Locate and access LSU Eunice resources	86	5.0	87	none	82	none
2. Demonstrate various transferrable academic skills	78	7.5	80		71	
Total number of students	341		257		84	

Next, the results were broken out by Pathways versus non-Pathways students (see Table 2). The results indicate that both groups of students performed similarly on the assessment.

Table 2
AY 2012-2013 UNIV 1005 SLO Results for all Sites (Pathways versus Non-Pathways)

UNIV 1005 SLO Description	Pathways	Non-Pathways	Overall
Overall	82	85	82
1. Locate and access LSU Eunice resources	85	89	86
2. Demonstrate various transferrable academic skills	77	80	78
Total number of students	255	86	341

Table 3 contains the longitudinal data for the SLOs assessed in UNIV 1005 since spring 2011. In each case, the results of the outcomes have increased. Each exceed the 70% benchmark set by the faculty at this point.

Table 3
Longitudinal SLO Results for UNIV 1005

UNIV 1005 SLO Description	SP 11	AY 11-12	AY 12-13	Change
Overall	70	74	82	8
1. Locate and access LSU Eunice resources	82	80	86	6
2. Demonstrate various transferrable academic skills	60	68	78	10
Total number of students	131	399	341	

Finally, the course success rates are analyzed as an indirect measure of student learning using methods set by the NCDE. In all, both sites performed at an 85% (see Table 4). However, the

LSU Alexandria students obtained a much higher rate of successfully completing the course than the results of the SLOs would suggest. Specifically, 91% of the students successfully completed the course with an A, B, or C at the LSU Alexandria site when only a 77% was achieved overall for the student learning outcomes. The instructor of several of the sections will be contacted to determine why this occurred (see attached [email](#)). The second instructor teaching one of the sections has found another position and cannot be contacted.

Table 4
AY 2012-2013 UNIV 1005 Course Success Rates

Description	LSUA	Dual Credit	LSUE (wo online)	Online	Totals
Total n	102	none	322	none	424
No. of Ws	5		21		26
No. violation of attendance policy	4		7		11
Grade of A, B, C only	85		242		327
Percent success using NCDE	91		82		84.5

Overall, given that the students exceeded the benchmark for the direct measurement of the SLOs and exceeded the benchmark for the indirect measures, Objective 1.4 is met.

-  [7-3-13 email](#)
-  [Item analysis UNIV 1005 AY 12-13](#)

Improvement Plan/ Changes Made

No changes are planned for the direct or indirect assessment of student learning in UNIV 1005. However, the Director of Developmental Education and the faculty will continue to monitor the results.

Additional evidence related to UNIV 1005:

- 8-22-12 [meeting](#) on UNIV 1005 and UNIV 0008
- 9-12-12 [meeting](#) on UNIV 1005 and UNIV 0008
-  [8-22-12 fall 2012 PWAY advisor and UNIV 1005 highlighted faculty meeting agenda](#)
-  [9-12-12 UNIV 1005 highlighted agenda and meeting minutes](#)

1.5: College Reading (UNIV 0008)

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Developmental Education

Objective With Intended Outcomes

Pathways to Success students will successfully complete their developmental coursework gaining competencies in critical reading comprehension strategies (UNIV 0008) necessary to begin their first general education social science course.

Assessment/Evaluation/Measures/Strategies

Direct Measurement

Direct measurement of the student learning outcomes (SLO) will take place through the use of a faculty 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 2012 and spring 2013 were 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.

(Please note that the 11-12 syllabus is shown; however, the 12-13 syllabus was identical beyond the choice of the novel. The novel changed from *The Bully* to *The Adventures of Huckleberry Finn*.)

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 2012-2013 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 were removed from the total n. The rate calculated by the NCDE is 76%.

-  [8-1-11 UNIV 0008 Syllabus](#)

Assessment/Evaluation Results (Progress Report)

In keeping with the assessment plan, all students taking the final exam in UNIV 0008 during fall 2012 and spring 2013 took the SLO assessment in order to measure student learning. In all, 209 students were assessed representing the entire population (i.e. no sampling) with 173 from the LSU Eunice site and 36 from the LSU Alexandria site (see Table 1). Overall, students scored a 75% on the assessment with an 78% on Outcome A and 65% on Outcome B. LSU Alexandria students scored similarly for the overall and outcome A. The LSU Alexandria

site outperformed the LSU Eunice site by 11 percentage points for outcome B which has traditionally caused issues for students because it requires critical thinking and reading (see Table 1). It should be noted that one faculty member on the LSU Eunice site gave an older version of the exam. This particular exam was discontinued due to student difficulty on the graphical material and may have led to lower scores in all three areas (involving questions 15 - 25). Regardless, it was possible to analyze the data because the SLOs had not changed. Weighted means were then used to calculate the overall results.

The item analysis for students taking the current version of the exam is [here](#) while the item analysis for those who took the older version is [here](#). With respect to the newer version (V-5), students did not do well on question 8 ($p = .12$), question 9 ($p = .36$), and question 13 ($p = .42$). Question 8 is a question on the pattern of organization and students thought the answer was time order or cause/effect rather than compare/contrast according to the [Condensed Test Report](#). In question 9, 50% of the students thought the author was implying that the death was caused by lack of rain when it was really modernization. Lastly, question 13 discusses transitional words. While 42% of the students correctly answered contrast, the probability of answering each distractor approached 20%. These specific results will be discussed with the faculty to determine options.

Table 1
AY 2012-2013 UNIV 0008 SLO Results for all Sites

UNIV 0008 SLO Description	Overall	s.d	LSUE	Dual Credit	LSUA	Online
Overall	75	5.4	74		79	
A. Correctly identify the meaning of topic, main idea, supporting details, and unfamiliar words in paragraphs, essays, textbook chapters, and visual media.	78	5.3	78	No Sections	80	No Sections
B. Employ critical reading comprehension strategies.	65	6.5	63		74	
Total number of students	209		173		36	

Next, the results were broken out by Pathways versus non-Pathways students (see Table 2). The results indicate that non Pathways students out performed Pathways students on the assessment. However, Pathways students did meet the overall benchmark for the assessment. With that said, the 63% on Outcome B indicates that additional work needs to be done to assist students with their critical reading comprehension. Faculty have acknowledged that the scores might be the result of the assessment and not a result of student learning (see the [email](#) from a faculty member).

Table 2
AY 2012-2013 UNIV 0008 SLO Results for all Sites (Pathways versus Non-Pathways)

UNIV 0008 SLO Description	Pathways	Non Pathways	Overall
Overall	73	81	54
A. Correctly identify the meaning of topic, main idea, supporting details, and unfamiliar words in paragraphs, essays, textbook chapters, and visual media.	77	84	78
B. Employ critical reading comprehension strategies.	63	71	65
Total number of students	163	46	209

Table 3 contains the longitudinal data for the SLOs assessed in UNIV 0008 since the assessment was given in fall 2011. In each case, the results of the outcomes have increased showing positive gains in student learning.

Table 3
Longitudinal SLO Results for UNIV 0008

UNIV 0008 SLO Description	AY 11-12	AY 12-13	Change
Overall	69	75	6
A. Correctly identify the meaning of topic, main idea, supporting details, and unfamiliar words in paragraphs, essays, textbook chapters, and visual media.	77	78	1
B. Employ critical reading comprehension strategies.	56	65	9
Total number of students	254	209	

Finally, the course success rates were analyzed as an indirect measure of student learning using methods established by the NCDE. Overall, the course success rate was 79% with LSU Eunice at 79% and LSU Alexandria at 81% (see Table 4).

Table 4
AY 2012-2013 UNIV 0008 Course Success Rates

Description	LSUA	Dual Credit	LSUE (wo online)	Online	Totals
Total n	54	none	209	none	263
No. of Ws	8		15		23
No. violation of attendance policy	4		4		8
Grade of A, B, C only	34		150		184
Percent success using NCDE	81		79		79.3

Based on the direct measure result of 75% exceeding the benchmark of 70% and the indirect measure result of 79% exceeding 76%, Objective 1.5 is met.

-  8-14-12 email
-  Item Analysis UNIV 0008 AY 12-13 V-4 of SLOs
-  Item Analysis UNIV 0008 AY 12-13 V-5 Version of SLOs
-  UNIV 0008 AY 12-13 V-5 Condensed Test Report

Improvement Plan/ Changes Made

While Objective 1.3 was met, the results indicate that work still needs to be done in outcome B. This issue was raised last year; however, the faculty felt that another year's worth of data should be collected. At this point, several choices should be discussed for outcome B.

1. Adjust the wording to questions that are causing issues;
2. Change the reading passage for fall 2013; or
3. Do nothing and collect data for one additional year.

A meeting will be held at the beginning of fall 2013 to determine the best course of action for the students.

There is one additional issue worth noting that could be affecting the overall success rates for both the direct and indirect measures. Very simply, many Pathways students do not feel as if they should have to read in a reading course. In this case, it is difficult for the faculty to motivate students to do well. While faculty do attempt to motivate to the best of their ability, some students refuse to do the reading assignments. The novel changes every year to attempt to find a book that interests students.

Additional evidence of planning:

- Faculty [meeting](#) on August 22, 2012.
- Faculty [meeting](#) on September 12, 2012.

-  8-22-12 fall 2012 PWAY advisor and UNIV 0008 highlighed faculty meeting agenda
-  9-12-12 UNIV 0008 highlighedagenda and meeting minutes

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.

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Developmental Education

Budget Information: none (existing) VCBA investigating the possibility of a student fee for CAAP and associated reporting

Relationship to Institutional Goal: Goal 3, Goal 5, Goal 7, Goal 8

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Related Items

[Reference to Gen Ed: See general education](#)

Start: 12/23/2012

End: 10/31/2013

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.

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Developmental Education

Budget Information: none (existing)

Relationship to Institutional Goal: Goal 3, Goal 5, Goal 7, Goal 8

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Related Items

3.1: Program Completion

Start: 12/23/2012

End: 10/31/2013

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 two cohorts prior to the calculation date were 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 2013 and spring 2013 cohorts are eliminated from consideration while those from the fall 2012 are included.

Data is generated from an Institutional Research report. Report was run on June 28, 2013 and analyzed on July 2, 2013.

Assessment/Evaluation Results (Progress Report)

In all, at time of this writing, a total of 3,246 Pathways students could have completed the program including all entering students from summer 2004 through fall 2012. As Table 1 demonstrates, 982 (30.3%) of the Pathways students in this time frame have completed the program with 121 students completing the program from summer 2012 through spring 2013. The overall completion rate of 30.3% 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>).

Some additional statistics on the completion rate are:

- The mean GPA at the time of completion is 2.827;
- The median GPA at the time of completion is 2.800;
- The standard deviation at the time of completion is 0.624;
- The mean length of time for program completion is 1.237 years;
- The median length of time for program completion is .93 years;
- The standard deviation for time to program completion is 0.849 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.

Table 1
Pathways to Success Completion by Academic Year

Academic Year (Summer, Fall, Spring)											
	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	Total	Median
Number	36	89	113	127	95	123	131	147	121	982	120

There is no doubt that the completion rate could be improved; however, the 30.3% 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 30.3% is considered to be a success for the students and the program overall. The 30% is the same last year.

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

Even though the 30% completion rate could be improved, it appears to be consistent with the national completion rate. According to the Lumina Foundation (Bailey, Jeong, & Cho, 2008), 30% to 40% of the students nationwide complete their developmental education coursework. The overall completion rate for LSU Eunice, however, does demonstrate an upward trend and does not represent all developmental students enrolled at the institution. Instead, it represents only those students who are the most underprepared – students who are in the most need and have the highest probability of dropping out.

The program seeks to increase the completion rate by increasing student engagement and seeking out students not complying with the contract for success during the early warning period in the first week of classes (see Table 1). For example, 36 (38%) of the students referred for missing class were contacted during the first week in fall 2012 and spring 2013. Those who were not contacted were sent an [email](#).

Table 1
Number of Contacted Students for Missing Class During the First Week (AY 12-13)

	Fall 2013 Number	Spring 2013 Number	Total	%
No of referrals	66	28	94	
left message	15	1	16	17
not able to connect	5	0	5	5
not enrolled	5	0	5	5
contacted	21	13	34	36
changed schedule	2	0	2	2
turned in to financial aid	5	1	6	6
not able to contact so emailed	0	13	13	14

Students are also sought out in person for not meeting with the advisor during the first visit. Next, students are sought out if they do not have a [class schedule for subsequent semesters](#). Lastly, students are also contacted if they are not doing well during midterm in order to be advised to withdraw from a class if necessary. The full time advisors also contacted 177 students at the end of July to remind them to pay their fees.

-  [First Week Email about Attendance](#)
-  [Not Registered](#)

3.2: Fall to Spring Retention

Start: 12/23/2012

End: 10/31/2013

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 74% overall will be retained from fall to spring.

Assessment/Evaluation/Measures/Strategies

The indirect measure of 74% was generated using a 10 year average (2002-2003 to 2011-2012) 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)

Overall indirect measurement, 72% of the new first time freshmen pathways students attending in fall 2012 also attended in spring 2013. Individual breakdown is as follows:

- All Pathways students at all sites: 72.3%
- Pathways at LSU Eunice: 71.1%
- Pathways at LSU Alexandria: 75.7%
- All LSU Eunice students at all sites: 78.2%

Data was generated from the query tools database which indicates the overall Pathways rate fell just below the benchmark of 74%. The LSU Eunice site fell just below the benchmark while LSU Alexandria fell just above the benchmark; both were slightly below the overall LSU Eunice student population retention rate of 78% (see Table 1).

Table 1
Fall to Spring Retention of First Time Freshmen

Years	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	Mean	Mdn
All students	75	74	76	74	73	77	81	79	79	79	78	77	77
All PWAY Students	70	63	75	79	76	77	81	74	76	72	72	74	75

While 72% retention is just below the mean over the past 10 years, it should be pointed out that fall 2009 to spring 2010 retention was 74% (see Table 1). The decrease from 81% the year prior led the prediction that the fall 2009 to fall 2010 retention would decrease as well (and it did falling from 52% to 31%). Indicators are suggesting the one year retention from fall 2012 to fall 2013 (Objective 3.3) could fall in a similar fashion. As a result, selected statistics were analyzed to determine if any one metric of student life could point to the decreased fall to spring retention (see Table 2).

Table 2 does not seem to suggest that any one metric has led to a retention issue. In fact, students in fall 2012 performed at or near the median over 9 years on every metric except ENGL 0001. In addition, students from fall 2012 outperformed fall 2009 students in many of the areas detailed in Table 2.

Table 2
Selected Results for Fall Semesters for the LSU Eunice Site (Percentages)

Description	FA 2009	FA 2010	FA 2011	FA 2012	Mdn over nine years
Success in all courses	26	34	46	35	35
W, D, F in at least one course	61	50	40	48	53
F in every course	13	16	15	17	13
Raw success rate in UNIV 1005	64	73	77	75	73
Raw success rate in ENGL 0001	62	76	65	56	70
Raw success rate in MATH 0001	30	42	49	47	43

Good academic standing	74	81	83	84	81
Placed on probation	13	7	6	10	10

In addition, Table 3 presents both the overall and first semester GPAs for Pathways students at the LSU Eunice site only. First semester students performed at a rate comparable to the past three years and much better than students in fall 2009. Note that in fall 2010, the orientation program began emphasizing that students should schedule their courses around their personal lives and not the other way around. That suggestion seems to have worked as the increase in first semester GPA indicates

Table 3

First Semester LSU Eunice Site GPA of Pathways Students In Each Fall Shown

Description	FA 2009	FA 2010	FA 2011	FA 2012
Average GPA all students	2.106	2.322	2.364	2.315
Average GPA new first time freshmen only	1.732	2.263	2.376	2.204

Next, given that the Pathways to Success student population is perhaps the most volatile in student success and retention, students are often contacted for a variety of reasons in order to establish a relationship with the student and to continually engage them. For example, Table 3 indicates that 66 referrals were made for students not attending class in the first week of fall 2012. Each student is contacted with the results summarized in Table 4. Please note that a single student is often turned in multiple times for missing all classes; therefore, the percentages do not total 100%.

Table 4
Students Contacted During the First Week for Absences

	Fall 2013 Number	%
No of referrals	66	
left message	15	23
not able to connect	5	8
not enrolled	5	8
Contacted	21	32
changed schedule	2	3
turned into financial aid	5	8

In addition, students are also contacted about their midterm grades (see Table 5). In all, 187 Pathways students were contacted via telephone. These calls are made as reminders to come in and speak to an advisor prior to the last day to withdraw so that the student can protect their GPAs. The calls are nonjudgmental and many students thank the caller for reminding them. Nearly two-thirds of the students are contacted directly with action recommended by their advisor.

Table 5
Fall 2012, Contacted at Midterm about Grades

Description	number	% (not mutually exclusive)
Total number of students called	187	
No of messages left (either with person on voice mail)	43	23.0
Number not able to contact	47	25.1
Number contacted via phone	67	35.8
Number contacted in person	30	16.0
Number plan to drop a course or alter schedule	25	13.4

Note that Table 5 shows retention efforts beyond emailing nearly 100 letters to students who were not doing well in their courses. An example of the letter is [here](#). In addition, nearly 50 emails were sent to students who were receiving only As and Bs in their courses. An example of that email is [here](#).

Lastly, the self-reported reasons that students withdraw from courses is tracked. Since students must see their advisor prior to withdrawing from a course. Advisors ask the reason for the withdraw with the director then coding the withdraw as either academic, nonacademic, or personal reasons. In fall 2012, 67% of the withdraws dealt with academic reasons with the most common reason being cited as grades. Next, 22% of the students sited personal with work and family responsibilities being mentioned along with being overloaded. Lastly, 10% of the students sited nonacademic reasons for withdrawing such as not attending tutoring, laziness, and not being motivated.

Despite the efforts made to retain students, the fall to spring retention rate was 72.3%. This is below the benchmark for the ten year time period (74%). As a result, Objective 3.2 was not

met.

-  A and B Midterm Grades LSUE
-  D or F Midterm Grades LSUE

Improvement Plan/ Changes Made

While the current retention rate is slightly below the ten year average, the current efforts will be maintained. This will include

- Contacting the student for not attending class in the first few weeks of the semester
- Contacting students about midterm grades
- Contacting students for not seeing their advisor for the first advisor visit.
- Contacting students if they are not registered for subsequent semesters.

In addition, it should be mentioned that, in certain cases, LSU Eunice has not been able to accommodate Pathways student schedule requests. Two specific issues often arise, the first being that many evening courses have been eliminated in favor of online courses. However, and this is the second issue, Pathways students are not really disciplined enough to take online courses. Allowing most Pathways students to take online courses is tantamount to setting them up to failure so an effort is made to keep them out of online courses until they complete the program.

The retention issues will be discussed with the core faculty and the Vice Chancellor for Academic Affairs.

3.3: Fall to Fall Retention

Start: 12/23/2012

End: 10/31/2013

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 40% will be retained from fall to fall.

NOTE: This objective is a repeat from 2011-2012 due to the fact that the planning calendar has shifted slightly. IE reports are to be completed from July to August and the 2012-2013 data will not be available until mid-September.

As a result, the fall to fall retention of Pathways students will run one year behind.

Assessment/Evaluation/Measures/Strategies

Using Institutional Research and the query tools available on the web, a 40% was calculated as being the 10 year average from 2001-2002 through 2010-2011 and thus will be used as the benchmark.

The 2011-2012 Pathways retention will be calculated for all new first-time freshmen students.

Assessment/Evaluation Results (Progress Report)

Using Institutional Research and the query tools available on the web, a 47% retention was achieved from fall 2011 to fall 2012 - equal to the first time freshmen retention in the pathways to Success program the year before.

Pathways at LSU Eunice was 47%.

Pathways at LSU Alexandria was 49%.

Pathways at LCRP was 62% (note that all LCRP students have been transferred to LSU Alexandria).

The 47% exceeds the 40% benchmark. As a result, objective 3.3 is met subject to the plans below.

Improvement Plan/ Changes Made

No action recommended; however, efforts to increase student engagement have been

increased to eliminate the possibility of retention decreasing in the future.

Students are continually engaged through notifications various visits or notifications from the office. These include:

- Being called about absences during the first week of classes.
- Being visited in UNIV class about not completing the first advising visit.
- Being emailed and called about midterm grades.
- Being emailed about not attending tutoring.
- Being contacted via email and phone about not being registered for subsequent semesters.

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.

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Developmental Education

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

Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5

Related Items

4.1: Assessment Center and Modular Mathematics programs

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Developmental Education

Objective With Intended Outcomes

Prior to the deadline date in October, fund the initial stages (capital and operating) of an assessment center and modular mathematics program.

Note that this is capital and operational at this time. Development of student learning outcomes will occur next planning cycle.

Assessment/Evaluation/Measures/Strategies

Completion of the written grant and notification of funding.

Assessment/Evaluation Results (Progress Report)

The grant was [written](#) with the assistance of Jane Spradling. We were [notified](#) in April that the grant was funded.

Objective met.

-  [BoR Report April 2013](#)
-  [Complete Grant](#)

Improvement Plan/ Changes Made

None, the two projects will be under development and construction during summer and fall 2013 with an opening of spring 2014.

Grants

Grants and Development Vision

Vision

LSU Eunice will provide exemplary and cutting edge academic programs and services to its constituency.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Grants

Grants and Development Mission

Mission

The mission of the LSU Eunice Office of Grants & Development is to enhance academic programs through promotion of successful grant acquisition and management; to assure compliance with funders' guidelines and federal, state, system, and institutional policies for all funded grants; and to facilitate the selection and training of endowed professorship recipients annually.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Grants

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Grants

Budget Information: none (existing)

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, Goal 7, Goal 8

Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5

Related Items

▶ **1.1: Grant Training**

Start: 12/23/2012

End: 10/31/2013

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. 100% of faculty and staff members had access to online grant writing training course. From December through the present, 32 faculty and staff members received individual consultation on grant development and grant writing topics. Information about potential grant sources was provided to 100% of faculty members.

-  [Announce Endowed Professorship Grants](#)

Improvement Plan/ Changes Made

In the future, the Grants Office will post information on the grants web space relaying the availability of specially designed grant writing workshops upon request.

▶ **1.2: Grant Submissions**

Start: 12/23/2012

End: 10/31/2013

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. Five grants totaling \$885,089 were submitted in the 2012-2013 timeframe. Technical assistance is rendered upon request to faculty and staff members who plan to develop a grant.

-  Assessment Center Funding
-  DMS Collaborative Funding
-  Perkins Award Letter
-  Rapid Response p 1
-  Rapid Response p 2
-  SEDAP Awaiting Funding Notice

Improvement Plan/ Changes Made

Increased publicity will be given to faculty and staff members concerning the services available through the Grants Office. Division Heads and other academic staff will receive information at Academic Council meetings.

1.3: Perkins CTE Grant

Start: 12/23/2012

End: 10/31/2013

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. The Perkins Basic and Carryover grants were operated within guidelines for federal and state funds. All reports were prepared and submitted on time.

-  [Basic Grant Final Quarterly Report](#)
-  [Carryover Grant Final Quarterly Report](#)
-  [Perkins Accountability Report](#)

Improvement Plan/ Changes Made

To enhance grant operation and adherence to funders guidelines, the equipment inventory system will be redesigned to assure all property is tagged in a timely manner.

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Grants

Budget Information: None (existing)

Relationship to Institutional Goal: Goal 1, Goal 5, Goal 7

Relationship to Strategic Goals: Goal 2.4

Related Items

2.1: Grant Guidelines

Start: 12/23/2012

End: 10/31/2013

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

This objective was met. 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.

-  [PAR Management Training](#)

-  [Post Award Training](#)

Assessment/Evaluation Results (Progress Report)

In addition to contracts, guidelines, links to federal OMB circulars, individual grant recipients received periodic mailings with examples of allowable and unallowable uses of grant funds.

-  [Allowable & Unallowable Expenditures](#)

Improvement Plan/ Changes Made

A list of examples of allowable and unallowable expenditures with federal/state grant funds will be provided to division heads and PIs. This list will be posted on the Grants & Development web space for easy access to all campus faculty and staff members.

2.2: Adherence to Grant Guidelines

Start: 12/23/2012

End: 10/31/2013

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. LSU Eunice Policy #83 defines policy and procedures for review of grant proposals, budgets, and expenditures for individual grants. 100% of grants have been

reviewed for adherence to guidelines.

-  Adherence to Guidelines
-  Requisitions Reviewed p. 1
-  Requisitions Reviewed p. 2

Improvement Plan/ Changes Made

LSU Eunice policies on review and approval of grants and grant expenditures are up-to-date and grant managers adhere to guidelines.

Health Sciences & Business Technology

Health Sciences and Business Technology Vision

Vision

The Division of Health Sciences and Business Technology are committed to being an innovative leader in the educational preparations of health care, business, and technology professionals. We are committed to meeting the educational needs of individuals through curricula of quality and excellence.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Health Sciences & Business Technology

Health Sciences and Business Technology Mission

Mission

The mission of the Division of Health Sciences and Business Technology is consistent with the mission and goals of Louisiana State University Eunice. The Division is committed to preparing students to contribute to a dynamic global society and culturally diverse work force while emphasizing critical thinking, leadership, and be productive citizens by contributing to their profession and dedicate themselves as professionals, to life-long learning.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Health Sciences & Business Technology

Computer Information Technology

Computer Information Technology Vision

Vision

The Computer Information Technology Program is focus on excellence in computer related education and preparation of students to enter the work force. We strive to motivate and develop students with life-long learning skills in order to enhance future success in field of computer information technology.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Computer Information Technology

Computer Information Technology Mission

Mission

The mission of the Computer Information Technology (CIT) program at Louisiana State University Eunice is to provide students enrolling in the program to acquire skills, knowledge, and the discipline which will be useful in computer technology and information systems career fields . The CIT programs are structured to provide the student with excellence in computer-related education, inspire professionalism, and develop graduates that will be successful in technical positions in computers and information technology.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Computer Information Technology

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Computer Information Technology

Budget Information: none

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 4, Goal 5, Goal 6, Goal 7

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

↳ **6.1: CIT Professional Competency**

Start: 12/23/2012

End: 10/31/2013

Progress: Delayed

Provided By: Computer Information Technology

Objective With Intended Outcomes

Upon successful completion of the program students will be able to demonstrate the knowledge base and application to work as an entry-level computer information technician.

-  Syllabus

Assessment/Evaluation/Measures/Strategies

Assessment/Evaluation Results (Progress Report)

Unable to obtain data CIT Coordinator/Instructor resigned suddenly.

Improvement Plan/ Changes Made

↳ **6.4: CIT Placement**

Start: 12/23/2012

End: 10/31/2013

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 23% from spring 2010 through spring 2011 data and is in the process of being established due to the limited number of graduates in the program.

Assessment/Evaluation Results (Progress Report)

According to the data presented for the 2011 - 2012 academic year in Table 1, 28% of the graduates were either employed in the field or were seeking further education.

Table 1
Results of Placement Survey for the Computer Information Technology

Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
SP 10	n	3	1	1	0	0	1
	%		33	33	0	0	33
FA 10 - SP 11	n	8	3	0	0	1	4
	%		38	0	0	13	50
FA 11 - SP 12	n	7	1	1	1	1	3
	%		14	14	14	14	43
Mean	n	5.5	2.0	0.5	0.0	0.5	2.5
	%		35.4	16.7	0.0	6.3	41.7

As, 28% exceeds the tentative benchmark set from spring 2010 to spring 2011 (28%),

Objective 6.4 is met based on the tentative benchmark using $n = 11$.

Improvement Plan/ Changes Made

Continue to monitor.

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Computer Information Technology

Budget Information: none

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 4, Goal 5, Goal 6, Goal 7

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

8.1: OIS Professional Competency

Start: 12/23/2012

End: 10/31/2013

Progress: Delayed

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

8.10 At this time this portion of the division is unable to Provide course information and data to verify this objective. This is due to several faculty retiring. It is our plan to have a course or courses that will verify this objective within a year or two.

Assessment/Evaluation Results (Progress Report)

Improvement Plan/ Changes Made

8.4: OIS Placement

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

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 33% from spring 2010 through spring 2011 data and is in the process of being established due to the limited number of graduates in the program.

Assessment/Evaluation Results (Progress Report)

According to the data presented for the 2011 - 2012 academic year in Table 1, 56% of the graduates were either employed in the field or were seeking further education.

Table 1
Results of Placement Survey for the Office Information Systems and Office Practices and Procedures Programs

Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
SP 10	n	5	0	2	0	0	3
	%		0	40	0	0	60
FA 10 - SP 11	n	4	1	1	1	0	1
	%		25	25	25	0	25
FA 11 - SP 12	n	9	3	5	1	0	0
	%		33	56	11	0	0
Mean	n	4.5	0.5	1.5	0.5	0.0	2.0
	%		12.5	32.5	12.5	0.0	42.5

As 56% exceeds the benchmark from spring 2010 through spring 2011 (33%), Objective 8.4 is met based on the tentative benchmark (n = 9).

Improvement Plan/ Changes Made

Continue to monitor.

Diagnostic Medical Sonography

Diagnostic Medical Sonography Vision

Vision

The Diagnostic Medical Sonography Program faculty is committed to providing students with the highest quality education possible with the most efficient use of university resources. The highly qualified faculty, through classroom, laboratory, and clinical instruction using psychomotor, affective and cognitive domains develop the knowledge base and clinical skills necessary to become

competent entry level diagnostic medical sonographers.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Diagnostic Medical Sonography

Diagnostic Medical Sonography Mission

Mission

The Diagnostic Medical Sonography Program mission is consistent with the mission and goals of the Louisiana State University System, Louisiana State University at Eunice and the Division of Health Sciences and Business Technology. The Diagnostic Medical Sonography program is committed to providing students with academic excellence. The administration and faculty are dedicated to providing the highest quality education through didactic, laboratory, and clinical instruction with emphasis on the psychomotor, affective and cognitive learning domains. The program is committed to preparing students for entry-level practice as sonographers, who will provide quality patient care, contribute to their profession and dedicate themselves, as professionals, to lifelong learning.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Diagnostic Medical Sonography

1: Maintain an effective Diagnostic Medical Sonography Program

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Diagnostic Medical Sonography

Budget Information: none (Existing)

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 4, Goal 5, Goal 6, Goal 7, Goal 8

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

▶ **1.1: DMS Professional Competency**

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Diagnostic Medical Sonography

Objective With Intended Outcomes

1.10 Graduates of 2011-2012 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 2011-2012 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.

-  [2012 pass rates](#)
-  [JRC-DMS P&P for outcomes](#)

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 (referenced below in P&P).

1.11 Data acquired via ARDMS exam results (annual report from the ARDMS). Benchmark set at 60% because JRC-DMS requires no less than 50% return rate on surveys (referenced below

in P&P).

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
-  JRCDMS P&P for outcomes

Assessment/Evaluation Results (Progress Report)

1.10 5 out of 5 (100%) graduate surveys and 4 out of 4 (100%) employer surveys returned for the 2011-2012 class rated the knowledge base, clinical proficiency, and behavioral skills as average or above on the six-month surveys. **Objective met.**

1.11 75% of 2012 graduates (3 of 4) 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, 1 of 5 graduates has earned both the abdomen and ob/gyn credential. **Objective met.**

-  JRC-DMS Surveys completed
 -  Employer survey filled out
 -  Graduate Survey filled out

-  JRC DMS P&P for outcomes
-  LSU Eunice 2012AR
-  PROGRAM STATS OUTCOMES-REGISTRY ATTEMPTS

Improvement Plan/ Changes Made

1.10 Will continue to email reminders and make phone calls to ensure 100% return rate of surveys.

1.11 In attempts to improve the success rate of attempted registry passes, we plan to extend the program to 15 months, thereby moving the Registry Review course (already in existence) to the following summer (fourth) semester. This will allow me to focus on registry preparation more without the influence of learning new material at the same time.

1.12 Benchmark/threshold has been met. I will continue to encourage graduates to take the Obstetric/Gynecology registry.

-  C & C forms Spring 2013
 -  APPENDIX D DMS 1025 4-26-13
 -  change in course description DMS 1025 4-26-13
 -  Explanation for Appendix D DMS 1025 4-26-13

1.2: DMS Retention

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Diagnostic Medical Sonography

Objective With Intended Outcomes

ATTRITION

For students who began the program in 11-12, total attrition, including attrition due to Academic Dismissal, Clinical Dismissal, Student Withdrawal, will be maintained within limits set by JRC-DMS Policies.

-  [JRC-DMS P&P for outcomes](#)

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.

-  [JRC-DMS P&P for outcomes](#)

Assessment/Evaluation Results (Progress Report)

The class of 2012 had a 29% attrition rate. One student voluntarily withdrew from the University after the first semester (summer) due to financial issues. The second student learned that she was expecting her first child prior to the start of the first semester. She planned to take the time off, while keeping up with the didactic portion of the course work and make up any clinical time missed. Upon time for her return in the last semester, she opted to withdraw from the University. I encouraged her to return, offering her an incomplete if she needed in order to complete her course work and graduate. She declined any offers I extended to her. Subsequently, she was encouraged to apply for reentry in the following academic year. She did not reapply. **Objective not met.**

-  [LSU Eunice 2012AR](#)

Improvement Plan/ Changes Made

Plan of action: I strongly encourage all advisees that this is something that they need to prepare for, both financially and emotionally. This is done through face-to-face contact, and at all advising meetings. This same sentiment is reinforced at the general orientation attended by those who apply for selection to the program.

1.3: DMS Employment

Start: 12/23/2012

End: 10/31/2013

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.

1.31 Upon the completion of the DMS Program, graduates will demonstrate professional attributes and behaviors consistent with employer expectations for an entry level sonographer.

Assessment/Evaluation/Measures/Strategies

1.30 Data obtained via 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.

1.31 Data obtained via employer surveys (post 6 months graduation). This benchmark is 80% set by JRC-DMS Policies.

-  JRC-DMS Surveys blank
 -  EmployerSurvey blank

-  GraduateSurvey blank
-  JRCDCMS P&P for outcomes

Assessment/Evaluation Results (Progress Report)

1.30 100% of the graduates who seek employment were employed in sonography within six months of graduation. **Outcome has been met.**

1.31 4 of 4 returned employer surveys state that graduates demonstrate professional attributes and behaviors consistent with employer expectations for an entry level sonographer (see a completed survey below). **Objective met.**

-  Employer Survey
-  Employment Stats for Class of 2012

Improvement Plan/ Changes Made

1.30 Continue to communicate frequently with potential employers to stay current with potential employment opportunities.

1.31 Continue to communicate frequently with potential employers to stay current with employer expectations.

Fire and Emergency Services

Fire and Emergency Services Vision

Vision

It is the vision of the Fire & Emergency Services Program to be acknowledged among the

emergency services industry as a premier educational program consistent with national standards, and to become a visible leader in professional development initiatives.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Fire and Emergency Services

Fire and Emergency Services Mission

Mission

The associate of applied science fire and emergency services degree program is committed to developing well-trained and academically-educated fire and emergency service professionals, preparing students for employment in entry-level and managerial roles. The program follows a national professional development model and embraces a standardized course matrix ensuring easy transfer options for students interested in earning a baccalaureate degree. The degree program includes core courses, a sequence of concentration courses, and the ability to earn college level credit for work experiences and prior learning.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Fire and Emergency Services

Goal Number: 5

Goal: Maintain an effective fire science program

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Fire and Emergency Services

Participants: Division Head, HSBT (Dottie McDonald)

Budget Information: none

Relationship to Institutional Goal: Goal 1, Goal 3, Goal 4, Goal 7, Goal 8

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Related Items

Objective Number: 5.1

Objective: Fire and Emergency Services - Professional Competency

Start: 2/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Fire and Emergency Services

Participants: Division Head, HSBT (Dottie McDonald)

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:

Survey of graduating students administered about a month before commencement exercises and approximately 2 months after graduation.

In the survey, graduates were asked if the program prepared them for a broad range of emergency service. 90% of graduates must Strongly Agree or Generally Agree to demonstrate the technical knowledge and skills as a Fire and Emergency Service professional.

In the survey, graduates were asked if the program helped them acquire the knowledge necessary to function during emergency incidents. 90% of graduates must Strongly Agree or Generally Agree to demonstrate the technical knowledge and skills as a Fire and Emergency Service professional.

In the survey, graduates were asked if the program prepared them to demonstrate critical thinking skills to successfully manage emergency incidents. 90% of graduates must Strongly

Agree or Generally Agreed that the program prepared them to demonstrate critical thinking skills to successfully manage emergency incidents.

Assessment/Evaluation Results (Progress Report):

The survey was administered to graduating students in an online format using commercial online survey tool. Staff and faculty collaborated in the design and determined questions to be asked.

There were 8 survey participants out of 16 graduates in the Fall semester (50%); and 11 survey participants out of 17 graduates (64.7%).

100% of graduates either Strongly agreed or Generally Agreed that the program prepared them to perform a broad range of emergency service functions.

100% of graduates either Strongly Agreed or Generally Agreed that the program helped them acquire the knowledge necessary to function during emergency incidents.

100% of graduates either Strongly Agreed or Generally Agreed that the program prepared them to demonstrate critical thinking skills to successfully manage emergency incidents.

Objective met.

- FA12 Graduate Survey Results
- SP13 Graduate Survey Results

Improvement Plan/ Changes Made:

Overall survey results were acceptable in addressing student's competency in the area of Fire & Emergency Services. There were 8 survey participants out of 16 graduates in the Fall semester (50%); and 11 survey participants out of 17 graduates (64.7%). Improvement will be made to increase participation by sending additional email reminders about the survey and its importance.

Objective Number: 5.2

Objective: Fire and Emergency Services Employment

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Fire and Emergency Services

Participants: Division Head, HSBT (Dottie McDonald)

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 tentatively set at 57% from spring 2010 through spring 2011 academic year data and is in the process of being established due to the limited number of graduates in the program.

Assessment/Evaluation Results (Progress Report): According to the data presented for the 2010 - 2011 academic year in Table 1, 57% of the graduates were either employed in the field or were seeking further education.

Table 1
Results of Placement Survey for the Fire and Emergency Services Program

Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
SP 10	n	15	2	8	0	0	5
	%		13	53	0	0	33
FA 10 - SP 11	n	33	4	20	0	0	8
	%		12	61	0	0	24
FA 11 - SP 12	n	30	5	25	0	0	0
	%		17	83	0	0	0
Mean	n	24.0	3.0	14.0	0.0	0.0	6.5
	%		12.7	57.0	0.0	0.0	28.8

As 83% exceeds the benchmark set in spring 2010 through spring 2011 (57%), Objective 5.2 is met given the tentative benchmark.

Improvement Plan/ Changes Made:

Continue to monitor.

Management

Management Vision

Vision

The management program is focused on being recognized for developing students into business professional with the ability to effectively communicate and with decision-making skills. The students are prepared by integrating theory with practical application throughout the curriculum.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Management

Management Mission

Mission

The mission of the associate degree in management is to prepare students for entry-level managerial positions. The degree is ideal for people who would like to start their own businesses or want highly visible assistant management and management positions. The program is designed to give students an understanding of the general operation of a business and to provide practical training through small group discussions and caseworks in simulated business situations. The general education component provides a well-rounded education for the modern business manager.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Management

7: Maintain an effective management program

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Management

Budget Information: none

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 4, Goal 5, Goal 6, Goal 7, Goal 8

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

↳ **7.1: Management Professional Competency**

Start: 12/23/2012
End: 10/31/2013
Progress: Delayed
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

7.10 At this time this portion of the division is unable to Provide course information and data to verify this objective. This is due to several faculty retiring. It our plan to have a course or courses that will verify this objective within a year or two.

Assessment/Evaluation Results (Progress Report)

Improvement Plan/ Changes Made

The Division Head in conjunction with faculty are working on creating an internship to provide real life experiences and to verify professional competency. In addition, an advisory board is being formed and selected to assist to enhance the business program to meet the needs of today's working environment.

7.4: MGMT Placement

Start: 12/23/2012
End: 10/31/2013
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 tentatively set at 45% from spring 2010 through spring 2011 data and is in the process of being established due to the limited number of graduates in the program.

Assessment/Evaluation Results (Progress Report)

According to the data presented for the 2011 - 2012 academic year in Table 1, 53% of the graduates were either employed in the field or were seeking further education.

Table 1
Results of Placement Survey for the Management Program

Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
SP 10	n	12	0	3	0	4	5
	%		0	25	0	33	42
FA 10 - SP 11	n	24	8	5	1	3	7
	%		33	21	4	13	29
FA 11 - SP 12	n	15	5	6	0	2	1
	%		33	40	0	13	7
Mean	n	18.0	4.0	4.0	0.5	3.5	6.0
	%		16.7	22.9	2.1	22.9	35.4

Since 53% exceeds the benchmark of 45%, Objective 7.4 is met based on the tentative benchmark of 45% using n = 36.

Improvement Plan/ Changes Made

Continue to monitor.

Nursing**Nursing Mission****Mission**

The mission of the LSU Eunice Associate of Science in Nursing Degree Program is to prepare graduates that are eligible to take the NCLEX licensing exam and upon successful passing, to practice as entry level registered nurses. The program is dedicated to facilitate the student's development in the role of a professional, as a provider of compassionate and competent nursing care, manager of efficient and effective care and as a committed member within the discipline of nursing.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Nursing

2: Maintain an effective nursing program

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Nursing

Budget Information: none

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 4, Goal 5, Goal 6, Goal 7

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

2.1: Nursing Professional Competency

Start: 12/23/2012

End: 10/31/2013

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.

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.

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.

-  [Employer Survey Form](#)
-  [Graduate Survey Form](#)

Assessment/Evaluation Results (Progress Report)

2.10 - Only 40% (6 out of 15) employer surveys were returned. 66% of the employer survey rated Critical Thinking Abilities as average or above average. **Objective not met.** 83% of the employer surveys rated Communication Skills, Therapeutic Nursing Interventions, and Work Attitude average or above average. **Objective met.**

Only 12.3% (8 out of 65) student surveys were returned. 100% of the surveys rated Critical Thinking Abilities, Communication Skills, Therapeutic Nursing Interventions, and Work Attitude as average or above average. **Objective met.**

2.11 - Only 40% (6 out of 15) employer surveys were returned. 83% of the employer surveys rated the preparation of the graduates to function effectively as an entry-level practitioners as average or above average. **Objective met.**

2.12 - 92.16% of the 2012 graduates passed the NCLEX-RN examination. Official NCLEX-RN examination results pending. **Objective met.**

-  Completed Employer survey
-  Completed Graduate survey
-  Employer Survey Results
-  Graduate Survey Results
-  Graduates (LPN to RN) Results
-  NCLEX Report 2012
-  Percent of Graduates Passing NCLEX Report 2012
-  Test Plan Performance Report NCLEX Report 2012-2

Improvement Plan/ Changes Made

2.10 One employer (1/6) commented a graduate was placed on probation and had to be placed back on the day shift in orientation for further training. **Plan:** A skill review and remediation will be conducted at the end of the 4th semester prior to graduation. In reference to Communication Skills, Therapeutic Nursing Interventions, and Work Attitude, faculty will continue to focus on strengthening and refining these skills. Also, plan to send employer and graduate surveys via electronic medium and send email reminders at least 6 and 1 week(s) prior to submission.

2.11 Plan to send employer and graduate surveys via electronic medium and send email reminders at least 6 and 1 week(s) prior to submission.

2.12 Faculty have instituted HESI practice exams which require the students to complete 75 questions per week with an 85% accuracy.

2.2: Nursing Retention

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Nursing

Objective With Intended Outcomes

Criteria is based on expectations of the National League for Nursing Accreditation Commission (NLNAC). Expected levels of achievement for program completion are determined by the faculty and reflect program demographics, academic progression, and program history.

2.20 Seventy-five percent of the students admitted to the nursing program will graduate within six semesters.

2.21 Ninety percent of LPN's entering through advanced standing will graduate within one year.

Assessment/Evaluation/Measures/Strategies

2.20 Benchmark of 75% based on criteria mandated by NLNAC. 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.

2.21 Benchmark of 90% based on criteria mandated NLNAC. 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.

-  [Attrition Rates 2011-2013](#)

Assessment/Evaluation Results (Progress Report)

2.20 50 students were selected into the fall 2011 traditional nursing program. 4 students

resigned before the 14th day of class, 46 students remained in the program. 31 students graduated in 4 semesters (67.4%). In first spring semester (2nd semester of the program), 7 students did not pass either theory or clinical of those 2 have reentered and progressing in the program. 2nd fall semester (3rd semester of the program) 4 students failed theory class. 2 have reentered and progressing in the program, one of the 4 has not reapplied into the program, and the 4th has reapplied but was not accepted due to faculty resources. 2nd spring semester (4th semester of the program), one student failed clinical and has reapplied to the program. **Objective not met.**

2.21 36 LPN's entered the advance placement for the LPN to RN in summer 2012. 30 (83.3%) of the of students graduated within one year. **Objective not met.**

Improvement Plan/ Changes Made

2.20 Now require all students to complete 9 credit hours in Sciences (Anatomy, Physiology, Math, etc.) to ensure students have a better foundation to enter the program. In addition, the faculty have instituted NCLEX style practice exams. All students will be required to complete 75 practice questions per week with a minimum score of 85%.

2.21 Reduce selection numbers to provide more one on one instruction to better meet individual learning needs. Also, strongly adhering to the criteria that the applicant be actively engaged in acute care practice (2 of the last 3 years) at the time of selection.

2.3: Nursing Employment

Start: 12/23/2012

End: 10/31/2013

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

Benchmark is 95% and was determined by faculty and program director based on historical data.

-  6 month graduate survey (employment)

Assessment/Evaluation Results (Progress Report)

100% of the nursing graduates were employed 6 months after graduation. **Objectives met.**

-  completed 6 month graduate survey

Improvement Plan/ Changes Made

Program Director and faculty will continue to monitor potential employment, notifying healthcare facilities of projected date of graduation, and host a healthcare career day on campus.

Radiologic Technology

Radiologic Technology Vision

Vision

The Radiologic Technology Program faculty are committed in providing students with the highest quality of education with the most efficient use of the university resources. The program provides students with the opportunity to develop the skills necessary to become knowledgeable and competent in the field of radiography. The faculty provides guidance and feedback throughout the two year enrollment to enhance the educational experience for the students. This enables the students to develop, mature, and reach their potential as radiographers.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Radiologic Technology

Radiologic Technology Mission

Mission

The LSU Eunice Radiologic Technology Program is committed to providing a qualitative, comprehensive, and diverse education that enables students to become entry-level radiographers.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Radiologic Technology

3: Maintain an effective radiologic technology program

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Radiologic Technology

Budget Information: none

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 4, Goal 5, Goal 6, Goal 7, Goal 8

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

3.1: Radiologic Technology Professional Competency

Start: 12/23/2012

End: 10/31/2013

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).

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).

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.

-  [Clinical Evaluation Form for Applied Radiography VI](#)
-  [Employer Survey](#)
-  [Final Competency Form](#)
-  [Graduate Survey](#)

Assessment/Evaluation Results (Progress Report)

3.10 Graduate Survey: This survey revealed that the graduate who sought employment was

hired within 6 months post-graduation. The survey also showed that the graduate rated the overall quality of his or her preparation as a radiologic technologist as excellent. **Benchmark was met.**

After a further investigation, feedback revealed that all of the 2012 graduates who sought employment were hired within 3 months of completing the program. This was a huge turnaround from the previous year.

3.11 Employer Survey: These surveys revealed that the graduates rated the overall quality of their preparation as a radiologic technologist as excellent. **Benchmark was met.**

3.12 Final Competency and Clinical Evaluation Form VI: The students achieved a class average of 95.6% (RADT 2093) in demonstrating clinical skills when performing diagnostic procedures with appropriate supervision. **Benchmark was met.**

-  [Clinical Evaluation Form for RADT 2013 Applied Radiology VI Sample](#)
-  [Employer Survey 2012 Sample](#)
-  [Final Competency 2012 Sample](#)
-  [Graduate Survey Class of 2012 Sample](#)

Improvement Plan/ Changes Made

3.10 Even though the benchmark was met, only 1 of the 15 Graduate Surveys was returned; a 7% return rate. Will discuss with faculty and solicit strategies as to improve the return rate of the surveys for future assessments. This was noted in the Outcomes Assessment Plan.

3.11 Even though the benchmark was met, only 2 of the 15 Employer Surveys were returned; a 13% return rate. Will discuss with faculty and solicit strategies as to improve the return rate of the surveys for future assessments. this was noted in the Outcomes Assessment Plan.

3.12 Even though the benchmark was met, will discuss with faculty and solicit input as needed.

-  [Outcomes Assessment for Class of 2012](#)
-  [RADT Faculty Minutes July 22 2013](#)

3.2: Radiologic Technology Retention

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Radiologic Technology

Objective With Intended Outcomes

The program will retain students in accordance with JRCERT Standards.

Assessment/Evaluation/Measures/Strategies

Benchmark is 75% retention or (25% attrition) of the total number of students in the enrollment cohort. This is calculated by determining the number of students formally enrolled in a radiologic technology program that began fundamental radiologic technology core coursework and have left for academic (failure to meet grades or other programmatic competencies) or non-academic (financial hardship, medical, deployment, etc.) reasons. This benchmark is determined by JRCERT Standards.

-  [JRCERT Rights & Responsibilities of Sponsor](#)
-  [JRCERT Standard Five](#)

Assessment/Evaluation Results (Progress Report)

75% (15 of 20) of the original Class of 2012 completed the Program in Spring 2012. **Benchmark met.**

-  JRCERT Annual Report 2012

Improvement Plan/ Changes Made

The attrition rate for the Class of 2012 is 25%. This reached the actual benchmark. Reasons for the 5 students not completing the program were all different; ranging from not achieving passing grades to resigning for strict bed rest during a difficult pregnancy. Will discuss the reasons why these students did not complete the program with faculty and solicit input as needed.

3.3: Radiologic Technology Employment

Start: 12/23/2012

End: 10/31/2013

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 credentialing pass rate average on the first attempt of the ARRT Exam based on the JRCERT Standards.

3.32 Over a five-year period, the job placement rate of the graduates who seek employment within six 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

strengths and deficiencies are noted. Results will be utilized for program improvement. The Division Head and Advisory Committee will be apprised of the results.

3.31 Over a five year average, credentialing pass rate will not be less than 75% on the first attempt of the ARRT exam as determined by JRCERT. Exam statistics are provided by the ARRT. Results will be communicated to the Division Head and Advisory Committee. Areas of strengths and deficiencies are noted. Results will be utilized for program improvement.

3.32 Over a five year average, the job placement rate will not be less than 75% within 6 months of graduation as determined by JRCERT. Graduate Surveys are mailed one year post graduation by the Program Director. The survey is designed to determine how many graduates have obtained employment during the previous six months. The results are evaluated by the Program Director.

-  [JRCERT Rights & Responsibilities of Sponsor](#)
-  [JRCERT STANDARD FIVE-Program Effectiveness](#)

Assessment/Evaluation Results (Progress Report)

3.30 13% (2 of 15) of the Employer surveys were received. Both surveys revealed that the employers would hire future graduates from the program. Although only 13% of the surveys were returned it shows that the **Benchmark was met.**

3.31 The Pass Rate on the first attempt of the ARRT Board Exam for the Class of 2012 is 100%. For the past 5 years (2008-2012), the credentialing pass rate average was not less than 95.6% on the first attempt of taking the ARRT Exam. **Benchmark was met.**

3.32 7% (1 of 15) of the Graduate surveys were received. This survey revealed that the graduate was hired within 6 months post-graduation. After a further investigation, feedback revealed that all of the 2012 graduates who sought employment were hired within 3 months of completing the program.

This was a huge turnaround from the previous year. The 5-year employment rate post 6 months graduation is 99. Benchmark met. **Benchmark was met.**

-  [Annual Report for Class of 2012](#)
-  [ARRT Annual Program summary Class of 2012](#)
-  [ARRT Exam Results Class of 2012](#)
-  [ARRT National Comparison Class of 2012](#)
-  [Employer Survey Sample Class of 2012](#)
-  [Graduate Survey Sample Class of 2012](#)

Improvement Plan/ Changes Made

3.30 Even though the benchmark was met, only 2 of the 15 Employer Surveys were returned; a 13% return rate. 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 2012.

3.31 Even though the benchmark was met, will discuss with faculty and solicit input as needed, especially on the weak areas. This was noted in the Assessment Plan for the Class of 2012.

3.32 Even though the benchmark was met, only 1 of 15 of the Graduate surveys was returned; a 7% return rate. 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 2012.

-  [Outcomes Assessment Class of 2012](#)
-  [RADT Faculty Minutes July 22 2013](#)

Respiratory Care

Respiratory Care Vision

Vision

The Associate of Science in Respiratory Care is committed to preparing students who are accountable and knowledgeable members of the Respiratory Care profession in an enhanced learning community and who partner with other health care professionals in planning and delivering high quality health care. The focus of program faculty and respiratory care students is to meet the future health care needs in southwest and central Louisiana.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Respiratory Care

Respiratory Care Mission

The Associate of Science in Respiratory Care is dedicated to providing a well-rounded education based on high standards, principles, and values. The Respiratory Care Program promotes leadership, professionalism, critical thinking skills and continued education while stimulating intellectual inquiry and creativity of students to their highest potential. Our mission includes preparing graduates to enter the workforce as registry-eligible therapists with the ability to be productive health care professionals in a culturally diverse society by contributing to their profession and dedicating themselves to life-long learning.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Respiratory Care

4: Maintain an effective program in respiratory care.

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Respiratory Care

Budget Information: none

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 4, Goal 5, Goal 6, Goal 7

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

4.1: Respiratory Care Professional Competency

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Respiratory Care

Objective With Intended Outcomes

4.10 Returned graduate and employer surveys will have an overall satisfaction rating of 3 or higher on a 5-point Likert scale.

4.11 Annually, at least 80 percent of the graduates will pass the National Board of Respiratory Care (NBRC) examination for recognition as a Certified Respiratory Therapist (CRT).

-  [CoARC Threshold pg. 1 of 2. 2012](#)
-  [CoARC Threshold pg. 2 of 2](#)

Assessment/Evaluation/Measures/Strategies

4.10 Benchmark is 80%. Most current data is from 2011-2012, data runs one year behind. The Program Director will distribute surveys to employers and graduates within six months after graduation.

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

through the National Board for Respiratory Care.

-  [CoARC Employer Survey blank](#)
-  [CoARC Graduate Survey blank](#)

Assessment/Evaluation Results (Progress Report)

4.10 100% of the employer surveys returned revealed an overall satisfaction rating of 3 or higher on a 5-point Likert scale. 72% of graduate surveys returned (11 mailed and 8 surveys returned). 100% of the graduate surveys returned revealed an overall satisfaction rating of 3 or higher on a 5-point Likert scale. 100% of employer surveys returned (10 surveys mailed and 10 surveys returned). 100% of the employer surveys revealed an overall satisfaction rating of 3 or higher on a 5-point Likert scale. **Objective met.**

4.11 100% of the 2011-2012 cohort passed the National Board for Respiratory Care credentialing examination on first attempt. **Objective met.**

-  [CoARC Employer Survey pg. 1 of 2. 2012](#)
-  [CoARC Employer Survey pg. 2 of 2. 2012](#)
-  [CoARC Graduate Survey pg. 1 of 2. 2012](#)
-  [CoARC Graduate Survey pg. 2 of 2. 2012](#)
-  [NBRC Annual School Summary Report. 2012](#)
-  [NBRC Examination Content Outline](#)

Improvement Plan/ Changes Made

The Program Director and faculty will continue to remain updated on the National Board

Examination matrix and include these topics within the course syllabi. The Program Director will also continue to provide self-assessment examinations in order to locate any weak areas of study and provide remediation in the weak areas.

4.10 Program Director will follow up with graduates by phone calls and emails to remind them of the importance of answering and returning their surveys.

4.2: Respiratory Care Retention

Start: 12/23/2012

End: 10/31/2013

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).

-  [CoARC Threshold pg. 1 of 2](#)
-  [CoARC Threshold pg. 2 of 2](#)

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.

-  [CoARC Outcomes Summary](#)

Assessment/Evaluation Results (Progress Report)

The program accepted 15 students with 3 of those students titled re-entry; therefore 12 new students. There were 3 students that were considered attrition from the new cohort that did not progress in the program. 2 students from non-academic reasons and 1 student from academic reasons. This calculates to 25% attrition. The program is allowed up to 40%. The faculty have created a monitoring tool to assist with approaching the struggling student early in order to remediate any misunderstanding of the required respiratory care concepts.

Threshold met.

-  [CoARC Enrollment Attrition 2012](#)
-  [RC Remediation Form. sample](#)

Improvement Plan/ Changes Made

The faculty have created a monitoring tool which is intended to assist the struggling student. When an instructor deems a student is having difficulty the student is brought in for counseling. The student is given advice, remediation, and additional resources to use to help with understanding required concepts. The student reads the recommendations and is required to sign the form which is kept in the student's clinical record file. The faculty will follow up with the student to check progress, etc. This monitoring system is intended to capture the challenging student early in order to resolve any misunderstanding with in depth material.

-  [RC Remediation Form. student](#)

4.3: Respiratory Care Employment

Start: 12/23/2012

End: 10/31/2013

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. Objective is required by CoARC.

-  [CoARC Thresholds pg. 1 of 2](#)
-  [CoARC Thresholds pg. 2 of 2](#)

Assessment/Evaluation/Measures/Strategies

Benchmark is 70% on a three year average as set by CoARC.

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](#)

Assessment/Evaluation Results (Progress Report)

Objective Met. See data file below. See data file below.

-  [CoARC Annual Report Outcomes Summary 2012](#)

-  CoARC Graduate Survey pg. 1 of 2
-  CoARC Graduate Survey pg. 2 of 2

Improvement Plan/ Changes Made

The Program Director and Director of Clinical Education will continue to maintain a close rapport with the clinical affiliation sites and assist the students in approaching the department managers to discuss employment opportunities. The program also receives many request from surrounding hospitals to recruit our students for employment and the Program Director accommodates these meetings.

Liberal Arts

General Education Mission

Mission

The general education component of each associate degree curriculum will comprise at least twenty-five percent of the total curriculum. This component will include six semester hours of English composition, and at least a three-hour course in mathematics, at least one course from the social sciences, and at least one course in the humanities/fine arts. General education requirements for associate degree programs are consistent with Board of Regents' statewide general education requirements.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Liberal Arts

Liberal Arts Mission

Mission

The purpose of the Division of Liberal Arts is to develop and maintain the infrastructure necessary to provide opportunity for students to graduate with an Associate degree in programs or majors housed in the unit. The Division of Liberal Arts LSU Eunice is focused on the education of freshman and sophomore students. The Division of Liberal Arts intends to teach students to think critically and independently with the hope that graduates contribute to and excel in their personal and community lives through advanced academic and cultural competency. This division imparts broad knowledge and encourages the development of general intellectual capacities. Further, we include professional development through two areas of applied study, offer honors programs and provide developmental education in English. We assist the entire campus by providing general education courses that support all associate degrees earned at LSU Eunice. We are dedicated to supporting students in obtaining an Associate Degree in multiple areas of concentration and in their successful transition into a four year college or the workplace.

Start: 12/23/2012
End: 10/31/2013
Providing Department: Liberal Arts

Honors Program Mission

Mission

The LSU Eunice Honors Program is committed to providing academically well-prepared students with an enriched selection of learning experiences to increase their depth and breadth of knowledge. Honors students have the opportunity to go beyond the fundamentals and advance their understanding of subject matter, making their educational achievements both profound and substantial. Students also are offered an opportunity to earn an associate degree with Honors Program distinction.

Start: 12/23/2012
End: 10/31/2013
Providing Department: Liberal Arts

3: Maintain an effective Honors Program

Start: 12/23/2012
End: 10/31/2013
Progress: Delayed
Provided By: Liberal Arts
Budget Information: none (existing)
Relationship to Institutional Goal: Goal 3, Goal 5, Goal 6, Goal 8
Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5
Related Items

▶ **3.1: Honors program is scheduled to be discontinued in spring 2014**

Start: 12/23/2012

End: 10/31/2013

Progress: Delayed

Provided By: Liberal Arts

Objective With Intended Outcomes

Honors program is scheduled to be discontinued in spring 2014.

Assessment/Evaluation/Measures/Strategies

Assessment/Evaluation Results (Progress Report)

Improvement Plan/ Changes Made

4: Retention of Liberal Arts Majors

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Liberal Arts

Budget Information: existing

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 7, Goal 8

Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5

Related Items

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

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 38% 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 (2001-2002 to 2010-2011) running average of retention calculating both the mean and median (see Table 1).

Table 1 indicates that a 38% 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 to Fall Retention (Percent)	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
mean	38.5	85
median	38	84
s.d.	9.1	17

Assessment/Evaluation Results (Progress Report)

The Table below shows the fall 2011 to fall 2012 student retention for all students choosing General Studies as their major.

Since the fall 2011 to fall 2012 retention is 38% which equals the ten year average, Objective 4.1 is met. The continuing student group is the group with the lowest retention rate.

Student Retention Profile Starting Fall Semester 2011 Ending Fall Semester 2012					
Status: ALL	Major: GSA	Class: ALL	Load: ALL	ACT: ALL	
Gender: ALL	Ethnicity (Old Def): ALL	Recent HS Grad: N	HS: ALL	Age: ALL	
Curriculum: ALL	Marital Status: ALL	Pathways: A	Home Campus: MAIN	Race/Ethnicity: ALL	
Degree Seeking Status: ALL					
Retention History					
64 FA2011		40 (62.5%) SP2012		24 (37.5%) FA2012	
Enrollment Status Distribution					
Enrollment Status	Initial	Retained at LSU Eunice	%Retained	Not Retained	%Not Retained
Continuing	45	13	28.89%	32	71.11%
New	15	9	60%	6	40%
Re-Entry	2	1	50%	1	50%
Transfer	2	1	50%	1	50%

Improvement Plan/ Changes Made

Continue to monitor, especially continuing student retention.

Submitted by Paul Fowler on 7/7/13 due to the resignation of Division Head.

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

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 48%.

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 (2001-2002 to 2010-2011) running average of retention calculating both the mean and median (see Table 1).

Table 1 indicates that a 48% 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-Unclassified Majors

Initial Year	Fall to Fall Retention (percent)	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
mean	48.2	40
median	48	39
s.d.	7.2	13

Assessment/Evaluation Results (Progress Report)

Student Retention Profile from the query tools:
Starting Fall Semester 2010 Ending Fall Semester 2011.

Since the 45% is less than the established benchmark of 48%, Objective 4.2 is met is not met.

Student Retention Profile
Starting Fall Semester 2011 Ending Fall Semester 2012

Status: ALL	Major: EDUN	Class: ALL	Load: ALL	ACT: ALL
Gender: ALL	Ethnicity (Old Def): ALL	Recent HS Grad: N	HS: ALL	Age: ALL
Curriculum: ALL	Marital Status: ALL	Pathways: A	Home Campus: MAIN	Race/Ethnicity: ALL
Degree Seeking Status: ALL				

Retention History		
29 FA2011	22 (75.86%) SP2012	13 (44.83%) FA2012

Enrollment Status Distribution					
Enrollment Status	Initial	Retained at LSU Eunice	%Retained	Not Retained	%Not Retained
Continuing	17	6	35.29%	11	64.71%
New	10	6	60%	4	40%
Re-Entry	2	1	50%	1	50%

Improvement Plan/ Changes Made

Monitor retention and number of students. The number of students decreasing to 29 obviously leads to a low n compared to the other years. Enrollment and retention also fluctuated in 2004, 2005, and 2006.

Submitted by Paul Fowler on 7/9/13 due to resignation of division head.

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

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 50% (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 2010-2011) running average of retention calculating both the mean and median (see Table 1).

Table 1 indicates that a 50% retention is 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 to Fall Retention Percent	No of initial students
2008	100	1
2009	100	4
2010	38	8
mean	79.3	4
median	100	4

s.d.	35.8	4
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Assessment/Evaluation Results (Progress Report)

The Table below shows the fall 2011 to fall 2012 student retention for all students choosing Liberal Arts - Undecided as their major.

Since the fall 2011 to fall 2012 retention is 50% which equals the conservative benchmark set for the new program. The data suggest that the results of Objective 5.3 are inconclusive and needs to be studied one or two more cycles.

**Student Retention Profile
Starting Fall Semester 2011 Ending Fall Semester 2012**

Status: ALL Gender: ALL Curriculum: ALL	Major: UNLA Ethnicity (Old Def): ALL Marital Status: ALL	Class: ALL Recent HS Grad: N Pathways: A Degree Seeking Status: ALL	Load: ALL HS: ALL Home Campus: MAIN	ACT: ALL Age: ALL Race/Ethnicity: ALL
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Retention History

14 FA2011	7 (50%) SP2012	7 (50%) FA2012
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Enrollment Status Distribution

Enrollment Status	Initial	Retained at LSU Eunice	%Retained	Not Retained	%Not Retained
Continuing	4	2	50%	2	50%
New	6	4	66.67%	2	33.33%
Re-Entry	4	1	25%	3	75%

Improvement Plan/ Changes Made

Continue to monitor and then begin setting a firm benchmark based on longitudinal data.

Submitted by Paul Fowler on 7/7/13 due to resignation of Division Head.

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Liberal Arts

Objective With Intended Outcomes

Maintain Fall to Fall retention of all students declaring their chosen as major as ARTS, at least 33%.

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 (2001-2002 to 2010-2011) running average of retention calculating both the mean and median (see Table 1).

Table 1 indicates that a 33% 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 to Fall Retention (percent)	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
mean	32.5	16
median	34.5	17
s.d.	11.7	8

Assessment/Evaluation Results (Progress Report)

The Table below shows the fall 2011 to fall 2012 student retention for all students choosing Associate of Arts as their major.

Since the fall 2011 to fall 2012 retention is 0% which is less than the 33% ten year benchmark. However, since the data is retention rate of 0% is based on a low n (one student), the results for Objective 4.4 are inconclusive.

Student Retention Profile					
Starting Fall Semester 2011 Ending Spring Semester 2012					
Status: ALL	Major: ARTS	Class: ALL	Load: ALL	ACT: ALL	
Gender: ALL	Ethnicity (Old Def): ALL	Recent HS Grad: N	HS: ALL	Age: ALL	
Curriculum: ALL	Marital Status: ALL	Pathways: A	Home Campus: MAIN	Race/Ethnicity: ALL	
Degree Seeking Status: ALL					
Retention History					
1 FA2011			1 (100%) SP2012		
Enrollment Status Distribution					
Enrollment Status	Initial	Retained at LSU Eunice	%Retained	Not Retained	%Not Retained
Continuing	1	1	100%	0	0%

Improvement Plan/ Changes Made

Continue to monitor. Also, determine why students are not declaring Associate of Arts as their major.

Submitted by Paul Fowler on 7/7/13 due to the resignation of Division Head.

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

Start: 12/23/2012

End: 10/31/2013

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 44% (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 four year (2007-2008 to 2010-2011) 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 Care and Development of Young Children Majors

Initial Year	Fall to Fall Retention (Percent)	No of initial students
2007	40	38
2008	54	41
2009	46	61
2010	39	54
mean	44.8	49
median	43	48
s.d.	6.9	11

Assessment/Evaluation Results (Progress Report)

The Table below shows the fall 2011 to fall 2012 student retention for all students choosing Care and Development of Young Children as their major.

Since the fall 2011 to fall 2012 retention is 47% which exceeds the four year average of 44%, Objective 4.5 is met.

Student Retention Profile					
Starting Fall Semester 2011 Ending Fall Semester 2012					
Status: ALL	Major: CDYC	Class: ALL	Load: ALL	ACT: ALL	
Gender: ALL	Ethnicity (Old Def): ALL	Recent HS Grad: N	HS: ALL	Age: ALL	
Curriculum: ALL	Marital Status: ALL	Pathways: A	Home Campus: MAIN	Race/Ethnicity: ALL	
Degree Seeking Status: ALL					
Retention History					
43		32		20	
FA2011		(74.42%) SP2012		(46.51%) FA2012	
Enrollment Status Distribution					
Enrollment Status	Initial	Retained at LSU Eunice	%Retained	Not Retained	%Not Retained
Continuing	33	14	42.42%	19	57.58%
New	8	5	62.5%	3	37.5%
Re-Entry	1	1	100%	0	0%
Transfer	1	0	0%	1	100%

Improvement Plan/ Changes Made

No changes expected. Continue to collect and analyze data.

Submitted by Pau Fowler on 7/7/13 due to the resignation of the Division Head.

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

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 39%.

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 (2001-2002 to 2010-2011) running average of retention calculating both the mean and median (see Table 1).

Table 1 indicates that a 39% 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 to Fall Retention Percent	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
mean	40.3	35
median	38	36
s.d.	7.1	6

Assessment/Evaluation Results (Progress Report)

The Table below shows the fall 2011 to fall 2012 student retention for all students choosing Psychology as their major.

Since the fall 2011 to fall 2012 retention is 58% which exceeds the ten year average of 39%, Objective 4.7 is met.

Student Retention Profile				
Starting Fall Semester 2011 Ending Fall Semester 2012				

Status: ALL	Major: PSYC	Class: ALL	Load: ALL	ACT: ALL
Gender: ALL	Ethnicity (Old Def): ALL	Recent HS Grad: N	HS: ALL	Age: ALL
Curriculum: ALL	Marital Status: ALL	Pathways: A	Home Campus: MAIN	Race/Ethnicity: ALL
Degree Seeking Status: ALL				

Retention History		
31	25	18
FA2011	(80.65%) SP2012	(58.06%) FA2012

Enrollment Status Distribution					
Enrollment Status	Initial	Retained at LSU Eunice	%Retained	Not Retained	%Not Retained
Continuing	18	11	61.11%	7	38.89%
New	11	5	45.45%	6	54.55%
Re-Entry	2	2	100%	0	0%

Improvement Plan/ Changes Made

No changes planned at this time.

Submitted by Paul Fowler on 7/7/13 due to the resignation of the Division Head.

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

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 43%.

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 (2001-2002 to 2010-2011) running average of retention calculating both the mean and median (see Table 1).

Table 1 indicates that a 43% 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 to Fall Retention (Percent)	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
mean	44.0	9
median	41.5	7
s.d.	14.9	4

Assessment/Evaluation Results (Progress Report)

The Table below shows the fall 2011 to fall 2012 student retention for all students choosing Sociology as their major.

The fall 2011 to fall 2012 retention is 20% which is less than the ten year average of 43%. However, the retention rate is based on a low n (ten students). The data suggests that the results on Objective 4.8 are inconclusive.

Student Retention Profile Starting Fall Semester 2011 Ending Fall Semester 2012

Status: ALL	Major: SOCL	Class: ALL	Load: ALL	ACT: ALL
Gender: ALL	Ethnicity (Old Def): ALL	Recent HS Grad: N	HS: ALL	Age: ALL
Curriculum: ALL	Marital Status: ALL	Pathways: A	Home Campus: MAIN	Race/Ethnicity: ALL
Degree Seeking Status: ALL				

Retention History		
10 FA2011	7 (70%) SP2012	2 (20%) FA2012

Enrollment Status Distribution					
Enrollment Status	Initial	Retained at LSU Eunice	%Retained	Not Retained	%Not Retained
Continuing	8	2	25%	6	75%
New	1	0	0%	1	100%
Re-Entry	1	0	0%	1	100%

Improvement Plan/ Changes Made

Continue to monitor as the number of students choosing this major is often in the single digits which can greatly impact the percentages.

Submitted by Paul Fowler on 7/7/13 due to the resignation of the Division Head.

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Liberal Arts

Budget Information: none (existing)

Relationship to Institutional Goal: Goal 1, Goal 3, Goal 5, Goal 6

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Care and Development of Young Children

Care and Development of Young Children Mission

Mission

The associate of science degree in the care and development of young children prepares students for employment in the early childhood education field. They also have the option to transfer to a senior college to complete a baccalaureate degree. The degree includes core courses, a sequence of professional courses, and a supervised practicum. The goal of the program is to prepare knowledgeable and competent professionals, who possess and demonstrate an understanding of developmentally appropriate teaching, learning of childhood development, of curriculum development and implementation, of the role of the family and community in children's development, and of assessment.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Care and Development of Young Children

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Care and Development of Young Children

Budget Information: No additional funds requested

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 5, Goal 8

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

1.1: CDYC Competence

Start: 12/23/2012

End: 10/31/2013

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.

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.

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)

In spring 2013, 13 students were registered for the EDCI 2900 course. Twelve of the students were assessed using the rubric for this practicum (see Table 1). The remaining student stopped attending and received a failing grade for the course.

Table 1
 Assessment of EDCI 2900 students.

Outcome	n	No. of Questions	Mean	s.d.
Knowledge of child development and early childhood practices	11	3	4.81	0.4774
Professionalism	12	5	4.92	0.2909
Relationships	12	5	4.85	0.4112
Guidance	10	6	4.86	0.3453
Professional Development	12	4	4.93	0.2550
Student's learning goals and assessment of progress	9	3	4.61	0.7223
Overall			4.86	0.4040

Not all students were assessed on all outcomes as some pages were missing when the completed assessment was returned to the Division Head. In addition, one student enrolled who successfully completed the course was not assessed.

As Table 1 indicates, the overall mean was 4.86 on a five point scale with a standard deviation of .4040. Further, each of the separate outcomes exceeded 4.6. Since 4.6 exceeds the benchmark of 3.0, Objective 1.1 is met.

Samples of the completed assessments are below with names redacted (large files and may take a few moments to load). 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.

The data set is also below.

-  [EDCI 2900 Sample 1](#)

-  EDCI 2900 Sample 2
-  EDCI Practicum Evaluation SP 2013

Improvement Plan/ Changes Made

While Objective 1.1 is met, additional assessment is required in order to establish triangulation for SACSCOC. One data point on student learning is not adequate. As a result, the faculty in the program will establish additional evidence of student learning through direct means on a test or exam.

For the AY 2013-2014 planning year, an analysis will be performed on an assessment of student learning outcomes in EDCI 2020.

Completed by Paul Fowler on 9/14/13 due to the resignation of Luciane Berg.

1.2: CDYC Placement

Start: 12/23/2012

End: 10/31/2013

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 tentatively set at 65% from spring 2010 through spring 2011 data and is in the process of being established due to the limited number of graduates in the program.

Assessment/Evaluation Results (Progress Report)

According to the data presented for the 2011 - 2012 academic year in Table 1, 25% of the graduates were either employed in the field or were seeking further education.

Table 1
Placement of Care and Development of Young Children

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
Mean	n	5.5	0.5	3.5	0.0	0.0	1.5
	%		6.3	64.6	0.0	0.0	29.2

Since 25% is less than the benchmark of 65%, it appears as if the objective has not been met. However, the benchmark was based on the results of 11 students. During AY 2011-2012, four students graduated. Given the low n, the results are inconclusive.

Improvement Plan/ Changes Made

Continue to collect data until a sufficient number of students have graduated from the program to properly benchmark the placement rate.

Prepared by Paul Fowler due to the resignation of Luciane Berg.

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

Start: 12/23/2012

End: 10/31/2013

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 44% (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 four year (2007-2008 to 2010-2011) 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 Care and Development of Young Children Majors

Initial Year	Fall to Fall Retention (Percent)	No of initial students
2007	40	38
2008	54	41
2009	46	61
2010	39	54
mean	44.8	49
median	43	48
s.d.	6.9	11

Assessment/Evaluation Results (Progress Report)

The Table below shows the fall 2011 to fall 2012 student retention for all students choosing Care and Development of Young Children as their major.

Since the fall 2011 to fall 2012 retention is 47% which exceeds the four year average of 44%, Objective 4.5 is met.

Student Retention Profile
Starting Fall Semester 2011 Ending Fall Semester 2012

Status: ALL	Major: CDYC	Class: ALL	Load: ALL	ACT: ALL
Gender: ALL	Ethnicity (Old Def): ALL	Recent HS Grad: N	HS: ALL	Age: ALL
Curriculum: ALL	Marital Status: ALL	Pathways: A	Home Campus: MAIN	Race/Ethnicity: ALL
Degree Seeking Status: ALL				

Retention History		
43 FA2011	32 (74.42%) SP2012	20 (46.51%) FA2012

Enrollment Status Distribution					
Enrollment Status	Initial	Retained at LSU Eunice	%Retained	Not Retained	%Not Retained
Continuing	33	14	42.42%	19	57.58%
New	8	5	62.5%	3	37.5%
Re-Entry	1	1	100%	0	0%
Transfer	1	0	0%	1	100%

Improvement Plan/ Changes Made

No changes expected. Continue to collect and analyze data.

Submitted by Pau Fowler on 7/7/13 due to the resignation of the Division Head.

Criminal Justice

Criminal Justice Mission

Mission

The criminal justice program at LSU Eunice has two aspects to its mission. First, it provides a broad academic background for students in their first two years of education in area of Criminal Justice so that they have maximum flexibility while in school and after they graduate, regardless of whether they intend to undertake a career in law enforcement, corrections, probation, parole, federal service, or attend further post-secondary education. Second, the program provides criminal justice practitioners with related and pertinent college courses to assist them in the performance of public service.

With these purposes in mind, the goal of the criminal justice program is to provide students with opportunities to develop both a theoretical and a practical understanding of the complexities involved in the processes of the justice system. LSU Eunice has developed a program for criminal justice majors composed of a core of six required courses supported by specific general education courses that support the core. Practicum and independent study also are available in one or more professional capacities within the functional agencies of the criminal justice system and in other community service agencies. Additionally, through competent advising the department strives to assist students in timely graduation.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Criminal Justice

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2: Maintain an effective criminal justice program.

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Criminal Justice

Budget Information: no additional funds requested

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 5, Goal 8

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

▶ **2.1: Criminal Justice Professional Competency**

Start: 12/23/2012

End: 10/31/2013

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.

Assessment/Evaluation/Measures/Strategies

This objective will be directly assess through student learning outcomes for the CJ 2151 course on Criminal Investigations (course is face-to-face). All students taking this required course will be assessed regardless of the delivery method.

For CJ 2151:

Upon the completion of this course, the student will know (accidentally omitted from the syllabus):

1. how to conduct criminal investigations
2. how to utilize the various technologies to aid the investigation.

These outcomes will be assessed on the final exam for the course.

The syllabus for the course is attached [here](#).

-  [CJ 2151 01 Syllabus Spring 2013](#)

Assessment/Evaluation Results (Progress Report)

Each of the two student learning outcomes were directly assessed using the final exam based on the objectives from the textbook publisher. Eleven students were enrolled in one face-to-face section in spring 2013. The results for each were:

- n = 11
- Overall result: 86.2%
- Standard Deviation: 14.2%
- SLO 1: Total of 37 questions; result was 88.7%
- SLO 2: Total of 13 questions; result was 81.8%

A sample of the final exam is [here](#).

Since the results of each outcome exceeds the benchmark of 70%, Objective 2.1 is met.

-  [CJ 1107 Final Exam Sp 2013](#)

Improvement Plan/ Changes Made

No changes planned for CJ 2151.

Please note that this is a change in strategy from the past Division Head who resigned in August to take another position.

All who work with assessment believed the option assessment given in the past was not really measuring proficiency since it was optional and students did not take it seriously. As a result, the new strategy is to begin direct assessment of student learning through outcomes in a specific course for 2012-2013 with a second course being added in 2013-2014 ([see 9-20-13 email](#)). The Coordinator will then work with the transfer institutions to develop an assessment

to be given as part of a course just prior to graduation to assess overall knowledge in 2015-2016.

Submitted on September 22, 2013 by Paul Fowler due to the resignation of Luciane Berg.

-  9-20-13 email to Dr Hamilton

2.2: CJ Placement

Start: 12/23/2012

End: 10/31/2013

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 tentatively set at 42% from spring 2010 through spring 2011 data and is in the process of being established due to the limited number of graduates in the program.

Assessment/Evaluation Results (Progress Report)

According to the data presented for the 2011 - 2012 academic year in Table 1, 34% of the graduates were either employed in the field or were seeking further education.

Table 1
Results of Placement Survey for the Criminal Justice Program

Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
SP 10	n	3	1	1	0	0	1
	%		33	33	0	0	33
FA 10 - SP 11	n	14	5	6	0	1	2
	%		36	43	0	7	14
FA 11 - SP 12	n	18	9	3	1	3	2
	%		50	17	6	17	11
Mean	n	8.5	3.0	3.5	0.0	0.5	1.5
	%		34.5	38.1	0.0	3.6	23.8

As 34% does not exceed the tentative benchmark set from spring 2010 through spring 2011 (42%), it appears as if Objective 5.1 is not met. However, since 2 students (11%) were not contacted, the results are inconclusive.

Improvement Plan/ Changes Made

Continue to collect data to establish a reasonable benchmark based on at least 30-40 students (to normalize data).

Completed by Paul Fowler on 7/20/13 due to the resignation of Luciane Berg.

4.6: Maintain Fall to Fall retention of all students declaring their chosen major as

Criminal Justice.**Start:** 12/23/2012**End:** 10/31/2013**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 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 (2001-2002 to 2010-2011) 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 Criminal Justice - Associate Majors

Initial Year	Fall to Fall Retention (percent)	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
mean	45.5	80
median	43	80
s.d.	7.7	15

Assessment/Evaluation Results (Progress Report)

The Table below shows the fall 2011 to fall 2012 student retention for all students choosing Criminal Justice - Associate as their major.

Since the fall 2011 to fall 2012 retention is 44% which equals the ten year average of 44%, Objective 4.6 is met.

Student Retention Profile				
Starting Fall Semester 2011 Ending Fall Semester 2012				

Status: ALL	Major: CJA	Class: ALL	Load: ALL	ACT: ALL
Gender: ALL	Ethnicity (Old Def): ALL	Recent HS Grad: N	HS: ALL	Age: ALL
Curriculum: ALL	Marital Status: ALL	Pathways: A	Home Campus: MAIN	Race/Ethnicity: ALL
Degree Seeking Status: ALL				

Retention History		
75 FA2011	58 (77.33%) SP2012	33 (44%) FA2012

Enrollment Status Distribution					
Enrollment Status	Initial	Retained at LSU Eunice	%Retained	Not Retained	%Not Retained
Continuing	45	20	44.44%	25	55.56%
New	24	11	45.83%	13	54.17%
Re-Entry	2	0	0%	2	100%
Transfer	4	2	50%	2	50%

Improvement Plan/ Changes Made

Continue to monitor, especially the continuing students. Table 1 above indicates that the retention of this population of students has fluctuated in the past.

Submitted by Paul Fowler on 7/7/13 due to the resignation of the Division Head.

Library

Library Vision

Vision

As an intellectual center, the Arnold LeDoux Library promotes an open, multidimensional learning and teaching environment that fosters the freedom to question and to grow. Traditional information delivery systems and the integration of continually advancing technology are the foundations for the dissemination of information. The library is expanding and facilitating information literacy programs for the LSUE Community of learners through proactive discipline-related bibliographic instruction sessions and innovative collaboration with the faculty of all academic departments. The needs of library users -- pedagogical, intellectual, and recreational -- are fully supported and encouraged by a staff focused on providing the highest quality service possible.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Library

Library Mission

Mission

The Arnold LeDoux Library supports the academic, research, and service programs of Louisiana State University at Eunice. To meet the individual and lifelong learning needs of university, community, and Louisiana citizens, the library provides access to resources in print, multi-media, and electronic formats.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Library

1: Hire new systems / digital services librarian

Start: 12/23/2012

End: 10/31/2013

Progress: Delayed

Provided By: Library

Budget Information: There is no institutional budget for filling this position at this time. Position still remains in personnel scheme.

Relationship to Institutional Goal: Goal 5, Goal 7

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Related Items

1.1: Administrative Services-Systems Librarian

Start: 12/23/2012

End: 10/31/2013

Progress: Delayed

Provided By: Library

Objective With Intended Outcomes

Continue all efforts to hire new systems / digital services librarian even with budget situation, make this personnel matter and position an issue of need, strategic planning and an important factor for student retention as well as relates to GRAD ACT, accreditation needs as well as meeting Institutional Goal 7 in which students find facilities and resources adequate in library.

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.

-  [LibraryPersonnelIssues2012](#)

Assessment/Evaluation Results (Progress Report)

Institutional funding has not been available to fill this position; the position remains on the personnel books and is a critical function of the evolving digital library and distance learning

aspects of library services.

With the current budget situation and years of budget cuts, action to fill will remain delayed. In the interim, the library plans on insuring that the personnel needs for this staff position are remain viable and that these needs are directly linked to the future development of the campus library. This position is for a systems and digital services librarian and this is the exact area where the campus library and the campus is changing and evolving most and that is, information technology.

-  [StaffReviewPlan20122013](#)

Improvement Plan/ Changes Made

The library continues to monitor personnel needs and staffing changes; if and when institutional budget

changes, the library is positioned to pitch its need and priority for another staff librarian that can address the growing needs of digital assets and the systems function(s) of the campus library.

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Library

Budget Information: Student Technology Fee grant funds have been used to meet the physical space changes needed in the LeDoux Library.

Relationship to Institutional Goal: Goal 7

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Related Items

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Library

Objective With Intended Outcomes

Continue awareness and library publicity campaign to improve and upgrade library physical spaces that are changing and evolving as library technology changes, user needs change and students also change.

-  [physicalspaceplanning2013](#)

Assessment/Evaluation/Measures/Strategies

As the space is renovated and adapted for new uses, new equipment, new furniture and accommodations appear. Measuring accomplishment will be done by doing and physically getting this renovation finished and making this space useful for students.

Assessment/Evaluation Results (Progress Report)

Indirect measures are utilized to address this objective. From daily observation of student use (as per the library staffer on duty in that area), the library Information Commons is being utilized routinely and on some occasions (Wednesdays and Friday mornings), this area is at full capacity. With the library headcount (as per the 3M counter at entrance) continuing to grow, much of the increased library traffic is directly attributable to the library Information Commons and the need for computer access as well as workstations.

Even as library technology and information resources evolve on a daily basis, progress is being made in meeting this objective and the library is keeping up with change, albeit it incremental

and challenging.

Objective has been met.

-  [LibraryPatronGateCount20122013](#)

Improvement Plan/ Changes Made

The library is indirectly utilizing the monthly patron gate count data as a mechanism for measuring the success of the information commons in attracting students into the library. As student usage and traffic increases, the library is attempting to improve services in that specific area of the building by offering more information technology services like email "scanning," photocopying in that area, DVD duplication and also, trying to improve the attendance and work of the student workers in that service area. The more the student workers and the designated library staffer can better assist students in meeting their needs in this area, the more successful and more useful this information technology center will be and will have an impact on overall institutional success, to include retention rates and graduation rates.

3: Secure funding for annual LOUIS institutional membership fee

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Library

Budget Information: Discuss with VCAA; update VCAA on the status of 2013 LOUIS consortium funding

Relationship to Institutional Goal: Goal 7

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Related Items

↳ **3.1: Library administrative services / budgeting - secure annual LOUIS membership**

funding based on LOUIS fee projections**Start:** 12/23/2012**End:** 10/31/2013**Progress:** Completed**Provided By:** Library**Objective With Intended Outcomes**

Continue to seek 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.]

Assessment/Evaluation/Measures/Strategies

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 2012 -2013 institutional budget planning meetings with VC of Business Arlene Tucker and the Budget Review Committee. As a result, the benchmark for the success of this objective is, very simply, is to fund LOUIS.

-  [LouisFees2013](#)
-  [LouisFees2013](#)

Assessment/Evaluation Results (Progress Report)

The library continues to be successful in acquiring the financial support for LOUIS membership; without this membership and payment of these network and subscription fees, library services and operations would not take place. By directly communicating this need to institutional administration and keeping administration informed as to the changing infrastructure and

governance of LOUIS and this important state academic library network, the campus library continues to provide adequate and important information resources.

This objective has been met and LOUIS membership continues.

-  [LOUISmembershipfeescalculations2012-2013](#)

Improvement Plan/ Changes Made

The library director will continue to keep institutional administration abreast of changes in governance and specific management issues related to the LOUIS library system; current library director is a member of the LOUIS Executive Board and has a voice on this important board that sets fees and charges as relate to all network academic library resources and services that support higher education throughout Louisiana.

-  [LOUIS2013ExecBdmtgagendaStrategicPlan](#)

4: Continue to offer community literacy and library leadership for St. Landry Parish

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Library

Budget Information: none

Relationship to Institutional Goal: Goal 8, Goal 9

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Related Items

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed
Provided By: Library

Objective With Intended Outcomes

Provide specific library programs during the year that attracts, students, faculty and the community to the LeDoux Library

Assessment/Evaluation/Measures/Strategies

Individual programs flyers, brochures and publicity used are all indications that quantitatively, library programs continue to be offered in the LeDoux Library and are part of attracting students and the community to the library.

Library programs are derived from various sources and recommendations.

Antidotal information, comments and related communications will also be used to determine if the programs are well received.



[LibraryProgrammingStrategies2013](#)

Assessment/Evaluation Results (Progress Report)

All indications and indirect measures used to assess library programming indicate that these programs are well received and an important part of the campus environment. To the contrary, the library has no complaints or concerns as to the programs, topics covered or speakers.

There is no specific number or types of programs the library is seeking to present; historically and from the past, the LeDoux Library has hosted at least one program per semester and this goal of having a program each semester is being met.

Antidotal information, comments and related communications indicate that these programs are successful and well received. On occasion, some programs could be improved by the time or

date, but largely topics covered, speakers and themes are attractive for the LSU Eunice community.

Overall, the objective has been met and the library continues to provide numerous programs throughout the year. All of these programs and their execution are based on various factors: some budget / funding, the availability of speakers, timing as to other campus events and various campus schedules.

-  [AdditionalLibraryPrograms2013](#)
-  [LibraryPrograms2013](#)

Improvement Plan/ Changes Made

Library will continue to host programs and will make every effort to insure programs meet end users expectations, their needs and satisfy interests. Comments and antidotal information gathered and collected will be used to improve programs, topics selected for programming and any other logistics that support the execution of the program.

As an mechanism for continued program improvement and library development, the library will initiate (in 2013 - 2014) the use of a survey form modeled off the Continuing Education Department survey.

 [2013ContinuingEducationProgramEvaluationform](#)

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Library

Objective With Intended Outcomes

Get appointed to and participate in the parish public library coalition which is tasked with getting parish government to set a tax election/ millage proposal for 2014 parish public library system

-  [Parishpubliclibrary coalition2013](#)
-  [ParishPublicLibraryProgress2013](#)

Assessment/Evaluation/Measures/Strategies

Assessing this objective is via indirect methods; by becoming a member of the parish public library leadership team, it is my intention (via library leadership and professional library experience) that we can have a successful campaign to convince the public of the need for a parish library system and that will require the vote of parish residents. 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)

Results will occur if and when a parish library system for St. Landry Parish becomes a reality. A new public library system for this area can translate in less overall illiteracy, improving schools, a better quality of life for citizens, better prepared and "literate" LSU Eunice students and learners and college learners that know how to use a library more effectively and engage in the use of evolving library information technologies.

Parish library coalition progress is being made and a library tax proposal for parish residents is tentatively being scheduled for an election in May 2014.

Objective has been met for this year and will continue into 2014 when a parish library tax proposition is put on ballot and voted upon by the general public in 2014.

-  ParishLibraryCoalitionProgress2013

Improvement Plan/ Changes Made

LeDoux Library director will continue to participate in the parish public library coalition meetings to insure that plan and message for 2014 library tax measure will be properly framed, campaign will be effective and will be successful. Using the coalition meeting discussions as a framework for leading this effort, LeDoux Library will use library leadership skills to keep coalition committee engaged, involved and focused on the 2014 tax election.

As the library tax election campaign evolves, LeDoux Library director will be prepared to adapt to changes in issues, electorate and general parish landscape that could impact election.

5: Enhance and improve use of library digital resources, "e-book" collections and online resources

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Library

Budget Information: none

Relationship to Institutional Goal: Goal 7

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Related Items

5.1: Library Information Literacy Services- promote use of online, digital and electronic resources

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Library

Objective With Intended Outcomes

Promote electronic resources use and implementation through library publicity and marketing as well as implementation strategies, like "how-to" workshops for students as well as faculty

Assessment/Evaluation/Measures/Strategies

All of these library instruction programs, resource promotional efforts, in-house lectures or specific library technology presentations have been conducted by the LeDoux Library and library staff and each program has drawn an attendance, a response/comment or an appreciative audience of students and faculty.

Assessment/Evaluation Results (Progress Report)

Indirect assessment, faculty comments or informal discussions with the LSU Eunice community of these efforts for promoting the use of digital assets are all utilized as various mechanisms for objective evaluation. From these comments and informal reviews, the library focuses in on the structure, the content and how the program is presented so that it can have a maximum impact and improve learning and the application of these resources.

The objective has been met.

-  [2012RadTechLibraryWorkshop](#)
-  [2013LibraryInstructionToolsfor Faculty](#)
-  [BayouBengalLibraryPromo](#)
-  [EnhancingLibraryDigitalResourcesUse](#)
-  [SpecificCommunicationwithOnlineFaculty](#)

Improvement Plan/ Changes Made

LeDoux Library will continue to use the same methods and approaches that have been utilized

for successful library programs and programming.

The information and comments received from workshop participants, faculty end users as well as students will be utilized to make improvements and changes to the workshops as well as materials being designed to expand and to encourage the use of information resources.

As more usage data becomes available, the data will be used to evaluation what exactly is being used and what is working in the digital library environment.

6: As a matter of collection development and library space utilization, weed library paper collections

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Library

Budget Information: no funds - use library staff / personnel funding

Relationship to Institutional Goal: Goal 7

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Related Items

6.1: Weed the State of Louisiana documents (paper) library collection

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

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.

-  [2013StateGOVDOCScollection](#)
-  [Weeding StateGovDocs2013](#)

Assessment/Evaluation Results (Progress Report)

The State of Louisiana government documents paper collection and archive has now been physically removed from the LeDoux Library and returned to the State Library of Louisiana in Baton Rouge. The necessary paperwork and documentation as to this agreed upon action with the State Recorder of Documents has been filed and is on file with the LeDoux Library Director.

The objective has been met and accomplished; all materials have been returned to the Recorder of State Documents at the State Library of Louisiana.

-  [StateGovDocsProject2013complete](#)

Improvement Plan/ Changes Made

LeDoux Library will no longer accept or collect "paper" State of Louisiana documents; only digital materials sent to LSU Eunice / LeDoux Library and that are catalogued or have cataloging records will added to the online catalog.

The same model and lessons learned from underutilized, outdated paper collections will be

employed when assessing new methods of information delivery as well as the genre of specific materials and how these materials are utilized.

-  [2013StateGovDocslibrarystatuschange](#)

Registrar / Admissions

Registrar and Admissions Vision

Vision

With the utilization of modern technology, modern practices, and professional development activities, the Office of the Registrar hopes to become one of the most efficient student record providers in the LSU System and the Louisiana educational community as a whole.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Registrar / Admissions

Registrar and Admissions Mission

Mission

The Office of the Registrar has as its mission to be a tool that, when utilized by the students and academic community of faculty, staff, and administrators, will assist in the attainment of the goals of LSU Eunice while providing timely and accurate services.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Registrar / Admissions

1: Improve Efficiency for Applicants in the Admissions Process

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Registrar / Admissions

Budget Information: No additional funds requested

Relationship to Institutional Goal: Goal 1, Goal 3, Goal 4, Goal 8

Relationship to Strategic Goals: Goal 1.1

Related Items

▶ **1.1: Email Communication with Applicants**

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Registrar / Admissions

Objective With Intended Outcomes

The Office of Admissions will decrease the number of applicants coded as UT (undetermined) from Fall 2012 to Fall 2013.

Assessment/Evaluation/Measures/Strategies

We will achieve this objective by utilizing university issued student email accounts as the primary means of communicating with applicants. Emails are brief enough to be read on smart phones, since many students 'push' their university email account to their phones. Additionally, certain Admissions forms will be available online, so students receive an email with appropriate links to necessary forms instead of mailing a letter with appropriate form through postal mail.

Benchmark: In Fall 2012, 100 transfer and re-entry students were coded as UT (undetermined) because their admissions files were incomplete.

Assessment/Evaluation Results (Progress Report)

Prior to Spring 2012, students would receive multiple letters from the Office of Admissions, informing them of their admissions status. This process took substantial time to print, fold, stuff, and mail letters to the permanent address of each student. Now all applicants receive one initial letter with instructions for setting up an email account and all communication is now delivered instantly to their university sponsored email account. Since the email is sent from the Office of Admissions, students with questions can respond by replying to the email, which generates instant communication with the Admissions staff instead of calling the University and being transferred from one office to another with no guarantee of getting a quick response.

This process has simplified and decreased lag time for persons communicating with the Office of Admissions, thereby making the application process more efficient for students.

This objective was met and has been measured in two ways. First, the information is getting to the students faster (electronically vs. U.S. Postal Service). Second, the number of students coded as UT by census day has decreased 43% in one year. As mentioned above, in Fall 2012, 25.84% (100 out of 387) transfer and re-entry students were coded as UT (undetermined) because their admissions files were incomplete. In Fall 2013, this category has decreased to 18.15% (57 out of 314). This is a direct result of decreased lag time in communication.

The objective was to decrease the number of UT students and that objective was met.

-  [Fall 2012 and Fall 2013 Transfer and Reentry Students](#)
-  [Fall 2012 Headcount Report Showing Undetermined Students](#)
-  [Fall 2013 Headcount Report Showing Undetermined Students](#)
-  [New Initial Letter of Admission](#)
-  [New Missing Documents Email](#)
-  [Old Initial Letter of Provisional Admission](#)
-  [Old Missing Documents Letter](#)

Improvement Plan/ Changes Made

The Office of Admissions will continue to assist transfer and re-entry students so their admissions file is complete by the census day. This can be achieved by increased email communication reminding students of missing documents and providing information on how/where they can access the missing materials.

2: The Office of Admissions will decrease turnaround time for processing of paid

applications.**Start:** 12/23/2012**End:** 10/31/2013**Progress:** Delayed**Provided By:** Registrar / Admissions**Budget Information:** No additional funds requested**Relationship to Institutional Goal:** Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, Goal 8**Relationship to Strategic Goals:** Goal 1.1, Goal 2.4, Goal 2.5**Related Items****2.1: Processing of Applications****Start:** 12/23/2012**End:** 10/31/2013**Progress:** Completed**Provided By:** Registrar / Admissions**Objective With Intended Outcomes**

The Office of Admissions will decrease the time spent processing paid applications.

Assessment/Evaluation/Measures/Strategies

This outcome will be measured by comparing the average number of days necessary to process applications with prior semesters. The Office of Information Technology will provide data showing the number of days each application took to complete and an average of all applications will be compiled by the Director of Admissions.

Benchmark: Process within three business days.

Assessment/Evaluation Results (Progress Report)

This outcome was not met for two reasons. First, we were unable to obtain the necessary reporting instrument to determine the average number of days to process applications. Second, the Office of Admissions was staffed at only one half capacity for much of the Fall 2013 application period and was unable to decrease turnaround time.

Improvement Plan/ Changes Made

The Director of Admissions is working with the Office of Information Technology to ensure a usable reporting tool is created to measure/assess this objective. Additionally, the Office of Admissions is now fully staffed and is able to process applications in a more timely manner than those processed for Fall 2013.

3: In an effort to establish good relationships with the participants of Parent/Spouse Orientations, the Registrar will participate in Parent/Spouse Orientation, present helpful materials, and achieve satisfactory survey results.

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Registrar / Admissions

Budget Information: existing (none)

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5

Relationship to Strategic Goals: Goal 1.1, Goal 2.4, Goal 2.5

Related Items

3.1: Parent/Spouse Orientations

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Registrar / Admissions

Objective With Intended Outcomes

The Registrar's Office will inform those attending Parent/Spouse Orientations of relevant information, answer questions, and achieve satisfactory results from participants.

Assessment/Evaluation/Measures/Strategies

The Registrar will attend Parent/Spouse Orientations to explain FERPA and student privacy rights. Presentation will also include suggestions for how to assist students toward degree

completion and transfer to a 4-year college.

The Office of Student Affairs distributes a survey at the end of each Parent/Spouse Orientation for evaluation and feedback. The survey asks participants to rate, on a 1-5 scale, the effectiveness of each presenter. Successful completion of this objective will be demonstrated with a mean average of 3.8 or higher from the evaluations. This is historical based on the 2011-2012 academic year.

Assessment/Evaluation Results (Progress Report)

In the academic year 2012-2013, there were 11 Parent/Spouse Orientation surveys in which the Registrar was evaluated. 392 persons submitted evaluations. The mean of those evaluations produced a score of 4.72. The goal was 3.8 or higher. The objective was met.

-  [Parent/Spouse Orientation Survey Sample](#)
-  [Parent/Spouse Orientation Survey 1.08.13](#)
-  [Parent/Spouse Orientation Survey 5.28.13](#)

Improvement Plan/ Changes Made

The Registrar will continue to attend Parent/Spouse Orientations, to provide useful information for the purpose of equipping participants with information and suggestions to assist students towards success. The Registrar will consider all written comments in preparation for future presentations to Parent/Spouse Orientation groups.

Science & Mathematics

Sciences Vision

Vision

Our vision for the future is to be recognized for our commitment to academic excellence in the various science disciplines.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Science & Mathematics

Sciences Mission

Mission

It is the mission of the Division of Sciences and Mathematics to provide an avenue for our students to achieve science literacy and intellectual development through quality educational experiences, interactions with highly credentialed and respected faculty and undergraduate research opportunities.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Science & Mathematics

1: Maintain an effective Associate of Science Louisiana Transfer Program

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Science & Mathematics

Budget Information: no additional funds requested

Relationship to Institutional Goal: Goal 2, Goal 3, Goal 5

Relationship to Strategic Goals: Goal 2.2, Goal 2.4

Related Items

▶ **1.1: Associate of Science Louisiana Transfer**

Start: 12/23/2012

End: 10/31/2013

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 appreciate natural and analytical sciences, 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)

3 of 6 AS/LT degree graduating students took the CAAP exam for Critical Thinking and Science.

Critical Thinking: 3/3 (100%) of students were above the national average.

Science: 3/3 (100%) of students were above the national average.

Objective is met.

Evidence that the Critical Thinking Assessment is below.

-  CT CAAP Content Analysis Report 7 -24-13
-  LSU Eunice Sciences CAAP Report 2012-13

Improvement Plan/ Changes Made

Determine the value of comparison to the local average scores and what percentage of students meet or exceed that score.

Increase the number of local 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. We need to do a better job of getting these students to test prior to leaving LSUE.

2: General Education: Competency in sciences and mathematics (see General Education)

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Science & Mathematics

Budget Information: no additional funds requested

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3

Relationship to Strategic Goals: Goal 1.1, Goal 2.2

3: Course Completion

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Science & Mathematics

Budget Information: no additional funds requested

Relationship to Institutional Goal: Goal 4, Goal 5

Relationship to Strategic Goals: Goal 1.1, Goal 2.2

Related Items

3.1: Developmental Mathematics Completion

Start: 12/23/2012

End: 10/31/2013

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)

Improvement Plan/ Changes Made

3.2: General Education Biology Completion

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Science & Mathematics

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 BIOL1002 that pass with a grade of C or better will be analyzed for AY2012-2013.

The benchmark of 50% is a historical benchmark that has been maintained for this planning year.

-  SYLLABUS BIOL 1001
-  SYLLABUS BIOL1002

Assessment/Evaluation Results (Progress Report)

For AY2012-2013, 398 students of the 716 that attempted BIOL 1001 passed with a grade of C or better. **This includes all face-to-face and online sections.** This represents a 56% rate of passing BIOL 1001 with an A, B, or C. For AY2012-2013, 142 students of the 197 that attempted BIOL 1002 passed with a grade of C or better. This includes all face-to-face and online sections. This represents a 72% rate of passing BIOL 1002 with an A, B, or C.

This objective is met since both rates exceed the benchmark of 50%.

Improvement Plan/ Changes Made

In the future, the same measurement and analysis will be expanded to include the analysis of the alternative physical science series that may be taken for degree credit by non-science majors.

Beginning next year, this objective will move to the general education outcomes section.

5: Student Placement

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Science & Mathematics

Budget Information: No additional funds requested

Relationship to Institutional Goal: Goal 2, Goal 3, Goal 4, Goal 5

Relationship to Strategic Goals: Goal 1.1, Goal 2.2

Related Items

↳ 5.1: Assessment of Entering Students

Start: 12/23/2012

End: 10/31/2013

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.

-  [Math Placement \(MACT 18 or below\)](#)

Assessment/Evaluation Results (Progress Report)

Faculty were trained at divisional meetings in the Fall and Spring semesters. Students that were advised by the Division of Sciences and Mathematics had few, if any, improper courses that did not aid in their progress towards a degree. Several students had their schedules changed prior to the start of each semester due to missing pre-requisite course work. Most of these issues arose from imperfect software used by our registration mechanism that does not retroactively remove students from classes that they were eligible for at one point, but no longer are (i.e. dropped a pre-requisite after registering for the next semester).

This objective is met.

-  [MATH ADVISING](#)

Improvement Plan/ Changes Made

Continued faculty training on common course numbering, which will include developmental math state-wide, will assist in placing students in the correct mathematics and science courses. Building degree specific pathways for the various disciplines advised by this division will limit mistakes that could hinder student progress.

6: Retention

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Science & Mathematics

Budget Information: No additional funds requested
Relationship to Institutional Goal: Goal 4, Goal 5
Relationship to Strategic Goals: Goal 1.1, Goal 2.2
Related Items

↳ **6.1: General Biology Retention (12-13)**

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Science & Mathematics

Objective With Intended Outcomes

At least 74.7% of the students enrolled in general biology in the fall semester will remain enrolled in the University during the spring semester.

Assessment/Evaluation/Measures/Strategies

The number of students that attempted BIOL 1001 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 2012 and retained to spring 2013 is calculated by the spring 2013 enrollment by the fall 2012 enrollment.

The benchmark of 74.7% is one standard deviation below the ten year average retention for BIOL 1001 students. This benchmark is appropriate because the standard deviation of the ten year average is rather small (2.7) indicating that the data is rather compact (see Table 1).

Table 1
Fall to Spring Retention of Students Taking BIOL 1001 in Fall Semester

Semester	Fall Enrollment	Spring Enrollment	Percent Retention
2002	310	225	72.6
2003	161	131	81.4
2004	153	124	81.0
2005	170	130	76.5
2006	129	99	76.7
2007	143	113	79.0
2008	237	185	78.1
2009	301	233	77.4
2010	538	414	77.0
2011	457	339	74.2
Mean	260	199	77.4
Median	204	158	77.2
s.d.	142	106	2.7

Assessment/Evaluation Results (Progress Report)

Institutional data generated during July 2013 indicated that 305 out of 309 (78%) of students were retained in BIOL 1001 from fall 2012 to spring 2013.

Since the retention for fall 2012 to spring 2013 of 78% exceeds the benchmark of the ten year average of 74.7%.

Objective 6.1 is met.

Improvement Plan/ Changes Made

Since Objective 6.1 was met, there are no changes planned.

However, beginning next planning year sciences will improve the calculation of retention by calculating the retention rates for all general education science courses as shown below averaging the retention over five years for BIOL 1001, PHSC 1001, and PHSC 1002 and two years for ASTR 1101 (new course) to set an appropriate benchmark

- BIOL1001 305/390=78%
- PHSC1001 20/30=66%
- ASTR1101 15/18=83%
- PHSC1002 5/14=34%
- Overall 345/452=76%

7: Sequential Courses

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Science & Mathematics

Budget Information: No additional funds requested

Relationship to Institutional Goal: Goal 2, Goal 4, Goal 5

Relationship to Strategic Goals: Goal 1.1, Goal 2.2

Related Items

7.1: MATH 0002 to MATH 1021

Start: 12/23/2012

End: 10/31/2013

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%.

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.

The benchmark of 60% is a historical benchmark that has been maintained for this planning year.

Assessment/Evaluation Results (Progress Report)

264 of 487 (54%) -not met for sciences, but does meet national expectations according to the National Center for Developmental Education. This is calculated across all sections of MATH 1021 based on successful completion of MATH 0002.

-  [CARS Report from IT 7.1](#)

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 (MATH1021) may take a more appropriate applied algebra (MATH1015) beginning in FA 2013.

7.2: BIOL 1001 to ZOOL 1011

Start: 12/23/2012

End: 10/31/2013

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%.

Assessment will be done by the head of the Division of Sciences and Mathematics using student data provided by the office of information technology.

The benchmark of 50% is a historical benchmark that has been maintained for this planning year.

Assessment/Evaluation Results (Progress Report)

87 of 196 students passed Zool1011 (Human Anatomy) on their first attempt after passing Biol1001. With a 44% success rate the objective was not met since it is less than 50%.

-  [CARS Report from IT 7.2](#)

Improvement Plan/ Changes Made

A drop from 58% in AY2010-2011 and 46% in AY2011-2012 indicates that there are instructional issues due to turn over in biology instructors. The addition of faculty members to replace those that have left will hopefully more fully prepare these students for subsequent courses in the biological field.

Student Support Services

Academic Assistance Programs Vision

Vision

The vision is to ultimately increase retention and graduation rates, increase transfer rates from the two-year LSU Eunice campus to four-year schools, and to promote a campus climate supportive of the success of low-income, first generation and disabled students.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Student Support Services

Academic Assistance Programs Mission

Mission

Student Support Services is designed to provide comprehensive counseling and guidance services, academic advising, structured academic support, supplemental instruction, computer-assisted instruction, and tutorial services, cultural and educational enrichment experiences, supplemental services for members of traditionally under-represented groups, career information, financial management education, financial planning for postsecondary education assistance and financial aid assistance.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Student Support Services

1: To increase retention and graduation rates for project participants

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Student Support Services

Budget Information: Grant funded

Relationship to Institutional Goal: Goal 2, Goal 4

Relationship to Strategic Goals: Goal 2.2, Goal 2.4

Related Items

1.1: Persistence

Start: 12/23/2012

End: 10/31/2013

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 academic year. (see attachment objective B)

-  [SSSstandardobjectives](#)

Assessment/Evaluation/Measures/Strategies

Benchmark is 80%. This was determined from the SSS Annual Performance Report 2011-12.

- Project Records/APR
- Academic Records
- Enrollment Records
- SSS Student Database

Assessment/Evaluation Results (Progress Report)

Update APR 2011-2012: Based on a review of the SSS project, academic, and enrollment

records only 133 students of 264 participants 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 was not met because the program required 320 of 400 participants..

-  [JustificationPg1](#)
-  [JustificationPg2](#)
-  [SummaryofObjectives](#)

Improvement Plan/ Changes Made

The SSS staff plans to:

- Increase program visibility and identification of potential program participants on campus.
- Monitor students' grades and encourage students to use academic and support services as well as the resource center.
- Encourage participants to engage in campus activities to improve social integration, which based on research increases persistence.
- Use assessments such as National Student Clearing House and Jenzabar and mysue databases for student tracking.

1.2: Academic Standing

Start: 12/23/2012

End: 10/31/2013

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.



Assessment/Evaluation/Measures/Strategies

Benchmark is 80% determined by the SSS Annual Performance Report 2011-12.

- Project Records
- Academic Records (Jenzebar)

Assessment/Evaluation Results (Progress Report)

Updated APR 2011-2012: Based on the review and query of the SSS project database and academic records 235 SSS students of 264 enrolled SSS participants remained in good academic standing at the end of the program's fiscal year. The objective was not met because grant is based on 80% of the project's proposed enrollment number (400).

-  JustificationPg1
-  JustificationPg2
-  SummaryofObjectives

Improvement Plan/ Changes Made

The SSS staff will continue to closely monitor participants' grades, provide structured services and encourage students to participate in free tutorial services.

1.3: Graduation

Start: 12/23/2012

End: 10/31/2013

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.

-  [SSSstandardobjectives](#)

Assessment/Evaluation/Measures/Strategies

Benchmark is 40%. This was determined from the Annual Performance Report.

- SSS Student Access Database
- National Clearinghouse Database
- LSU Eunice Registrar's Office

Assessment/Evaluation Results (Progress Report)

Update on APR 2011-2012: Of the 91 new students in the 2008-2009 cohort 20 graduated. The 40% objective was not met.

-  [JustificationPg1](#)
-  [JustificationPg2](#)
-  [SSSCohort](#)
-  [SummaryofObjectives](#)

Improvement Plan/ Changes Made

The SSS staff will monitor students' progress and grade closely as well as encourage students to take advantage of the academic and support services within the department as well as throughout the campus.

1.4: Transfer (4-year)

Start: 12/23/2012

End: 10/31/2013

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 two year to a 4-year institution within four years. (See attachment objective C.2.)

-  [SSSstandardobjectives](#)

Assessment/Evaluation/Measures/Strategies

Benchmark is 40% of a graduate/Certificate subset (36 students). This was determined from the Annual Performance Report.

- SSS Student Access Database
- 2008-2009 Cohort Graduates/Certificate Earners
- National Clearinghouse Database

Assessment/Evaluation Results (Progress Report)

Update APR 2011-2012: Of the twenty (20) students who graduated with an associate degree or received a certificate of completion, nine (9) transferred to a 2-year or 4-year institution. The 40% (15 students) of the subset (36 students) objective was not met.

-  [JustificationPg1](#)
-  [JustificationPg2](#)
-  [SSSCohort](#)

-  [Summary of Objectives](#)

Improvement Plan/ Changes Made

A fulltime permanent Transfer Advisor is scheduled to fill this position starting September 3, 2013.

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Student Support Services

Budget Information: Grant funded

Relationship to Institutional Goal: Goal 4, Goal 5

Relationship to Strategic Goals: Goal 2.2, Goal 2.4

Related Items

2.1: Student Selection

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Student Support Services

Objective With Intended Outcomes

Eligible students to be served by the project will be identified.

-  [SSS Application](#)
-  [sss financial aid info](#)

Assessment/Evaluation/Measures/Strategies

Benchmark is 100% determined by the SSS Annual Performance Report 2011-12.

The Student Survey Forms are completed by all in-coming students, are used to identify potential participants. Letters and e-mails are sent, inviting students to apply for the program. applications are completed and process using financial formula/first generation and or Disabled criteria.

-  Student Survey

Assessment/Evaluation Results (Progress Report)

Update APR 2011-2012: Survey forms were not completed due to the access to the college application via online. Prior to the creation of the LSU Eunice electronic Applications Form the SSS Survey Form was a part of the institution's paper application process used to identify participants. Objective was not met.

-  CurrentParticipantReport
-  JustificationPg1
-  JustificationPg2

Improvement Plan/ Changes Made

- The staff began presenting at each orientation as well as setting up a SSS information table to answer questions and distribute the application form.
- The staff is currently using an orientation sign-in sheet for follow-up to identify eligible and interested students.
- Starting the Fall of 2013 Survey Forms will give to all students in orientation to complete and turn in at the end of the SSS presentation to pre-identify eligible participants in the event the students were too shy to visit the information table. The staff will follow up with phone calls and emails.
- The staff will be partnering with the Pathways to Success Program at orientation and in

class to identify eligible students. During Pathways to Success orientations, students will be signed up.



[Orientation Sign in sheet](#)

2.2: Needs Assessment

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Student Support Services

Objective With Intended Outcomes

Project students will complete The Needs Assessment Survey 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)

Update APR 2011-2012: All actively enrolled participants complete an application, an ACT needs assessment survey along with an intake interview conducted by SSS staff to identify the academic needs of each individual. The objective was not met because the program requires 400 participants.

-  CurrentParticipantReport
-  JustificationPg1
-  JustificationPg2

Improvement Plan/ Changes Made

- The staff will actively increase program visibility and identify more participants. The revised application has an updated needs assessment section.
-  Please complete and return 2

3: To provide participants with academic support through tutorials, computer-assisted instruction and supplemental instruction.

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Student Support Services

Budget Information: Grant funded

Relationship to Institutional Goal: Goal 4

Relationship to Strategic Goals: Goal 2.2, Goal 2.4

Related Items

3.1: Academic Support

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Student Support Services

Objective With Intended Outcomes

The project's 400 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 2011-12.

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/ SI Rolls /Computer Lab Log Sheets/Service Contact Sheets

-  [Academic workshop sign in](#)
-  [sss record of contact revised](#)

Assessment/Evaluation Results (Progress Report)

Update APR 2011-2012: Of the 264 eligible participants 220 received tutoring services. This objective was not met because 320 of 400 participants needed to be served. (See attachment please scroll through pages)

-  [JustificationPg1](#)
-  [JustificationPg2](#)
-  [SSSPROJECTRequiredServices](#)

Improvement Plan/ Changes Made

The staff will:

- offer additional tutorial time to students in the area of developmental mathematics and

- English.
- improve program visibility and program enrollment
-  FREE TUTORING
-  TPSSS appy fall 2013

4: To provide those services which promote a positive institutional environment in which participants can be successful.

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Student Support Services

Budget Information: Grant funded

Relationship to Institutional Goal: Goal 5

Relationship to Strategic Goals: Goal 2.2, Goal 2.4

Related Items

4.1: Counseling-academic

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Student Support Services

Objective With Intended Outcomes

Participants will receive academic counseling and assistance with course selection.

Assessment/Evaluation/Measures/Strategies

Benchmark is 100% determined by the SSS Annual Performance Report 2011-12.

- Counselors' Logs
- Academic Schedules
- Annual Performance Report
-  sss intake

Assessment/Evaluation Results (Progress Report)

Update APR 2011-2012: Of the 264 active participants 72 students received academic counseling and assistance with course selection. This objective was not met because 400 participants should have been served.

-  CurrentParticipantReport
-  JustificationPg1
-  JustificationPg2
-  SSSProjectRequiredServices

Improvement Plan/ Changes Made

The staff will schedule an intake conference with each participant to review the schedule of classes, and the student's needs for career counseling.

4.2: Counseling-Financial Aid and Career

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Student Support Services

Objective With Intended Outcomes

All participants will receive financial aid counseling and career counseling.

Assessment/Evaluation/Measures/Strategies

Benchmark is 100% determined by the SSS Annual Performance Report 2011-12.

- Counselors' logs
- Participants' contact sheets.
- Annual Performance Report
- Financial Award Statement

Assessment/Evaluation Results (Progress Report)

Update APR 2011-2012: Of the 264 eligible participants none of them received financial aid counseling and career counseling. This objective was not met.

-  CurrentParticipantReport
-  JustificationPg1
-  JustificationPg2
-  SSSProjectRequiredServices

Improvement Plan/ Changes Made

All staff will be trained how to complete the FAFSA and assist SSS students in completing FAFSA forms, scholarship applications, financial literacy workshops, and provide referrals for the Department of Career Services.

4.3: Counseling-Transfer

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Student Support Services

Objective With Intended Outcomes

Participants will receive assistance through the two-year/four-year transfer component.

Assessment/Evaluation/Measures/Strategies

Benchmark of 100 students was determined by the SSS Annual Performance Report 2011-12.

- Transfer component records
- SSS program applications

Assessment/Evaluation Results (Progress Report)

Update APR 2011-2012: There was no Transfer Advisor on staff; therefore, the objective was not met.

Improvement Plan/ Changes Made

An interim Transfer Advisor was assigned on Dec 12, 2012 to begin identifying students and restructuring the component. A permanent (full-time) transfer advisor is scheduled to begin work September 3, 2013. Transfer advisor will review all existing participant folders and do a follow-up with all existing potential transfer students as well as identify new transfer students from freshman orientation sign in forms.

-  [orientation sign in sheet](#)

4.4: Counseling-Disability Services

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Student Support Services

Objective With Intended Outcomes

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 2011-12.

- ACT Needs Assessment Surveys
- Request for disability services

-  [Request for disability services](#)

Assessment/Evaluation Results (Progress Report)

Update APR 2011-2012: After further review, the APR revealed a total of 51 disclosed disabilities and provided appropriate documentation. The program is funded to serve 52 students with disabilities. Ninety-six percent of those students requested disability services, which were provided by the SSS project. Objective was not met.

-  [CurrentParticipantReport](#)

Improvement Plan/ Changes Made

The staff will use interval criteria tracking for better record accountability.

Affirmative Action/Equal Employment Opportunity

AA/EO Vision

Vision

The vision of LSU Eunice's AA/EO program is to ensure every member of the LSU Eunice campus community receives fair and equal treatment and opportunity; and, that every member of the LSU Eunice community experiences an inclusive environment.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Affirmative Action/Equal Employment Opportunity

AA/EO Mission**Mission**

The mission of AA/EO at LSU Eunice, as carried out through the work of the AA/EO Officer and/or AA/EO committee is to insure compliance with State and Federal laws and University policies related to discrimination and equal opportunity through:

- The development of an annual AA plan
- The compliance of the institution with the plan
- The thorough and impartial investigation of all AA/EO complaints
- The campus-wide training/education of all LSU Eunice personnel regarding laws, policies, and goals related to AA/EO and diversity.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Affirmative Action/Equal Employment Opportunity

1: Insure compliance with State and Federal laws and University policies related to discrimination and equal opportunity.

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Affirmative Action/Equal Employment Opportunity

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

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

▶ **1.1: Develop and Report Affirmative Action Plan**

Start: 12/23/2012

End: 10/31/2013

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/EO Officer develops the plan and sends it to the State. Plan is available in the AA/EO Officer's office.

Assessment/Evaluation Results (Progress Report)

The State Department of Civil Service acknowledged that the plan met the Civil Service requirements and had been approved. [See attached.](#)

Objective met.

-  [Letters from Dept of Civil Service](#)

Improvement Plan/ Changes Made

No planned changes.

▶ **1.2: Annually Provide Training**

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Affirmative Action/Equal Employment Opportunity

Objective With Intended Outcomes

LSU Eunice will annually provide AA/EO education/training/information at the Faculty-Staff Fall/Spring Workshop.

Assessment/Evaluation/Measures/Strategies

Sexual Harassment completed in compliance with state law.

Assessment/Evaluation Results (Progress Report)

Sexual Harassment presentation at the spring faculty staff meeting. [See attached agenda.](#)

Objective met.

-  [Spring 2013 LSUE Faculty Staff Workshop](#)

Improvement Plan/ Changes Made

No planned changes (react to legislation as needed).

1.3: Assess Campus Climate

Start: 12/23/2012

End: 10/31/2013

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 2012 results of 4.19 out of 5.00

LSU Eunice Staff survey. Meet or exceed spring 2012 results of 3.60 out of 5.00

Noel Levitz SSI. Benchmark is to exceed the national average.

Assessment/Evaluation Results (Progress Report)

Surveys were distributed.

[Faculty survey](#) (n = 18) yielded a 4.33 out of 5.00. Since 4.33 exceeds 4.19, the faculty objective is met.

[Staff survey](#) (n = 52) yielded a 3.83 out of 5.00. Since 3.83 exceeds 3.60, the staff objective is met.

[Noel Levitz SSI](#) for student satisfaction (n = 431) yielded 5.83 out of 7 compared to a national satisfaction (n = 68,645) of 5.67. Since $5.83 > 5.76$, the student section of the objective is met.

Overall, this objective is met.

-  [2013 Faculty Survey Statistics](#)
-  [2013 Staff Survey Statistics](#)
-  [Student Institutional Summary](#)

Improvement Plan/ Changes Made

Attempt to increase faculty participation.

Athletics

Athletic Department Vision**Vision**

Louisiana State University Eunice participates in intercollegiate athletic competition as a member of the National Junior College Athletic Association and Region 23 to complement the institution's educational mission. The University's athletic program is built upon the concept that effective student development involves processes related to both the body and the mind. Thus, the Athletic Department strives to maintain a highly competitive atmosphere to help promote technical application of skill, physical well-being, and the development of desirable social values in its student athletes.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Athletics

Athletic Department Mission**Mission**

The Athletic Department is committed to (1) providing superior instruction, (2) achieving success on the field of competition, (3) adhering to the principles of amateur athletic competition, and (4) projecting a positive image of the University throughout and beyond its regional boundaries. In doing so, the Athletic Department pledges to operate in an ethical manner and within the structure of the University. In addition, the Department pledges to operate on a plane of high integrity when contributing to the personal development of student participants.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Athletics

1: To support academic achievement and progress of student athletes**Start:** 12/23/2012**End:** 10/31/2013**Progress:** Completed**Provided By:** Athletics**Budget Information:** no additional funds requested**Relationship to Institutional Goal:** Goal 2, Goal 3, Goal 5, Goal 6, Goal 7, Goal 9**Relationship to Strategic Goals:** Goal 1.1, Goal 2.2, Goal 2.5**Related Items****1.1: Student Learning and GPA****Start:** 12/23/2012**End:** 10/31/2013**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)

Each team attained the goal of an overall team 2.8 GPA:

- * Baseball achieved a 3.09,
- * Women's Basketball achieved a 3.13,
- * Softball achieved a 3.03.

Each team had the credentials to achieve the National Junior College Athletic Association

Academic Team of the Year Award. The Baseball Team had a student athlete receive the Exemplary Academic Achievement Award (3.6 - 3.79 GPA)

Objective was met.

Evidence of reporting.

- * Baseball team GPA results 2012-2013
- * Basketball team GPA results 2012-2013
- * Softball team GPA results 2012-2013

-  Baseball GPA results for 12-13
-  Basketball GPA results 12-13
-  Softball GPA results for 12-13

Improvement Plan/ Changes Made

No changes needed at this time. Continue monitoring.

2: To be successful on the field of play.

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Athletics

Budget Information: no additional funds requested

Relationship to Institutional Goal: Goal 6, Goal 7

Relationship to Strategic Goals: Goal 2.5

Related Items

↳ **2.1: Maintain a winning percentage**

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Athletics

Objective With Intended Outcomes

Each athletic team achieve a 67% winning percentage.

Assessment/Evaluation/Measures/Strategies

Based on 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)

The Softball Program finished with a 62-5 record and an 92.5% winning percentage while winning their second National Championship in the last three years. Objective was met.

The Baseball Program finished with a 52-10 record and an 83.9% winning percentage while finishing as the National Runner-Up. Objective was met.

The Women's Basketball Program finished with a 8-19 record and a 29.6% winning percentage. Objective not met.

The overall record of the Athletic Department was 122-34 for a 78.2% winning percentage. Although the overall record winning percentage goal was reached, the Women's Basketball Program failed to reach the goal.

Improvement Plan/ Changes Made

No changes recommended for Baseball and Softball.

A change in coaching staff for the 2013-2014 year will occur for the Women's Basketball Program. Will monitor for next year.

Business Affairs**Business Affairs Vision****Vision**

The vision of the Office of Business Affairs is to provide students, faculty, and staff with the necessary financial services so they may achieve excellence in their work. This vision will be achieved through continued development, maintenance, and enhancement of automated system processing; through continued evaluation of policies and procedures to accomplish our mission in a changing environment; and, through continued customer oriented services. Buildings and grounds will continue to maintain and repair existing facilities to ensure continued use of available space in the most effective and efficient manner.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Business Affairs

Business Affairs Mission**Mission**

The mission of the Office of Business Affairs is to provide financial resource services and support for all functions of the University. We will implement several financial procedures and exercise effective control over the financial resources of the University to ensure compliance with all appropriate governing agencies' requirements. Also, LSUE's Physical Plant is to provide a safe, clean, and properly maintained environment. We will provide highly professional services and support to the University faculty, staff, students, and community by prompt response and effective communication in a courteous, customer oriented manner. We will continually search for and implement better and more efficient ways to provide these services.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Business Affairs

Accounting

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Accounting

Budget Information: none

Relationship to Institutional Goal: Goal 8

Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5

Related Items

1.1: Budget Preparation

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Accounting

Objective With Intended Outcomes

The FY 2012-13 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)

The [budget](#) was prepared and submitted to the LSU System by the deadline. Objective was

met.



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.

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Accounting

Budget Information: none

Relationship to Institutional Goal: Goal 8

Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5

Related Items

2.1: Budget Review-Faculty

Start: 12/23/2012

End: 10/31/2013

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 4.0. The Faculty Survey will be administered during the Spring 2013

semester.

Assessment/Evaluation Results (Progress Report)

Faculty (18) rated their satisfaction with their involvement with the budget review process at [4.28](#) which is above the 4.0 rating of agreeable. Objective was met.

-  [2013 Faculty Survey Results budget satisfaction](#)

Improvement Plan/ Changes Made

No action required. The level of satisfaction actually increased from last year's rating of 4.0.

2.2: Budget Review Committee

Start: 12/23/2012

End: 10/31/2013

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 2013-14 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)

Budget Review Committee met on [August 22, 2012](#), [January 17, 2013](#), [March 5, 2013](#), and [April 11, 2013](#). Minutes from the four meetings including those on planning the budget for FY 2013-14 were distributed via email and recommendations were submitted to the Chancellor. Objective was met.

-  1 Budget Review Committee Minutes--August 22 2012
-  2 Budget Review Committee Minutes -- January 17 2013
-  3 Budget Review Committee Minutes--March 5 2013
-  4 Budget Review Committee Minutes--April 11 2013

Improvement Plan/ Changes Made

No action needed.

2.3: Budget Control

Start: 12/23/2012

End: 10/31/2013

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)

The [FY 2012-13 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.

-  Financials as of 6-30-13
-  LSUE 2012-13 Quarterly Revenues and Expenditures

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.

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Bookstore

Budget Information: none

Relationship to Institutional Goal: Goal 5

Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5

Related Items

1.1: Bookstore-Faculty Satisfaction

Start: 12/23/2012

End: 10/31/2013

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 4.44. The Faculty Survey will be administered during the Spring 2013 semester.

Assessment/Evaluation Results (Progress Report)

Faculty (18) rated their satisfaction with the bookstore at 4.56 on a 5.0 scale. Objective was met.

-  [2013 Faculty Survey Results Bookstore](#)

Improvement Plan/ Changes Made

No action required.

1.2: Bookstore-Student Satisfaction

Start: 12/23/2012

End: 10/31/2013

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

A new student survey, the Noel-Levitz Student Satisfaction Inventory was administered during the Spring 2013 semester to students enrolled in math or English courses. Benchmark is

somewhat satisfied (5.0) or higher.

Assessment/Evaluation Results (Progress Report)

Students' satisfaction with the bookstore was 6.18 on a 7 point scale. The bookstore ranked 4th out of 58 items surveyed for satisfaction. Objective was met.

-  [2013 Student Survey bookstore](#)

Improvement Plan/ Changes Made

No action required.

Cafeteria

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Cafeteria

Budget Information: none

Relationship to Institutional Goal: Goal 7

Relationship to Strategic Goals: Goal 2.2

Related Items

1.1: Food Service-Faculty Satisfaction

Start: 12/23/2012

End: 10/31/2013

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 4.26. The Faculty Survey will be administered during the Spring 2013 semester.

Assessment/Evaluation Results (Progress Report)

Faculty (18) rated their satisfaction with the cafeteria at 4.33 on a 5.0 scale. Objective was met.

-  [2013 Faculty Survey Results cafeteria](#)

Improvement Plan/ Changes Made

Vending machine with pre-made sandwiches will be offered in the Community Classroom Education Building. This is an opportunity to meet the need of employees and students who are unable to go to the cafeteria.

1.2: Food Service-Staff Satisfaction

Start: 12/23/2012

End: 10/31/2013

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. The Staff Survey will be administered during the Spring 2013 semester.

Assessment/Evaluation Results (Progress Report)

Staff (52) rated their satisfaction with the cafeteria at [4.13](#) on a 5.0 scale. Objective was met.

-  [2013 Staff Survey cafeteria](#)

Improvement Plan/ Changes Made

Vending machine with pre-made sandwiches will be offered in the Community Classroom Education Building. This is an opportunity to meet the need of employees and students who are unable to go to the cafeteria.

1.3: Food Service-Student Satisfaction

Start: 12/23/2012

End: 10/31/2013

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 2013 semester to students enrolled in math or English courses.

Assessment/Evaluation Results (Progress Report)

Students' satisfaction was 5.80 on a 7.0 scale. Objective was met.

-  2013 Student Survey cafeteria

Improvement Plan/ Changes Made

Pizza was added as a result of student requests. Vending machine with pre-made sandwiches will be offered in the Community Classroom Education Building. This is an opportunity to meet the need of students who are unable to go to the cafeteria, especially those who have evening classes when the cafeteria is closed. The cafeteria continues to advertise their meal plan to students. Also, evening meals will be offered from 5-7 p.m., Monday - Thursday. Students will be allowed to use their Financial Aid award to purchase a meal plan.

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.

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Human Resources

Budget Information: none

Relationship to Institutional Goal: Goal 5

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Related Items

➤ **1.1: Correspondences-Human Resources**

Start: 12/23/2012

End: 10/31/2013

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)

At least 50 [emails/correspondence](#) were sent to faculty and staff during the year. The Faculty Handbook was updated for FY 2012-13. The new [Civil Service Performance Evaluation System \(PES\)](#) on classified employees was implemented this fiscal year. [Ethics Training](#) was conducted at the 2012 fall faculty/staff workshop per the new Ethics Training Policy. Objective was met.

-  [Ethics 1.1](#)
-  [HR reminders](#)
-  [PES](#)

Improvement Plan/ Changes Made

Ethics training and training on preventing sexual harassment will be conducted during 2013.

1.2: Human Resources-Audit

Start: 12/23/2012

End: 10/31/2013

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)

An audit was conducted by Louisiana State Civil Service in April, 2013, on personnel actions for compliance with Civil Service Rules and to assess the effectiveness of Human Resource programs. Objective was not met.

Improvement Plan/ Changes Made

The [audit](#) indicated several required corrections. The Human Resource Office implemented corrective actions or processes for each of the required corrections listed in the Human Resource Program Evaluation Report.

-  [HR Audit](#)

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Physical Plant

Budget Information: none

Relationship to Institutional Goal: Goal 7

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Related Items

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

Start: 12/23/2012

End: 10/31/2013

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 4.81. The Faculty Survey was administered during the Spring 2013 semester.

Assessment/Evaluation Results (Progress Report)

Faculty (18) rated their satisfaction with the campus buildings and grounds at [4.67](#) on a 5.0 scale. [4,729 work orders](#) were [scheduled/completed](#) by Physical Plant employees. All outdoor lights were changed to LED lights. Objective was met.

-  [2013 Faculty Survey Results buildings](#)
-  [Completed Work Order](#)
-  [work orders](#)

Improvement Plan/ Changes Made

The chillers will be replaced this next fiscal year.

1.2: Building and Grounds-Staff

Start: 12/23/2012

End: 10/31/2013

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 4.37. The Staff Survey was administered during the Spring 2013 semester.

Assessment/Evaluation Results (Progress Report)

Staff (52) rated their satisfaction with the campus buildings and grounds at 4.29 on a 5.0 scale. This question received the highest rating. Objective was met.

-  [2013 Staff survey buildings](#)

Improvement Plan/ Changes Made

No action required.

1.3: Building and Grounds-Student Satisfaction

Start: 12/23/2012

End: 10/31/2013

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 or a comparable survey tool will be administered during the Spring 2013 semester to students enrolled in math or English courses.

This item will be further benchmarked as data is gathered with the new assessment tool.

Assessment/Evaluation Results (Progress Report)

Students' satisfaction with maintenance of the campus was 6.26 on a 7-point scale. The Physical Plant ranked 1st out of 58 items surveyed for satisfaction at LSU Eunice. The rating of 6.26 was greater than the 5.98 satisfaction rating of other National Community Colleges. Objective was met.

-  [Student survey buildings](#)

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.

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Purchasing

Budget Information: none

Relationship to Institutional Goal: Goal 5, Goal 7

Relationship to Strategic Goals: Goal 2.4, Goal 2.5

Related Items

1.1: Purchasing-Timing and Budget

Start: 12/23/2012

End: 10/31/2013

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 4.37. The Faculty Survey will be administered during the Spring 2013 semester.

Assessment/Evaluation Results (Progress Report)

Faculty (18) rated their satisfaction with the Business Office/Purchasing at 4.33 on a 5.0 scale. The Purchasing Office has no verbal or written complaints from faculty regarding their orders. A total of 1,289 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.

Objective met.

-  PO

Improvement Plan/ Changes Made

Phase I of the implementation of [Geaux Shop](#), a new eProcurement system to improve the procurement and accounts payable process, will begin July 22, 2013. Phase II is scheduled for December, 2013. This new system should provide monetary savings in office supplies to the University. Training will be provided for Geaux Shop in FY 2013-14. An [inventory training session](#) was conducted for departments in March, 2013.

-  [Geauxshop](#)
-  [Inventory Training](#)

1.2: Purchasing-Audit

Start: 12/23/2012

End: 10/31/2013

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)

The audit resulted in no findings for purchasing services. Procedures for use of the [LaCarte procurement card](#), which were distributed to the campus, were audited by internal auditors. The [procedures were tested](#) and the results verified that management's action plans were properly implemented and accurately addressed the issues noted in the prior year audit.

Objective was met.

-  LaCarte Card procedures email
-  Procedures Were Tested

Improvement Plan/ Changes Made

No action required.

Information Technology
Information Technology Vision
Vision

The Office of Information Technology seeks to be a visible leader both regionally and nationally in the area of providing student centered services in support of the institution's mission and daily operations.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Information Technology

Information Technology Mission

Mission

The Office of Information Technology at LSU Eunice exists to provide appropriate technology driven resources in support of the overall institutional mission. OIT provides the resources necessary to allow all faculty and staff members to assist students in reaching their academic goals and does so in an efficient, timely, and customer oriented manner.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Information Technology

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Information Technology

Budget Information: Technology Fee

Relationship to Institutional Goal: Goal 7

Relationship to Strategic Goals: Goal 1.1

Related Items

▶ **1.1: Networking and Telecom**

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Information Technology

Objective With Intended Outcomes

Plan and implement Access Control List (ACL) to further secure and segregate current network traffic based on VLANs created last planning session.

Assessment/Evaluation/Measures/Strategies

75% Completion of ACLs will show success.

Assessment/Evaluation Results (Progress Report)

Access Control List has been defined for 22 of 23 vlans resulting this objective being met.

-  [Access Control](#)

Improvement Plan/ Changes Made

Continue to monitor network traffic for any network security leaks and make ACL changes as required

▶ **1.2: Networking and Telecom**

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Information Technology

Objective With Intended Outcomes

Standardize all firewalls to make management and monitoring more efficient

Assessment/Evaluation/Measures/Strategies

Upgrade three firewalls to PFSense will show success

Assessment/Evaluation Results (Progress Report)

Three firewall appliances upgraded to PFSense. Objective met.

Improvement Plan/ Changes Made

Continue to monitor firewall for malicious traffic

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Information Technology

Budget Information: none

Relationship to Institutional Goal: Goal 7

Relationship to Strategic Goals: Goal 1.1

Related Items**2.1: User Services-Staff Technology**

Start: 12/23/2012

End: 10/31/2013

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 2013 Annual Staff Survey will indicate success. The benchmark of 4.00 is historical.

Assessment/Evaluation Results (Progress Report)

Of the 52 staff members surveyed on the 2013 Annual Staff Survey, 44 indicated that they Strongly Agreed or Agreed that the computer equipment in labs and offices meet their needs with an average of 4.12 resulting in this objective being met.

-  2013 Staff 2.1

Improvement Plan/ Changes Made

None. Continue to monitor.

2.2: User Services-Staff Support

Start: 12/23/2012

End: 10/31/2013

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)

Of the 52 staff members surveyed on the 2013 Annual Staff Survey, 48 indicated that they

Strongly Agreed or Agreed that they have access to adequate computer support and services from OIT with an average of 4.27 resulting in this objective being met.

-  [2013 Staff 2.2](#)

Improvement Plan/ Changes Made

None. Continue to monitor.

2.3: User Services-Faculty Support

Start: 12/23/2012

End: 10/31/2013

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 2013 Annual Faculty Survey will indicate success. This benchmark is historical.

Assessment/Evaluation Results (Progress Report)

Of the 18 faculty members surveyed on the 2013 Annual Faculty Survey, 16 indicated that they Strongly Agreed or Agreed that they have adequate computer support and services from OIT with an average of 4.44 resulting in This objective being met.

-  [2013 Faculty 2.3](#)

Improvement Plan/ Changes Made

None. Continue to monitor.

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Information Technology

Budget Information: Technology Fee

Relationship to Institutional Goal: Goal 7

Relationship to Strategic Goals: Goal 1.1

Related Items

3.1: User Services-Student Support

Start: 12/23/2012

End: 10/31/2013

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)

The LSU Eunice mean score on "This campus has adequate and accessible computer labs" for 2013 is 6.26. This is higher than the national means score of 5.84 for 2013 indicating that this objective has been met.

-  Noel Levitz 3.1

Improvement Plan/ Changes Made

None. Continue to monitor.

3.2: User Services-Improvements

Start: 12/23/2012

End: 10/31/2013

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.

For 2012-2013, IT will focus on the Transcript Request Processing.

1. The transcript request process was a manual process requiring a request form completion and postal service to deliver transcript.
2. Errors in form completion, such as invalid recipient mailing address, were causing none delivery of transcripts. This was causing delays in student transfers.

Assessment/Evaluation/Measures/Strategies

Modified the transcript request process to include online payment capability, school recipient selection, and the ability to deliver transcript electronically.

Assessment/Evaluation Results (Progress Report)

From January to August of 2013 this process change allowed for 308 transcripts that would have otherwise been delivered by postal mail, to be electronically delivered. Developed a method to track schools who participate in the same electronic transcript delivery system as

LSU Eunice.



Improvement Plan/ Changes Made

Provide a method for former students prior to Summer 2005 to access the electronic process.

Institutional Development / LSUE Foundation**Institutional Development Vision****Vision**

To advance, promote, or otherwise benefit Louisiana State University Eunice.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Institutional Development / LSUE Foundation

Institutional Development Mission**Mission**

The Foundation shall be organized exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. Within this general limitation, the specific purposes of the Foundation shall be to support programs and activities designed to receive, hold, invest, and administer property and to make expenditures to advance, promote, or otherwise benefit Louisiana State University at Eunice.

Start: 12/23/2012

End: 10/31/2013

Providing Department: 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.

Start: 12/23/2012

End: 12/20/2013

Progress: Completed

Provided By: Institutional Development / LSUE Foundation

Budget Information: Donor supported through the LSUE Foundation

Relationship to Institutional Goal: Goal 6, Goal 9

Relationship to Strategic Goals: Goal 2.2

Related Items

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

Start: 12/23/2012

End: 12/31/2013

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.

-  HNRS 2400
 -  Course Ideas
 -  Flyer announcing new course
 -  Guide to curriculum
 -  Notes on Course

Assessment/Evaluation/Measures/Strategies

The objective was to be measured by student registration fall 2012.

Assessment/Evaluation Results (Progress Report)

Following a donation and request by donors, HNRS 2400 was originally developed by the LSUE Foundation in partnership with the LSUE Honors Program. Once established and approved, the Chancellor indicated that the courses should no longer be under the sole direction of the LSUE Foundation; therefore, the course became the responsibility of the LSU Eunice Honors Program. However, lack of student interest and low registration numbers indicated that the course as it was originally structured, was not meeting its objective. Promotional efforts to appeal to students did not yield any additional interest; nor did a special mail out to ALL academically qualified students on LSUE scholarships. After further discussion with the Chancellor, the Honors Program Director and the project's primary donor, it was decided that the project needed to be revamped. It was therefore returned to the LSUE Foundation for further development.

Initially, after cancellation, a decision was made by the LSUE Foundation to continue with that portion of the course that included on-campus presentations on national issues during Constitution Week activities. Three Congressional staffers hosted a panel discussion, which was followed by a student survey, distributed with the assistance of two LSUE student leadership organizations, CAB and SGA. All surveys were returned to the LSUE Foundation office by end of November 2012.

Following a review of the surveys and a subsequent discussion with the donors, the Office of the Chancellor and the Office of Student Affairs, the objective was changed. The LSUE Foundation, in partnership with the Office of Student Affairs, is now designing a program that offers community service learning opportunities to all LSUE students that will be available in Spring 2014.

To this end, an initial planning meeting was held in June 2013. Invitees included community organizers, media, faculty, staff and students; a follow-up meeting was held in July 2013. The LSUE Foundation hosted and presented the attached Power Point PDF to initiate discussion. Since the original objective was not met, the LSUE Foundation agreed to continue its partnership with the LSUE Office of Student Affairs to create service learning opportunities for students. Rather than requiring registration/payment for course hours, the LSUE Foundation and Student Affairs office will instead develop a database of community service opportunities

for LSUE students. Students will have access to the database on the LSUE website and will avail themselves of opportunities for which they have an interest. A form is being developed for the agencies to monitor student hours of volunteer service; these will be compiled by the LSUE Foundation and the Office of Student Affairs.

At the two meetings, the community organizers in attendance agreed to promote this within the region's business and non-profit communities, as well as research other similar national programs to replicate. The LSUE Office of Student Affairs agreed to bring the planning ideas to the attention of the Administrative Council in August 2103, as well as to the leadership of the various campus student organizations to request their support. The media agreed to promote this with press releases and radio spots in the region. Representatives of the Eunice and Crowley Chambers of Commerce agreed to share their databases of non-profit organizations and businesses. From these, a postcard mailing will proceed throughout the summer and fall semesters from the LSUE Foundation office. The LSUE PR director agreed to assist in the design of an online database for student access. The LSUE Foundation and Institutional Development office will also continue to identify additional donor sources, as well as investigate the potential for giving student and faculty stipends, as well as cash incentive awards in an effort to make the program more salient to the students and community.

Community non-profits were invited to participate in the Welcome Week event on campus, Friday, August 30. Ten agencies responded that they would be there; seven showed up. Students were invited to visit with the representatives at their tables, pick up additional information and register for volunteer opportunities. A follow up survey is planned to assess the student level of participation.

This objective is ongoing.

-  Emails
 -  Donor message 05-13
 -  Email for meeting notice of 06-10-13

-  Email notice for July meeting
-  Planning Meetings
 -  Civic Engagement Power Point
 -  Committee
 -  Homework Assignment Email
 -  Homework Assignments
 -  Meeting Notice
-  Student Outreach
 -  Change in Prerequisite
 -  Constitution Week Flyer
 -  Improvement Plan
 -  Letter to Scholarship Recipients
-  Welcome Week
 -  Media

Improvement Plan/ Changes Made

Following the second planning meeting of the Civic Engagement Committee, the process for this objective is continuing on schedule. This office has received responses to its initial postcard mailing and is compiling information for the database to be released in late fall 2013. It is also working with the committee and the LSUE PR Director, Van Reed, to develop a "brand" for the LSUE student community service program to be announced to the campus and community at this time. This office is also arranging for representatives to attend the Welcome Week activities planned by the Office of Student Affairs in August 2013 so that they may personally meet students and promote their respective missions and volunteer needs, as well as build

awareness about community service. And finally, this office has assumed responsibility for arranging presentations in collaboration with the Division of Liberal Arts, the LeDoux Library and the Office of Continuing Education that will coincide with the 50th Anniversary of the assassination of JFK (November 2013). These presentations will provide an additional means to promote the idea of community service/giving back to the students. The LSUE Office of Student Affairs has assumed responsibility for conveying this information to faculty, staff and students. They will also coordinate and monitor student participation on an ongoing basis once this program is launched.

-  [PR on committee formation](#)

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

Start: 12/23/2012

End: 12/31/2013

Progress: Completed

Provided By: Institutional Development / LSUE Foundation

Budget Information: Funds from LSUE Foundation General Support Account, \$2000

Relationship to Institutional Goal: Goal 5, Goal 6, Goal 7, Goal 8, Goal 9

Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5

Related Items

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

Start: 12/23/2012

End: 12/31/2013

Progress: Completed

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.

-  [OLLI MOU](#)

Assessment/Evaluation/Measures/Strategies

Membership roles - 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.

-  Member Roster
 -  [Roster of Members](#)
-  Outreach
 -  [Event Report](#)
 -  [Fall Membership Event](#)

Assessment/Evaluation Results (Progress Report)

The original objective was to establish an OLLI chapter on the LSU Eunice campus that utilizes

classroom space in the Community Education Building, which would offer learning opportunities in various fields of interest, offer opportunities for retired professionals to teach, and foster the inclusion of the overall community in other activities, events and developments at LSUE.

OLLI continues as an ongoing program under the auspices of the LSUE Continuing Education Department; however, management of funds is handled cooperatively through an account with the LSUE Foundation. The Foundation also continues to assist in outreach, promoting the Cajun Prairie Chapter of OLLI at LSU to the citizens in the Eunice community who are 50 years of age and older.

Ideally, the program is to become totally member-directed, that is, the members will meet to make decisions on future offerings without the assistance of the LSUE Foundation or Office of Continuing Education. These offices will maintain its relationship and representation by having (2) members on the Cajun Prairie Chapter Advisory Board. Currently, the membership remains steady and surveys, meetings and planning activities have resulted in a number of courses for fall 2013.

A membership kick-off event is scheduled for October 29. Following this event, an update will be available. At present, this objective is ongoing.

-  Account Information
 -  [OLLI Cajun Prairie Account Info](#)

Improvement Plan/ Changes Made

OLLI's Cajun Prairie Chapter continues to recruit members and has been given permission by OLLI at LSU to continue offering CHARTER (FREE) membership until July 1, 2014.

A planning meeting was held in September 2013 to plan a membership kickoff event for OLLI recruitment and current members. The event is scheduled for October 29.

-  Course Offerings Fall 2013

-  Fall 2013 Promo
-  Membership Event Flyer

2.2: Annual Report to Donors and Annual Giving Campaign

Start: 7/1/2013

End: 2/28/2014

Progress: Completed

Provided By: Institutional Development / LSUE Foundation

Objective With Intended Outcomes

The primary goal 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 2013 Annual Giving Campaign and accompanying Annual Report for 2012-13, which will be again be made available only as an online report. However, if enough requests are made by donors, the LSUE Foundation will follow its tradition of making a print edition available in small quantities. To assess that need, a postcard mailing will again go out, which includes donation envelopes, to the 2012-13 donors announcing the online edition.

Further, this objective still includes increasing donations by focusing the next five years (2012-17) on scholarship giving. 2017 is the 50th Anniversary of the LSU Eunice campus.

-  2011-12 Annual Report
 -  2011-12 Annual Report
 -  2011-12 Financial Statement

-  [Schedule of Accounts](#)

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
 - This report details the past year's accomplishments; lists donors and donations; articulates the Foundation's financial needs and itemizes its current accounts; includes information on giving options for general support, scholarships and other programs; and includes other relevant news.
 - Attached in the Objective, you will find the Annual Report for FY 2011-12, which met the 2009 objective of the LSUE Foundation Board of Directors, which was to significantly control and cut costs associated with printing and mailing the Annual Report.

-  IRS 990

Assessment/Evaluation Results (Progress Report)

- Postcards were mailed by 12-20-12 to the current database of donors and supporters.
- Monitoring of the requests for printed forms was continued until February 2013.
- A comparison of annual giving with the 2010-11 fiscal year will be addressed at the August 15, 2013 meeting of the LSUE Foundation Board of Directors. At this time, nominations will also be solicited and voted upon for an Annual Campaign Committee of the Board of Directors.

This objective is also scheduled for evaluation prior to the 2012-13 Annual Campaign in December, 2013:

Summer 2013 - The LSUE Foundation Board of Directors held its annual meeting on August 15, 2013. Newly elected Board President Donald Mayeux and VP Scott Privat (2014-16), agreed to serve on the standing committee that evaluates, plans and directs the annual giving campaign, which includes the Annual Report to donors.

Fall 2013 - The LSUE Foundation director and committee will work with the Office of the LSUE Chancellor and the LSUE PR Director to develop an Annual Campaign and create the Annual Report Document.

Fall 2013 -- Drafts of the various components of the 2011-12 Annual Report will be sent to the Public Relations Director for inclusion in the online edition of the report.

December 2013 -- The Annual Report will appear online.

Currently, the objective is ongoing.

-  2012-13 Annual Report Draft

-  Draft of update for report
-  Pledge envelope
-  Memo for August Board Meeting
-  Minutes of the August 2012 Meeting

Improvement Plan/ Changes Made

A report was given to the LSUE Foundation Board of Directors at its August 15, 2013 meeting, detailing annual giving plans. A discussion ensued on fundraising event ideas.

The agenda included a call for a review of the by-laws, as well as the solicitation of nominations to form a Standing Committee for Annual Giving Campaigns. Newly elected Board President Donald Mayeux and VP Scott Privat agreed to serve on this committee for 2014-16.

August 2013 Board of Director Meeting minutes are attached.

-  Agenda for August 15 Meeting
-  Minutes of the Meeting 8-15-13

Institutional Research and Effectiveness

Institutional Research and Effectiveness Vision

Vision

Institutional Research should: solve problems important to the university community, be capable of timely response, employ data which give an accurate representation of the problem, educate users in the correct interpretation of products, and engage in learning about customer needs.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Institutional Research and Effectiveness

Institutional Research and Effectiveness Mission

Mission

To enhance institutional effectiveness by providing information to support operations management, decision making, advocacy, and the overall planning process of the institution.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Institutional Research and Effectiveness

1: Make course evaluations available online in a consistent, efficient manner.

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Institutional Research and Effectiveness

Budget Information: Evaluation software paid through IE budget.

Relationship to Institutional Goal: Goal 7

Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5

Related Items

1.1: Data-Course Evaluation

Start: 12/23/2012

End: 10/31/2013

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)

Surveys opened and closed according to schedule. Results available 1 day after grade processing.

Data forwarded to Academic Affairs.

Result of objective met.

-  Grade Process Complete
-  Results Available
-  Survey Open Close

Improvement Plan/ Changes Made

Continue to monitor

2: Provide the campus at large with access to timely reporting information.

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Institutional Research and Effectiveness

Budget Information: None

Relationship to Institutional Goal: Goal 7

Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5

Related Items

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Institutional Research and Effectiveness

Objective With Intended Outcomes

Post semester enrollment data to internal and external agencies within 2 business days after census date.

Assessment/Evaluation/Measures/Strategies

Scheduled tasks listing for IR will show when the reports were published/released.

Assessment/Evaluation Results (Progress Report)

FA 2012

Census Date – 9/11/2012

Reports Finalized – 9/13/2012

SCH Reported to BOR – 9/14/2012

SP 2013
Census Date – 2/1/2013
Reports Finalized – 2/6/2013
SCH Reported to BOR – 2/7/2013

This objective was not met

Improvement Plan/ Changes Made

We will attempt once again to fill the Programmer/Analyst position.

2.2: Reduce Open Time of Service Requests

Start: 12/23/2012

End: 10/31/2013

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)

Top 15 categories average open service request is 30.56 hours. Objective met.

-  Service Request Open Time

Improvement Plan/ Changes Made

We will continue to monitor until a full year of data can be used to evaluate an equal time frame.

Public Affairs

Public Affairs Vision

Vision

To evolve into a comprehensive, fully integrated and staffed marketing and public relations agent for Louisiana State University enabling the Office of Public Relations to more effectively and efficiently elevate the university's brand, position LSU Eunice as a quality competitor, promote the University's mission, its excellent academic programs, its students, fine teaching and administrative staff.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Public Affairs

Public Affairs Mission

Mission

The mission of the Office of Public Relations is to manage all public relations efforts for the college, contributing to the advancement of the college's image and brand by creating and maintaining the institutions advertising campaigns, publications, social media, and all other printed material, communicating internally and externally to support the mission of Louisiana State University Eunice.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Public Affairs

1: Increase campus visibility to strengthen enrollment, recruitment and fund-raising efforts.

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Public Affairs

Budget Information: none (existing)

Relationship to Institutional Goal: Goal 3

Relationship to Strategic Goals: Goal 1.1, Goal 2.2

Related Items

▶ **1.1: Visibility-Name Recognition**

Start: 12/23/2012

End: 10/31/2013

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

News releases will be distributed on a regular basis, reflecting newsworthy events, student and faculty achievements and other significant college news. Increase reach on social media web sites like Facebook to a higher weekly level.

Assessment/Evaluation Results (Progress Report)

Still planning with a minimal budget, the Public Affairs office continued to use social media to increase visibility rather than traditional paid media. The Public Affairs office added Twitter and Instagram to the social media mix and also bought paid advertising on Facebook. The Facebook ad generated 13,487,896 impressions in the two month period and generated over 1,500 new page likes. Conversion of the campus media to a digital broadcast rather than print media was successful. Fifteen weekly video news cast were produced and shared via social media, which also generated a news article that was picked up by local media. Efforts to get students in Mass Communication 2000 to generate extra university news content failed as the class objectives changed making it impossible for their students to work on the extra content.

-  201305 - 201306 Facebook Ad Report
-  YouTube Stats

Improvement Plan/ Changes Made

The objective was not met and is ongoing. Continue efforts to push for more marketing money to allow expansion of efforts to more traditional media like before budget cuts. Use campus media to push more video stories to the web and collaborate with local media outlets to push campus-generated content to those media outlets. Expand social media efforts with Instagram and Twitter that features original content on those sites.

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Public Affairs

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

Relationship to Strategic Goals: Goal 1.1, Goal 2.2, Goal 2.4, Goal 2.5

Related Items

↳ 2.1: Visibility-Communication

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Public Affairs

Objective With Intended Outcomes

All internal and external communication and marketing collateral maintain a consistent image.

Assessment/Evaluation/Measures/Strategies

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

Assessment/Evaluation Results (Progress Report)

The use of a presentation in front of the entire faculty and staff about the importance of consistent use of logo and branding was conducted at the university's mid-year meeting. This helped greatly to bring to light the use of the proper graphics and wordage by campus offices. Internal audits of materials continued. Collaboration with local sign and print companies continued.

Improvement Plan/ Changes Made

The objective was not met and is ongoing. Internal audit of materials will continue and the office of Public Affairs will continue to work with printers and sign companies. Once a year, the office will present at the university's mid-year meeting to keep faculty and staff education on the use of the logo and branding. A plan for strict enforcement of the proper use of the university's branding will be developed.

Student Affairs and Enrollment Services

Student Affairs Vision

Vision

1) Encourage diverse populations of onsite and distance students to take advantage of educational opportunities. 2) Support a learning environment which facilitates the integration of knowledge and the development of intelligent, ethical, productive members of society. 3) Provide the necessary programs and support services that emphasize retention and graduation to assist students in realizing their maximum potential as they transition into competitive and diverse global communities.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Student Affairs and Enrollment Services

Student Affairs Mission

Mission

The Office of Student Affairs and Enrollment Services, in support of the LSU Eunice mission, provides programs and services to onsite and distance students that support learning and promotes student matriculation and graduation in a diverse, dynamic and safe university community. Programs and services are intended to foster personal development, academic achievement, social interaction, and community service through the dissemination of academic, financial aid, and general university information and processes designed to guide students in achieving their academic and career goals.

Start: 12/23/2012

End: 10/31/2013

Providing Department: Student Affairs and Enrollment Services

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Student Affairs and Enrollment Services

Budget Information: None

Relationship to Institutional Goal: Goal 5

Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5

Related Items

1.1: Immunizations

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Student Affairs and Enrollment Services

Objective With Intended Outcomes

All new students will be required to show proof of required immunizations prior to registration for classes.

Assessment/Evaluation/Measures/Strategies

Submission of immunization records (or waiver form) by all newly registered students each semester.

Assessment/Evaluation Results (Progress Report)

As required, all new students enrolling in the university have provided either proof of immunization or have signed the [waiver form](#) which allows for extended time to submit verification of immunization.

Objective met.

-  immunize

Improvement Plan/ Changes Made

No plans for change at this time.

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Student Affairs and Enrollment Services

Budget Information: \$15 Orientation fee per new student

Relationship to Institutional Goal: Goal 3, Goal 5, Goal 7

Relationship to Strategic Goals: Goal 1.1, Goal 2.2

Related Items

2.1: Orientation

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Student Affairs and Enrollment Services

Objective With Intended Outcomes

Students will be satisfied with orientation and the information received at 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.

The Orientation survey will show an overall Likert score of at least 3.5 out of a possible score of 5. The Noel Levitz Student Satisfaction Inventory will show a score of at least 5.5 out of a

possible score of 7.

Assessment/Evaluation Results (Progress Report)

Objective met. The [orientation surveys](#) for 2012-2013 indicate an overall Likert score of 4.3.

The [Noel Levitz Student Satisfaction Inventory](#) Institutional question #2 reads "The orientation program provides helpful information about campus life and access to services for new students". The satisfaction score for this question shows a score of 6.06 on a 7 point scale.

-  [Cumulative Orientation Results 2012 2013](#)
-  [Noel Levitz SSI - 04-2013 Orientation](#)

Improvement Plan/ Changes Made

No changes are currently being considered.

Campus Security

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Campus Security

Budget Information: Approx. \$1,500 annually for Red Cross trainers and supplies

Relationship to Institutional Goal: Goal 7

Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5

Related Items

▶ 1.1: Emergency Response Training

Start: 12/23/2012

End: 10/31/2013

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 able to respond to health and safety emergencies after completing training and being certified in First Aid, CPR and AED response techniques.

Assessment/Evaluation/Measures/Strategies

Completion of training by identified groups.

Assessment/Evaluation Results (Progress Report)

Objective met. All Campus Security Guards, Athletic coaches and volunteers from all campus building completed the Red Cross emergency response training. [Emergency response procedures](#) are updated and posted on the website and on all bulletin boards on campus.

-  [Emergency Response Procedures - 2012](#)

Improvement Plan/ Changes Made

Training sessions went very well and emergency response procedures are displayed in all buildings. Efforts to increase the number of university volunteers to be trained a first responders will continue.

2: Provide for the safety and security of all members of the university community

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Campus Security

Budget Information: Part-time salary for an officer in the student housing area

Relationship to Institutional Goal: Goal 7

Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5

Related Items

2.1: Patrol

Start: 12/23/2012

End: 10/31/2013

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

Guard work schedules and shift reports.

Assessment/Evaluation Results (Progress Report)

As a result of the loss of one officer position not being filled due to budget cuts, the [Campus Security officer schedule](#) had to be modified so that coverage would be available during critical times. The new schedule provided adequate coverage during regular business hours, but week-end and 'graveyard' hours were significantly reduced. Fortunately, the university's ability to provide a safe and [secure campus environment](#) and respond to emergencies was not compromised. Objective met.

-  [EVENING SHIFT REPORT 5 FEBRUARY 13](#)
-  [Security Schedule March 2013](#)

Improvement Plan/ Changes Made

Due to continued budget limitations, we do not expect to be able to fill the officer position that was eliminated last fiscal year, so we plan to continue the alternative shift schedule and conduct officer emergency response training as has been done in the past. We also anticipate the need to rely more heavily on local police to respond to potential threats to safety and security during hours where we have no coverage.

2.2: Parking

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Campus Security

Objective With Intended Outcomes

CAMPUS PARKING WILL BE ADEQUATELY MANAGED. Adequate parking will be provided to students, faculty, staff and visitors. Vehicles parked on campus without proper registration will be ticketed.

Assessment/Evaluation/Measures/Strategies

Number of parking citations and Noel-Levitz Student Satisfaction Inventory.

Assessment/Evaluation Results (Progress Report)

Goal achieved. Students and employees comply with [campus parking regulations](#). For the first 30 days of the fall semester only 230 [citations](#) were issued by Campus Security. The [Noel-Levitz Student Satisfaction Inventory](#) shows an institutional average of 5.46 concerning adequate parking as compared to 4.44 for the national average.

-  [FALL 2012 - 1st 4 weeks](#)
-  [Noel Levitz SSI - 04-2013 Parking](#)

-  traffic and parking regulations

Improvement Plan/ Changes Made

Will continue to emphasize to new students and employees the need to have all vehicles registered.

Financial Aid

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Financial Aid

Budget Information: Federal/State Funds and Recurring funds from the LSU Eunice Foundation for Scholarships

Relationship to Institutional Goal: Goal 1, Goal 5

Relationship to Strategic Goals: Goal 2.2, Goal 2.4, Goal 2.5

Related Items

↳ 1.1: Financial Aid-Information

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Financial Aid

Objective With Intended Outcomes

PROVIDE COMMUNITY MEMBERS WITH FINANCIAL AID INFORMATION FOR EDUCATIONAL USE:
Prospective students and parents will be aware of financial aid availability and applications

procedures.

Assessment/Evaluation/Measures/Strategies

Number of financial aid presentations made to community members and student survey responses to financial aid services from Noel-Levitz Student Satisfaction Inventory.

Assessment/Evaluation Results (Progress Report)

10 [Financial aid presentations](#) were made during the academic year. The results from the Spring 2013 [Noel-Levitz Student Satisfaction Inventory](#) showed responses in two areas including:

- **Importance** - average rating of 6.41 on a 7.0 point scale compared to the national average of 6.29
- **Satisfaction** - average rating of 5.35 on a 7.0 point scale compared to the national average of 5.23

Objective met based on satisfaction and the number of presentations made.

-  [Financial Aid Night Presentation 2012-2013](#)
-  [Noel Levitz SSI - 04-2013 Financial Aid](#)

Improvement Plan/ Changes Made

Will continue to offer workshops at local high schools and also on campus in an effort to increase awareness of available financial aid programs to promote early filing. Will also be updating objective to something that is more measurable basing it on student and parent opinion.

1.2: Financial Aid Application

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Financial Aid

Objective With Intended Outcomes

PROVIDE APPLICATION INFORMATION TO STUDENTS AND PARENTS TO MEET JUNE 1 PRIORITY DEADLINE: Students and parents will have FAFSA information at the start of the calendar year which allows sufficient time to complete applications by the June 1 priority deadline.

Assessment/Evaluation/Measures/Strategies

An increase of at least 1% FAFSA applications received by the June 1 priority deadline.

Assessment/Evaluation Results (Progress Report)

Objective met. The Financial Aid Office received [4596](#) processed applications by the June 1st priority deadline for 2012-2013 vs. [3749](#) processed application for 2011-2012. This is an increase of 22.6% over 2011-2012. (847 more applications)

-  [2011_2012_ISIR_Batch_Count](#)
-  [2012_2013_ISIR_Batch_Count](#)

Improvement Plan/ Changes Made

We will continue to notify students through multiple and periodic emails and through Facebook postings to encourage early filing of the FAFSA. We will also work with university recruiters to promote the message to prospective students.

1.3: Financial Aid-Scholarships

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Financial Aid

Objective With Intended Outcomes

PROVIDE SCHOLARSHIPS TO ELIGIBLE HIGH ACHIEVING STUDENTS: High school and continuing students who achieve academic excellence will be eligible to receive and invited to apply for scholarships.

Assessment/Evaluation/Measures/Strategies

Total amount of scholarship awards.

Assessment/Evaluation Results (Progress Report)

69 Non-nursing scholarships and 36 nursing scholarships were disbursed for the 2012-2013 academic year. [These scholarships total \\$146,380.](#) Objective met.

-  [Scholarship Fact Book 2012-2013](#)

Improvement Plan/ Changes Made

The LSU Eunice Scholarship Committee will continue to work with the LSUE Foundation to increase the number and dollar amount of scholarships to be given out.

1.4: Financial Aid Need

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Financial Aid

Objective With Intended Outcomes

PROVIDE FINANCIAL AID RESOURCES TO HELP MEET STUDENT NEEDS ACCORDING TO FEDERAL, STATE AND UNIVERSITY REGULATIONS: Students and parents will receive information on the cost of attendance and the amount of aid provided based on student eligibility.

Assessment/Evaluation/Measures/Strategies

Data showing overall cost of attendance per student and the overall average of aid awarded per

student. The average [Cost of Attendance](#) for AY 2011-2012 was \$13,354 and the average [financial aid award](#) was \$8,416.

-  [Cost of Attendance 2011-2012](#)
-  [Financial Aid Awards 2011-2012](#)

Assessment/Evaluation Results (Progress Report)

Objective met. The total estimated costs of college attendance continues to be made available to the public on the university website, at campus open houses, at financial aid sessions, and at orientation sessions. The average [Cost of Attendance](#) for AY 2012-2013 was \$13,770 and the average [financial aid award](#) was \$8,970.

-  [Cost of Attendance 2012-2013](#)
-  [Financial Aid Awards 2012-2013](#)

Improvement Plan/ Changes Made

Even though students and parents receive sufficient information in advance, we are still challenged with students failing to begin the application process by the advertised June 1 deadline. However with the automation of our awarding process we are able to decrease the internal process time from 6-8 week to 2-3 weeks which is helping many students to meet the fee payment deadline. Financial aid staff is considering additional strategies to encourage early application and ways to streamline the automated process.

High School Relations

1: Provide upgraded printed materials and expand our capacity to interact with and respond to prospective students

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: High School Relations

Budget Information: \$5,600 for software from Perkins & Departmental funds

Relationship to Institutional Goal: Goal 1, Goal 3

Relationship to Strategic Goals: Goal 1.1

Related Items

1.1: Recruiting Intelliworks

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: High School Relations

Objective With Intended Outcomes

Renew "INTELLIWORKS" RECRUITING SOFTWARE contract: Our recruiters will continue to be able to collect and organize information on prospective students in a manner that allows for improved communication and tracking of prospective students.

Assessment/Evaluation/Measures/Strategies

Contract renewal and ongoing training on use of the software; input of student data and tracking information; and increased enrollment.

Assessment/Evaluation Results (Progress Report)

Objective met. The contract for 'Intelliworks Software' was renewed for the fiscal year and all

new student workers in the Student Affairs and Enrollment Services office are provided training to be able to use the program. Information from the system allows for easy communication and tracking of prospective and continuing students. As a result, enrollment from Fall 2011 (2,982 students) to Fall 2012 (3,074 students) increased by 3% or 92 additional students.

Improvement Plan/ Changes Made

Plan is to conduct a training session to include professional staff in Information Technology, Admissions, Continuing Education along with Student Affairs & Enrollment Services personnel. This effort will hopefully allow for expanded use of the system resulting in better response and service to prospective students, and ultimately increased enrollment.

1.2: Recruiting Collaboration

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

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. and the number of new adult students enrolled.

Assessment/Evaluation Results (Progress Report)

Objective not met. Due to the resignation of our Coordinator for Student Development who has primary responsibility for adult recruiting, our efforts to follow through on this goal were stalled. A search to fill the position has been completed and a new coordinator was in place by the start of the Fall 2013 semester.

Improvement Plan/ Changes Made

A review of current adult recruitment strategies is underway. A final decision on new initiatives for adult recruitment will be in place by the end of the Fall 2013 semester. Veteran students continue to remain a high priority in adult recruiting, and collaboration with V.A. personnel is expected to continue without disruption.

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: High School Relations

Budget Information: none

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 3

Relationship to Strategic Goals: Goal 1.1, Goal 2.2

Related Items

2.1: Recruiting TOPS

Start: 12/23/2012

End: 10/31/2013

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

Number of TOPS eligible students enrolled and the percentage of total TOPS awards given at statewide 2-year institutions.

Assessment/Evaluation Results (Progress Report)

Objective met. There were 479 [TOPS recipients](#) for the 2012-2013 academic year totaling \$870,871.



[Scholarship Fact Book 2012-2013 for TOPS](#)

Improvement Plan/ Changes Made

No changes necessary.

2.2: Recruiting Minority Students

Start: 12/23/2012

End: 10/31/2013

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.

Benchmark will be minority enrollment from the census day on fall 2011. There were 981 or 32% minorities enrolled.

Assessment/Evaluation Results (Progress Report)

Objective not met. The minority/non-white students enrolled during [Fall 2012](#) were 936 or 30% compared to [Fall 2011](#) with 981 or 32%. This showed a slight decrease in minority student enrollment from the previous year, but a continuation of substantial representation of minority/non-white students in the overall campus population.

-  [Fact Book 2011 Minority](#)

-  Fact Book 2012 Minority

Improvement Plan/ Changes Made

No substantial changes are planned with regard to increasing overall minority enrollment, but tracking of minority student success (graduation rates) will become increasingly important in future planning.

Institutional Liaison Officer

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

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Institutional Liaison Officer

Budget Information: Activities supported by Student Affairs & Enrollment Services

Relationship to Institutional Goal: Goal 5

Relationship to Strategic Goals: Goal 1.1

Related Items

1.1: Bengal Day

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Institutional Liaison Officer

Objective With Intended Outcomes

Prospective students will indicate a satisfaction score of at least 3.5 on a 5 point scale for each item surveyed for Bengal Day.

Assessment/Evaluation/Measures/Strategies

Bengal Day prospective student surveys will be used to measure satisfaction.

Students will rate satisfaction a 3.5 or higher.

Assessment/Evaluation Results (Progress Report)

Bengal Day [survey results](#) from the events held in November 2012 indicate an overwhelming positive response. All areas of the events received Likert scores above 3.5.

Objective met.

-  [Bengal Day Survey Results November 19th and 20th](#)

Improvement Plan/ Changes Made

The survey will be enhanced to include the opportunity for attendees to rate the overall experience of Bengal Day.

2: Assisting with the enrollment process

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Institutional Liaison Officer

Budget Information: existing

Relationship to Institutional Goal: Goal 5

Relationship to Strategic Goals: Goal 1.1

Related Items**2.1: Enrollment of students that were assisted with pre-enrollment information**

Start: 12/23/2012

End: 10/31/2013

Progress: Completed
Provided By: Institutional Liaison Officer

Objective With Intended Outcomes

Student who were initially seen and/or assisted by the Institutional Liaison will enroll at LSU Eunice for the next fall semester.

Assessment/Evaluation/Measures/Strategies

Benchmark is between 50 and 60%.

The prospects listed in Intelliworks database that indicated a contact by the Institutional Liaison will be compared to the Fall enrollment list.

Assessment/Evaluation Results (Progress Report)

Comparison of the Fall 2013 enrollment list and the contacts in Intelliworks indicates that 50 percent of the students assisted by the Institutional Liaison were enrolled. Objective met.

Improvement Plan/ Changes Made

Recruitment efforts will be reviewed with an emphasis on contacts made to prospective student after the initial contact.

Student Activities

1: Enhance Role of Student Government and Student Activities

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Student Activities

Budget Information: Current levels of student assessed fees are sufficient to support goals.

Relationship to Institutional Goal: Goal 6, Goal 9

Relationship to Strategic Goals: Goal 2.2

Related Items

▶ **1.1: Student Activities CAB**

Start: 12/23/2012

End: 10/31/2013

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 elected to serve on the CAB board that is charged with planning and implementation of a variety of programs and activities for students throughout the year.

Assessment/Evaluation/Measures/Strategies

Annual election of CAB officers and recruitment of member volunteers, sponsoring and co-sponsoring of numerous and varied activities for students, student attendance at annual leadership conference, and survey results from the new Noel-Levitz Student Satisfaction Inventory.

Assessment/Evaluation Results (Progress Report)

Objective met. New CAB [officers](#) were elected for 2012-13 and numerous [activities](#) were held during the academic year. Officers and student volunteers from multiple organizations attended the student leadership conference sponsored by the Association for the Promotion of Campus Activities (APCA) and returned to campus with the "Outstanding Student Organization Award" at the regional conference in the fall and followed with a similar award given at the national conference held in Atlanta, GA in the spring.

Results on the Noel-Levitz Student Satisfaction Inventory ([Campus Item #9](#) - Extra-curricular and recreational activities are available and adequate) showed:

Importance - baseline average of 5.76 out of 7.0

Satisfaction - baseline average of 5.51 out of 7.0

-  [CAB Calendar of Events Oct-Dec12](#)
-  [CAB Officers 12-13](#)
-  [Noel Levitz SSI - 04-2013 Campus Activities](#)

Improvement Plan/ Changes Made

CAB plans to continue current efforts to attract strong, hardworking student leaders/volunteers who are able to collaborate with other student organizations on campus. Those collaborations began in 2012 and will continue to expand opportunities for organization involvement and leadership development.

1.2: Student Government Association

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Student Activities

Objective With Intended Outcomes

THE STUDENT GOVERNMENT ASSOCIATION WILL PARTICIPATE IN LEADERSHIP ACTIVITIES: Student Government Association leaders will serve on the 5 assigned university committees, participate in leadership training and service to students, and attend state Council of Student Body Presidents meetings during the year.

Assessment/Evaluation/Measures/Strategies

Election of officers each Spring, calendar of activities and services provided, university committee participation, attendance at the Louisiana Council of Student Body Presidents meetings and Noel-Levitz Student Satisfaction Inventory results.

Assessment/Evaluation Results (Progress Report)

Objective met.

- Student Government Association [officers](#) were elected prior to the end of the spring semester as required by their constitution.
- The new SGA President and Vice President attended the orientation for new officers as well as monthly meetings sponsored by the state Council of Student Body Presidents ([COSBP](#)).
- Senate [elections](#) were held during the 4th week of the fall semester with a record turnout of 318 student voters compared to last year's 269 total votes.
- SGA officers and senators served on the 5 assigned university [committees](#), as well as the SACS Accreditation team.
- SGA also sponsored and/or co-sponsored various activities including Welcome Week, new Tobacco Policy implementation, Food Drive, Flu Vaccination promotion, Halloween Bash, [Noel de Bengal Christmas program](#), Performing Arts series support, and provided free Scantrons for CAAP testing and free [Final Exam supplies](#) for all students. Also, in conjunction with other student organization representatives, SGA leaders traveled to a regional and national leadership conference. They received the highest recognition for campus leadership and programming at both conferences.

-  [COSBP-BUSINESS MEETING @ ULM - Monroe Nov 16-17-2012](#)
-  [Final Exam Supplies Fa 12](#)
-  [Noël de Bengale 12 Flyer EMAIL](#)
-  [SGA Elections](#)
-  [SGA Executive Officers 12-13](#)
-  [Student on University Committees](#)

Improvement Plan/ Changes Made

No changes are expected to be made at this time, pending a review by the newly elected officers and senators for 2013-14.

2: Provide student activities that promote peer engagement and retention

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Student Activities

Budget Information: Current student assessed fees are sufficient to meet the goal

Relationship to Institutional Goal: Goal 6, Goal 7

Relationship to Strategic Goals: Goal 2.2

Related Items

2.1: Student Activities

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Student Activities

Objective With Intended Outcomes

Students will have opportunities to participate in various educational, cultural, social and recreational activities. They will also be encouraged to take on leadership and/or service roles in organizations and/or activities that interest them.

Assessment/Evaluation/Measures/Strategies

Monitor the number and types of student activities sponsored during the year. Track the student survey results from various activities and the new Noel-Levitz Student Satisfaction Inventory to establish a new baseline for measuring satisfaction.

Assessment/Evaluation Results (Progress Report)

Student activities during the past year have been quite varied and more collaborative among

the four major campus organizations (Student Government Association, Phi Theta Kappa Honor Society, Campus Activities Board, and Culturally Diverse Student Alliance). Representatives from these groups traveled to Corpus Christi, TX and Atlanta, GA to attend leadership and campus programming conferences. The collaboration resulted in our student leaders receiving the highest recognition from the Association for the Promotion of Campus Activities (APCA) for leadership and programming.

[Surveys](#) which were given at various activities show that student satisfaction is high. All results indicate at least a score of 4.0 or higher at every activity surveyed.

The [Noel-Levitz Student Satisfaction Inventory](#) item concerning Extra-curricular and recreational activities indicate a level of satisfaction of 5.51 on a 7 point scale.

Objective met.

-  [Noel Levitz SSI - 04-2013 Campus Activities](#)
-  [Student Activities Surveys](#)

Improvement Plan/ Changes Made

No changes. Plans are to continue to encourage student leadership participation and service through the various campus organizations.

Student Development Services

1: Provide counseling services to students

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Student Development Services

Budget Information: none

Relationship to Institutional Goal: Goal 5

Relationship to Strategic Goals: Goal 2.2

Related Items

▶ **1.1: Counseling Services**

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Student Development Services

Objective With Intended Outcomes

The counseling staff will assist students with personal and academic counseling needs.

Assessment/Evaluation/Measures/Strategies

Student referrals and results from the new Noel-Levitz Student Satisfaction Inventory.

Assessment/Evaluation Results (Progress Report)

Objective met. All students who were referred for [counseling](#) this academic year were seen. Student issues were related primarily to college readiness, financial pressures, and personal/family issues. The university's Coordinator for Student Development, who was also a Licensed Professional Counselor, resigned and that position was not filled for over half the academic year. Additional counseling duties were assumed by the Vice Chancellor for Student Affairs.

The [Noel-Levitz Student Satisfaction Inventory](#) for counseling services shows rating of 5.55 as compared to 5.43 for the national average.

-  [Counseling session](#)
-  [Noel Levitz SSI - 04-2013 Counseling](#)

Improvement Plan/ Changes Made

The Coordinator for Student Development/Counselor position was filled at the start of Spring 2013, but that position was vacated at the end of the semester. During the interim, the Vice Chancellor for Student Affairs continued to respond to referrals and also used the services of a local counseling agency that also handles the university's EAP referrals. The agency was amenable to providing a sliding fee scale for students needing more intensive intervention when other options were not available.

2: Provide for Parent Orientations

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Student Development Services

Budget Information: none (existing)

Relationship to Institutional Goal: Goal 1, Goal 2, Goal 5

Relationship to Strategic Goals: Goal 1.1, Goal 2.4, Goal 2.5

Related Items

2.1: Parent Orientation

Start: 12/23/2012

End: 10/31/2013

Progress: Completed

Provided By: Student Development Services

Objective With Intended Outcomes

All parents/spouses attending the Parent Orientation sessions will receive information needed to help the student transition into college life.

Assessment/Evaluation/Measures/Strategies

Parent orientation surveys will continue to show ratings of at least 4.0 on a 5.0 scale.

Assessment/Evaluation Results (Progress Report)

Objective met. 100% of Parent Orientation participants receive information to assist students. The [Parent Orientation surveys](#) show a consistent rating of at least 4.0.

-  [Parent Orientation](#)

Improvement Plan/ Changes Made

No changes are planned.