April 27, 2018

Compiled by Paul Fowler (pfowler@lsue.edu)
Note: All links in the document are active; however, the user must be logged into Compliance Assist in order to view them.
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About this Document

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

- The February 8, 2018 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 9.
- The planning summaries themselves as transmitted to the Chancellor’s Cabinet beginning on page 12.
- The February 27, 2018 Cabinet Meeting Minutes indicating that the planning summaries were used to reaffirm LSU Eunice’s institutional mission and goals via meeting Institution Effectiveness Goals on page 34.
- The next section details with the Strategic Goals of LSU Eunice and the linkages to each unit goal and unit objective beginning on page 35. This section is meant as a summary for each unit’s Goals and Objectives and how they related to each of LSU Eunice’s Strategic Goals. Specific language on each objective, assessment plan, progress report, and improvement plan are omitted from this section, but are included in the next.
- Each department’s Assessment Plan Goals and how they relate to the Strategic Goals are detailed in the next section beginning on page 121. 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 Strategic Goal(s). This section comprises all details of the Assessment Plan Goals and Objectives including whether the Assessment Plan Goal and Objective were met or not, with an improvement plan, if necessary. Note that each objective is shown first, then how it relates to the departmental goal, and finally how each departmental goal is related to each institutional goal.
- The last section details the General Education Outcomes and how each relates to each Strategic Goal beginning on page 410. Next, is their acceptance by the General Education Committee on February 2, 2018 affirming that LSU Eunice is meeting the stated General Education Objectives. The meeting minutes are on page 422 while the detailed objectives and related student learning outcomes begin on page 427. In this section, each General Education Objective is followed by related departmental objectives and outcomes along with whether each was met or not, with improvement plans if necessary.

This data was compiled by Dr. Paul Fowler, Director of Institutional Effectiveness and SACSCOC Accreditation Liaison. Questions may be directed to pfowler@lsue.edu or 337-550-1433.
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I. Administrative Council Meeting Agenda February 8, 2018

Administrative Council Meeting
Thursday, February 8, 2018, 3:00 p.m.
Community Education Building, C-210

AGENDA

A. Appointment of Secretary (Michael Broussard)

B. Approval of Minutes of February 23, 2017

C. Chancellor's Comments

D. New Business
   1. Institutional Effectiveness Summaries from AY 2016-2017
      a. Academic Affairs
      b. Continuing Education (and Economic Development)
      c. LSUE Academy
      d. Developmental Education
      e. Grants
      f. Health Science and Business Technology
      g. Liberal Arts
      h. LSU Police
      i. Library
      j. Quality Enhancement Plan (QEP)
      k. Sciences
      l. Title IX and Equal Employment Office
      m. Athletics
      n. Business Affairs
      o. Information Technology
      p. University Advancement/LSUE Foundation
      q. Institutional Research
      r. Institutional Effectiveness
      s. Public Affairs
      t. Enrollment Management
      u. Student Affairs

   2. New SACSCOC Standards and Implications to Institutional Effectiveness

E. Old Business

F. Adjournment
II. Administrative Council Meeting Minutes February 8, 2018

Administrative Council Meeting
Minutes of the February 8, 2018, 3:00 p.m. meeting

The meeting was called to order at 3:00 pm by Chancellor Kimberly Russell. The following individuals were present: Dr. Kimberly Russell, Dr. Rene Robichaux, Cassie Jobe-Ganucheau, Brianna Williams, Michael P. Broussard, Catherine Molleno, Cory Lalonde, Jackie Lachapelle, Dotty McDonald, Dr. Rebecca Fruge, Dr. Sandy Mahoney, Joseph Cilano, Jessica J. Jones, Dr. John Hamlin, Dr. James W. Robinson, Stephen Heyward, Carey Lawson, L. Patton Griffith, Dr. Paul Fowler, Sondra Cormier, Dr. Kyle Smith

A motion was made by Dotty McDonald to approve the minutes of February 23, 2017 meeting. Dr. Rene Robichaux seconded the motion. The motion passed unanimously.

Dr. Paul Fowler, Director of Institutional Research, explained that most units wrote a summary from the institutional effectiveness document. Once approved, the summaries are forwarded to the chancellor. A handout summarizing the new SACSCOC Standards and Implications to Institutional Effectiveness was distributed to those in attendance (see attached copy dated February 2, 2018). The overall purpose of the process is to demonstrate that “we are meeting our current mission and goals.” The following Planning Summaries for 2016-17 were presented:

1. Academic Affairs
2. Continuing Education (and Economic Development)
3. LSUE Academy
4. Developmental Education
5. Grants
6. Health Science and Business Technology
7. Liberal Arts
8. LSU Police
9. Library
10. Quality Enhancement Plan (QEP)
11. Sciences
12. Title IX and Equal Employment Office
13. Athletics
14. Business Affairs
15. Information Technology
16. University Advancement/LSUE Foundation
17. Institutional Research
18. Institutional Effectiveness
19. Public Affairs
20. Enrollment Management
21. Student Affairs

It was moved by Cory Lalonde to adjourn, second by Dr. Robichaux. The motion passed unanimously. Meeting adjourned at 4:15 pm.

Respectfully Submitted,
Michael P. Broussard
III. Transmittal of Planning Summaries to Cabinet

Date: February 9, 2018
To: Dr. Kimberly Russell, Chancellor
From: Dr. Paul Fowler, Director of Institutional Effectiveness
Re: 2016-2017 Institutional Effectiveness Summaries

Attached as a PDF you will find the 2016-2017 Institutional Effectiveness Summaries as presented at the February 8, 2018 meeting of the Administrative Council.

The following Divisions/Departments are included:
1. Academic Affairs
2. Continuing Education (and Economic Development)
3. LSUE Academy
4. Developmental Education
5. Grants
6. Health Sciences and Business Technology
7. Liberal Arts
8. LSU Police
9. LeDoux Library
10. Quality Enhancement Plan
11. Division of Sciences and Mathematics
12. Title IX and Equal Employment Office
13. Athletics
14. Business Affairs
15. Information Technology
16. Institutional Development / LSUE Foundation
17. Institutional Research
18. Institution Effectiveness
19. Public Affairs
20. Enrollment Management
21. Student Affairs

I ask that you accept these summaries and present them in Cabinet in order to document in the meeting minutes that LSU Eunice is meeting its mission and strategic goals from AY 16-17.

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

Please contact me if you have any questions.
IV. Planning Summaries

Assembled Planning Summaries
2016-2017

for the
Administrative Council Meeting
February 8, 2018

The Office of Institutional Effectiveness
Dr. Paul Fowler, Director
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Planning Unit: Academic Affairs
Assessment Year: 2016-2017
Person responsible: S. Renee Robichaux, VCAA

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

Objective 4.2 One Year Retention

The number of freshmen retained fall-to-fall will increase as compared to the baseline year of 2000-01 to 2001-02 of .5966. Retention will increase at least 1% in comparison to the baseline year according to the data reported in the Board of Regents SSPS report.

Freshman retention from 2015-16 to fall 2016-17 was 71.30% which was a 4.9% increase over the previous year and an 11.6% increase over the baseline year.

Although the objective was met, we continue to focus on retention efforts especially for the certificate and associate degree-seeking cohorts. The Student Success Center has officially moved under the umbrella of Student Affairs. Several more first-year advisors were hired and beginning FA 2018, all incoming freshman will be routed to these advisors for the first year. A task force to focus on retention has also been called for by the Chancellor and the VCAA has been put in charge of forming the committee.

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

Objective 5.2 Policies and Procedures-Academic Council

100% of the policy statements will be reviewed and revised if needed.

Academic Council reviewed 30% of the policy statements in the "primary responsibility" category and 33% of those listed in the "secondary responsibility" category. The recommendations were subsequently approved by Cabinet.

In February 2017, Academic Council recommended that PS 55 be revised to make the policy review process more manageable as the number of policies has increased significantly over the last several years. The revision mandates that each responsible area review a minimum of 25% of the policy statements that are responsible for each year with all policy statements receiving a review every four years.
Planning Unit: Continuing Education (Economic Development)
Assessment Year: 2016-2017
Person responsible: L. Patton Griffith

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

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

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

Progress:
Enrollments at the LSU Alexandria campus through the LSUE/LSUA Collaborative have increased.

High school student enrollment in dual credit courses increased to a new record high of 499 FA 16 and 649 for SP 17.

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

Strategy: Using post event survey data, ninety per cent of respondents will strongly agree or agree to this statement on the post-event evaluation.

Progress: In AY 2016-2017, over 90% of respondents indicated "strongly agree" or "agree" on the surveys.

Files are available for inspection in the Continuing Education Office for courses and programs. Hard copy files of completed evaluations are on file for 2015-2016 non-credit/community service activities and events.

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

For AY 16-17, the Office of Continuing Education underwent major transitions, due to the changes in institutional needs and reorganization. As a result, Continuing Education staff did offer non-credit courses; however, the institutional priorities focused on credit courses. As LSUE undergoes major transitions, due to the changes in institutional needs and reorganization, goals/objectives will be adjusted. Furthermore, all objectives /goals were met for AY16-17.
Planning Unit: LSUE Academy
Assessment Year: 2016-2017
Person responsible: Sondra Cormier

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

LSUE Academy Goal 1: Implement the LSUE Academy

LSUE Academy Objective 1.3 Enrollment: The LSUE Academy will enroll students for Fall 2017 semester.

Benchmark and Assessment: The LSUE Academy benchmark was to enroll academy students in 600 course hours for Fall Semester 2017 by Aug. 21, 2017.

Progress: The number of academy course hours scheduled for LSUE Academy students on the LSUE campus on August 21 was 677 course hours. Since the observed 677 course hours is > the benchmark of 600 course hours, this objective was met.

Improvement: Schedule needs for Spring semester 2018 will be assessed and shared with the Dean’s for consideration in the creation of the school's master Spring semester schedule to ensure class availability for students. Due to a limitation set by St. Landry Parish School Board, students in these districts are limited to 10 course hours per semester. This number will be considered when goals are set for AY 17 - 18.

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

All goals for AY 16-17 were met for the LSUE Academy.
15

Planning Unit: Developmental Education
Assessment Year: 2016-2017
Person responsible: Paul Fowler

1. List one or two of your most significant goals/objectives that were met.
The Pathways to Success completion rate will approximate the national average as defined by the Community College Research Center and the Lumina Foundation. 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.

<table>
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<th>Year</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
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<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
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<td>4158</td>
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<tr>
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<td>37.2</td>
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<td>36.3</td>
</tr>
</tbody>
</table>

Objective met. Continue to monitor data to determine level of success.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.
Developmental education students (Pathways and non-Pathways) will successfully complete their developmental coursework gaining competencies in the algebra and coordinate geometry (MATH 0002) necessary to be successful in their first general education mathematics course.

The outcomes will be directly assessed and analyzed through a multiple choice comprehensive final examination designed internally by the mathematics faculty using the textbook publisher's Testgen program. All students taking the final exam in fall 2016 and spring 2017 will be assessed (i.e. no sampling). The outcomes are: Upon successful completion of this course, the student, will:

1.1.4 Perform basic algebraic operations.
1.1.5 Perform basic operations involving the rectangular coordinate system.

For AY 2016-2017, there were a total of 659 students were enrolled in 31 sections of MATH 0002 during the census day for fall 2016 and spring 2017. A total of 449 (68%) of the students took the final exam containing the SLO assessment at the end of the course. The 449 students represent all students enrolled in the class taking the final exam at all sites and methodologies (i.e. no sampling). Overall, students scored a 67% with Outcome 1.1.4 being 67% and Outcome 1.1.5 being 68%. Objective was not met.

Improvement: Creation of:
- MATH 0015 (Introductory Algebra), a three credit course for students needing MATH 1015.
- MATH 0021 (Intermediate Algebra), a four credit hour course for students needing MATH 1021.
- MATH 1020 (College Algebra), a five-hour version of MATH 1021 designed for students with a mathematics ACT sub score of 19, 20, and 21.
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 with Intended Outcomes:** 100% of faculty and staff members will have access to grant development training.

**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.

**Progress Report:** For Academic Year 2016-17, the current Director of Grants was employed from the period of March 13, 2017 to reporting period. During this time, the Director of Grants provided guidance and direction to thirty-four (34) faculty and staff members on various grants including Carl Perkins (Basic and Carryover grant funding), LCTCS Workforce Training Rapid Response grants, Board of Regents grants, National Institute of Health grant, Louisiana Believes and Prepares grant, Walmart Foundation grant, and other foundation-based grants.

Information about potential grant sources (Board of Regents) was provided to 100% of LSUE’s faculty via email during the academic year when the RFPs were released on July 7, 2017. Additionally, faculty members who inquired about grants were provided information regarding grant options. Grant development information and reference materials are also available on the LSUE website, and the Director of Grants / Carl Perkins Coordinator met with CTE grant managers to provide guidance and direction with developing their respective Perkins-funded programs.

Objective met.

**Improvement plans** will include offering grant orientations (whether classroom or one-to-one) to advise faculty and staff on grant development in addition to advising grant recipient program directors or principle investigator on grant expectations. The Director of Grants will also update, as necessary, the grant information on the LSUE grant resource website.

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

All were met.
Planning Unit: Health Science and Business Technology
Assessment Year: 2016-2017
Person responsible: Dottie McDonald

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

**Objective:** Upon graduation, management majors will either be employed in the field or will continue their education.

**Assessment:** For the AY 2016 – 2017 planning cycle the placement rates of graduates from AY 2015 – 2016 was examined. The benchmark for this objective is 48% averaged from spring 2010 to spring 2013. Overall, 30 students graduated from Management with 43% of the graduates employed in the field and 33% continuing their education. Total of 23 (77%) of the 30 were either employed or continuing their education. Objective met

**Action:** Although the objective was met, the Management Program Director is developing new contacts for internships and job placement strategies for graduates within their career related companies.

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

**Objective:** Graduating nursing students will pass the licensure exam. The Licensure exam contains eight student learning outcomes.

**Strategy and Benchmark:** Students will take the licensure exam and 85% or more will pass the first time they take it.

**Progress Report:** For AY 2016-2017, based on the 2016 NCLEX report, 44 nursing graduates took the NCLEX exam. (39 of 44) 86.3% passed the NCLEX exam on the first attempt. Since 86.3% > the 85%, this objective is met.

**Action:** Although the program met the objective, the plan of action is to increase faculty workshops on enhancing teaching skills in the classroom, laboratory, and clinical setting. Also, Program Director and faculty will assess new test matrix to ensure content matches new testing requirements.
1. List one or two of your most significant goals/objectives that were met.

**Objective with Outcomes:** Upon the completion of the curriculum, students will demonstrate proficiency with the theories and practices of criminal justice. This objective is supported by the Student Learning Outcomes (SLOs) in CJ 2131 Police Process. The SLOs are: Upon completion of this course, the student will be able to:

1. Demonstrate an understanding of the roles, responsibilities, and functions of contemporary law enforcement; historical foundations of the modern American police system; qualifications required to be a law enforcement officer.
2. Demonstrate an understanding of the policies and procedures governing law enforcement and the constitutional limitations imposed to balance citizen’s rights versus law enforcement operations.

**Strategies:** For CJ 2131, the two outcomes were assessed on the final exam. All students remaining in the course taking the final exam were assessed (i.e. no sampling). The benchmark is 70% which was established because it is the lowest C (average) grade that can transfer to other institutions of higher education in the state.

**Progress Report:** For CJ 2131, there were 12 students enrolled on the Census Day for spring 2017 in the one online accelerated section. A total of 10 (83%) of the students enrolled initially were assessed on the final exam using embedded SLO questions. The students scored the following:

- Overall mean = 89%
- Outcome 1 mean = 89%
- Outcome 2 mean = 89%

Since the observed score for CJ 2131 of 89% > the benchmark of 70%, the objective is met.

**Improvement Plan:** No changes planned.

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

**Objective:** Maintain Fall to Fall retention of all students declaring their chosen major as Fire and Emergency Services.

**Strategy:** The Student Retention Profile derived from the Institutional Research Query Tools Database was used to set the benchmark as a running average from 2008-2009 to 2014-2015 which was 41.37% to 42%. 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.

**Progress Report:** For AY 2016-2017 assessing the retention from AY 2015-2016 to AY 2016-2017, Institutional Research provided data on the initial number of students, the number retained, and the number graduated. There were 26 students in the program initially with 6 retained for a retention rate of 23%. The data also shows a rather serious decrease in the number of students seeking the Fire and Emergency Service Degree. Given that the observed rate of 23% < the benchmark of 41.37%, this objective is not met.

**Improvement Plan:** Data will be shared with the Dean of Liberal Arts and the Coordinator overseeing the Public Safety and Protection Department.
Planning Unit: LSU Police
Assessment Year: 2016-2017
Person responsible: Capt. Cory Lalonde, LSUE Director of Police

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

Installation of Surveillance Cameras
During AY 2016-2017, an additional 12 cameras were added to the surveillance camera system in the housing complex located on the campus. Also, another 8 cameras are currently in the process of being added to the system in Police Building, the Ledoux Library, and the Health and Physical Education Building, which upon completion, will bring the total number of cameras on campus to a total 37 throughout campus. The implementation of the cameras on campus have assisted in the investigation of various incidents, to include arrests, and provide additional deterrence.

Objective met.

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

Hiring of second fulltime officer
For AY 2016-2017, Attempts made to hire an additional officer (Lieutenant) met with negative results due to lack of qualified applicants for the position advertised or persons accepting positions at other institutions. Reevaluation of the position advertised led to the redirection of attempting to hire two positions (a Sergeant and an Officer). The hiring of the Sergeant position is currently underway to be immediately followed by the Officer position being advertised.

Objective not met.
1. List one or two of your most significant goals/objectives that were met.

**Objective:** Faculty, staff, and students will be satisfied with LSUE Library Services.

The LSUE Library constituencies were satisfied with library operations during the 2016-2017 assessment year. Surveys were sent out in Spring 2016 to faculty, staff, and students who were asked to rate the library’s performance. The faculty and staff were surveyed using a 5-point Likert Scale while the student survey used a 7-point Likert Scale. The benchmarks were based on previous years' surveys and all objectives were met under this goal (for faculty, staff, and students). The library continues to work hard ensuring that its resources and services meet campus needs.

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

While there were no goals or objectives not met, there were many that were cancelled. The previous Director of the Library retired during the Spring of 2016 and a new Director was hired just as Fall 2017 was to begin. Due to this fact, the goals and objectives that were set by the previous Director were cancelled until the new Director could evaluate and assess the library’s current situation and set new goals that will best serve the LSUE Library.
Planning Unit: Quality Enhancement Plan  
Assessment Year: 2016-2017  
Person responsible: Jamie Thibodeaux and Paul Fowler

1. List one or two of your most significant goals/objectives that were met.
The QEP will increase student completion in the developmental and general education mathematics sequence. The QEP will reduce the amount of student time spent in developmental mathematics. Benchmark: Increase completion of general education courses by at least 5%

| Table 2. AY 13-14 to 15-16 MATH 0001 success and time to completion broken out by method (includes all students with repetition). |
|---|---|---|---|---|---|---|---|---|
| MATH 0001 Type | Total Register for MATH 0001 | Total Complete MATH 0001 | Total Complete GEN ED MATH | Average of Number Semesters Math 0001 | Average of Number Semesters MATH 0002 | Average of Number Semesters Gen Ed MATH | No of Sems to Complete DE and GE MATH | Percent Complete MATH 0001 | Percent Complete MATH 0002 | Percent Complete Gen Ed |
| Face-to-face | 999 | 692 | 432 | 251 | 1.165 | 1.206 | 1.343 | 3.714 | 69.269 | 43.243 | 25.125 |
| Modular | 534 | 440 | 252 | 153 | 0.991 | 1.091 | 1.294 | 3.376 | 82.397 | 47.191 | 28.652 |
| Total | 1533 | 1132 | 684 | 404 | 1.097 | 1.164 | 1.324 | 3.585 | 73.842 | 44.618 | 26.354 |
| Historical Data from AY 0708 to 1112 | 3978 | 2687 | 1455 | 793 | 1.23 | 1.39 | 1.57 | 4.190 | 57.547 | 36.576 | 19.935 |

| Table 3. AY 13-14 to 15-16 MATH 0002 success and time to completion by method (includes FF Only). |
|---|---|---|---|---|---|---|---|
| Row Labels | Total Register for MATH 0002 | Total Complete MATH 0002 | Total Complete Gen Ed Math | Average of Number Semesters Math 0002 | Average of Number Semesters Gen Ed Math | No of Sems to complete DE and GE Math | Percent Complete MATH 0002 | Percent Complete Gen Ed Math |
| Face-to-face | 258 | 187 | 105 | 1.193 | 1.400 | 2.593 | 72.48 | 40.70 |
| Modular | 84 | 66 | 38 | 1.242 | 1.421 | 2.663 | 78.57 | 45.24 |
| Total | 342 | 253 | 143 | 1.206 | 1.406 | 2.611 | 73.98 | 41.81 |
| Historical Data from AY 0708 to 1112 | 2787 | 1839 | 975 | 1.600 | 2.500 | 4.100 | 66 | 35 |

Objectives met.

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

A 43.7% increase since Fall
A 29.3% increase since
QEP Objective 1.2: The QEP seeks to increase the cognitive ability of students enrolled in MATH 0001 and MATH 0002 by course redesign. The outcomes were assessed on the final exam. 68% of the students in MATH 0001 and MATH 0002 took the final.

Benchmark: The post test scores of the modular students will exceed the post test scores of the face-to-face students at LSUE.

Table 1. MATH 0001 SLO Results AY 2016-2017 Aligned to QEP by Site as a Percent.

<table>
<thead>
<tr>
<th>MATH 0001 SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
<th>Modular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>72</td>
<td>68</td>
<td>72</td>
<td>68</td>
<td>68</td>
<td>75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1.1. Manipulate order of operations with real numbers</td>
<td>76</td>
<td>75</td>
<td>none</td>
<td>75</td>
<td>none</td>
<td>71</td>
<td>none</td>
<td>78</td>
</tr>
<tr>
<td>1.1.2. Perform basic algebraic operations with expressions and linear equations</td>
<td>70</td>
<td>65</td>
<td>71</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1.3. Geometry</td>
<td>71</td>
<td>62</td>
<td>69</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
<td>77</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>555</td>
<td>160</td>
<td>0</td>
<td>114</td>
<td>0</td>
<td>20</td>
<td>0</td>
<td>261</td>
</tr>
<tr>
<td>Total number of sections for AY</td>
<td>33</td>
<td>8</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>17</td>
</tr>
</tbody>
</table>

Table 1. MATH 0002 SLO Results by Site AY 16-17 as a Percent.

<table>
<thead>
<tr>
<th>MATH 0002 SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
<th>Modular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>67</td>
<td>64</td>
<td>89</td>
<td>68</td>
<td>77</td>
<td></td>
<td></td>
<td>66</td>
</tr>
<tr>
<td>1.1.4. Perform basic algebraic operations</td>
<td>67</td>
<td>63</td>
<td>87</td>
<td>68</td>
<td>none</td>
<td>77</td>
<td>none</td>
<td>67</td>
</tr>
<tr>
<td>1.1.5. Perform operations with the rectangular coordinate system</td>
<td>68</td>
<td>69</td>
<td>97</td>
<td>68</td>
<td>77</td>
<td></td>
<td></td>
<td>66</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>449</td>
<td>117</td>
<td>4</td>
<td>60</td>
<td>41</td>
<td>0</td>
<td></td>
<td>227</td>
</tr>
<tr>
<td>Total number of sections in AY</td>
<td>31</td>
<td>6</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

Objective met except for 1.1.5.

The consistent performance on SLOs for MATH 0002 led to a discussion on targeting the developmental education courses specifically for MATH 1015 and MATH 1021. The two course, MATH 0015 (3 credits) and MATH 0021 (4 credits) were implemented in fall 2017.
Planning Unit: Sciences and Mathematics
Assessment Year: 2016-2017
Person responsible: Dr. John Hamlin

No report
Planning Unit: Title IX and Equal Employment Office
Assessment Year: 2016-2017
Person responsible: Brianna Williams

1. List one or two of your most significant goals/objectives that were met.
   - Ensure compliance with State and Federal laws and University policies related to Title IX in relation to campus climate, response, prevention, and accountability
   - Completion and approval of annual affirmative action plan

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.
   - Title IX Prevention Efforts—The Title IX Office will work to implement/complete online sexual violence training as mandated by Campus SaVe Act that will include bystander awareness training.
   - Title IX Campus Climate—The Title IX Office will work to implement/complete online sexual misconduct trainings for students in compliance with Campus SaVe Act. In addition, the Title IX Office will work to coordinate with other departments and student organizations to conduct face-to-face trainings for students, such as new student orientations, first year experience courses, and resident assistants. The face-to-face training will be based on the systematic patterns seen on campus that require immediate address to raise prevention awareness. The BOR will implement a new sexual misconduct survey to increase student participation.
1. List one or two of your most significant goals/objectives that were met.

Goal 1: To support academic achievement and progress of student athletes.
Objective 1.1: Student Learning and GPA

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

The Women's Softball Team and Men's Baseball Team both attained the goal of an overall team 2.80 GPA: Softball achieved a 3.35 GPA and Baseball achieved a 3.15 GPA. The Women's Softball Team and Men's Baseball Team achieved the National Junior College Association (NJCAA) Academic Team of the Year Award. The Women's Basketball Team did not meet the goal of an overall team 2.80 GPA: Women's Basketball achieved a 2.53 GPA. Although the overall GPA of the Athletic Department was met (3.11), the Women's Basketball Program did not meet the objective (2.53 < 2.80). As a result, Objective 1.1 was tentatively met.

Action Taken: The Women's Basketball Team will have more of a focus on Tutoring with Tutoring Services on campus.

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

Goal 2: To be successful on the field of play.
Objective 2.1: Maintain a winning percentage

Each athletic team will attain a 67% winning percentage.
- The Softball Program finished with a 53-11 record and an 82.8% winning percentage while winning the Program's 5th National Championship. Objective was met.
- The Baseball Program finished with a 46-11 record and an 80.7% winning percentage while participating in the NJCAA Region 23 Tournament. Objective was met.
- The Women's Basketball Program finished with an 11-18 record and a 37.9% winning percentage which was a 5.8% better winning percentage than the previous season. Objective was not met.

The overall record of the Athletic Department was 110-40 for a 73.3% winning percentage. The Softball Program’s National Championship makes for a total of 10 National Championships (5 – Baseball, 5 – Softball) in the last twelve years. Although the overall record winning percentage goal was reached, the Women's Basketball Program failed to reach the goal. As a result, this objective was tentatively met.

Action Taken: No changes recommended for Baseball and Softball. Due to the Women’s Basketball Coaching Staff having the freedom to allocate their scholarship funds with Room and Board Scholarships, recruiting should improve and winning percentage points should continue to increase as we have seen the last two years (7.1% - 2015-16, 5.8% - 2016-2017).
Planning Unit: Business Affairs
Assessment Year: 2016-2017
Person responsible: Arlene Tucker

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

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

**Objective 1:** Faculty will rate their satisfaction with campus buildings and grounds as agreeable or higher on the Faculty Survey. Benchmark is agreeable (4.0) or higher. Last year, faculty rated their satisfaction at 4.4. For FY 2016-17, faculty (20 out of 80) rated their satisfaction with the campus buildings and grounds at 4.4 on a 5.0 scale -- the highest rating. A total of 4095 work orders were scheduled/completed by Physical Plant employees. The Acadian Center Geaux Center for enrollment management, admissions, and registrar’s office was renovated. Financial Aid area was also renovated. Objective met.

**Action Taken:** No action required.

**Objective 2:** Staff will rate their satisfaction with campus buildings and grounds as agreeable or higher on the Staff Survey. Benchmark is agreeable (4.0) or higher. Last year, staff rated their satisfaction at 4.0. For FY2016-17, staff (52 out of 83) rated their satisfaction with the campus buildings and grounds at 4.5 on a 5.0 scale. This question received the highest rating. Objective was met.

**Action Taken:** No action required.

**Objective 3:** Students will rate their satisfaction with the Physical Plant on Noel Levitz Student Satisfaction Inventory. The maintenance of the campus will rank as one of the top ten items of satisfaction by students at LSU Eunice and higher in satisfaction than other National Community Colleges. Students’ satisfaction with maintenance of the campus was 6.21 on a 7.0 scale. The Physical Plant ranked 1st out of 50 items surveyed for satisfaction. The rating of 6.21 was greater than the 6.08 satisfaction rating of other National Community colleges. At LSUA the maintenance of the campus was rated 6.04, while the Lab School rated their campus at 5.63. Objective was met.

**Action Taken:** No action required.

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

**Goal 1:** To provide 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. Objective for FY 2015-16 was not met. For 2016-17, faculty (20 out of 80) rated their satisfaction with the cafeteria at 3.8 on a 5.0 scale. Objective not met.

**Action taken:** Evaluation and selection of Chartwells as the food service vendor for fall, 2017 was made. Renovation of existing cafeteria facilities was completed September, 2017.

**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. Last year, staff rated their satisfaction at 3.7. For FY 2016-17, staff rated their satisfaction with the cafeteria at 3.7 on a 5.0 scale. Objective was not met.

**Action taken:** Evaluation and selection of Chartwells as the food service vendor for fall 2017 was made. Renovation of existing cafeteria facilities was completed September, 2017.

**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. For FY 2016-17, students’ satisfaction at LSUE was 5.38 on a 7.0 scale. Students living at Bengal Village purchased an 80 meal plan and evening meals were served Monday through Thursday. At LSUA the student satisfaction with the cafeteria was 5.21 and at the LSU Lab School the satisfaction was 4.83. Objective was met at LSUE and LSUA but not met at the Lab School. The Lab School will need to be made aware of their cafeteria satisfaction rating for improvement.

**Action taken:** Evaluation and selection of Chartwells food service vendor for fall, 2017 was made. Renovation of existing cafeteria facilities was completed September, 2017. Students living in Bengal Village purchased a meal plan for 7 days a week.
1. List one or two of your most significant goals/objectives that were met.

Implementation of the new phone system – The prior system was limited in its ability to offer and support the needs of the campus. Some of the limitations included many old handsets still in use throughout campus, a lack of an up-to-date feature set (ex: Caller ID), and also an absence of vendor support. The new phone system addressed these limitations. Basically, the new system delivers more valuable communication services to the campus with less effort while also simplifying the system management process.

Data Center Upgrade - The prior solution again was limited in its ability to offer and support the current needs of the campus. The data center upgrade project provided for a virtual server environment allowing OIT to manage the server infrastructure for users throughout campus in a more flexible and reliable manner while also addressing concerns about the system backup and disaster recovery areas.

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

Integration of a backup internet connection – While we have established a backup Internet connection for the campus through Charter Communications, an actual real-time failover process is still in progress. In order to have an automated failover process to eliminate user downtime, we needed to upgrade the campus firewall solution, which has now been done as of 12/20/2017. Once the new firewall has been running smoothly for two weeks, we will implement the failover function to the backup internet connection.
Planning Unit: University Advancement/LSUE Foundation
Assessment Year: 2016-2017
Person responsible: Carey Lawson

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

**Goal 1 – Implement Policies and Procedures**

**Objective:** 1.1a: Complete revision of LSUE Foundation Bylaws to meet CASE (Council and Support of Education) standards and obtain LSUE Foundation Board approval by June 30, 2017.

**Strategy:** Successful completion of this objective is that the Bylaws have been revised and approved by the Board.

**Progress Report:** For AY 2016-2017, the LSUE Foundation Board By-laws were approved by the LSUE Foundation Board on May 19, 2017. Items updated in the by-laws are as follows:
- Board Tenure was set to three year terms
- Set provision to allow for board action without holding a formal meeting as long as action taken is done so with approval of 2/3 of board approval
- Meetings may be held via conference call
- No meetings may be held without notification of Chancellor of LSUE or Executive Director of LSUE Foundation

Objective was met.

**Improvement plan** is to continue to update and revise bylaws as necessary to remain in compliance

**Goal 2 – Generate FY increases in Revenue**

**Objective:** 2.1: Increase annual revenue for expendable and endowment accounts in the LSUE Foundation by at least 10% by June 30, 2018. This includes funding to support annual, corporate/foundation giving, endowed gifts, and planned giving.

**Strategy:** Contributions will be greater than $294,758.30 which is greater than 10% of FY15-16 income of $267,962.09

**Progress Report:** For AY 2016-2017, FY 16-17 cash Total contributions $269,730. Total contributions including $10,000 planned gift, state matching funds and gifts to endowment $304,244.33. Interest allocations and foundation transfers are not included in this goal. This is over a 13% increase. This objective was met by June 30, 2017.

**Improvement Plan:** We are continuing to

1. Migrate LSUE alumni data into database at LSU Foundation to have complete record of alumni (graduates and non-graduates of LSUE) in the database.
2. Applying for matching funds for scholarships through Board of Regents 2-year workforce development matching funds.

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

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

**Outcome:** 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.

**Strategy and Benchmark:** Were the evaluations opened/closed appropriately during the intended time frame established? Were results available after grade Processing complete? An answer of yes would confirm successful completion of this objective.

**Progress Report:** For AY 2016-2017, the following course evaluations were completed as planned:
- Fall 2016: Session A, Session B, Session C, Fall Intersession 2016
- Spring 2017: Session A, Session B, Session C, Spring Intersession 2017
- Summer 2017: Session A, Session B

The following was not completed during the summer of 2017: Session C

As a result, objective 1.1 was tentatively met.

**Improvement Plan:** It is important to note that multiple new employees were in the process of coming aboard and getting up to speed during this past year given the large turnover during the 2016 calendar year. Couple this with numerous high priority projects ongoing during the summer of 2017, the one evaluation period for session C during the summer for three courses was simply overlooked.

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

**Outcome:** 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.

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

**Progress Report:** It was noted in the improvement plan the IT was understaffed due to resignations. IT has been filling positions during AY 2016-2017 and is now almost completely staffed. For AY 2016-2017, the time to complete Service Requests average out at 50 hours. Since the observed 50 hours > 45 hours benchmarked, Objective 2.2 was not met.

**Improvement Plan:** It is important to note that three IT staff members left LSUE at almost the same time in summer 2016. Several positions have been refilled over the past several months, but there was a long time period during this past year where the team was very short staffed. We have begun to see a pickup in the response time already and expect this trend to continue as the new team comes together.
Planning Unit: Institutional Effectiveness  
Assessment Year: 2016-2017  
Person responsible: Paul Fowler

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

Goal 3: Maintain Compliance with SACSCOC Policies

**Objective 3.3:** Complete substantive changes in accordance with the SACSCOC Substantive Change Policy.

**Strategy and Benchmark:** Completion of the Substantive Changes by the SACSCOC stated deadline or in a manner that ensures compliance is considered as meeting this objective.

**Progress Report:** For AY 2016-2017, the following Substantive Changes were filed:
- 25-49% of a program at St. Edmunds Preparatory High School and Iota High School (accepted by SACSCOC);
- 25-49% of a program at Lafayette General Southwest (accepted by SACSCOC);
- Prospectuses for > 50% of a program at LSUA and LSU Lab School (LSUA accepted; however, there were four recommendations at the LSU Lab School that required a follow-up report);
- Prepared documents for the Off-Site Visiting Team in March 2017;
- Hosted the Off-Site Visiting Team in March 2017;
- Submit the follow up report for LSU Lab School (SACSCOC accepted);
- Prospectus to create an AAS in Surgical Technology (pending faculty credentials);
- Prospectus to create an AAS in Diagnostic Medical Sonography (approved by SACSCOC);

While the Substantive Changes did meet the SACSCOC Deadlines, this objective was tentatively met due to the enormous amount work required by the follow up report for the LSU Lab School site.

**Improvement Plan:** Continue to stay apprised of the Substantive Change Policy and its deadlines. Also, become familiar with the new Principle approved in December 2017.

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

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

This objective was cancelled due to workload. The report was a summary of the data contained in each of the QEP objectives in Compliance Assist. The objectives are complete annually; however, there has been no time to write a separate summary document to post to the web.
Planning Unit: Public Affairs  
Assessment Year: 2016-2017  
Person responsible: Van Reed

1. List one or two of your most significant goals/objectives that were met.  
Hire an Assistant Director of Public Affairs to assist in the development of marketing and social media content for the university.

**Action Taken:** For AY 2016-2017, an assistant director was hired in August 2017. The new assistant director of marketing and public affairs will serve as the primary contact for LSUE athletics and will assist with the athletic website updates, social media and game coverage. He/she will also provide front-line media relations, write articles, produce press releases and provide overall support for the director. This objective was met and is completed.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.  
Begin the process of creating and implementing a marketing and advertising plan for LSUE to meet its enrollment and retention goals. Include specific strategies that target prospective students, current students, alumni and friends of the university to encourage enrollment, participation and philanthropic support to LSUE. Creation of the plan and beginning to implement it will constitute success. Note that this is a long term objective and will span over several years due to the amount and variability of programs at LSUE, the fact that programs are being added, and the various number of marketing strategies that will prove effective.

For 16-17, specific targets are:
- creation of a written marketing plan that includes a mix of social media advertising and traditional advertising.
- creation of monthly emails to be used for recruitment efforts
- creation of content marketing plan to use the front page of the website as part of the overall marketing plan.

**Action Taken:** For AY 2016-2017, most of LSUE is under reorganization due to a change in leadership. As a result, developing a marketing plan was a "moving target" to respond to both long range and short-term issues. The following items were completed:
- Gained access to the Customer Relations tool used by recruiters. Access to this cloud-based software allowed us to begin creation of email templates that would have the same look and feel as the advertising pieces being planned.
- Explored two streaming services (Pandora and Spotify) that can be utilized for highly targeted advertising among the teen market.
- Completed the highly competitive approval process to become a Snap Chat advertiser.
- Tested several targeted Facebook, Twitter and Instagram advertisements.
- Completed the linking of the Facebook Pixel and Google Analytics code to every page of the website to better track usage of the university website's landing pages during an advertising campaign.

As a result, this objective was tentatively met. Most of the planning has been completed but the compilation of the final document has not been completed. The Office of Public Relations is still in the early development stages of the written plan, exploring tools and options available to the university.

Planning Unit: Enrollment Management  
Assessment Year: 2016-2017  
Person responsible: Joshua Coco

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

**Objective 1.1 Financial Aid Information** – Prospective students and parents will have access to and understand the importance of financial aid availability and applications procedures and be satisfied with the procedures.

During the academic year of 2016-2017, we conducted eight financial aid presentations for LSUE site students. Noel-Levitz Student Satisfactory Survey results for Spring 2017 showed responses in the area of satisfaction as follows: Satisfaction for the LSUE site was 5.42 (n = 456) on a 7-point scale on the Noel Levitz Student Satisfaction Survey. Satisfaction for the LSUA site was 4.52 (n = 50). Given that the observed score for the LSUE site was 5.42 > the national average of 5.40, objective 1.1 is met. However, given that the score for the LSUA site of 4.52 < the national average of 5.40, objective 1.1 is not met. As a result, the objective was tentatively met.
Objective 1.1 Enrollment Management and Student Affairs - Enrollment Management seeks to increase overall enrollment at LSUE and its various sites.

The target for this enrollment increase is 5% increase for fall 2016 over fall 2015. This target has been set by the Chancellor based on market environment. Enrollment for fall 2015 was 2,508 based on the 14th day census. For AY 2016-2017, Fall 2016 enrollment was 2,906 according to the 14th day census. In Fall 2015, it was 2,508 resulting in an increase of 398 students for an increase of 15.8%. Two new recruiters were hired in Fall 2016 and they were able to visit different schools in the area. Since the observed increase in enrollment of 15.8% > the target of 5%, Objective 1.1 is met. Recruiters will continue to visit local high schools promoting LSUE to increase overall enrollment.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.
N/A
Planning Unit: **Student Affairs**  
Assessment Year: 2016-2017  
Person responsible: Dr. Kyle Smith (as of July 2017)

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

**Goal 1. Enhance Role of Student Government and Student Activities**

Objective: 1.2. Student Government Association – Elections will be held in the early part of the Fall semester to elect Student Government Association senators.

Target Measures: Using a 3-year average benchmark of 107 total ballots cast, the target for 2016-2017 was set at 107. For the 2016-2017 year, there were exactly 107 ballots that were cast by students who voted in senate elections.

Objective Status: Met

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

NOTE: All goals and objectives were met for the 2016-2017 assessment year.
V. Cabinet’s Meeting Minutes February 27, 2018

MINUTES
CHANCELLOR’S CABINET MEETING
FEBRUARY 27, 2018 - 9:00 AM

Present: Dr. Kimberly Russell, Ms. Arlene Tucker, Dr. Renee Robichaux, Dr. Kyle Smith and Mr. Patton Griffith. Linda Thomas recorded minutes.

Dr. Russell—
• It was moved by Dr. Smith and seconded by Ms. Tucker that the Cabinet formally accept and approve the Institutional Effectiveness Goals and Objectives from AY 2016-2017. Based on the summaries reviewed during the February 8, 2018 Administrative Council Meeting, LSU Eunice is accomplishing the stated mission.
• One Acadiana Regional Celebration is Wednesday night, February 28th.
• Representative Phillip DeVillier's fundraiser is Thursday, March 1, 2018.
• Friday, March 2nd, at noon is the LSU Eunice Foundation Annual Board meeting.
• Wednesday, March 7th, the Louisiana Association of Women in Higher Education will be held in Hammond, LA.
• Serving on the LSU Search Committee for the Associate Vice President for Public Safety.
• Will be out the week of March 12, 2018.

Dr. Smith—
• Twenty-two students showed up to become Bengal Ambassadors, and eight were selected.
• Will be traveling with students to the Southern Regional Conference, March 15-18, 2018. A 15-passenger van is needed.
• The orientation leader training will be one week after the students return from the conference.
• Miss LSUE Pageant is Thursday, March 1, 2018, at 6:00 p.m., in the Health Tech Auditorium.
• Catherine will be going to the Housing Conference in Mobile, AL, March 6-8, 2018.
• Bengal Excellence Awards Program is on the way.
• The Black History Program went very well.
• With staffing issues, Atina Wright withdrew yesterday. One hundred sixteen advisees need to be reassigned.

Ms. Tucker—
• There's a shortfall with year-end numbers. Will need to monitor departments closely.
• Will be out Wednesday to attend a Chief Financial Officer (CFO) meeting in Baton Rouge.
• Conducting mid-year reviews with employees this week.
• Donnie is interviewing candidates for the Bookstore Manager this week.
• Budget Review Committee meets this week.
• The Literary Rally went really good this weekend.
• Civil Service audit is Thursday this week.
• The campus will receive an email from Michael Broussard about the electrical shutdown a 5:00 p.m. Friday.
• LSU signed a contract with Cashier Cashnet for Workday Student.
• An email went out to the campus regarding an increase in state income tax withholding.
• Property inventory cycle during March will be starting.

Mr. Griffith—
• LSUA Board of Regents standards were changed for 2017-18 yesterday.
• Will be meeting with Van on March 1st to work on the Enrollment Management Plan Marketing Campaign.
• Meeting with Jeff Willis today regarding NJCAA.
• There are 105 signed up for Bengal Day.
• Another mailing will go out March 10th.
• Eighteen students are touring the library today.
• Admissions standards for International students are changing.
VI. Assessment Plan Goals and Objectives by Institutional Strategic Goal

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

Related Items

1. To prepare an annual budget which reflects the mission of the university and supports institutional priorities.
   Provided By: Budgeting
   Progress: Completed

   1.1 Budget Preparation
   Progress: Completed
   Provided By: Budgeting

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

   1.1 Developmental English (ENGL 0001)
   Progress: Completed
   Provided By: Developmental Education

   1.2 Developmental Math (MATH 0001)
   Progress: Completed
   Provided By: Developmental Education

   1.3 Developmental Math (MATH 0002)
   Progress: Completed
   Provided By: Developmental Education

   1.4 Orientation to University Studies (UNIV 1005)
   Progress: Completed
   Provided By: Developmental Education

   1.5 College Reading (UNIV 0008)
   Progress: Completed
   Provided By: Developmental Education

1. Develop and implement a comprehensive marketing and advertising plan for the 2016-2017 academic year.
   Provided By: Public Affairs
   Progress: Completed

   1.1 Marketing and Advertising
   Progress: Completed
   Provided By: Public Affairs
1 Enhance Role of Student Government and Student Activities
Provided By: Student Activities
Progress: Completed

1.1 Student Activities CAB
Progress: Completed
Provided By: Student Activities

1 Enhance network security by keeping up with industry supported standards.
Provided By: Information Technology
Progress: Canceled

1.1 Networking and Telecom
Progress: Canceled
Provided By: Information Technology
1.2 Networking and Telecom
Progress: Canceled
Provided By: Information Technology

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

1.1 Completion and Approval of Annual Affirmative Action Plan
Progress: Completed
Provided By: Affirmative Action/Equal Employment Opportunity
1.2 Annually Provide Training on AA/EEO topics to faculty & staff
Progress: Completed
Provided By: Affirmative Action/Equal Employment Opportunity
1.3 Assess Campus Climate
Progress: Canceled
Provided By: Affirmative Action/Equal Employment Opportunity

1 Implement Board Policies and Procedures
Provided By: University Advancement / LSUE Foundation
Progress: Completed

1.1a Bylaw Revision
Progress: Completed
Provided By: University Advancement / LSUE Foundation
1.2a Campus Policy Revisions
1 Implement the LSUE Academy
Provided By: LSUE Academy
Progress: Completed

1.1 Recruitment
Provided By: LSUE Academy
Progress: Completed

1.2 Assessment of Incoming Students
Provided By: LSUE Academy
Progress: Completed

1.3 Enrollment
Provided By: LSUE Academy
Progress: Completed

1 Increase overall unduplicated enrollment headcount
Provided By: Enrollment Management and Student Affairs
Progress: Completed

2.1 Immunizations
Provided By: Enrollment Management and Student Affairs
Progress: Completed

3.1 Orientation
Provided By: Enrollment Management and Student Affairs
Progress: Completed

1 Increase the effectiveness of the LSU Police Department on the LSUE campus
Provided By: LSU Police (Dual Reporting)
Progress: Completed

1.2 Install surveillance cameras
Provided By: LSU Police (Dual Reporting)
Progress: Completed

1.3 Hire Second Full-Time Police Officer
Provided By: LSU Police (Dual Reporting)
Progress: Completed

1.4 Publish Annual Security and Fire Report (Clery Act)
Provided By: LSU Police (Dual Reporting)
Progress: Completed
1 LSU Eunice faculty and staff will pursue public, private, and institutional grant and research opportunities to enhance academic programs and services.
   Provided By: Federal/State Grants and Contracts
   Progress: Completed

1.1 Grant Training
   Progress: Completed
   Provided By: Federal/State Grants and Contracts

1.2 Grant Submissions
   Progress: Completed
   Provided By: Federal/State Grants and Contracts

1.3 Perkins CTE Grant
   Progress: Completed
   Provided By: Federal/State Grants and Contracts

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

1.1 CDYC Competence
   Progress: Completed
   Provided By: Care and Development of Young Children

1.2 CDYC Placement
   Progress: Completed
   Provided By: Care and Development of Young Children

1.3 CDYC Retention
   Progress: Completed
   Provided By: Care and Development of Young Children

1 Maintain an effective Associate of Arts, Louisiana Transfer Program
   Provided By: AA/LT
   Progress: Completed

1.1 Maintain an effective Associate of Arts, Louisiana Transfer program
   Progress: Completed
   Provided By: AA/LT

1 Maintain an effective Associate of Science Louisiana Transfer Program
   Provided By: AS/LT
   Progress: Completed

1.1 Associate of Science Louisiana Transfer
   Progress: Completed
1. Maintain an effective Diagnostic Medical Sonography Program
   Provided By: Diagnostic Medical Sonography
   Progress: Delayed

   1.1 DMS Professional Competency
       Progress: Canceled
       Provided By: Diagnostic Medical Sonography

   1.2 DMS Retention
       Progress: Canceled
       Provided By: Diagnostic Medical Sonography

   1.3 DMS Employment
       Progress: Canceled
       Provided By: Diagnostic Medical Sonography

1. Maintain an effective Honors Program
   Provided By: Honors
   Progress: Completed

   1.1 Honors learning community environment
       Progress: Completed
       Provided By: Honors

   1.2 Honors leadership experiences
       Progress: Canceled
       Provided By: Honors

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

   1.1 Financial Aid-Information
       Progress: Completed
       Provided By: Financial Aid

   1.2 Financial Aid Resources
       Progress: Completed
       Provided By: Financial Aid

   1.3 Financial Aid-Scholarships
       Progress: Completed
       Provided By: Financial Aid

   1.4 Financial Aid Counseling
       Progress: Completed
       Provided By: Financial Aid
1. Provide opportunities for prospective students to acquaint themselves with university requirements, personnel and services.  
   Provided By: Admissions and Recruitment  
   Progress: Completed

   1.1 Bengal Day  
      Progress: Completed  
      Provided By: Admissions and Recruitment

1. The Office of Admissions will decrease turnaround time for processing of paid applications.  
   Provided By: Registrar  
   Progress: Complete

   1.1 Decreasing processing time of admission applications  
      Progress: Completed  
      Provided By: Registrar

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

   1.1 Non Credit-Personal Enrichment  
      Progress: Canceled  
      Provided By: Continuing Education

   1.2 Non Credit-Workforce Training  
      Progress: Canceled  
      Provided By: Continuing Education

   1.3 Non Credit-Youth  
      Progress: Canceled  
      Provided By: Continuing Education

1. To assist students in declaring a major.  
   Provided By: Career Services  
   Progress: Completed

   1.1 Career Decision Making and Experiential Education  
      Progress: Canceled  
      Provided By: Career Services

   1.1a Career Decision Making  
      Progress: Completed  
      Provided By: Career Services
1. To operate as an auxiliary enterprise to support the academic mission of LSUE by providing educational books and supplies, and other merchandise.
   
   Provided By: Bookstore
   Progress: Completed

   1.1 Bookstore-Faculty Satisfaction
   Progress: Completed
   Provided By: Bookstore

   1.2 Bookstore-Student Satisfaction
   Progress: Completed
   Provided By: Bookstore

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

   1.1 Food Service-Faculty Satisfaction
   Progress: Completed
   Provided By: Cafeteria

   1.2 Food Service-Staff Satisfaction
   Progress: Completed
   Provided By: Cafeteria

   1.3 Food Service-Student Satisfaction
   Progress: Completed
   Provided By: Cafeteria

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

   1.1 Correspondences-Human Resources
   Progress: Completed
   Provided By: Human Resources

   1.2 Human Resources-Audit
   Progress: Completed
   Provided By: Human Resources

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

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

Provided By: Purchasing
Progress: Completed

1.1 Purchasing- Faculty Satisfaction
Progress: Completed
Provided By: Purchasing

1.2 Purchasing-Audit
Progress: Completed
Provided By: Purchasing

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

1.1 Student Learning and GPA
Progress: Completed
Provided By: Athletics

1. Maintain an effective General Studies Program
Provided By: General Studies
Progress: Completed

1.1 GSA - Retention
Progress: Completed
Provided By: General Studies

1. The QEP seeks to increase student learning in developmental mathematics using innovative techniques of instruction.
Provided By: Quality Enhancement Plan
Progress: Completed
1.1 Increase achievement of SLOs in MATH 0001 and MATH 0002
   Progress: Completed
   Provided By: Quality Enhancement Plan

1.2 Increase the Cognitive Ability of Students in MATH 0001 and MATH 0002
   Progress: Completed
   Provided By: Quality Enhancement Plan

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

   1.1 Academic Advising-Faculty
      Progress: Completed
      Provided By: Academic Affairs

   1.2 Academic Advising-Students
      Progress: Completed
      Provided By: Academic Affairs

16-17 Temp Restart CTS DMS and accept a class for Fall 2017
   Provided By: Diagnostic Medical Sonography
   Progress: Completed

16-17 Temp Accept a CTS DMS class for Fall 2017
   Progress: Completed
   Provided By: Diagnostic Medical Sonography

16-17 temp Initiate a Center for Student Success
   Provided By: Center for Student Success
   Progress: Completed

16-17 temp Center for Student Success
   Progress: Completed
   Provided By: Center for Student Success

16-17 temp 1 Renovate space in the Acadian Center for the Geaux Center
   Provided By: Enrollment Management and Student Affairs
   Progress: Completed

16-17 temp 1 Completion of Renovation of Geaux Center
   Progress: Completed
   Provided By: Enrollment Management and Student Affairs
16-17 temp 2 Hire Dean of Student Affairs and Dean of Enrollment Management
  
  Provided By: Enrollment Management and Student Affairs
  Progress: Completed

16-17 temp 2 Hire Deans of Enrollment Management and Student Affairs
  Progress: Completed
  Provided By: Enrollment Management and Student Affairs

2 Assist with the enrollment process
  Provided By: Admissions and Recruitment
  Progress: Completed

  2.1 Enrollment of students that were assisted with pre-enrollment information
  Progress: Completed
  Provided By: Admissions and Recruitment

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

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

  Reference to Gen Ed See general education
  Progress: Completed
  Provided By: Developmental Education

2 Generate FY Increases in Revenue
  Provided By: University Advancement / LSUE Foundation
  Progress: Completed

  2.1 Secure resources
  Progress: Completed
  Provided By: University Advancement / LSUE Foundation

2 Implement a comprehensive social media strategy for LSUE.
  Provided By: Public Affairs
  Progress: Completed

  2.1 Marketing and Visibility - Social Media Plan
  Progress: Completed
2 Improve the efficiency of degree checkouts.
   Provided By: Registrar
   Progress: Completed

2.1 Degree Checkout Returns
   Progress: Completed
   Provided By: Registrar

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

2.1 Enhance use of library "Information Commons" as well as other public spaces for students and patrons
   Progress: Canceled
   Provided By: Library

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

2.1 Grant Guidelines
   Progress: Completed
   Provided By: Federal/State Grants and Contracts

2.2 Adherence to Grant Guidelines
   Progress: Completed
   Provided By: Federal/State Grants and Contracts

2 Maintain an effective Accounting Technology - Accounting Clerk (CTS) program.
   Provided By: Accounting Technology, Account Clerk (CTS)
   Progress: Completed

2.1 Accounting Technology - Accounting Clerk Program (CTS) Professional Competency
   Progress: Completed
   Provided By: Accounting Technology, Account Clerk (CTS)

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

2 Maintain an effective Criminal Justice Program.
Provided By: Criminal Justice
Progress: Completed

2.1 Criminal Justice Professional Competency
  Progress: Completed
  Provided By: Criminal Justice

2.2 CJ Placement
  Progress: Completed
  Provided By: Criminal Justice

2.3 CJ Retention
  Progress: Completed
  Provided By: Criminal Justice

Maintain an effective nursing program
Provided By: Nursing
Progress: Completed

2.1 Nursing Professional Competency
  Progress: Completed
  Provided By: Nursing

2.2 Nursing Graduation Rate
  Progress: Completed
  Provided By: Nursing

2.3 Nursing Employment
  Progress: Completed
  Provided By: Nursing

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

2.1 User Services-Staff Technology
  Progress: Canceled
  Provided By: Information Technology

2.1a Staff Satisfaction
  Progress: Completed
  Provided By: Information Technology

2.2 User Services-Staff Support
  Progress: Canceled
  Provided By: Information Technology

2.2a Faculty Satisfaction
  Progress: Completed
  Provided By: Information Technology
2.3 User Services-Faculty Support  
Progress: Canceled  
Provided By: Information Technology

2.4 User Services-Faculty Technology  
Progress: Canceled  
Provided By: Information Technology

2 Provide for the safety and security of all members of the university community  
Provided By: LSU Police (Dual Reporting)  
Progress: On Schedule

2.1 Patrol  
Progress: Completed  
Provided By: LSU Police (Dual Reporting)

2.2 Parking  
Progress: Completed  
Provided By: LSU Police (Dual Reporting)

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

2.1 Student Activities - Number  
Progress: Completed  
Provided By: Student Activities

2.2 Student Activities - Satisfaction  
Progress: Completed  
Provided By: Student Activities

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

2.1 Credit Offerings-After Hours/Off-campus Courses  
Progress: Canceled  
Provided By: Continuing Education

2.2 Credit Offerings: Extension Programs and Special Services  
Progress: Completed  
Provided By: Continuing Education

2 To assist students in sharpening their job search skills.  
Provided By: Career Services
2.1 Job Search-Resume Approval
   Progress: Canceled
   Provided By: Career Services

2.2 Job Search - Resume Writing
   Progress: Canceled
   Provided By: Career Services

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

   2.1 Maintain a winning percentage
   Progress: Completed
   Provided By: Athletics

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

   2.1 Budget Review-Faculty
   Progress: Completed
   Provided By: Budgeting

   2.2 Budget Review Committee
   Progress: Completed
   Provided By: Budgeting

   2.3 Budget Control
   Progress: Completed
   Provided By: Budgeting

2. Track Student Immunization records to assure that all new students meet health requirements.
   Provided By: Enrollment Management and Student Affairs
   Progress: Completed

   2.1 Immunizations
   Progress: Completed
   Provided By: Enrollment Management and Student Affairs

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

  2.1 Articulation Agreements
  Progress: Completed
  Provided By: Academic Affairs

2016 - 2017 temp Hire Recruiters
  Provided By: Admissions and Recruitment
  Progress: Completed

2016-2017 temp Hire Recruiters
  Progress: Completed
  Provided By: Admissions and Recruitment

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

  3.1 Developmental Mathematics Completion
  Progress: Completed
  Provided By: Science & Mathematics

3 Employ and train an assistant director of marketing and public affairs.
  Provided By: Public Affairs
  Progress: Completed

  3.1 Hire Assistant Director
  Progress: Completed
  Provided By: Public Affairs

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

  3.1 Program Completion
  Progress: Completed
  Provided By: Developmental Education

  3.2 Fall to Spring Retention
  Progress: Completed
3.3 Fall to Fall Retention
  Progress: Completed
  Provided By: Developmental Education

3 Maintain Compliance with SACSCOC Policies
  Provided By: Institutional Research and Effectiveness
  Progress: Completed
  3.1 IE-SACSCOC Compliance
    Progress: Completed
    Provided By: Institutional Research and Effectiveness
  3.2 IE-QEP Outcomes
    Progress: Canceled
    Provided By: Institutional Research and Effectiveness
  3.3 temporary Substantive Changes
    Progress: Completed
    Provided By: Institutional Research and Effectiveness

3 Maintain an effective Administrative Technology Specialist (CTS) Program
  Provided By: Administrative Technology Specialist (CTS)
  Progress: Completed
  3.1 Administrative Technology Specialist (CTS) Professional Competency
    Progress: Completed
    Provided By: Administrative Technology Specialist (CTS)
  3.4 Administrative Technology Specialist (CTS) Placement
    Progress: Completed
    Provided By: Administrative Technology Specialist (CTS)

3 Maintain an effective Honors Program
  Provided By: Liberal Arts
  Progress: Canceled
  3.1 Honors learning community environment
    Progress: Canceled
    Provided By: Liberal Arts
  3.2 Honors leadership experiences
    Progress: Canceled
    Provided By: Liberal Arts

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

3.1 Radiologic Technology Professional Competency
  Progress: Completed
  Provided By: Radiologic Technology

3.2 Radiologic Technology Retention
  Progress: Completed
  Provided By: Radiologic Technology

3.3 Radiologic Technology Employment
  Progress: Completed
  Provided By: Radiologic Technology

3. Provide orientation for new students to acquaint themselves with the university.
  Provided By: Enrollment Management and Student Affairs
  Progress: Completed

3.1 Orientation
  Progress: Completed
  Provided By: Enrollment Management and Student Affairs

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

3.1 User Services-Student Support
  Progress: Completed
  Provided By: Information Technology

3.2 User Services-Improvements
  Progress: Canceled
  Provided By: Information Technology

3. Secure funding for annual LOUIS institutional membership fee
  Provided By: Library
  Progress: Canceled

3.1 Library administrative services / budgeting - secure annual LOUIS membership funding based on LOUIS fee projections
  Progress: Canceled
  Provided By: Library

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

3.2 Courses or programs will meet clients’ needs/interests.
   Progress: Completed
   Provided By: Continuing Education

3.3 Clients will recommend Continuing Education courses or programs to others.
   Progress: Completed
   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.
   Progress: Completed
   Provided By: Continuing Education

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

3.1 Employment Services-Renamed Graduates' Utilization of CCN
   Progress: Canceled
   Provided By: Career Services

3.2 Employment Services - Placement
   Progress: Completed
   Provided By: Career Services

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

3.1 Professional Development
   Progress: Completed
   Provided By: Quality Enhancement Plan

3.2 Increase Retention and Completion of Developmental and General Education Mathematics
   Progress: Completed
   Provided By: Quality Enhancement Plan

3.3 Reduce the Amount of Time in Developmental Mathematics
   Progress: Completed
   Provided By: Quality Enhancement Plan

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

3.1 Curriculum Development
Progress: Completed
Provided By: Academic Affairs

3. (formerly number 1) Provide regular training in emergency response procedures to campus personnel
NOTE PER CHANCELLOR - HIRE 2ND OFFICER AND INSTALL CAMERAS
Provided By: LSU Police (Dual Reporting)
Progress: Delayed

3.1 formally 1.1 Emergency Response Training
Progress: Delayed
Provided By: LSU Police (Dual Reporting)

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

4.1 External and Community Services - Offer various library programs for community
Progress: Canceled
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
Progress: Canceled
Provided By: Library

4. Increase Student Retention
Provided By: Enrollment Management and Student Affairs
Progress: Completed

4.1 Increase Fall to Spring New First-Time Full-Time Student Retention
Progress: Completed
Provided By: Enrollment Management and Student Affairs

4.2 Increase Fall to Fall New First-Time Full-Time Student Retention
Progress: Completed
Provided By: Enrollment Management and Student Affairs

4. Maintain an effective Human Resource Management (CTS) program
Provided By: Human Resources Management (CTS)
Progress: Completed
4.1 Human Resources Management program (CTS) Professional Competency
   Progress: Completed
   Provided By: Human Resources Management (CTS)

4.4 Human Resources Management Program (CTS) Placement
   Progress: Completed
   Provided By: Human Resources Management (CTS)

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

4.1 Respiratory Care Professional Competency
   Progress: Completed
   Provided By: Respiratory Care

4.2 Respiratory Care Retention
   Progress: Completed
   Provided By: Respiratory Care

4.3 Respiratory Care Employment
   Progress: Completed
   Provided By: Respiratory Care

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

4.0 Retention- Aggregated Liberal Arts Majors
   Progress: Completed
   Provided By: Liberal Arts

4 Update IT Infrastructure
   Provided By: Information Technology
   Progress: Completed

4.1 Update IT Infrastructure
   Progress: Completed
   Provided By: Information Technology

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

4.1 Instructional Program Satisfaction
   Progress: Completed
4.2 One Year Retention
Progress: Completed
Provided By: Academic Affairs

4.3 Graduation
Progress: Completed
Provided By: Academic Affairs

5 Assess General Education Courses (see General Education)
Provided By: Liberal Arts
Progress: Completed

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

5.1 Instruction and References Services - employ various library activities to assist and work with students and faculty in using the campus library
Progress: Canceled
Provided By: Library

5 Maintain an effective Medical Coding and Billing (CTS) Program
Provided By: Medical Coding and Billing (CTS)
Progress: Completed

5.1 Medical Coding and Billing Program (CTS) Professional Competency
Progress: Completed
Provided By: Medical Coding and Billing (CTS)

5.4 Medical Coding and Billing Program (CTS) Placement
Progress: Completed
Provided By: Medical Coding and Billing (CTS)

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

5.1 Fire and Emergency Services - Professional Competency
Progress: Completed
Provided By: Fire and Emergency Services

5.2 Fire and Emergency Services Employment
Progress: Completed
Provided By: Fire and Emergency Services

5.3 Fire and Emergency Services - Retention
6 Constituencies at LSUE will be satisfied with library operations.
Provided By: Library
Progress: Completed

6.1 Employee Satisfaction with the Library
Provided By: Library
Progress: Completed

6.2 Student Satisfaction with the Library
Provided By: Library
Progress: Completed

6 Maintain an effective Computer Information Technology (CIT) program.
Provided By: Computer Information Technology
Progress: Completed

6.1 CIT - Program Professional Competency
Provided By: Computer Information Technology
Progress: Completed

6.4 CIT Placement
Provided By: Computer Information Technology
Progress: Completed

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

7.1 Management - Program Professional Competency
Provided By: Management
Progress: Completed

7.4 Management - Placement
Provided By: Management
Progress: Completed

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

2.1 Marketing and Visibility - Social Media Plan
Provided By: Public Affairs
2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

Related Items

1 To prepare an annual budget which reflects the mission of the university and supports institutional priorities.
   Provided By: Budgeting
   Progress: Completed

   1.1 Budget Preparation
      Progress: Completed
      Provided By: Budgeting

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

   1.1 Developmental English (ENGL 0001)
      Progress: Completed
      Provided By: Developmental Education

   1.2 Developmental Math (MATH 0001)
      Progress: Completed
      Provided By: Developmental Education

   1.3 Developmental Math (MATH 0002)
      Progress: Completed
      Provided By: Developmental Education

   1.4 Orientation to University Studies (UNIV 1005)
      Progress: Completed
      Provided By: Developmental Education

   1.5 College Reading (UNIV 0008)
      Progress: Completed
      Provided By: Developmental Education

1 Develop and implement a comprehensive marketing and advertising plan for the 2016-2017 academic year.
   Provided By: Public Affairs
   Progress: Completed

   1.1 Marketing and Advertising
      Progress: Completed
      Provided By: Public Affairs
1 Enhance Role of Student Government and Student Activities
   Provided By: Student Activities
   Progress: Completed

1.1 Student Activities CAB
   Progress: Completed
   Provided By: Student Activities

1 Enhance network security by keeping up with industry supported standards.
   Provided By: Information Technology
   Progress: Canceled

1.1 Networking and Telecom
   Progress: Canceled
   Provided By: Information Technology

1.2 Networking and Telecom
   Progress: Canceled
   Provided By: Information Technology

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

1.1 Completion and Approval of Annual Affirmative Action Plan
   Progress: Completed
   Provided By: Affirmative Action/Equal Employment Opportunity

1.2 Annually Provide Training on AA/EEO topics to faculty & staff
   Progress: Completed
   Provided By: Affirmative Action/Equal Employment Opportunity

1.3 Assess Campus Climate
   Progress: Canceled
   Provided By: Affirmative Action/Equal Employment Opportunity

1 Hire digital services / systems librarian
   Provided By: Library
   Progress: Canceled

1.1 To hire a digital services / systems librarian
   Progress: Canceled
   Provided By: Library

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

1.1 Data-Course Evaluation
Progress: Completed
Provided By: Institutional Research and Effectiveness

1 Implement Board Policies and Procedures
Provided By: University Advancement / LSUE Foundation
Progress: Completed

1.1a Bylaw Revision
Progress: Completed
Provided By: University Advancement / LSUE Foundation

1.2a Campus Policy Revisions
Progress: Completed
Provided By: University Advancement / LSUE Foundation

1 Implement the LSUE Academy
Provided By: LSUE Academy
Progress: Completed

1.1 Recruitment
Progress: Completed
Provided By: LSUE Academy

1.2 Assessment of Incoming Students
Progress: Completed
Provided By: LSUE Academy

1.3 Enrollment
Progress: Completed
Provided By: LSUE Academy

1 Increase overall unduplicated enrollment headcount
Provided By: Enrollment Management and Student Affairs
Progress: Completed

2.1 Immunizations
Progress: Completed
Provided By: Enrollment Management and Student Affairs

3.1 Orientation
Progress: Completed
Provided By: Enrollment Management and Student Affairs
1 Increase the effectiveness of the LSU Police Department on the LSUE campus
   Provided By: LSU Police (Dual Reporting)
   Progress: Completed

   1.2 Install surveillance cameras
   Progress: Completed
   Provided By: LSU Police (Dual Reporting)

   1.3 Hire Second Full-Time Police Officer
   Progress: Completed
   Provided By: LSU Police (Dual Reporting)

   1.4 Publish Annual Security and Fire Report (Clery Act)
   Progress: Completed
   Provided By: LSU Police (Dual Reporting)

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

   1.1 Grant Training
   Progress: Completed
   Provided By: Federal/State Grants and Contracts

   1.2 Grant Submissions
   Progress: Completed
   Provided By: Federal/State Grants and Contracts

   1.3 Perkins CTE Grant
   Progress: Completed
   Provided By: Federal/State Grants and Contracts

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

   1.1 CDYC Competence
   Progress: Completed
   Provided By: Care and Development of Young Children

   1.2 CDYC Placement
   Progress: Completed
   Provided By: Care and Development of Young Children

   1.3 CDYC Retention
   Progress: Completed
   Provided By: Care and Development of Young Children
1. Maintain an effective Associate of Arts, Louisiana Transfer Program

Provided By: AA/LT
Progress: Completed

1.1 Maintain an effective Associate of Arts, Louisiana Transfer program
Progress: Completed
Provided By: AA/LT

1. Maintain an effective Associate of Science Louisiana Transfer Program

Provided By: AS/LT
Progress: Completed

1.1 Associate of Science Louisiana Transfer
Progress: Completed
Provided By: AS/LT

1. Maintain an effective Diagnostic Medical Sonography Program

Provided By: Diagnostic Medical Sonography
Progress: Delayed

1.1 DMS Professional Competency
Progress: Canceled
Provided By: Diagnostic Medical Sonography

1.2 DMS Retention
Progress: Canceled
Provided By: Diagnostic Medical Sonography

1.3 DMS Employment
Progress: Canceled
Provided By: Diagnostic Medical Sonography

1. Maintain an effective Honors Program

Provided By: Honors
Progress: Completed

1.1 Honors learning community environment
Progress: Completed
Provided By: Honors

1.2 Honors leadership experiences
Progress: Canceled
Provided By: Honors

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

Provided By: Financial Aid
1 Provide opportunities for prospective students to acquaint themselves with university requirements, personnel and services.
Provided By: Admissions and Recruitment
Progress: Completed

1.1 Bengal Day
Progress: Completed
Provided By: Admissions and Recruitment

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

1.1 Decreasing processing time of admission applications
Progress: Completed
Provided By: Registrar

1 To assist students in declaring a major.
Provided By: Career Services
Progress: Completed

1.1 Career Decision Making and Experiential Education
Progress: Canceled
Provided By: Career Services

1.1a Career Decision Making
Progress: Completed
Provided By: Career Services
1. To operate as an auxiliary enterprise to support the academic mission of LSUE by providing educational books and supplies, and other merchandise.
   
   **Provided By:** Bookstore  
   **Progress:** Completed

1.1 Bookstore-Faculty Satisfaction  
   **Progress:** Completed  
   **Provided By:** Bookstore

1.2 Bookstore-Student Satisfaction  
   **Progress:** Completed  
   **Provided By:** Bookstore

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

1.1 Food Service-Faculty Satisfaction  
   **Progress:** Completed  
   **Provided By:** Cafeteria

1.2 Food Service-Staff Satisfaction  
   **Progress:** Completed  
   **Provided By:** Cafeteria

1.3 Food Service-Student Satisfaction  
   **Progress:** Completed  
   **Provided By:** Cafeteria

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

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

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

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

1.1 Building and Grounds-Faculty Satisfaction
To provide timely acquisition of quality goods and services at competitive prices for departments while ensuring that University purchasing is in compliance with applicable state and federal laws.

Provided By: Purchasing
Progress: Completed

1.1 Purchasing - Faculty Satisfaction
Progress: Completed
Provided By: Purchasing

1.2 Purchasing - Audit
Progress: Completed
Provided By: Purchasing

To support academic achievement and progress of student athletes

Provided By: Athletics
Progress: Completed

1.1 Student Learning and GPA
Progress: Completed
Provided By: Athletics

1. Maintain an effective General Studies Program
Provided By: General Studies
Progress: Completed

1.1 GSA - Retention
Progress: Completed
Provided By: General Studies

1. The QEP seeks to increase student learning in developmental mathematics using innovative techniques of instruction.
Provided By: Quality Enhancement Plan
Progress: Completed
1. **Increase achievement of SLOs in MATH 0001 and MATH 0002**
   - **Progress:** Completed
   - **Provided By:** Quality Enhancement Plan

2. **Increase the Cognitive Ability of Students in MATH 0001 and MATH 0002**
   - **Progress:** Completed
   - **Provided By:** Quality Enhancement Plan

### 1. Academic Advising

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

  1. **Academic Advising-Faculty**
     - **Progress:** Completed
     - **Provided By:** Academic Affairs

  2. **Academic Advising-Students**
     - **Progress:** Completed
     - **Provided By:** Academic Affairs

### 2. Temp

1. **Temp Restart CTS DMS and accept a class for Fall 2017**
   - **Provided By:** Diagnostic Medical Sonography
   - **Progress:** Completed

2. **Temp Accept a CTS DMS class for Fall 2017**
   - **Provided By:** Diagnostic Medical Sonography
   - **Progress:** Completed

3. **Temp Initiate a Center for Student Success**
   - **Provided By:** Center for Student Success
   - **Progress:** Completed

4. **Temp Center for Student Success**
   - **Provided By:** Center for Student Success
   - **Progress:** Completed

5. **Temp 1 Renovate space in the Acadian Center for the Geaux Center**
   - **Provided By:** Enrollment Management and Student Affairs
   - **Progress:** Completed

6. **Temp 1 Completion of Renovation of Geaux Center**
   - **Provided By:** Enrollment Management and Student Affairs
   - **Progress:** Completed
16-17 temp 2 Hire Dean of Student Affairs and Dean of Enrollment Management
Provided By: Enrollment Management and Student Affairs
Progress: Completed

16-17 temp 2 Hire Deans of Enrollment Management and Student Affairs
Progress: Completed
Provided By: Enrollment Management and Student Affairs

2 Assist with the enrollment process
Provided By: Admissions and Recruitment
Progress: Completed

2.1 Enrollment of students that were assisted with pre-enrollment information
Progress: Completed
Provided By: Admissions and Recruitment

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

2.1 Title IX Campus Climate
Progress: Completed
Provided By: Affirmative Action/Equal Employment Opportunity

2.2 Title IX Prevention Efforts
Progress: Completed
Provided By: Affirmative Action/Equal Employment Opportunity

2.3 Title IX Response to Complaints
Progress: Completed
Provided By: Affirmative Action/Equal Employment Opportunity

2.4 Campus Accountability
Progress: Completed
Provided By: Affirmative Action/Equal Employment Opportunity

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

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

2 Generate FY Increases in Revenue
  Provided By: University Advancement / LSUE Foundation
  Progress: Completed

2.1 Secure resources
  Progress: Completed
  Provided By: University Advancement / LSUE Foundation

2 Implement a comprehensive social media strategy for LSUE.
  Provided By: Public Affairs
  Progress: Completed

  2.1 Marketing and Visibility - Social Media Plan
  Progress: Completed
  Provided By: Public Affairs

2 Improve the efficiency of degree checkouts.
  Provided By: Registrar
  Progress: Completed

  2.1 Degree Checkout Returns
  Progress: Completed
  Provided By: Registrar

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

  2.1 Enhance use of library "Information Commons" as well as other public spaces for students and patrons
  Progress: Canceled
  Provided By: Library

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

  2.1 Grant Guidelines
2.2 Adherence to Grant Guidelines
Progress: Completed
Provided By: Federal/State Grants and Contracts

2.1 Accounting Technology - Accounting Clerk Program (CTS) Professional Competency
Progress: Completed
Provided By: Accounting Technology, Account Clerk (CTS)

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

2.2 CJ Placement
Progress: Completed
Provided By: Criminal Justice

2.3 CJ Retention
Progress: Completed
Provided By: Criminal Justice

2.1 Nursing Professional Competency
Progress: Completed
Provided By: Nursing

2.2 Nursing Graduation Rate
Progress: Completed
Provided By: Nursing

2.3 Nursing Employment
Progress: Completed

Maintained an effective Accounting Technology - Accounting Clerk (CTS) program.
Provided By: Accounting Technology, Account Clerk (CTS)
Progress: Completed

Maintained an effective Criminal Justice Program.
Provided By: Criminal Justice
Progress: Completed

Maintained an effective nursing program
Provided By: Nursing
Progress: Completed
2 Provide Faculty and Staff with the technology and support required to produce successful students.
Provided By: Information Technology
Progress: Completed

2.1 User Services-Staff Technology
Progress: Canceled
Provided By: Information Technology

2.1a Staff Satisfaction
Progress: Completed
Provided By: Information Technology

2.2 User Services-Staff Support
Progress: Canceled
Provided By: Information Technology

2.2a Faculty Satisfaction
Progress: Completed
Provided By: Information Technology

2.3 User Services-Faculty Support
Progress: Canceled
Provided By: Information Technology

2.4 User Services-Faculty Technology
Progress: Canceled
Provided By: Information Technology

2 Provide for the safety and security of all members of the university community
Provided By: LSU Police (Dual Reporting)
Progress: On Schedule

2.1 Patrol
Progress: Completed
Provided By: LSU Police (Dual Reporting)

2.2 Parking
Progress: Completed
Provided By: LSU Police (Dual Reporting)

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

2.1 Student Activities - Number
Progress: Completed
Provided By: Student Activities
2.2 Student Activities - Satisfaction
Progress: Completed
Provided By: Student Activities

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

2.1 Job Search-Resume Approval
Progress: Canceled
Provided By: Career Services

2.2 Job Search - Resume Writing
Progress: Canceled
Provided By: Career Services

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

2.1 Maintain a winning percentage
Progress: Completed
Provided By: Athletics

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

2.1 Budget Review-Faculty
Progress: Completed
Provided By: Budgeting

2.2 Budget Review Committee
Progress: Completed
Provided By: Budgeting

2.3 Budget Control
Progress: Completed
Provided By: Budgeting

2 Track Student Immunization records to assure that all new students meet health requirements.
Provided By: Enrollment Management and Student Affairs
Progress: Completed

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

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

2.1 Articulation Agreements
    Progress: Completed
    Provided By: Academic Affairs

2016 - 2017 temp Hire Recruiters
    Provided By: Admissions and Recruitment
    Progress: Completed

2016-2017 temp Hire Recruiters
    Progress: Completed
    Provided By: Admissions and Recruitment

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

3.1 Developmental Mathematics Completion
    Progress: Completed
    Provided By: Science & Mathematics

3 Employ and train an assistant director of marketing and public affairs.
    Provided By: Public Affairs
    Progress: Completed

3.1 Hire Assistant Director
    Progress: Completed
    Provided By: Public Affairs

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

3.2 Fall to Spring Retention
   Progress: Completed
   Provided By: Developmental Education

3.3 Fall to Fall Retention
   Progress: Completed
   Provided By: Developmental Education

3.1 IE-SACSCOC Compliance
   Progress: Completed
   Provided By: Institutional Research and Effectiveness

3.2 IE-QEP Outcomes
   Progress: Canceled
   Provided By: Institutional Research and Effectiveness

3.3 Temporary Substantive Changes
   Progress: Completed
   Provided By: Institutional Research and Effectiveness

3.1 Administrative Technology Specialist (CTS) Professional Competency
   Progress: Completed
   Provided By: Administrative Technology Specialist (CTS)

3.4 Administrative Technology Specialist (CTS) Placement
   Progress: Completed
   Provided By: Administrative Technology Specialist (CTS)

3.1 Honors learning community environment
   Progress: Canceled
   Provided By: Liberal Arts
3.2 Honors leadership experiences
  Progress: Canceled
  Provided By: Liberal Arts

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

  3.1 Radiologic Technology Professional Competency
    Progress: Completed
    Provided By: Radiologic Technology
  3.2 Radiologic Technology Retention
    Progress: Completed
    Provided By: Radiologic Technology
  3.3 Radiologic Technology Employment
    Progress: Completed
    Provided By: Radiologic Technology

3 Provide orientation for new students to acquaint themselves with the university.
  Provided By: Enrollment Management and Student Affairs
  Progress: Completed

  3.1 Orientation
    Progress: Completed
    Provided By: Enrollment Management and Student Affairs

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

  3.1 User Services-Student Support
    Progress: Completed
    Provided By: Information Technology
  3.2 User Services-Improvements
    Progress: Canceled
    Provided By: Information Technology

3 Secure funding for annual LOUIS institutional membership fee
  Provided By: Library
  Progress: Canceled

  3.1 Library administrative services / budgeting - secure annual LOUIS membership funding based on LOUIS fee projections
    Progress: Canceled
The Continuing Education Office will use post-event survey data to evaluate the effectiveness of its non-credit and community service programs, including activities related to workforce development, leisure and lifelong learning, and youth enrichment.

- **Provided By:** Continuing Education
- **Progress:** Completed

1. **Administer post-event evaluative surveys.**
   - **Progress:** Completed
   - **Provided By:** Continuing Education

2. **Courses or programs will meet clients’ needs/interests.**
   - **Progress:** Completed
   - **Provided By:** Continuing Education

3. **Clients will recommend Continuing Education courses or programs to others.**
   - **Progress:** Completed
   - **Provided By:** Continuing Education

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

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

- **Provided By:** Career Services
- **Progress:** Completed

1. **Employment Services-Renamed Graduates’ Utilization of CCN**
   - **Progress:** Canceled
   - **Provided By:** Career Services

2. **Employment Services - Placement**
   - **Progress:** Completed
   - **Provided By:** Career Services

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

- **Provided By:** Quality Enhancement Plan
- **Progress:** Completed

1. **Professional Development**
   - **Progress:** Completed
   - **Provided By:** Quality Enhancement Plan

2. **Increase Retention and Completion of Developmental and General Education Mathematics**
   - **Progress:** Completed
   - **Provided By:** Quality Enhancement Plan
3.3 Reduce the Amount of Time in Developmental Mathematics
   Progress: Completed
   Provided By: Quality Enhancement Plan

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

3.1 Curriculum Development
   Progress: Completed
   Provided By: Academic Affairs

3 (formerly number 1) Provide regular training in emergency response procedures to campus personnel NOTE PER CHANCELLOR - HIRE 2ND OFFICER AND INSTALL CAMERAS
   Provided By: LSU Police (Dual Reporting)
   Progress: Delayed

3.1 formally 1.1 Emergency Response Training
   Progress: Delayed
   Provided By: LSU Police (Dual Reporting)

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

4.1 External and Community Services - Offer various library programs for community
   Progress: Canceled
   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
   Progress: Canceled
   Provided By: Library

4 Increase Student Retention
   Provided By: Enrollment Management and Student Affairs
   Progress: Completed

4.1 Increase Fall to Spring New First-Time Full-Time Student Retention
   Progress: Completed
   Provided By: Enrollment Management and Student Affairs

4.2 Increase Fall to Fall New First-Time Full-Time Student Retention
   Progress: Completed
4 Maintain an effective Human Resource Management (CTS) program
  Provided By: Human Resources Management (CTS)
  Progress: Completed

  4.1 Human Resources Management program (CTS) Professional Competency
  Provided By: Human Resources Management (CTS)
  Progress: Completed

  4.4 Human Resources Management Program (CTS) Placement
  Provided By: Human Resources Management (CTS)
  Progress: Completed

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

  4.1 Respiratory Care Professional Competency
  Provided By: Respiratory Care
  Progress: Completed

  4.2 Respiratory Care Retention
  Provided By: Respiratory Care
  Progress: Completed

  4.3 Respiratory Care Employment
  Provided By: Respiratory Care
  Progress: Completed

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

  4.0 Retention- Aggregated Liberal Arts Majors
  Provided By: Liberal Arts
  Progress: Completed

4 Update IT Infrastructure
  Provided By: Information Technology
  Progress: Completed

  4.1 Update IT Infrastructure
  Provided By: Information Technology
  Progress: Completed
4. Institutional Effectiveness: To foster academic success through instructional effectiveness.

Provided By: Academic Affairs
Progress: Completed

4.1 Instructional Program Satisfaction
Progress: Completed
Provided By: Academic Affairs

4.2 One Year Retention
Progress: Completed
Provided By: Academic Affairs

4.3 Graduation
Progress: Completed
Provided By: Academic Affairs

5 Assess General Education Courses (see General Education)
Provided By: Liberal Arts
Progress: Completed

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

5.1 Instruction and References Services - employ various library activities to assist and work with students and faculty in using the campus library
Progress: Canceled
Provided By: Library

5 Maintain an effective Medical Coding and Billing (CTS) Program
Provided By: Medical Coding and Billing (CTS)
Progress: Completed

5.1 Medical Coding and Billing Program (CTS) Professional Competency
Progress: Completed
Provided By: Medical Coding and Billing (CTS)

5.4 Medical Coding and Billing Program (CTS) Placement
Progress: Completed
Provided By: Medical Coding and Billing (CTS)

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

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

5.3 Fire and Emergency Services - Retention
Progress: Completed
Provided By: Fire and Emergency Services

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

5.1 Assessment of Entering Students
Progress: Completed
Provided By: Science & Mathematics

6 Constituencies at LSUE will be satisfied with library operations.
Provided By: Library
Progress: Completed

6.1 Employee Satisfaction with the Library
Progress: Completed
Provided By: Library

6.2 Student Satisfaction with the Library
Progress: Completed
Provided By: Library

6 Maintain an effective Computer Information Technology (CIT) program.
Provided By: Computer Information Technology
Progress: Completed

6.1 CIT - Program Professional Competency
Progress: Completed
Provided By: Computer Information Technology

6.4 CIT Placement
Progress: Completed
Provided By: Computer Information Technology

6 Retention
Provided By: Science & Mathematics
Progress: Completed
6.1 General Education Sciences Retention
   Progress: Completed
   Provided By: Science & Mathematics

 Maintain an effective Management program
   Provided By: Management
   Progress: Completed

7.1 Management - Program Professional Competency
   Progress: Completed
   Provided By: Management

7.4 Management - Placement
   Progress: Completed
   Provided By: Management

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

7.1 MATH 0002 to college-level mathematics
   Progress: Completed
   Provided By: Science & Mathematics

7.2 BIOL 1001 to BIOL1160
   Progress: Completed
   Provided By: Science & Mathematics

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

2.1 Marketing and Visibility - Social Media Plan
   Progress: Completed
   Provided By: Public Affairs
3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.

Related Items

1 16-17 In working to maintain an effective developmental education program, Pathways to Success will provide students the necessary support for the successful completion of their developmental coursework.
   Provided By: Developmental Education
   Progress: Completed

1.1 Developmental English (ENGL 0001)
   Progress: Completed
   Provided By: Developmental Education

1.2 Developmental Math (MATH 0001)
   Progress: Completed
   Provided By: Developmental Education

1.3 Developmental Math (MATH 0002)
   Progress: Completed
   Provided By: Developmental Education

1.4 Orientation to University Studies (UNIV 1005)
   Progress: Completed
   Provided By: Developmental Education

1.5 College Reading (UNIV 0008)
   Progress: Completed
   Provided By: Developmental Education

1 Develop and implement a comprehensive marketing and advertising plan for the 2016-2017 academic year.
   Provided By: Public Affairs
   Progress: Completed

1.1 Marketing and Advertising
   Progress: Completed
   Provided By: Public Affairs

1 Enhance network security by keeping up with industry supported standards.
   Provided By: Information Technology
   Progress: Canceled

1.1 Networking and Telecom
   Progress: Canceled
1.2 Networking and Telecom
Progress: Canceled
Provided By: Information Technology

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

1.1 Completion and Approval of Annual Affirmative Action Plan
Progress: Completed
Provided By: Affirmative Action/Equal Employment Opportunity

1.2 Annually Provide Training on AA/EEO topics to faculty & staff
Progress: Completed
Provided By: Affirmative Action/Equal Employment Opportunity

1.3 Assess Campus Climate
Progress: Canceled
Provided By: Affirmative Action/Equal Employment Opportunity

1 Implement Board Policies and Procedures
Provided By: University Advancement / LSUE Foundation
Progress: Completed

1.1a Bylaw Revision
Progress: Completed
Provided By: University Advancement / LSUE Foundation

1.2a Campus Policy Revisions
Progress: Completed
Provided By: University Advancement / LSUE Foundation

1 Implement the LSUE Academy
Provided By: LSUE Academy
Progress: Completed

1.1 Recruitment
Progress: Completed
Provided By: LSUE Academy

1.2 Assessment of Incoming Students
Progress: Completed
Provided By: LSUE Academy

1.3 Enrollment
Progress: Completed
1 Increase overall unduplicated enrollment headcount
   Provided By: Enrollment Management and Student Affairs
   Progress: Completed

2.1 Immunizations
   Progress: Completed
   Provided By: Enrollment Management and Student Affairs

3.1 Orientation
   Progress: Completed
   Provided By: Enrollment Management and Student Affairs

1 Increase the effectiveness of the LSU Police Department on the LSUE campus
   Provided By: LSU Police (Dual Reporting)
   Progress: Completed

1.2 Install surveillance cameras
   Progress: Completed
   Provided By: LSU Police (Dual Reporting)

1.3 Hire Second Full-Time Police Officer
   Progress: Completed
   Provided By: LSU Police (Dual Reporting)

1.4 Publish Annual Security and Fire Report (Clery Act)
   Progress: Completed
   Provided By: LSU Police (Dual Reporting)

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

1.1 Grant Training
   Progress: Completed
   Provided By: Federal/State Grants and Contracts

1.2 Grant Submissions
   Progress: Completed
   Provided By: Federal/State Grants and Contracts

1.3 Perkins CTE Grant
   Progress: Completed
   Provided By: Federal/State Grants and Contracts

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

1.1 CDYC Competence
Progress: Completed
Provided By: Care and Development of Young Children

1.2 CDYC Placement
Progress: Completed
Provided By: Care and Development of Young Children

1.3 CDYC Retention
Progress: Completed
Provided By: Care and Development of Young Children

1 Maintain an effective Associate of Arts, Louisiana Transfer Program
Provided By: AA/LT
Progress: Completed

1.1 Maintain an effective Associate of Arts, Louisiana Transfer program
Progress: Completed
Provided By: AA/LT

1 Maintain an effective Associate of Science Louisiana Transfer Program
Provided By: AS/LT
Progress: Completed

1.1 Associate of Science Louisiana Transfer
Progress: Completed
Provided By: AS/LT

1 Maintain an effective Diagnostic Medical Sonography Program
Provided By: Diagnostic Medical Sonography
Progress: Delayed

1.1 DMS Professional Competency
Progress: Canceled
Provided By: Diagnostic Medical Sonography

1.2 DMS Retention
Progress: Canceled
Provided By: Diagnostic Medical Sonography

1.3 DMS Employment
Progress: Canceled
Provided By: Diagnostic Medical Sonography
1 Maintain an effective Honors Program
   Provided By: Honors
   Progress: Completed

   1.1 Honors learning community environment
      Progress: Completed
      Provided By: Honors

   1.2 Honors leadership experiences
      Progress: Canceled
      Provided By: Honors

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

   1.1 Financial Aid-Information
      Progress: Completed
      Provided By: Financial Aid

   1.2 Financial Aid Resources
      Progress: Completed
      Provided By: Financial Aid

   1.3 Financial Aid-Scholarships
      Progress: Completed
      Provided By: Financial Aid

   1.4 Financial Aid Counseling
      Progress: Completed
      Provided By: Financial Aid

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

   1.1 Decreasing processing time of admission applications
      Progress: Completed
      Provided By: Registrar

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

   1.1 Non Credit-Personal Enrichment
      Progress: Canceled
To assist students in declaring a major.
Provided By: Career Services
Progress: Completed

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

To provide a high quality dining experience for students, faculty, and staff.
Provided By: Cafeteria
Progress: Completed
To provide a reliable personnel record system which respects confidentiality and meets legal requirements, and to provide information on a comprehensive benefits package.

**Provided By:** Human Resources

**Progress:** Completed

1.1 Correspondences-Human Resources

**Progress:** Completed

**Provided By:** Human Resources

1.2 Human Resources-Audit

**Progress:** Completed

**Provided By:** Human Resources

To provide clean and well maintained facilities and grounds.

**Provided By:** Physical Plant

**Progress:** Completed

1.1 Building and Grounds-Faculty Satisfaction

**Progress:** Completed

**Provided By:** Physical Plant

1.2 Building and Grounds-Staff

**Progress:** Completed

**Provided By:** Physical Plant

1.3 Building and Grounds-Student Satisfaction

**Progress:** Completed

**Provided By:** Physical Plant

1.4 Capital Improvements

**Progress:** Completed

**Provided By:** Physical Plant

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

**Provided By:** Purchasing

**Progress:** Completed

1.1 Purchasing-Faculty Satisfaction

**Progress:** Completed

**Provided By:** Purchasing

1.2 Purchasing-Audit

**Progress:** Completed

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

1.1 Student Learning and GPA
   Progress: Completed
   Provided By: Athletics

1. Maintain an effective General Studies Program
   Provided By: General Studies
   Progress: Completed

1.1 GSA - Retention
   Progress: Completed
   Provided By: General Studies

16-17 Temp Restart CTS DMS and accept a class for Fall 2017
   Provided By: Diagnostic Medical Sonography
   Progress: Completed

16-17 Temp Accept a CTS DMS class for Fall 2017
   Progress: Completed
   Provided By: Diagnostic Medical Sonography

16-17 temp Initiate a Center for Student Success
   Provided By: Center for Student Success
   Progress: Completed

16-17 temp Center for Student Success
   Progress: Completed
   Provided By: Center for Student Success

16-17 temp 1 Renovate space in the Acadian Center for the Geaux Center
   Provided By: Enrollment Management and Student Affairs
   Progress: Completed

16-17 temp 1 Completion of Renovation of Geaux Center
   Progress: Completed
   Provided By: Enrollment Management and Student Affairs

16-17 temp 2 Hire Dean of Student Affairs and Dean of Enrollment Management
   Provided By: Enrollment Management and Student Affairs
   Progress: Completed
16-17 temp 2 Hire Deans of Enrollment Management and Student Affairs
   Progress: Completed
   Provided By: Enrollment Management and Student Affairs

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

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

Reference to Gen Ed See general education
   Progress: Completed
   Provided By: Developmental Education

2 Generate FY Increases in Revenue
   Provided By: University Advancement / LSUE Foundation
   Progress: Completed

2.1 Secure resources
   Progress: Completed
   Provided By: University Advancement / LSUE Foundation

2.2 Reduce Open Time of Service Requests
   Progress: Completed
   Provided By: Institutional Research and Effectiveness

2 Implement a comprehensive social media strategy for LSUE.
   Provided By: Public Affairs
   Progress: Completed

2.1 Marketing and Visibility - Social Media Plan
   Progress: Completed
2 Improve the efficiency of degree checkouts.
   Provided By: Registrar
   Progress: Completed

2.1 Degree Checkout Returns
   Progress: Completed
   Provided By: Registrar

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

2.1 Grant Guidelines
   Progress: Completed
   Provided By: Federal/State Grants and Contracts

2.2 Adherence to Grant Guidelines
   Progress: Completed
   Provided By: Federal/State Grants and Contracts

2 Maintain an effective Accounting Technology - Accounting Clerk (CTS) program.
   Provided By: Accounting Technology, Account Clerk (CTS)
   Progress: Completed

2.1 Accounting Technology - Accounting Clerk Program (CTS) Professional Competency
   Progress: Completed
   Provided By: Accounting Technology, Account Clerk (CTS)

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

2 Maintain an effective Criminal Justice Program.
   Provided By: Criminal Justice
   Progress: Completed

2.1 Criminal Justice Professional Competency
   Progress: Completed
   Provided By: Criminal Justice

2.2 CJ Placement
   Progress: Completed
   Provided By: Criminal Justice
2.3 CJ Retention
    Progress: Completed
    Provided By: Criminal Justice

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

2.1 Nursing Professional Competency
    Progress: Completed
    Provided By: Nursing

2.2 Nursing Graduation Rate
    Progress: Completed
    Provided By: Nursing

2.3 Nursing Employment
    Progress: Completed
    Provided By: Nursing

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

2.1 User Services-Staff Technology
    Progress: Canceled
    Provided By: Information Technology

2.1a Staff Satisfaction
    Progress: Completed
    Provided By: Information Technology

2.2 User Services-Staff Support
    Progress: Canceled
    Provided By: Information Technology

2.2a Faculty Satisfaction
    Progress: Completed
    Provided By: Information Technology

2.3 User Services-Faculty Support
    Progress: Canceled
    Provided By: Information Technology

2.4 User Services-Faculty Technology
    Progress: Canceled
    Provided By: Information Technology

2. Provide for the safety and security of all members of the university community
    Provided By: LSU Police (Dual Reporting)
2016 - 2017 temp Hire Recruiters
Provided By: Admissions and Recruitment
Progress: Completed

2016-2017 temp Hire Recruiters
Progress: Completed

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

2.1 Patrol
Progress: Completed
Provided By: LSU Police (Dual Reporting)

2.2 Parking
Progress: Completed
Provided By: LSU Police (Dual Reporting)

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

2.1 Maintain a winning percentage
Progress: Completed
Provided By: Athletics

2 Track Student Immunization records to assure that all new students meet health requirements.
Provided By: Enrollment Management and Student Affairs
Progress: Completed

2.1 Immunizations
Progress: Completed
Provided By: Enrollment Management and Student Affairs
3 Employ and train an assistant director of marketing and public affairs.
   Provided By: Public Affairs
   Progress: Completed

3.1 Hire Assistant Director
   Progress: Completed
   Provided By: Public Affairs

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

3.1 Program Completion
   Progress: Completed
   Provided By: Developmental Education

3.2 Fall to Spring Retention
   Progress: Completed
   Provided By: Developmental Education

3.3 Fall to Fall Retention
   Progress: Completed
   Provided By: Developmental Education

3 Maintain Compliance with SACSCOC Policies
   Provided By: Institutional Research and Effectiveness
   Progress: Completed

3.1 IE-SACSCOC Compliance
   Progress: Completed
   Provided By: Institutional Research and Effectiveness

3.2 IE-QEP Outcomes
   Progress: Canceled
   Provided By: Institutional Research and Effectiveness

3.3 temporary Substantive Changes
   Progress: Completed
   Provided By: Institutional Research and Effectiveness

3 Maintain an effective Administrative Technology Specialist (CTS) Program
   Provided By: Administrative Technology Specialist (CTS)
   Progress: Completed
3.1 Administrative Technology Specialist (CTS) Professional Competency
Progress: Completed
Provided By: Administrative Technology Specialist (CTS)

3.4 Administrative Technology Specialist (CTS) Placement
Progress: Completed
Provided By: Administrative Technology Specialist (CTS)

3 Maintain an effective Honors Program
Provided By: Liberal Arts
Progress: Canceled

3.1 Honors learning community environment
Progress: Canceled
Provided By: Liberal Arts
3.2 Honors leadership experiences
Progress: Canceled
Provided By: Liberal Arts

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

3.1 Radiologic Technology Professional Competency
Progress: Completed
Provided By: Radiologic Technology
3.2 Radiologic Technology Retention
Progress: Completed
Provided By: Radiologic Technology
3.3 Radiologic Technology Employment
Progress: Completed
Provided By: Radiologic Technology

3 Provide orientation for new students to acquaint themselves with the university.
Provided By: Enrollment Management and Student Affairs
Progress: Completed

3.1 Orientation
Progress: Completed
Provided By: Enrollment Management and Student Affairs

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

3.2 User Services-Improvements
Progress: Canceled
Provided By: Information Technology

3 Secure funding for annual LOUIS institutional membership fee
Provided By: Library
Progress: Canceled

3.1 Library administrative services / budgeting - secure annual LOUIS membership funding based on LOUIS fee projections
Progress: Canceled
Provided By: Library

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

3.1 Administer post-event evaluative surveys.
Progress: Completed
Provided By: Continuing Education

3.2 Courses or programs will meet clients’ needs/interests.
Progress: Completed
Provided By: Continuing Education

3.3 Clients will recommend Continuing Education courses or programs to others.
Progress: Completed
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.
Progress: Completed
Provided By: Continuing Education

3 (formerly number 1) Provide regular training in emergency response procedures to campus personnel NOTE PER CHANCELLOR - HIRE 2ND OFFICER AND INSTALL CAMERAS
Provided By: LSU Police (Dual Reporting)
Progress: Delayed

3.1 formally 1.1 Emergency Response Training
Progress: Delayed
Provided By: LSU Police (Dual Reporting)
4 Continue to offer community literacy and library leadership for St. Landry Parish and building out a larger more comprehensive library network that can assist parish students and supplement their information needs when in their local communities.

**Provided By:** Library  
**Progress:** Canceled

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

**Progress:** Canceled  
**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

**Progress:** Canceled  
**Provided By:** Library

4 Increase Student Retention

**Provided By:** Enrollment Management and Student Affairs  
**Progress:** Completed

4.1 Increase Fall to Spring New First-Time Full-Time Student Retention

**Progress:** Completed  
**Provided By:** Enrollment Management and Student Affairs

4.2 Increase Fall to Fall New First-Time Full-Time Student Retention

**Progress:** Completed  
**Provided By:** Enrollment Management and Student Affairs

4 Maintain an effective Human Resource Management (CTS) program

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

4.1 Human Resources Management program (CTS) Professional Competency

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

4.4 Human Resources Management Program (CTS) Placement

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

4 Maintain an effective program in respiratory care.

**Provided By:** Respiratory Care  
**Progress:** Completed

4.1 Respiratory Care Professional Competency

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

4.3 Respiratory Care Employment
   Progress: Completed
   Provided By: Respiratory Care

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

4.0 Retention- Aggregated Liberal Arts Majors
   Progress: Completed
   Provided By: Liberal Arts

4 To develop partner relationships with employers.
   Provided By: Career Services
   Progress: Completed

4.1 Employment Services-Employer Satisfaction - Renamed Employment Services-Workforce Development Partnerships
   Progress: Canceled
   Provided By: Career Services

4.1a Workforce Development Partnerships
   Progress: Completed
   Provided By: Career Services

4 Update IT Infrastructure
   Provided By: Information Technology
   Progress: Completed

4.1 Update IT Infrastructure
   Progress: Completed
   Provided By: Information Technology

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

5.1 Instruction and References Services - employ various library activities to assist and work with students and faculty in using the campus library
   Progress: Canceled
   Provided By: Library
5 Maintain an effective fire science program  
**Provided By:** Fire and Emergency Services  
**Progress:** Completed

5.1 Fire and Emergency Services - Professional Competency  
**Progress:** Completed  
**Provided By:** Fire and Emergency Services

5.2 Fire and Emergency Services Employment  
**Progress:** Completed  
**Provided By:** Fire and Emergency Services

5.3 Fire and Emergency Services - Retention  
**Progress:** Completed  
**Provided By:** Fire and Emergency Services

6 Constituencies at LSUE will be satisfied with library operations.  
**Provided By:** Library  
**Progress:** Completed

6.1 Employee Satisfaction with the Library  
**Progress:** Completed  
**Provided By:** Library

6.2 Student Satisfaction with the Library  
**Progress:** Completed  
**Provided By:** Library

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

6.1 CIT - Program Professional Competency  
**Progress:** Completed  
**Provided By:** Computer Information Technology

6.4 CIT Placement  
**Progress:** Completed  
**Provided By:** Computer Information Technology

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

7.1 Management - Program Professional Competency  
**Progress:** Completed  
**Provided By:** Management
7.4 Management - Placement  
**Progress:** Completed  
**Provided By:** Management

8 Maintain an effective CTS, Chemical Technician Program  
**Provided By:** Chemical Technician (CTS)  
**Progress:** Completed

8.1 Chemical Technician CTS  
**Progress:** Completed  
**Provided By:** Chemical Technician (CTS)

2.1 Marketing and Visibility - Social Media Plan  
**Progress:** Completed  
**Provided By:** Public Affairs
4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

Related Items

1. To prepare an annual budget which reflects the mission of the university and supports institutional priorities.
   Provided By: Budgeting
   Progress: Completed

   1.1 Budget Preparation
   Progress: Completed
   Provided By: Budgeting

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

   1.1 Developmental English (ENGL 0001)
   Progress: Completed
   Provided By: Developmental Education

   1.2 Developmental Math (MATH 0001)
   Progress: Completed
   Provided By: Developmental Education

   1.3 Developmental Math (MATH 0002)
   Progress: Completed
   Provided By: Developmental Education

   1.4 Orientation to University Studies (UNIV 1005)
   Progress: Completed
   Provided By: Developmental Education

   1.5 College Reading (UNIV 0008)
   Progress: Completed
   Provided By: Developmental Education

1. Develop and implement a comprehensive marketing and advertising plan for the 2016-2017 academic year.
   Provided By: Public Affairs
   Progress: Completed

   1.1 Marketing and Advertising
   Progress: Completed
   Provided By: Public Affairs

1. Enhance Role of Student Government and Student Activities
   Provided By: Student Activities
Progress: Completed

1.1 Student Activities CAB
   Progress: Completed
   Provided By: Student Activities

1 Enhance network security by keeping up with industry supported standards.
   Provided By: Information Technology
   Progress: Canceled

1.1 Networking and Telecom
   Progress: Canceled
   Provided By: Information Technology

1.2 Networking and Telecom
   Progress: Canceled
   Provided By: Information Technology

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

1.1 Completion and Approval of Annual Affirmative Action Plan
   Progress: Completed
   Provided By: Affirmative Action/Equal Employment Opportunity

1.2 Annually Provide Training on AA/EEO topics to faculty & staff
   Progress: Completed
   Provided By: Affirmative Action/Equal Employment Opportunity

1.3 Assess Campus Climate
   Progress: Canceled
   Provided By: Affirmative Action/Equal Employment Opportunity

1 Hire digital services / systems librarian
   Provided By: Library
   Progress: Canceled

1.1 To hire a digital services / systems librarian
   Progress: Canceled
   Provided By: Library

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

1 Implement Board Policies and Procedures
    Provided By: University Advancement / LSUE Foundation
    Progress: Completed

1.1a Bylaw Revision
    Progress: Completed
    Provided By: University Advancement / LSUE Foundation

1.2a Campus Policy Revisions
    Progress: Completed
    Provided By: University Advancement / LSUE Foundation

1 Implement the LSUE Academy
    Provided By: LSUE Academy
    Progress: Completed

1.1 Recruitment
    Progress: Completed
    Provided By: LSUE Academy

1.2 Assessment of Incoming Students
    Progress: Completed
    Provided By: LSUE Academy

1.3 Enrollment
    Progress: Completed
    Provided By: LSUE Academy

1 Increase overall unduplicated enrollment headcount
    Provided By: Enrollment Management and Student Affairs
    Progress: Completed

2.1 Immunizations
    Progress: Completed
    Provided By: Enrollment Management and Student Affairs

3.1 Orientation
    Progress: Completed
    Provided By: Enrollment Management and Student Affairs

1 Increase the effectiveness of the LSU Police Department on the LSUE campus
    Provided By: LSU Police (Dual Reporting)
Progress: Completed

1.2 Install surveillance cameras
   Progress: Completed
   Provided By: LSU Police (Dual Reporting)

1.3 Hire Second Full-Time Police Officer
   Progress: Completed
   Provided By: LSU Police (Dual Reporting)

1.4 Publish Annual Security and Fire Report (Clery Act)
   Progress: Completed
   Provided By: LSU Police (Dual Reporting)

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

1.1 Grant Training
   Progress: Completed
   Provided By: Federal/State Grants and Contracts

1.2 Grant Submissions
   Progress: Completed
   Provided By: Federal/State Grants and Contracts

1.3 Perkins CTE Grant
   Progress: Completed
   Provided By: Federal/State Grants and Contracts

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

1.1 CDYC Competence
   Progress: Completed
   Provided By: Care and Development of Young Children

1.2 CDYC Placement
   Progress: Completed
   Provided By: Care and Development of Young Children

1.3 CDYC Retention
   Progress: Completed
   Provided By: Care and Development of Young Children

1 Maintain an effective Associate of Arts, Louisiana Transfer Program
   Provided By: AA/LT
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Progress: Completed

1.1 Maintain an effective Associate of Arts, Louisiana Transfer program
   Progress: Completed
   Provided By: AA/LT

1.1 Maintain an effective Associate of Science Louisiana Transfer Program
   Provided By: AS/LT
   Progress: Completed

1.1 Associate of Science Louisiana Transfer
   Progress: Completed
   Provided By: AS/LT

1.1 DMS Professional Competency
   Progress: Canceled
   Provided By: Diagnostic Medical Sonography

1.2 DMS Retention
   Progress: Canceled
   Provided By: Diagnostic Medical Sonography

1.3 DMS Employment
   Progress: Canceled
   Provided By: Diagnostic Medical Sonography

1.1 Maintain an effective Honors Program
   Provided By: Honors
   Progress: Completed

1.1 Honors learning community environment
   Progress: Completed
   Provided By: Honors

1.2 Honors leadership experiences
   Progress: Canceled
   Provided By: Honors

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

1.2 Financial Aid Resources
Progress: Completed
Provided By: Financial Aid

1.3 Financial Aid Scholarships
Progress: Completed
Provided By: Financial Aid

1.4 Financial Aid Counseling
Progress: Completed
Provided By: Financial Aid

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

1.1 Decreasing processing time of admission applications
   Progress: Completed
   Provided By: Registrar

1. To assist students in declaring a major.
   Provided By: Career Services
   Progress: Completed

1.1 Career Decision Making and Experiential Education
   Progress: Canceled
   Provided By: Career Services

1.1a Career Decision Making
   Progress: Completed
   Provided By: Career Services

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

1.1 Bookstore-Faculty Satisfaction
   Progress: Completed
   Provided By: Bookstore

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

1.1 Food Service-Faculty Satisfaction
   Progress: Completed
   Provided By: Cafeteria

1.2 Food Service-Staff Satisfaction
   Progress: Completed
   Provided By: Cafeteria

1.3 Food Service-Student Satisfaction
   Progress: Completed
   Provided By: Cafeteria

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

1.1 Correspondences-Human Resources
   Progress: Completed
   Provided By: Human Resources

1.2 Human Resources-Audit
   Progress: Completed
   Provided By: Human Resources

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

1.1 Building and Grounds-Faculty Satisfaction
   Progress: Completed
   Provided By: Physical Plant

1.2 Building and Grounds-Staff
   Progress: Completed
   Provided By: Physical Plant

1.3 Building and Grounds-Student Satisfaction
   Progress: Completed
   Provided By: Physical Plant

1.4 Capital Improvements
   Progress: Completed
   Provided By: Physical Plant
1. To provide timely acquisition of quality goods and services at competitive prices for departments while ensuring that University purchasing is in compliance with applicable state and federal laws.
   Provided By: Purchasing
   Progress: Completed

1.1 Purchasing - Faculty Satisfaction
   Progress: Completed
   Provided By: Purchasing

1.2 Purchasing - Audit
   Progress: Completed
   Provided By: Purchasing

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

1.1 Student Learning and GPA
   Progress: Completed
   Provided By: Athletics

1. Maintain an effective General Studies Program
   Provided By: General Studies
   Progress: Completed

1.1 GSA - Retention
   Progress: Completed
   Provided By: General Studies

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

1.1 Increase achievement of SLOs in MATH 0001 and MATH 0002
   Progress: Completed
   Provided By: Quality Enhancement Plan

1.2 Increase the Cognitive Ability of Students in MATH 0001 and MATH 0002
   Progress: Completed
   Provided By: Quality Enhancement Plan

16-17 Temp Restart CTS DMS and accept a class for Fall 2017
   Provided By: Diagnostic Medical Sonography
   Progress: Completed
16-17 Temp Accept a CTS DMS class for Fall 2017  
**Progress:** Completed  
**Provided By:** Diagnostic Medical Sonography

16-17 temp Initiate a Center for Student Success  
**Provided By:** Center for Student Success  
**Progress:** Completed

16-17 temp Center for Student Success  
**Progress:** Completed  
**Provided By:** Center for Student Success

16-17 temp 1 Renovate space in the Acadian Center for the Geaux Center  
**Provided By:** Enrollment Management and Student Affairs  
**Progress:** Completed

16-17 temp 1 Completion of Renovation of Geaux Center  
**Progress:** Completed  
**Provided By:** Enrollment Management and Student Affairs

16-17 temp 2 Hire Dean of Student Affairs and Dean of Enrollment Management  
**Provided By:** Enrollment Management and Student Affairs  
**Progress:** Completed

16-17 temp 2 Hire Deans of Enrollment Management and Student Affairs  
**Progress:** Completed  
**Provided By:** Enrollment Management and Student Affairs

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

2.1 Title IX Campus Climate  
**Progress:** Completed  
**Provided By:** Affirmative Action/Equal Employment Opportunity

2.2 Title IX Prevention Efforts  
**Progress:** Completed  
**Provided By:** Affirmative Action/Equal Employment Opportunity

2.3 Title IX Response to Complaints  
**Progress:** Completed  
**Provided By:** Affirmative Action/Equal Employment Opportunity
2.4 Campus Accountability
Progress: Completed
Provided By: Affirmative Action/Equal Employment Opportunity

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

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

Reference to Gen Ed See general education
Progress: Completed
Provided By: Developmental Education

2 Generate FY Increases in Revenue
Provided By: University Advancement / LSUE Foundation
Progress: Completed

2.1 Secure resources
Progress: Completed
Provided By: University Advancement / LSUE Foundation

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

2.1 Overall Data Gathering and Reporting
Progress: Completed
Provided By: Institutional Research and Effectiveness

2.2 Reduce Open Time of Service Requests
Progress: Completed
Provided By: Institutional Research and Effectiveness

2 Implement a comprehensive social media strategy for LSUE.
Provided By: Public Affairs
Progress: Completed

2.1 Marketing and Visibility - Social Media Plan
Progress: Completed
Provided By: Public Affairs
2 Improve the efficiency of degree checkouts.
   Provided By: Registrar
   Progress: Completed

   2.1 Degree Checkout Returns
   Progress: Completed
   Provided By: Registrar

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

   2.1 Enhance use of library "Information Commons" as well as other public spaces for students and patrons
   Progress: Canceled
   Provided By: Library

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

   2.1 Grant Guidelines
   Progress: Completed
   Provided By: Federal/State Grants and Contracts

   2.2 Adherence to Grant Guidelines
   Progress: Completed
   Provided By: Federal/State Grants and Contracts

2 Maintain an effective Accounting Technology - Accounting Clerk (CTS) program.
   Provided By: Accounting Technology, Account Clerk (CTS)
   Progress: Completed

   2.1 Accounting Technology - Accounting Clerk Program (CTS) Professional Competency
   Progress: Completed
   Provided By: Accounting Technology, Account Clerk (CTS)

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

2 Maintain an effective Criminal Justice Program.
   Provided By: Criminal Justice
2.1 Criminal Justice Professional Competency
   Progress: Completed
   Provided By: Criminal Justice

2.2 CJ Placement
   Progress: Completed
   Provided By: Criminal Justice

2.3 CJ Retention
   Progress: Completed
   Provided By: Criminal Justice

2.1 Nursing Professional Competency
   Progress: Completed
   Provided By: Nursing

2.2 Nursing Graduation Rate
   Progress: Completed
   Provided By: Nursing

2.3 Nursing Employment
   Progress: Completed
   Provided By: Nursing

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

2.1 User Services-Staff Technology
   Progress: Canceled
   Provided By: Information Technology

2.1a Staff Satisfaction
   Progress: Completed
   Provided By: Information Technology

2.2 User Services-Staff Support
   Progress: Canceled
   Provided By: Information Technology

2.2a Faculty Satisfaction
   Progress: Completed
   Provided By: Information Technology

2.3 User Services-Faculty Support
Progress: Canceled
Provided By: Information Technology

2.4 User Services-Faculty Technology
Progress: Canceled
Provided By: Information Technology

2. Provide for the safety and security of all members of the university community
Provided By: LSU Police (Dual Reporting)
Progress: On Schedule

2.1 Patrol
Progress: Completed
Provided By: LSU Police (Dual Reporting)

2.2 Parking
Progress: Completed
Provided By: LSU Police (Dual Reporting)

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

2.1 Maintain a winning percentage
Progress: Completed
Provided By: Athletics

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

2.1 Budget Review-Faculty
Progress: Completed
Provided By: Budgeting

2.2 Budget Review Committee
Progress: Completed
Provided By: Budgeting

2.3 Budget Control
Progress: Completed
Provided By: Budgeting

2. Track Student Immunization records to assure that all new students meet health requirements.
Provided By: Enrollment Management and Student Affairs
Progress: Completed
2.1 Immunizations
  Progress: Completed
  Provided By: Enrollment Management and Student Affairs

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

2016 - 2017 temp Hire Recruiters
  Provided By: Admissions and Recruitment
  Progress: Completed

2016-2017 temp Hire Recruiters
  Progress: Completed
  Provided By: Admissions and Recruitment

3 Employ and train an assistant director of marketing and public affairs.
  Provided By: Public Affairs
  Progress: Completed

3.1 Hire Assistant Director
  Progress: Completed
  Provided By: Public Affairs

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

3.1 Program Completion
  Progress: Completed
  Provided By: Developmental Education

3.2 Fall to Spring Retention
  Progress: Completed
  Provided By: Developmental Education

3.3 Fall to Fall Retention
  Progress: Completed
  Provided By: Developmental Education

3 Maintain Compliance with SACSCOC Policies
  Provided By: Institutional Research and Effectiveness
  Progress: Completed
3.1 IE-SACSCOC Compliance
  Progress: Completed
  Provided By: Institutional Research and Effectiveness

3.2 IE-QEP Outcomes
  Progress: Canceled
  Provided By: Institutional Research and Effectiveness

3.3 temporary Substantive Changes
  Progress: Completed
  Provided By: Institutional Research and Effectiveness

3 Maintain an effective Administrative Technology Specialist (CTS) Program
  Provided By: Administrative Technology Specialist (CTS)
  Progress: Completed

  3.1 Administrative Technology Specialist (CTS) Professional Competency
    Progress: Completed
    Provided By: Administrative Technology Specialist (CTS)

  3.4 Administrative Technology Specialist (CTS) Placement
    Progress: Completed
    Provided By: Administrative Technology Specialist (CTS)

3 Maintain an effective Honors Program
  Provided By: Liberal Arts
  Progress: Canceled

  3.1 Honors learning community environment
    Progress: Canceled
    Provided By: Liberal Arts

  3.2 Honors leadership experiences
    Progress: Canceled
    Provided By: Liberal Arts

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

  3.1 Radiologic Technology Professional Competency
    Progress: Completed
    Provided By: Radiologic Technology

  3.2 Radiologic Technology Retention
    Progress: Completed
    Provided By: Radiologic Technology
3.3 Radiologic Technology Employment
Progress: Completed
Provided By: Radiologic Technology

3 Provide orientation for new students to acquaint themselves with the university.
Provided By: Enrollment Management and Student Affairs
Progress: Completed

3.1 Orientation
Progress: Completed
Provided By: Enrollment Management and Student Affairs

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

3.1 User Services-Student Support
Progress: Completed
Provided By: Information Technology

3.2 User Services-Improvements
Progress: Canceled
Provided By: Information Technology

3 Secure funding for annual LOUIS institutional membership fee
Provided By: Library
Progress: Canceled

3.1 Library administrative services / budgeting - secure annual LOUIS membership funding based on LOUIS fee projections
Progress: Canceled
Provided By: Library

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

3.1 Administer post-event evaluative surveys.
Progress: Completed
Provided By: Continuing Education

3.2 Courses or programs will meet clients’ needs/interests.
Progress: Completed
Provided By: Continuing Education

3.3 Clients will recommend Continuing Education courses or programs to others.
3. The QEP seeks to improve institutional effectiveness by providing faculty training, increasing student retention in mathematics, and decreasing the time spent in developmental mathematics.

Provided By: Quality Enhancement Plan
Progress: Completed

3.1 Professional Development
Progress: Completed
Provided By: Quality Enhancement Plan

3.2 Increase Retention and Completion of Developmental and General Education Mathematics
Progress: Completed
Provided By: Quality Enhancement Plan

3.3 Reduce the Amount of Time in Developmental Mathematics
Progress: Completed
Provided By: Quality Enhancement Plan

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

Provided By: Academic Affairs
Progress: Completed

3.1 Curriculum Development
Progress: Completed
Provided By: Academic Affairs

3 (formerly number 1) Provide regular training in emergency response procedures to campus personnel NOTE PER CHANCELLOR - HIRE 2ND OFFICER AND INSTALL CAMERAS

Provided By: LSU Police (Dual Reporting)
Progress: Delayed

3.1 formally 1.1 Emergency Response Training
Progress: Delayed
Provided By: LSU Police (Dual Reporting)

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

Provided By: Library
Progress: Canceled
4.1 External and Community Services - Offer various library programs for community
  Progress: Canceled
  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
  Progress: Canceled
  Provided By: Library

4 Increase Student Retention
  Provided By: Enrollment Management and Student Affairs
  Progress: Completed

  4.1 Increase Fall to Spring New First-Time Full-Time Student Retention
  Progress: Completed
  Provided By: Enrollment Management and Student Affairs

  4.2 Increase Fall to Fall New First-Time Full-Time Student Retention
  Progress: Completed
  Provided By: Enrollment Management and Student Affairs

4 Maintain an effective Human Resource Management (CTS) program
  Provided By: Human Resources Management (CTS)
  Progress: Completed

  4.1 Human Resources Management program (CTS) Professional Competency
  Progress: Completed
  Provided By: Human Resources Management (CTS)

  4.4 Human Resources Management Program (CTS) Placement
  Progress: Completed
  Provided By: Human Resources Management (CTS)

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

  4.1 Respiratory Care Professional Competency
  Progress: Completed
  Provided By: Respiratory Care

  4.2 Respiratory Care Retention
  Progress: Completed
  Provided By: Respiratory Care

  4.3 Respiratory Care Employment
  Progress: Completed
4.0 Retention- Aggregated Liberal Arts Majors
Progress: Completed
Provided By: Liberal Arts

4.1 Update IT Infrastructure
Progress: Completed
Provided By: Information Technology

5.1 Instruction and References Services - employ various library activities to assist and work with students and faculty in using the campus library
Progress: Canceled
5 Maintain an effective Medical Coding and Billing (CTS) Program
Provided By: Medical Coding and Billing (CTS)
Progress: Completed

5.1 Medical Coding and Billing Program (CTS) Professional Competency
Progress: Completed
Provided By: Medical Coding and Billing (CTS)

5.4 Medical Coding and Billing Program (CTS) Placement
Progress: Completed
Provided By: Medical Coding and Billing (CTS)

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

5.1 Fire and Emergency Services - Professional Competency
Progress: Completed
Provided By: Fire and Emergency Services

5.2 Fire and Emergency Services Employment
Progress: Completed
Provided By: Fire and Emergency Services

5.3 Fire and Em Services - Retention
Progress: Completed
Provided By: Fire and Emergency Services

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

5.1 Assessment of Entering Students
Progress: Completed
Provided By: Science & Mathematics

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

5.1 Policies and Procedures-Faculty
Progress: Completed
Provided By: Academic Affairs
5.2 Policies and Procedures-Academic Council
   Progress: Completed
   Provided By: Academic Affairs

6 Constituencies at LSUE will be satisfied with library operations.
   Provided By: Library
   Progress: Completed

   6.1 Employee Satisfaction with the Library
   Progress: Completed
   Provided By: Library

   6.2 Student Satisfaction with the Library
   Progress: Completed
   Provided By: Library

6 Maintain an effective Computer Information Technology (CIT) program.
   Provided By: Computer Information Technology
   Progress: Completed

   6.1 CIT - Program Professional Competency
   Progress: Completed
   Provided By: Computer Information Technology

   6.4 CIT Placement
   Progress: Completed
   Provided By: Computer Information Technology

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

   7.1 Management - Program Professional Competency
   Progress: Completed
   Provided By: Management

   7.4 Management - Placement
   Progress: Completed
   Provided By: Management

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

2.1 Marketing and Visibility - Social Media Plan
   Progress: Completed
Provided By: Public Affairs
VII. Academic Year 2016-2017 All Departments – Details for Goals and Objectives

Academic Affairs

1.1: Academic Advising-Faculty

Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Academic Affairs
Participants: Vice Chancellor for Academic Affairs (Robichaux, Renee)

Objective With Intended Outcomes
Faculty will be satisfied with the academic advising process.

Assessment/Evaluation/Measures/Strategies
Faculty will rate satisfaction with academic advising 4.0 or higher on the Faculty Survey. This is a historical benchmark based on last year’s results.

The Faculty Survey is based on a Likert Scale with 4.0 representing that faculty “agree” with the statement. In this case, the objective is to have faculty agree overall that they are satisfied with academic advising.

Assessment/Evaluation Results (Progress Report)
The objective was not met in AY 2015-16. Improvements and training were documented in AY 2015-16 planning documents.

For AY 2016-17, the score was 4.1 out of 5 with 20 faculty responding. This score exceeds last year’s score of 3.6 so progress is being made. The response rate continues to be a problem with only 20/80 (25%) faculty members responding to the survey.

However, the objective was met in AY 2016-17.

- Faculty Survey 2016-17

Improvement Plan/ Changes Made
Training continues to be offered to faculty during the first week faculty return for the fall semester.

With the selection of LSUE as the LSU campus to pilot the student module of Workday, the attempts to build degree audits using the current student management system (Jenzabar) have been abandoned. The position of Registrar has not been filled. However, a Workday Student implementation team has been formed by LSU with the LSUE Director of Information Technology as an active part of the team. Meetings are already in progress to identify the elements of the process including academic foundations, recruiting and advising.

Three professional advisors were hired in Spring 2017 (Coordinator of Pathways to Success/Academic Advisor, Coordinator of Tutoring/Academic Advisor, Coordinator of Disability Services/Academic Advisor). All first year students will be advised by these advisors beginning Fall 2018. A Dean of Student Affairs was hired in July 2017 and the area of advising was moved under his purview. Plans are to hire an additional advisor in spring 2018.
Having personnel dedicated to academic advising in the first year should improve the retention and graduation rates by increasing the accuracy of academic advising and building a rapport with students before they transition to the faculty advisors in their majors.

- Academic Advisors
- Coordinator of Disability Services-Academic Advisor
- Degree audit development Jenzabar
- Minutes of Academic Council June 28 2017
- Workday Student Meeting memo

Related Items

1. Academic Advising: To have a high degree of student and faculty satisfaction with the academic advising system.
   - Progress: Completed
   - Provided By: Academic Affairs
   - Participants: Vice Chancellor for Academic Affairs (Robichaux, Renee)
   - Budget Information: no additional funds were requested
   - Start: 11/1/2016
   - End: 10/30/2017

2. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

1.2: Academic Advising-Students

- Start: 11/1/2016
- End: 10/30/2017
- Progress: Completed
- Provided By: Academic Affairs
- Participants: Vice Chancellor for Academic Affairs (Robichaux, Renee)

Objective With Intended Outcomes
Students will express satisfaction with academic advising.

Assessment/Evaluation/Measures/Strategies
Students will rate their satisfaction with academic advising at or above the national average using the Noel Levitz Student Opinion Survey for two-year colleges.

Students will rate their satisfaction with advising at or above the national average which fluctuates year to year. This year's national average was 5.53 with a standard deviation 1.59.
Assessment/Evaluation Results (Progress Report)
The objective was met in AY 2015-16.

**All LSUE (N=556):**
For AY 2016-17, LSUE students rated their satisfaction with the overall effectiveness of academic advising, consisting of the five items described below, at 5.55 with a standard deviation (SD) of 1.61 as compared to the average of 5.53 with a SD of 1.59 for National Community Colleges. There was no significant difference between the two scores so satisfaction with academic advising was found to be at the national average for community colleges.

Students rated their advisor to be knowledgeable about program requirements (question 14 on page 1) at 5.78 with a SD of 1.53 compared to 5.76 with a SD of 1.53 (no statistically significant difference). Academic advisors were rated to be knowledgeable about transfer requirements (question 22 on page 2) of their schools at 5.61 with SD of 1.56 compared to the national average of 5.46 with SD of 1.60 which is statistically different at the .05 level. Advisors were found to help students apply their program (question 16 on page 2) of study to career goals at 5.54 with SD 1.68 compared to 5.54 with SD of 1.63 nationally which is not statistically significant. Advisors were also found to be available (question 3 on page 1) when students needed help and rated 5.56 with SD of 1.57 compared to the national average of 5.57 with SD of 1.56 which was not statistically significant. Students responded that they received ongoing feedback (question 35 on page 3) about progress toward academic goals with a score of 5.24 with a SD of 1.69 compared to a national score of 5.32 with a SD of 1.62 (no statistically significant difference).

**By site:**
**LSUE main campus (N=456)**
For AY 2016-17, LSUE students at the main campus rated their satisfaction with the overall effectiveness of academic advising, consisting of the five items described below, at 5.51 as compared to the average of 5.53 with a SD of 1.59 for National Community Colleges. There was no significant difference between the two scores so satisfaction with academic advising was found to be at the national average for community colleges.

Students at the main campus rated their advisor to be knowledgeable about program requirements (question 14 on page 2) at 5.79 compared to 5.76 with a SD of 1.53 (no statistically significant difference). Academic advisors were rated to be knowledgeable about transfer requirements (question 22 on page 2) of their schools at 5.62 compared to 5.46 with a SD of 1.60 nationally (question 22 on page 2). Advisors were found to help students apply their program of study (question 16 on page 2) to career goals at 5.52 compared to 5.54 with SD of 1.63 nationally which is not statistically significant. Advisors were also found to be available (question 3 on page 1) when students needed help and rated 5.51 compared to the national average of 5.57 with SD of 1.56 which was not statistically different. Students responded that they received ongoing feedback (question 35 on page 3) about progress toward academic goals with a score of 5.18 compared to a national score of 5.32 with a SD of 1.62 (no statistically significant difference).

**LSUA (N=50):**
For AY 2016-17, LSUE students at the LSUA campus rated their satisfaction with the overall effectiveness of academic advising, consisting of the five items described below, at 5.63 as compared to the average of 5.53 with a SD of 1.59 for National Community Colleges. There was no significant difference between the two scores so satisfaction with academic advising was found to be at the national average for community colleges.

Students at the LSUA site rated their advisor to be knowledgeable about program requirements (question 14 on page 2) at 5.64 compared to 5.76 with a SD of 1.53 nationally (no statistically significant difference). Academic advisors were rated to be knowledgeable about transfer requirements (question 22 on page 2) of their schools at 5.63 compared to the national average of 5.46 with SD of 1.60 nationally. Advisors were found to help students apply their program of study (question 16 on page 2) to career goals at 5.60 compared to 5.54 with SD of 1.63 nationally which is not statistically significant. Advisors were also found to be available (question 3 on page 1) when students needed help and rated 5.78 compared to the national average of 5.57 with SD of
1.56 which was not statistically significant. Students responded that they received ongoing feedback about progress toward academic goals (question 35 on page 3) with a score of 5.52 compared to a national score of 5.32 with a SD of 1.62 (no statistically significant difference).

**LSU Lab School (N=60):**
For AY 2016-17, LSUE students at the LSU Lab School on the LSU campus in Baton Rouge, LA rated their satisfaction with the overall effectiveness of academic advising, consisting of the five items described below, at 5.67 compared to the average of 5.53 with a SD of 1.59 for National Community Colleges. There was no significant difference between the two scores so satisfaction with academic advising was found to be at the national average for community colleges.

Students at the LSU Lab School site rated their advisor to be knowledgeable about program requirements (question 14 on page 2) at 5.88 compared to 5.76 with a SD of 1.53 nationally (no statistically significant difference). Academic advisors were rated to be knowledgeable about transfer requirements (question 22 on page 2) of their schools at 5.28 compared to the national score of 5.46 with SD of 1.60. Advisors were found to help students apply their program of study to career goals (question 16 on page 2) at 5.68 compared to 5.54 with SD of 1.63 nationally which is not statistically significant. Advisors were also found to be available when students needed help and rated 5.94 compared to the national average of 5.57 with SD of 1.56 which was not statistically significant question 3 on page 1). Students responded that they received ongoing feedback about progress toward academic goals (question 35 on page 3) with a score of 5.58 compared to a national score of 5.32 with a SD of 1.62 (no statistically significant difference).

Since the observed scores had no statistical difference to the national scores, the objective was met in AY 2016-17.

- Noel-Levitz Student Satisfaction Survey by Site
- Noel-Levitz Student Satisfaction Survey-Summary

**Improvement Plan/ Changes Made**
Although the objective was met, we continue to implement training (SP2017, FA2017) to assist advisors in providing quality assistance to students. We have also moved to a more centralized advising process by hiring and training three advisors as part of the newly formed Student Success Center. A fourth advisor should be in place by SP2018.

- Advisor Training
- Advisor Training Seminar March 2017

**Related Items**

1. **Academic Advising:** To have a high degree of student and faculty satisfaction with the academic advising system.
   - **Progress:** Completed
   - **Provided By:** Academic Affairs
   - **Participants:** Vice Chancellor for Academic Affairs (Robichaux, Renee)
   - **Budget Information:** no additional funds were requested
   - **Start:** 11/1/2016
   - **End:** 10/30/2017

2. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
3. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
2.1: Articulation Agreements
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Academic Affairs
Participants: Vice Chancellor for Academic Affairs (Robichaux, Renee)

Objective With Intended Outcomes
To work with University of Louisiana Lafayette and McNeese State University to remove from the articulation agreement those courses covered by the Board of Regents Common Course Numbering System.

Assessment/Evaluation/Measures/Strategies
Remove 100% of the courses covered by the Board of Regents Common Course Numbering System and include the Common Course Numbers in the LSU Eunice catalog.

Assessment/Evaluation Results (Progress Report)
The objective was met in AY 2015-16.

For AY 2016-17, as courses have been added to the Statewide Articulation Matrix, they were removed from the individual articulation agreements with UL Lafayette and McNeese State University. Common Course numbers were added as courses were included in the catalog.

The objective was met in AY 2016-17.

- Common Course Catalog 16-17
- Example of Common Course Numbers in Catalog
- McNeese Articulation Agreement
- Statewide Articulation Matrix 2016-17
- ULL Articulation Agreement

Improvement Plan/ Changes Made
Although the objective was met, both the UL Lafayette and McNeese State University Articulation agreements must be revisited. It has been at least three years since they were thoroughly reviewed for courses other than those appearing on the Statewide Matrix. This task has been assigned to the Chief Articulation Officer.

- memo to Articulation Officer

Related Items
- 2 Course Articulation: To enhance the transfer of courses between the main receiving institutions of LSUE transfer students.
1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

3.1: Curriculum Development

Objective With Intended Outcomes
Faculty will agree they have a role in curricular development, change, and review.

Assessment/Evaluation/Measures/Strategies
80% of the Faculty will agree they have a role in curricular development as measured by responses to the annual Faculty Survey. The benchmark of 80% was set by the previous Vice Chancellor for Academic Affairs and upon review of existing files, the reason for the level is not evident. The relevancy of that benchmark in relation to historic data and national norms will be examined and revisions made if necessary for the upcoming year.

Assessment/Evaluation Results (Progress Report)
The objective was not met in 2015-16. See meeting minutes being sent to the faculty in improvement plan.

Only 20/80 (25%) of the faculty surveyed responded to the survey. Of those who responded, 18/20 indicated they agreed (8) or strongly agreed (10) they had a role in curricular development, change and review which is 90%. Two faculty were neutral but no one disagreed on this item.

The objective was met in 2016-17.

- faculty survey sp 2017

Improvement Plan/ Changes Made
The low survey response continues to be a problem. Therefore, although we continue to monitor the measure, I am hesitant to make any changes in the benchmark until there is a better representation of the faculty.

The Senate has been asked to assist in increasing the involvement of faculty since the Courses and Curriculum Committee is a standing committee of the Faculty Senate. Minutes of the meeting are distributed to the faculty through email to ensure that faculty are informed of changes.

- Minutes from Courses and Curricula

Related Items

3. Curriculum Development: To ensure that faculty understand and participate in curriculum development.
   - Progress: Completed
   - Provided By: Academic Affairs
   - Participants: Vice Chancellor for Academic Affairs (Robichaux, Renee)
   - Budget Information: no additional funds requested
   - Start: 11/1/2016
   - End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

4.1: Instructional Program Satisfaction
   - Start: 11/1/2016
   - End: 10/30/2017
   - Progress: Completed
   - Provided By: Academic Affairs
   - Participants: Vice Chancellor for Academic Affairs (Robichaux, Renee)

Objective With Intended Outcomes
Graduating students will be very satisfied or somewhat satisfied with their instructional program.

Assessment/Evaluation/Measures/Strategies
90% of the respondents to the Graduating Student Survey will be very satisfied or somewhat satisfied with their instructional program. This survey is administered every fall and spring.
The benchmark of 90% was set by the previous Vice Chancellor for Academic Affairs and upon review of existing files, the reason for the level is not evident. The relevancy of that benchmark in relation to historic data and national norms will be examined and revisions made if necessary for the upcoming year.

**Assessment/Evaluation Results (Progress Report)**
The objective was met in AY 2015-16.

In fall 2016, 77 graduating students responded to the survey. 100% responded that LSUE had prepared them very well (84%) and somewhat well (16%) in the area of written communication; 98% responded that LSUE had prepared them very well (78%) and somewhat well (20%) in the area of spoken communication; 99% responded that LSUE had prepared them very well (86%) and somewhat well (13%) for their career/educational goals.

In spring 2017, 148 graduating students responded to the survey. 99% responded that LSUE had prepared them very well (75%) and somewhat well (24%) in the area of written communication; 99% responded that LSUE had prepared them very well (71%) and somewhat well (28%) in the area of spoken communication; 97% responded that LSUE had prepared them very well (83%) and somewhat well (14%) for their career/educational goals.

The objective was met in AY 2016-17.

- [LSUE FALL 2016 GRADUATING STUDENT SURVEY](#)
- [LSUE SPRING 2017 GRADUATING STUDENT SURVEY](#)

**Improvement Plan/ Changes Made**
No changes are planned at this time. Data is still being collected to determine whether the benchmark should be revised.

**Related Items**

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
3. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
4.2: One Year Retention
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Academic Affairs
Participants: Vice Chancellor for Academic Affairs (Robichaux, Renee)

Objective With Intended Outcomes
The number of freshmen retained fall-to-fall will increase as compared to the baseline year of 2000-01 to 2001-02 of .5966.

Assessment/Evaluation/Measures/Strategies
Retention will increase at least 1% in comparison to the baseline year according to the data reported in the Board of Regents SSPS report.

Assessment/Evaluation Results (Progress Report)
The objective was met in AY 2015-16.

The objective was met in AY 2016-17. Freshman retention from 2015-16 to fall 2016-17 was 71.30% which was a 4.9% increase over the previous year and an 11.6% increase over the baseline year.

- Retention Improvement Plan/ Changes Made

Although the objective was met, we continue to focus on retention efforts especially for the certificate and associate degree-seeking cohorts. The Student Success Center has officially moved under the umbrella of Student Affairs. Several more first-year advisors were hired and beginning FA 2018, all incoming freshman will be routed to these advisors for the first year. A task force to focus on retention has also been called for by the Chancellor and the VCAA has been put in charge of forming the committee.

Related Items
4. Institutional Effectiveness: To foster academic success through instructional effectiveness.
Progress: Completed
Provided By: Academic Affairs
Participants: Vice Chancellor for Academic Affairs (Robichaux, Renee)
Budget Information: no additional funds requested
Start: 11/1/2016
End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

4.3: Graduation
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Academic Affairs

Participants:

Objective With Intended Outcomes
LSUE will increase overall Associate Degree and Certificate Attainment.

Assessment/Evaluation/Measures/Strategies
Benchmark: Students will complete an Associate's Degree or a Certificate of Technical Studies at a rate that exceeds the average of the previous six years. Average will be the mean or median - whichever is less. Six years is used because it provides enough data to calculate the average and is in the immediate past (as opposed to using 10 or 15 years of data). Data is obtained from the Louisiana Board of Regents Reporting System and published in "LSUE's Fact Book" each December. For

<table>
<thead>
<tr>
<th>AY</th>
<th>Number of Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>277</td>
</tr>
<tr>
<td>2010-2011</td>
<td>289</td>
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<tr>
<td>2011-2012</td>
<td>289</td>
</tr>
<tr>
<td>2012-2013</td>
<td>337</td>
</tr>
<tr>
<td>2013-2014</td>
<td>334</td>
</tr>
<tr>
<td>2014-2015</td>
<td>332</td>
</tr>
<tr>
<td>Mean</td>
<td>308</td>
</tr>
<tr>
<td>Median</td>
<td>305.5</td>
</tr>
</tbody>
</table>

the mean was 308 and the median was 305.5. As a result, the benchmark for AY 2015-2016 is 306 students.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective did not exist.

For AY 2016-2017, there were a total of 310 students obtaining a credential in AY 2015-2016. Data is obtained from Institutional Research through the LSUE Fact Book.
### Associate Degrees

<table>
<thead>
<tr>
<th>Degree</th>
<th>15/16</th>
<th>14/15</th>
<th>13/14</th>
<th>12/13</th>
<th>11/12</th>
<th>10/11</th>
<th>09/10</th>
<th>Six Year Total</th>
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<td>Arts Transfer - Criminal Justice</td>
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<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>Arts Transfer – Fine Arts</td>
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<td>1</td>
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<td>4</td>
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<tr>
<td>Arts Transfer – Humanities</td>
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<td>Care/Dev Young Child</td>
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<td>12</td>
<td>11</td>
<td>5</td>
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<td>11</td>
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<td>Computer Info Tech</td>
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<td>13</td>
<td>11</td>
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<td>8</td>
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<td>60</td>
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<td>Criminal Justice</td>
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<td>17</td>
<td>18</td>
<td>19</td>
<td>14</td>
<td>6</td>
<td>93</td>
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<td>Fire Science</td>
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<tr>
<td>Fire &amp; Emergency Svc</td>
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<td>35</td>
<td>37</td>
<td>35</td>
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<td>33</td>
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<td>Radiologic Technology</td>
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<td>Sciences</td>
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<td>16</td>
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<td>10</td>
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<td>n/a</td>
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<td>Science Transfer – Physical</td>
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<td>0</td>
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<td>1</td>
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<td>n/a</td>
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<td>Total Degree</td>
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<td>323</td>
<td>309</td>
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## Certificates

<table>
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<tr>
<th>Credential</th>
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<th>13/14</th>
<th>12/13</th>
<th>11/12</th>
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<th>09/10</th>
<th>Six Year Total</th>
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<td>Acct Tech Acct Clerk</td>
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<td>Administrative Technology Specialist</td>
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<td>Arson Investigation</td>
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<td>2</td>
<td>2</td>
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<td>0</td>
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<td>1</td>
<td>0</td>
<td>2</td>
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<td>Diagnostic Med Sonography</td>
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<td>7</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>42</td>
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<td>Env &amp; Safety Tech</td>
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<td>6</td>
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<tr>
<td>Evidence Recovery</td>
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<td>3</td>
<td>3</td>
<td>7</td>
<td>3</td>
<td>18</td>
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<td>Fire Science</td>
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<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>6</td>
</tr>
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<td>Fire Service Technology</td>
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<td>Fire Science Technology</td>
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<td>Human Resources Management</td>
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<td>Medical Coding and Billing</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
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<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Quality Env Hlth &amp; Sfty Lead</td>
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<td>0</td>
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<td>0</td>
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<td>0</td>
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</tr>
<tr>
<td>Total</td>
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<td>11</td>
<td>28</td>
<td>14</td>
<td>19</td>
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</tr>
<tr>
<td>Overall Total</td>
<td>310</td>
<td>322</td>
<td>334</td>
<td>337</td>
<td>289</td>
<td>289</td>
<td>277</td>
<td>1848</td>
</tr>
</tbody>
</table>

Since the observed score of 310 > the median of 306 and the mean of 308, this objective is met.

**Improvement Plan/ Changes Made**

Monitor data as new programs and/or sites come online - for example Nursing at LGH and Surgical Technology beginning in fall 2018.

**Related Items**

4. **Institutional Effectiveness: To foster academic success through instructional effectiveness.**
   - **Progress:** Completed
   - **Provided By:** Academic Affairs
   - **Participants:** Vice Chancellor for Academic Affairs (Robichaux, Renee)
   - **Budget Information:** no additional funds requested
   - **Start:** 11/1/2016
   - **End:** 10/30/2017
1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

5.1: Policies and Procedures-Faculty

Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Academic Affairs
Participants: Vice Chancellor for Academic Affairs (Robichaux, Renee)

Objective With Intended Outcomes
Faculty will indicate satisfaction with LSU Eunice's policies and procedures.

Assessment/Evaluation/Measures/Strategies
80% of the respondents to the Faculty Survey will express satisfaction with LSU Eunice's policies and procedures.

The benchmark of 80% was set by the previous Vice Chancellor for Academic Affairs and upon review of existing files, the reason for the level is not evident. The relevancy of that benchmark in relation to historic data and national norms will be examined and revisions made if necessary for the upcoming year.

Assessment/Evaluation Results (Progress Report)
The objective was not met in AY 2015-16.

In AY 2016-17, 90% of the faculty responding to the faculty survey stated that the dismissal, suspension, and resignation policies are clearly defined; 90% were satisfied with faculty's role in curricular development; 75% indicated that employment and evaluation policies are clearly communicated to them; 65% of the faculty indicated that the promotion and tenure policies were carefully followed. The average satisfaction was 80%.

The objective was met in AY 2015-16.

- 2016-17 Faculty Survey

Improvement Plan/ Changes Made
Based on the increase in satisfaction compared to AY 2015-16 in all areas relating to policies and procedures, it appears the increased visibility of the policies obtained by placing them on the website has had a positive effect.
Unfortunately, the response rate to the survey is still low. We continue to collect data to determine whether the benchmark should be adjusted but hesitate given the low response rate.

**Related Items**

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

- **Progress:** Completed
- **Provided By:** Academic Affairs
- **Participants:** Vice Chancellor for Academic Affairs (Robichaux, Renee)
- **Budget Information:** no additional funds requested
- **Start:** 11/1/2016
- **End:** 10/30/2017

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

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

- **Start:** 11/1/2016
- **End:** 10/30/2017
- **Progress:** Completed
- **Provided By:** Academic Affairs
- **Participants:** Vice Chancellor for Academic Affairs (Robichaux, Renee)

**Objective With Intended Outcomes**

Policy statements under the purview of the VCAA will be reviewed annually by the Academic Council for clarity and conformity to best practices.

- **Review of Policy Statements**

**Assessment/Evaluation/Measures/Strategies**

100% of the policy statements will be reviewed and revised if needed.

**Assessment/Evaluation Results (Progress Report)**

The objective was not met in 2015-16 (see improvement plan for revision in PS 55).

Academic Council reviewed 30% of the policy statements in the "primary responsibility" category and 33% of those listed in the "secondary responsibility" category. The recommendations were subsequently approved by Cabinet.

The objective was not met in 2016-17.
Policy Statements approved by Cabinet

Improvement Plan/ Changes Made
In February 2017, Academic Council recommended that PS 55 be revised to make the policy review process more manageable as the number of policies has increased significantly over the last several years. The revision mandates that each responsible area review a minimum of 25% of the policy statements that are responsible for each year with all policy statements receiving a review every four years.

Policy Statements 2-20-17

Related Items
5. Policies and Procedures: To ensure that academic policies and procedures are reviewed annually for clarity and conformity to national good practices.
   Progress: Completed
   Provided By: Academic Affairs
   Participants: Vice Chancellor for Academic Affairs (Robichaux, Renee)
   Budget Information: no additional funds requested
   Start: 11/1/2016
   End: 10/30/2017

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

Center for Student Success

16-17 temp: Center for Student Success
   Start: 11/1/2016
   End: 10/30/2017
   Progress: Completed
   Provided By: Center for Student Success
   Participants:

   Objective With Intended Outcomes
   LSUE will staff and open a Center for Student Success prior to the end of Spring 2017. Positions will include:
   1. a full-time Coordinator of the Pathways to Success Program
   2. a full-time Coordinator of Tutoring
   3. student assistants as tutors
   4. a full-time Coordinator of Disability Services
   5. a part-time secretary.
Assessment/Evaluation/Measures/Strategies
Success will be measured as each person being hired and the Center open and serving students by the end of Spring 2017.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective (and the Center for Student Success) did not exist.

For AY 2016-2017, each person was hired by the end of February.

- Hiring of the Coordinator of Tutoring January 19, 2017
- Hiring of the Coordinator of Pathways to Success January 13, 2017
- Hiring of the Coordinator of Disability Services February 15, 2017
- Part-time administrative assist existed.

Each section of the Center was serving students prior to the end of Spring 2017.

- Assigning advisees to the Center for Success staff.
- Coordinator of Tutoring performing job duties indicating Spring 2017 tutoring hours
- Coordinator of Pathways performing job duties
- Coordinator of Disability Services taking possession of files
- Coordinator of Disability Services reviewing ADA language in syllabi.
- Administrative Assistant assisting with duties in the Center.

Since the Center for Student Success has been implemented, Objective 1.1 is met.

- Academic Advising Duties
- Disability Services Performing Job Duties
- Disability Services Reviewing Syllabi Language
- Email Welcoming Shelly Haley
- Email from WD on Hiring Damien Papillion
- Email from WD on Hiring Sharon Williams
- Email on Part-Time Secretary for Center
- Pathways Performing Job Duties
- Tutoring Sending Out Tutoring Schedule for Spring 2017
- Tutoring Spring 2017 Schedule Pathways - Dr. Fowler

Improvement Plan/ Changes Made
For AY 2017-2018, the Center will fall under the new Dean of Student Affairs. He will then establish objectives such as

- the number of students served and quality in advising
- the number of students, subjects served, and quality in tutoring (NL item 27 can help with this one).
- the number of students and quality of Disability Services.

Related Items
16-17 temp: Initiate a Center for Student Success
Progress: Completed
Provided By: Center for Student Success
Participants:
Budget Information: Salaries funded through reallocation of existing University funds
Start: 11/1/2016
End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

Continuing Education

1.1: Non Credit-Personal Enrichment
Start: 11/1/2016
End: 10/30/2017
Progress: Canceled
Provided By: Continuing Education
Participants:

Objective With Intended Outcomes
Enroll an optimum number of community learners in personal enrichment/leisure learning classes. See other attached files as evidence of flyers used.

- Continuing Ed definition of optimum
- Continuing Ed definition of optimum

Assessment/Evaluation/Measures/Strategies
Simple headcount of learners enrolled compared to three-year enrollment averages in similar classes.
Three Year Analysis for Leisure Learning:
2014  344
2015  247
2016  204

Three Year Enrollment Average: 265

Assessment/Evaluation Results (Progress Report)
This objective was met in 15-16.

For AY 16-17, the Office of Continuing Education underwent major transitions, due to the changes in institutional needs and reorganization. As a result, Continuing Education staff did offer non-credit courses; however, the institutional priorities focused on credit courses. For AY 2016-2017, personal enrichment opportunities were offered to 204 participants.

Since the observed number of participants of 204 < the three-year average of 265, this objective was not met.

- Personal Enrichment

Improvement Plan/ Changes Made
For AY 2017-2018, the Office of Continuing Education will continue to undergo major transitions, due to the changes in institutional needs and reorganization.

This objective will be cancelled for AY 17-18

Related Items
1: The Office of Continuing Education will provide non-credit learning experiences that meet the needs of a wide variety of community learners.
   Progress: Canceled
   Provided By: Continuing Education
   Participants: none (existing)
   Start: 11/1/2016
   End: 10/30/2017

   1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

   3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
1.2: Non Credit-Workforce Training  
Start: 11/1/2016  
End: 10/30/2017  
Progress: Canceled  
Provided By: Continuing Education  
Participants:

Objective With Intended Outcomes  
Offer an optimum number of workforce development courses that meet workforce training needs.

- Continuing Ed definition of optimum  
- Continuing Ed definition of optimum

Assessment/Evaluation/Measures/Strategies  
Simple count of total course enrollment compared to three-year course enrollment averages in workforce training classes.

Three Year Enrollment Analysis for Workforce Training according to reported data:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>174</td>
</tr>
<tr>
<td>2015</td>
<td>339</td>
</tr>
<tr>
<td>2016</td>
<td>332</td>
</tr>
</tbody>
</table>

Three Year Average enrollment: 282

Assessment/Evaluation Results (Progress Report)  
Objective was met last year in 2015-2016.

For AY 2016-2017, the Office of Continuing Education underwent major transitions, due to the changes in institutional needs and reorganization. As a result, Continuing Education staff did offer workforce training to 247; however, the institutional priorities focused on credit courses.

Given that the observed participants of 247 < the benchmark of 282, the objective is not met.

- WF AY1617

Improvement Plan/ Changes Made  
For AY 2017-2018, the Office of Continuing Education will continue to undergo major transitions, due to the changes in institutional needs and reorganization.

This objective will be cancelled for the AY 2017-2018 school year.
1. The Office of Continuing Education will provide non-credit learning experiences that meet the needs of a wide variety of community learners.

- **Progress:** Canceled
- **Provided By:** Continuing Education
- **Participants:**
- **Budget Information:** none (existing)
- **Start:** 11/1/2016
- **End:** 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

### 1.3: Non Credit-Youth

- **Start:** 11/1/2016
- **End:** 10/30/2017
- **Progress:** Canceled
- **Provided By:** Continuing Education

**Objective With Intended Outcomes**

Enroll an optimum number of grade-aged youth learners in enrichment, leisure, and personal development courses/activities.

- [Continuing Ed definition of optimum](#)
- [Continuing Ed definition of optimum](#)

**Assessment/Evaluation/Measures/Strategies**

Simple headcount of youth learners enrolled compared to three-year enrollment averages in similar courses.

**Assessment/Evaluation Results (Progress Report)**

This objective was met in AY 2015-2016.

As part of the restructuring of the Office of Continuing Education, Non Credit-Youth programs were assigned to the Coordinator of Student Activities for AY 2016-2017.
As a result, the Office of Continuing Education is no longer responsible for non-credit youth activities.

Improvement Plan/ Changes Made
For AY 17-18, the Office of Continuing Education will continue to undergo major transitions, due to the changes in institutional needs and reorganization.

This objective will be cancelled in AY 2017-2018.

Related Items

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

- **Progress:** Canceled
- **Provided By:** Continuing Education
- **Participants:**
- **Budget Information:** none (existing)
- **Start:** 11/1/2016
- **End:** 10/30/2017

1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

2. **Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.

---

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

- **Start:** 11/1/2016
- **End:** 10/30/2017
- **Progress:** Canceled
- **Provided By:** Continuing Education
- **Participants:**

Objective With Intended Outcomes

At the beginning of each schedule planning period of the academic year, Continuing Education staff will meet with Academic Affairs staff, Division Heads, and program coordinators to identify needs for scheduling courses after-hours, off-campus, and in other non-traditional formats to meet the needs of students unable to attend on-campus classes because of constraints of time and place.

Assessment/Evaluation/Measures/Strategies

Print-out of class schedule each fall and spring semester after 14th class day showing course offerings and enrollment in sections administered by Continuing Education.
Assessment/Evaluation Results (Progress Report)
This objective was met in AY 2015-2016.

For AY 2016-2017, the Director of Continuing Education (now known as the Director of Economic Development & Continuing Education) continues to confer with Division Heads in meetings of the Academic Council and during schedule planning times directed by the Office of Academic Affairs to identify courses that should be scheduled to meet needs. Few night classes continue to be offered as demand has declined, evidenced by low enrollment numbers in both fall and spring semesters. Evidence of Fall 2016 and Spring 2017 after hours classes are provided.

The objective was met.

- Fall 2016
- Spring 2017

Improvement Plan/ Changes Made
For AY 16-17, the Office of Continuing Education underwent major transitions, due to the changes in institutional needs and reorganization.

This outcome will be cancelled in AY 2017-2018.

Related Items
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.

- Progress: Completed
- Provided By: Continuing Education
- Participants:
- Budget Information: none (existing)
- Start: 11/1/2016
- End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

2.2: Credit Offerings: Extension Programs and Special Services
- Start: 11/1/2016
Objective With Intended Outcomes
During schedule planning times in each academic year, Continuing Education staff will meet with third-party University constituents and clients to identify needs and opportunities for extending University classes and credit-programs at off-campus locations.

Assessment/Evaluation/Measures/Strategies
Print-out of class schedule each semester after 14th class day showing course offerings and enrollment in sections offered to third-party constituents.

Assessment/Evaluation Results (Progress Report)
Objective met in AY 2015-2016.

For AY 2016-2017, enrollments at the LSU Alexandria campus through the LSUE/LSUA Collaborative have increased. High school student enrollment in dual credit courses increased to a new record high of 499 Fall 2016 and 649 for Spring 2017.

Objective met.

LSUE Fact Book Fall 2016 see Preparatory Category
LSUE Fact Book Spring 2017 see Preparatory Category

- LSUE Fact Book for Fall 2016
- LSUE Fact Book for Spring 2017

Improvement Plan/ Changes Made
For AY 17-18, will continue to grow our course offerings at our offsite locations. Funding by the state via Supplemental Course Academy (SCA) remains influx from year to year.

Related Items
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.

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.

3.1: Administer post-event evaluative surveys.
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Continuing Education
Participants:

Objective With Intended Outcomes
The Continuing Education staff will request that participants complete a post-event evaluative survey at the end of each course/program/event.

Assessment/Evaluation/Measures/Strategies
The staff will maintain copies of completed surveys in either hard or electronic files for all community service programs and non-credit courses. *A blank example is included.*

Our benchmark of 90% is adopted from the 2016 American Customer Satisfaction Index.

- Post_Event_Evaluation
- Post_Event_Evaluation

Assessment/Evaluation Results (Progress Report)
Objective was met for AY 2015-2016.

See data set attached. Files are available for inspection in the Continuing Education Office for courses and programs. Tabulated summaries are here attached showing 90% of respondents were either satisfied or highly satisfied.

Example #1
Example #2

- Example #1
- Example #2
- Overall Summary

Improvement Plan/ Changes Made
For AY 2017-2018, the Office of Continuing Education will continue to undergo major transitions, due to the changes in institutional needs and reorganization; however, this objective will remain.
Related Items

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.

Progress: Completed
Provided By: Continuing Education
Participants:
Budget Information: Not applicable
Start: 11/1/2016
End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

3.2: Courses or programs will meet clients’ needs/interests.

Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Continuing Education
Participants:

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

Assessment/Evaluation/Measures/Strategies
Ninety percent of respondents will indicate strongly agree or agree to this statement on the post-event evaluation. Our benchmark is adopted from the 2016 American Customer Satisfaction Index.

- Post_Event_Evaluation
- Post_Event_Evaluation
Assessment/Evaluation Results (Progress Report)
Objective was met in AY 2015-2016.

In AY 2016-2017, participants were given surveys to complete at the conclusion of the event. The result indicated that 94% agreed or strongly agreed that the event met their needs. Tabulated summaries are here attached showing results of all surveys. Objective met.

Example #1
Example #2

- PI March
- SS April
- Summary_1

Improvement Plan/ Changes Made
No changes planned.

Related Items
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.
   Progress: Completed
   Provided By: Continuing Education
   Participants: Budget Information: Not applicable
   Start: 11/1/2016
   End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

3.3: Clients will recommend Continuing Education courses or programs to others.
   Start: 11/1/2016
   End: 10/30/2017
**Objective With Intended Outcomes**
Respondents to post-event surveys will strongly agree or agree to the statement that they would recommend the same course or program to others.

**Assessment/Evaluation/Measures/Strategies**
Ninety per cent of respondents will indicate strongly agree or agree to this statement on the post-event evaluation. Our benchmark is adopted from the 2016 American Customer Satisfaction Index.

- ![Post_Event_Evaluation](image1.png)

**Assessment/Evaluation Results (Progress Report)**
Objective met in AY 2015-2016.

In AY 2016-2017, participants were given surveys to complete at the conclusion of the event. The result indicated that over 90% of respondents indicated “strongly agree” or “agree” on the surveys. See representative samples attached. Tabulated summaries are attached showing results of all surveys. Objective met in AY 2016-2017

- ![Example #1](image2.png)
- ![Example #2](image3.png)

- ![Aquatics](image4.png)
- ![CPR](image5.png)
- ![Summary _2pdf](image6.png)

**Improvement Plan/ Changes Made**
No changes planned.

**Related Items**
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.

**Related Item**
1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

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

Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Continuing Education
Participants:

Objective With Intended Outcomes
Respondents to post-event surveys will strongly agree or agree to the statement that participating in the course or event was a worthwhile investment of time and/or money.

Assessment/Evaluation/Measures/Strategies
Ninety per cent of respondents will indicate strongly agree or agree to this statement on the post-event evaluation. Our benchmark is adopted from the 2016 American Customer Satisfaction Index.

- [Post_Event_Evaluation]
- [Post_Event_Evaluation]

Assessment/Evaluation Results (Progress Report)
Objective met in AY 2015-2016.

In AY 2016-2017, participants were given surveys to complete at the conclusion of the event. The result indicated that 93% of respondents indicated "strongly agree" or "agree" on the surveys. See representative samples of completed surveys attached. Tabulated summaries are attached showing results of all surveys.

Example #1
Example #2


- [PI Course]
Improvement Plan/ Changes Made
No changes planned.

Related Items
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.

- **Progress:** Completed
- **Provided By:** Continuing Education
- **Participants:**
- **Budget Information:** Not applicable
- **Start:** 11/1/2016
- **End:** 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

Developmental Education

1.1: Developmental English (ENGL 0001)

- **Start:** 11/1/2016
- **End:** 10/30/2017
- **Progress:** Completed
- **Provided By:** Developmental Education
- **Participants:** Developmental Education Director (Fowler, Paul)

Objective With Intended Outcomes
Developmental education students (Pathways and non-Pathways) will successfully complete their developmental course work gaining competencies in developmental English composition (ENGL 0001) mechanics, sentence structure, and paragraph structure necessary to successfully begin their first general education English composition course.

**Assessment/Evaluation/Measures/Strategies**

**Direct Assessment**

For AY 2016-2017, the outcomes will be directly assessed and analyzed through an internally developed multiple choice examination designed by the English faculty and given during the last two weeks of the semester. All students remaining in the course will be assessed (i.e. no sampling). Assessment will include LSUE, LSUA site students, dual credit, and online students.

The faculty constructed a 25 question multiple choice examination paralleling the primary objectives for the course. The SLOs for ENGL 0001 as stated in the syllabus are:

1. Write a clear topic sentence that includes the main idea of the paragraph.
2. Develop the body of the paragraph with substantial support: evidence, details, and facts.
3. Use proper grammar and punctuation throughout their writing.

The benchmark for all SLOs is 70% based on historical University record and that the 70% is the lowest "average" for the grade of C given on a student's University record.

**Indirect Assessment**

An indirect measure is also included from institutional research data using the success rate for the ENGL 0001 course over the AY 2016-2017. This rate is calculated using the methodology from the National Center for Developmental Education (NCDE) in that the frequency of withdraws and failures due to the attendance policy are removed from the total n. According to the NCDE, the success rate using this method for developmental English is 73%.

- ENGL 0001 dept syllabus FA16
- ENGL 0001 dept syllabus FA16

**Assessment/Evaluation Results (Progress Report)**

In AY 2015-2016, this Objective 1.1 was met.

**Direct Internal Assessment**

In AY 2016-2017, a total of 350 (66%) students of the 528 enrolled on the census date (14th day) took the SLO assessment during the last two weeks of classes for both the Fall 2016 and Spring 2017 semesters (see Table 1). The 350 students represent all of those enrolled in the class at the end of the semester at the sites shown in Table 1 (i.e. no sampling). There were no accelerated sections offered and there were no sections offered at the LSU Lab School. A [copy of the assessment is here](#).
Table 1. AY 16-17 ENGL 0001 Student Learning Outcome Site Summary as Percentages

<table>
<thead>
<tr>
<th>SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>73</td>
<td>72</td>
<td>68</td>
<td>73</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>A. Using clear topic sentences</td>
<td>77</td>
<td>76</td>
<td>60</td>
<td>76</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>B. Using evidence to support a topic sentence</td>
<td>80</td>
<td>79</td>
<td>60</td>
<td>70</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td>C. Using proper grammar and punctuation</td>
<td>69</td>
<td>69</td>
<td>73</td>
<td>none</td>
<td>73</td>
<td>none</td>
</tr>
<tr>
<td>Total number of sections</td>
<td>25</td>
<td>18</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>350</td>
<td>265</td>
<td>1</td>
<td>59</td>
<td>25</td>
<td>0</td>
</tr>
</tbody>
</table>

Overall, students scored a 73% with a 77% on outcome A, 80% on Outcome B, and a 69% on outcome C. According to the data in Table 1, online students scored the highest, then LSUA and LSUE, then dual credit. The scores for the one dual credit student left a little to be desired. Regardless of the one student, the overall results were acceptable.

An item analysis for AY 2016-2017 was generated from the face-to-face sections indicating that problems 16 and 17 were causing the most issues for students. For problem 16, 109 out of 325 or 35% of the students answered the question correctly while 138 out of 325 or 42% answered question 17 correctly. These two questions were the most missed on the SLO assessment. This information will be shared with the English Composition Coordinator for his input. If questions 16 and 17 were removed on the assumption that they are either not reliable or valid, then the results for Outcome C increases from 69% to 74% thus increasing the overall results from 72% to 75%.

Next, Table 2 details the longitudinal results since Spring 2011. The results seem to indicate that SLOs scores have been decreasing since AY 2012-2013. This information will be shared with the English Composition Coordinator for his input.

Table 2. ENGL 0001 Longitudinal Results since Spring 2011 as Percentages.

<table>
<thead>
<tr>
<th>ENGL 0001 SLO Description</th>
<th>SP 2011</th>
<th>AY 11-12</th>
<th>AY 12-13</th>
<th>FA 13</th>
<th>AY 14-15</th>
<th>AY 15-16</th>
<th>AY 16-17</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>72</td>
<td>76</td>
<td>79</td>
<td>80</td>
<td>78</td>
<td>77</td>
<td>73</td>
<td>-4</td>
</tr>
<tr>
<td>A. Using clear topic sentences</td>
<td>79</td>
<td>85</td>
<td>87</td>
<td>85</td>
<td>84</td>
<td>80</td>
<td>77</td>
<td>-3</td>
</tr>
<tr>
<td>B. Using evidence to support a topic sentence</td>
<td>87</td>
<td>87</td>
<td>89</td>
<td>88</td>
<td>87</td>
<td>84</td>
<td>80</td>
<td>-4</td>
</tr>
<tr>
<td>C. Using proper grammar and punctuation</td>
<td>61</td>
<td>69</td>
<td>72</td>
<td>76</td>
<td>74</td>
<td>73</td>
<td>69</td>
<td>-4</td>
</tr>
<tr>
<td>Total number of students</td>
<td>123</td>
<td>463</td>
<td>419</td>
<td>260</td>
<td>381</td>
<td>347</td>
<td>350</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: COMPASS used during spring 2014
Next, Table 3 presents the results for Pathways and Non Pathways students. Overall, the two groups performed in a similar fashion for AY 2016-2017 (72% for Pathways and 74% for Non-Pathways).

<table>
<thead>
<tr>
<th>ENGL 0001 SLO Description</th>
<th>Pathways</th>
<th>Non-Pathways</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>72</td>
<td>74</td>
<td>73</td>
</tr>
<tr>
<td>A. Using clear topic sentences</td>
<td>74</td>
<td>80</td>
<td>77</td>
</tr>
<tr>
<td>B. Using evidence to support a topic sentence</td>
<td>78</td>
<td>82</td>
<td>80</td>
</tr>
<tr>
<td>C. Using proper grammar and punctuation</td>
<td>69</td>
<td>69</td>
<td>69</td>
</tr>
<tr>
<td>Total number of students</td>
<td>168</td>
<td>182</td>
<td>350</td>
</tr>
</tbody>
</table>

Given that the observed score of 73% on the direct assessment using SLOs > the benchmark of 70%, Objective 1.1 is met with the intention on taking a closer look at questions 16 and 17.

**Indirect Assessment using Course Outcomes (Grades)**

Table 4 details the results using the course outcomes (grades) for AY 2016-2017. Overall, 404 (77%) of the 528 students enrolled on the 14th day successfully completed the course with an A, B, or C. Removing the withdrawals and failures due to absences increases the overall success rate to 90%. Given that the observed completion rate of 90% > NCDE’s benchmark of 73%.

A note about the discrepancy in the total n’s for 350 students included in the SLO data and the 404 students included in the course completion data. The SLO assessment is not included in the student's grade. As a result, it appears as if a number of students were absent on the day the SLO assessment was given in their ENGL 0001 section. Some of these same students apparently completed the ENGL 0001 course requirements.

<table>
<thead>
<tr>
<th>Description</th>
<th>LSUA</th>
<th>Dual Credit</th>
<th>LSUE (wo online)</th>
<th>Online</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total n</td>
<td>92</td>
<td>1</td>
<td>405</td>
<td>30</td>
<td>528</td>
</tr>
<tr>
<td>No. of Ws</td>
<td>28</td>
<td>0</td>
<td>43</td>
<td>2</td>
<td>73</td>
</tr>
<tr>
<td>No. violation of attendance policy</td>
<td>2</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Grade of A, B, C only</td>
<td>54</td>
<td>1</td>
<td>324</td>
<td>25</td>
<td>404</td>
</tr>
<tr>
<td>Percent raw success (as a percent)</td>
<td>59</td>
<td>100</td>
<td>80</td>
<td>83</td>
<td>76.5</td>
</tr>
<tr>
<td>Percent success using NCDE</td>
<td>87</td>
<td>100</td>
<td>91</td>
<td>89</td>
<td>90.4</td>
</tr>
</tbody>
</table>
Since both the direct assessment scores and indirect scores exceed their respective benchmarks for AY 2016-2017, Objective 1.1 is met.

- AY 16-17 ENGL 0001 Item Analysis
- ENGL 0001 Learning Outcomes Exam NEW FINAL VERSION

**Improvement Plan/ Changes Made**

Prepared by Paul Fowler for faculty review 8/24/17.

The Coordinator of English Composition and the Director of IE exchanged an email that seems plausible on August 24, 2017. Very simply the Coordinator believes that the importance of the SLO assessment has not been stressed in the last few years leading to complacency. This same issue was documented with respect to the CAAP Assessment a year or two ago.

The Director of IE agrees and thinks an additional year’s worth of data should be collected; however, the Director also noted that the English faculty may want to consider making the assessment part of the grade in ENGL 0001 so students take it more seriously.

- 8-24-17 Email Exchange on IE

**Related Items**

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.
   - **Progress:** Completed
   - **Provided By:** Developmental Education
   - **Participants:** Developmental Education Director (Fowler, Paul)
   - **Budget Information:** none (existing)
   - **Start:** 11/1/2016
   - **End:** 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
Objective With Intended Outcomes
Developmental education students (Pathways and non Pathways) will successfully complete their developmental coursework gaining competencies in computational and elementary algebra skills (MATH 0001) necessary to begin MATH 0002. Note that Summer 2017 is the last semester for MATH 0002. It is being split into two courses: MATH 0015 that is more appropriate for the skills needed in MATH 1015 (Applied College Algebra) and MATH 0021 that is more appropriate for the skills needed in MATH 1021 (College Algebra).

Assessment/Evaluation/Measures/Strategies
Direct Assessment:
The outcomes will be directly assessed and analyzed through a multiple choice comprehensive final examination designed by the mathematics faculty using the textbook publisher’s Testgen program. All students taking the final exam in the fall 2016 and spring 2017 semesters will be assessed (i.e. no sampling). Assessment will include LSU Eunice and LSU Alexandria site students, modular students, dual credit students, and online students. The final exam for modular math students is both multiple choice and free response. Questions parallel the student learning outcomes for all other sections.

The student learning outcomes in MATH 0001 are: The student, upon successful completion of this course, will:

1.1.1 Manipulate the order of operations on the real numbers.
1.1.2 Perform basic algebraic operations with expressions and linear equations.
1.1.3 Analyze and compute measurements for different geometric figures.

These outcomes are contained in the MATH 0001 course syllabus updated spring 2016 and used for both fall 2016 and spring 2017.

The benchmark established for the SLOs is 70% which is the traditional "C" grade according the LSU Eunice Catalog. This was chosen as the minimum competency necessary in order to begin MATH 0002.

Indirect Assessment:
One indirect measurement includes from institutional research using the completion rate for the MATH 0001 course over AY 2016-2017. The rate is calculated using the methodology from the National Center for Developmental Education (NCDE) in that the frequency of withdrawals and failures due to the attendance policy (in MATH 0001 only) are removed from the total n.

The national benchmark according to the NCDE is 68%.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, Objective 1.2 was met.
For AY 2016-2017, there were a total of 821 registered MATH 0001 (Pre-algebra) on the census day for both fall 2016 and spring 2017. A total of 555 (68%) took the SLO assessment as part of the final exam for the course. This included students at the LSUE site (both modular and traditional face-to-face), the LSUA site (face-to-face only), dual credit, and online for the 16-week semester (see Table 1). This represents all students still enrolled in the course except those not taking the final.

### Direct Assessment of Student Learning using SLOs

As Table 1 indicates, the overall performance of the 555 students was 72% with outcome 1.1.1 = 76%; outcome 1.1.2 = 70% and outcome 1.1.3 = 71%. Modular students’ scores outpaced all other methodologies. Online students scored a 68% overall, but there were only a total of 20 students in both online sections. LSUA students performed quite well only missing the benchmark by one percentage point for the geometry portion of the course. LSUE students had slightly lower scores on geometry.

### Table 1. MATH 0001 SLO Results AY 2016-2017 Aligned to QEP by Site as a Percent.

<table>
<thead>
<tr>
<th>MATH 0001 SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
<th>Modular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>72</td>
<td>68</td>
<td>none</td>
<td>72</td>
<td>68</td>
<td>none</td>
<td>none</td>
<td>75</td>
</tr>
<tr>
<td>1.1.1. Manipulate order of operations with real numbers</td>
<td>76</td>
<td>75</td>
<td>none</td>
<td>72</td>
<td>68</td>
<td>none</td>
<td>none</td>
<td>75</td>
</tr>
<tr>
<td>1.1.2. Perform basic algebraic operations with expressions and linear equations</td>
<td>70</td>
<td>65</td>
<td>none</td>
<td>71</td>
<td>65</td>
<td>none</td>
<td>none</td>
<td>72</td>
</tr>
<tr>
<td>1.1.3. Geometry</td>
<td>71</td>
<td>62</td>
<td>69</td>
<td>67</td>
<td>77</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>555</td>
<td>160</td>
<td>0</td>
<td>114</td>
<td>0</td>
<td>20</td>
<td>0</td>
<td>261</td>
</tr>
<tr>
<td>Total number of sections for AY</td>
<td>33</td>
<td>8</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>17</td>
</tr>
</tbody>
</table>

An item analysis for AY 2016-2017 was generated for the face-to-face sections at the LSUE site only given the results on outcomes 1.1.2 and 1.1.3. For outcome 1.1.2, the following questions were the most troublesome:

- **13** - only 52% answered it correctly. The problem involved the distributive property of a fraction to two terms producing integer answers in both cases.
- **29** - only 44% answered it correctly. It was solving an equation involving unlike denominators, but solvable within 3 steps.
- **34** - only 39% answered it correctly. Again, it was solving an equation involving unlike denominators, but solvable within 3 or 4 steps.
- **36** - only 53% answered it correctly. It involved graphing an inequality on the number line.
- **40** - only 53% answered it correctly. The problem was What percent of 40 is 60?
- **46** - only 49% answered it correctly. It was a word problem involving cutting a board into two pieces and finding the length of the two pieces given the conditions of the problem.
- **47** - only 43% answered it correctly. Again, it was a word problem involving two teams scoring points.

For 1.1.3, the following questions were the most troublesome:

- **21** - only 46% answered it correctly. It was a word problem of a garden that was 21 ft. by 18 ft. and finding the fencing if it cost $4 per foot.
• 42 - only 49% answered it correctly. Finding the area of a square (with a diagram given) with a side of 2.8 cm.
• 49 - only 46% answered it correctly. Finding the area of a triangle (with a diagram given) with whole number dimensions.
• 50 - only 29% answered it correctly. The problem was find the exact area of a circle with a radius of 5.2 inches. All answers were given in pi square inches.

Next, Table 2 shows longitudinal results since spring 2011. Overall the results have shown some positive increases since the first time SLOs were measured. The results also indicate math faculty exceeded the 70% for the geometry for the first time!

<table>
<thead>
<tr>
<th>MATH 0001 Student Learning Outcomes: All Sections</th>
<th>Sp 11</th>
<th>AY 11-12</th>
<th>AY 12-13</th>
<th>AY 13-14</th>
<th>AY 14-15</th>
<th>AY 15-16</th>
<th>AY 16-17</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>63</td>
<td>71</td>
<td>73</td>
<td>73</td>
<td>71</td>
<td>74</td>
<td>72</td>
<td>-2</td>
</tr>
<tr>
<td>1.1.1. Manipulate order of operations with real numbers</td>
<td>68</td>
<td>77</td>
<td>78</td>
<td>78</td>
<td>75</td>
<td>80</td>
<td>76</td>
<td>-4</td>
</tr>
<tr>
<td>1.1.2. Perform basic algebraic operations with expressions and linear equations</td>
<td>58</td>
<td>66</td>
<td>68</td>
<td>71</td>
<td>70</td>
<td>74</td>
<td>70</td>
<td>-4</td>
</tr>
<tr>
<td>1.1.3. Geometry</td>
<td>x</td>
<td>64</td>
<td>67</td>
<td>64</td>
<td>62</td>
<td>67</td>
<td>71</td>
<td>4</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>259</td>
<td>714</td>
<td>608</td>
<td>512</td>
<td>483</td>
<td>424</td>
<td>555</td>
<td></td>
</tr>
</tbody>
</table>

Finally, data from the direct assessment is grouped by whether or not the students was enrolled in the Pathways to Success program (see Table 3). Pathways students typically have lower ACT scores than non-Pathways students. As a result, they tend to score less than non-Pathways students on assessments. In order to help all students, a Student Success Center was created in Spring 2017 where students could go to receive tutoring free of charge. It was being staffed and set up by late spring 2017 so it will be interesting to determine if an increased number of Pathways students perform at a higher rate. The new coordinator had signs about the tutoring schedule all over campus.

<table>
<thead>
<tr>
<th>MATH 0001 SLO Description</th>
<th>Pathways</th>
<th>Non Pathways</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>68</td>
<td>74</td>
<td>72</td>
</tr>
<tr>
<td>1.1.1. Manipulate order of operations with real numbers</td>
<td>72</td>
<td>78</td>
<td>76</td>
</tr>
<tr>
<td>1.1.2. Perform basic algebraic operations with expressions and linear equations</td>
<td>66</td>
<td>72</td>
<td>70</td>
</tr>
<tr>
<td>1.1.3. Geometry</td>
<td>67</td>
<td>72</td>
<td>71</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>180</td>
<td>375</td>
<td>555</td>
</tr>
</tbody>
</table>

Given that the observed score of 72% > the benchmark of 70%, this portion of 1.2 is met.

**Indirect Assessment of Student Learning using Course Outcomes (Grades)**
Table 4 examines the student learning using indirect measures. Overall, 482 (59%) of the students successfully completed with MATH 0001 course with an A, B, or C with 116 (14%) of them withdrawing. Correcting the calculation by removing withdrawals and students who violated the attendance policy increases the success rate from 59% to 70%. According to the NCDE, the national complete rate using this method is 68%. Since the observed success rate is 70% > the NCDE benchmark of 68%, this portion of Objective 1.2 is met.

<table>
<thead>
<tr>
<th>Description</th>
<th>Totals</th>
<th>LSUE 1</th>
<th>Dual Credit</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
<th>Modular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total n</td>
<td>821</td>
<td>235</td>
<td></td>
<td>154</td>
<td>50</td>
<td></td>
<td></td>
<td>382</td>
</tr>
<tr>
<td>No. of Ws</td>
<td>116</td>
<td>32</td>
<td>none</td>
<td>29</td>
<td>none</td>
<td>11</td>
<td>none</td>
<td>44</td>
</tr>
<tr>
<td>No. violation of attendance policy</td>
<td>11</td>
<td>4</td>
<td>none</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Grade of A, B, C only</td>
<td>482</td>
<td>124</td>
<td>99</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td>242</td>
</tr>
<tr>
<td>Percent raw success</td>
<td>58.7</td>
<td>53</td>
<td>64</td>
<td>34</td>
<td></td>
<td></td>
<td></td>
<td>63</td>
</tr>
<tr>
<td>Percent success using NCDE</td>
<td>69.5</td>
<td>62</td>
<td>80</td>
<td>44</td>
<td></td>
<td></td>
<td></td>
<td>73</td>
</tr>
</tbody>
</table>

1. Includes all students at all sites both Pathways and Non-Pathways.
2. Modular and online students not included in this number.

Given that both the direct assessment using SLOs and indirect assessment using course completion rates exceed the benchmarks, Objective 1.2 is met.

- MATH 0001 AY 16-17 Final exam
- MATH 0001 SLOs AY 16-17 Item Analysis LSUE Only
- Math Tutoring Availability Grid Sp 2017

**Improvement Plan/ Changes Made**

In meeting with the mathematics coordinator on October 25, 2017, the decision was made to monitor data for AY 2016-2017 with the understanding that performance on fractions and geometry has always been poor and needs to be improved. These issues were addressed in AY 2015-2016 by updating the final for AY 2016-2017.

- Going to Student Success Center will be stressed to both face-to-face and modular classes to try to help students be more successful.
- LSUE has recently hired a Dean of Enrollment Management. It is hoped that attendance can be better monitored for developmental students since some do not show up on a regular basis for class or complete course work.

Completed by Paul Fowler on 8/26/17 and sent to the math faculty for input on 9/9/17. Met with Math Coordinator on 10/25/17.
Related Items

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.
   
   **Progress:** Completed
   **Provided By:** Developmental Education
   **Participants:** Developmental Education Director (Fowler, Paul)
   **Budget Information:** none (existing)
   **Start:** 11/1/2016
   **End:** 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

1. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

1. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.

1. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

1.3: Developmental Math (MATH 0002)
   
   **Start:** 11/1/2016
   **End:** 10/30/2017
   **Progress:** Completed
   **Provided By:** Developmental Education
   **Participants:** Developmental Education Director (Fowler, Paul), Division Head - Sciences (Hamlin, John)

**Objective With Intended Outcomes**
Developmental education students (Pathways and non-Pathways) will successfully complete their developmental coursework gaining competencies in algebra and coordinate geometry (MATH 0002) necessary to be successful in their first general education mathematics course.

**Assessment/Evaluation/Measures/Strategies**
Direct Assessment:
The outcomes will be directly assessed and analyzed through a multiple choice comprehensive final examination designed internally by the mathematics faculty using the textbook publisher’s Testgen program. All students taking the final exam in fall 2016 and spring 2017 will be assessed (i.e. no sampling). Assessment includes LSUE and LSUA students, face-to-face students, dual credit students, modular, and online students. Students enrolled in the modular program have both multiple choice and free response in their version of the final exam. Note that dual credit high school
students using the modular method were included in the modular mathematics category (and not the dual credit category) of the Tables below. The student learning outcomes in MATH 0002 are:

- Upon successful completion of this course, the student, will:
  1.1.4 Perform basic algebraic operations.
  1.1.5 Perform basic operations involving the rectangular coordinate system.

These outcomes are contained in the MATH 0002 course syllabus for both fall 2016 and spring 2017. Slight adjustments were made to the spring 2017 syllabus, but there were no changes to assessment or outcomes.

The benchmark established for the SLOs is 70% which is the traditional "C" grade according to the LSU Eunice Catalog. The 70% was chosen as it is the minimum level of competency in MATH 0002 needed for general education mathematics.

Indirect Assessment:
One indirect measurement is also included using data from institutional research. This is the completion rate for MATH 0002 courses over the 2016-2017 academic year. The rate will be calculated using the methodology from the National Center for Developmental Education (NCDE) using the frequency of success defined by the students receiving a grade of A, B, or C divided by those who remain in the course on the final day (withdraws and failures due to the attendance policy are removed from the total n). The course completion rate established by the NCDE using this method of calculation is 68%.

- MATH 0002 SYLLABUS Fall 2017 Face to Face
- MATH 0002 SYLLABUS Fall 2017 Face to Face

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective was not met. Meetings were held discussing the final exam in order to improve individual SLO problems. For Modular, Mrs. Thibodeaux mentioned that some of the problems discussed relied on the answer from the problem before it. She created independent problems for most of those problems that students were having difficulty with in the modular sections (see highlighted section of the 9-16-16 meeting minutes). For all students, the math faculty met on October 4, 2016 and discussed actions that could be taken to help students perform better on problems where the success rate was less than 50% on the face-to-face final. Slight alterations of some problems were completed.

Direct Assessment of Student Learning using SLOs on the Final Exam
For AY 2016-2017, there were a total of 659 students enrolled in sections of MATH 0002 during the census day for fall 2016 and spring 2017. A total of 449 (68%) of the students took the final exam containing the SLO assessment at the end of the course (see Table 1). The 449 students represent all students enrolled in the class taking the final exam at all sites and methodologies (i.e. no sampling).
Overall, students achieved a 67% on the SLOs, with outcome 1.1.4 at a 67% and 1.1.5 at a 68%. This is consistent with past years shown in the longitudinal data (See Table 2). The four dual credit students' scores outpaced all other sites and methodologies. Next was online students, then LSU followed by modular and finally LSUE face-to-face.

Table 2 indicates that LSUE has not been able to obtain the desired results with the MATH 0002 course despite continued attempts at streamlining the curriculum and updating the SLO assessment. While results increased over time as shown by Table 2, increases have plateaued and fluctuated between 67% and 69%.

Next, Table 3 breaks out the data by whether or not the student was enrolled in the Pathways to Success program. Pathways to Success students are weaker according to their ACT mathematics scores resulting in a weaker performance in the MATH 0002 SLOs at the end of the course. Ideally, the desired result would be to have the two groups showing similar performance on the SLOs; however, as Table 3 indicates, Non-Pathways students outperformed Pathways students by approximately 7 percentage points.
Since the observed performance of 67% on the direct assessment of SLOs < the stated benchmark of 70%, this portion of Objective 1.3 was not met.

**Indirect Assessment of Student Learning Based on Course Outcomes (Grades)**

Next, Table 4 shows the course outcomes based on grades for the 659 students enrolled in MATH 0002 on the 14th day census for the Fall 2016 and Spring 2017 semesters. As Table 2 denotes, only 346 (53%) of students enrolled in the course on the census date successfully completed it. Correcting the data using the NCDE’s methodology of removing withdrawals and failures due to violating the attendance policy increases this number to 62%.

<table>
<thead>
<tr>
<th>Description</th>
<th>Totals</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
<th>Modular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total n</td>
<td>659</td>
<td>155</td>
<td>4</td>
<td>74</td>
<td>75</td>
<td>351</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of Ws</td>
<td>80</td>
<td>22</td>
<td>0</td>
<td>11</td>
<td>none</td>
<td>21</td>
<td>none</td>
<td>26</td>
</tr>
<tr>
<td>No. violation of attendance policy</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Grade of A, B, C only</td>
<td>346</td>
<td>69</td>
<td>4</td>
<td>48</td>
<td>33</td>
<td>192</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent raw success</td>
<td>52.5</td>
<td>45</td>
<td>100</td>
<td>65</td>
<td>44</td>
<td>55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent success using NCDE</td>
<td>61.6</td>
<td>52</td>
<td>100</td>
<td>77</td>
<td>61</td>
<td>62</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Includes all students at all sites both Pathways and Non-Pathways.
2. Modular and online students not included in this number.
3. 18 dual credit students had the modular format. 1 withdrew and 17 successful completed the course.

Since the observed completion rate of 62% < the NCDE calculation of 68%, this portion of Objective 1.3 is not met.

Given that the 67% on the direct assessment of SLOs and the course success of 62% for the indirect assessment < the stated benchmarks, Objective 1.3 was not met.

An item analysis was not generated for the data since Summer 2017; this was the last time that the MATH 0002 course was offered. Two new courses will replace MATH 0002 in Fall 2017 (see the improvement plan below).
Improvement Plan/ Changes Made

Given the results for MATH 0002, that

- students were not able to achieve the 70% overall since SLOs were first measured in Spring 2011 and
- nearly 50% of the students were not successfully completing the MATH 0002 course,

the math faculty decided to explore alternatives beginning in Fall 2016. First, the math faculty took a look at the Core Principles for Transforming Remediation within a Comprehensive Student Success Strategy document written by a number of organizations including Complete College America with The National Center for Developmental Education.

The first Principle of the Core Principle document is: “Every student’s postsecondary education begins with an intake process to choose an academic direction and identify the support needed to pass relevant credit-bearing gateway courses in the first year.” This was addressed in Fall 2016 by changing from ACT’s COMPASS to the College Board’s ACCUPLACER testing system. Mathematics students are tested at orientation free of charge and then have an opportunity to retest for a reasonable fee at strategic points prior to their first semester of classes.

In addition, LSUE is in the process of creating a testing center that will allow greater freedom for testing students. This will remove testing from orientation and allow students to test at a time of their choosing. The testing center will also have its own full-time staff to support testing. As a result, testing will be removed from the modular mathematics labs where testing was a secondary function.

Principle Number 4 is: "Students for whom the default college-level course placement is not appropriate, even with additional mandatory support, are enrolled in rigorous, streamlined remediation options that align with the knowledge and skills required for success in gateway courses in their academic or career area of interest.”

Principle Number 5 is: "Every student is engaged with content of required gateway courses that is aligned with his or her academic program of study—especially in math.”

In looking at the data for MATH 0002 completion, it was obvious that the course itself was somewhat responsible for the high failure rate in that it was "over-preparing" students seeking an applied degree needing MATH 1015 (Applied College Algebra). For example, students were being taught solving radical equations involving squaring the equation twice, coordinate geometry involving fractional slopes, radicals involving third and fourth roots, and factoring trinomials involving factors larger than 100. However, while the skills were needed for MATH 1021 (College Algebra) leading to Calculus, none of these skills were needed for MATH 1015.

As a result, the math faculty began meeting in Fall 2016 to remove some material from MATH 0001 (Course Profile from March 2017), create two new math courses to replace MATH 0002, and create a five hour version of MATH 1021. See the initial meeting minutes from November 4, 2016 and November 11, 2016 that formed the basis for the new courses. Note that the November 4, 2016 meeting minutes has a preliminary flowchart describing the proposed layout. The new courses beginning Fall 2017 follow:

- MATH 0015 (Introductory Algebra), a three credit course for students needing MATH 1015. This course removed some of the more complicated material that was not needed for MATH 1015 (Course Profile from March 2017).
• MATH 0021 (Intermediate Algebra), a four credit hour course for students needing MATH 1021. This course maintained the course material from MATH 0002 and added some material that was needed for students to have a better foundation for MATH 1021 (Course Profile from March 2017).

• MATH 1020 (College Algebra), a five-hour version of MATH 1021 designed for students with a mathematics ACT sub score of 19, 20, and 21 or students taking MATH 0015 and then changing their major to one needing MATH 1021. This course included two credit hours of developmental material often forgotten by students prior to beginning the MATH 1021 course (Course Profile from March 2017).

In addition, LSUE created a Student Success Center in Spring 2017 with full-time advisors, a Coordinator of Disability Services, a Coordinator of Tutoring Services, and a Coordinator of the Pathways to Success program. The Coordinator of Tutoring Services has been aggressive in reaching students and trying to have students use the tutoring services which are free of charge.

SLOs and course success rates will be examined in a similar fashion to MATH 0002. Data will be available at the end of AY 2017-2018 with additional course alterations, if necessary.

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

1.4: Orientation to University Studies (UNIV 1005)
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Developmental Education
Participants: Developmental Education Director (Fowler, Paul), Dean of Liberal Arts (Mahoney, Sandra)

Objective With Intended Outcomes
Developmental Education students (Pathways and non-Pathways) will successfully complete their developmental coursework gaining the cultural competencies (UNIV 1005) necessary to succeed in their first general education courses.

Assessment/Evaluation/Measures/Strategies

Direct Assessment:
Student learning will be assessed through an internally created comprehensive final exam in a multiple choice format developed by the faculty using the textbook outcomes and LSU Eunice resources. The first 17 questions on the final exam are standardized across all sections and all sites to assess student learning. All students remaining in the course in fall 2016 and spring 2017 were assessed (i.e. no sampling) including the LSU Eunice and LSU Alexandria sites. The course is not offered online, accelerated, at the LSU Lab Site, or through dual credit. The student learning outcomes according to the UNIV 1005 syllabus are: Upon successful completion of this course, the student will:
1. Locate and access LSU Eunice resources.
2. Demonstrate various transferable academic skills.

The benchmark established for the SLOs is 70% which is the traditional "C" grade according the LSU Eunice Catalog.

Indirect Assessment:
An indirect measurement will also be calculated using data from institutional research and will be the success rate for the course over the 2016-2017 academic year. The success rates will be calculated using the methodology from the National Center for Developmental Education (NCDE) in that the frequency of withdrawals and failures due to the attendance policy will be removed from the total n (both the raw and NCDE rates will be calculated). The rate nationally established for reading is 76%. The faculty decided to use this rate for UNIV 1005 due to the reading component in the second half of the course.

- FA 16 UNIV 1005 Syllabus
- FA 16 UNIV 1005 Syllabus
**Assessment/Evaluation Results (Progress Report)**

In AY 2015-2016, Objective 1.4 was met.

**Direct Assessment through Student Learning Outcomes**

In AY 2016-2017, A total of 401 students were enrolled in the course on the census date for each semester (14th class day). A total of 324 students (81%) enrolled at the end of the semester took the SLO assessment on the final exam (see Table 1). According to Table 1, both the LSUE and LSUA sites did very well with the LSUE site slightly outperforming the LSUA site. A total of 17 sections were offered at both sites with 15 offered at the LSUE site and two being offered at the LSUA site (see Table 1).

<table>
<thead>
<tr>
<th>SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>80</td>
<td>81</td>
<td>76</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Locate and access LSU Eunice resources</td>
<td>80</td>
<td>81</td>
<td>74</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Demonstrate various transferrable academic skills</td>
<td>80</td>
<td>80</td>
<td>none</td>
<td>78</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Total number of sections</td>
<td>17</td>
<td>15</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>324</td>
<td>269</td>
<td>0</td>
<td>55</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 2 details the longitudinal SLO results since Spring 2011 when the first SLO assessments were first given. In all, while the results dipped slightly from AY 2015-2016, students in AY 2016-2017 still performed at 80% in both outcomes and overall.

<table>
<thead>
<tr>
<th>UNIV 1005 SLO Description</th>
<th>SP 11</th>
<th>AY 11-12</th>
<th>AY 12-13</th>
<th>AY 13-14</th>
<th>AY 14-15</th>
<th>AY 15-16</th>
<th>AY 16-17</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>70</td>
<td>74</td>
<td>82</td>
<td>81</td>
<td>83</td>
<td>84</td>
<td>80</td>
<td>-4</td>
</tr>
<tr>
<td>1. Locate and access LSU Eunice resources</td>
<td>82</td>
<td>80</td>
<td>86</td>
<td>84</td>
<td>85</td>
<td>84</td>
<td>80</td>
<td>-4</td>
</tr>
<tr>
<td>2. Demonstrate various transferrable academic skills</td>
<td>60</td>
<td>68</td>
<td>78</td>
<td>78</td>
<td>80</td>
<td>82</td>
<td>80</td>
<td>-2</td>
</tr>
<tr>
<td>Total number of students</td>
<td>131</td>
<td>399</td>
<td>341</td>
<td>320</td>
<td>313</td>
<td>278</td>
<td>324</td>
<td></td>
</tr>
</tbody>
</table>

Finally, Table 3 breaks out the same data for the 226 Pathways students and 98 non-Pathways students. As the data suggests, the two groups of students performed nearly identically.
### Table 3. AY 16-17 UNIV 1005 Student Learning Outcome Results by Pathways and Non-Pathways (as a Percent)

<table>
<thead>
<tr>
<th>UNIV 1005 SLO Description</th>
<th>Pathways</th>
<th>Non-Pathways</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>79</td>
<td>81</td>
<td>80</td>
</tr>
<tr>
<td>1. Locate and access LSU Eunice resources</td>
<td>80</td>
<td>81</td>
<td>80</td>
</tr>
<tr>
<td>2. Demonstrate various transferrable academic skills</td>
<td>79</td>
<td>83</td>
<td>80</td>
</tr>
<tr>
<td>Total number of students</td>
<td>226</td>
<td>98</td>
<td>324</td>
</tr>
</tbody>
</table>

An item analysis was also generated using the data from the 324 students. The results indicated that some students have difficulty with locating their GPA (question 1 of the SLO assessment) and some students have difficulty with downloading the course materials (question 5 of the SLO assessment). Given that the observed performance on the student learning outcomes of 80% > the benchmark of 70%, this part of Objective 1.4 is met.

### Indirect Assessment Using Course Outcomes

According to Table 4, the raw success of all 401 students was 77%. The NCDE adjusted success rate (removing those who drop the course and failed due to the attendance policy was 87%.

<table>
<thead>
<tr>
<th>Description</th>
<th>LSUA</th>
<th>Dual Credit</th>
<th>LSUE</th>
<th>Online</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total n</td>
<td>67</td>
<td>none</td>
<td>334</td>
<td>none</td>
<td>401</td>
</tr>
<tr>
<td>No. of Ws</td>
<td>7</td>
<td>30</td>
<td>37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. violation of attendance policy</td>
<td>5</td>
<td>8</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade of A, B, C only</td>
<td>54</td>
<td>253</td>
<td>307</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raw success rate (percentages)</td>
<td>81</td>
<td>76</td>
<td>77</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent success using NCDE</td>
<td>98</td>
<td>85</td>
<td>87</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As the observed score was 87% > the benchmark established by the NCDE was 76%, this portion of Objective 1.4 is met.

Given that both the direct assessment and indirect assessment of student learning both exceed their respective benchmarks, Objective 1.4 is met.

- [ ] 8-18-16 V-4 UNIV 1005 SLO outcome questions
- [ ] AY 16-17 Test Item Analysis

### Improvement Plan/ Changes Made
While students did meet the published benchmarks for both the direct and indirect assessments, changes in the course may be undertaken during AY 2017-2018 as Dr. Fowler transitions out of the Pathways Program and Dr. Kyle Smith transitions in the program as the new Dean of Students Affairs. Discussions may be undertaken to require the course as a first year experience course for the majority of the student body.

As a result, the course objectives, SLOs, and assessments may change.

Prepared by Paul Fowler on August 23, 2017 for faculty review.

Related Items

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
Developmental education students (Pathways and non-Pathways) will successfully complete their developmental coursework gaining competencies in critical reading comprehension strategies (UNIV 0008) necessary to begin their first general education social science course.

**Assessment/Evaluation/Measures/Strategies**

**Direct Measurement**

Direct measurement of the student learning outcomes (SLO) will take place through the use of an internally designed multiple choice assessment contained on the final exam with the first 25 questions being standardized across all sections of the course for SLO purposes. All students remaining in the course in fall 2016 and spring 2017 will be assessed (i.e. no sampling). The course is not offered online, accelerated, at the LSU Lab School, or through dual credit. Student learning outcomes according to the UNIV 0008 course syllabus follow.

Upon successful completion of this course, the student will:

A. Correctly identify the meaning of topic, main idea, supporting details, and unfamiliar words in paragraphs, essays, textbook chapters, and visual media.
B. Employ critical reading comprehension strategies.

The faculty used the major learning outcomes for the course and the outcomes in the textbook in creating the assessment with most questions and the reading passage coming directly from materials available through the textbook supplier.

The benchmark established for the SLOs is 70% which is the traditional "C" grade according to the LSU Eunice Catalog.

**Indirect Measurement**

One indirect measurement was also included using data from institutional research. The success rate for the course over the 2016-2017 academic year defined as a grade of A, B, or C divided by the number of students remaining in the course on the last day. This calculation is based on the methodology from the National Center for Developmental Education (NCDE) in that the frequency of withdraws and failures due to the attendance policy are removed from the total n. The rate calculated by the NCDE is 76%.

- [FA 16 UNIV 0008 Syllabus](#)
- [FA 16 UNIV 0008 Syllabus](#)

**Assessment/Evaluation Results (Progress Report)**

For AY 2015-2016, Objective 1.5 was met.

**Internal Direct Assessment of Student Learning**

For AY 2016-2017, a total of 217 students were registered in 12 sections on the fourteenth day of the fall 2016 and spring 2017 semesters (combined). Of the 217, a total of 172 (79%) of the students enrolled at the end of the semester took the final exam containing the SLOs (see Table 1). This represents all students still enrolled in the course at that time (i.e. no sampling).
Table 1. AY 16-17 UNIV 0008 Student Learning Outcome Site Summary (as a Percent)

<table>
<thead>
<tr>
<th>SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>72</td>
<td>73</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Correctly identify the meaning of topic, main idea, supporting details, and unfamiliar words in paragraphs, essays, textbook chapters, and visual media.</td>
<td>72</td>
<td>73</td>
<td>none</td>
<td>67</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>B. Employ critical reading comprehension strategies.</td>
<td>73</td>
<td>75</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of sections</td>
<td>12</td>
<td>10</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>172</td>
<td>151</td>
<td>0</td>
<td>21</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The results indicated that students scored a 72% overall, 72% on outcome A, and 73% on outcome B. Student performance at the LSUE site outpaced the performance of students at the LSUA site (see Table 1). However, it should be noted that the total n for LSUA is 21; hardly enough for the data to be normalized to make solid recommendations to the faculty member. Regardless, the faculty member will be contacted for input.

An item analysis was created for the assessment for all students. As it indicates, students continually have difficulty with question number 8 (as noted in past years). In fact, if just question 8 is removed from the data, students at the LSUA site improve to 69% overall, 70% for outcome A, and remain at 67% for outcome B.

Next, Table 2 shows the longitudinal results since AY 2011-2012 as a percent. While the overall results are down slightly from AY 2015-2016, the results show sustained improvement since AY 2011-2012.

Table 2. UNIV 0008 Longitudinal Student Learning Outcome Results since AY 11-12 (as a Percent)

<table>
<thead>
<tr>
<th>UNIV 0008 SLO Description</th>
<th>AY 11-12</th>
<th>AY 12-13</th>
<th>AY 13-14</th>
<th>AY 14-15</th>
<th>AY 15-16</th>
<th>AY 16-17</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>69</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>72</td>
<td>-3</td>
</tr>
<tr>
<td>A. Correctly identify the meaning of topic, main idea, supporting details, and unfamiliar words in paragraphs, essays, textbook chapters, and visual media.</td>
<td>77</td>
<td>78</td>
<td>76</td>
<td>76</td>
<td>76</td>
<td>72</td>
<td>-4</td>
</tr>
<tr>
<td>B. Employ critical reading comprehension strategies.</td>
<td>56</td>
<td>65</td>
<td>73</td>
<td>70</td>
<td>71</td>
<td>73</td>
<td>2</td>
</tr>
<tr>
<td>Total number of students</td>
<td>254</td>
<td>209</td>
<td>199</td>
<td>209</td>
<td>173</td>
<td>172</td>
<td></td>
</tr>
</tbody>
</table>

Next, Table 3 details the results for Pathways students (lower ACT scores) and Non-Pathways students (with higher ACT scores). As would be expected, students with the higher incoming ACT scores scored higher on the SLOs upon the conclusion of the semester. Pathways students have a disadvantage in their original ACT scores; however, the data indicates that they performed at a 70% overall falling slightly below the benchmark for outcome A and slightly above the benchmark for outcome B.
Table 3. UNIV 0008 Comparisons for AY 16-17 Pathways verses Non-Pathways.

<table>
<thead>
<tr>
<th>UNIV 0008 SLO Description</th>
<th>Pathways</th>
<th>Non Pathways</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>70</td>
<td>79</td>
<td>72</td>
</tr>
<tr>
<td>A. Correctly identify the meaning of topic, main idea, supporting details, and unfamiliar words in paragraphs, essays, textbook chapters, and visual media.</td>
<td>69</td>
<td>79</td>
<td>72</td>
</tr>
<tr>
<td>B. Employ critical reading comprehension strategies.</td>
<td>72</td>
<td>78</td>
<td>73</td>
</tr>
<tr>
<td>Total number of students</td>
<td>119</td>
<td>52</td>
<td>172</td>
</tr>
</tbody>
</table>

Since the overall observed of 72% > the benchmark of 70%, this section of objective 1.5 is met.

Indirect Assessment using Course Outcomes
Table 4 details course outcomes (grades) for all students enrolled in UNIV 0008 according to the 14th day census. According to the data, UNIV 0008 (college reading) has an overall success rate of 73% for AY 2016-2017. Student withdrawing from the course or failing due to attendance are then removed in order to compare LSUE’s results to the national numbers set down by the NCDE. Removing the 22 withdrawals and 8 violations of the attendance policy increases the overall success rate to 84%.

Table 4. UNIV 0008 Course Success Rates (Indirect Measure)

<table>
<thead>
<tr>
<th>Description</th>
<th>LSUA</th>
<th>Dual Credit</th>
<th>LSUE</th>
<th>Online</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total n</td>
<td>32</td>
<td>none</td>
<td>185</td>
<td>none</td>
<td>217</td>
</tr>
<tr>
<td>No. of Ws</td>
<td>5</td>
<td>17</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. violation of attendance policy</td>
<td>5</td>
<td>3</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade of A, B, C only</td>
<td>23</td>
<td>135</td>
<td>158</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raw success rate (percent)</td>
<td>72</td>
<td>73</td>
<td>73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent success using NCDE</td>
<td>105</td>
<td>82</td>
<td>84</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Given that the NCDE adjusted success rate of 84% > the NCDE’s published national success rate of 76%, this section of Objective 1.5 is met.

Given that the direct and indirect measures exceed established benchmarks; Objective 1.5 is met.

- [AY 16-17 UNIV 0008 Test Item Analysis](#)

Improvement Plan/ Changes Made
Even though both the direct and indirect assessments met the benchmarks, possible changes that affect the UNIV 0008 course are being contemplated over the next year or so. LSUE has hired a new Dean of Student Affairs and there are discussions of a first year experience for all students. This is taking place as the Pathways to Success program is being transitioned from the current Director of Developmental Education to the new Dean of Students. The transition is expected to take place during AY 2017-2018.

The new FYE program will have an impact on the reading course, thus affecting objective 1.5 given that the course will become mandated for a certain segment (still to be decided) of the student population. It is also expected that the SLOs and assessments will be updated as well.

Prepared by Paul Fowler for faculty review on 8/23/17.

**Related Items**

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

**3.1: Program Completion**

Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Developmental Education
Participants: Developmental Education Director (Fowler, Paul)
**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 ASSESSMENT:**
Between 30% and 40% of the developmental students nationwide complete their developmental studies coursework. The number is calculated by dividing those successfully completing the program by the overall number of students who could have completed the program at the time the statistic is calculated. The completion statistic is based on the work of Bailey, Joeng, & Cho, 2008 (see Bailey, T., Jeong, D. W., & Cho, S. W. (2008)). Referral, enrollment, and completion in developmental education sequences in community colleges. Retrieved on January 20, 2009 from http://ccrc.tc.columbia.edu/Publication.asp?UID=659).

Students in the cohorts just prior to the calculation date are removed since they could not have generally completed the program. For example, this calculation typically occurs in the summer. As a result, students in the spring 2017, summer 2017, and fall 2017 cohorts are eliminated from consideration. As a result, this data typically runs one year behind. This calculation period is up to AY 2015-2016.

The change in methodology was necessary due to the report that generates the data being updated to include all transfer students using information from Louisiana’s GRAD Act. The GRAD Act tracks all transfer students to their next institution. However, the data only tracks graduation in which case the student completed their developmental education coursework. Unfortunately, the additional information provided by the GRAD Act does not provide information on whether the student was able to complete their developmental education coursework if they did not graduate. Institutional Research has informed this office that the GRAD Act Data is downloaded once per year. As a result, the decision was made to track data one year behind the report date for completeness.

The report was run and analyzed on October 17, 2017.

**Assessment/Evaluation Results (Progress Report)**

For AY 2015-2016, this objective was met.

For AY 2016-2017, the institutional research report was completed on October 17, 2017 for all students placed in the Pathways to Success Program since Fall 2004. The report noted that there were a total of 4,158 students enrolled in the program since its implementation after removing fall 2016, spring 2017, summer 2017, and fall 2017. Students enrolled in the 2017 semesters most likely would not have had the opportunity to complete all of the work associated with the program. While the fall 2016 semester cohort could have completed the program, it was removed since this data cycle reports up through AY 2015-2016.

A total of 1,486 (36%) of the 4,158 students completed the coursework necessary to complete the program (see Table 1). This is within the expected range determined by Bailey et. al. (2009). In fact, since AY 2013-2014, Pathways to Success students completing their developmental coursework have come close to exceeding the 40% reported by Bailey et. al. (2009).
Table 1. Program Completion based on the Number of New First Time Freshmen.

<table>
<thead>
<tr>
<th>Academic Year (Summer, Fall, Spring)</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>Total</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>323</td>
<td>333</td>
<td>320</td>
<td>364</td>
<td>406</td>
<td>406</td>
<td>430</td>
<td>399</td>
<td>328</td>
<td>293</td>
<td>312</td>
<td>244</td>
<td>4158</td>
<td>331</td>
</tr>
<tr>
<td>No. in cohort</td>
<td>93</td>
<td>130</td>
<td>119</td>
<td>127</td>
<td>134</td>
<td>114</td>
<td>180</td>
<td>136</td>
<td>116</td>
<td>113</td>
<td>127</td>
<td>97</td>
<td>1486</td>
<td>123</td>
</tr>
<tr>
<td>No. completing</td>
<td>28.8</td>
<td>39.0</td>
<td>37.2</td>
<td>34.9</td>
<td>33.0</td>
<td>28.1</td>
<td>41.9</td>
<td>34.1</td>
<td>35.4</td>
<td>38.6</td>
<td>40.7</td>
<td>39.8</td>
<td>35.7</td>
<td>36.3</td>
</tr>
<tr>
<td>Percent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Some additional statistics follow:
- The mean GPA at the time of program completion is 2.788;
- The standard deviation at the time of program completion is 0.637;
- The mean length to program completion is 1.305 years;
- The median length to program completion is 0.930 years (using the median is a better measure of completion since many students stop out for several semesters and then return);
- A total of 288 (6.9%) out of the 4,158 Pathways students graduated;
- The mean time to graduation is 4.259 years;
- The median time to graduation is 3.920 years, and;
- The standard deviation to graduation is 1.508 years.

Since the observed rate of 35.7% is within the 30% to 40% range, this objective is met.

**Improvement Plan/ Changes Made**
Note that the Pathways to Success program is being reorganized under Student Affairs. Dean Kyle Smith and Mr. Damien Papillion, Coordinator of the Pathways Program, will lead the program through the Student Success Center. Changes to the program are expected, but none have been discussed as of this writing.

As a result, Dr. Paul Fowler, the Director since 2004, will be moved in to a support role and will concentrate on Accreditation and Institutional Effectiveness.

**Related Items**

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.

**Progress:** Completed  
**Provided By:** Developmental Education  
**Participants:** Developmental Education Director (Fowler, Paul)  
**Budget Information:** none (existing)  
**Start:** 11/1/2016  
**End:** 10/30/2017
1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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3.2: Fall to Spring Retention

Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Developmental Education
Participants: Developmental Education Director (Fowler, Paul)

Objective With Intended Outcomes
Of the new first time freshmen enrolled in the Pathways to Success program, at least 76% overall will be retained from fall to spring.

Assessment/Evaluation/Measures/Strategies
The indirect measure of 76% was generated using a 10-year average (2005-2006 to 2014-2015) comparing the raw statistics on the 14th day for all new first time Pathways students attending at the LSU Eunice and LSU Alexandria sites. Data was generated from Institutional Research using the query tools database.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this Objective 3.2 was met for the data on Fall 2014 to Spring 2015.

For AY 2016-2017, the data for fall 2015 to spring 2016, a query was run on the institutional database for retention of new first time Pathways students entering Fall 2015 and whether or not they were retained to Spring 2016. The data shown in Table 1 indicates that Pathways to Success had a retention of 82%. Overall, LSUE had a 79% retention for all students (Pathways and Non-Pathways) during the same time period.
Table 1. New First Time Freshmen Fall to Spring Retention as a Percentage.

<table>
<thead>
<tr>
<th>Years</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>All PWAY Students</td>
<td>79</td>
<td>76</td>
<td>77</td>
<td>81</td>
<td>74</td>
<td>76</td>
<td>72</td>
<td>72</td>
<td>80</td>
<td>74</td>
<td>82</td>
<td>75</td>
</tr>
</tbody>
</table>

Since the observed Fall 2015 to Spring 2016 retention was 82% > the ten-year average of 76%, Objective 3.2 is met.

**Improvement Plan/ Changes Made**

With reorganization, the Pathways to Success Program will now fall under the Dean of Student Affairs effective by the end of Fall 2017. LSUE has hired a tutoring coordinator, an ADA coordinator, and an advisor and coordinator for the Pathways to Success program. This group will lay the foundations for a Student Success Center. Further hires and organization is taking place during Fall 2017. It is hoped retention will increase as a result of these additions.


**Related Items**

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.

- **Progress:** Completed
- **Provided By:** Developmental Education
- **Participants:** Developmental Education Director (Fowler, Paul)
- **Budget Information:** none (existing)
- **Start:** 11/1/2016
- **End:** 10/30/2017

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3.3: Fall to Fall Retention
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Developmental Education
Participants: Developmental Education Director (Fowler, Paul)

Objective With Intended Outcomes
Of the new first time freshmen enrolled in the Pathways to Success program, at least 46% will be retained from fall to fall.

NOTE: This objective lags one year behind in order to complete the IE paperwork in a timely fashion in fall each year.

Assessment/Evaluation/Measures/Strategies
Using Institutional Research and the query tools available on the web, the 46% was calculated as being the 10-year average from 2005-2006 through 2014-2015 and thus will be used as the benchmark.

The 2015-2016 Pathways retention will be calculated for all new first-time freshmen students in the Pathways to Success Program using the Institutional Research Query Tools.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, Objective 3.3 was tentatively met for the data from Fall 2014 to Fall 2015.

For AY 2016-2017, the data for Fall 2015 to Fall 2016 indicates that the retention of new first time freshmen in the Pathways to Success Program was 49% (see Table 1).

<table>
<thead>
<tr>
<th>Years</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>All PWAY Students</td>
<td>49</td>
<td>43</td>
<td>46</td>
<td>53</td>
<td>31</td>
<td>52</td>
<td>47</td>
<td>45</td>
<td>50</td>
<td>47</td>
<td>49</td>
<td>44</td>
</tr>
</tbody>
</table>

Given that the observed Fall 2015 to Fall 2016 retention was 49% which is > the ten-year average of 46%, Objective 3.3 is met.

Improvement Plan/ Changes Made
With reorganization, the Pathways to Success Program will now fall under the Dean of Student Affairs effective by the end of Fall 2017. LSUE has hired a tutoring coordinator, an ADA coordinator, and an advisor and coordinator for the Pathways to Success program. This group will lay the foundations for a Student Success Center to better meet the needs for all students. Further hires and organization is taking place during Fall 2017. It is hoped that the additions will further increase retention and graduation.

Related Items

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.

**Progress:** Completed

**Provided By:** Developmental Education

**Participants:** Developmental Education Director (Fowler, Paul)

**Budget Information:** none (existing)

**Start:** 11/1/2016

**End:** 10/30/2017

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

**Start:** 11/1/2016

**End:** 10/30/2017

**Progress:** Completed

**Provided By:** Developmental Education

**Participants:** Developmental Education Director (Fowler, Paul)

**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**
Related Items

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.

- **Progress:** Completed
- **Provided By:** Developmental Education
- **Participants:** Developmental Education Director (Fowler, Paul)
- **Budget Information:** student fee for CAAP and associated reporting
- **Start:** 11/1/2016
- **End:** 10/30/2017

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Federal/State Grants and Contracts

1.1: Grant Training

- **Start:** 11/1/2016
- **End:** 10/30/2017
- **Progress:** Completed
- **Provided By:** Federal/State Grants and Contracts
- **Participants:** Director of Grants (Cilano, Joe)

**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)**
For Academic Year 15-16, the current Director of Grants was not employed by LSUE. There was nothing to report since the position was vacant.

For Academic Year 2016-17, the current Director of Grants was employed from the period of March 13, 2017 to reporting period. During this time, the Director of Grants provided guidance and direction to thirty-four (34) faculty and staff members on various grants including Carl Perkins (Basic and Carryover grant funding), LCTCS Workforce Training Rapid Response grants, Board of Regents grants, National Institute of Health grant, Louisiana Believes and Prepares grant, Walmart Foundation grant, and other foundation-based grants.

Information about potential grant sources (Board of Regents) was provided to 100% of LSUE’s faculty via email during the academic year when the RFPs were released on July 7, 2017. Additionally, faculty members who inquired about grants were provided information regarding grant options. Grant development information and reference materials are also available on the LSUE website, and the Director of Grants / Carl Perkins Coordinator met with CTE grant managers to provide guidance and direction with developing their respective Perkins-funded programs.

Objective met.

- Objective 1.1 Documentation
- Objective 1.1 Documentation 2

Improvement Plan/ Changes Made
Improvement plans will include offering grant orientations (whether classroom or one-to-one) to advise faculty and staff on grant development in addition to advising grant recipient program directors or principle investigator on grant expectations. The Director of Grants will also update, as necessary, the grant information on the LSUE grant resource website.

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

Progress: Completed
Provided By: Federal/State Grants and Contracts
Participants: Director of Grants (Cilano, Joe)
Budget Information: none (existing)
Start: 11/1/2016
End: 10/30/2017

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1.2: Grant Submissions
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Federal/State Grants and Contracts
Participants: Director of Grants (Cilano, Joe)

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.

Director of IE’s note: See improvement plan. Intend to justify benchmark in AY 17-18.

Assessment/Evaluation Results (Progress Report)
For Academic Year 15-16, the current Director of Grants was not employed by LSUE. There was nothing to report since the position was vacant.

During the Academic Year 2016-2017, two federal / state grants were submitted: 1) Board of Regents – Enhancement STEM grant by Michael Scanlan, submitted October 24, 2016; and, the 2) LCTCS Workforce Training Rapid Response for LGMC Nursing program grant developed and submitted by Dr. Renee Robichaux on February 20, 2017; 3), the Director of Grants began working on the FY 2017-2018 Basic Grant (LARGE FILE SIZE) in April 2017. (At the time of this reporting, the Perkins Basic Grant was submitted but after the AY ended).

Objective met.

- Objective 1.2 Documentation 1
- Objective 1.2 Documentation 2
- Objective 1.2 Documentation 3 Part 1
- Objective 1.2 Documentation 3 Part 2

Improvement Plan/ Changes Made
1) LCTCS Workforce Training Rapid Response for Diagnostic Medical Sonography grant developed by Joseph Cilano is scheduled to be submitted upon release of RFPs; 2) a second grant is planned for a second LCTCS Workforce Training Rapid Response by Joseph Cilano for LSUE’s Surgical Technician program, date TBD; and, 3) a Title III grant is also planned for the Student Support Center, date TBD.
Director of IE’s note: The Director of Grants was asked to note why the benchmark was established at three grants beginning in AY 17-18.

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

- **Progress:** Completed
- **Provided By:** Federal/State Grants and Contracts
- **Participants:** Director of Grants (Cilano, Joe)
- **Budget Information:** none (existing)
- **Start:** 11/1/2016
- **End:** 10/30/2017

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1.3: Perkins CTE Grant
- **Start:** 11/1/2016
- **End:** 10/30/2017
- **Progress:** Completed
- **Provided By:** Federal/State Grants and Contracts
- **Participants:** Director of Grants (Cilano, Joe)

**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)**
In AY 2015-2016, **this objective** (NOTE LARGE FILE SIZE) was met.
In AY 2016-2017, the Director of Grants / Carl Perkins Coordinator worked closely with each Career and Technical Education faculty member – program director and corresponding staff on developing the FY 2017-2018 Carl Perkins Local Application Plan Basic grant during the months of April and May of this reporting cycle. The development process began in April-May 2017 as the Director of Grants requested each CTE program director’s “wish lists” in developing the LAP budget request. Also, the same program directors were involved with updating the LAP narrative. There are five (5) CTE programs that included in the funding request: Nursing; Respiratory Care; Radiologic Technology; Diagnostic Medical Sonography; and, Computer Information Technology. The FY 2017-2018 plan was submitted on June 9, 2017 (post AY 16-17 reporting) based on essential program needs, i.e., not all programs were funded because of a change in the state’s allocation formula. Simultaneously, the FY 2016-2017 Perkins Basic and Carryover budgets were successfully amended to accommodate emerging program needs for AY 2016-2017.

Objective met.

- FY 17 18 Budget
- LSUE Basic Grant Budget Summary Sheet
- LSUE FY 17 18 LAP Basic Grant Narrative
- LSUE LWIA Program Reference Table
- Objective 1.3 Documentation Part 1
- Objective 1.3 Documentation Part 2

Improvement Plan/ Changes Made
Plans will include budget amendments as necessary during AY 2017-2017 to fully utilize Perkins funding. Also, any Carryover funding will be planned accordingly with each CTE program manager. Program management adjustments will be made as necessary to accommodate State Perkins policy modifications.

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

  - **Progress:** Completed
  - **Provided By:** Federal/State Grants and Contracts
  - **Participants:** Director of Grants (Cilano, Joe)
  - **Budget Information:** none (existing)
  - **Start:** 11/1/2016
  - **End:** 10/30/2017

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2.1: Grant Guidelines

Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Federal/State Grants and Contracts
Participants: Director of Grants (Cilano, Joe)

Objective With Intended Outcomes

100% of recipients of public and private grant and research funds will have access to fiscal and administrative guidelines relating to grant management.

Assessment/Evaluation/Measures/Strategies

All Enhancement grant managers will receive contracts (NOTE LARGE FILE SIZE) that outline reporting responsibility, allowable expenditures, and management process for Board of Regents grants; all managers of Department of Education grants will maintain current copies of EDGAR and applicable federal circulars for grant management; Perkins Coordinator and Office of Business Affairs will receive training and print materials relating to correct implementation of the Perkins grant. Grants managers will follow LSU Eunice grants policy.

- Expenditures
- Grants Policy Statement
- Modular Math Contract/Guidelines

Assessment/Evaluation Results (Progress Report)

For AY 2015-2016, this objective was met.

During AY 2016-2017 period, there were two ongoing (2) Board of Regents (BoR) Enhancement grants: 1) Enhancement grant for Module Math: Increasing Student Success Through Course Redesign (completed June 30, 2017); and, 2) Enhancement grant for BoR Enhancement STEM Grant: Department of Physical Science Upgrade for the Education Enhancement and Recruitment of STEM Scholars. Each respective program manager / PI received BoR contracts that outlined reporting responsibilities, allowable expenditures, and management processes. The Director of Grants monitors the BoR LOGAN website weekly to ensure Principle Investigators are notified in a timely manner of all reports and due dates.

There is also a Department of Education grant, Louisiana Believes – Believe and Prepare Early Childhood, in which the grant Principle Investigator and Liberal Arts Department Head have received an electronic version of EDGAR for reference. Grant managers received instructions on allocated LAP requests and revised amended budget requests to make programmatic purchases / attend conferences with their respective CTE programs from the Carl Perkins Coordinator. The Director of Grants / Carl Perkins Coordinator sends out reminders on submission and purchasing due dates to ensure grant program directors understand timelines, allowable amounts, reporting, etc. Objective met.

- BoR Enhancement STEM Grant Scanlan
Objective 2.1 Documentation EDGAR Reference

Improvement Plan/ Changes Made
The Director of Grants / Carl Perkins Coordinator and the Director of Accounting are scheduled to attend EDGAR training on September 20, 2017. Each of the aforementioned staff members has received an orientation from the State Carl Perkins Representative and on-the-job training.

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

- **Progress:** Completed
- **Provided By:** Federal/State Grants and Contracts
- **Participants:** Director of Grants (Cilano, Joe)
- **Budget Information:** None (existing)
- **Start:** 11/1/2016
- **End:** 10/30/2017

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2.2: Adherence to Grant Guidelines

- **Start:** 11/1/2016
- **End:** 10/30/2017
- **Progress:** Completed
- **Provided By:** Federal/State Grants and Contracts
- **Participants:** Director of Grants (Cilano, Joe)

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)
For AY 2015-2016, this objective was met.

During Academic Year 2016-2017, the Director of Grants / Carl Perkins Coordinator reviews and approves all (100%) budget and planned expenditures in Workday and also at the end of each month prior to reimbursement requests from LCTCS to ensure fiscal matter policies are followed. The Director of Grants / Carl Perkins Coordinator consults with the Director of Accounting to reconcile any reported purchasing differences by grant managers / program directors. Objective met.

- Objective 2.2 Documentation Business Office Emails

Improvement Plan/ Changes Made
Plans for improvement will be to develop a tracking spreadsheet to monitor monthly progress of all Perkins related travel and purchases to ensure LAP objectives are met and budget is in compliance according to LCTCS Policies Manual and EDGAR.

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

- Progress: Completed
- Provided By: Federal/State Grants and Contracts
- Participants: Director of Grants (Cilano, Joe)
- Budget Information: None (existing)
- Start: 11/1/2016
- End: 10/30/2017

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Health Sciences & Business Technology

Accounting Technology, Account Clerk (CTS)

2.1: Accounting Technology - Accounting Clerk Program (CTS) Professional Competency

- **Start:** 11/1/2016
- **End:** 10/30/2017
- **Progress:** Completed
- **Provided By:** Accounting Technology, Account Clerk (CTS)

**Participants:**

**Objective With Intended Outcomes**

Upon completion of the Certificate of Technical Studies in Accounting Technology: Account Clerk, the student will receive specialized classroom instruction and practical experiences to prepare for employment as accounting clerks and assistants.

This objective will be assessed using the student learning outcomes (SLOs) from ACCT 2001 which are:

**Student Learning Outcomes:**

1. Students will be able to identify and apply the appropriate accounting equations
2. Students will demonstrate how debits and credits affect specific accounting types: assets, liabilities, and items of stockholder's equity

*Syllabus for online ACCT 2001*

This objective is also assessed by SLOs from ACCT 2101 which are:

**Student Learning Outcomes:**

1. Calculate plant-wide overhead rates and activity based overhead rates
2. Calculate the break-even point and target net income range
3. Determine the time-value of money and cash flow

*Syllabus for face-to-face ACCT 2101*

**Assessment/Evaluation/Measures/Strategies**

**ACCT 2001 (Online-Web Based)** - Data was gathered during the course on a single assessment.

[[ACCT 2001 Syllabus]]

**ACCT 2101 (Face-to-Face)** - Data was gathered during the course on a single assessment.
Benchmark is set at 70%. The 70% is the lowest average grade that will transfer to four-year institutions.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective did not exist.

For AY 2016-2017: ACCT 2101 (Face-to-Face) Students are provided with data and required to calculate overhead rates for an entire plant/manufacturing site and for specific targeted sectors of the processes. Students are given information and asked to calculate the breakeven point in units and the target net income in like units. 10 Students tested as part of a quiz. Of the students that missed the solutions at time of pretest, 84% or 8 students successfully completed calculation of overhead rates and for specific targeted processes.

Overall, since the observed value in ACCT 2101 of 84% and the observed value in ACCT 2101 is greater than or equal to 70% benchmark, Objective Met.

ACCT 2001 (Online-Web Based) Students will work through test problems and demonstrate their knowledge of the accounting equation. From this data the students will work test problems and demonstrate their knowledge of debits/credits and how they affect the accounting equation. 17 Students were tested as part of a quiz. However, the assessment is unavailable because it is a randomly generated assessment online. Of the students that missed the solutions at time of pretest, 13 Students or 84% successfully completed the accounting equation at posttest.

Given that the observed score of 84% and the benchmark of 70%, Objective Met.

Improvement Plan/ Changes Made
ACCT 2101 (Face-to-Face) Spend more time on calculation techniques such as calculator programming and more hands-on examples for real life scenarios. Obtain the assessment exams and post.

ACCT 2001 (Online-Web Based) Bring recorded lectures that incorporate more up-to-date data sets with current debit/credit tools used by the most successful Accounting firms. Obtain the assessment exam and post.

Related Items
2: Maintain an effective Accounting Technology - Accounting Clerk (CTS) program.
  Progress: Completed
  Provided By: Accounting Technology, Account Clerk (CTS)
  Participants:
  Budget Information: existing
  Start: 11/1/2016
  End: 10/30/2017
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2.4: Accounting Technology - Accounting Clerk (CTS) Placement

Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Accounting Technology, Account Clerk (CTS)
Participants:

Objective With Intended Outcomes
Upon graduation, Accounting Technology - Accounting Clerk (CTS) majors will either be employed in the field or will continue their education.

Assessment/Evaluation/Measures/Strategies
Graduating students for a given semester are contacted via telephone by Office of Career Services approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year.

Benchmark is set at 47.5% (sum of those placed in the field and those continuing their education) from previous year (14-15).

Assessment/Evaluation Results (Progress Report)
For the AY 2015-2016, this objective did not exist.

For the AY 2016-2017 planning cycle the placement rates of graduates from AY 2015-2016 was examined (see the Career Service Employment Data (Acct Tech Acct Clerk 2015-16 Placement Data)). Overall, 7 students graduated from the program in AY 2015-2016 with one (14%) of them being employed in the field and one (14%) of them continuing their education. As a result, a total of 2 or (28%) of the 7 students were either employed in the field or continuing their education. The remaining 5 were unable to be contacted as indicated.

Since the observed value (employed in the field or continuing education) is 28% < the benchmark of 50%; and given that that 5 students could not be contacted, this objective is tentatively met.

- AY15-16 Placement Data Accounting Tech
Improvement Plan/ Changes Made
Changes are planned in terms of data: however, the Business Technology Director hired in August 2016 has implemented improvements to the degree audit database to enhance tracking of completers and centralize the degree audit database on a shared drive for the advisors. The Program Director is developing new contacts for internships and job placement strategies for graduates within these career related companies. Increase efforts to contact all graduates to improve data collected.

Related Items

2: Maintain an effective Accounting Technology - Accounting Clerk (CTS) program.

- **Progress:** Completed
- **Provided By:** Accounting Technology, Account Clerk (CTS)
- **Budget Information:** existing
- **Start:** 11/1/2016
- **End:** 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

Administrative Technology Specialist (CTS)

3.1: Administrative Technology Specialist (CTS) Professional Competency

- **Start:** 11/1/2016
- **End:** 10/30/2017
- **Progress:** Completed
- **Provided By:** Administrative Technology Specialist (CTS)

**Objective With Intended Outcomes**
Upon satisfactory completion of this curriculum students will be qualified to enter the business world as an Administrative Assistant. The student will demonstrate the skills to meet the challenges of today’s business environment as an Administrative Technology Specialist.
This objective is being assessed using the following:

ISDS 2100 (Face-to-Face) - Upon successful completion of this course in Administrative Technology (CTS) Program, students will understand the concepts and methods of microcomputer applications and the use of software packages such as operating systems, word processing, spreadsheets, and database to solve business problems.

**ISDS 2100 Syllabus** is attached for documentation

- [SDS2100 Sect. 01 syllabus SP17](SDS2100 Sect. 01 syllabus SP17)

**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 for transfer reasons. Multiple assignments were used to collect data on the SLOs and then combined into one number.

**Assessment/Evaluation Results (Progress Report)**

For AY 2015-2016, this objective did not exist.

For AY 2016-2017, three outcomes were used from ISDS 2100. Each were assessed from multiple assignments throughout the course and then combined:

1. Students will create and format professional documents, spreadsheets, and presentations using the current industry standard processing software.
   **Objective Met:** Of the 19 Students (100%) assessed 15 students scored 70% or higher on the pretest. 19 students (100%) scored higher than 70% on the post test.

2. The students will analyze and present quantitative data using the current industry standard spreadsheet software.
   **Objective Met:** Of the 16 students assessed, 7 students (44%) scored less than 70% on the pretest and the same seven students scored 70% or higher on the post test.

3. The students will create a set of slides containing text, charts, pictures, movies, and other multimedia components using the current industry standard presentation software.
   **Objective Met:** Of the 15 students assessed 2 students scored less than 70% on the pretest and the same 2 two students scored 70% or higher on the post test.

   • [SDS 2100 SLOs](SDS 2100 SLOs)

**Improvement Plan/ Changes Made**

Encourage students to engage in all the sample activities assigned in the document creation, spreadsheet design, and presentation generation finer points throughout the course. Improve instructor feedback on elements that indicate the students are not 100% sure how to interpret the assignments.

Director of IE’s note: Also, need to define poorly on pretest, report the number of students, the mean score on the assessments, and methodology. In addition, there should be at least one additional measure for the program.
3: Maintain an effective Administrative Technology Specialist (CTS) Program

Progress: Completed
Provided By: Administrative Technology Specialist (CTS)
Participants:
Budget Information: none (existing)
Start: 11/1/2016
End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

3.4: Administrative Technology Specialist (CTS) Placement

Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Administrative Technology Specialist (CTS)
Participants:

Objective With Intended Outcomes
Upon graduation, Administrative Technology Specialist majors will either be employed in the field or will continue their education.

Assessment/Evaluation/Measures/Strategies
Graduating students for a given semester are contacted via telephone by Office of Career Services approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year.

Benchmark is set at 47.5% (sum of those placed in the field and those continuing their education) from spring 2010 through spring 2013 data. Data from spring 2015 was to be used; however, no placement data was reported because there were no completers. The Director decide to use existing (but older) data for the benchmark.
Assessment/Evaluation Results (Progress Report)
For the AY 2015-2016, this objective did not exist.

For the AY 2016/2017 planning cycle the placement rates of graduates from AY 2015-2016 indicated that there were no graduates. As a result, there was no placement data.

Objective postponed.

Improvement Plan/ Changes Made
Changes are planned in terms of data: however, the Business Technology Director hired in August 2016 has implemented improvements to the degree audit database to enhance tracking of completers and centralize the degree audit database on a shared drive for the advisors. The Program Director is developing new contacts for internships and job placement strategies for graduates within these career related companies.

Related Items

3: Maintain an effective Administrative Technology Specialist (CTS) Program
   Progress: Completed
   Provided By: Administrative Technology Specialist (CTS)
   Participants:
   Budget Information: none (existing)
   Start: 11/1/2016
   End: 10/30/2017

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

Computer Information Technology

6.1: CIT - Program Professional Competency
   Start: 11/1/2016
   End: 10/30/2017
Progress: Completed
Provided By: Computer Information Technology
Participants: Dean of HSBT (McDonald, Dottie)

Objective With Intended Outcomes
Upon successful completion of the program students will demonstrate the knowledge base and application to work as an entry-level computer programmer or cyber security professional depending on the concentration pursued.

This objective is assessed by the following:

The SLOs for CSC 2253 are: Upon successful completion of the course students will demonstrate the knowledge base and application to work as an entry-level computer programmer by applying critical thinking skills when developing functional and secure programs with an emphasis on systems analysis and design.

- CSC 2253 Syllabus
- CSC2253_FA16 Syllabus

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 for transfer reasons. CSC 2253-Systems Analysis and Design (Web-based) Evaluation of this course will be done in the following manner: Class Discussion Board Questions and Collective combination of Team Project, Case Studies, Analysis Tools, Critical Thinking Challenge Exercises and Video Learning Sessions.

Assessment/Evaluation Results (Progress Report)
For the AY 2015-2016 Objective met.

For the AY 2016-2017 planning cycle, CSC 2253 (Face to Face) data:
Obj. #1, Chapter 1: 9 out of 10 Students (90%) attained 50/71 (70%) or better on quizzes and homework; 90% took exam,
Obj. #2, Chapters 1-5: 10 out of 10 Students (100%) attained 418/597 (70%) or better on quiz and homework; 100% took exam,
Obj. #3, Chapters 5-7: 8 out of 10 Students (80%) attained 350/500 (70%) or better on quiz and homework; 100% took exam.

Objective Met

- CSC 2253 Student Learning Outcome Data
- CSC 2253_FA16_LOR SLOs

Improvement Plan/ Changes Made
No changes planned. Monitor Data.

Related Items
6: Maintain an effective Computer Information Technology (CIT) program.
Progress: Completed
1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

6.4: CIT Placement
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Computer Information Technology
Participants: Dean of HSBT (McDonald, Dottie)

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 60% (the sum of those placed in the field and those continuing their education) from fall 2014 and spring 2015.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective was not met. Data was being gathered due to the low n (5).

For the AY 2016-2017 planning cycle the placement rates of graduates from AY 2015-2016 was examined (See the Career Service Employment Data C.I.T. 2015-16 Placement Data). Overall, 11 students graduated from the CIT program in AY 2015-2016 with two (22%) of them being employed
in the field and 3 (33%) of them continuing their education. As a result, a total of 5 (55%) of the 9 students were either employed in the field or continuing their education (two students were unable to be contacted).

Since the observed value (employed in field or continuing education) is 55% < the benchmark of 60%, **Objective 6.4 is not met.**

**C.I.T. 2015-16 Placement Data**

**Improvement Plan/ Changes Made**
Changes are planned in terms of data: however, the Business Technology Director hired in August 2016 has implemented improvements to the degree audit database to enhance tracking of completers and centralize the degree audit database on a shared drive for the advisors. The Program Director is developing new contacts for internships and job placement strategies for graduates within these career related companies.

Also, the low n is affecting the results as well...monitor.

Related Items

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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**Diagnostic Medical Sonography**

1.1: DMS Professional Competency
**Start:** 11/1/2016
Objective With Intended Outcomes
1.10 Graduates of 2013-2014 and employers will rate the knowledge base, clinical proficiency, and behavioral skills as average or above on the six-month surveys.
1.11 Graduates of 2013-2014 will attempt and pass the American Registry of Diagnostic Medical Sonographers (ARDMS) and earn either abdomen or OB/Gyn credential within one year of graduation.
1.12 At some point during the five or ten-year accreditation cycle the program must demonstrate that some graduates have been successful in obtaining the credential for both abdomen and OB/Gyn.

Assessment/Evaluation/Measures/Strategies
1.10 Data acquired via employer survey and graduate surveys (6 months' post-graduation). Benchmark set at 60% because JRC-DMS requires no less than 50% return rate on surveys.
1.11 Data acquired via ARDMS exam results (annual report from the ARDMS). Benchmark set at 60% because JRC-DMS requires that 60% of graduates obtain the credential of RDMS within one year of the graduation date.
1.12 Data acquired via ARDMS exam results (annual report from the ARDMS). Based on four-year period within five-year accreditation cycle (from 2009-2013), some (JRC-DMS does not specify a minimum number) graduates have earned both abdomen and ob/gyn ARDMS credentials.

- JRC-DMS Surveys
  - Employer survey blank
  - Graduate survey blank

Assessment/Evaluation Results (Progress Report)
Director of IE’s note: For AY 2016-2017, DMS was reactivated, but the first class scheduled to be selected for admission in Fall 2017.

Improvement Plan/ Changes Made

Related Items
1. Maintain an effective Diagnostic Medical Sonography Program
   Progress: Delayed
   Provided By: Diagnostic Medical Sonography
   Participants: Dean of HSBT (McDonald, Dottie)
   Budget Information: none (Existing)
   Start: 11/1/2016
   End: 10/30/2017

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

1.2: DMS Retention

Start: 11/1/2016
End: 10/30/2017
Progress: Canceled
Provided By: Diagnostic Medical Sonography
Participants: Dean of HSBT (McDonald, Dottie)

Objective With Intended Outcomes
For students who began the program in 2013-2014, total attrition, including attrition due to Academic Dismissal, Clinical Dismissal, Student Withdrawal, will be maintained within limits set by JRC-DMS Policies.

Assessment/Evaluation/Measures/Strategies
JRC-DMS sets that attrition may be no more than 20% of the total number of students in the enrollment cohort. Students formally enrolled in a diagnostic medical sonography program that began fundamental diagnostic medical sonography core coursework and have left for academic (failure to meet grades or other programmatic competencies) or non-academic (financial hardship, medical, deployment, etc.) reasons.

Assessment/Evaluation Results (Progress Report)
Director of IE’s note: For AY 2016-2017, DMS was reactivated, but the first class scheduled to be selected for admission in Fall 2017.

Improvement Plan/Changes Made

Related Items
1. Maintain an effective Diagnostic Medical Sonography Program
   Progress: Delayed
   Provided By: Diagnostic Medical Sonography
   Participants: Dean of HSBT (McDonald, Dottie)
   Budget Information: none (Existing)
   Start: 11/1/2016
   End: 10/30/2017
1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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### 1.3: DMS Employment

**Start:** 11/1/2016  
**End:** 10/30/2017  
**Progress:** Canceled  
**Provided By:** Diagnostic Medical Sonography  
**Participants:** Dean of HSBT (McDonald, Dottie)

#### Objective With Intended Outcomes

1.30 Upon the completion of the DMS Program, graduates who seek employment will be employed in sonography within six months of graduation.

#### Assessment/Evaluation/Measures/Strategies

1.30 Data obtained via employer and graduate surveys (post 6 months graduation) and ongoing communication with graduates. Benchmark set at 80% of the graduates who seek employment will be employed in sonography within six months of graduation and is based on Commission on Accreditation of Allied Health Education Programs.

- [EmployerSurvey_blank](#)
- [GraduateSurvey_blank](#)

#### Assessment/Evaluation Results (Progress Report)

**Director of IE's note:** For AY 2016-2017, DMS was reactivated, but the first class scheduled to be selected for admission in Fall 2017.

**Improvement Plan/ Changes Made**

**Related Items**

1. Maintain an effective Diagnostic Medical Sonography Program  
**Progress:** Delayed  
**Provided By:** Diagnostic Medical Sonography  
**Participants:** Dean of HSBT (McDonald, Dottie)  
**Budget Information:** none (Existing)
1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

Objective With Intended Outcomes
The DMS program director will prepare the appropriate documentation to restart the DMS program and accept a class of 9 students in Fall 2017.

Assessment/Evaluation/Measures/Strategies
The DMS program has been inactive since 2014. Restarting the program will involve:

1. Notify JRC-DMS of re-starting program, with new Program Director, and requesting reactivation of 3-year accreditation period. Requesting of approval of new Program Director by JRC-DMS's advisory board and acquiring a due date for submission of self-study for 3-year re-accreditation site visit.
2. Evaluate and restructure of curriculum to change course titles, credit hours, and semesters courses offered. Submissions of requests for change to Courses and Curriculum committee for approval.
3. Re-establish the clinical affiliations and establishing new clinical affiliations to accommodate an increase in number in cohort.
5. Contact all interested parties who left contact information when program became inactive so that notification of the restart of the program could be accomplished.
6. Evaluate the TEAS test as admission criteria for applicants to the program.
7. Restructure the overall criteria score sheet for applicants in the selection process.

Successful completion of this objective will mean that all components required to restart the program will be accomplished.
Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective did not exist as the DMS program was inactive

For AY 2016-2017, the following was accomplished:

1. JRC-DMS contacted, re-activation of the program instituted, approval of new Program Director by JRC-DMS's advisory board, deadline for submitting self-study set at December 31, 2017 with site-visit for 3-year reaccreditation set for 2018 after acceptance of first class.
2. Course titles, credit hours, and semesters in which courses offered approved by Course and Curriculum Committee reflecting start of CTS program in Fall 2017 semester instead of summer semester. The curriculum for the new AAS in DMS for Fall 2018 was also completed
3. Program Director contacted each established Clinical Affiliation first by email, with follow-up by phone call to Radiology Department managers and on-site visit. Contacted perspective new clinical affiliates and met with each administrative team to begin the instituting of clinical affiliation agreements.
4. 2016-2017 LSUE catalog entered programmatic information as it was updated in regards to application and admission criteria.
5. Program Director contacted each interested party on the provided email/phone list to notify them of the re-start of the program and followed-up with programmatic information attached to a viable email.
6. Administered the TEAS test to all applicants who had a completed application. Use of a percentage of the total score on the TEAS test in the admission selection process.
7. A new template was created with criteria (including TEAS test scores) for selection of the first class to start in 2017.

Since the component pieces were accomplished, this 2016-2017 temporary objective and goal are met.

- [ ] 16-17 Catalog DMS for Fall 2017
- [ ] AAS in DMS for Fall 2018
- [ ] October 28, 2016 email about Clinicals

Improvement Plan/ Changes Made
Plans are currently being completed to change the CTS in DMS to a AAS in DMS. As a result, this objective will change in AY 2017-2018 to complete the necessary requirements to create the AAS in DMS.

Related Items
- [ ] 16-17 Temp: Restart CTS DMS and accept a class for Fall 2017
  - **Progress:** Completed
  - **Provided By:** Diagnostic Medical Sonography
  - **Participants:**
  - **Budget Information:** Matching state grant and reallocation of University funds
  - **Start:** 11/1/2016
  - **End:** 10/30/2017

- [ ] 1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
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4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

Human Resources Management (CTS)

4.1: Human Resources Management program (CTS) Professional Competency

Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Human Resources Management (CTS)

Participants:

Objective With Intended Outcomes
Upon completion of the Human Resources Management Program the student will demonstrate the knowledge and skills necessary to decide what staffing needs an organization has and whether to use independent contractors or hire employees to fill these needs.

This objective will be assessed by:
The SLOs in BADM 1001: Upon successful completion of this capstone course in the Human Resources Management (CTS) Program, students will understand the concepts and methods utilized in the Operation of the business firm, the function of the businessperson's role, nature of economic system, private enterprise, and orientation to collegiate business education

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 for transfer purposes.

Methodology: BADM 1001 (Face-to-Face) - Class assessments (tests) with embedded SLO questions will be used to assess the SLOs. All students taking the assessment will be included in the data.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective did not exist

For AY 2016-2017, students are tested on Marketing and Promotion pretest and posttest.
Objective Met: 100% of the students who scored 70% or lower scored higher than 70% in posttest.
Students are tested on Understanding entrepreneurship pretest and posttest.

Objective Not Met: 60% of the students who scored 70% or lower scored higher that 70% posttest.

Students are to engage in a SWOT analysis exercise pretest and posttest.

Objective Met: 95% of the students who scored 70% or lower scored higher that 70% posttest.

Given that two out of three observed scores > the benchmark of 70%, this objective is met.

Improvement Plan/ Changes Made
Encourage the students to thoroughly read the chapters, lecture notes, and engage themselves to a higher degree. This improvement applies to all the objectives.

Related Items

4: Maintain an effective Human Resource Management (CTS) program
Progress: Completed
Provided By: Human Resources Management (CTS)
Participants:
Budget Information: existing (no new funds requested)
Start: 11/1/2016
End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

4.4: Human Resources Management Program (CTS) Placement
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Human Resources Management (CTS)
Participants:
**Objective With Intended Outcomes**
Upon graduation, Human Resources Management Program (CTS) majors will either be employed in the field or will continue their education.

**Assessment/Evaluation/Measures/Strategies**
Graduating students for a given semester are contacted via telephone by Office of Career Services approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year. Benchmark is set at 47.5% (sum of those placed in the field and those continuing their education) from spring 2014 through spring 2015 data.

**Assessment/Evaluation Results (Progress Report)**
For the AY 2015-2016, this objective did not exist.

For the AY2016/2017 planning cycle the placement rates of graduates from AY 2015-2016 was examined (See the Career Service Employment Data Human Resources Mgmt (CTS) 2015-16 Placement Data ). Overall, 4 students graduated from the Human Resources Management program in AY 2015-2016 with 25% of them being employed in the field and 50% of them continuing their education. As a result, a total of 3 or (75%) of the 4 students were either employed in the field or continuing their education.

Since the observed value (employed in the field or continuing education) is 75%, this value is greater than the benchmark of 47.5%. **Objective is Met.**

- [Human Resources Mgmt (CTS) 2015-16 Placement Data]

**Improvement Plan/ Changes Made**
Changes are planned in terms of data: however, the Business Technology Director hired in August 2016 has implemented improvements to the degree audit database to enhance tracking of completers and centralize the degree audit database on a shared drive for the advisors. The Program Director is developing new contacts for internships and job placement strategies for graduates within these career related companies.

**Related Items**

1. **Maintain an effective Human Resource Management (CTS) program**
   - **Progress:** Completed
   - **Provided By:** Human Resources Management (CTS)
   - **Participants:**
   - **Budget Information:** existing (no new funds requested)
   - **Start:** 11/1/2016
   - **End:** 10/30/2017

   - 1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
   - 2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
   - 3. **Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

**Management**

7.1: Management - Program Professional Competency

**Start:** 11/1/2016  
**End:** 10/30/2017  
**Progress:** Completed  
**Provided By:** Management  
**Participants:** Dean of HSBT (McDonald, Dottie)

**Objective With Intended Outcomes**
Upon successful completion of the program students will demonstrate the knowledge base and application to work effectively as a Managerial professional. Students will demonstrate how processes, procedures, data, and evidence present solutions for managers to make effective decisions.

This objective will be assessed by:

**MGMT 2999: The SLOs are:** Upon successful completion of this capstone course in the Management program, students will demonstrate an ability to evaluate different organizational strategies, summarize the current global management environment, and exhibit an ability to make effective business decisions.

**ECON 2000: The SLOs are:** Upon successful completion of this course in the Management Program, students will be able to demonstrate knowledge of supply and demand, use evidence to solve problems, make effective economic decisions, recognize individual economic societies, and express knowledge of production and market structures.

- [ECON2000 Syllabus](#)  
- [MGMT2999 Syllabus](#)

**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 for transfer purposes.

**MGMT2999 (Face-to-Face) - Methodology:** Students will apply basic business concepts, terminology, best practices, and apply to assignments.  
**ECON 2000 (Online-Web Based) - Methodology:** Students will demonstrate knowledge of supply and demand as it relates to production costs and market structures.

- [ECON 2000 Syllabus](#)  
- [MGMT2999 Syllabus](#)
Assessment/Evaluation Results (Progress Report)

For the AY 2015-2016, **this objective was met.**

For AY 2016-2017, 8 Students (100%) of the students were pretested with 6 Students (75%) of those students scoring 75% or higher on the posttest designed to assess Managerial professional competency in the History of Management. (MGMT 2999 **face-to-face** course within the Management Program. **MGMT 2999 SP 2017 SLO Data Objective Met.**

**ECON 2000 (Online-Web Based)** - 25 students (100%) of the students were pretested with 20 Students (80%) of those scoring 71% or higher on the posttest designed to assess Managerial professional competency in this Principles of Economics course within the Management Program. **ECON 2000 SP 2017 SLO Data Objective Met.**

- [ECON 2000 AY2016-17 SLO Data](#)
- [MGMT 2999 AY2016-17 SLO Data](#)

**Improvement Plan/ Changes Made**

**MGMT2999 (Face-to-Face)** The instructor will seek to address the level of engagement for each student at more frequent intervals, utilize a wider variety of delivery methods, and provide a more individualized enhancement plan to better track overall comprehension of at risk participants.

**ECON 2000 (Online-Web Based)** The instructor will work toward a multi-tiered assessment approach that reminds participants that each course in the Management Program builds on the next. The instructor can be more cognizant of programmatic outcomes with regard to the portions of the Management curriculum relating directly to the principles of economics.

**Director of IE’s note:** Please supply pretest and posttest means with the data in your attachments along with the n for each.

**Related Items**

- [7: Maintain an effective Management program](#)
  - **Progress:** Completed
  - **Provided By:** Management
  - **Participants:** Dean of HSBT (McDonald, Dottie)
  - **Budget Information:** none
  - **Start:** 11/1/2016
  - **End:** 10/30/2017

- [1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.](#)

- [2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.](#)

- [3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.](#)
4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

7.4: Management - Placement
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Management
Participants: Dean of HSBT (McDonald, Dottie)

Objective With Intended Outcomes
Upon graduation, Management majors will either be employed in the field or will continue their education.

Assessment/Evaluation/Measures/Strategies
Graduating students for a given semester are contacted via telephone by Office of Career Services approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year.

Benchmark is set at 47.5% (sum of those placed in the field and those continuing their education) from spring 2010 through spring 2013 data.

Assessment/Evaluation Results (Progress Report)
For the AY 2016-2017 Objective Met.
For the AY2016/2017 planning cycle the placement rates of graduates from AY 2015-2016 was examined (See the Career Service Employment Data Management (AAS) Placement Data). Overall, 30 students graduated from the CIT program in AY 2015-2016 with 43% of them being employed in the field and 33% of them continuing their education. As a result, a total of 23 or (77%) of the 30 students were either employed in the field or continuing their education.

Since the observed value (employed in the field or continuing education) is 77%, this value is greater than the benchmark of 48%. **Objective is Met.**

- Management (AAS) Placement Data

Improvement Plan/ Changes Made
Changes are planned in terms of data: however, the Business Technology Director hired in August 2016 has implemented improvements to the degree audit database to enhance tracking of completers and centralize the degree audit database on a shared drive for the advisors. The Program Director is developing new contacts for internships and job placement strategies for graduates within these career related companies.

Related Items
7: Maintain an effective Management program
Progress: Completed
Provided By: Management
Participants: Dean of HSBT (McDonald, Dottie)
**Budget Information:** none  
**Start:** 11/1/2016  
**End:** 10/30/2017

1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

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**Medical Coding and Billing (CTS)**  
5.1: Medical Coding and Billing Program (CTS) Professional Competency  
**Start:** 11/1/2016  
**End:** 10/30/2017  
**Progress:** Completed  
**Provided By:** Medical Coding and Billing (CTS)  
**Participants:**

**Objective With Intended Outcomes**  
Upon completion of this program the students become allied health professionals with the knowledge base and technical skills in processing and managing information to keep patient records, handle billing, and complete insurance claims.

**Assessment/Evaluation/Measures/Strategies**  
Students are encouraged, but not required, to take the Certified Coding Associate Examination the first time. Benchmark is 60% passing the Certified Coding Associate Examination the first time. This is a historical number based on past performance.

**Assessment/Evaluation Results (Progress Report)**  
For AY 2015-2016, there was no Data Available.

For AY 2016 – 2017: In the Summer semester for 2017, five students passed the CCA test, 2 students failed the CCA test but received a grade based on their score divided by 300 (the passing rate for the CCA exam) and 5 students did not take the CCA exam but took the final exam.

So the passing rate for the CCA test in 2017 summer semester is 71.4%. Given that the observed pass rate is 71.4% > the benchmark of 60%, this objective is met.
Improvement Plan/ Changes Made
Look at options to remediate students and prep them for national certification credentials. Provide documentation of claims that 71.4% successfully completed the exam.

Related Items
5: Maintain an effective Medical Coding and Billing (CTS) Program
Progress: Completed
Provided By: Medical Coding and Billing (CTS)
Participants:
Budget Information: existing (no new funds required)
Start: 11/1/2016
End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

3. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

5.4: Medical Coding and Billing Program (CTS) Placement
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Medical Coding and Billing (CTS)
Participants:

Objective With Intended Outcomes
Upon graduation, Medical Coding and Billing Program (CTS) majors will either be employed in the field or will continue their education.

Assessment/Evaluation/Measures/Strategies
Graduating students for a given semester are contacted via telephone by Office of Career Services approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year. Benchmark is set at 47.5% (sum of those placed in the field and those continuing their education) from spring 2014 through spring 2015 data.

Assessment/Evaluation Results (Progress Report)
For the AY 2014-2015 Objective Met.
For the AY 2016-2017 planning cycle the placement rates of graduates from AY 2015-2016 was examined (See the Career Service Employment Data Medical Coding and Billing (CTS) 2015-2016 Placement Data). Overall, 5 students graduated from the Medical Coding and Billing program in AY 2015-2016 with 40% of them being employed in the field and 20% of them continuing their education. As a result, a total of 3 or (60%) of the 5 students were either employed in the field or continuing their education.

Since the observed value (employed in the field or continuing education) is 60%, this value is greater than the benchmark of 47.5%, this objective is met.

- Medical Coding and Billing (CTS) 2015-16 Placement Data

**Improvement Plan/ Changes Made**
Plan to contact potential employers to assess their needs and potentially to create an internship at or before the time of graduation.

**Related Items**

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

**Nursing**

2.1: Nursing Professional Competency

Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Nursing
Participants: Dean of HSBT (McDonald, Dottie)
Objective With Intended Outcomes
Nursing students will pass the licensure exam.

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
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. Accreditation Commission for Education in Nursing (ACEN) requires that the program pass rate be above the national average which was 81.68% for the 2016 testing cycle. LSUE's Nursing faculty have decided that a benchmark of 85% is appropriate for the program based on historical pass rates and the desire to maintain academic excellence.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective was met.

For AY 2016-2017, based on the 2016 NCLEX report, 44 nursing graduates took the NCLEX exam. (39 of 44) 86.36% passed the NCLEX exam on the first attempt. Please review Percent of Graduates Passing and Test Plan Performance from the 2016 NCLEX program report.

NCLEX Test Plan Performance Report (April 2016 - September 2016). Note that the second column is passing performance and the first column is LSUE graduate performance. The data by student learning outcome is in this report.

NCLEX Percentage of Graduates Passing the Examination (April 2016 - September 2016)
Since the observed percentage of 86.36% passed the NCLEX > the benchmark of 80% at the state level and 81.68% at the national level, this objective is met.

• NCLEX Test Plan Performance Report
• Percentage of Students Passing NCLEX

Improvement Plan/ Changes Made
Although the program met the objective, the plan of action is to increase faculty workshops on enhancing teaching skills in the classroom, laboratory, and clinical setting. Also, Program Director and faculty will assess new test matrix to ensure content matches new testing requirements.

Related Items
2: Maintain an effective nursing program
1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

**2.2: Nursing Graduation Rate**

- **Start:** 11/1/2016
- **End:** 10/30/2017

**Objective With Intended Outcomes**

Completion rates in Nursing are measured by two objectives.

2.20 Traditional students admitted to the nursing program will graduate within six semesters, or one-and-one-half the length of the program.

2.21 LPN's entering through advanced standing will graduate within one year, or one-and-one-half the length of the program for the LPN "fast-track".

**Director of IE's note. This objective was changed from retention to program graduation rates to better align with accreditation guidelines.**

**Assessment/Evaluation/Measures/Strategies**

2.20 Expected level of achievement for traditional students is 60% chosen by faculty based on historical data.

2.21 Expected level achievement for LPNs is 85% chosen by faculty based on historical data.

See completion rate adjustments.
Program Completion Rates

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective was altered from retention/attrition to program completion to align with ACEN requirements.

For 2016-2017, based on spring 2016 graduates, institutional research indicated that in a count of all students:
2.20 75% of the traditional students (n = 60) and completed the program within the allotted time.
2.21 100% of the LPN to ASN students (n = 7) completed the program within the allotted time.

The overall for both options combined was 87.5%

Since the observed rate for traditional students was 75% > the benchmark of 60% and since the observed rate for LPNs was 100% > the benchmark of 85%, this objective is met.

Improvement Plan/ Changes Made
2.20 Have faculty monitor potential weak students and begin remediation as soon as possible.
2.21 Have faculty monitor potential weak students and begin remediation as soon as possible.

Related Items
2: Maintain an effective nursing program
  Progress: Completed
  Provided By: Nursing
  Participants: Dean of HSBT (McDonald, Dottie)
  Budget Information: existing
  Start: 11/1/2016
  End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
2.3: Nursing Employment

Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Nursing
Participants: Dean of HSBT (McDonald, Dottie)

Objective With Intended Outcomes
Nursing graduates will be employed in their field within six months of graduation.

Assessment/Evaluation/Measures/Strategies
Expected Level of Achievement (benchmark) is 90%. Benchmark was established by the Program Director and nursing faculty based on historical data based on survey data. Due to low return rate of surveys, Program Director has exit interview with the graduates and follows up through phone calls.

Assessment/Evaluation Results (Progress Report)
For AY 2015 - 2016, this objective was met.

For AY 2016-2017, based on exit interviews and follow up phone calls, Of the 44 of those who graduated in 2016, 100% of the graduates were employed on or before six months of graduation.

Given that the observed value of 100% > the benchmark of 90%, this objective is met.

- Job placement rate
- Employment rate

Improvement Plan/ Changes Made
No change at this time, however, plan is to stay interactive with clinical sites to ensure their employment needs.

Related Items
2: Maintain an effective nursing program
Progress: Completed
Provided By: Nursing
Participants: Dean of HSBT (McDonald, Dottie)
Budget Information: existing
Start: 11/1/2016
End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

Radiologic Technology

3.1: Radiologic Technology Professional Competency

- **Start:** 11/1/2016
- **End:** 10/30/2017
- **Progress:** Completed
- **Provided By:** Radiologic Technology
- **Participants:**

**Objective With Intended Outcomes**

3.10 Eighty percent (80%) 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 (80%) of the Employers will rate the overall quality of the program graduates as good, very good, or excellent.  
3.12 Students will be able to demonstrate proper clinical skills when performing diagnostic procedures with appropriate supervision.

**Assessment/Evaluation/Measures/Strategies**

3.10 Benchmark is 80% set by the program faculty members based on the JRCERT Standards. Graduate Survey sent to graduates 1-year post graduation as recommended by JRCERT (accreditation body). [Graduate Survey](#)  
3.11 Benchmark is 80% set by the program faculty members based on the JRCERT Standards. Employer survey sent to employers 1-year post graduations recommended by JRCERT (accreditation body). [Employer Survey](#)  
3.12 Students are under direct observation with an instructor. Students must achieve a minimum grade of 80% to demonstrate proficiency set by the program faculty members based on the JRCERT Standards. [Final Competency Form](#) and [RADT 2093 Clinical Evaluation Form](#)

- [Employer Survey](#)
- [Final Comp Evaluation Form](#)
- [Graduate Survey Form](#)
- [RADT 2093 Clinical Evaluation Form](#)

**Assessment/Evaluation Results (Progress Report)**

For AY 2015-2016, outcomes 3.10, 3.11, and 3.12 were all met.
For AY 2016-2017:

3.10 Graduate Survey: The surveys received (response rate was 2 out of 19 or 10.5%) continue to reveal that the graduates who sought employment were hired within 1-year post-graduation. The surveys also revealed that the graduates rated the overall quality of their preparation as a radiologic technologist as good, very good, or excellent. This is consistent with the results from 2015. Benchmark was met. Graduate Survey Sample Class of 2016. After further investigation, feedback revealed that all of the 2016 graduates who sought employment were hired within 6 months post-graduation.

3.11 Employer Survey: The surveys received (response rate was 8 out of 19 or 42.1%) revealed that the employers rated the overall quality of the graduates in preparation for hire as good, very good, or excellent. This is consistent with the results from 2015. Benchmark was met. Employer Survey Sample Class of 2016.

3.12 Final Competency Form and Clinical Evaluation Form (RADT 2093): All of the students (19 of 19) achieved a class average score of > 80% on their first attempt in demonstrating clinical skills while performing diagnostic procedures with appropriate supervision as documented on the Final Competency Forms. This is consistent with the results from 2015.

Benchmark was met. Final Competency Evaluation Sample Class of 2016 and RADT 2093 Clinical Evaluation Sample Class of 2016. The Clinical Evaluation Forms again revealed that all of the students achieved an "above average" or "good" rating in the area. Overall, the objective is met.

- Employer Survey Sample Class of 2016
- Final Comp Evaluation Sample Class of 2016
- Graduate Survey Sample Class of 2016
- Outcomes Assessment Plan Grid Class of 2016 Highlighted for Clinical Competency
- RADT 2093 Clinical Evaluation Sample Class of 2016

Improvement Plan/ Changes Made

3.10: Even though the benchmark was met, only 2 of the 19 Graduate Surveys were received; a 10.5% return rate. This was a decrease in the return rate from 2015. However, will discuss with program faculty members and solicit strategies as to continue improvement in the return rate for future assessments. There is a chance that more surveys will be returned. This was noted in the Program Effectiveness Plan. Program Effectiveness Plan Class of 2016.

3.11: Even though the benchmark was met, only 8 of the 19 Employer Surveys were received; a 42.1% return rate. However, this was a significant increase from the return rate in 2015. However, will discuss with program faculty members and solicit strategies as to continue improvement in the return rate for future assessments. Also, not all graduates sought employment. A couple of the graduates pursued advance imaging schools to further their educational experience. This was noted in the Program Effectiveness Plan. Program Effectiveness Plan Class of 2016.

3.12: Even though the benchmark was met, all 19 students achieved a class average score of > 80% on the first attempt on their first attempt in demonstrating clinical skills while performing diagnostic procedures with appropriate supervision. This was consistent with the results from 2015 and 2014. Will discuss with program faculty members and solicit strategies as to continue consistency with students practicing radiation protection. Outcomes Assessment Plan Class of 2016.
Additional criteria to better measure clinical performance skills in diagnostic procedures in the future are explained in the Committee Minutes October 21 2015 and the Committee Minutes Addendum to October 21, 2015 Meeting (pgs. 3-5) from the Radiologic Technology Assessment Planning Committee.

- Committee Minutes Addendum to October 21, 2015
- Committee Minutes October 21 2015
- Outcomes Assessment Plan Grid Class of 2016 Highlighted for Clinical Competency
- Program Effectiveness Plan Class of 2016

Related Items

3: Maintain an effective radiologic technology program

**Progress**: Completed
**Provided By**: Radiologic Technology
**Participants**: Dean of HSBT (McDonald, Dottie)
**Budget Information**: none
**Start**: 11/1/2016
**End**: 10/30/2017

- Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
- Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
- Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
- Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

3.2: Radiologic Technology Retention

**Start**: 11/1/2016
**End**: 10/30/2017
**Progress**: Completed
**Provided By**: Radiologic Technology
**Participants**: Dean of HSBT (McDonald, Dottie)

**Objective With Intended Outcomes**
The program will retain students in accordance with JRCERT Standards.
Assessment/Evaluation/Measures/Strategies
Benchmark is 75% retention (25% attrition) of the total number of students in the enrollment cohort. Program completion rate is defined as the number of students who complete the program within 150% of the stated program length. The program must establish a benchmark for its program completion rate. The program specifies the entry point (e.g., required orientation date, final drop/add date, final date to drop with 100% tuition refund, official class roster date, etc.) used in calculating program’s completion rate.

- JRCERT Rights & Responsibilities of Sponsors
- JRCERT Standard Five Program Effectiveness
- JRCERT Rights & Responsibilities of Sponsors
- JRCERT Standard 5 Program Effectiveness

Assessment/Evaluation Results (Progress Report)
This objective was met in the 2015-16 planning year.

Ninety-five percent (19 of 20) of the original Class of 2016 completed the Program in Spring 2016. Benchmark was met.

- Program Effectiveness Plan Class of 2016 showing retention
- Radiography Program Effectiveness Data 2016

As a result, the objective was met.

- PROGRAM EFFECTIVENESS PLAN SPRING of 2016 showing retention
- Radiography Program Effectiveness Data 2016 retention

Improvement Plan/ Changes Made
The attrition rate for the Class of 2016 was 5%. Benchmark has been met. This was consistent with the Class of 2015. Will discuss with faculty members and solicit input as needed since 5% attrition rate is sometimes difficult to maintain consistently each year.

Related Items
3: Maintain an effective radiologic technology program
Progress: Completed
Provided By: Radiologic Technology
Participants: Dean of HSBT (McDonald, Dottie)
Budget Information: none
Start: 11/1/2016
End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

3.3: Radiologic Technology Employment

Start: 11/1/2016  
End: 10/30/2017  
Progress: Completed  
Provided By: Radiologic Technology  
Participants: Dean of HSBT (McDonald, Dottie)

**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. [Employer Survey Form]

3.31 Over a five-year period, the average credentialing pass rate will not be less than 75% within six months of graduation on the first attempt of the American Registry of Radiologic Technologists (ARRT) Exam based on the JRCERT Standards.

3.32 Over a five-year period, the average job placement rate will not be less than 75% within twelve months of graduation based on the JRCERT Standards.

- [Graduate Survey Form]
- [Employer Survey Form]
- [Graduate Survey Form]

**Assessment/Evaluation/Measures/Strategies**

3.30 Benchmark-80%. Benchmark is set by the program faculty members based on the JRCERT Standards. Employer surveys are mailed one-year post-graduation by the Program Director. Results will be communicated to the Division Head and Advisory Committee. Areas of strength and deficiencies are noted. Results will be utilized for program improvement. The Division Head and Advisory Committee will be apprised of the results.

- [JRCERT Rights & Responsibilities of Sponsors]
- [JRCERT Standard Five Program Effectiveness]
3.31 Over a five-year average, credentialing pass rates will not be less than 75% within six months of graduation on the first attempt of the ARRT exam as determined by the JRCERT. Exam statistics are provided by the ARRT. Results will be communicated to the division Head and Advisory Committee. Areas of strengths and deficiencies are noted. Results will be utilized for program improvement.

- JRCERT Rights & Responsibilities of Sponsors,
- JRCERT Standard Five Program Effectiveness

3.32 Over a five-year average, the job placement rate will not be less than 75% within twelve months of graduation as determined by the JRCERT. Graduate and Employer Surveys are mailed one-year post-graduation by the Program Director. The surveys are designed to determine how many graduates have obtained employment during the previous 12 months. The results are evaluated by the Program Director. Note: Employer Surveys are sent based on other means of communication in seeking employment of the graduates. The returned data helps in providing a more accurate job placement rate.

- JRCERT Rights & Responsibilities of Sponsors,
- JRCERT Standard Five Program Effectiveness

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, outcomes 3.10, 3.11, and 3.12 were all met.

For AY 2016-2017:
3.30: Employer Survey: The surveys received (response rate 8 out of 19 or 42.1%) revealed that employers would hire future graduates from the radiography program. They also indicated that the overall quality of the graduates in preparation for hire as good, very good, or excellent. This is consistent with the results from 2015. **Benchmark was met.** [Employer Survey Sample Class of 2016]

3.31: The five-year average credentialing pass rate for the first attempt on the ARRT Board Exam in Radiography was 95.6%. **Benchmark was met.** The 2016 credentialing pass rate for the first attempt on the ARRT Exam was 89.5%. This was a decrease from 2015. Will discuss with faculty members and solicit strategies as to maintain this level of achievement consistently.

- Program Effectiveness Plan Class of 2016,
- ARRT Annual Program Summary Report 2016, ARRT Candidate Exam Results Class of 2016,
- ARRT National Comparison Report Class of 2016,
- Radiography Program Effectiveness Data 2016

3.32: Forty-two percent (8 of 19) of the Employer Surveys and 11% (2 of 19) of the Graduate Surveys were received. These surveys, along with additional communication strategies, revealed that the graduates who sought employment were hired within 12 months’ post-graduation. After further investigation, feedback revealed that all of the 2015 graduates who sought employment were hired within 6 months of completing the program. This data is consistent with Class of 2015. The 5-year employment rate post 12 months’ graduation still remains at 99%. **Benchmark was met.**

- Graduate Survey Sample Class of 2016,
- Employer Survey Sample Class of 2016

Overall, the objective was met.
Improvement Plan/ Changes Made
3.30: Even though the benchmark was met, only 42% (8 of 19) of the Employer Surveys were received. This return rate was a significant increase since 2015 which had a 11% 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 Program Effectiveness Plan for 2016. Program Effectiveness Plan Class of 2016
3.31: Even though the benchmark was met, will discuss with faculty members and solicit strategies as to maintain this level of achievement consistently. This was noted in the Program Effectiveness Plan Class of 2016.
3.32: Even though the benchmark was met, only 11% (2 of 19) of the Graduate surveys and 42% (8 of 19) of the Employer surveys were received. These return rates were a noticeable change from last years (2015) return rates of the Graduate Surveys (26%) and Employer Surveys (11%). Will discuss these results with faculty members and solicit strategies as to improve the return rate of the surveys for future assessments. This was noted in the Program Effectiveness Plan Class of 2016. Program Effectiveness Plan Class of 2016

Related Items
3: Maintain an effective radiologic technology program
Progress: Completed
Provided By: Radiologic Technology
Participants: Dean of HSBT (McDonald, Dottie)
Budget Information: none
Start: 11/1/2016
End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

Respiratory Care

4.1: Respiratory Care Professional Competency

Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Respiratory Care
Participants: Dean of HSBT (McDonald, Dottie)

Objective With Intended Outcomes
4.10 Employers will be satisfied with LSUE Respiratory Care graduates.
4.11 Graduates of the Respiratory Care Program will pass the National Board of Respiratory Care Assessment/Evaluation/Measures/Strategies

4.10. Benchmark: 80% of returned graduate and employer surveys will have an overall satisfaction rating of 3 or higher on a 5-point Likert scale (5 = Strongly Agree, 4 = Generally Agree, 3 = Neutral (acceptable), 2 = Generally Disagree, and 1 = Strongly Disagree).
Most current data is from 2015-2016, data runs one year behind. The Program Director will distribute surveys to employers and graduates within six months after graduation. See CoARC Thresholds for justification of the 80% benchmarks.

- CoARC Employer Survey - Entry 3.17 (5) blank
- CoARC Graduate Survey - Entry 3.17 (5) blank

4.11 Benchmark: Annually, at least 80% of the graduates will pass the National Board of Respiratory Care (NBRC) examination for recognition as a Certified Respiratory Therapist (CRT) based on a three-year average. National respiratory care examination is administered through the National Board for Respiratory Care. See CoARC Thresholds for justification of 80% benchmark.

- CoARC Employer Survey - Entry 3.17 (5) blank
- CoARC Graduate Survey - Entry 3.17 (5) blank

Assessment/Evaluation Results (Progress Report)

AY 2015-2016. Objective met.

4.10 Employer: 100% (11 of 11) of the employer surveys returned rated the program graduates a 3 or higher on a 5-point Likert scale for overall satisfaction. Areas rated included cognitive, psychomotor, and affective domains. CoARC thresholds objective met.

- CoARC Employer Survey complete 2015.2016 pg. 1 and 2,
- CoARC - Outcome Summary. 2
4.10 Graduate: 100% (12 of 12) of the graduate surveys returned rated the program a 3 or higher on a 5-point Likert scale for overall satisfaction. Areas included cognitive, psychomotor, and affective domains. CoARC thresholds objective met.

- CoARC Graduate Survey complete 2015.2016 pg. 1 and 2.
- CoARC - Outcome Summary. 2

4.11 100% (12 of 12) graduates achieved a passing score on the National Board for Respiratory Care credentialing examination. All 12 graduates passed on 1st attempt. Objective met.

- CoARC - Outcome Summary. 2
- CoARC Employer Survey complete 2015.2016 pg. 1 and 2
- CoARC Graduate Survey complete 2015.2016 pg. 1 and 2
- CoARC Outcomes Thresholds. 2017 retention

Improvement Plan/ Changes Made
Although objective was met, plan to continue to monitor to ensure the objectives are met. At this time no changes to the curriculum is necessary.

Related Items

4: Maintain an effective program in respiratory care.
Progress: Completed
Provided By: Respiratory Care
Participants: Dean of HSBT (McDonald, Dottie)
Budget Information: none
Start: 11/1/2016
End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
4.2: Respiratory Care Retention

Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Respiratory Care
Participants: Dean of HSBT (McDonald, Dottie)

Objective With Intended Outcomes
Respiratory Care students will be retained.

- CoARC Outcomes Thresholds, 2017 retention

Assessment/Evaluation/Measures/Strategies
Benchmark: 70% retention of the total number of students in the enrollment cohort (3-year average). Benchmark set by the Commission on Accreditation for Respiratory Care (CoARC).

Programmatic retention: defined as the number of students formally enrolled in a respiratory care program during a three-year reporting period who graduated from the program after completing all programmatic and graduation requirements, calculated as a percentage of the total number of students initially enrolled in that class.

The total number of students enrolled includes those who successfully completed the program as well as students who left the program for academic reasons (failure to achieve minimum grade requirements, ethical, professional or behavioral violations or violations of academic policies) that resulted in their expulsion from the program prior to graduation.

Students are not included in the retention definition who:
1. leave the program by the last day they are eligible for 100% tuition reimbursement within the first term of fundamental respiratory care core coursework and/or receive grades of W or WP;
2. are in good academic standing who leave the program due to: financial, medical, or family reasons, military deployment, a change in their course of study, relocation to a different community, or reasons other than those described under academic reasons;
3. are admitted to another educational program (same or different educational institution) prior to the scheduled graduation date of their RT class. 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. See CoARC Thresholds for justification of Benchmarks.

- CoARC Outcomes Thresholds, 2017 retention

Assessment/Evaluation Results (Progress Report)
The objective was met in the 2015-2016 academic year.

The program produced an 87% retention rate for the total number of students in the enrollment cohort (2015-2016). There were 15 new students and 1 re-entry from the prior cohort (2014-2015). 4 students total did not progress. 3 of those students were from the new cohort and one has re-entered the present cohort (2016-2017) with an expected graduation fall 2017. Therefore, only 2 of the 15 were considered true attrition resulting in a 13% attrition.
There were a total of 12 graduates. The percent retention average between years 2014-2016 is 86.7%. This falls within the CoARC threshold of 70% (3-year average). CoARC Objective met. CoARC - Outcome Summary. 2

Improvement Plan/ Changes Made
Program faculty will continue to assess student progression and provide remediation as necessary.

Related Items
4: Maintain an effective program in respiratory care.

- **Progress:** Completed
- **Provided By:** Respiratory Care
- **Participants:** Dean of HSBT (McDonald, Dottie)
- **Budget Information:** none
- **Start:** 11/1/2016
- **End:** 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

**4.3: Respiratory Care Employment**

- **Start:** 11/1/2016
- **End:** 10/30/2017
- **Progress:** Completed
- **Provided By:** Respiratory Care
- **Participants:** Dean of HSBT (McDonald, Dottie)

**Objective With Intended Outcomes**
Graduates of the Associate of Science Degree in Respiratory Care will be employed within twelve (12) months after graduation. Employment is defined as a graduate who, within the three year reporting period, is employed utilizing skills within the scope of practice of the respiratory care profession (i.e., full-time, part-time, or per-diem).
Assessment/Evaluation/Measures/Strategies
November 21, 2015, CoARC announced a change to Positive (Job) Placement Outcomes Measure. The minimum threshold of 70% for positive (job) placement has been eliminated. Changes to JP Outcome - 11.21.15 (1)

The rationale for CoARC's decision is based on their primary purpose of accreditation and to ensure that accredited programs produce graduates who are adequately trained to practice in their profession. The CoARC makes accreditation decisions based on outcome measures that are within the purview and control of a program and has therefore determined that positive (job) placement will no longer be used in making an accreditation decision. However, CoARC will continue to require reporting of positive (job) placement on the Annual Report of Current Status, and will not make accreditation actions based solely on positive (job) placement results.

Positive (job) placement results for each program, along with other outcomes data, will continue to be published on the CoARC website as part of their commitment to provide the public with information regarding program outcomes and to allow potential students to use this information as a measure of programmatic quality during the application process. See CoARC Thresholds for outcome results.

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.

- Changes to JP Outcome - 11.21.15 (1)
- CoARC Graduate Survey - 2017 outcomes. empty
- CoARC Outcomes Thresholds. 2017 retention

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, objective met.

As of June 2017, (6 months’ post-graduation), all 12 graduates from the 2015-2016 cohort (100%) were employed either full-time; part-time; or PRN. Objective met.

Improvement Plan/ Changes Made
The program director will continue to maintain and seek new clinical affiliates as these provide more opportunities for students to obtain employment. In year 2015-2016, Rapides Regional Medical Center, a major hospital facility in Rapides Parish, was instituted and students have been very successful in achieving cardiopulmonary positions within this entity. hospital affiliates. annual report. CoARC

- hospital affiliates. annual report. CoARC

Related Items
4: Maintain an effective program in respiratory care.
  Progress: Completed
  Provided By: Respiratory Care
  Participants: Dean of HSBT (McDonald, Dottie)
  Budget Information: none
  Start: 11/1/2016
End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

Liberal Arts

3.1: Honors learning community environment
Start: 11/1/2016
End: 10/30/2017
Progress: Canceled
Provided By: Liberal Arts
Participants:

Objective With Intended Outcomes Create a learning community environment for the student that will cultivate attainment of knowledge, foster critical thinking, and develop research skills.

This objective will be assessed using the HNRS 1001 student learning outcomes (SLOs):

Upon successful completion of this course, the student will

1. Demonstrate knowledge of the requirements needed for his or her profession.
2. Demonstrate a comprehensive knowledge of the library and its resources.
3. Receive knowledge of service projects available in the area.
4. Provide an oral presentation incorporating a technological component.

The HNRS 1001 syllabus is attached for reference.

- [1001 Honors Syllabus Fall 2016](#)

Assessment/Evaluation/Measures/Strategies
Students will be assessed using the portfolio generated by each student containing information on each of the four outcomes. The benchmark set is 70%. The 70% is the lowest "average" grade of C that will transfer to other institutions of higher education.

All students enrolled in the course will be assessed (i.e. no sampling).

**Assessment/Evaluation Results (Progress Report)**
For AY 2015-2016, this objective was delayed.

For AY 2016-2017, the one course was offered in Fall 2016 with 16 students enrolled on the census day. All 16 students were assessed on each of the SLOs through their portfolios achieving a 100% overall and for each of the individual objectives ([see email of data summary](#)).

Given that the observed average is 100% > the benchmark of 70%, this objective is met.

**Objective placed under Liberal Arts/Honors.**

- [HNRS 1001-01 SLO fa 16 from Billy](#)

**Improvement Plan/ Changes Made**
In the future, a little more detail about the contents of the portfolio and how it's graded along with some documentation will be included in this objective.

Completed by Paul Fowler on 11/22/17.

**Related Items**

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
3.2: Honors leadership experiences
Start: 11/1/2016
End: 10/30/2017
Progress: Canceled
Provided By: Liberal Arts
Participants:

Objective With Intended Outcomes
Provide the student with opportunities for leadership and/or service-learning experiences in HNRS 1001 and HNRS 2001

Assessment/Evaluation/Measures/Strategies
Students will maintain a log of leadership and service learning in HNRS 1001 AND HNRS 2001. The log will give the date and description of the activity.

Assessment/Evaluation Results (Progress Report)
Leadership project cancelled.

Improvement Plan/ Changes Made
Objective placed under Liberal Arts/Honors.

Related Items
3: Maintain an effective Honors Program
Progress: Canceled
Provided By: Liberal Arts
Participants: Dean of Liberal Arts (Mahoney, Sandra)
Budget Information: none (existing)
Start: 11/1/2016
End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
4.0: Retention- Aggregated Liberal Arts Majors

Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Liberal Arts
Participants: Division Head, Liberal Arts (Unassigned)

Objective With Intended Outcomes
Maintain Fall to Fall retention of all students declaring a major within the Liberal Arts Division.

Assessment/Evaluation/Measures/Strategies
Note: Objective 4.0 with aggregated Liberal Arts retention data replaces individual program data calculated in Objectives 4.1, 4.2, 4.3, 4.4, 4.7, and 4.8. The primary reason for this is that students often change their majors leading to a retention decrease within an individual program. Using the aggregated data will compensate for the loss of students to some degree if they change their major to a different Liberal Arts Major.

The Student Retention Profile derived from the Institutional Research Query Tools Database was used to set a preliminary benchmark using a running average from 2012-2013 to 2014-2015 calculating both the mean and median for all students enrolled in the following programs (see Table 1).

<table>
<thead>
<tr>
<th>Year</th>
<th>No. Students Initial</th>
<th>No. Students Retained</th>
<th>Graduates</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12-13</td>
<td>182</td>
<td>70</td>
<td>103</td>
<td>38.46</td>
</tr>
<tr>
<td>Year 13-14</td>
<td>222</td>
<td>70</td>
<td>116</td>
<td>31.53</td>
</tr>
<tr>
<td>Year 14-15</td>
<td>265</td>
<td>88</td>
<td>111</td>
<td>33.21</td>
</tr>
<tr>
<td>Totals</td>
<td>669</td>
<td>228</td>
<td>330</td>
<td>34.08</td>
</tr>
</tbody>
</table>

As a result, for AY 2016-2017 assessment year that is assessing AY 15-16 to 16-17 retention, a benchmark of 34.08% will be used based on the data in Table 1. A current retention rate that is greater than or equal 34.08% will be considered as meeting this objective. Please note that the one-year retention calculation runs one year behind so that the assessment may be completed during the June through August time frame as dictated by the LSU Eunice Planning and Evaluation Cycle.
Assessment/Evaluation Results (Progress Report)  
For AY 2015-2016 assessing AY 2014-15 to 2015-2016 retention, this objective was met.

For AY 2016-2017 assessing AY 2015-16 to AY 2016-17 Liberal Arts retention, data on the numbers of initial students, retained students, actual percentages, and graduates were obtained from Institutional Research and are shown in Table 1.

<table>
<thead>
<tr>
<th>Major</th>
<th>Major Code</th>
<th>Initial Fa 15</th>
<th>Retained to Fa 16</th>
<th>Graduates using Fall 16 Factbook</th>
<th>Percent Retention Subtracting Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts LA Trfr Mass Comm</td>
<td>AATC</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>66.67</td>
</tr>
<tr>
<td>Arts Transfer Fine Arts</td>
<td>AATF</td>
<td>10</td>
<td>3</td>
<td>1</td>
<td>33.33</td>
</tr>
<tr>
<td>Assc Arts LA Transfer Business</td>
<td>AATB</td>
<td>51</td>
<td>20</td>
<td>12</td>
<td>51.28</td>
</tr>
<tr>
<td>Assc Arts LA Trfer Humanities</td>
<td>AATH</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>33.33</td>
</tr>
<tr>
<td>Assc Arts LA Trfer Soc Science</td>
<td>AATS</td>
<td>15</td>
<td>3</td>
<td>3</td>
<td>25.00</td>
</tr>
<tr>
<td>Assc Arts LA Transfer CJ</td>
<td>AATJ</td>
<td>9</td>
<td>1</td>
<td>none</td>
<td>11.11</td>
</tr>
<tr>
<td>Associate of General Studies</td>
<td>GSA</td>
<td>121</td>
<td>25</td>
<td>87</td>
<td>73.53</td>
</tr>
<tr>
<td>Education - Undecided</td>
<td>EDUN</td>
<td>13</td>
<td>5</td>
<td>--</td>
<td>38.46</td>
</tr>
<tr>
<td>Undecided - Liberal Arts</td>
<td>UNLA</td>
<td>none</td>
<td></td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Sociology</td>
<td>SOCL</td>
<td>5</td>
<td>1</td>
<td>--</td>
<td>20.00</td>
</tr>
<tr>
<td>Psychology</td>
<td>PSYC</td>
<td>28</td>
<td>12</td>
<td>--</td>
<td>42.86</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>260</td>
<td>73</td>
<td>105</td>
<td>47.10</td>
</tr>
</tbody>
</table>

Given that the observed retention of 47.10% > the benchmark from 12-13 to 14-15 (in Table 1) of 34.08%, Objective 4.1 is met.

Improvement Plan/ Changes Made
No changes planned. A new Dean has taken over Liberal Arts and will make program and faculty decisions during AY 17-18.

Completed by Paul Fowler on 11/22/17.

Related Items
4: Retention of Liberal Arts Majors
Progress: Completed
Provided By: Liberal Arts
Participants: Dean of Liberal Arts (Mahoney, Sandra)
Budget Information: existing
Start: 11/1/2016
End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

AA/LT

1.1: Maintain an effective Associate of Arts, Louisiana Transfer program
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: AA/LT
Participants:

Objective With Intended Outcomes
Maintain Fall to Fall retention of all students declaring their chosen major as the Associate of Arts Louisiana Transfer determined by historical standards.

Assessment/Evaluation/Measures/Strategies
The Student Retention Profile derived from the Institutional Research Query Tools Database was used to set a preliminary benchmark using AY 12-13 to AY 15-16 retention. Initially, there were 135 students; retained 51 students; graduated 45 students. As a result, the preliminary retention benchmark is 51/ (135-45) = 57%. Please note that the current retention calculation runs one year behind so that the assessment may be completed during the June through August time frame as dictated by the LSU Eunice Planning and Evaluation Cycle.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective did not exist.

For AY 2016-2017, assessing retention from AY 2015-2016 to AY 2016-2017 using the student profile from Institutional Research yielded the following:
Initial 83 students; retained one year 30 students; graduating 18 students. As a result, the one-year retention was \( \frac{30}{(83-18)} = 46\% \).

Given that the observed retention of 46\% < the preliminary benchmark of 57\%, the is objective is tentatively not met (given the one-year preliminary benchmark).

- **AALT Retention**

**Improvement Plan/ Changes Made**
Monitor data since this is the first time this data has been broken out.

Completed by Paul Fowler on 11/24/17.

**Related Items**

1. **Maintain an effective Associate of Arts, Louisiana Transfer Program**
   - **Progress:** Completed
   - **Provided By:** AA/LT
   - **Participants:**
   - **Budget Information:** existing
   - **Start:** 11/1/2016
   - **End:** 10/30/2017

   - 1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
   - 2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
   - 3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
   - 4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

**Care and Development of Young Children**

1.1: CDYC Competence
   - **Start:** 11/1/2016
Objective With Intended Outcomes
Upon the completion of the Associate of Science in Care and Development of Young Children program, graduates will possess the knowledge necessary to be successful as entry level instructors. A Spring 2017 syllabus is attached.

- EDCI 2900 Syllabus

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
4. Guidance
5. Professional Development

The student also assesses their own learning using the last three questions in a section entitled Student’s learning goals and assessment of progress. Students can be scored from 1-5 with 1 indicating very low/weak criterion performance and 5 very high/strong performance. Evaluators could also select CJ as an option; can’t judge. Success is defined as a 3 or higher.

The evaluation is given in the Spring semesters only at the end of the students curriculum. All students in the course are evaluated using this method.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective was met.

For AY 2016-2017, there were three students registered in EDCI 2900 as of the census day for Spring 2017. Data on each students was collected using multiple assessments and observations (see attached table). The results were as follows:

- Knowledge = 5/5
- Professionalism = 5/5
- Relationships = 5/5
- Guidance = 5/5
- Professional Development = 4.67/5
- Overall for the three students = 4.93/5

Since the observed overall score of 4.93 > the benchmark of 3.0, this objective is met.

- Copy of cdyc data 17
Improvement Plan/ Changes Made
Effective AY 2017-2018, the faculty will include a second set of knowledge based objective data to assist in measuring the outcomes for the program.

In addition, the Director of Institutional Effectiveness notified the EDCI 2900 instructor that the outcomes she is measuring are not specifically stated in the syllabus. In fact, there are other objectives, but they are, in fact, different. This should be corrected. In addition, the faculty have agreed to include additional data from another course measure content knowledge objectively.

Completed by Paul Fowler on 11/22/17.

Related Items
1: Maintain a Care and Development of Young Children program.
   **Progress:** Completed
   **Provided By:** Care and Development of Young Children
   **Participants:** Dean of Liberal Arts (Mahoney, Sandra)
   **Budget Information:** No additional funds requested
   **Start:** 11/1/2016
   **End:** 10/30/2017

   1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

   4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

1.2: CDYC Placement
   **Start:** 11/1/2016
   **End:** 10/30/2017
   **Progress:** Completed
   **Provided By:** Care and Development of Young Children
   **Participants:** Dean of Liberal Arts (Mahoney, Sandra)

   **Objective With Intended Outcomes**
Upon graduation, Care and Development of Young Children majors will either be employed in the field or will continue their education.

**Assessment/Evaluation/Measures/Strategies**
Graduating students for a given semester are contacted via telephone by Office of Career Services approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year.

Benchmark is set at 50.5% from spring 2010 through spring 2015 data and continues to be in the process of being established due to the limited number of graduates in the program.

Note that this program is being restructured by the State of Louisiana. This knowledge (and uncertainty) is affecting the number of students enrolling and ultimate placement.

**Assessment/Evaluation Results (Progress Report)**
For AY 2015-2016, this objective was met.

For AY 2016-2017, placement data from AY 2015-2016 was obtained six months after the semester ended. A total of 5 students graduated in spring 2016 as Table 1 indicates with 3 (60%) being employed in the field and 0 (0%) continuing their education. However, Career Services could not contact one student so students employed in the field could be as high as 75%.

<table>
<thead>
<tr>
<th>Table 1. Care and Development of Young Children Placement Rates.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>SP 10</td>
</tr>
<tr>
<td>FA 10 - SP 11</td>
</tr>
<tr>
<td>FA 11 - SP 12</td>
</tr>
<tr>
<td>FA 12 - SP 13</td>
</tr>
<tr>
<td>FA 13 - SP 14</td>
</tr>
<tr>
<td>FA 14 - SP 15</td>
</tr>
<tr>
<td>FA 15 - SP 16</td>
</tr>
<tr>
<td>Mean</td>
</tr>
</tbody>
</table>

Note: Due to program restructuring, placement data may be affected.
Given that the employment rate in the field is between 60% > mean for all students at 50.5%, Objective 1.2 is met.

**Improvement Plan/ Changes Made**  
Continue to monitor the number of students in the program and the changes made by the state.

Completed by Paul Fowler on 11/22/17.

**Related Items**

1. Maintain a Care and Development of Young Children program.  
   **Progress:** Completed  
   **Provided By:** Care and Development of Young Children  
   **Participants:** Dean of Liberal Arts (Mahoney, Sandra)  
   **Budget Information:** No additional funds requested  
   **Start:** 11/1/2016  
   **End:** 10/30/2017

   1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

   4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

**1.3: CDYC Retention**

**Start:** 11/1/2016  
**End:** 10/30/2017  
**Progress:** Completed  
**Provided By:** Care and Development of Young Children  
**Participants:**

**Objective With Intended Outcomes**  
Maintain Fall to Fall retention of all students declaring their chosen as major as Care and Development of Young Children.

**Assessment/Evaluation/Measures/Strategies**
The Student Retention Profile derived from the Institutional Research Query Tools Database was used to set the benchmark as a 2007-2008 to 2014-2015 running average of retention calculating both the mean and median for all students enrolled in the CDYC program (see Table 1). 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. CDYC Enrollment and Retention for Years Indicated

<table>
<thead>
<tr>
<th>Initial Year</th>
<th>% Retained Fall</th>
<th>No of initial students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>40</td>
<td>38</td>
</tr>
<tr>
<td>2008</td>
<td>54</td>
<td>41</td>
</tr>
<tr>
<td>2009</td>
<td>46</td>
<td>61</td>
</tr>
<tr>
<td>2010</td>
<td>39</td>
<td>54</td>
</tr>
<tr>
<td>2011</td>
<td>47</td>
<td>43</td>
</tr>
<tr>
<td>2012</td>
<td>44</td>
<td>36</td>
</tr>
<tr>
<td>2013</td>
<td>44</td>
<td>48</td>
</tr>
<tr>
<td>2014</td>
<td>42</td>
<td>38</td>
</tr>
<tr>
<td>2015</td>
<td>50</td>
<td>34</td>
</tr>
<tr>
<td>mean</td>
<td>44.5</td>
<td>44.9</td>
</tr>
<tr>
<td>median</td>
<td>44</td>
<td>42</td>
</tr>
<tr>
<td>s.d.</td>
<td>4.7</td>
<td>8.8</td>
</tr>
</tbody>
</table>

Note: 2015 is the year actually being assessed and is not included in the statistics at the bottom of Table 1.

Table 1 indicates that a retention between 44% and 44.5% is appropriate for a benchmark given past history. As a result, a retention rate greater than or equal to 44 is considered as meeting this objective.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016 assessing retention from AY 2014-15 to AY 2015-16, this objective was met.

For AY 2016-2017 assessing retention from AY 2015-2016 indicated in Table 1, there was a raw retention rate of 34% given the initial 50 students in the CDYC program. However, according to the Factbook from Fall 2016, 5 CDYC students graduated and need to be removed from the overall initial total. As a result, 17 students retained divided by 45 (instead of 50) students yields a 38% retention rate.

Since the observed retention rate of 38% < the benchmark of 44%, this objective is not met.

Improvement Plan/Changes Made
On November 21, 2017, the Director of Institutional Effectiveness had a meeting with the CDYC Coordinator and she mentioned that the State of Louisiana is still changing requirements for dealing with young children. The state has been dragging out changes to this program for several years now. This, in effect, is affecting enrollment due to the fact that some students do not want to earn a credential that will be out of date when they...
graduate. Unfortunately, what the state wants for credentials continues to be a moving target and may continue to be a moving target for the next few years.

The University does wish to continue marketing the program in an effort to attract students in the face of change. Data will continue to be monitored until the state makes final decisions.

Table 1 will be updated next year to show the number of graduates.

Completed by Paul Fowler on 11/22/17.

Related Items

1. Maintain a Care and Development of Young Children program.
   Progress: Completed
   Provided By: Care and Development of Young Children
   Participants: Dean of Liberal Arts (Mahoney, Sandra)
   Budget Information: No additional funds requested
   Start: 11/1/2016
   End: 10/30/2017

- Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

- Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

- Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.

- Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

General Studies

1.1: GSA - Retention
   Start: 11/1/2016
   End: 10/30/2017
   Progress: Completed
Objective With Intended Outcomes
Maintain Fall to Fall retention of all students declaring their chosen as major as the Associate of General Studies determined by historical standards.

Assessment/Evaluation/Measures/Strategies
The Student Retention Profile derived from the Institutional Research Query Tools Database was used to set a preliminary benchmark using AY 12-13 to AY 15-16 retention. Initially, there were 348 students; retained 96 students; graduated 285 students. As a result, the preliminary retention benchmark is $\frac{96}{285} = 28\%$. If the retention is calculated by removing the graduates, then it becomes $\frac{96}{348-285} = 150\%$. The retention of 150% is not feasible, but indicates that a number of students changed their major to GSA and were not included in the initial number. As a result, the 28% will be used as a preliminary benchmark. Methodology will be discussed with the Dean of Liberal Arts.

Please note that the one-year retention calculation runs one year behind so that the assessment may be completed during the June through August time frame as dictated by the LSU Eunice Planning and Evaluation Cycle.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective did not exist.

For AY 2016-2017, assessing retention from AY 2015-2016 to AY 2016-2017 using the student profile from Institutional Research yielded the following:

According to Institutional Research: initial 121 students; retained one year 25 students; graduating 87 students. As a result, the one-year retention was $\frac{25}{121-87} = 74\%$.

Given that the observed retention of 75% > the preliminary benchmark of 27+, the is objective is tentatively met (given the one-year preliminary benchmark).

- **GSA Retention**

Improvement Plan/ Changes Made
Method for determining subtracting out graduates will be discussed with the Dean of Liberal Arts.

Completed by Paul Fowler on 11/24/17.

Related Items
1. Maintain an effective General Studies Program

   **Progress**: Completed

   **Provided By**: General Studies

   **Participants**: General Studies

   **Budget Information**: existing

   **Start**: 11/1/2016

   **End**: 10/30/2017
1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

**Honors**

1.1: Honors learning community environment

**Start:** 11/1/2016  
**End:** 10/30/2017  
**Progress:** Completed  
**Provided By:** Honors  
**Participants:**

**Objective With Intended Outcomes**

Create a learning community environment for the student that will cultivate attainment of knowledge, foster critical thinking, and develop research skills.

This objective will be assessed using the HNRS 1001 student learning outcomes (SLOs): Upon successful completion of this course, the student will

1. Demonstrate knowledge of the requirements needed for his or her profession.  
2. Demonstrate a comprehensive knowledge of the library and its resources.  
3. Receive knowledge of service projects available in the area.  
4. Provide an oral presentation incorporating a technological component.

The [HNRS 1001 syllabus](#) is attached for reference.

- [1001_Honors_Syllabus_Fall_2016](#)

**Assessment/Evaluation/Measures/Strategies**

Students will be assessed using the portfolio generated by each student containing information on each of the four outcomes. The benchmark set is 70%. The 70% is the lowest "average" grade of C that will transfer to other institutions of higher education.

All students enrolled in the course will be assessed (i.e. no sampling).
Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective was delayed.

For AY 2016-2017, the one course was offered in Fall 2016 with 16 students enrolled on the census day. All 16 students were assessed on each of the SLOs through their portfolios achieving a 100% overall and for each of the individual objectives (see email of data summary).

Given that the observed average is 100% > the benchmark of 70%, this objective is met.

- [HNRS_1001_01_SLO_fa_16_from_billy](HNRS_1001_01_SLO_fa_16_from_billy)

Improvement Plan/ Changes Made
In the future, a little more detail about the contents of the portfolio and how it's graded along with some documentation will be included in this objective.

Completed by Paul Fowler on 11/22/17.

Related Items
1. Maintain an effective Honors Program
   Progress: Completed
   Provided By: Honors
   Participants: 
   Budget Information: none (existing)
   Start: 11/1/2016
   End: 10/30/2017

   1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

   4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

1.2: Honors leadership experiences
Start: 11/1/2016
End: 10/30/2017
Progress: Canceled
Provided By: Honors
Participants:

Objective With Intended Outcomes
Provide the student with opportunities for leadership and/or service-learning experiences in HNRS 1001 and HNRS 2001.

Assessment/Evaluation/Measures/Strategies
Students will maintain a log of leadership and service learning in HNRS 1001 AND HNRS 2001. The log will give the date and description of the activity.

Assessment/Evaluation Results (Progress Report)
Leadership project cancelled for AY 16-17.

Improvement Plan/ Changes Made

Related Items
1: Maintain an effective Honors Program
   Progress: Completed
   Provided By: Honors
   Participants:
   Budget Information: none (existing)
   Start: 11/1/2016
   End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
Objective With Intended Outcomes
Upon the completion of the curriculum, students will demonstrate proficiency with the theories and practices of criminal justice.

This objective is supported by the Student Learning Outcomes (SLOs) in CJ 2153 Criminal and Related Law. They are: Upon completion of this course, the student will be able to:

1. Demonstrate an understanding of the historical foundations of modern American criminal law to include English common law, Napoleonic Civil law, and Canon law.
2. Demonstrate an understanding of the various types of offenses, the elements of those offenses, and levels of proof required to prove guilt.
3. Demonstrate an understanding of criminal culpability, legal responsibility, incomplete offenses, parties to offenses, and constitutional limitations.
4. Demonstrate ability to critically analyze contemporary and historical criminal issues and provide a logical reasoning in order to apply a point of view regarding the issue to social justice.

This objective is also supported by the SLOs in CJ 2131 Police Process. The SLOs are: Upon completion of this course, the student will be able to:

1. Demonstrate an understanding of the roles, responsibilities, and functions of contemporary law enforcement; historical foundations of the modern American police system; qualifications required to be a law enforcement officer.
2. Demonstrate an understanding of the policies and procedures governing law enforcement and the constitutional limitations imposed to balance citizen’s rights versus law enforcement operations.

Assessment/Evaluation/Measures/Strategies
For CJ 2153, the first three outcomes were assessed using a final exam for the course. The last outcome was assessed through seven writing assignments throughout the course. Every student in both online accelerated sections were assessed (i.e. no sampling).

For CJ 2131, the two outcomes were assessed on the final exam. All students remaining in the course taking the final exam were assessed (i.e. no sampling).
The benchmark is 70% which was established because it is the lowest C (average) grade that can transfer to other institutions of higher education in the state.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective was tentatively met. There was a low n of 14 which was causing issues with the percentages.

For AY 2016-2017, a total of two sections offered during fall 2016 with 28 students enrolled total on the Census Days for each mini session. Both sections were accelerated online sections - C1 being offered in the first eight weeks and C6 being offered in the second eight weeks. A total of 24 students were assessed using the final exam for Outcomes 1-3 and through multiple writing assignments for Outcome 4. Students scored the following:

- Outcome 1 = 85%
- Outcome 2 = 80%
- Outcome 3 = 78%
- Outcome 4 = 89%
- Overall = 83%

Given that the students scored an average of 83% > the benchmark of 70%, this part of the objective is met.

For CJ 2131, there were 12 students enrolled on the Census Day for spring 2017 in the one online accelerated section. A total of 10 (83%) of the students enrolled initially were assessed on the final exam using embedded SLO questions. The students scored the following (reported data attached):

- Overall mean = 89%
- Outcome 1 mean = 89%
- Outcome 2 mean = 89%

Since the observed score for CJ 2131 of 89% > the benchmark of 70%, this part of the objective is met.

Since both overall means on the SLO questions > the benchmark of 70%, Objective 2.1 is met.

- CJ 2131.C6_SP2017-SLO

Improvement Plan/ Changes Made
No changes planned.

Completed by Paul Fowler on 11/28/17.

Related Items
- 2: Maintain an effective Criminal Justice Program.
  Progress: Completed
  Provided By: Criminal Justice
  Participants: Dean of Liberal Arts (Mahoney, Sandra)
**Budget Information:** Existing (no additional funds requested)

**Start:** 11/1/2016  
**End:** 10/30/2017

1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

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**2.2: CJ Placement**

**Start:** 11/1/2016  
**End:** 10/30/2017  
**Progress:** Completed  
**Provided By:** Criminal Justice  
**Participants:** Dean of Liberal Arts (Mahoney, Sandra)

**Objective With Intended Outcomes**

Upon graduation, Criminal Justice majors will either be employed in the field or will continue their education.

**Assessment/Evaluation/Measures/Strategies**

Graduating students for a given semester are contacted via telephone by Office of Career Services approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year.

Benchmark is currently set at 42% (the sum of those placed in field and those continuing education) from spring 2010 through spring 2015 data and continues to be established due to the limited number of graduates in the program (see Table 1 below).

**Assessment/Evaluation Results (Progress Report)**

For AY 2015-2016 that analyzed data from spring 2015, this objective was met.

For AY 2016-2017 which analyzes data from AY 2015-2016, a total of 18 students graduated with four (22%) of them being employed in the field and three (17%) continuing their education (see Table 1). However, 6 (33%) students could not be contacted so 4/12 (33%) were employed in the field and
three (25%) were continuing their education. Note that while AY 2015-2016 is contained in Table 1, it is not contained in the mean at the bottom since it is being assessed.

<table>
<thead>
<tr>
<th>Semester</th>
<th>n/%</th>
<th>Grads</th>
<th>Employed not in Field</th>
<th>Employed in Field</th>
<th>Unemployed</th>
<th>Continuing Education</th>
<th>Unable to Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP 10</td>
<td></td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
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<td>1</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td>33</td>
<td>33</td>
<td>0</td>
<td>0</td>
<td>33</td>
</tr>
<tr>
<td>FA 10 - SP 11</td>
<td>n</td>
<td>14</td>
<td>5</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td>36</td>
<td>43</td>
<td>0</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>FA 11 - SP 12</td>
<td>n</td>
<td>18</td>
<td>9</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td>50</td>
<td>17</td>
<td>6</td>
<td>17</td>
<td>11</td>
</tr>
<tr>
<td>FA 12 - SP 13</td>
<td>n</td>
<td>18</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td>39</td>
<td>33</td>
<td>6</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>FA 13 - SP 14</td>
<td>n</td>
<td>16</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td>19</td>
<td>13</td>
<td>6</td>
<td>38</td>
<td>25</td>
</tr>
<tr>
<td>FA 14 - SP 15</td>
<td>n</td>
<td>13</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td>23</td>
<td>15</td>
<td>8</td>
<td>31</td>
<td>23</td>
</tr>
<tr>
<td>FA 15 - SP 16</td>
<td>n</td>
<td>18</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td>17</td>
<td>22</td>
<td>11</td>
<td>17</td>
<td>33</td>
</tr>
<tr>
<td>Mean</td>
<td></td>
<td>13.8</td>
<td>5.0</td>
<td>3.6</td>
<td>0.6</td>
<td>2.2</td>
<td>2.4</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td>33.3</td>
<td>25.7</td>
<td>4.2</td>
<td>16.3</td>
<td>20.6</td>
</tr>
</tbody>
</table>

Given that between 39% and 58% were either employed and 25% were continuing their education and that the 58% (with those who could not be contacted) > the mean for all students for all students in Table 1 (42%), Objective 2.2 is met.

**Improvement Plan/ Changes Made**
Monitor data given the low n. Also, this area has been reorganized to include two departments. This may be partially affecting the number of students in the program. There has also be a change in directors in recent years.

Completed by Paul Fowler on 11/22/17.

**Related Items**

- 🌟: Maintain an effective Criminal Justice Program.
  - **Progress:** Completed
  - **Provided By:** Criminal Justice
Participants: Dean of Liberal Arts (Mahoney, Sandra)
Budget Information: Existing (no additional funds requested)
Start: 11/1/2016
End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

2.3: CJ Retention
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Criminal Justice
Participants:

Objective With Intended Outcomes
Maintain Fall to Fall retention of all students declaring their chosen as major as Criminal Justice (Associate's).

Assessment/Evaluation/Measures/Strategies
The Student Retention Profile derived from the Institutional Research Query Tools Database was used to set the benchmark as a running average from 2004-2005 to 2014-2015. The values in Table 1 indicate the retention for all students enrolled in the program.

Table 1 indicates that a benchmark of 41.6% to 42% 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. CJ Enrollment and Retention for Years Indicated

<table>
<thead>
<tr>
<th>Initial Year</th>
<th>% Retained Fall</th>
<th>No of initial students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>35</td>
<td>91</td>
</tr>
<tr>
<td>2005</td>
<td>42</td>
<td>72</td>
</tr>
<tr>
<td>2006</td>
<td>50</td>
<td>62</td>
</tr>
<tr>
<td>2007</td>
<td>39</td>
<td>71</td>
</tr>
<tr>
<td>2008</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>2009</td>
<td>42</td>
<td>79</td>
</tr>
<tr>
<td>2010</td>
<td>44</td>
<td>80</td>
</tr>
<tr>
<td>2011</td>
<td>44</td>
<td>75</td>
</tr>
<tr>
<td>2012</td>
<td>37</td>
<td>79</td>
</tr>
<tr>
<td>2013</td>
<td>32</td>
<td>71</td>
</tr>
<tr>
<td>2014</td>
<td>33</td>
<td>58</td>
</tr>
<tr>
<td>2015</td>
<td>38</td>
<td>56</td>
</tr>
<tr>
<td>mean</td>
<td>41.6</td>
<td>72.5</td>
</tr>
<tr>
<td>median</td>
<td>42</td>
<td>72</td>
</tr>
<tr>
<td>s.d.</td>
<td>8.1</td>
<td>9.9</td>
</tr>
</tbody>
</table>

Given that the 2015 years is being assessed, it is not included in the statistics at the bottom of Table 1.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016 assessing retention for AY 2014-15 to AY 2015-16, this objective was met.

For AY 2016-2017 assessing retention for AY 2015-16 to AY 2016-17, data on initial students, retained students, and those graduating was obtained from Institutional Research. As shown in Table 1, the raw retention rate of 38% is based on the initial 56 students for Fall 2015; however, 18 students graduated in Spring 2016. As a result, the retention (compensating for those who graduated) is 21/(56 - 18) = 55.26%.

Given that the observed retention of 55.26% > the benchmark of 41.6-42%, this objective is met.

Improvement Plan/ Changes Made
No changes planned. Tables will be updated to reflect the number of graduates.

Completed by Paul Fowler on 11/22/17.
2: Maintain an effective Criminal Justice Program.

Progress: Completed
Provided By: Criminal Justice
Participants: Dean of Liberal Arts (Mahoney, Sandra)
Budget Information: Existing (no additional funds requested)
Start: 11/1/2016
End: 10/30/2017

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Fire and Emergency Services

5.1: Fire and Emergency Services - Professional Competency

Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Fire and Emergency Services
Participants: Dean of HSBT (McDonald, Dottie)

Objective With Intended Outcomes
Upon successful completion of the curriculum, students will demonstrate the technical knowledge and skills as a Fire and Emergency Service professional.

This outcome will be assessed using two courses taken toward the end of the FES program. First, online FSCI 2152 Principles of Fire and Emergency Services Safety and Survival (syllabus attached) The outcomes are: Upon completion of this course, the student will be able to:
1. Identify and explain the 16 life safety initiatives.
2. Understand the concepts of risk management and mitigation as it pertains to emergency services.

Second, online FSCI 2155 Fire Protection Systems and Equipment was used (syllabus attached). The outcomes are: Upon completion of this course, the student will be able to:
1. Identify and describe various types and uses of fire protection systems.
2. Describe the basic elements of a public water supply system as it relates to fire protection.

- Syllabus FSCI 2152 FA 2016 (FESHE) (8)
- Syllabus FSCI 2155 Fire Protection Sys and Equipment SP 17 (FESHE) (2)

Assessment/Evaluation/Measures/Strategies
Students in each of the courses will be assessed using the final exam through embedded SLO question. All students in each course will be assessed (i.e. no sampling).

A 70% benchmark was established as the lowest acceptable average grade in case a student wanted to transfer to a four-year institution.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective was met.

For AY 2016-2017, one section of FSCI 2152 was offered in the fall as an eight week accelerated online course. On census day, there were 20 students registered for the course. A total of 19 students (95%) were assessed on the final exam using embedded SLO questions. The instructor filed an Outcome Form indicating that:
- the average for the students on outcome 1 was 84%
- the average for the students on outcome 2 was 93%

Next, one section of FSCI 2155 was offered in the spring as an eight week accelerated online course. On census day, a total of 10 students were enrolled. A total of 10 (100%) students were assessed on the final exam using embedded SLO questions. The instructor filed an Outcome Form indicating that:
- the average for the students on outcome 1 was 99%
- the average for the students on outcome 2 was 100%

Given that the observed values on the SLO were all > the benchmark of 70%, this objective is met.

- Outcomes report for FSCI 2155.C6 SP2017

Improvement Plan/ Changes Made
The faculty member will continue to make an effort to present material in an engaging way and encourage participation in discussion forums.
Related Items

5: Maintain an effective fire science program

Progress: Completed
Provided By: Fire and Emergency Services
Participants: Dean of HSBT (McDonald, Dottie)
Budget Information: none
Start: 11/1/2016
End: 10/30/2017

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4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

5.2: Fire and Emergency Services Employment

Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Fire and Emergency Services
Participants: Dean of HSBT (McDonald, Dottie)

Objective With Intended Outcomes
Upon graduation, Fire and Emergency Services majors will either be employed in the field or will continue their education.

Assessment/Evaluation/Measures/Strategies
Graduating students for a given semester are contacted via telephone by Office of Career Services approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year.

Benchmark is set at 73% from spring 2010 through spring 2015 academic year data from those employed in field or continuing education.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016 based on spring 2015 data, this objective was met.
For AY 2016-2017, based on spring 2016 graduate data, a total of 33 students graduated from the program. A total of 27 (82%) were employed in the field and one (3%) were continuing their education (see Table 1) when they were contacted by career services six months after graduating.

Table 1. Fire and Emergency Services Placement Rates.

<table>
<thead>
<tr>
<th>Semester</th>
<th>n</th>
<th>Grads</th>
<th>Employed not in Field</th>
<th>Employed in Field</th>
<th>Unemployed</th>
<th>Continuing Education</th>
<th>Unable to Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP 10</td>
<td>n</td>
<td>15</td>
<td>2</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td>13%</td>
<td>53%</td>
<td>0</td>
<td>0</td>
<td>33%</td>
</tr>
<tr>
<td>FA 10 - SP 11</td>
<td>n</td>
<td>33</td>
<td>4</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td>12%</td>
<td>61%</td>
<td>0</td>
<td>0</td>
<td>24%</td>
</tr>
<tr>
<td>FA 11 - SP 12</td>
<td>n</td>
<td>30</td>
<td>5</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td>17%</td>
<td>83%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>FA 12 - SP 13</td>
<td>n</td>
<td>35</td>
<td>9</td>
<td>22</td>
<td>6</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td>26%</td>
<td>63%</td>
<td>6</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>FA 13 - SP 14</td>
<td>n</td>
<td>33</td>
<td>2</td>
<td>30</td>
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<td>1</td>
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<tr>
<td></td>
<td>%</td>
<td></td>
<td>6%</td>
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<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>FA 14 - SP 15</td>
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<td>21</td>
<td>2</td>
<td>5</td>
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</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td>0%</td>
<td>70%</td>
<td>7</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>FA 15 - SP 16</td>
<td>n</td>
<td>33</td>
<td>1</td>
<td>27</td>
<td>0</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td>4.4%</td>
<td>82%</td>
<td>0</td>
<td>3</td>
<td>12%</td>
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<tr>
<td>Mean</td>
<td>n</td>
<td>29.2</td>
<td>4.4</td>
<td>21.0</td>
<td>0.4</td>
<td>0</td>
<td>3.2</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td>12.3%</td>
<td>70.2%</td>
<td>2.1%</td>
<td>2.8%</td>
<td>12.2%</td>
</tr>
</tbody>
</table>

Give that 93% of the students were either employed in the field or continuing their education > the mean for all students according to Table 1 (73%), Objective 5.2 is met.

**Improvement Plan/ Changes Made**
No changes planned. The Dean of Liberal Arts is monitoring the number of students in the program.

**Related Items**

- 🎉5: Maintain an effective fire science program
  - **Progress:** Completed
  - **Provided By:** Fire and Emergency Services
  - **Participants:** Dean of HSBT (McDonald, Dottie)
Budget Information: none
Start: 11/1/2016
End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

5.3: Fire and Em Services - Retention
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Fire and Emergency Services
Participants:

Objective With Intended Outcomes
Maintain Fall to Fall retention of all students declaring their chosen major as Fire and Emergency Services.

Assessment/Evaluation/Measures/Strategies
The Student Retention Profile derived from the Institutional Research Query Tools Database was used to set the benchmark as a running average from 2008-2009 to 2014-2015. The values in Table 1 indicate the retention for all students enrolled in the program.

Table 1 indicates that a benchmark of 41.37% to 42% is appropriate allowing for fluctuations in enrollment. Please note that the one-year retention calculation runs one year behind so that the assessment may be completed during the June through August time frame as dictated by the LSU Eunice Planning and Evaluation Cycle.
Table 1. Retention of all CJ Majors for Years Shown.

<table>
<thead>
<tr>
<th>Initial Year</th>
<th>Initial Enrollment</th>
<th>Retained One Year</th>
<th>Graduates at end of Initial Year</th>
<th>Percent Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>103</td>
<td>44</td>
<td>33</td>
<td>42.72</td>
</tr>
<tr>
<td>2009</td>
<td>95</td>
<td>41</td>
<td>29</td>
<td>43.16</td>
</tr>
<tr>
<td>2010</td>
<td>87</td>
<td>31</td>
<td>33</td>
<td>35.63</td>
</tr>
<tr>
<td>2011</td>
<td>69</td>
<td>25</td>
<td>33</td>
<td>36.23</td>
</tr>
<tr>
<td>2012</td>
<td>50</td>
<td>21</td>
<td>32</td>
<td>42.00</td>
</tr>
<tr>
<td>2013</td>
<td>45</td>
<td>17</td>
<td>37</td>
<td>37.78</td>
</tr>
<tr>
<td>2014</td>
<td>48</td>
<td>25</td>
<td>35</td>
<td>52.08</td>
</tr>
<tr>
<td>2015</td>
<td>26</td>
<td>6</td>
<td>33</td>
<td>23.08</td>
</tr>
<tr>
<td>Mean</td>
<td>71.00</td>
<td>29.14</td>
<td>33.14</td>
<td>41.37</td>
</tr>
<tr>
<td>Median</td>
<td>69.00</td>
<td>25.00</td>
<td>33.00</td>
<td>42.00</td>
</tr>
<tr>
<td>S.D.</td>
<td>24.17</td>
<td>10.11</td>
<td>2.48</td>
<td>5.66</td>
</tr>
</tbody>
</table>

Because AY 2015-2016 is being assessed, it is not contained in the statistics at the bottom of Table 1.

**Assessment/Evaluation Results (Progress Report)**
For AY 2015-2016, this objective did not exist.

For AY 2016-2017 assessing the retention from AY 2015-2016 to AY 2016-2017, Institutional Research provided data on the initial number of students, the number retained, and the number graduated. As Table 1 above indicates, there were 26 students in the program initially with 6 retained for a retention rate of 23%. Table 1 also shows a rather serious decrease in the number of students seeking the Fire and Emergency Service Degree. This partially may be due to the fact that the coordinator resigned a few years ago and the department was restructured into Liberal Arts from Business and Technology.

Given that the observed rate of 23% < the benchmark of 41.37%, this objective is not met.

**Improvement Plan/Changes Made**
Data will be shared with the Dean of Liberal Arts and the Coordinator overseeing the Public Safety and Protection Department.

The Program Director and the Dean intend on completing the following to increase enrollment and retention:
1) Maintain continuity within the program. In fall 2017, a new Coordinator was hired. The goal is to offer the Coordinator a new contract.
2) Hire additional faculty members. Currently there is only one faculty member teaching. The goal is to provide students with different professors with different experiences.
3) Educate the community regarding the benefits of LSU Eunice as compared to the competition (Columbia Southern not regionally accredited).

Completed by Paul Fowler on 11/22/17.

Related Items

5: Maintain an effective fire science program

**Progress:** Completed
**Provided By:** Fire and Emergency Services
**Participants:** Dean of HSBT (McDonald, Dottie)
**Budget Information:** none
**Start:** 11/1/2016
**End:** 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

Library

1.1: To hire a digital services / systems librarian

**Start:** 11/1/2016
**End:** 10/30/2017
**Progress:** Canceled
**Provided By:** Library
**Participants:** Director of the Library (Jobe-Ganucheau, Cassie)
Objective With Intended Outcomes
Objective is to hire a digital services / systems librarian; once the position is filled, library will have complete staff and can better accommodate the growing use of information technology.

Assessment/Evaluation/Measures/Strategies
Assessment or evaluation of this personnel objective will be accomplished when this position has actually been filled and the objective accomplished.

Assessment/Evaluation Results (Progress Report)

Improve Plan/ Changes Made

Director of IE’s Note: The new Director of the Library began the job just as Fall 2017 was to begin. She cancelled this goal and objective until she can do an evaluation of personnel needed.

Related Items

1: Hire digital services / systems librarian

Progress: Canceled
Provided By: Library
Participants: Director of the Library (Jobe-Ganucheau, Cassie)
Budget Information: Including two staff retirements this year, there still remain no institutional budget to fill this position.
Start: 11/1/2016
End: 10/30/2017

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

2.1: Enhance use of library "Information Commons" as well as other public spaces for students and patrons
Start: 11/1/2016
End: 10/30/2017
Progress: Canceled
Provided By: Library
Participants: Director of the Library (Jobe-Ganucheau, Cassie)

Objective With Intended Outcomes
Library does continue with efforts to consider converting specific library space based on various information, comments and conversation into more attractive and useful student focused venues like a coffee café. Renovation and upgrade of library space like coffee café is approach to attracting more students and becoming a revenue stream and generator for library.
Assessment/Evaluation/Measures/Strategies

Assessment/Evaluation Results (Progress Report)

Improvement Plan/ Changes Made

Director of IE's Note: The new Director of the Library began the job just as Fall 2017 was to begin. She cancelled this goal and objective and will work with the Chancellor to determine space allocations that will best serve LSUE.

Related Items

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

Progress: Canceled
Provided By: Library
Participants: Director of the Library (Jobe-Ganucheau, Cassie)
Budget Information: Specific Foundation funds are being considered to meet the physical space changes needed for students in the LeDoux Library.
Start: 11/1/2016
End: 10/30/2017

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4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

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

Start: 11/1/2016
End: 10/30/2017
Progress: Canceled
Provided By: Library
Participants: Director of the Library (Jobe-Ganucheau, Cassie)

Objective With Intended Outcomes

As prescribed in budget process, LeDoux library continues to seek budget funding for annual LOUIS membership fees to provide routine access to statewide library and higher education information network that provides specific library circulation services as well as noteworthy information resources required for various course curriculum as well as assignment.
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.

- **2015LOUISBudgetRequest**
- **obj3.1 2014 budget request LOUIS fee 2014**

**Assessment/Evaluation/Measures/Strategies**

As a result, the benchmark for the success of this important objective is, very simply, is to fund LOUIS and students and faculty can continue to access and retrieve library information. This is particularly important for online classes, distance students and distance education going forward.

Since the budgeting for institutional LOUIS membership fees have changed because of Board of Regents not funding the LOUIS network as in previous years, institutional administration was reminded via memo (attached) that the LOUIS membership fees now need to be budgeted for in 2014 -2015 via institutional budget planning meetings with VC of Business Arlene Tucker and the Budget Review Committee.

- **2015EstimatedLOUISmembershipfeesmemo**
- **LOUISmbfee2014-15SupplementalBudgetRequest**
- **LouisFees2013**

**Assessment/Evaluation Results (Progress Report)**

**Improvement Plan/ Changes Made**

Director of IE’s Note: The new Director of the Library began the job just as Fall 2017 was to begin. She cancelled this goal and objective because the library continues to be funded and there is no need to have it as a specific objective.

**Related Items**

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

Progress: Canceled

Provided By: Library

Participants: Director of the Library (Jobe-Ganucheau, Cassie)

Budget Information: Routinely discuss with VCAA membership fee; update VCAA on the annual status of LOUIS consortium funding which is predicated on funding from Board of Regents as well as Louisiana Legislature

Start: 11/1/2016

End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

4.1: External and Community Services - Offer various library programs for community
Start: 11/1/2016
End: 10/30/2017
Progress: Canceled
Provided By: Library
Participants: Director of the Library (Jobe-Ganucheau, Cassie)

Objective With Intended Outcomes
Objective is to provide specific library programs that attracts, students, faculty and the community to the LeDoux Library.

Assessment/Evaluation/Measures/Strategies
LeDoux Library program feedback forms are utilized to assess the library programs.

Direct observations as well as informal headcounts of participants, students as well as faculty do provide the library with indicators as to the popularity of programs and program topics. Also, follow-up departmental discussions of lectures and programs provides future planning information and suggestions for improvement, or for expanding a topic presentation.

Antidotal information, comments and related strategy communications will also be used to determine if the programs are well received. When budget has been available, the consumption of available food and refreshments (beverages) has been a program motivator as well as providing the library with some indirect indication as to the popularity or reception to a particular program. The old adage, feed 'em and they'll come, rings true as refreshments at events attract audiences. Libraries without budgets to support programs need to look for attracting alternatives.

- LibraryProgrammingStrategies2014
- obj4.1_libprogrs2014_assessment

Assessment/Evaluation Results (Progress Report)

Improvement Plan/ Changes Made
Director of IE’s Note: The new Director of the Library began the job just as Fall 2017 was to begin. She cancelled this goal and objective until she can do an environmental scan and create partnerships that will have a mutual benefit to LSUE and the community. The Director intends on re-starting the Friends of the Library program.

Related Items

- 4: Continue to offer community literacy and library leadership for St. Landry Parish and building out a larger more comprehensive library network that can assist parish students and supplement their information needs when in their local communities.
  Progress: Canceled
1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

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: 11/1/2016
End: 10/30/2017
Progress: Canceled

Objective With Intended Outcomes
This objective is to improve/enhance "public" library services for LSU Eunice students and to build and enhance a local library network of public library resources that currently does not exist currently in St. Landry Parish.

Assessment/Evaluation/Measures/Strategies
A successful campaign and tax proposition will translate into a new library system which can have a long term on not only the students of LSUE but all lifetime and lifelong learners of this area.

Assessment/Evaluation Results (Progress Report)

Improvement Plan/ Changes Made
Director of IE’s Note: The new Director of the Library began the job just as Fall 2017 was to begin. She cancelled this goal and objective until she can do an environmental scan and create partnerships that will have a mutual benefit to LSUE and the community. The Director intends on re-starting the Friends of the Library program.
Related Items

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

**Progress:** Canceled
**Provided By:** Library
**Participants:** Director of the Library (Jobe-Ganucheau, Cassie)
**Budget Information:** none
**Start:** 11/1/2016
**End:** 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

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

**Start:** 11/1/2016
**End:** 10/30/2017
**Progress:** Canceled
**Provided By:** Library
**Participants:** Director of the Library (Jobe-Ganucheau, Cassie)

**Objective With Intended Outcomes**

Provide specific library instruction, library support and related information technology assistance via various programs, offerings and methods during the academic year that assists and helps students and faculty in becoming more successful in their respective endeavors

- obj5.1 instruction support assistance 2014

**Assessment/Evaluation/Measures/Strategies**
Direct assessment will be through Credo Reference is the monthly statistics of what is being used and by how many people or end users and this information is captured by a monthly statistics email that is sent to the LeDoux Library. Effective this writing, CREDO statistics will be summarized each month in order to establish a benchmark for usage. The summary page is here.

- Average number of sessions 13-14 (over 12 months): 23.8
- Average number of searches 13-14: 63.3
- Average number of entries viewed 13-14: 28.9
- Average number of pages viewed: Not calculated

Since this is an n of one, these numbers are for comparison purposes only. No benchmark is set at this time.

Indirect assessment will be through Participant feedback of faculty and students as to their likes and dislikes.

- obj5.1 Credo Report August 2013 July 2014

Assessment/Evaluation Results (Progress Report)

Improvement Plan/ Changes Made

Director of IE’s Note: The new Director of the Library began the job just as Fall 2017 was to begin. She cancelled this goal and objective until she hires staff and work with faculty and students to determine their needs.

Related Items

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

**Progress:** Canceled

**Provided By:** Library

**Participants:** Director of the Library (Jobe-Ganucheau, Cassie)

**Budget Information:** Annual library materials budget is required to meet needs of distance learners as well as changing demographics of student population.

**Start:** 11/1/2016

**End:** 10/30/2017

1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
6.1: Employee Satisfaction with the Library

Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Library

Participants:

Objective With Intended Outcomes
Faculty and staff will be satisfied with LSUE Library Services

Assessment/Evaluation/Measures/Strategies
This objective will assess overall satisfaction with library services and will be assessed using the spring faculty and staff electronic surveys sent to all faculty and staff. Both surveys use a 5 point Likert Scale where:

1. is strongly disagree
2. is disagree
3. is neutral
4. is agree
5. is strongly agree

Benchmark for faculty: 3.9. The benchmark is the average of the 3.7 from spring 2015 and 4.1 from spring 2016.
Benchmark for staff: 3.6. The benchmark is the average of the 3.5 from spring 2015 and 3.7 from spring 2016.

Meeting or exceeding these benchmarks is considered successful.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective did not exist.

For AY 2016-2017, The spring surveys of faculty and staff were sent out to each group by the Office of Institutional Research.

FOR FACULTY: A total of 20 (25%) of 80 faculty members responded to two questions on the faculty survey. See question 20 and question 46 on the attached faculty survey. The mean of the responses was 4.00.

FOR STAFF: A total of 52 (63%) of the 83 staff members responded to two questions on the staff survey. See question number 17 and 38 on the attached staff survey. The mean of the responses was 3.90.

Since both observed scores, 4.00 for faculty and 3.90 for staff > the two-year average of 3.90 for faculty and 3.60 for staff, objective 6.1 is met.

- [Library Faculty Survey SP 2017](#)
- [Library Staff Survey SP 17](#)

Improvement Plan/ Changes Made
For much of AY 2016-2017, the Director of the Library position was vacant. A new Director of the Library has been hired and was in place as Fall 2017 began. The new Director will decide if the results of the satisfaction surveys will be maintained as an assessment.

Completed by Paul Fowler on 9/27/17.

Related Items

6: Constituencies at LSUE will be satisfied with library operations.
   Progress: Completed
   Provided By: Library
   Participants:
   Budget Information: existing
   Start: 11/1/2016
   End: 10/30/2017

   1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

   4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

6.2: Student Satisfaction with the Library
   Start: 11/1/2016
   End: 10/30/2017
   Progress: Completed
   Provided By: Library
   Participants:

   Objective With Intended Outcomes
   Students will be satisfied with Library resources and staff.

   Assessment/Evaluation/Measures/Strategies
   This objective will assess overall satisfaction with library services and will be assessed through the Noel Levitz Student Satisfaction Inventory given to students toward the end of the spring 2017 semester. The survey uses a 7 point Likert Scale:

   1. is not satisfied at all
2. is not very satisfied
3. is somewhat dissatisfied
4. is neutral
5. is somewhat satisfied
6. is satisfied
7. is very satisfied

There are two questions on the survey related to student satisfaction - 6 and 43. Problem 6 has a national benchmark while 43 does not. Since both questions both relate to the Library, the national benchmark will be used averaged over the last three years. Spring 2014 was 5.81; spring 2015 was 5.86; and spring 2016 was 5.82. The mean is 5.83.

- Library NLIS Natl Average

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, Objective 6.1 did not exist.

For AY 2016-2017, a total of 566 students took the Noel Levitz Student Satisfaction Survey. The overall score from all sites was 5.93 with LSUE receiving a 6.00 and 5.95 (n = 456); LSUA receiving 5.55 and 5.76 (n = 50); and LSU Lab School receiving 5.59 and 5.69 (n = 60).

It should be noted that the LSUE students at LSUA use LSUA's Bolton Library and LSUE students at the LSU Lab School use the either the LSU Lab School Library or one of the LSU Libraries. Off-site students may also use LSUE's Library Online. As a result, it is unclear if they are evaluating their own local library or LSUE's library.

Given that and the fact that the observed average score of 5.93 > the benchmark of 5.86, Objective 6.1 is met.

- NLIS Library Results

Improvement Plan/ Changes Made
Given that the objective is met. The new Director of the Library will have to decide two issues:
1. Do the scores from the LSUA and LSU Lab School sites really reflect the satisfaction with the LSUE library?
2. Should the evaluation of the LSUE Library continue using the Noel Levitz Student Satisfaction Survey as an assessment?

Prepared by Paul Fowler on 9/27/17.

Related Items
6: Constituencies at LSUE will be satisfied with library operations.
Progress: Completed
Provided By: Library
Participants:
Budget Information: existing
Start: 11/1/2016
End: 10/30/2017
1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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Quality Enhancement Plan

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

Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Quality Enhancement Plan
Participants:

Objective With Intended Outcomes

According to the QEP document, the objectives associated with this outcome are:

Objective 1.1: The QEP seeks to increase achievement of student learning outcomes in MATH 0001 and MATH 0002.
Outcome 1.1.1: Upon the conclusion of the Pre-Algebra course (MATH 0001), the student will manipulate the order of operations on the real numbers.
Outcome 1.1.2: Upon the conclusion of the Pre-Algebra course (MATH 0001), the student will perform basic algebraic operations with expressions and linear equations.
Outcome 1.1.3: Upon the conclusion of the Pre-Algebra course (MATH 0001), the student will analyze and compute measurements for different geometric figures.
Outcome 1.1.4: Upon the conclusion of the Introduction to Algebra course (MATH 0002), the student will perform basic algebraic operations.
Outcome 1.1.5: Upon the conclusion of the Introduction to Algebra course (MATH 0002), the student will perform basic operations involving the rectangular coordinate system.

The Academic Year 2015-2016 syllabus for MATH 0001 and MATH 0002 are provided as documentation.

- MATH 0001 SYLLABUS Fa 2016
- MATH 0002 SYLLABUS Fa 2016
Assessment/Evaluation/Measures/Strategies
Objective 1.1 is related to the SLOs in each course and will be directly assessed from internal data using the final examination of each student regardless of the site or method of instruction. Results from Modular Mathematics will be compared to historical values from the traditional method of instruction shown in Table 1.

Benchmark: Data from the traditional face-to-face instructional method from spring 2011 through spring 2013 provides the benchmark for Objective 1.1 (see Table 1). Overall, the historical success rate was 71% for MATH 0001 \((n = 1,581)\) and 66% for MATH 0002 \((n = 1,373)\).

<table>
<thead>
<tr>
<th>Description</th>
<th>Objective or Outcome</th>
<th>Historical Benchmark</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall MATH 0001</td>
<td>1.1</td>
<td>71%</td>
<td>75%</td>
</tr>
<tr>
<td>Order of operations</td>
<td>1.1.1</td>
<td>76%</td>
<td>80%</td>
</tr>
<tr>
<td>Basic algebraic operations</td>
<td>1.1.2</td>
<td>65%</td>
<td>70%</td>
</tr>
<tr>
<td>Geometric figures</td>
<td>1.1.3</td>
<td>65%</td>
<td>70%</td>
</tr>
<tr>
<td>Overall MATH 0002</td>
<td>1.1</td>
<td>66%</td>
<td>70%</td>
</tr>
<tr>
<td>Basic algebraic operations</td>
<td>1.1.4</td>
<td>64%</td>
<td>70%</td>
</tr>
<tr>
<td>Rectangular coordinate system</td>
<td>1.1.5</td>
<td>66%</td>
<td>70%</td>
</tr>
</tbody>
</table>

Target: Increase student success by the amount specified in Table 1 compared to existing methods of instruction. The QEP Committee and mathematics faculty feel that this target is realistic given the current institutional resources.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective was tentatively met. Some faculty were allowing students to take the second retest without doing the proper intervention...that practice was stopped. In addition, the final exams were looked at and questions were adjusted as appropriate. Documentation is attached to AY 2015-2016 Improvement Plan.

For AY 2016-2017, a total of 382 students were enrolled in modular math 0001 on the census day for both fall 2016 and spring 2017 with 261 (68%) taking the SLO assessment on the final exam over 17 sections. As Table 2 indicates, students achieved three out of four targets for MATH 0001. In fact, modular mathematics students out performed all other types of instruction (see Developmental Education Planning Objective 1.2). Since MATH 0001 students performed rather well, no item analysis was created.
Next, for modular mathematics 0002, there were originally 333 students enrolled in the course on census day for both fall 2016 and spring 2017. Overall, 227 (68%) of the students enrolled took the SLO assessment on the final exam for the 16 sections. As Table 2 indicates, none of the benchmarks were met. In fact, students only exceeded the historical numbers on 1.1.4. An item analysis was not created because summer 2017 was the last time MATH 0002 was offered (see the improvement plan).

The final exams for **MATH 0001** and **MATH 0002** are provided for documentation. Modular mathematics finals are free response, but follow the same line of questioning for SLO purposes.

Given that the students did not meet the benchmarks on four of the seven outcomes, Objective 1.1 is not met.

- [MATH 0001 AY 16-17 Final exam](#)
- [MATH 0002 AY 16-17 Final Exam](#)

**Improvement Plan/ Changes Made**

Given the results for MATH 0002, that

- students were not able to achieve the 70% overall since SLOs were first measured in Spring 2011 and
- nearly 50% of the students were not successfully completing the MATH 0002 course (overall, not just modular),

the math faculty decided to explore alternatives beginning in Fall 2016. In the past, MATH 0002 over prepared students for MATH 1015 and did not prepare them well enough for MATH 1021. As a result, student performance has left a little to be desired. Data indicated that results were no better or worse with the introduction of modular mathematics so the math faculty began meeting in Fall 2016 to remove some material from MATH 0001 (**Course Profile from March 2017**), create two new math courses to replace MATH 0002, and create a five hour version of MATH 1021. See the initial meeting minutes from **November 4, 2016** and **November 11, 2016** that formed the basis for the new courses. Note that the November 11, 2016 meeting minutes has a preliminary flowchart describing the proposed layout. The new courses beginning Fall 2017 follow:

<table>
<thead>
<tr>
<th>Description</th>
<th>Objective or Outcome</th>
<th>Historical Benchmark</th>
<th>Target</th>
<th>Result AY 2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall MATH 0001</td>
<td>1.1</td>
<td>71%</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td>Order of operations</td>
<td>1.1.1</td>
<td>76%</td>
<td>80%</td>
<td>78%</td>
</tr>
<tr>
<td>Basic algebraic operations</td>
<td>1.1.2</td>
<td>65%</td>
<td>70%</td>
<td>72%</td>
</tr>
<tr>
<td>Geometric figures</td>
<td>1.1.3</td>
<td>65%</td>
<td>70%</td>
<td>77%</td>
</tr>
<tr>
<td>Overall MATH 0002</td>
<td>1.1</td>
<td>66%</td>
<td>70%</td>
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<td>Rectangular coordinate system</td>
<td>1.1.5</td>
<td>66%</td>
<td>70%</td>
<td>66%</td>
</tr>
</tbody>
</table>
• MATH 0015 (Introductory Algebra), a three credit course for students needing MATH 1015. This course removed some of the more complicated material that was not needed for MATH 1015 (Course Profile from March 2017).
• MATH 0021 (Intermediate Algebra), a four credit hour course for students needing MATH 1021. This course maintained the course material from MATH 0002 and added some material that was needed for students to have a better foundation for MATH 1021 (Course Profile from March 2017).

In addition, LSUE created a Student Success Center in Spring 2017 with full-time advisors, a Coordinator of Disability Services, a Coordinator of Tutoring Services, and a Coordinator of the Pathways to Success program. The Coordinator of Tutoring Services has been aggressive in reaching students and trying to have students using the tutoring services which are free of charge.

SLOs and course success rates will be examined in a similar fashion to MATH 0002. Data will be available at the end of AY 2017-2018 with additional course alterations, if necessary.

Related Items

1. The QEP seeks to increase student learning in developmental mathematics using innovative techniques of instruction.
   Progress: Completed
   Provided By: Quality Enhancement Plan
   Participants: Developmental Education Director (Fowler, Paul)
   Budget Information: none
   Start: 11/1/2016
   End: 10/30/2017

   1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
   2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
   3. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
Objective With Intended Outcomes
The QEP seeks to increase the cognitive ability of students enrolled in MATH 0001 and MATH 0002 by course redesign.

Assessment/Evaluation/Measures/Strategies
Method: This internal direct assessment will be accomplished by using a pretest and post-test. Mathematics faculty will choose SLO questions from the final exam to place on a pretest. Gain scores will be calculated from the internal data to measure increased cognitive ability. Results from Modular Mathematics will be compared to historical values from the traditional method of instruction.

Benchmark: The gain scores for MATH 0001 and MATH 0002 were benchmarked using pre and post-test data from fall 2013 through spring 2015.

Target: It is assumed that the post-test scores for students in Modular Mathematics sections will exceed the:
1. pretest scores for students enrolled in Modular Mathematics sections.
   1. MATH 0001 = 29.76% for AY 2016-2017
   2. MATH 0002 = 22.11% for AY 2016-2017
2. post-test scores for students from the traditional method of instruction.
   1. MATH 0001 = 73.02% for AY 13-14 to 14-15
   2. MATH 0002 = 67.51% for AY 13-14 to 14-15

In previous years, the pre and post-test results were matched for modular students. Individual student's scores were eliminated if the student did not have both a pretest and post test score. For AY 2016-2017, the methodology was changed because useful final exam (SLO) scores were being eliminated because some students taking the final did not have the pretest score. This change in methodology was also to maintain consistency with Developmental Education Objective 1.2 for MATH 0001 and 1.3 for MATH 0002 (i.e. the modular math columns in those objectives match what is presented in this objective and QEP Objective 1.1).

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective was tentatively met.

For AY 2016-2017, a total of 235 modular MATH 0001 students were pretested and 261 were posted using a very similar instrument on the final exam to measure the achievement of SLOs in the course (see Table 1). The methodology is consistent with students taking the course using face-to-face and online methodologies. As shown at the bottom of Table 1, modular mathematics students scored a mean of 30% on the pretest and 75% on the posttest representing a gain of 45 percentage points.

Given that the:
- the observed 75% on the post-test > the observed 30% on the pretest for MATH 0001 and
- the observed 75% on the post-test > the benchmark of 73% for face-to-face
- this section of Objective 1.2 is met.
For MATH 0002 in AY 2016-2017, a total of 118 students took the pretest scoring a mean of 22% in modular sections while 227 took the post-test scoring a 67% gaining 45 percentage points overall (see Table 2). Again, as with MATH 0001, the MATH 0002 final is similar across all methodologies.

Given that the:
- the observed 67% on the post-test > the observed 22% on the pretest for MATH 0002 and
- the observed 67% on the post-test < the benchmark of 67.5% for face-to-face
- this section of Objective 1.2 is tentatively met. It is interesting to note that modular students scored 68.8% last year indicating that the increase in learning is essentially the same for both the modular and face-to-face groups.

Given that three out of the four observed scores > the benchmark (and that the last one differed by 0.51% and is likely the result of random error), Objective 1.2 is met.

Improvement Plan/ Changes Made
Methodology will remain the same for AY 2017-2018. MATH 0002 is being split into MATH 0015 for students needing MATH 1015 and MATH 0021 for students MATH 1021 (documented in QEP Objective 1.1 and Developmental Education Objective 1.3). It is hoped that students will perform better in the two targeted courses rather than one MATH 0002 course that was not doing a good job of preparing students for either general education mathematics course.

Data for the two courses will be collapsed in order to be analyzed as if the two courses were still MATH 0002 in order to remain consistent.

Related Items
1. The QEP seeks to increase student learning in developmental mathematics using innovative techniques of instruction.
   - Progress: Completed
   - Provided By: Quality Enhancement Plan
   - Participants: Developmental Education Director (Fowler, Paul)
   - Budget Information: none
   - Start: 11/1/2016
   - End: 10/30/2017

   ★ 1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

   ★ 4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
3.1: Professional Development

Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Quality Enhancement Plan
Participants:

Objective With Intended Outcomes
The QEP provides professional development opportunities in alternative forms of instruction to mathematics faculty teaching courses associated with the QEP.

Assessment/Evaluation/Measures/Strategies
Method: This objective speaks to the importance of faculty development and faculty sharing information with each other as the Modular Mathematics program is implemented. Training may include webinars, attendance at regional or national conferences, and individual faculty training other faculty members based on their experience in the program.

Benchmark: Faculty will demonstrate knowledge of the theoretical, pedagogical, and operational aspects of the Mathematics Emporium and Modular Mathematics at LSU Eunice through the written response to questions, observation, consultation with the Coordinator of the QEP, informal evaluation, and formal evaluation. All faculty will receive professional development prior to teaching and during their first semester of instruction in the Modular Mathematics sequence.

Target: Train faculty in the Modular Mathematics methodology prior to teaching in the program. Faculty will demonstrate knowledge of the theoretical, pedagogical, and operational aspects of the Mathematics Emporium and Modular Mathematics at LSU Eunice.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective was tentatively met because one faculty member at a dual credit site did not complete the professional development training by responding to questions after her first semester of instruction. That faculty member is no longer teaching for LSUE.

For AY 2016-2017, one additional faculty member began the professional development in spring 2016 and completed it after teaching one semester in fall 2016. See Lim part one and part two.

No other faculty members were added to the program.

Since the one new faculty member completed the profession development work, Objective 3.1 is met.

- Modular Part 1 answers
- Modular Part II

Improvement Plan/ Changes Made
No changes planned.
Related Items

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

- **Progress:** Completed
- **Provided By:** Quality Enhancement Plan
- **Participants:** Developmental Education Director (Fowler, Paul)
- **Budget Information:** none
- **Start:** 11/1/2016
- **End:** 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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3. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

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

- **Start:** 11/1/2016
- **End:** 10/30/2017
- **Progress:** Completed
- **Provided By:** Quality Enhancement Plan
- **Participants:**

**Objective With Intended Outcomes**
The QEP will increase student retention and completion in the developmental and general education mathematics sequence.

**Assessment/Evaluation/Measures/Strategies**
Method: This objective seeks to increase the successful completion of the next course in the sequence. Internal data will track students whether they initially enroll in MATH 0001 or MATH 0002.

Benchmark: For all students enrolling in MATH 0001 (with first time freshmen and continuing students with repetition) from AY 2007-2008 through 2011-2012:
- 68% complete MATH 0001.
- 37% complete MATH 0002.
- 20% complete the first general education mathematics.

For all students enrolling in MATH 0002 (with first time freshmen)
- 66% complete MATH 0002.
- 35% complete the first general education mathematics.

Target: Increase the completion of general education mathematics by at least 5% for students whether they initially enroll in MATH 0001 and MATH 0002. The QEP Committee and mathematics faculty feel that this target is realistic given the current institutional resources.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective was met.

For AY 2016-2017, the data for this objective was analyzed from AY 2013-2014 to AY 2015-2016 to allow students to complete their general education (GE) course work. This objective is primarily concerned with the enrollment and completion of developmental education (DE) mathematics and enrollment and completion of the first GE mathematics course - MATH 1015 (Applied College Algebra or MATH 1021 College Algebra).

For first time (FF) freshmen enrolling in MATH 0001, Table 1 indicates that 82% of them completed the course. Forty percent of the students then completed MATH 0002 with 26% going on to complete GE math course. Table 1 indicates that modular students complete MATH 0001 in higher numbers then fall short in MATH 0002, but are identical in their completion of their first GE mathematics course.

Table 2 contains the most important data for the QEP comparing all MATH 0001 students enrolled in face-to-face and modular courses. In both cases, completion of the first GE math courses after starting in the lowest level DE course has increased compared to the baseline data. Modular students outpace face-to-face students in the completion of MATH 0001 by 12 percentage points. This narrows to four percentage points in the completion of MATH 0002 and then four percentage points again when taking the first GE math course.

Given that the observed modular completion for MATH 0001 of 82% > the benchmark of 68%;
Given that the observed modular completion for MATH 0002 of 47% > the benchmark of 37%; and
Given that the observed modular completion for the first GE math of 29% > the benchmark of 20%, this part of Objective 3.2 is met.

Next, FF students’ success was examined if they began in MATH 0002 instead of MATH 0001 with repetition. This statistic is not examined for continuing students due to the fact that the results for continuing students are included with the MATH 0001 results.

Table 3 indicates that new FF beginning in modular MATH 0002 have a 79% chance of success. When taking the first GE mathematics course, they have a 45% of successfully completing it. Both of these values exceed the results for new FF face-to-face students enrolling in MATH 0002.

Given that the observed success rate for new FF enrolling in MATH 0002 is 79% > the benchmark of 66% and given that the observed success rate students then completing their first GE mathematics course of 45% > 35%, this portion of Objective 3.2 is met.

Given that both components of exceed their benchmarks, Objective 3.2 is met.

- T1 FF DE to GE Success
- T2 All DE to GE Success
- T3 MATH 0002 to GE Success

Improvement Plan/ Changes Made
No changes anticipated. Data will be shared with the mathematics faculty.
3.: The QEP seeks to improve institutional effectiveness by providing faculty training, increasing student retention in mathematics, and decreasing the time spent in developmental mathematics.

- **Progress:** Completed
- **Provided By:** Quality Enhancement Plan
- **Participants:** Developmental Education Director (Fowler, Paul)
- **Budget Information:** none
- **Start:** 11/1/2016
- **End:** 10/30/2017

- 1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

- 2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

- 4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

3.3: Reduce the Amount of Time in Developmental Mathematics

- **Start:** 11/1/2016
- **End:** 10/30/2017
- **Progress:** Completed
- **Provided By:** Quality Enhancement Plan
- **Participants:**

**Objective With Intended Outcomes**
The QEP will reduce the amount of student time spent in developmental mathematics.

**Assessment/Evaluation/Measures/Strategies**
Method: Objective 3.3 seeks to decrease the time students spend in developmental education mathematics so they progress to their general education mathematics course and ultimately to their degree or certificate. This objective will internally measure the time needed to complete the first general education mathematics course based on the initial enrollment in developmental mathematics.

Benchmark: Historically, during the academic years 2007-2008 through 2011-2012, students beginning in

1. MATH 0001 have, on average and with repetition, taken 2.6 semesters to complete their developmental education mathematics courses and 4.1 semesters to complete their first general education mathematics course.
2. MATH 0002 have, on average and with repetition, taken 1.6 semesters to complete their developmental education course and 2.5 semesters to complete their first general education mathematics course.

Target: The time spent completing developmental education will be less than current values. The time spent in completing general education mathematics after the completion of developmental education mathematics will be less than current values. The QEP Committee and mathematics faculty feel that this target is realistic given the current institutional resources.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective was met.

For AY 2016-2017, the time spent in developmental education (DE) mathematics and the first (GE) mathematics courses was again tracked and reported with data since the modular mathematics was implemented in fall 2013.

Table 1 reports the data for first-time freshmen (FF) beginning in MATH 0001 while Table 2 reports the data from all students starting in MATH 0001. Table 3 reports the data for new FF students beginning in MATH 0002. In all three tables, data since the beginning of the modular program is reported (AY 2013-2014 to AY 2016-2017).

For the purpose of this objective, the time spent in the courses from Table 2 and Table 3 are the most important. Table 2 indicates that modular students beginning in MATH 0001 spend, on average, two semesters in DE mathematics. This makes sense from the standpoint that the student takes MATH 0001 and then MATH 0002 in two consecutive semesters. Modular students then spend 1.294 semesters, on average, in their first GE mathematics course after completing their DE courses. Students in modular sections, on average, spend 3.376 semesters in DE and GE mathematics courses compared to 3.714 semesters for face-to-face students.

Next, Table 3 indicates that new FF students enrolling in modular MATH 0002 spend, on average, just under one semester (1.242) in DE mathematics and about a semester and a half (1.421) in GE mathematics spending 2.663 semesters overall. Students enrolling in modular MATH 0002 for their first semester spend, on average, slightly more time in their DE and GE math courses than do face-to-face students (2.663 compared to 2.593 or 0.070 of a semester).

Given that
- For students starting in modular MATH 0001, the observed time in DE of 2.082 semesters < the benchmark of 2.62 semesters and that the observed time in GE of 1.294 semesters < the benchmark of 1.57 semesters, this portion of Objective 3.3 is met.
- For new FF students starting in modular MATH 0002, the observed time in DE of 1.242 semesters < the benchmark of 1.600 semesters and the observed time in GE of 1.421 semesters < the benchmark of 2.500 semesters, this portion of Objective 3.3 is met.

Overall, Objective 3.3 is met.

- T1 FF DE to GE Success
- T2 All DE to GE Success
- T3 MATH 0002 to GE

Improvement Plan/ Changes Made
No changes planned in methodology. MATH 0002 became MATH 0015 and MATH 0021 beginning fall 2017. The changes were made to "target" the developmental math skills necessary for students to be successful in their first GE mathematics course and not teach a number of skills not needed.

Related Items
3.: The QEP seeks to improve institutional effectiveness by providing faculty training, increasing student retention in mathematics, and decreasing the time spent in developmental mathematics.
   - **Progress:** Completed
   - **Provided By:** Quality Enhancement Plan
   - **Participants:** Developmental Education Director (Fowler, Paul)
   - **Budget Information:** none
   - **Start:** 11/1/2016
   - **End:** 10/30/2017

1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
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### Science & Mathematics

3.1: Developmental Mathematics Completion
   - **Start:** 11/1/2016
   - **End:** 10/30/2017
   - **Progress:** Completed
   - **Provided By:** Science & Mathematics
   - **Participants:** Dean of Sciences and Mathematics (Hamlin, John)

**Objective With Intended Outcomes**
Students enrolled in developmental mathematics courses will successfully complete their developmental coursework gaining competencies in computational and elementary algebra skills (MATH 0001) and algebra and coordinate geometry (MATH 0002) necessary to be successful in their first general education mathematics course.

**Assessment/Evaluation/Measures/Strategies**
Both direct and indirect assessment will be performed as previously described. Please see Developmental Education Outcome Assessment Objectives 1.2 and 1.3.
Assessment/Evaluation Results (Progress Report)
The objective was not met in 2015-2016. See Developmental Education 2015-2016 report for actions taken.

The objective is considered being not met due to the direct assessment of SLOs and the indirect assessment of NCDE benchmark in MATH 0002. Please see Developmental Education Outcome Assessment Objectives 1.2 and 1.3.

Improvement Plan/ Changes Made
Due to the repeated failure of meeting the goals for Math 0002, the course has been discontinued as of Fall 2017. Mathematics faculty have redeveloped the second developmental mathematics course to more closely align with the first general education course that students will need. Students planning to enter applied algebra (MATH 1015) will take introductory algebra (MATH 0015). Students planning to enter college algebra (Math 1021) will take intermediate algebra (MATH 0021).

Please see Developmental Education Outcome Assessment Objective 1.3.

Director of IE's note: This goal and objective will be deleted in AY 2017-2018 as the developmental mathematics objectives will be moved back to Sciences due to reorganization.

Related Items
3: Course Completion

Progress: Completed
Provided By: Science & Mathematics
Participants: Dean of Sciences and Mathematics (Hamlin, John)
Budget Information: no additional funds requested
Start: 11/1/2016
End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

5.1: Assessment of Entering Students
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Science & Mathematics
Participants: Dean of Sciences and Mathematics (Hamlin, John)
Objective With Intended Outcomes
The Sciences Division will implement effective placement into developmental and collegiate courses.

Assessment/Evaluation/Measures/Strategies
The strategy for advising entering students is to train faculty on proper assessment of student data, such as ACT score requirements, placement test information, and transfer work equivalencies. Faculty are also instructed to examine check-lists of all students enrolled in their course that do not have transcripts that document the fulfillment of pre-requisites.

Faculty are made aware of any changes to course offering, including new courses being piloted and how to advise students appropriately. Expansion of the modular math offerings and co-requisite college-level math offerings were explained to faculty (see attachment).

Math Placement

Assessment/Evaluation Results (Progress Report)
During the AY 2015-2016 planning year, this objective was met.
For AY 2016-2017, faculty were trained at divisional meetings in the Fall and Spring semesters about advising changes. Faculty were updated on changes to the General Education course list and course articulation changes. Pre-requisite checks were performed by each faculty member in the division for each course that they instructed.

Faculty were updated on best practices for advising students on initial placement into developmental, supplemental, or college-level courses. No changes to placement occurred during AY 16-17 and no further information needed to be disseminated.

This objective is met.

Improvement Plan/ Changes Made
Building degree specific pathways for the various disciplines advised by this division continues to limit advising errors that could hinder student progress. This practice will continue to be expanded. The division continues to build Concentration Guides to the two transfers degrees, ASLT-Biological Sciences and ASLT-Physical Sciences, in several disciplines for transfer to four year institutions. Collaboration with 4-yr transfer partners to review desired LSUE course work is continuing.

Related Items

5: Student Placement
Progress: Completed
Provided By: Science & Mathematics
Participants: Dean of Sciences and Mathematics (Hamlin, John)
Budget Information: No additional funds requested
Start: 11/1/2016
End: 10/30/2017

2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

### 6.1: General Education Sciences Retention

- **Start:** 11/1/2016
- **End:** 10/30/2017
- **Progress:** Completed
- **Provided By:** Science & Mathematics
- **Participants:** Dean of Sciences and Mathematics (Hamlin, John)

#### Objective With Intended Outcomes

Students enrolled in entry (first of a series, if there are prerequisites) general education sciences courses in the fall semester will remain enrolled in the University during the spring semester.

#### Assessment/Evaluation/Measures/Strategies

The number of students that attempted a general education science course in the Fall semester and subsequently returned in the Spring semester is assessed by the Dean of Sciences and Mathematics using data supplied by an Institutional Research Report on Sciences Retention. The retention of students enrolled in fall 2016 and retained to spring 2017 is calculated by the spring 2017 enrollment.

The benchmark of 75.8% is the mean of five years of all entry level general education science courses, including BIOL 1001, PHSC 1001, PHSC 1002, and ASTR 1101.

- ![Retention 6.1](image)

### Assessment/Evaluation Results (Progress Report)

AY 15-16 planning year, this objective was met.

For AY 16-17, institutional data generated indicated that 394 out of 495 (79.6%) of students were retained in spring 17 after taking general education science courses in fall 2016. The retention for fall 2016 to spring 2017 of 79.6% does exceed the benchmark of the five-year average of 75.8%.

Objective 6.1 is met.

### Improvement Plan/ Changes Made

At this time no changes will be made. The retention benchmark will be updated to reflect up to the five year mean of all entry level science courses.

### Related Items

- ![Retention 6](image)

  - **Progress:** Completed
  - **Provided By:** Science & Mathematics
  - **Participants:** Dean of Sciences and Mathematics (Hamlin, John)
  - **Budget Information:** No additional funds requested
  - **Start:** 11/1/2016
2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

7.1: MATH 0002 to college-level mathematics

**Start:** 11/1/2016
**End:** 10/30/2017
**Progress:** Completed
**Provided By:** Science & Mathematics
**Participants:** Dean of Sciences and Mathematics (Hamlin, John)

**Objective With Intended Outcomes**

Students completing a developmental mathematics course will receive a passing grade (C or better) in their first college-level course in mathematics.

**Assessment/Evaluation/Measures/Strategies**

Benchmark is 60%. The benchmark of 60% is a historical benchmark that has been maintained for this planning year.

Assessment will be done by the Dean of Sciences and Mathematics using student data provided by the office of information technology using grade reports based on successful completion of MATH 0002.

**Assessment/Evaluation Results (Progress Report)**

For AY 2015-2016, this objective was not met. Discussion were planned, and held, with math faculty to address course content - documented in Developmental Education Objective for MATH 0002.

For AY 2016-2017, successful completion of MATH 1015 (Applied College Algebra) or MATH 1021 (College Algebra) after completing MATH 0002 was determined for each course and the results summed. 233 of 435 (53.6%) students passed a college-level algebra on their first attempt. This does not meet the benchmark established by LSUE. This is calculated across all sections of MATH 1015 and MATH 1021 based on successful completion of MATH 0002.

This objective is not met.

- MATH 1015 completion
- MATH 1021 completion

**Improvement Plan/ Changes Made**

For improvements to the developmental mathematics, see Developmental Education. Although success in applied algebra was higher (61.5%) than in college algebra (45.6%), there is still an apparent gap between MATH 0002 content and these courses. Accordingly, Math faculty have created two new developmental courses, MATH0015 (3hr) and MATH0021 (4hr), to increase success in MATH1015 and MATH1021, respectively. Beginning in AY17-
18 assessment of success for these two separate paths will be done to determine if this approach increases sequential course completion. This assessment will be found in General Education Objective 2.2, henceforth.

Starting in AY17-18, objective 7.1 will measure successful completion of sequential mathematics courses subsequent to the first college-level algebra based course.

Related Items

7: Sequential Courses

Progress: Completed

Provided By: Science & Mathematics

Participants: Dean of Sciences and Mathematics (Hamlin, John)

Budget Information: No additional funds requested

Start: 11/1/2016

End: 10/30/2017

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

7.2: BIOL 1001 to BIOL 1160

Start: 11/1/2016

End: 10/30/2017

Progress: Completed

Provided By: Science & Mathematics

Participants: Dean of Sciences and Mathematics (Hamlin, John)

Objective With Intended Outcomes

The students completing a general biology course will receive a grade of C or better in the human anatomy course.

Assessment/Evaluation/Measures/Strategies

Benchmark is 50%. The benchmark of 50% is a historical benchmark that has been maintained for this planning year. Assessment will be done by the Dean of Sciences and Mathematics using student data provided by the office of information technology.

Assessment/Evaluation Results (Progress Report)

In AY 2015-2016 planning year, this objective was not met. Two new biology faculty were hired to teach, among other courses, human anatomy. They both had previous experience teaching anatomy. For AY 2016-2017, successful completion of BIOL 1160 (Human Anatomy) after completing BIOL 1001 was determined. 93 of 189 (49.2%) students passed human anatomy on their first attempt. This does not meet the benchmark established by LSUE.

This objective is not met.
Improvement Plan/ Changes Made
The increase success rate from AY 2015-2016 to AY 2016-2017 nearly met the objective. No changes are planned at this time.

Related Items
7: Sequential Courses
Progress: Completed
Provided By: Science & Mathematics
Participants: Dean of Sciences and Mathematics (Hamlin, John)
Budget Information: No additional funds requested
Start: 11/1/2016
End: 10/30/2017

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

AS/LT

1.1: Associate of Science Louisiana Transfer
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: AS/LT
Participants: Dean of Sciences and Mathematics (Hamlin, John)

Objective With Intended Outcomes
At the completion of the Associate of Science Louisiana Transfer (AS/LT) Program, the student will employ critical thinking skills and achieve science literacy.

Assessment/Evaluation/Measures/Strategies
All local students graduating with an AS/LT degree from the Division of Sciences and Mathematics should take the Collegiate Assessment of Academic Proficiency (CAAP) exam in Critical Thinking and Science. Benchmark: Students will meet or exceed the national average. A benchmark for what percentage of students meet or exceed the national average will be set next AY.

Assessment/Evaluation Results (Progress Report)
For the AY 2015-2016 planning year, this objective was met.
For AY 2016-2017, 16 of 17 AS/LT degree graduating students took the CAAP exam for Critical Thinking and Science. Critical Thinking: 15/16 (94%) of students were at or above the national average. Science: 14/16 (88%) of students were at or above the national average.

Objective is not met.

- Graduates National Normed CAAP

**Improvement Plan/ Changes Made**

The CAAP exam is being discontinued as of the beginning of 2018. A new exam that provides comparisons to national peers for students at the 60-hour mark is being sought to replace CAAP. Special attention will be paid to the Science exam to identify which areas need improvement to ensure 100% of scores are above the national average.

**Related Items**

1. Maintain an effective Associate of Science Louisiana Transfer Program
   - **Progress:** Completed
   - **Provided By:** AS/LT
   - **Participants:** Dean of Sciences and Mathematics (Hamlin, John)
   - **Budget Information:** no additional funds requested
   - **Start:** 11/1/2016
   - **End:** 10/30/2017

   - **1. Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

   - **2. Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

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

   - **4. Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

**Chemical Technician (CTS)**

- **8.1: Chemical Technician CTS**
  - **Start:** 11/1/2016
  - **End:** 10/30/2017
  - **Progress:** Completed
Objective With Intended Outcomes
The student awarded the certificate will demonstrate the ability to
1. conduct basic manual laboratory procedures accurately, using prescribed laboratory procedures (linked to objectives 1 and 3).
2. communicate the results of laboratory procedures clearly, concisely, and correctly in the written, spoken, and visual form (linked to objective 2 and 3).
3. perform all assigned work in compliance with occupational health, safety, and environmental law, legislation, and regulations; established policies and procedures; and in accordance with ethical principles (linked to objectives 1 and 3).
4. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals (link to objectives 2 and 3).

Assessment/Evaluation/Measures/Strategies
The preliminary benchmark established for the learning outcomes is 70% which is the lowest acceptable “average grade” according to the LSU Eunice Catalog. The 70% is also the minimum “average grade” that may transfer to a four-year institution should the student wish to transfer applicable courses. This benchmark may be adjusted as needed based on student data.

Assessment/Evaluation Results (Progress Report)
To date, no students have completed the course work required for this certificate. Few students have indicated interest in the program so far. As of the end of Spring 2017, only one student was enrolled in the program.

Director of IE’s note: This one student was completing her developmental courses and beginning the Chem Tech courses in spring 2018.

- Number of Chemical Technical Majors

Improvement Plan/ Changes Made
This certificate program is being evaluated for appropriateness for the proposed employment of completers. It may become necessary to elevate this program to an associate degree program.

Related Items
8. Maintain an effective CTS, Chemical Technician Program
Progress: Completed
Provided By: Chemical Technician (CTS)
Participants: Dean of Sciences and Mathematics (Hamlin, John)
Budget Information: Existing
Start: 11/1/2016
End: 10/30/2017

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

1.1: Student Learning and GPA

Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Athletics
Participants: Director of Athletics (Willis, Jeff)

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.

Last year's GPAs were:
   Women's Softball - 3.27
   Men's Baseball - 3.18
   Women's Basketball - 2.68

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, Objective was tentatively met.

For AY 2016-2017, the Women's Softball Team and Men's Baseball Team both attained the goal of an overall team 2.80 GPA:
   * Women's Softball Team Achieved a 3.35
   * Men's Baseball Team Achieved a 3.15

Both the Women's Softball Team and Men's Baseball Team achieved the National Junior College Association (NJCAA) Academic Team of the Year Award.

The Women's Basketball Team did not meet the goal of an overall team 2.80 GPA:
   * Women's Basketball Team Achieved a 2.53

Although the overall GPA of the Athletic Department was met (3.11), the Women's Basketball Program did not meet the objective (2.53 < 2.8)

As a result, Objective 1.1 was tentatively met.

- 2016-17 Baseball Team GPAs
- 2016-17 Basketball Team GPAs
- 2016-17 Softball Team GPAs
Improvement Plan/ Changes Made
The Basketball Team will have more of a focus on Tutoring with Tutoring Services on campus.

Related Items
1: To support academic achievement and progress of student athletes
   Progress: Completed
   Provided By: Athletics
   Participants: Director of Athletics (Willis, Jeff)
   Budget Information: no additional funds requested
   Start: 11/1/2016
   End: 10/30/2017

   Ensure Access: To serve the citizens of Louisiana and position the University strategi
   cally, LSU Eunice seeks to ensure student access.

   Student Success: To serve the citizens of Louisiana and position the University strat
   egically, LSU Eunice seeks to strengthen student success.

   Partnerships: To serve the citizens of Louisiana and position the University strategi
   cally, LSU Eunice seeks to expand partnerships.

   Improvement: To serve the citizens of Louisiana and position the University strategi
   cally, LSU Eunice seeks to demonstrate a culture of continuous improvement.

2.1: Maintain a winning percentage
   Start: 11/1/2016
   End: 10/30/2017
   Progress: Completed
   Provided By: Athletics
   Participants: Director of Athletics (Willis, Jeff)

   Objective With Intended Outcomes
   Each athletic team achieve a 67% winning percentage.

   Assessment/Evaluation/Measures/Strategies
   Based on history, resources allocated toward athletics, and the time demands of a student athlete, winning 67% of contests is realistic and feasible.

   Assessment/Evaluation Results (Progress Report)
   For AY 2015-2016, objective was tentatively met. Softball and Baseball Program met the objective while the Women's Basketball Program did not, but the program did increase their winning percentage by 5.8% for a two-year increase of 12.9%.
For AY 2016-2017, the Softball Program finished with a 53-11 record and an 82.8% winning percentage while winning the Program’s 5th National Championship. Objective was met.

The Baseball Program finished with a 46-11 record and an 80.7% winning percentage while participating in the NJCAA Region 23 Tournament. Objective was met.

The Women's Basketball Program finished with a 11-18 record an 37.9% winning percentage which was a 5.8% increase over the previous season. Objective not met.

The overall record of the Athletic Department was 110-40 for a 73.3% winning percentage. The Softball Program's National Championship makes for a total of 10 National Championships (Softball - 5, Baseball - 5 in the last twelve years).

Although the overall record winning percentage objective for the Athletic Department was met (i.e. 73.3% > 67%), the Women's Basketball Program did not meet the objective (37.9% < 67%)

As a result, Objective 2.1 was tentatively met.

**Improvement Plan/ Changes Made**

No changes recommended for Softball and Baseball.

Due to the Women's Basketball Coaching Staff continuing to have the freedom to allocate scholarship funds with Room & Board Scholarships, recruiting should improve and winning percentage points should continue to increase as we have seen the last two years (7.1% - 2015-16, 5.8% - 2017-17).

**Related Items**

2: To be successful on the field of play.

- **Progress:** Completed
- **Provided By:** Athletics
- **Participants:** Director of Athletics (Willis, Jeff)
- **Budget Information:** no additional funds requested
- **Start:** 11/1/2016
- **End:** 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

Business Affairs

Affirmative Action/Equal Employment Opportunity

1.1: Completion and Approval of Annual Affirmative Action Plan

Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Affirmative Action/Equal Employment Opportunity
Participants:

Objective With Intended Outcomes
LSU Eunice will annually develop and report the campus Affirmative Action Plan and submit it to the State of Louisiana Department of State Civil Service for review and approval.

Assessment/Evaluation/Measures/Strategies
AA/EEO Officer develops the plan and sends it to the State. Plan is available in the AA/EEO Officer's office. Approval of the plan constitutes the objective being met.

Assessment/Evaluation Results (Progress Report)
For AY 15-16 this objective was met.

Based on the data provided in the AA plan submitted, LSUE underutilized minorities and female persons in the job groups defined on page 49 of the 2017 EEO/AA Report. The EEO/AA report was accepted by SCS on May 26, 2017.

For AY 16-17, this objective was met.

Director of IE's note: The current AA/EEO Officer was not employed with the university during AY 16-17.

- AA_Plan_Letter
- Affirmative Action 2017 Report-05182017092013

Improvement Plan/Changes Made
LSU Eunice continues to work diligently in its effort to recruit and hire qualified peoples from a diverse populous. To insure equal employment opportunity for all individuals on the LSUE campus without regard to race, color, creed, sex, national origin, age, handicap, marital status, religion, sexual orientation, or veteran's status the Affirmative Action/Equal Opportunity Committee established the following action steps:
1. Pursue minority faculty/staff recruitment and employment strategies. LSUE includes the mailing of position announcements to predominantly black institutions as well as incorporate the use of the discipline-specific internet discussion lists and bulletin boards. All positions are also advertised on the LSUE website [http://www.lsue.edu/jobs](http://www.lsue.edu/jobs) until they are filled or until the end of the application period, whichever comes first.

2. Monitor each personnel search and hire to ensure compliance with AA/EEO guidelines. The AA/EEO Chair continues to attend the initial search committee meeting to verify search procedures to ensure equality of opportunity in all aspects of the employment process. During the initial search meeting the AA/EEO Officer advises the committee to select the best qualified candidate regardless of race, color, creed, national origin, sex, age, disability, sexual orientation, religion, marital status or veteran’s status. When an AA/EEO committee member serves on a search committee, the committee member should be aware of the AA/EEO issues and bring any concerns to the AA/EEO committee. Additionally, each search committee member is given a written handout outlining the search process and a list of questions to avoid while conducting their search.

3. Continue to present awareness workshops concerning issues dealing with affirmative action/equal opportunity and other diversity issues.

4. Continue to develop new strategies and recommendations for identifying, recruiting, hiring, and retaining a diverse faculty and staff. The AA/EEO Officer will work to implement some of the recommended recruiting techniques, etc.

5. Work with the Human Resource department to coordinate compliance with ADA regulations.

6. Review all relevant policies yearly to ensure applicability and compliance.

**Related Items**

   - **Progress:** Completed
   - **Provided By:** Affirmative Action/Equal Employment Opportunity
   - **Participants:**
   - **Budget Information:** none (existing)
   - **Start:** 11/1/2016
   - **End:** 10/30/2017

   - **1. Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

   - **2. Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

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

   - **4. Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
1.2: Annually Provide Training on AA/EEO topics to faculty & staff
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Affirmative Action/Equal Employment Opportunity
Participants:

Objective With Intended Outcomes
LSU Eunice will annually provide AA/EEO education/training/information at the Faculty-Staff Fall/Spring Workshop.

Assessment/Evaluation/Measures/Strategies
Sexual Harassment and Ethics training completed in compliance with state law for all state employees.

Assessment/Evaluation Results (Progress Report)
For the AY 2015-2016, this objective was met.

For the AY 2016-2017, LSUE employees receive mandated ethics training annually by Louisiana Ethics Administration Program. LSUE employees also received mandated sexual violence training by the University, which also includes training regarding sexual harassment.

Since training on both topics took place, the objective was met.

Director of IE's note: The current Title IX and AA/EEO officer was not employed by the University during AY 2016-2017.

- Ethics logs 2017
- LSUE Preventing Sexual Misconduct Training for Employees

Improvement Plan/ Changes Made
Continue to provide bi-annual training for faculty and staff to ensure compliance with State and Federal laws and University policies related to discrimination and campus participation opportunities.

Related Items
Progress: Completed
Provided By: Affirmative Action/Equal Employment Opportunity
Participants:
Budget Information: none (existing)
Start: 11/1/2016
End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

1.3: Assess Campus Climate

Start: 11/1/2016
End: 10/30/2017
Progress: Canceled
Provided By: Affirmative Action/Equal Employment Opportunity
Participants:

Objective With Intended Outcomes
LSU Eunice will annually assess faculty, staff, and student campus climate.

Assessment/Evaluation/Measures/Strategies
This objective will be assessed indirectly using the following surveys:

LSU Eunice Faculty survey: Meet or exceed spring 2014 results of 3.8 out of 5.00.
LSU Eunice Staff survey. Meet or exceed spring 2014 results of 3.6 out of 5.00.
Noel Levitz SSI. Meet or exceed spring 2014 results of 5.89 out of 7.

Assessment/Evaluation Results (Progress Report)
For AY 15-16, this objective was met.

For AY 16-17, this objective was not met. The current Title IX and AA/EEO Officer was not employed during this time.

Improvement Plan/ Changes Made
This objective will be discontinued for AY 17-18. This objective is repetitive of another objective that more closely aligns with the goals of the University.
Related Items

   
   **Progress:** Completed
   **Provided By:** Affirmative Action/Equal Employment Opportunity
   **Participants:**
   **Budget Information:** none (existing)
   **Start:** 11/1/2016
   **End:** 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

### 2.1: Title IX Campus Climate

**Start:** 11/1/2016
**End:** 10/30/2017

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

**Objective With Intended Outcomes**

**Climate Objectives**

- Active leadership - promote intrusive leadership within LSUE to prevent sexual violence and reporting

- Reduce risk and vulnerabilities associated with sexual violence through appropriate leadership oversight, cohesion on campus, social responsibility, clearly established norms of social behavior and responsible alcohol consumption.

- Improve collaboration with LSUE and all stakeholders to ensure coordination of training and reporting

- Eliminate the stigma of reporting sexual assault and seeking support if an assault occurs.
Climate - fully engage all of the LSUE community, from top to bottom, to eliminate sexual violence, create a culture intolerant of sexual violence or behavior that enables it.

Assessment/Evaluation/Measures/Strategies

Climate Actions and Assessments
Leadership
- Training programs for all mandatory reporters at all levels
- Develop tools to share best practices
- Incorporate sexual violence prevention and response monitoring, measures and education into routine training and safety forums
- Conduct climate surveys to identify deficient areas

Risk
- Evaluate climate surveys, develop new surveys as appropriate, provide recommendations for improvement based on findings
- Support and encourage participation at all levels - internal and external

Collaboration
- Analyze training curricula and reports of investigation to ensure correct classification of incidents (sexual violence vs. sexual harassment)

Stigma
- Develop a qualitative tool to analyze and track attitudes towards reporting
- Assess policy and practice for reassignment of perpetrators and victims

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective was added, however it was not completed/implemented until AY 2016-2017.

For AY 2016-2017, there was not a full-time Title IX Coordinator the entire AY 2016-2017. The climate survey was implemented/completed in AY 2016-2017 and provided the following results:

Majority of the surveyed students stated that they have not received trainings in the areas related to the following areas of sexual assault. (See Q18). It should also be noted that the results of this survey maybe skewed because students were permitted to skip questions that they did not want to answer.

This objective was not met.

- \( \text{LSU Eunice data summary2017 Climate Survey} \)

Improvement Plan/ Changes Made
For AY 2017-2018, the Title IX Office will work to implement/complete online sexual misconduct trainings for students in compliance with Campus SaVe Act. In addition, the Title IX Office will work to coordinate with other departments and student organizations to conduct face-to-face trainings for
students, such new student orientation, first year experience courses, and resident assistants. The face-to-face trainings will be based on the systematic patterns seen on campus that require immediate address to raise prevention awareness.

For AY 2017-2018, the Louisiana Board of Regents will implement a new sexual misconduct survey to increase student participation. LSUE will implement/complete this in AY 2018-2019.

Related Items

2. Ensure compliance with State and Federal laws and University policies related to Title IX in relation to campus climate, response, prevention and accountability.
   Progress: Completed
   Provided By: Affirmative Action/Equal Employment Opportunity
   Participants:
   Budget Information: none (existing)
   Start: 11/1/2016
   End: 10/30/2017

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

2.2: Title IX Prevention Efforts
   Start: 11/1/2016
   End: 10/30/2017
   Progress: Completed
   Provided By: Affirmative Action/Equal Employment Opportunity
   Participants:
   Objective With Intended Outcomes
   Prevention Objectives
   - Leadership responsibility
   - Training implementation- multiple channels for annual training- continue to implement bystander intervention strategies
   - Educate on the correlation between alcohol and sexual violence
   - Prevention- eliminate sexual violence or behaviors that enable it by a strong preventative culture.
     - Bystander intervention campaign
     - Campus wide campaign on awareness and intolerance
   
   Assessment/Evaluation/Measures/Strategies
   Prevention Actions and Assessments
   - Establish an LSUE campus consulting team (Executive Committee & Sub-Committee)
- Train LSUE leadership (Executive Committee) and consulting team (campus Sub-Committee)
- Measure compliance and evaluate the effectiveness of training - adjust as needed
- Assess the effectiveness of bystander intervention training through training and case reviews
- Develop training programs for mandatory reporters at all levels and add modules to existing trainings to incorporate policy and procedure
- Analyze sexual violence incidents to quantify the use of alcohol as a contributing factor
- Partner with other services and external organizations to enhance awareness efforts

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective was met.

For AY 2016-2017, there was not a full-time Title IX Coordinator during the entire AY 2016-2017 to ensure this objective was met. The current Title IX Coordinator was not employed during this time.

This objective was not met.

Improvement Plan/ Changes Made
For AY 2017-2018, the Title IX Office will work to implement/complete online sexual violence training as mandated by Campus SaVe Act that will include bystander awareness training for AY 2018-2019.

Related Items
2: Ensure compliance with State and Federal laws and University policies related to Title IX in relation to campus climate, response, prevention and accountability.
  Progress: Completed
  Provided By: Affirmative Action/Equal Employment Opportunity
  Participants: none (existing)
  Start: 11/1/2016
  End: 10/30/2017

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

2.3: Title IX Response to Complaints
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Objective With Intended Outcomes

Response Objectives

- Reporting- ensure that all personnel know and understands reporting options- both formal and informal and processes
- Victim advocacy- provide an advocate to respond to and provide assistance for all victims
- 1st responder training- ensure all mandatory reporters are appropriately trained as potential bystanders and know proper ways to respond in an emergency situation
- System confidence- effectively protect the rights and interests of all parties, lessen stigma regarding reporting and ensure appropriate services are made available
- Response- improve the availability and quality of response support for victims. Increase victim confidence and lessen the stigma of reporting.

Assessment/Evaluation/Measures/Strategies

Response Actions and Assessments

- Enforce mandated training on reporting and proper protocol
- Increase the availability of trained advocates by establishing standards and protocol
- Track competency
- Track workload to identify trends or resource needs
- Track effectiveness of reporting by incident
- Separately track leadership, advocate training, mandatory reporter training to ensure refresher training is completed
- Track and analyze cases reported to ensure system integrity
- Assess confidence in reporting systems through surveys

Assessment/Evaluation Results (Progress Report)

For AY 2015-2016, this objective was met.

For AY 2016-2017, while the nature of the Title IX involves confidential information, however, a Title IX case was resolved within an average time span of 30-45 days. The U.S. Department of Education, Office of Civil Rights provides guidance that a case should resolved within 60 days. Based on the efforts of the previous Title IX staff, cases were handled and resolved promptly.

This objective was met.

Improvement Plan/ Changes Made

For AY 2017-2018, the Title IX office will continue to work with mandatory reporters by keeping them abreast about their duty to report and also working with our off-campus resources to provide mandatory reporters with information on how to handle disclosures and how to provide students with resources.

Related Items

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

Progress: Completed
2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

2.4: Campus Accountability
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Affirmative Action/Equal Employment Opportunity
Participants:

Objective With Intended Outcomes
Accountability Objectives
- Investigation- prompt and thorough investigation of every formal or informal report free from undue influence
- Oversight- consistency of corrective actions and leadership awareness of incidents
- Fair, just and timely allegation resolution- address and resolve allegations appropriately to ensure accountability, ensure due process and appropriate services for offenders
- Program oversight- establish and sustain an effective oversight program
- Accountability- ensure those who commit violations are held accountable. Improve capability and capacity for reporting, investigation and elevate mandatory reporter engagement in response to sexual violence.

Assessment/Evaluation/Measures/Strategies
Accountability Actions and Assessments
- Promote familiarity with investigatory process with mandatory reporters and general trainings
- Review case files to verify compliance
- Share best practices, technology and resource efficiencies
- Limit authority for initial determination of sexual violence cases
- Measure disposition, determinations and final actions to ensure all cases are disposed at an appropriate level. Provide means to detect if cases are not being handled per policy
- Monitor and assess trends in dispositions as well as length of time from initial report to resolution
• Ensure early coordination between Title IX Coordinator, victim's advocate, and investigators to improve timely, thorough and efficient reporting, investigations and accountability
• Quality assurance visits to ensure compliance with policy
• Assess resource needs and provide resources as budget permits
• Identify a standard set of sexual violence reporting metrics

Assessment/Evaluation Results (Progress Report)
For AY 15-16, this objective was met.

For AY 16-17, the Title IX cases that involved violations during the AY 16-17 received sanctions handled by the Director of Judicial Affairs.

This objective was met.

Improvement Plan/ Changes Made
The following will be addressed. The Title IX Coordinator:
• will work with the Dean of Student Affairs to ensure the disciplinary process is fair, impartial, and equitable by providing training to university conduct board members and informing them about the rights of complainants and respondents during the disciplinary process.
• will advise appropriate colleagues regarding best practices and keep abreast about legislative updates to implement changes as necessary.
• is expected to attend Title IX Coordinator Training with ATIXA in Orlando, Florida from January 22nd to January 26th, 2018
• will track and analyze the types of reported incidents to assist in developing training and protocol specific to LSUE's needs.
• will work with Campus Police to provide training to law enforcement officers and security on how to handle incidents involving sexual misconduct.

Related Items
1. Ensure compliance with State and Federal laws and University policies related to Title IX in relation to campus climate, response, prevention and accountability.
   Progress: Completed
   Provided By: Affirmative Action/Equal Employment Opportunity
   Participants:
   Budget Information: none (existing)
   Start: 11/1/2016
   End: 10/30/2017

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
**Bookstore**

1.1: Bookstore-Faculty Satisfaction  
**Start:** 11/1/2016  
**End:** 10/31/2017  
**Progress:** Completed  
**Provided By:** Bookstore  
**Participants:** Vice Chancellor for Business Affairs (Tucker, Arlene)

**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 4.1. The Faculty Survey will be administered during the Spring 2017 semester.

**Assessment/Evaluation Results (Progress Report)**
Objective was met for FY 2015-16. Last year, faculty rated their satisfaction with the bookstore at 4.1.

For FY 2016-17, faculty (20 out of 80) rated their satisfaction with the bookstore at 4.3 on a 5.0 scale. (Q: 30).

Objective was met.

- ![Faculty Survey 2017 Q30](image)

**Improvement Plan/ Changes Made**
No action required.

**Related Items**

1. To operate as an auxiliary enterprise to support the academic mission of LSUE by providing educational books and supplies, and other merchandise.  
**Progress:** Completed  
**Provided By:** Bookstore  
**Participants:** Vice Chancellor for Business Affairs (Tucker, Arlene)  
**Budget Information:** none  
**Start:** 11/1/2016  
**End:** 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

1.2: Bookstore-Student Satisfaction

Start: 11/1/2016
End: 10/31/2017
Progress: Completed
Provided By: Bookstore
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)

Objective With Intended Outcomes
Students will rate their satisfaction with the bookstore on The Noel-Levitz Student Satisfaction Inventory. The bookstore will rank as one of the top ten items of satisfaction by students.

Assessment/Evaluation/Measures/Strategies
The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2017 semester to students enrolled in math or English courses. Benchmark is somewhat satisfied (5.0) or higher.

Assessment/Evaluation Results (Progress Report)
The objective for FY 2015-16 was met.

In FY 2016-17, students' satisfaction with the bookstore (456 responded) was 6.07 on a 7.0 point scale. The bookstore ranked 4 out of 50 LSUE items surveyed for satisfaction. At LSUA, the student satisfaction with the bookstore (50 responded) was 5.53 and at the LSU Lab School the student satisfaction (60 responded) was 5.91. (Q: 44, campus item 4)

Objective was met.

- 2017 Student Survey Q44

Improvement Plan/ Changes Made
No action required.

Related Items
1: To operate as an auxiliary enterprise to support the academic mission of LSUE by providing educational books and supplies, and other merchandise.

Progress: Completed
Provided By: Bookstore
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)
Budget Information: none
Start: 11/1/2016
End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

Budgeting

1.1: Budget Preparation
Start: 11/1/2016
End: 10/31/2017
Progress: Completed
Provided By: Budgeting
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)

Objective With Intended Outcomes
The FY 2016-17 budget will be prepared by the LSU System deadline date with input from campus constituencies.

Assessment/Evaluation/Measures/Strategies
A memorandum from the LSU System Office will provide budget instructions and deadline date.

Assessment/Evaluation Results (Progress Report)
Objective was met in FY 2015-16.

For 2016-17, the budget was prepared and submitted to the LSU System by the deadline.
Objective was met. No action required.

- FY16-17BOR 1

**Improvement Plan/ Changes Made**
No action required.

**Related Items**

1. To prepare an annual budget which reflects the mission of the university and supports institutional priorities.
   - **Progress:** Completed
   - **Provided By:** Budgeting
   - **Participants:** Vice Chancellor for Business Affairs (Tucker, Arlene)
   - **Budget Information:** none
   - **Start:** 11/1/2016
   - **End:** 10/30/2017

2. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

3. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

**2.1: Budget Review-Faculty**

- **Start:** 11/1/2016
- **End:** 10/31/2017
- **Progress:** Completed
- **Provided By:** Budgeting
- **Participants:** Vice Chancellor for Business Affairs (Tucker, Arlene)

**Objective With Intended Outcomes**
Faculty will rate their satisfaction with their involvement in the campus wide budget review process as agreeable or higher on the Faculty Survey.

**Assessment/Evaluation/Measures/Strategies**
Benchmark is agreeable (4.0) or higher. Last year, faculty rated their satisfaction with the budget review process at 3.4. The Faculty Survey will be administered during the Spring 2017 semester.

**Assessment/Evaluation Results (Progress Report)**
Objective was not met for FY2015-16. To improve, faculty representatives on the Budget Review Committee were to inform and involve their faculty colleagues more in the budget review process. Last year, faculty rated their satisfaction with the budget review process at 3.4.

For 2016-17, Faculty (20 out of 80) rated their satisfaction with their involvement with the budget review process at 3.7 (Q:40) which is below the 4.0 rating of agreeable.

Objective was not met.

- Budget Memo
- Faculty Survey 2017 Q40

**Improvement Plan/ Changes Made**
Faculty representatives on the Budget Review committee will continue to inform and involve their faculty colleagues in the budget review process.

**Related Items**

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

**2.2: Budget Review Committee**

Start: 11/1/2016
End: 10/31/2017
Progress: Completed
Provided By: Budgeting
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)

Objective With Intended Outcomes
The Budget Review Committee will meet three to four times annually. The committee will plan and review all departmental requested budgets for FY 2017-18 and make recommendations to the Chancellor.

Assessment/Evaluation/Measures/Strategies
Minutes will be distributed to the campus from committee meetings.

Assessment/Evaluation Results (Progress Report)
Objective for FY2015-16 was met.


Minutes from the four meetings including those on planning the budget for FY 2017-18 were distributed via email and recommendations were submitted to the Chancellor.

Objective was met.

- **Budget Review Committee Minutes--April 20 2017**
- **Budget Review Committee Minutes--January 18 2017**
- **Budget Review Committee Minutes--March 2 2017**
- **Budget Review Committee Minutes--September 13 2016**
- **Budget Review Distribution Campuswide**

Improvement Plan/ Changes Made
No action required.

Related Items

- **2: To plan a budget to meet the needs of the departments based on their goals and objectives.**
  Progress: Completed
  Provided By: Budgeting
  Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)
  Budget Information: none
  Start: 11/1/2016
  End: 10/30/2017

- **1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**

- **2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.**

- **4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.**
2.3: Budget Control

Start: 11/1/2016
End: 10/31/2017
Progress: Completed
Provided By: Budgeting
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)

Objective With Intended Outcomes
Total expenditures for the university will not exceed total revenues in the unrestricted budget.

Assessment/Evaluation/Measures/Strategies
At fiscal yearend, the financial statements will be evaluated to determine if expenditures exceeded revenue in the unrestricted budget. Weekly budget statements are emailed to department heads for their review and decision making.

Assessment/Evaluation Results (Progress Report)
Objective for FY 2015-16 was met.

The FY 2016-17 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. Semi-annual financial reports were submitted to LSU on time. Budget information was disseminated to all budget heads. Business Affairs staff met periodically during the third and fourth fiscal year quarters to monitor the expenditure numbers for yearend closeout. The monitoring of fiscal resources was discussed in Cabinet. (Financial statements will be attached once released by LSU Accounting).

Objective was met.

- LSU System Rev Exp_16-17_Q4(1)

Improvement Plan/ Changes Made
No action required.

Related Items
2. To plan a budget to meet the needs of the departments based on their goals and objectives.

Progress: Completed
Provided By: Budgeting
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)
Budget Information: none
Start: 11/1/2016
End: 10/30/2017
1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

Cafeteria

1.1: Food Service-Faculty Satisfaction
   - **Start:** 11/1/2016
   - **End:** 10/31/2017
   - **Progress:** Completed
   - **Provided By:** Cafeteria
   - **Participants:** Vice Chancellor for Business Affairs (Tucker, Arlene)

   **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 3.7. The Faculty Survey will be administered during the Spring 2017 semester.

   **Assessment/Evaluation Results (Progress Report)**
   Objective for FY 2015-16 was not met. Last year, faculty rated their satisfaction with the cafeteria at 3.7. Evening meals and a juice bar were added to the cafeteria offerings. Contract with ABL was not renewed.

   For 2016-17, faculty (20 out of 80) rated their satisfaction with the cafeteria (Q: 33) at 3.8 on a 5.0 scale.

   Objective was not met.

   - Faculty Survey 2017 Q33
   - Juice Machine
   - evening meals

   **Improvement Plan/ Changes Made**
Evaluation and selection of Chartwells as the food service vendor for fall, 2017 was made. Renovation of existing cafeteria facilities was completed September, 2017.

Related Items

1: To provide a high quality dining experience for students, faculty, and staff.
   - Progress: Completed
   - Provided By: Cafeteria
   - Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)
   - Budget Information: none
   - Start: 11/1/2016
   - End: 10/30/2017

   1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

   4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

1.2: Food Service-Staff Satisfaction
   - Start: 11/1/2016
   - End: 10/31/2017
   - Progress: Completed
   - Provided By: Cafeteria
   - Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)

   Objective With Intended Outcomes
   Staff will rate their satisfaction with the cafeteria as agreeable or higher on the Staff Survey.

   Assessment/Evaluation/Measures/Strategies
   Benchmark is agreeable (4.0) or higher. Last year, staff rated their satisfaction with the cafeteria at 3.7. The Staff Survey will be administered during the Spring 2017 semester.

   Assessment/Evaluation Results (Progress Report)
The objective for FY 2015-16 was not met. Last year, staff rated their satisfaction with the cafeteria at 3.7. Evening meals and a juice bar were added to the cafeteria offerings. Contract with ABL was not renewed.

For FY 2016-17, staff (52 out of 83) rated their satisfaction with the cafeteria (Q: 26) at 3.7 on a 5.0 scale.

Objective was not met.

- Juice Machine
- Staff Survey 2017 Q26
- Evening meals

**Improvement Plan/ Changes Made**
Evaluation and selection of Chartwells as the food service vendor for fall, 2017 was made. Renovation of existing cafeteria facilities was completed September, 2017.

**Related Items**

1. To provide a high quality dining experience for students, faculty, and staff.
   **Progress:** Completed
   **Provided By:** Cafeteria
   **Participants:** Vice Chancellor for Business Affairs (Tucker, Arlene)
   **Budget Information:** none
   **Start:** 11/1/2016
   **End:** 10/30/2017

   - Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
   - Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
   - Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
   - Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

**1.3: Food Service-Student Satisfaction**
**Start:** 11/1/2016
**End:** 10/31/2017
**Progress:** Completed
**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 2017 semester to students enrolled in math or English courses.

**Assessment/Evaluation Results (Progress Report)**
Objective for FY 2015-16 was met.

For FY 2016-17, students' satisfaction at LSUE was 5.38 on a 7.0 scale (n=456) (Q: 47). Students living at Bengal Village purchased an 80 meal plan and evening meals were served Monday through Thursday. At LSUA the student satisfaction with the cafeteria (n=50) was 5.21 and at the LSU Lab School (n=60) the satisfaction was 4.83.

Objective was met at LSUE and LSUA but not met at the Lab School. The Lab School will need to be made aware of their cafeteria satisfaction rating for improvement.

Overall, Objective met.

**Director of IE’s note:** The LSU Lab School is a high school used in the dual credit program with over 50% of the credits offered for transfer programs. LSUE has no control over the food service at the Lab School.

- 2017 Student Survey Q47

**Improvement Plan/ Changes Made**
Evaluation and selection of Chartwells food service vendor for fall, 2017 was made. Renovation of existing cafeteria facilities was completed September, 2017. Students living in Bengal Village purchased a meal plan for 7 days a week.

**Related Items**

1. To provide a high quality dining experience for students, faculty, and staff.
   - **Progress:** Completed
   - **Provided By:** Cafeteria
   - **Participants:** Vice Chancellor for Business Affairs (Tucker, Arlene)
   - **Budget Information:** none
   - **Start:** 11/1/2016
   - **End:** 10/30/2017
1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

Human Resources

1.1: Correspondences-Human Resources

Start: 11/1/2016
End: 10/31/2017
Progress: Completed
Provided By: Human Resources
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)

Objective With Intended Outcomes
Faculty and staff will receive communications from Human Resources on benefits and LSU Eunice policies on a regular basis.

Assessment/Evaluation/Measures/Strategies
A file will be kept on the emails and other correspondence sent to faculty and staff.

Assessment/Evaluation Results (Progress Report)
Objective for FY 2015-16 was met.

For FY 2016-17, at least 40 email correspondences were sent to faculty and staff during the year. The Faculty Handbook was updated for FY 2016-17. Ethics Training was conducted at the 2016 fall faculty/staff workshop per the Ethics Training Policy.

Objective was met.

- Ethics training FY2017
- HR Correspondence examples

Improvement Plan/ Changes Made
Ethics training will be conducted during 2017. Workday training will be conducted.

Related Items

1: To provide a reliable personnel record system which respects confidentiality and meets legal requirements, and to provide information on a comprehensive benefits package.
   
   Progress: Completed
   Provided By: Human Resources
   Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)
   Budget Information: none
   Start: 11/1/2016
   End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

1.2: Human Resources-Audit

Start: 11/1/2016
End: 10/31/2017
Progress: Completed
Provided By: Human Resources
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)

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)
Objective for FY 2015-16 was met.
The Louisiana State Civil Service conducted a drop-in documentation review on personnel actions for compliance with Civil Service Rules. The audit resulted in several violations. Corrective actions were taken.

LSU Internal Auditors conducted a follow-up audit related to on-boarding and termination procedures at LSU Eunice. The information was provided and there were no findings.

The LSU office of Internal Audit conducted a review of HR Delegated Personnel Actions. The information was provided and there were no findings.

LSU Internal Auditors conducted an audit on Title IX. There were no findings. No audit was conducted by LASERS.

Objective was met.

- HR audit
- Onboarding and Termination update
- Title IX audit

**Improvement Plan/ Changes Made**

No action required.

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**Related Items**

1. To provide a reliable personnel record system which respects confidentiality and meets legal requirements, and to provide information on a comprehensive benefits package.
   - **Progress:** Completed
   - **Provided By:** Human Resources
   - **Participants:** Vice Chancellor for Business Affairs (Tucker, Arlene)
   - **Budget Information:** none
   - **Start:** 11/1/2016
   - **End:** 10/30/2017

2. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
3. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
4. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
5. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
**Physical Plant**

### 1.1: Building and Grounds-Faculty Satisfaction

**Start:** 11/1/2016  
**End:** 10/31/2017  
**Progress:** Completed  
**Provided By:** Physical Plant  
**Participants:** Vice Chancellor for Business Affairs (Tucker, Arlene)

**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 4.4. The Faculty Survey will be administered during the Spring 2017 semester.

**Assessment/Evaluation Results (Progress Report)**
Objective for FY 2015-16 was met. Last year, faculty rated their satisfaction with the campus buildings and grounds at 4.4.

For FY 2016-17, faculty (20 out of 80) rated their satisfaction with the campus buildings and grounds at 4.6 on a 5.0 scale (Q: 32). This question received the highest rating. 4095 work orders were scheduled/completed by Physical Plant employees. The Acadian Center Geaux Center for enrollment management, admissions, and registrar's office was renovated. Financial Aid area was also renovated.

Objective was met.

- Faculty Survey 2017 Q32
- Scheduled_Completed WorkOrders

**Improvement Plan/ Changes Made**
The Health Technology roof is being replaced. The Ledoux Library roof will also be replaced in 2017-18.

**Related Items**

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

   **Participants:** Vice Chancellor for Business Affairs (Tucker, Arlene)  
   **Budget Information:** none  
   **Start:** 11/1/2016  
   **End:** 10/30/2017

   1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

### 1.2: Building and Grounds-Staff

<table>
<thead>
<tr>
<th><strong>Start</strong></th>
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<td><strong>Progress</strong></td>
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**Provided By:** Physical Plant  
**Participants:** Vice Chancellor for Business Affairs (Tucker, Arlene)

**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 4.0. The Staff Survey will be administered during the Spring 2017 semester.

**Assessment/Evaluation Results (Progress Report)**
Objective for FY 2015-16 was met. Last year, staff rated their satisfaction with the campus buildings and grounds at 4.0.

For FY 2016-17, staff (52 out of 83) rated their satisfaction with the campus buildings and grounds at 4.5 on a 5.0 (Q: 25). This question received the highest rating. The Acadian Center Geaux Center and Financial Aid office were renovated.

Objective was met.

- [Staff Survey 2017 Q25](#)

**Improvement Plan/ Changes Made**
The Health Technology roof is being replaced. The Ledoux Library roof will be replaced in 2017-18.

**Related Items**

1. To provide clean and well maintained facilities and grounds.  
   **Progress:** Completed
1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

1.3: Building and Grounds-Student Satisfaction

Objective With Intended Outcomes
Students will rate their satisfaction with the Physical Plant on Noel-Levitiz 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-Levitiz Student Satisfaction Inventory will be administered during the Spring 2017 semester to students enrolled in math or English courses.

Assessment/Evaluation Results (Progress Report)
Objective for FY 2015-16 was met.

Students' satisfaction with maintenance of the LSUE campus was 6.21 on a 7.0 scale (n=456). The Physical Plant ranked 1st out of 50 items surveyed, for satisfaction at LSU Eunice. The rating of 6.21 was greater than the 6.08 satisfaction rating of other National Community colleges. (Q: 39. On the whole, the campus is well-maintained). At LSUA the maintenance of the campus (n=50) was rated 6.04, while the Lab School rated their campus (n=60) at 5.63.
Objective was met.

- 2017 Student Survey Q39

**Improvement Plan/ Changes Made**
The Health Technology roof is being replaced. The Ledoux Library roof will be replaced in 2017-18.

**Related Items**

1. To provide clean and well maintained facilities and grounds.
   - **Progress:** Completed
   - **Provided By:** Physical Plant
   - **Participants:** Vice Chancellor for Business Affairs (Tucker, Arlene)
   - **Budget Information:** none
   - **Start:** 1/1/2016
   - **End:** 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

1. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

1. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.

1. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

**1.4: Capital Improvements**

- **Start:** 11/1/2016
- **End:** 10/30/2017
- **Progress:** Completed
- **Provided By:** Physical Plant
- **Participants:**

**Objective With Intended Outcomes**
LSUE will seek capital improvement funding from the State of Louisiana to fund the Re-roofing of the Health Technology Building.

**Assessment/Evaluation/Measures/Strategies**
Completion of the roof by December 31, 2017 is considered as success.
Projects required design, bidding, awarding of the contract, and then inspection by the state upon completion.

**Assessment/Evaluation Results (Progress Report)**
For AY 2015-2016, this objective did not exist.

For AY 2016-2017, the major project is replacing the Health Technology Roof. The project design was completed by The Sellers Group on March 14, 2017; the project was awarded to Roofing Solutions LLC on May 8, 2017; the project was authorized to begin work on July 7, 2017; and the roof inspection and project was completed on November 1, 2017.

Documentation attached.

Objective was met.

- [Health Technology Building Re-roofing Project Info. for State Capital Improvement Report](#)

**Improvement Plan/ Changes Made**
Continued improvements are needed at LSUE: At this point, the two most important projects are the replacement of the fume hoods in the Science Building Chemistry Labs and the replacement of the LeDoux Library Roof.

**Related Items**

1. To provide clean and well maintained facilities and grounds.
   - **Progress:** Completed
   - **Provided By:** Physical Plant
   - **Participants:** Vice Chancellor for Business Affairs (Tucker, Arlene)
   - **Budget Information:** none
   - **Start:** 11/1/2016
   - **End:** 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

1. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

1. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.

1. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
**Purchasing**

### 1.1: Purchasing- Faculty Satisfaction

**Start:** 11/1/2016  
**End:** 10/31/2017  
**Progress:** Completed  
**Provided By:** Purchasing  
**Participants:** Vice Chancellor for Business Affairs (Tucker, Arlene)

**Objective With Intended Outcomes**  
Faculty will rate their satisfaction with the Business Office, which includes the Office of Purchasing, as agreeable or higher on the Faculty Survey.

**Assessment/Evaluation/Measures/Strategies**  
Benchmark is agreeable (4.0) or higher. Last year, faculty rated their satisfaction with the Business Office/Purchasing at 3.8. The Faculty Survey will be administered during the Spring 2017 semester.

**Assessment/Evaluation Results (Progress Report)**  
Objective for FY 2015-16 was not met. Last year, faculty rated their satisfaction with the Business Office/Purchasing at 3.8. The purchasing module in Workday went live July 1, 2016. **Workday training** was provided for departments at the fall convocation.

For FY 2016-17, faculty (20 out of 80) rated their satisfaction with Purchasing at 4.0 on a 5.0 scale (Q: 41). The Purchasing Office has no verbal or written complaints from faculty regarding their orders. A total of **1788 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 was met.

- Faculty Survey 2017 Q41
- PO 2017
- workday training

**Improvement Plan/ Changes Made**  
Additional training of the purchasing module in Workday will be provided.

**Related Items**

**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.**

**Progress:** Completed  
**Provided By:** Purchasing  
**Participants:** Vice Chancellor for Business Affairs (Tucker, Arlene)  
**Budget Information:** none  
**Start:** 11/1/2016
1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

1.2: Purchasing-Audit

Start: 11/1/2016
End: 10/31/2017
Progress: Completed
Provided By: Purchasing
Participants: Vice Chancellor for Business Affairs (Tucker, Arlene)

**Objective With Intended Outcomes**

There will be no findings by auditors on purchasing services and/or procedures.

**Assessment/Evaluation/Measures/Strategies**

The results of annual state audit will be used to evaluate purchasing services.

**Assessment/Evaluation Results (Progress Report)**

Objective for FY 2015-2016 was not met. Based on the audit results from the FY 2015-16, LSU set a delegation threshold for buyers which restricted type of purchases and dollar amounts that LSUE employees could process. The internal auditors did not conduct a follow-up audit on financial controls which included purchasing.

For FY 2016-2017, Workday training sessions, including LaCarte and WorkDay training was conducted. The Purchasing Office conducted on-campus audits of purchases made with the LaCarte procurement card. No internal or state audit was conducted on purchasing services.

Objective was met.

- delegation
- on campus audit of purchases
- workday training
Improvement Plan/ Changes Made
No action required.

Related Items
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.
   - **Progress:** Completed
   - **Provided By:** Purchasing
   - **Participants:** Vice Chancellor for Business Affairs (Tucker, Arlene)
   - **Budget Information:** none
   - **Start:** 11/1/2016
   - **End:** 10/30/2017

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Enrollment Management and Student Affairs
1.1: Increase unduplicated enrollment headcount
   - **Start:** 11/1/2016
   - **End:** 10/30/2017
   - **Progress:** Completed
   - **Provided By:** Enrollment Management and Student Affairs
   - **Participants:**

   **Objective With Intended Outcomes**
   Enrollment Management seeks to increase overall enrollment at LSUE and its various sites.

   **Assessment/Evaluation/Measures/Strategies**
   Target for this enrollment increase is 5% increase for fall 2016 over fall 2015. This target has been set by the Chancellor based on market environment. [Enrollment for fall 2015 was 2508] based on the 14th day census.
For AY 2016-2017, two recruiters were hired to visit schools and recruit students to attend LSUE. Fall 2016 enrollment was 2,906 according to the 14th day census. In Fall 2015, it was 2,508 resulting in an increase of 398 students for an increase of 15.8%. Two new recruiters were hired in Fall 2016 and they were able to visit different schools in the area. Here is an example of the workshops the recruiters attended to make connections with local schools.

Since the observed increase in enrollment of 15.8% > the target of 5%, Objective 1.1 is met.

Improvement Plan/ Changes Made
Recruiters will continue to visit local high schools promoting LSUE to increase overall enrollment.

Related Items
There are no related items.

16-17 temp 1: Completion of Renovation of Geaux Center
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Enrollment Management and Student Affairs
Participants:

Objective With Intended Outcomes
Complete all construction associated with the Geaux Center.

Assessment/Evaluation/Measures/Strategies
A move in date of July 2017 has been established. Moving on or around this day will constitute success.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective did not exist.

For AY 2016-2017, the Geaux Center renovation started fall 2016 and was completed April 1, 2017. Staff began moving into the space in July 2017.
Staff moving into the space:
- Dean of Enrollment Management
- Registrar
- both recruiters
- admissions personnel
- student records

The Geaux Center staff had an open house on August 16, 2017. Since the staff moved in July 2017, this objective is met.

Improvement Plan/ Changes Made
No changes planned. Construction complete. This objective will be deleted in AY 2017-2018.

Related Items

16-17 temp 1: Renovate space in the Acadian Center for the Geaux Center
- Progress: Completed
- Provided By: Enrollment Management and Student Affairs
- Participants:
- Budget Information: Reallocation of Plant Funding, auxiliary funding, in kind funding from LSU
- Start: 11/1/2016
- End: 10/30/2017

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4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

16-17 temp 2: Hire Deans of Enrollment Management and Student Affairs
- Start: 11/1/2016
- End: 10/30/2017
- Progress: Completed
- Provided By: Enrollment Management and Student Affairs
Participants:

**Objective With Intended Outcomes**
Initiate and complete searches to hire a Dean of Enrollment Services and a Dean of Student Affairs.

**Assessment/Evaluation/Measures/Strategies**
Completing the search and have both candidates on board is considered as successful completion of this objective.

The process will be conducted in accordance with LSU and LSUE policies through WorkDay.

**Assessment/Evaluation Results (Progress Report)**
For AY 2015-2016, this objective did not exist since the position was combined into the Vice Chancellor for Enrollment Services and Student Affairs.

For AY 2016-2017, the search was conducted and both positions were filled. The rationale was in dividing the positions was to separate duties, increase efficiency, increase retention, and increase enrollment. It was also to allow for a better division of duties between the Vice Chancellor for Academic Affairs and the Deans (i.e. the office of Student Success Center was moved under Student Affairs and the Registrar and Admissions were reorganized under Enrollment Management). The positions also became Deans reporting to the Chancellor and was no longer a Vice Chancellor.

Since the two positions were filled, this objective is met.
- Documentation of the Dean of Enrollment Management being filled (note that this person resigned on January 31, 2018 and replaced with an interim)
- Documentation of the Dean of Student Affairs being filled
- Dean of Enrollment Management
- Dean of Student Affairs

**Improvement Plan/ Changes Made**
No changes planned. This objective will be cancelled in AY 2017-2018.

**Related Items**

🌟16-17 temp 2: Hire Dean of Student Affairs and Dean of Enrollment Management
**Progress:** Completed
**Provided By:** Enrollment Management and Student Affairs
**Participants:**
**Budget Information:** Reallocation of existing funds and enrollment increase
**Start:** 11/1/2016
**End:** 10/30/2017

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4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

2.1: Immunizations
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Enrollment Management and Student Affairs
Participants: SA, Administrative Assistant (Oubre, Tina)

Objective With Intended Outcomes
All new students shall furnish proof that they have satisfied the immunization requirement prior to registration of classes.

Assessment/Evaluation/Measures/Strategies
Submission of immunization records or waiver form by all newly registered students each semester.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective was met.

For AY 2016-2017, every student must turn in immunization forms or they cannot attend. If LSUE does not have the form on file, the student will have a hold on their account until it is on file. See the form attached that was used this past year.

The objective was met and received information from all students currently enrolled. Please see a partially filled out form here.

- Immunization Form
- Redacted Immunization Form

Improvement Plan/Changes Made
Eventually, it would be ideal to have this as a form that can be submitted electronically if LSUE can get a health area on campus. As of now, it will continue to take place in the Admissions and Registrar's office.

Related Items
1: Increase overall unduplicated enrollment headcount
Progress: Completed
Provided By: Enrollment Management and Student Affairs
Participants:
Budget Information: Existing Funds were reallocated for Recruiters by Chancellor based on Strategic Plan and LSU Based Performance Goals
Start: 11/1/2016
End: 10/30/2017

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4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

2: Track Student Immunization records to assure that all new students meet health requirements.
Progress: Completed
Provided By: Enrollment Management and Student Affairs
Participants: Budget Information: None
Start: 11/1/2016
End: 10/30/2017

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3.1: Orientation
Start: 11/1/2016  
End: 10/30/2017  
Progress: Completed  
Provided By: Enrollment Management and Student Affairs  
Participants: SA, Administrative Assistant (Oubre, Tina)

**Objective With Intended Outcomes**  
Students will be satisfied with orientation.

**Assessment/Evaluation/Measures/Strategies**  
Feedback from the online orientation survey and results from the Noel Levitz Student Satisfaction Inventory will be used as a measurement.

A 4.3 on a 5-point scale for the in-house orientation surveys will be used while a three-year average of 5.94 (6.06 for AY 15-16, 5.8 for AY 14-15, and 5.97 for AY 13-14) on a 7-point scale for the Noel Levitz Student Satisfaction Inventory.

This is a LSUE site based question. As a result, there is no national average.

**Assessment/Evaluation Results (Progress Report)**  
For AY 2015-2016, this objective was met.

For AY 2016-2017, orientation was changed when new leadership came in around July. Many of the questions asked are different, hence, information would not be helpful. However, LSUE did ask one consistent question of the students: Overall Experience at Orientation:

Very Satisfied - 58  
Satisfied - 24  
Neutral - 4  
Dissatisfied - 2  
Very Dissatisfied - 0

Overall, the results were very from the survey with 88 students filling it out. Over 93% of the students said they were satisfied or very satisfied with the overall orientation experience. Only 2% of the students were dissatisfied or very dissatisfied with their experience.

In addition, question number 42 from the Noel Levitz Student Satisfaction Inventory indicated the following:

Overall: 5.90 (n = 566)  
LSUE students: 5.93 (n = 456)  
LSUA students: 5.85 (n = 50)  
LSU Lab School students: 5.56 (n = 60).

Given that the observed value of 5.90 < the benchmark of 5.94 on the Noel Levitz Student Satisfaction Inventory averaged over AY 13-14 to AY 15-16, Objective 3.1 is tentatively met for two reasons. First, the internal data at LSUE points to satisfaction (n = 24) and very satisfied (n = 58). Second, the difference of 0.04 between the observed score of 5.90 and benchmark of 5.94 is likely due to random error.

- EM Q42 orientation by site  
- Orientation Satisfaction
Improvement Plan/ Changes Made
We will continue to make the survey consistent to have results in many different categories to ensure we are getting the best information out to our students. We will focus on areas that need improvement and find the most efficient ways to fix those before the next orientation takes place. Overall, we are very satisfied with these results and hope to get more people to take the survey as well. This may become a mandatory aspect to orientation to allow us an opportunity to get more feedback in the future.

Related Items

1. Increase overall unduplicated enrollment headcount
   **Progress:** Completed
   **Provided By:** Enrollment Management and Student Affairs
   **Participants:**
   **Budget Information:** Existing Funds were reallocated for Recruiters by Chancellor based on Strategic Plan and LSU Based Performance Goals
   **Start:** 11/1/2016
   **End:** 10/30/2017

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   ★ 4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

3: Provide orientation for new students to acquaint themselves with the university.
   **Progress:** Completed
   **Provided By:** Enrollment Management and Student Affairs
   **Participants:** SA, Administrative Assistant (Oubre, Tina)
   **Budget Information:** $15 Orientation fee per new student
   **Start:** 11/1/2016
   **End:** 10/30/2017

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4.1: Increase Fall to Spring New First-Time Full-Time Student Retention
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Enrollment Management and Student Affairs
Participants:

Objective With Intended Outcomes
LSUE will increase the fall-to-spring new first-time full-time student retention.

Assessment/Evaluation/Measures/Strategies
Methodology: Data generated for this objective parallels LSUE Institutional Research data reported to the Louisiana Board of Regents Statewide Student Profile System using students returning to LSUE (see Table 1).

<table>
<thead>
<tr>
<th>Initial Enrollment</th>
<th>FTF Enrolled</th>
<th>Returned to LSU Eunice</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/12</td>
<td>624</td>
<td>504</td>
<td>80.8%</td>
</tr>
<tr>
<td>12/13</td>
<td>567</td>
<td>460</td>
<td>81.1%</td>
</tr>
<tr>
<td>13/14</td>
<td>524</td>
<td>442</td>
<td>84.4%</td>
</tr>
<tr>
<td>14/15</td>
<td>602</td>
<td>471</td>
<td>78.2%</td>
</tr>
<tr>
<td>15/16</td>
<td>568</td>
<td>486</td>
<td>85.6%</td>
</tr>
<tr>
<td>Totals</td>
<td>2885</td>
<td>2363</td>
<td>81.91%</td>
</tr>
</tbody>
</table>

The Benchmark is an average of the last five years, retention from fall 2011-fall 2012 to fall 2015-fall 2016 which is 81.91%.
Meeting or exceeding the 81.91% will constitute meeting this objective.

**Assessment/Evaluation Results (Progress Report)**
For AY 2015-2016, this objective did not exist.

For AY 2016-2017, a total of 872 new first-time full-time students began in fall 2016 with 706 returning in spring 2017. As a result, the retention rate is 80.96% or 81.0% rounded (see Table 2).

<table>
<thead>
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<td>568</td>
<td>486</td>
<td>85.6%</td>
</tr>
<tr>
<td>16/17</td>
<td>872</td>
<td>706</td>
<td>81.0%</td>
</tr>
</tbody>
</table>

Given that the observed value of 81% < the five-year benchmark of 81.9%, Objective 4.1 is not met.

**Improvement Plan/ Changes Made**
LSUE will staff and open a Center for Student Success prior to the end of Spring 2017. Positions will include:
1. a full-time Coordinator of the Pathways to Success Program
2. a full-time Coordinator of Tutoring
3. student assistants as tutors
4. a full-time Coordinator of Disability Services
5. a part-time secretary.

The Center for Student Success is being implemented to increase enrollment, retention, and student success. See Objective 16-17 temp under Academic Affairs/Center for Student Success

**Related Items**

**4: Increase Student Retention**
- **Progress:** Completed
- **Provided By:** Enrollment Management and Student Affairs
- **Participants:**
- **Budget Information:** Salaries funded through reallocation of existing University funds
- **Start:** 11/1/2016
End: 10/30/2017

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4.2: Increase Fall to Fall New First-Time Full-Time Student Retention
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Enrollment Management and Student Affairs
Participants:

Objective With Intended Outcomes
LSUE will increase the fall-to-fall new first-time full-time student retention.

Assessment/Evaluation/Measures/Strategies
Methodology: Data generated for this objective parallels LSUE Institutional Research reported to the Louisiana Board of Regents Statewide Student Profile System using students returning to LSUE and students known to have transferred to other institutions of higher education in the state of Louisiana (see Table 1).
Table 1. Fall-to-Fall Retention of First-Time Full-Time Students.

<table>
<thead>
<tr>
<th>Initial Enrollment</th>
<th>FTF Enrolled</th>
<th>Returned to LSU Eunice</th>
<th>Transferred in Louisiana</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/11</td>
<td>678</td>
<td>335</td>
<td>137</td>
<td>69.60%</td>
</tr>
<tr>
<td>11/12</td>
<td>624</td>
<td>308</td>
<td>116</td>
<td>67.90%</td>
</tr>
<tr>
<td>12/13</td>
<td>568</td>
<td>288</td>
<td>95</td>
<td>67.30%</td>
</tr>
<tr>
<td>13/14</td>
<td>524</td>
<td>290</td>
<td>75</td>
<td>69.70%</td>
</tr>
<tr>
<td>14/15</td>
<td>602</td>
<td>291</td>
<td>109</td>
<td>66.40%</td>
</tr>
<tr>
<td>Totals</td>
<td>2996</td>
<td>1512</td>
<td>532</td>
<td>68.22%</td>
</tr>
</tbody>
</table>

The Benchmark is an average of the last five years, retention from fall 2010-fall 2011 to fall 2014-fall 2015 which is 68.22%. Meeting or exceeding the 68.22% will constitute meeting this objective.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective did not exist.

For AY 2016-2017, There were a total of 568 students classified as new first-time full-time for fall 2015 according to Institutional Research (see Table 2). Of the 568, 323 (56.9%) returned to LSUE while 87 (15.3%) transferred to other institutions of higher education in the state of Louisiana. As a result, 410 (72.2%) of the new first-time full-time students were retained from fall 2015 to fall 2016.

Table 2. Fall-to-Fall Retention of First-Time Full-Time Students.

<table>
<thead>
<tr>
<th>Initial Enrollment</th>
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<td>75</td>
<td>69.70%</td>
</tr>
<tr>
<td>14/15</td>
<td>602</td>
<td>291</td>
<td>109</td>
<td>66.40%</td>
</tr>
<tr>
<td>15/16</td>
<td>568</td>
<td>323</td>
<td>87</td>
<td>72.20%</td>
</tr>
</tbody>
</table>

Given that the observed score of 72.2% > the benchmark of 68.2% from the last five years, Objective 4.2 is met.

Improvement Plan/ Changes Made
Even though the objective was met, LSUE is implementing a new Center for Student Success.

LSUE will staff and open a Center for Student Success prior to the end of Spring 2017. Positions will include:
   1. a full-time Coordinator of the Pathways to Success Program
   2. a full-time Coordinator of Tutoring
   3. student assistants as tutors
   4. a full-time Coordinator of Disability Services
   5. a part-time secretary.

See objective 16-17 temp under Academic Affairs/Center for Student Success. This temporary objective was met in AY 2016-2017.

Related Items

<table>
<thead>
<tr>
<th>4: Increase Student Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress: Completed</td>
</tr>
<tr>
<td>Provided By: Enrollment Management and Student Affairs</td>
</tr>
<tr>
<td>Participants:</td>
</tr>
<tr>
<td>Budget Information: Salaries funded through reallocation of existing University funds</td>
</tr>
<tr>
<td>Start: 11/1/2016</td>
</tr>
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Admissions and Recruitment

<table>
<thead>
<tr>
<th>1.1: Bengal Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start: 11/1/2016</td>
</tr>
<tr>
<td>End: 10/30/2017</td>
</tr>
<tr>
<td>Progress: Completed</td>
</tr>
<tr>
<td>Provided By: Admissions and Recruitment</td>
</tr>
</tbody>
</table>
Participants:

Objective With Intended Outcomes
Prospective students will indicate a satisfaction percentage of at least 70% on question 5 (Are you more or less likely to enroll at LSU Eunice after having attended Bengal Day today?). The survey was enhanced to include the opportunity for attendees to rate the overall experience of Bengal Day.

Assessment/Evaluation/Measures/Strategies
Benchmark: Overall satisfaction percentage of at least 67%.

Students establishing personal connections are extremely important and was the focus of research conducted by the Arizona Western College District Governing Board (DGB). According to Arizona Western College DGB, the national retention rate at 4-year colleges ran at 77%, while community colleges lag behind at 56%. The same principle of establishing personal connections will be used in recruitment. Therefore, the mid-point retention rate of 67%, between community and 4-year college retention rate will be used to establish a benchmark for recruiting prospective students.

Assessment/Evaluation Results (Progress Report)
For AY 15-16, this objective was met.

Bengal Day 1:
60 prospective students took the survey. 84.93% those who answered question 5 indicated they would be more likely to attend LSU Eunice after Bengal Day experience. (see Bengal Day Survey).

Bengal Day 2:
58 prospective students took the survey. 84.81% those who answered question 5 indicated they would be more likely to attend LSU Eunice after Bengal Day experience. (see Bengal Day Survey).

Results: Objective was met for 2016-2017. Satisfaction percentage of at least 70% was achieved for each Bengal Day during AY 2016-17 (Bengal Day 1 - 85%; Bengal Day 2 - 85%).

Improvement Plan/ Changes Made
The Institutional Liaison Office will continue to use the satisfaction survey to measure the students’ overall Bengal Day experience. However, upon completion, a Likert Scale will be used to measure the overall experience at Bengal Day for AY 2017-18.

Related Items
1: Provide opportunities for prospective students to acquaint themselves with university requirements, personnel and services.
   Progress: Completed
   Provided By: Admissions and Recruitment
1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

**Participants:**
- Budget Information: Existing
  - Start: 11/1/2016
  - End: 10/30/2017

**Objective With Intended Outcomes**
Prospective students who were initially seen and/or assisted on campus by the Institutional Liaison Officer will enroll at LSU Eunice for FA 2016.

**Assessment/Evaluation/Measures/Strategies**
Benchmark: A new benchmark of at least a 1% increase of prospective student enrollment was set in AY 2014-15 due to the possibility of a decline in enrollment from fall to fall. The prospective students listed in Radius/Hobsons database that indicated a contact by the Institutional Liaison Officer will be compared to NTR (New, Transfer, Re-entry) students who enrolled during FA 2016. FA 2017 NTR enrollment percentage is 0.5% increase as compared to FA 2016. Enrollment will be verified through LSU Eunice system database (myLSUE).

- [2016-17 New, Transfer, Re-Entry (NTR) Enrollment Report](#)

**Assessment/Evaluation Results (Progress Report)**
In AY 2015-16 the objective was not met. Compared to FA 2015 (51% - 53%), there was a 2% prospective enrollment decrease. Therefore, since the new benchmark is at least 1% increase, this objective was not met during AY 2015-16.

However, of the [prospective students listed in the Radius/Hobsons database](#), the Institutional Liaison Officer met with a total of 50 prospective students on campus from 9/16/16 to 7/07/17. Of the 50 prospective students, 80% (40 out of 50) enrolled at LSU Eunice (enrollment verified in myLSUE) as compared to 51% enrollment during FA 2016. As a result, compared to FA 2016 (80% - 51%), there was a 29% increase, this objective was met.

**Results:** Objective was met.

- [Prospective Student List](#)
Improvement Plan/ Changes Made

On campus recruitment and enrollment efforts for prospective students will be analyzed for continuous improvement. For AY 2016-17, the benchmark will be adjusted to reflect the average enrollment percentage based on the last three consecutive academic years (i.e. 53% in AY 2014-15 and 51% in AY 2015-16 and 80% in AY 2016-17). Therefore, the new benchmark percentage for AY 2017-18 will be 61%.

Related Items

- Related Item 2: Assist with the enrollment process
  - Progress: Completed
  - Provided By: Admissions and Recruitment
  - Participants:
  - Budget Information: existing
  - Start: 11/1/2016
  - End: 10/30/2017

  - 1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
  - 2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

2016-2017 temp: Hire Recruiters

- Start: 11/1/2016
- End: 10/30/2017
- Progress: Completed
- Provided By: Admissions and Recruitment
- Participants:

Objective With Intended Outcomes

Hire two LSUE recruiters.

Assessment/Evaluation/Measures/Strategies

Successfully completing the tasks and hiring the two recruiters by December 1, 2016 will constitute successful completion of this objective.

Assessment/Evaluation Results (Progress Report)

For AY 2015-2016, this objective did not exist.

For AY 2016-2017, the search committee met, interviewed potential recruiting candidates, and narrowed the candidates down. The two positions were filled by December 1, 2016.

Hire date recruiter one.
Hi

The objective was met.

- Anna Lege
- Catlyn Lauret

**Improvement Plan/ Changes Made**

No changes planned. This objective will be cancelled for AY 2017-2018 since the recruiters are employed.

**Related Items**

- **2016 - 2017 temp: Hire Recruiters**
  - **Progress:** Completed
  
  - **Provided By:** Admissions and Recruitment
  - **Participants:**
  - **Budget Information:** Salary Reallocation
  - **Start:** 11/1/2016
  - **End:** 10/30/2017

  1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
  
  2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
  
  3. **Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
  
  4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

**Career Services**

- **1.1: Career Decision Making and Experiential Education**
  - **Start:** 11/1/2016
  - **End:** 10/30/2017
  - **Progress:** Canceled
  - **Provided By:** Career Services
Objective With Intended Outcomes

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

Objective 1.0 has been met for four consecutive years (from AY 2012-13 to AY 2015-16). Therefore, this objective will be revised during AY 2016-17 along with goal 1 to measure all students (including CTE students) who utilize and complete the Kuder Journey Career Assessment.

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

Objective 1.1 has been canceled as a result of achieving its outcome for four consecutive years (AY 2012-13 to AY 2015-16).

Assessment/Evaluation/Measures/Strategies

1.0 Career Decision Making - Since benchmark set at 50% (based on usage in AY 2011-12) was achieved in AY 2013-14, Career Services will strive to achieve above 50% Kuder utilization from CTE students in AY 2014-15. Career Services will run a computer generated administrative report powered by Kuder to retrieve the number of students who completed the Kuder assessment during AY 2014-15. A search through myLSUE for each student listed in the Kuder report will be conducted to determine the number of students who are classified as CTE students.

Benchmark: This objective has been revised (see 1.1a). As a result, it is currently in the process of being benchmarked.

1.1 Experiential Education - Since benchmark set at 50% (based on usage in AY 2011-12) was achieved in AY 2013-14, Career Services will strive to achieve above 50% CCN utilization from CTE students. Career Services will run a computer generated administrative report powered by CCN to determine the number of CTE students who utilized CCN during AY 2014-15.

Since this objective has been met for four consecutive years, it has been canceled. Therefore, no assessment/evaluation was performed for this objective during AY 2016-17.

Assessment/Evaluation Results (Progress Report)

Improvement Plan/ Changes Made

Related Items

1: To assist students in declaring a major.

Progress: Completed

Provided By: Career Services

Participants: Director of Career Services (Wright, Atina)
Budget Information: $3,112.04 (Kuder Renewal $1,250, CCN $670.04, and Career Fairs $1,192) - Carl Perkins and Career Services Foundation Accounts
Start: 11/1/2016
End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

1.1a: Career Decision Making
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Career Services
Participants:

Objective With Intended Outcomes
Objective 1.1a Career Decision Making - Students will utilize and complete the Kuder Journey Career Assessment to receive assistance with choosing a major.

Assessment/Evaluation/Measures/Strategies
Benchmark: This objective has been revised. As a result, it is currently in the process of being benchmarked using three consecutive years of data beginning AY 2016-17.
Career Services will run a computer generated report from Kuder Journey Administrative Database which identifies all students who utilized and completed the Kuder assessment. Career Services will take the number of students who utilized and completed the Kuder assessment during AY 2016-17 and compare it to the number of students who utilized and completed the Kuder assessment during AY 2015-16.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective did not exist.
For AY 2016-2017, the number of students who utilized and completed the assessment increased by 22.5%, from 358 in AY 2015-2016 (large file - may take a moment to open) to 398 in AY 2016-2017 (large file - may take a moment to open) \((398-358=40; \frac{40}{325}=12.3\%)\). As a result of a 12.3% increase in Kuder utilization and completion. Since the observed value of 398 >the preliminary benchmark of 358, Objective 1.1a is met for AY 2016-17. 

Results: Objective was met.

Since the observed value of 398 > the preliminary benchmark of 325, Objective 1.2 is met.

- 2015-2016 Kuder Users
- 2016-2017 Kuder Users

Improvement Plan/ Changes Made
Career Services will strive to increase student utilization and completion of the Kuder assessments. A benchmark will be established after collecting three consecutive years of data from AY 2016-17 to 2018-19.

Related Items

1. To assist students in declaring a major.
   Progress: Completed
   Provided By: Career Services
   Participants: Director of Career Services (Wright, Atina)
   Budget Information: $3,112.04 (Kuder Renewal $1,250, CCN $670.04, and Career Fairs $1,192) - Carl Perkins and Career Services Foundation Accounts
   Start: 11/1/2016
   End: 10/30/2017

   1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

   4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

2.1: Job Search-Resume Approval
Start: 11/1/2016
End: 10/30/2017
Progress: Canceled
Objective With Intended Outcomes
Students who utilize the online College Central Network (CCN) will register and upload their resume with CCN.

Assessment/Evaluation/Measures/Strategies
Benchmark: CCN resume upload of above 14%. This benchmark was set as a result of achieving 14% of students who registered and uploaded their resume online with CCN (College Central Network) in AY 2012-13, 2% above the AY 2011-12 objective.

This is as a result of achieving over 14% of students who registered and uploaded their resume online with CCN during AY 2012-2013.

Career Service will use data collected from CCN online system to track the number students who register and upload a resume online.

Assessment/Evaluation Results (Progress Report)

Improvement Plan/ Changes Made
Objective 2.1 has been met for four consecutive years (from AY 2012-13 to AY 2015-16). Therefore, this objective has been canceled along with goal 2. Career Services will continue to provide online career services through College Central Network (CCN) for students to upload resumes for approval.

Related Items

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

Participants: Director of Career Services (Wright, Atina)
Budget Information: $1,368.00 (CCN and Career Fairs) - Carl Perkins
Start: 11/1/2016
End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
Objective With Intended Outcomes
Students will create and upload a professional resume through College Central Network (CCN) that would be rated as effective to land a job interview.

Assessment/Evaluation/Measures/Strategies
Benchmark: 20% “effective” resume approval rating. The total number of participants was 9. This benchmark was established in AY 2012-13 based on the total number of registered participants who received an “effective” rating by using a resume rubric as a rating instrument.

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

- Resume Writing Rubric
- Resume Writing Rubric

Assessment/Evaluation Results (Progress Report)

Improvement Plan/ Changes Made
Objective 2.2 has been met for 2 years (AY 2013-14 and AY 2015-16). Therefore, this objective has been canceled along with goal 2. Career Services will continue to provide online career services through College Central Network (CCN) for students to upload resumes.

Related Items

2: To assist students in sharpening their job search skills.
   Progress: Canceled
   Provided By: Career Services
   Participants: Director of Career Services (Wright, Atina)
   Budget Information: $1,368.00 (CCN and Career Fairs) - Carl Perkins
   Start: 11/1/2016
   End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

3.1: Employment Services-Renamed Graduates’ Utilization of CCN
Objective With Intended Outcomes
This objective measures the number of graduating students who utilize online College Central Network (CCN) employment services through the Office of Career Services. Career Services should achieve 10% to 15% utilization from graduating students who utilize CCN.

Assessment/Evaluation/Measures/Strategies
Benchmark: 10% - 15% CCN graduate utilization.

Career Services developed an objective in AY 2012-13 that measures the number of graduating students who utilize online College Central Network (CCN) employment services. Based on an increase in the number of graduating students who utilized CCN during AY 2012-13, the benchmark was set at 10% to 15% graduate utilization.

Career Services will run a computer generated report which collects data from CCN online system which tracks the number of graduating students who register and utilize the online employment services. Therefore, data will be collected from the CCN online tracking system.

- CCN Graduate Utilization Report
- CCN Graduate Utilization Report

Assessment/Evaluation Results (Progress Report)

Improvement Plan/ Changes Made
Objective 3.1 has been met for two consecutive years (from AY 2014-15 to AY 2015-16). Therefore, this objective has been canceled along with goal 3. Career Services will continue to provide employment programs and services through College Central Network (CCN) for graduating students.

Related Items
3: To assist students in obtaining part-time/full-time employment.
   Progress: Completed
   Provided By: Career Services
   Participants: Director of Career Services (Wright, Atina)
   Budget Information: 1,862.04 (CCN - $670.04 and Career Fairs - $1,192) - Carl Perkins
   Start: 11/1/2016
   End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

3.2: Employment Services - Placement
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Career Services
Participants: Director of Career Services (Wright, Atina)

Objective With Intended Outcomes
This objective measures the number of graduating students who were able to find full-time employment or continue their education within six months after graduating.

Assessment/Evaluation/Measures/Strategies
Benchmark: This objective is new. As a result, it is currently in the process of being benchmarked. Career Services adjusted the benchmark to reflect the average placement rate percentage based on the last three consecutive academic years
- AY 2013-2014 (data from AY 2012-2013 graduates): 85% (n = 300)
- AY 2014-2015 (data from AY 2013-2014 graduates): 96% (n = 286)
- AY 2015-2016 (data from AY 2014-2015 graduates): 91% (n = 251)
- As a result, the grand mean is 90.56% calculated by (85x300 + 96x286 + 91x251)/(300 + 286 + 251) = 75797/837.

Career Services will run a computer generated report from Institutional Research that identifies students who graduated during a given academic semester (summer 2015 & fall 2015; spring 2016), to include their contact information. Career Services will contact each graduate via email and/or phone to obtain their employment status. For compliance outcomes assessment reporting purposes, employment results for the previous academic year will be reported for the current academic year, due to the fact that employment data collection begins six months after graduation. (i.e. AY 2016-17 will contain employment results from AY 2015-16).

- Fall 2015 Placement Response Data
- Spring 2016 Placement Response Data
- Summer 2015 Placement Response Data

Assessment/Evaluation Results (Progress Report)
This objective was met during AY 2015-2016. A placement rate of 90.4% was achieved (139+96)/(322-62) = 235/260 = 90.4%.
For AY 2016-2017 that uses the raw data results from AY 2015-16 graduate responses (summer 2015, fall 2015 & spring 2016), the data indicated that of the total number of summer/fall and spring graduates (n = 306), a total of 141 (58%) were employed; 90 (37%) were continuing their education; 12 (5%) were unemployed; and 63 (20.6%) were unreachable. A placement rate of 95.1% was achieved (141+90)/(306-63) = 231/243 = 95.06% during AY 2016-2017 compared to 90% in AY 2015-2016.

Since the observed rate of 95.1% > the benchmark of 90.3%, Objective 3.2 is met.

- Fall 2015 Placement Response Data
- Spring 2016 Placement Data Report
- Spring 2016 Placement Response Data
- Summer & Fall 2015 Placement Data Report
- Summer 2015 Placement Response Data

**Improvement Plan/ Changes Made**
Each semester/academic year, Career Services will continue to collect employment data from students who have graduated to track post-collegiate career outcomes (job placement - graduates who are employed and continuing their education) and strive to achieve the new benchmark (94% placement rate) for upcoming AY 2017-2018.

**Related Items**
3: To assist students in obtaining part-time/full-time employment.
- **Progress:** Completed
- **Provided By:** Career Services
- **Participants:** Director of Career Services (Wright, Atina)
- **Budget Information:** 1,862.04 (CCN - $670.04 and Career Fairs - $1,192) - Carl Perkins
  - **Start:** 11/1/2016
  - **End:** 10/30/2017

- ⭐️ 1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

- ⭐️ 2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

**4.1: Employment Services-Employer Satisfaction - Renamed Employment Services-Workforce Development Partnerships**
- **Start:** 11/1/2016
- **End:** 10/30/2017
- **Progress:** Canceled
- **Provided By:** Career Services
- **Participants:** Director of Career Services (Wright, Atina)
Objective With Intended Outcomes
Employers who participate in the annual career fair events (Health Sciences and All Majors Career Fair) will be satisfied with the overall experience/environment of the career fair event.

Assessment/Evaluation/Measures/Strategies
Benchmark: Overall employer satisfaction rate of at least 90% was set AY 2012-13.

In AY 2014-15, employers who participate in the career fair events completed an Employer Satisfaction Survey with an overall satisfaction rating of at least 90%.

Assessment/Evaluation Results (Progress Report)

Improvement Plan/ Changes Made
Objective 4.1 has been met for four consecutive years (from AY 2012-13 to AY 2015-16). Since this objective aligns with the University's workforce development goal, it has been revised for AY 2017-18 to read as follows: Employment Services-Workforce Development Partnerships. Hence, Goal 4 has been revised to read as follows: To develop partner relationships with employers.

Related Items

4. To develop partner relationships with employers.
   Progress: Completed
   Provided By: Career Services
   Participants: Director of Career Services (Wright, Atina)
   Budget Information: 1,862.04 (CCN - $670.04 and Career Fairs - $1,192) - Carl Perkins
   Start: 11/1/2016
   End: 10/30/2017

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

4.1a: Workforce Development Partnerships
   Start: 11/1/2016
   End: 10/30/2017
   Progress: Completed
   Provided By: Career Services
   Participants:

Objective With Intended Outcomes
Career Services will increase the number of workforce development partnerships for LSUE.
Assessment/Evaluation/Measures/Strategies
Benchmark is being established.
This objective will be assessed from a report generated by College Central Network (CCN) System. The report will list all employers who registered with CCN during a given academic year. Career Services will then determine the number of employers on the list who are new registrants in constant contact with LSUE to provide employment/internship opportunities for LSUE students. A benchmark will be established after receiving an average of three consecutive years of data beginning with AY 2016-2017.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective did not exist.
During AY 2016-2017, 38 employers registered with CCN. Of the 38 registered employers, 4 employers were identified as new employers who have developed a relationship with LSUE to provide employment/internship opportunities for students. The employers are listed as follows: Iberia Bank, Magnolia Best Buy, St. Landry EMS and The GEO Group (employers are highlighted in the attached CCN Report). Note that the attachments are large files and may take a moment to open.
Since a benchmark is in the process of being developed, Objective 4.1a is tentatively met.

- CCN Registered Employers 2016-17 Report

Improvement Plan/ Changes Made
Career Services will continue to track the number of new employers who register with CCN to provide employment/internship opportunities for LSUE students. A benchmark will be established in AY 2018-2019.

Related Items
4: To develop partner relationships with employers.
Progress: Completed
Provided By: Career Services
Participants: Director of Career Services (Wright, Atina)
Budget Information: 1,862.04 (CCN - $670.04 and Career Fairs - $1,192) - Carl Perkins
Start: 11/1/2016
End: 10/30/2017

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

Financial Aid
1.1: Financial Aid-Information
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Financial Aid
Participants:

**Objective With Intended Outcomes**
Prospective students and parents will have access to and understand the importance of financial aid availability and applications procedures and be satisfied with the procedures.

**Assessment/Evaluation/Measures/Strategies**
Use of Noel Levitz Student Satisfaction Survey results from question number 5 for Spring 2016. The Survey uses a 7 point Likert Scale:

- 1. is not satisfied at all
- 2. is not very satisfied
- 3. is somewhat dissatisfied
- 4. is neutral
- 5. is somewhat satisfied
- 6. is satisfied
- 7. is very satisfied

Meeting objective will be exceeding or meeting the national average for current year which is 5.40.

- Financial Aid 16-17 NLIS_Sequential_Order

**Assessment/Evaluation Results (Progress Report)**
For AY 2015-2016, the objective was met due to satisfaction exceeding the national average. The average rating was 5.44 as compared to the national average of 5.36.

During the academic year of 2016-2017, we conducted eight financial aid presentations for LSUE site students. Noel-Levitz Student Satisfactory Survey results for Spring 2017 showed responses in the area of satisfaction as follows:

Satisfaction for the LSUE site was 5.42 (n = 456) on a 7-point scale on the Noel Levitz Student Satisfaction Survey. Satisfaction for the LSUA site was 4.52 (n = 50).

Given that the observed score for the LSUE site was 5.42 > the national average of 5.40, objective 1.1 is met. However, given that the score for the LSUA site of 4.52 < the national average of 5.40, objective 1.1 is not met.

Students at the LSU Lab School (a private school with LSU's College of Education) are not eligible for financial aid since they have not yet received their high school diploma.

LSUE students attending LSUA are students needing developmental courses and are not admissible to LSUA. The Office of Financial Aid is willing to give Financial Aid presentations to LSUE students attending at LSUA; however, many of the students attending at that site are typically referred to LSUE at the last minute making scheduling the presentations difficult.

Given these conditions, Objective 1.1 is tentatively met.
Improvement Plan/ Changes Made
The financial aid office along with the enrollment management recruiting staff will continue to offer financial aid workshops both on the LSUE site and off campus to promote the importance of applying early for financial aid. The financial aid office will also be utilizing a new text messaging service to timely notify a student, regardless of site, of when a decision has been made on their financial aid package to supplement the email that is currently sent to a student.

With the addition of a full-time LSUE staff person being housed on the LSUA campus, this person will function as a liaison to the office of Financial Aid. A financial aid staff person has also been assigned to work directly with the LSUE staff person at LSUA.

Related Items
1: Provide financial resources for eligible students in support of their educational/career goals.
   Progress: Completed
   Provided By: Financial Aid
   Participants:
   Budget Information: Federal/State Funds and Recurring funds from the LSU Eunice Foundation for Scholarships
   Start: 11/1/2016
   End: 10/30/2017

   ★ 1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

   ★ 4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

1.2: Financial Aid Resources
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Financial Aid
Participants:
**Objective With Intended Outcomes**
The institution will help students identify resources to finance their education.

**Assessment/Evaluation/Measures/Strategies**
Noel Levitz Student Satisfaction Survey results from question number 23 from Spring 2016. The Survey uses a 7 point Likert Scale:

<table>
<thead>
<tr>
<th>Likert Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>is not satisfied at all</td>
</tr>
<tr>
<td>2</td>
<td>is not very satisfied</td>
</tr>
<tr>
<td>3</td>
<td>is somewhat dissatisfied</td>
</tr>
<tr>
<td>4</td>
<td>is neutral</td>
</tr>
<tr>
<td>5</td>
<td>is somewhat satisfied</td>
</tr>
<tr>
<td>6</td>
<td>is satisfied</td>
</tr>
<tr>
<td>7</td>
<td>is very satisfied</td>
</tr>
</tbody>
</table>

Meeting objective will be either meeting or exceeding the national average for current year which is 5.40.

- FA 23 16-17 NLIS_Sequential_Order

**Assessment/Evaluation Results (Progress Report)**
For AY 2015-2016, the objective was met due to satisfaction exceeding the national average. The average rating was 5.51 as compared to the national average of 5.34.

For AY 2016-2017, Noel Levitz Student Satisfaction Survey results from question number 23 for Spring 2017 reveals the following:

Satisfaction for the LSUE site was 5.51 (n = 456) on a 7.0 scale. Satisfaction for the LSUA site was 5.22 (n = 50). Satisfaction for the LSU Lab School was 5.36 (n = 60).

Students at the LSU Lab School (a private school with LSU's College of Education) are not eligible for financial aid since they have not yet received their high school diploma.

Given that the observed score for the LSUE site was 5.51 < the national average of 6.31 and given the score for LSUA site of 5.22 < the national average of 6.10 objective 1.2 is not met.

- FA 23 16-17 NLIS_Siteandquestionorder

**Improvement Plan/ Changes Made**
We will continue to find ways to inform students of sources of financial assistance and university scholarships.

With the addition of a full-time LSUE staff person being housed on the LSUA campus, this person will function as a liaison to the office of Financial Aid. A financial aid staff person has also been assigned to work directly with the LSUE staff person at LSUA.

**Related Items**

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

  **Progress:** Completed
1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

1.3: Financial Aid-Scholarships

Start: 11/1/2016
End: 10/30/2017

Objective With Intended Outcomes
High school and continuing students who achieve academic excellence will be eligible to receive and invited to apply for scholarships.

Assessment/Evaluation/Measures/Strategies
The measurement will be the total amount of scholarships disbursed as awarded by the LSU Eunice Scholarship Committee. The benchmark will be the average of the total amount of scholarships disbursed for the 5 prior years which is $154,893.

Assessment/Evaluation Results (Progress Report)
The objective for 2015-2016 was met. The 5-year average was $152,328. The amount of scholarships awarded was $165,386.

For AY 2016-2017, the 5-year average is $154,893. The amount of scholarships awarded for 2016-2017 is $161,641. The number of students that were awarded increased from last year (149 students in 2015-2016 and 161 students in 2016-2017).

Since the observed value of $161,641 > the benchmark of $154,893, Objective 1.3 is met for 2016-2017.
Improvement Plan/ Changes Made
The LSU Eunice Scholarship Committee will continue working with the LSUE Foundation in the pursuit of additional funding for scholarships. Several new scholarships have been recently funded and should be available to begin awarding to students within the upcoming years.

Related Items

1. Provide financial resources for eligible students in support of their educational/career goals.
   - **Progress:** Completed
   - **Provided By:** Financial Aid
   - **Participants:**
   - **Budget Information:** Federal/State Funds and Recurring funds from the LSU Eunice Foundation for Scholarships
   - **Start:** 11/1/2016
   - **End:** 10/30/2017

   1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
   2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
   3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
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### 1.4: Financial Aid Counseling

- **Start:** 11/1/2016
- **End:** 10/30/2017
- **Progress:** Completed
- **Provided By:** Financial Aid
- **Participants:**

**Objective With Intended Outcomes**

Financial aid counseling is available to students as needed

**Assessment/Evaluation/Measures/Strategies**

Noel Levitz Student Satisfaction Survey results from question number 15 from Spring 2016. The Survey uses a 7 point Likert Scale:
Likert Scale:
1. is not satisfied at all
2. is not very satisfied
3. is somewhat dissatisfied
4. is neutral
5. is somewhat satisfied
6. is satisfied
7. is very satisfied

Meeting objective will be either meeting or exceeding the national average for current year which is 5.66.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, the objective was met due to satisfaction exceeding the national average. The average rating was 5.66 as compared to the national average of 5.60.

For AY 2016-2017, the results from the Noel Levitz Student Satisfaction Inventory noted that the satisfaction for the LSUE site was 5.55 (n = 456) on a 7.0 scale. Satisfaction for the LSUA site was 5.11 (n = 50). Satisfaction for the LSU Lab School was 5.30 (n = 60).

Students at the LSU Lab School (a private school with LSU’s College of Education) are not eligible for financial aid since they have not yet received their high school diploma.

Given that the observed score for the LSUE site was 5.55 < the national average of 6.30 and given the score for LSUA site of 5.11 < the national average of 6.02 objective 1.4 is not met.

Improvement Plan/ Changes Made
Monitor data...the Office of Financial Aid will continue with making the Cost of Attendance available to all students and will work with admissions to include in the admissions acceptance letter.

Related Items
1. Provide financial resources for eligible students in support of their educational/career goals.
   - Progress: Completed
   - Provided By: Financial Aid
   - Participants: Budget Information: Federal/State Funds and Recurring funds from the LSU Eunice Foundation for Scholarships
   - Start: 11/1/2016
   - End: 10/30/2017

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Registrar

1.1: Decreasing processing time of admission applications
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Registrar
Participants:

Objective With Intended Outcomes
The Office of Admissions will decrease the number of days, on average, between the date that an application fee has been paid and the date that the application is processed.

Assessment/Evaluation/Measures/Strategies
The Director of Admissions will provide data showing the number of days each application took to be processed after the application fee was paid and calculate the mean of all applications.

The mean number of days from paid to processed will be determined. The mean for AY 2016-2017 will be compared with past years and specific strategies will be developed to reduce the average number of days from paid to processed application.

Assessment/Evaluation Results (Progress Report)
No data was provided on this objective for AY 2015-2016

For AY 2016-2017, and based on 1981 applications, the average was 1.7 days from paid to processed. This figure includes Christmas holiday break numbers (see attached file). Without Christmas break numbers, 1944 applications, average of 1.56 days from paid to processed. This excludes all applications from LSUA concurrent, LSU Pathway, DE, and Academy Students, as well as students who were rolled from Spring 17 to Fall 17.

Objective tentatively met given that an established benchmark does not yet exist.

- Applicants_by_SemesterTR3AL4MV
Improvement Plan/ Changes Made
With more applications expected over the next coming years, others in the office will be trained to process applications. Recruiters will learn how to do this process which should help with larger gaps like Thanksgiving and Christmas break. As more people are trained and we move into a different system such as Workday, the time from payment to completed should decrease.

Related Items

1. The Office of Admissions will decrease turnaround time for processing of paid applications.
   Progress: Completed
   Provided By: Registrar
   Participants:
   Budget Information: No additional funds requested
   Start: 11/1/2016
   End: 10/30/2017

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

   4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

2.1: Degree Checkout Returns
   Start: 11/1/2016
   End: 10/30/2017
   Progress: Completed
   Provided By: Registrar
   Participants:

   Objective With Intended Outcomes
   The Registrar's Office will reduce the rate of degree checkout returns to division heads by 5%.

   Assessment/Evaluation/Measures/Strategies
   There is currently no data on the rate of which degree checkouts for graduating students are returned to division heads because the student is not eligible to graduate based on the criteria of the University.
The Office of the Registrar will collect data to benchmark the rate of returns, beginning mid-way through the process in the Fall 2015 semester. The reasons for the returns will also be noted and coded. This data collection will continue through the Summer 2016 semester.

**Assessment/Evaluation Results (Progress Report)**
For AY 2015-2016, this objective was met (in absence of a benchmark).

Degree audit returns AY 2015-2016 Returned to Division Heads (Found in Excel Sheets):
- **Fall** - 42.6%
- **Spring** - 25.9%
- **Summer** - 40%
- Mean = 36.2%

Degree Audit Returns AY 2016-2017 Returned to Division Heads (Calculated by hand... Registrar did not keep up with this and replacement Registrar starting in Fall 2017):
- **Fall** - 24.5%
- **Spring** - 26.7%
- **Summer** - 30.8%
- Mean = 27.3%

All future reports will be put into Excel Spreadsheet for easy viewing and editing. This has already been implemented like AY 2015-2016. The information was not kept properly in 2016-2017 with changes in the registrar position, however, Fall 2017 onward will be completed correctly.

Since the observed return rate of 27.3% for AY 2016-2017 < AY 2015-2016's return rate of 36.2%, this objective is met.

- [Degree Audit Returns Fall 2015](#)
- [Degree Audit Returns Sp 2016](#)
- [Degree Audit Returns Su 2016](#)

**Improvement Plan/ Changes Made**
There needs to be more training and attention to detail when it comes to the degree audit with our advisors. We need to include this information in convocation week for each semester which will allow for faculty to know how to properly fill this out. As of now, we do a better job of training advisors how to place students in classes, but no focus on the degree plan. There also needs to be more information available if there are questions on who they can ask. The registrar is always available for questions to help ensure the goals of the university are met.

**Related Items**

**2: Improve the efficiency of degree checkouts.**
- **Progress:** Completed
- **Provided By:** Registrar
- **Participants:**
- **Budget Information:** No Additional Funds Requested
- **Start:** 11/1/2016
- **End:** 10/30/2017
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Student Activities

1.1: Student Activities CAB

Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Student Activities
Participants:

Objective With Intended Outcomes
Continue to attract and develop student leaders to the Campus Activities Board.

Student leaders will be selected through an application and interview process conducted by the Coordinator of Student Activities and current CAB officers.

Assessment/Evaluation/Measures/Strategies
Annual selection of three CAB officers through an application and interview process. All CAB leadership positions were filled.

Assessment/Evaluation Results (Progress Report)
As in AY 2015 - 2016, the objective was met.

For AY 2016-2017, The Campus Activities Board had three leadership positions to fill, including President, Vice President for Membership and Operations, and Vice President for Marketing and Public Relations. Officers were selected through an application and interview process. For AY 2016-2017, all leadership positions for the Campus Activities Board were filled. Objective was met for AY 2016-2017.

- CAB Officer Interviews 16-17, Compliance Assist PDF
Improvement Plan/ Changes Made
No changes needed.

Related Items
1: Enhance Role of Student Government and Student Activities
   Progress: Completed
   Provided By: Student Activities
   Participants:
   Budget Information: Current levels of student assessed fees are sufficient to support goals.
   Start: 11/1/2016
   End: 10/30/2017

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1.2: Student Government Association
   Start: 11/1/2016
   End: 10/30/2017
   Progress: Completed
   Provided By: Student Activities
   Participants:

   Objective With Intended Outcomes
   Elections will be held in the early part of the fall semester to elect the Student Government Association senators.

   Assessment/Evaluation/Measures/Strategies
   Election results. Elections, using paper ballots were held on the LSU Eunice campus. The election was held on two days (Wednesday and Thursday). This was done to accommodate students who may have had a schedule with only Monday/Wednesday/Friday classes or Tuesday/Thursday classes.

   For 2016-2017 outcomes, a 3-year average of ballots cast from the previous three years will be the benchmark. This benchmark is 107.
Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective was met.

For AY 2016-2017, elections, using paper ballots were held on the LSU Eunice campus. The election was held on two days (Wednesday and Thursday). This was done to accommodate students who may have had a schedule with only Monday/Wednesday/Friday classes or Tuesday/Thursday classes.

The three-year average benchmark for the past three years has been 107 ballots. For AY 2016-2017, there were exactly 107 ballots cast. This is the average number of ballots cast from the previous three years. This objective is met.

- Fall 2016 Senator Elections - Sept Calendar of Events

Improvement Plan/ Changes Made
No changes planned.

Related Items
There are no related items.

2.1: Student Activities - Number
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Student Activities
Participants:

Objective With Intended Outcomes
Students will have opportunities to participate in various educational, cultural, social, and recreational activities.

Assessment/Evaluation/Measures/Strategies
Sponsor and cosponsor a minimum of 30 student activities of varied types during the year. With current resources, the Office of Student Activities is able to offer at least 15 opportunities for students to engage in activities each fall and spring semester.

Assessment/Evaluation Results (Progress Report)
As in 2015 – 2016, the objective was met.

For AY 2016 – 2017, 77 student activities were offered. This included 14 social; 1 service and educational; 12 service; 12 recreational; 24 leadership development; and 15 retention, registration, and financial aid activities. The objective was met for 2016 – 2017.

- Leadership Events 16-17 COMPLIANCE ASSIST
- Summary of Activities 16-17 COMPLIANCE ASSIST
Improvement Plan/ Changes Made
No changes planned.

Related Items

2: Provide student activities that promote peer engagement and retention

Progress: Completed
Provided By: Student Activities
Participants: Student Activities (Jackson, Althea)
Budget Information: Current student assessed fees are sufficient to meet the goal
Start: 11/1/2016
End: 10/30/2017

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2.2: Student Activities - Satisfaction

Start: 11/1/2016
End: 10/30/2017

Objective With Intended Outcomes

Students at LSU Eunice will be satisfied with the activities presented and the number of activities offered to them.

Assessment/Evaluation/Measures/Strategies

The Noel-Levitz Student Satisfaction Inventory and internal surveys will be used to assess student satisfaction. The 2015 – 2016 data will be used as a benchmark for this year. Internal surveys from 7 events show student survey results ranging from 4.38 to 4.96 on a 5-point scale (n= 197).

- Noel-Levitz 15-16 Page 22
- Noel-Levitz 15-16 Page 22

Assessment/Evaluation Results (Progress Report)

As in 2015 – 2016, this objective was met.

For AY 2016-2017, internal surveys from 7 events show student survey results ranging from 4.38 to 4.96 on a 5 point scale (n= 197). The most recent Noel-Levitz Student Satisfaction Inventory (n = 456) shows a satisfaction rating of 5.66 on a 7 point scale for extra-curricular and recreational
activities. Results for the LSUA Campus \((n = 50)\) and LSU Lab School \((n = 60)\) were 5.02 and 5.29, respectively. While these data were assessed and reported, the LSUE Office of Student Activities is responsible for developing and implementing activities on the Main Campus and not the LSUA and Lab School. Students on those campuses receive services through other systems. In addition, students at LSU Lab School are high-school students and pay no student-activity fees.

The objective was met for 2016 – 2017.

- Noel Levitz 16-17 Page 18
- Student Activities Surveys 16-17

**Improvement Plan/ Changes Made**

No changes needed.

**Related Items**

- Provide student activities that promote peer engagement and retention

  **Progress:** Completed
  **Provided By:** Student Activities
  **Participants:** Student Activities (Jackson, Althea)
  **Budget Information:** Current student assessed fees are sufficient to meet the goal
  **Start:** 11/1/2016
  **End:** 10/30/2017

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**Information Technology**

- Networking and Telecom

  **Start:** 11/1/2016
  **End:** 10/30/2017

  **Progress:** Canceled
  **Provided By:** Information Technology
  **Participants:** Interim IT Director (Heyward, Stephen)

**Objective With Intended Outcomes**

Create the means for students to change email passwords immediately. This provides students instant access to email and eliminates the security flaw of transferring student email credentials in a file across the internet.

**Assessment/Evaluation/Measures/Strategies**
Coding complete, tested and implemented.

**Assessment/Evaluation Results (Progress Report)**

**Improvement Plan/ Changes Made**

**Related Items**

- 1: **Enhance network security by keeping up with industry supported standards.**
  - **Progress:** Canceled
  - **Provided By:** Information Technology
  - **Participants:** Interim IT Director (Heyward, Stephen)
  - **Budget Information:** OIT No New Funds Needed
  - **Start:** 11/1/2016
  - **End:** 10/30/2017

- 1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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- 4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

**1.2: Networking and Telecom**

- **Start:** 11/1/2016
- **End:** 10/30/2017
- **Progress:** Canceled
- **Provided By:** Information Technology
- **Participants:** Interim IT Director (Heyward, Stephen)

**Objective With Intended Outcomes**

Upgrade Primary and Secondary Domain Controllers to Domain 2012 R2 for added security features

**Assessment/Evaluation/Measures/Strategies**

Completion of 2 primary and 2 secondary domain controllers will show success.
Assessment/Evaluation Results (Progress Report)

Improvement Plan/ Changes Made

Related Items

1. Enhance network security by keeping up with industry supported standards.
   - **Progress:** Canceled
   - **Provided By:** Information Technology
   - **Participants:** Interim IT Director (Heyward, Stephen)
   - **Budget Information:** OIT No New Funds Needed
   - **Start:** 11/1/2016
   - **End:** 10/30/2017

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4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

2.1: User Services-Staff Technology
   - **Start:** 11/1/2016
   - **End:** 10/30/2017
   - **Progress:** Canceled
   - **Provided By:** Information Technology
   - **Participants:** Interim IT Director (Heyward, Stephen)

**Objective With Intended Outcomes**
Staff will agree that lab and office computer equipment will meet their needs.

**Assessment/Evaluation/Measures/Strategies**
A score of 4.00 on the 2015 Annual Staff Survey will indicate success. The benchmark of 4.00 is historical.

Assessment/Evaluation Results (Progress Report)
Improvement Plan/ Changes Made

Director of IE’s note: This objective is being replaced with 2.1a which will become the new 2.1 after this year.

Related Items

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

<table>
<thead>
<tr>
<th>Progress: Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided By: Information Technology</td>
</tr>
<tr>
<td>Participants: Interim IT Director (Heyward, Stephen)</td>
</tr>
<tr>
<td>Budget Information: none (existing)</td>
</tr>
<tr>
<td>Start: 11/1/2016</td>
</tr>
<tr>
<td>End: 10/30/2017</td>
</tr>
</tbody>
</table>

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2.1a: Staff Satisfaction

| Start: 11/1/2016 |
| End: 10/30/2017 |
| Progress: Completed |
| Provided By: Information Technology |
| Participants: |

Objective With Intended Outcomes
Staff will agree that lab, office computer equipment, and OIT support meet their needs.

Assessment/Evaluation/Measures/Strategies
The objective will be assessed from the Staff Satisfaction Survey that is sent out each Spring to all staff. The following questions will be used to assess this objective:

Question number 24: “The computer equipment in the labs and offices meet my needs.”
Question number 28: “I have access to adequate computer support and services from OIT.”
Question number 41: "Information Technology meets my needs."

The benchmark for comparison will be taken from data over the prior three years, which is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Q24</th>
<th>Q28</th>
<th>Q41</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2014</td>
<td>4.00</td>
<td>4.20</td>
<td>4.20</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>3.80</td>
<td>3.90</td>
<td>3.80</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>3.70</td>
<td>3.80</td>
<td>4.00</td>
</tr>
<tr>
<td>Avg</td>
<td>3.83</td>
<td>3.97</td>
<td>4.00</td>
</tr>
</tbody>
</table>

The objective will be met if current year's score meets or exceeds the three year mean benchmark. The survey uses a five point Likert Scale:
1. is strongly disagree
2. is disagree
3. is neutral
4. is agree
5. is strongly agree

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective did not exist. Parts of Objectives 2.1 and 2.2 were combined for this objective.

For AY 2016-2017, 52 (63%) out of 83 staff members responding to the Staff Survey that was sent out toward the end of Spring 2017 and the scores were as follows:

<table>
<thead>
<tr>
<th></th>
<th>Q24</th>
<th>Q28</th>
<th>Q41</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2017</td>
<td>3.60</td>
<td>3.80</td>
<td>4.10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Q24</th>
<th>Q28</th>
<th>Q41</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior 3 year avg</td>
<td>3.83</td>
<td>3.97</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Q24 - The computer equipment in the labs and offices meets my needs
Q28 - I have access to adequate computer support and services from
Q41 - Information Technology meets my needs

Results:
- Q24 3.60 < 3.83 = Objective not met
- Q28 3.80 < 3.97 = Objective not met
- Q41 4.10 > 4.00 = Objective met

In summary, Objective 2.1a overall was not met given how Q24 and Q28 were below the benchmark data while Q41 was successful.
IT Staff Survey SP 17

Improvement Plan/ Changes Made
Factors that are believed to have contributed to the results this year are:
1) The continued use of existing computers (which in some cases are approaching 10 years old)
2) The fact that the Office of Information Technology was shorthanded much of AY 2016-2017 due to resignations

We are working on a plan now to re-introduce a schedule upgrade plan for faculty/staff computers. In addition, the OIT team is almost back to being fully staffed with one position left to fill (currently in progress).

Completed by Stephen Heyward on 10/03/17.

Related Items

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

- **Progress:** Completed
- **Provided By:** Information Technology
- **Participants:** Interim IT Director (Heyward, Stephen)
- **Budget Information:** none (existing)
- **Start:** 11/1/2016
- **End:** 10/30/2017

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4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

2.2: User Services-Staff Support

- **Start:** 11/1/2016
- **End:** 10/30/2017
- **Progress:** Canceled
- **Provided By:** Information Technology
- **Participants:** Interim IT Director (Heyward, Stephen)
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)

Improvement Plan/ Changes Made
Director of IE's note: Objectives 2.1 and 2.2 are being replaced with 2.1a which will become the new 2.1 after this year.

Related Items

2: Provide Faculty and Staff with the technology and support required to produce successful students.
   Progress: Completed
   Provided By: Information Technology
   Participants: Interim IT Director (Heyward, Stephen)
   Budget Information: none (existing)
   Start: 11/1/2016
   End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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2.2a: Faculty Satisfaction
   Start: 11/1/2016
   End: 10/30/2017
   Progress: Completed
   Provided By: Information Technology
   Participants:
Objective With Intended Outcomes
Faculty will agree that lab, office computer equipment, and OIT support meet their needs.

Assessment/Evaluation/Measures/Strategies
This objective will be assessed from the Faculty Satisfaction Survey that is sent out each spring to all faculty. The following questions will be used to assess this objective:

Question number 28: “The computer equipment in the labs and offices meet my needs.”
Question number 29: "I have access to adequate computer support and services from OIT."
Question number 49: "Staff in Information Technology are helpful."

The benchmark for comparison will be taken from data over the prior three years, which is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Q28</th>
<th>Q29</th>
<th>Q48</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2014</td>
<td>4.00</td>
<td>4.00</td>
<td>4.30</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>3.70</td>
<td>3.90</td>
<td>3.90</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>3.70</td>
<td>3.80</td>
<td>4.30</td>
</tr>
<tr>
<td>Avg</td>
<td>3.80</td>
<td>3.90</td>
<td>4.17</td>
</tr>
</tbody>
</table>

The objective will be met if current year's score meets or exceeds the three year mean benchmark. The survey uses a five point Likert Scale:
1. is strongly disagree
2. is disagree
3. is neutral
4. is agree
5. is strongly agree

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective did not exist. Parts of Objectives 2.2 and 2.3 were combined to create this objective.

For AY 2016-2017, 20 (25%) out of the 80 faculty members responding to the Faculty Survey that was sent out toward the end of Spring 2017 and the scores were as follows.

<table>
<thead>
<tr>
<th></th>
<th>Q28</th>
<th>Q29</th>
<th>Q48</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2017</td>
<td>4.00</td>
<td>3.90</td>
<td>4.40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Q28</th>
<th>Q29</th>
<th>Q48</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior 3 year avg</td>
<td>3.80</td>
<td>3.90</td>
<td>4.17</td>
</tr>
</tbody>
</table>
Question number 28: "The computer equipment in the labs and offices meet my needs."
Question number 29: "I have access to adequate computer support and services from OIT."
Question number 49: "Staff in Information Technology are helpful."

Results:
Q28 \(4.00 > 3.80\) = Objective met  
Q29 \(3.90 = 3.90\) = Objective met  
Q49 \(4.40 > 4.17\) = Objective met

In summary, Objective 2.2a was met given how all three points of data met or exceeded the benchmark data.

- IT Faculty Survey SP 2017

Improvement Plan/ Changes Made
We are working on a plan now to re-introduce a schedule upgrade plan for faculty/staff computers. In addition, the OIT team is almost back to being fully staffed with one position left to fill (currently in progress).

Completed by Stephen Heyward on 10/03/2017.

Related Items

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
2.3: User Services-Faculty Support

Start: 11/1/2016
End: 10/30/2017
Progress: Canceled
Provided By: Information Technology
Participants: Interim IT Director (Heyward, Stephen)

Objective With Intended Outcomes
Faculty will agree that computer support services from OIT are adequate.

Assessment/Evaluation/Measures/Strategies
A score of 3.75 on the 2015 Annual Faculty Survey will indicate success. This benchmark is historical.

Assessment/Evaluation Results (Progress Report)

Improvement Plan/Changes Made

Director of IE’s note: Objectives 2.3 and 2.4 will be merged into 2.3a since they are similar. Once the old 2.3 is deleted, 2.3a will become 2.3.

Related Items
2: Provide Faculty and Staff with the technology and support required to produce successful students.
Progress: Completed
Provided By: Information Technology
Participants: Interim IT Director (Heyward, Stephen)
Budget Information: none (existing)
Start: 11/1/2016
End: 10/30/2017

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2.4: User Services-Faculty Technology
Start: 11/1/2016
Objective With Intended Outcomes
Faculty will agree that lab and office computer equipment will meet their needs.

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

Assessment/Evaluation Results (Progress Report)

Improvement Plan/ Changes Made
Director of IE’s note: Objectives 2.3 and 2.4 will be merged into 2.3a since they are similar. Once the old 2.3 is deleted, 2.3a will become 2.3.

Related Items

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

- Progress: Completed
- Provided By: Information Technology
- Participants: Interim IT Director (Heyward, Stephen)
- Budget Information: none (existing)
- Start: 11/1/2016
- End: 10/30/2017

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3.1: User Services-Student Support

Start: 11/1/2016
End: 10/30/2017  
Progress: Completed  
Provided By: Information Technology  
Participants: Interim IT Director (Heyward, Stephen)

**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 greater than or equal to the national mean score on adequate and accessible computer labs is considered success. Given toward the end of Spring 2017, the Noel Levitz Student Satisfaction Survey national average was 5.99 using a 7 point Likert Scale:

1. is not satisfied at all  
2. is not very satisfied  
3. is somewhat dissatisfied  
4. is neutral  
5. is somewhat satisfied  
6. is satisfied  
7. is very satisfied

- IT NLIS Benchmark

**Assessment/Evaluation Results (Progress Report)**  
For AY 2015-2016, this Objective 3.1 was met.

For AY 2016-2017, the Noel Levitz Student Satisfaction Survey was given to 566 students total during the conclusion of the Spring 2017 semester. The results indicate an overall score of 6.24 with LSUE = 6.27 (n = 456); LSUE students at LSUA = 6.19 (n = 50); and LSU Lab School students at 5.71 (n = 60). It should be noted that LSUE students at LSUA use LSUA's information technology while LSUE students at the LSU Lab School students use their own system so it is unclear if the students were evaluating the actual systems used or if they were evaluating LSUE's system.

Given that the overall result = 6.24; LSUE result = 6.27; LSUA result = 6.19 > benchmark national average of 5.99, Objective 3.1 is met.

- IT NLIS Results SP 17

**Improvement Plan/ Changes Made**  
We will look at the use of the Noel Levitz Student Satisfaction Inventory during the coming months to determine if this is the best process for us to utilize given the unknowns with multiple sites.

Completed by Stephen Heyward 10/03/2017.

**Related Items**  
3: Provide students with access to the technology they need to be successful in meeting their academic goals.  
Progress: Completed  
Provided By: Information Technology
Participants: Interim IT Director (Heyward, Stephen)
Budget Information: Technology Fee
Start: 11/1/2016
End: 10/30/2017

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3.2: User Services-Improvements
Start: 11/1/2016
End: 10/30/2017
Progress: Canceled
Provided By: Information Technology
Participants: Interim IT Director (Heyward, Stephen)

Objective With Intended Outcomes
Identify services by which technology can increase service productivity and accessibility, and apply that technology.

The Office of Information Technology has acquired licensing for Office 365 for Faculty, Staff and Students. The license is valid for as long as the individual is a student or employee of LSU Eunice.

Assessment/Evaluation/Measures/Strategies
Licenses available at portal.office.com and auto assigned will mean objective met.

Assessment/Evaluation Results (Progress Report)

Improvement Plan/ Changes Made
Director of IE’s Note: This objective is canceled and is absorbed into goal 4 and objective 4.1.

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

**Progress:** Completed

**Provided By:** Information Technology

**Participants:** Interim IT Director (Heyward, Stephen)

**Budget Information:** Technology Fee

**Start:** 11/1/2016

**End:** 10/30/2017

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4.1: Update IT Infrastructure

**Start:** 11/1/2016

**End:** 10/30/2017

**Progress:** Completed

**Provided By:** Information Technology

**Participants:**

**Objective With Intended Outcomes**

To better serve the campus community, Information Technology will work on following infrastructure projects from AY 2016-2017 and potentially into AY 2018-2019.

1. Implementation of new phone system and associated services
2. Implementation of new campus firewall
3. Implementation of new VPN service
4. Implementation of new virtual server environment
5. Establish off-site backup location
6. Establish backup internet connection
7. Implementation of Nelnet payments and integrations
8. Implementation of Bengal Village integrations
9. Assistance in definition of requirements for student system environment in support of go/no-go vote; Implementation of new student system
Assessment/Evaluation/Measures/Strategies
Completion of each section of the objective will be determined by the status of each project.
1. New phone system and associated services - Cutover to new system by 10/1/2017; Cisco Jabber by 12/15/2017
2. New campus firewall - Implementation by 12/15/2017
3. New VPN service - Implementation by 12/15/2017
4. New virtual server environment - Implementation of infrastructure by 9/30/2017; Cutover of each identified server/service accordingly
5. Establish off-site backup location - Implementation by 11/30/2017
6. Establish backup internet connection - Implementation by 04/30/2017
7. Nelnet payments and integrations - Implementation by 08/31/2017
8. Bengal Village integrations - Implementation by 10/31/2017
9. Assistance in definition of requirements for student system environment in support of go/no-go vote - December of 2017; Implementation of new student system - Definitive timeframe TBD

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective did not exist.

For AY 2016-2017. The status of the projects is as follows:
1. New telecom and associated services
   1. Cutover to new system by 10/1/2017; Was met with a cutover date of 9/19/2017
   2. Cisco Jabber by 12/15/2017
2. New campus firewall
   1. Implementation by 12/15/2017
3. New VPN service
   1. Implementation by 12/15/2017
4. New virtual server environment
   1. Implementation by 9/30/2017; Was met with an implementation of infrastructure date of 7/10/2017 and a first server cutover on 7/18/2017
   2. Continuation of cutover of campus servers/services accordingly
5. Establish off-site backup location
   1. Implementation by 11/30/2017
6. Backup internet connection
   1. Implementation by 04/30/2017
7. Nelnet payments and integrations
   1. Implementation by 08/31/2017
8. Bengal Village integrations
   1. Implementation by 10/31/2017
9. Assistance in definition of requirements for student system environment in support of go/no-go vote; Implementation of new student system
   1. Go/no-go vote scheduled for December 2017
   2. Implementation of new system time frame TBD

Completion of the following infrastructure projects as planned led to the objective being met for AY 16-17:
- Backup Internet connection available by 4/30/2017
- Nelnet student payment processing available by 8/31/2017
• New telecom system in place by 10/1/2017
• New virtual server infrastructure by 9/30/2017
Additional items are mapped out over the next several months.

Improvement Plan/ Changes Made
As the team has been able to refill positions vacated during the previous year, progress was made with several infrastructure projects recently. Factors moving forward that will help continued progress within the infrastructure area and the planned out remaining projects are:
1) Current remaining open position on the team being filled
2) Continued build-out of staff knowledge as the new employees over the past several months get up to speed

Completed by Stephen Heyward on 10/05/17.

Related Items
4: Update IT Infrastructure
Progress: Completed
Provided By: Information Technology
Participants:
Budget Information: Existing and Student Technology where Appropriate
Start: 11/1/2016
End: 10/30/2017

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Institutional Research and Effectiveness
1.1: Data-Course Evaluation
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Institutional Research and Effectiveness
Participants: Interim IT Director (Heyward, Stephen)

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)

For AY 2015-2016, this objective was tentatively met. The Spring 2016 Intersession evaluations were not posted in a timely fashion. This was corrected in AY 2016-2017.

For AY 2016-2017, the following course evaluations were completed as planned:

Fall 2016
Session A
Session B
Session C

Fall Intersession 2016

Spring 2017
Session A
Session B
Session C

Spring Intersession 2017

Summer 2017
Session A
Session B

The following was not completed during the summer of 2017:
Session C

As a result, objective 1.1 was tentatively met.

Improvement Plan/ Changes Made

It is important to note that multiple new employees were in the process of coming aboard and getting up to speed during this past year given the large turnover during the 2016 calendar year. Couple this with numerous high priority projects ongoing during the summer of 2017, the one evaluation period for session C during the summer for three courses was simply overlooked.
Related Items

1. IR-Make course evaluations available online in a consistent, efficient manner.
   **Progress:** Completed
   **Provided By:** Institutional Research and Effectiveness
   **Participants:** Interim IT Director (Heyward, Stephen)
   **Budget Information:** Evaluation software paid through IE budget.
   **Start:** 11/1/2016
   **End:** 10/30/2017

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

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2.1: Overall Data Gathering and Reporting

   **Start:** 11/1/2016
   **End:** 10/30/2017
   **Progress:** Completed
   **Provided By:** Institutional Research and Effectiveness
   **Participants:** Interim IT Director (Heyward, Stephen)

   **Objective With Intended Outcomes**
   Post semester enrollment data to internal and external agencies by the mandated deadlines

   **Assessment/Evaluation/Measures/Strategies**
   Scheduled tasks listing for IR will show when the reports were published/released.

   **Assessment/Evaluation Results (Progress Report)**
   For AY 2015-2016, this objective was tentatively met because the intersession data was late.

   For AY 2016-2017, a number of reports were filed and a number of tasks completed with respect to data gathering and reporting. The details are broken by time of year below:

   - Fall 2016 actions and reports
   - Fall Intersession 2016 actions and reports
   - Spring 2017 actions and reports
   - Spring 2017 Inter session actions and reports
   - Summer 2017 actions and reports
Since the actions and reports were completed in a timely fashion, this objective was met.

- Scheduled_Jobs_IR_FAIS 2016
- Scheduled_Jobs_IR_Fall 2016
- Scheduled_Jobs_IR_SPIS 2017
- Scheduled_Jobs_IR_Spring 2017
- Scheduled_Jobs_IR_Summer 2017

**Improvement Plan/ Changes Made**
No changes planned.

**Related Items**

**2: IR**
- **Provide the campus at large with access to timely reporting information.**
  - **Progress:** Completed
  - **Provided By:** Institutional Research and Effectiveness
  - **Participants:** Interim IT Director (Heyward, Stephen)
  - **Budget Information:** None
  - **Start:** 11/1/2016
  - **End:** 10/30/2017

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

**4. Improvement:**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

**2.2: Reduce Open Time of Service Requests**
- **Start:** 11/1/2016
- **End:** 10/30/2017
- **Progress:** Completed
- **Provided By:** Institutional Research and Effectiveness
- **Participants:** Interim IT Director (Heyward, Stephen)

**Objective With Intended Outcomes**
Reduce the average length of time that service calls and work requests are left open or unresolved to 45 hours based on the top 15 service request types

**Assessment/Evaluation/Measures/Strategies**
This objective was benchmarked using a report from the Helpdesk software (attached) and based on the average time open of the 15 longest service request categories over the prior three-year period. An average time of 45 or less hours would be success.

- SR Benchmark - Categories with the longest time 2013 to 2016

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective was not met. It was noted in the improvement plan the IT was understaffed due to resignations. It has been filling positions during AY 2016-2017 and is now almost completely staffed. Documentation around position being posted is attached.

For AY 2016-2017, the time to complete Service Requests average out at 50 hours (attached).

Since the observed 50 hours > 45 hours benchmarked, Objective 2.2 was not met.

- Categories with the longest SRs time (average) 1506960850705
- Posting of Information Technology Analyst position

Improvement Plan/ Changes Made
It is important to note that three IT staff members left LSUE at almost the same time in summer 2016. Several positions have been refilled over the past several months, but there was a long time period during this past year where the team was very short staffed. We have begun to see a pickup in the response time already and expect this trend to continue as the new team comes together.

Related Items
- 2: IR-Provide the campus at large with access to timely reporting information.
  Progress: Completed
  Provided By: Institutional Research and Effectiveness
  Participants: Interim IT Director (Heyward, Stephen)
  Budget Information: None

  Start: 11/1/2016
  End: 10/30/2017

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

- 4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

3.1: IE-SACSCOC Compliance
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Institutional Research and Effectiveness
Participants:

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

Assessment/Evaluation/Measures/Strategies IE documentation will be provided to the visiting committee as required. Outcomes will be broken out by LSUE, LSUA, dual credit, and online sites as necessary. Institutional Obligations for Public Disclosure will be posted prior to the end of Spring semester each year.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective was tentatively met. The word tentatively was chosen because it was difficult for the Director of IE and Accreditation Liaison to keep up with the number of changes happening on campus as a result of reorganization. To the Director’s knowledge, there were no outstanding SACSCOC issues upon the conclusion of AY 2015-2016.

For 2016-2017, a number of Substantive Changes were sent to SACSCOC by stated deadlines (if one existed).

- Sent the Cover letter to SACSCOC, the Prospectus and associated documentation to SACSCOC on 50% or more of a transfer degree being offered at the LSU Lab School and LSUA (see AY 2015-2016). SACSCOC Response for LSU Lab School on August 31, 2016 (note that the LSUA site was never officially mentioned in the letter; however, it was included in the off-site visit held March 20-22, 2017). A site visit was held at both LSUA and LSU Lab School on March 20-22, 2017. The Substantive Change Report had four findings at the LSU Lab School (none at LSUA and none on Institutional Effectiveness) with directions and procedures found in Dr. Taylor’s April 6, 2017 letter. A response to the recommendations was sent to SACSCOC on August 20, 2017.
- Prospectus for offering the AAS in Diagnostic Medical Sonography was sent to SACSCOC on June 27, 2017 (Cover letter to SACSCOC along with the Prospectus [note large file and may take a few moments to open], and an email reply on November 6, 2017).
- Prospectus for offering the AAS in Surgical Technology was sent to SACSCOC on June 27, 2017 (attachment includes both the cover letter and the Prospectus [large file - may take a moment to open]. As of this writing on November 8, 2017, a reply has not yet been received.)
- Iota and St. Edmund Dual Credit Sites were approaching 25-49% of a transfer program so the letter was sent to SACSCOC on May 15, 2017 with a reply from SACSCOC on September 29, 2017.

As a result of having no findings on CS 3.3.1.1 and completing all paperwork as required, this objective is met.

- 4-24-17 FINAL Louisiana State University at Eunice - Substantive Change New Sites
- 4-6-17 Letter to Dr. Russell from SACSCOC
- 8-20-17 Cover letter and Response to the Committee for LSU Lab School
- AAS in DMS SACSCOC Recommendation to Approve 11-6-17
- Belle Wheelan Response to offer 50+ at LSU Lab
- Final 6-27-17 AAS DMS Prospectus
- LSUE 2017 Sub Change Committee Report CS 3-3-1-1 only
- SACS Sub. Change Iota High St.Eds
Improvement Plan/ Changes Made
Due to the amount of work and the number of Substantive Changes, the responsibility for the Pathways to Success Program was transferred to Student Affairs and the Coordinator for the Pathways to Success on October 9, 2017.

- 10-8-17 Email about Pathways

Related Items
3. Maintain Compliance with SACSCOC Policies
  Progress: Completed
  Provided By: Institutional Research and Effectiveness
  Participants:
  Budget Information: Existing - no new funds requested
  Start: 11/1/2016
  End: 10/30/2017

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3.2: IE-QEP Outcomes
  Start: 11/1/2016
  End: 10/30/2017
  Progress: Canceled
  Provided By: Institutional Research and Effectiveness
  Participants:

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

**Assessment/Evaluation/Measures/Strategies**

Specific measurement tools are located in the QEP document and repeated in the QEP Outcome Report for convenience.

**Assessment/Evaluation Results (Progress Report)**

Director of IE's note. This Objective is cancelled as of AY 2016-2017. While the QEP outcomes are being written, it has become unrealistic to have the document completed by October 1 of each year due to the amount of Substantive Changes required by reorganization and new program being added.

**Improvement Plan/ Changes Made**

**Related Items**

3. Maintain Compliance with SACSCOC Policies
   - **Progress:** Completed
   - **Provided By:** Institutional Research and Effectiveness
   - **Participants:**
   - **Budget Information:** Existing - no new funds requested
   - **Start:** 11/1/2016
   - **End:** 10/30/2017

   1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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3.3 temporary: Substantive Changes

- **Start:** 11/1/2016
- **End:** 10/30/2017
- **Progress:** Completed
- **Provided By:** Institutional Research and Effectiveness
- **Participants:**
Objective With Intended Outcomes
Complete substantive changes in accordance with the SACSCOC Substantive Change Policy.

Assessment/Evaluation/Measures/Strategies
Completion of the Substantive Changes by the SACSCOC stated deadline or in a manner that ensures compliance is considered as meeting this objective.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective did not exist.

For AY 2016-2017, the following Substantive Changes were filed:
- 25-49% of a program at St. Edmunds Preparatory High School and Iota High School (accepted by SACSCOC)
- 25-49% of a program at Lafayette General Southwest (accepted by SACSCOC)
- Prospectuses for > 50% of a program at LSUA and LSU Lab School (LSUA accepted; however, there were four recommendations at the LSU Lab School that required a follow-up report)
- Prepared documents for the Off-Site Visiting Team in March 2017
- Hosted the Off-Site Visiting Team in March 2017
- Follow up report for LSU Lab School (SACSCOC accepted the follow-up report)
- Prospectus to create an AAS in Surgical Technology (pending faculty credentials)
- Prospectus to create an AAS in Diagnostic Medical Sonography (approved by SACSCOC)

While the Substantive Changes did meet the SACSCOC Deadlines, this objective was tentatively met due to the enormous amount work required by the follow up report for the LSU Lab School site.

● 6-9-16 FINAL LSU Lab Prospectus SC
● 8-20-17 Cover letter and Response to the Committee for LSU Lab School
● FINAL LPG 4-2-16 LSUA Prospectus SC
● Nursing at LGH 25 to 49 sent to SACSCOC
● SACS Sub. Change Iota High St.Eds
● Submitted SACSCOC Surg Tech Prospectus Letter 6-27-17
● Submitted SACSCOC DMS Prospectus 6-27-17

Improvement Plan/ Changes Made
Continue to stay apprised of the Substantive Change Policy and its deadlines. Also, become familiar with the new Principle approved in December 2017.

Related Items
3: Maintain Compliance with SACSCOC Policies
**Progress:** Completed
**Provided By:** Institutional Research and Effectiveness
Participants:
Budget Information: Existing - no new funds requested
Start: 11/1/2016
End: 10/30/2017

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LSU Police (Dual Reporting)

1.2: Install surveillance cameras
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: LSU Police (Dual Reporting)
Participants:

Objective With Intended Outcomes
Install surveillance cameras to meet campus safety needs.

Assessment/Evaluation/Measures/Strategies
The benchmark was to install an additional 19 cameras by the end of the AY 2016-2017. Locations, priority, and number of cameras decided by LSU Police and the Chancellors office through a series of meetings deciding areas of possible concern.

Assessment/Evaluation Results (Progress Report)
During AY 2015-2016, this objective was met

During AY 2016-2017, an additional 12 cameras were added to the surveillance camera system in the housing complex located on the campus. Also, another 8 cameras are currently in the process of being added to the system in Police Building, the Ledoux Library, and the Health and Physical Education Building, which upon completion will bring the total number of cameras on campus to a total 37 throughout campus.

The implementation of the cameras on campus have assisted in the investigation of various incidents and provide additional deterrence.
Objective has been tentatively met.

- P16-5419 LSU-E Apartment Cameras and Equipment
- P16-5441 LSU-E PD Cameras and Equipment
- P16-5448 LSU-E Gym Cameras and Equipment
- P16-5452 LSU-E Library Cameras and Equipment

Improvement Plan/ Changes Made
For AY 17-18:

Additional cameras will be added to the system after evaluating and prioritizing locations which is currently underway. Objective is to install an additional 10 cameras to the system.

Related Items
1: Increase the effectiveness of the LSU Police Department on the LSUE campus
   Progress: Completed
   Provided By: LSU Police (Dual Reporting)
   Participants: 
   Budget Information: Existing (joint effort between LSU and LSUE)
   Start: 11/1/2016
   End: 10/30/2017

   1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
   2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
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1.3: Hire Second Full-Time Police Officer
   Start: 11/1/2016
   End: 10/30/2017
   Progress: Completed
Provided By: LSU Police (Dual Reporting)
Participants:

Objective With Intended Outcomes
Hire an additional Police officer to enhance the existing staff.

Assessment/Evaluation/Measures/Strategies
This objective is met if the additional staff members are hired during 2016-2017.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective did not exist.

For AY 2016-2017, Attempts made to hire an additional officer (Lieutenant) met with negative results due to lack of qualified applicants for the position advertised or persons accepting positions at other institutions.

For AY 16-17 this objective was not met.

Improvement Plan/ Changes Made
Reevaluation of the position advertised has led to the redirection of attempting to hire two positions (a Sergeant and an Officer). The hiring of the Sergeant position is currently underway to be immediately followed by the Officer position being advertised.

Here is evidence from Workday as to the position advertised.

- [R00016477_Police_Sergeant_A (Open) (1)]

Related Items
1: Increase the effectiveness of the LSU Police Department on the LSUE campus
   Progress: Completed
   Provided By: LSU Police (Dual Reporting)
   Participants:
   Budget Information: Existing (joint effort between LSU and LSUE)
   Start: 11/1/2016
   End: 10/30/2017

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1.4: Publish Annual Security and Fire Report (Clery Act)

Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: LSU Police (Dual Reporting)

Objective With Intended Outcomes
The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act or Clery Act is federal law which requires all colleges and universities that participate in federal financial aid programs to keep and disclose information about crime on their respective campuses.

The Annual Security and Fire Report for the campus must be compiled and published by October 1 each year.

Assessment/Evaluation/Measures/Strategies
Statistics for the previous calendar year must be compiled, along with the previous two years, and published in the Annual Security and Fire Report. It is then placed on the LSUE website and email notification sent campus-wide to notify of its availability. This must be done by October 1 each year as per U.S. Department of Education and The Clery Act.

Assessment/Evaluation Results (Progress Report)
This is a new objective for AY 16-17

The report and statistics were published for 2016 (October 1).

The report for 2017 is finalized and has been published on September 29 (Due on October 1)

Objective was met

- 2016 LSUE Annual Security and Fire Report
- 2017 LSUE Annual Security and Fire Report

Improvement Plan/ Changes Made
Objective was met and no changes anticipated at this time. Will change accordingly if additional requirements and guidance received from U.S. Department of Education.

Related Items

1: Increase the effectiveness of the LSU Police Department on the LSUE campus
Progress: Completed
Provided By: LSU Police (Dual Reporting)
Participants:
Budget Information: Existing (joint effort between LSU and LSUE)
Start: 11/1/2016
End: 10/30/2017

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2.1: Patrol
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: LSU Police (Dual Reporting)
Participants:

Objective With Intended Outcomes
CAMPUS SECURITY GUARDS WILL PATROL AND MONITOR THE CAMPUS: Guards will be available during scheduled times to provide information and assistance to students, employees and visitors, and respond to threats to safety and security on campus.

Assessment/Evaluation/Measures/Strategies
The Noel Levitz Student Satisfaction Survey results questions 4 and 13 will be used. Both of these items will be compared to the national average of the current year of the survey to be used as a preliminary benchmark. The staff survey and faculty survey results will also be used.

#4 = 5.52 from AY 15-16
#13 = 6.04 from AY 15-16

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, was this met?
For AY 2016-2017, The Noel Levitz Student Satisfaction Survey results showed the following satisfaction ratings:

- **#4 Security staff responds quickly to calls for assistance**: 5.52 local = 5.52 nationally
- **#13 The campus is safe and secure for all students**: 6.06 local > 6.04 nationally

The staff and faculty survey results for Spring of 2017 indicated that when asked if security was adequate, that staff responded with a 3.6 average which was down from 3.8 previously and however the faculty responded with a 4.1 average which was up from 3.8 previously.

In separating the data by site, the Noel Levitz Student Satisfaction Survey indicated that the LSUE site students answered in a manner that was greater than the national average, but the LSUE at LSUA students and the LSU Lab School students rated both lower. Please note that LSUA Police are responsible for security at the LSUA site and the LSU Lab School, on the campus of LSU, is responsible for their own security.

Objective was met.

- Faculty Survey sp 2017 highlighted
- Student Satisfaction by Site - Police
- Student Survey questions 4 and 13
- Staffsurveysp17 highlighted

**Improvement Plan/ Changes Made**

Police personnel have become more involved in student orientation in order to reach out to incoming students and stress safety and security practices.

Distribution of printed posters with emergency situation information have been distributed throughout the campus.

Currently working with Student Affairs and Housing to become more involved in programing for students both commuter and residential.

Currently working with other entities on campus to establish multi-disciplinary intervention team or CARE (Communicate, Assess, Refer, and Educate) Team to assist in identifying and assisting students on our campus.

For AY 2017-2018:

Expand the number of police officers on campus to continue to enhance existing staff and provide a more visible presence on campus.

Continue to engage the campus community to educate on crime prevention and encourage timely reporting of incidents through:

Additional Community Outreach activities.

Develop additional Public Awareness campaigns and printed material distribution throughout campus.

- CARE Team Email
- LSUE Emergency Procedures Poster
- LSUE Orientation Presentation
Related Items

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

Progress: On Schedule
Provided By: LSU Police (Dual Reporting)
Participants:
Budget Information: Part-time salary for an officer in the student housing area
Start: 11/1/2016
End: 10/30/2017

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2.2: Parking

Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: LSU Police (Dual Reporting)
Participants:

Objective With Intended Outcomes
Campus Security will patrol and monitor parking areas.

Assessment/Evaluation/Measures/Strategies
Because the majority of the parking violations occur during the first half of the fall semester, the assessment will be the number of parking citations written through mid-semester for the fall semester. The Noel Levitz Student Satisfaction Survey will be used to compare the local average to the national average.

Assessment/Evaluation Results (Progress Report)
For AY 15-16 objective was met

The number of tickets issued for the first half of all 2017 was 255 (down from 560 in Fall 2016).
Note: the number of citations issued are down for the first half of Fall 2017 due to:

Change in shift schedules due to one less staff member
Change in the issuance of decals:
Now issuing Faculty/Staff decals (previously done by business office)
Now issuing Bengal Village Apartment, on campus housing complex (previously done by complex staff)

Student Satisfaction Survey shows:

2016 Parking lots well-lighted and secure: 5.73 local > 5.60 nationally
2017 Parking lots well-lighted and secure: 5.74 local > 5.62 nationally

2016 The amount of student parking space is adequate: 5.55 local > 4.92 nationally
2017 The amount of student parking space is adequate: 5.55 local > 5.00 nationally

In this case, the Noel Levitz Student Satisfaction Survey indicated that both the LSUE and LSUA sites exceeded the national average for both questions, but LSU Lab School did not. LSUE has no control over the parking at the LSU Lab School (located 80 miles from LSUE).

Objective was met

- Student Satisfaction by Site - Parking
- Student Survey questions 10 and 21 highlighted

Improvement Plan/ Changes Made

The LSUE Business office previously issued Faculty/Staff and Administrator parking tags. Campus Security Staff only issued Commuter Student decals. The staff of the Bengal Village Apartments issued the parking decals for the residents.

For the Fall 2017 semester this was changed and the Campus Security Staff now issues all three for continuity in the actual issuance and due to the fact that the housing is now managed directly by LSUE. Previously, it was managed by an outside property management company.

For AY 17-18:
With the objective of adding additional staff, will allow for more time for enforcement of parking and bringing the number of tickets written back to typical levels for the first half of the Fall Semester.

Currently working on more consistent protocols for issuance of visitor/guest parking passes for various events that take place on campus.

Implementing a more consistent process for evaluating evening/night lighting in the parking areas as well as the remainder of campus (i.e. more consistent and frequent lighting surveys by Police and Security personnel.

Related Items

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

Progress: On Schedule
Provided By: LSU Police (Dual Reporting)
Participants:
Budget Information: Part-time salary for an officer in the student housing area
Start: 11/1/2016
End: 10/30/2017

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3.1 formally 1.1: Emergency Response Training
Start: 11/1/2016
End: 10/30/2017
Progress: Delayed
Provided By: LSU Police (Dual Reporting)
Participants:

Objective With Intended Outcomes
PROVIDE EMERGENCY RESPONSE TRAINING TO CAMPUS PERSONNEL: Campus Security Guards, Athletic Coaches and volunteer employees will be trained and certified in First Aid, CPR and AED response techniques.

Assessment/Evaluation/Measures/Strategies
Completion of training by identified groups.

Assessment/Evaluation Results (Progress Report)
This objective was new for AY 2016-2017

During AY 2016-2017, this objective was not met and has been delayed. This is due to the number of staff not increased as anticipated. Increase in staff is anticipated in the near future and this objective should be able to be met within AY 2017-2018

This objective was not met.
Improvement Plan/ Changes Made
For AY 2017-2018:

The anticipated staffing increase did not occur and therefore caused a delay in the implementation of this objective.

Currently in the process of hiring additional staff which will contribute to this objective being met.

Related Items

3 (formerly number 1): Provide regular training in emergency response procedures to campus personnel NOTE PER CHANCELLOR - HIRE 2ND OFFICER AND INSTALL CAMERAS

  Progress: Delayed
  Provided By: LSU Police (Dual Reporting)
  Participants:

  Budget Information: Approx. $1,500 annually for Red Cross trainers and supplies
  Start: 11/1/2016
  End: 10/30/2017

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LSUE Academy

1.1: Recruitment

  Start: 11/1/2016
  End: 10/30/2017
  Progress: Completed
  Provided By: LSUE Academy
  Participants:

  Objective With Intended Outcomes
  The LSUE Academy will recruit students for AY 2017-2018.
Assessment/Evaluation/Measures/Strategies
The benchmark established by the Chancellor is 50 students for AY 2017-2018 on June 1, 2017. The Chancellor believes this is a realistic number of students based on her experience in the area.

Assessment/Evaluation Results (Progress Report)
In AY 2015-2016, the LSUE Academy did not exist.

In AY 2016-2017, the Director was hired to oversee the development and implementation of a new academy for high school students. In March the director designed a website for the academy that provided basic academy information, the online application, a description of the degree programs offered and the courses within the program, and a step by step instructions for applying for the Pell Grant. In March, the Director met with the Superintendents in each district and provided an overview of academy and the programs that would be available to the students in their district. Follow-up meetings were scheduled to discuss the logistics of transportation, DE courses currently on high school campuses, tuition cost, responsibilities of all party involved, and to complete a MOU with each district.

In April, informational meetings were held with counselors and principals in each district to provide information about the academy and to schedule dates for student presentations at each school. In April, the online application became available for students to begin applying to the academy and remained opened until May 31st. A series of parent workshops were planned and hosted that provided parents with information on completing the FAFSA application to apply for the Pell Grant. The workshops were advertised on the LSUE website and parents were informed through notifications that went out to each school.

In April and May, yard signs were put out in various locations around St. Landry, Evangeline, and Acadia parishes. Each high school was given a sign to place at their school to advertise the opening of the academy. Ads were placed in newspapers in the 3 districts for several weeks in April and May. In April and May, the Director met with 10th and 11th grade students at various schools to provide a PowerPoint presentation on the LSUE Academy and provided these students with an informational flyer about the academy. A parent meeting was held at Basile High and Sacred Heart of Ville Platte to provide parents with an informational handout and to provide a brief presentation about the academy. A follow-up meeting was held at Basile High to provide additional information about the academy after students met criteria to be accepted into the academy.

The number of student applications on June 1 was 164. Since the observed 164 students > the benchmark of 50 students, this objective is met.

- 20170323-Academy-Flyer
- Academy Applicants 2017 CI
- Academy handout principals
- FAFSA parent mtg
- LSUE Academy FAFSA Parent Mtg flyer
- Parent Letter
- Parent Recruitment Meeting
- Parent info meeting handout after applying
- Student Recruitment Meeting
- emails about parent meetings
- emails about student presentations
Improvement Plan/ Changes Made
In AY 2018-2019 recruitment will begin in the month of January instead of the month of April to provide a longer recruitment period. The director will provide presentations to all students at their schools in the three districts and provide all students in with an academy informational flyer. Academy Director will do promotional segments on the morning news.

Director of IE’s note: I would make sure all documents have a date the meeting took place or a revision date. Many of the documents have no dates and a reviewer could say that they are from any year.

Related Items

1: Implement the LSUE Academy
   Progress: Completed
   Provided By: LSUE Academy
   Participants:
   Budget Information: Through Continuing Education (no new funds)
   Start: 11/1/2016
   End: 10/30/2017

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1.2: Assessment of Incoming Students
   Start: 11/1/2016
   End: 10/30/2017
   Progress: Completed
   Provided By: LSUE Academy
   Participants:

   Objective With Intended Outcomes
   The LSUE Academy will assess incoming students for academic readiness for AY 2017 - 2018.
Assessment/Evaluation/Measures/Strategies
The benchmark for admittance into the LSUE Academy established by the Chancellor was an ACT sub-score of 19 in Math and 18 in English. Students could also use a score of 70 on the Elementary Algebra and/or 86 on the Sentence Structure ACCUPLACER Exams for admittance. The benchmarks are established by the Board of Regents Eligibility for Dual Enrollment policy for the ACT and the Board of Regents for ACCUPLACER.

Assessment/Evaluation Results (Progress Report)
In AY 2015-2016, the LSUE Academy did not exist.

In AY 2016-2017, the Director was hired to oversee the development and implementation of a new academy for high school students. From March 15 - May 31, the Academy Director actively recruited 10th and 11th grade students in Acadia, St. Landry, and Evangeline parishes. ACT/PreACT scores of Math composite 19 and English composite 18 were established as requirements for admittance into the academy.

Prior to June 1, the Academy Director held various testing dates to allow students to take a placement exam for entry into the academy if ACT/PreACT scores were not available for students or if ACT/PreACT scores were not on or above the required level. A total of 85 Elementary Algebra assessments were administered with 37 (44%) meeting or exceeding the required score and 48 (56%) not meeting the required score. A total of 33 Sentence Structure assessments were administered with 15 (45%) meeting or exceeding the required score and 18 (55%) not meeting the required score.

After June 1, the Academy Director sent emails to all school principals and counselors requesting ACT/PreACT scores of all the applicants from their school. The Academy Director reviewed the scores of all students who had ACT/PreACT scores on file with the school. Students with scores below the required scores were contacted to schedule a placement exam. Students with qualifying ACT/PreACT scores were accepted into the academy and received an acceptance letter in the mail. Students without ACT/PreACT scores who did not take previously take the placement exam were contacted to schedule a testing date.

- placement exam Score_Roster_06_09_2017_19_49_23_lsueacademy
- sample accuplacer results

Improvement Plan/ Changes Made
Students will be required to upload ACT/PreACT scores with their application next year.

The LSUE online scheduling system Trumba will be utilized to schedule the placement exams next year and a set schedule of days will be made in advance.

Related Items
1: Implement the LSUE Academy
   Progress: Completed
   Provided By: LSUE Academy
   Participants: 
   Budget Information: Through Continuing Education (no new funds)
   Start: 11/1/2016
   End: 10/30/2017
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### 1.3: Enrollment

**Start:** 11/1/2016  
**End:** 10/30/2017  
**Progress:** Completed  
**Provided By:** LSUE Academy

**Participants:**

**Objective With Intended Outcomes**

The LSUE Academy will enroll students for Fall 2017 semester.

**Assessment/Evaluation/Measures/Strategies**

The benchmark established by the Chancellor is for a total of 600 course hours scheduled by academy students for Fall Semester 2017 by Aug. 21, 2017. The Chancellor believes this is a realistic number of course hours scheduled for 50 high school students based on her experience in this area.

**Assessment/Evaluation Results (Progress Report)**

In AY 2015 - 2016, the LSUE Academy did not exist.

In AY 2016 - 2017, the Director was hired to oversee the development and implementation of a new academy for high school students. In May, recruitment for the academy was complete with 164 applicants. Beginning June 1, the Academy Director emailed a list of school applicants to each high school principal and his/her counselor(s) with a request for ACT scores and transcripts.

Prior to June 1, the Academy Director held various testing dates to allow students to take a placement exam for entry into the academy if ACT scores were not available for those students.

The Academy Director reviewed the scores of all students who had ACT scores on file with the school. Students with scores below the required scores were contacted to schedule a placement exam. Students with qualifying ACT scores were accepted into the academy and received an acceptance letter in the mail.
The Academy Director met with principals and counselors to plan schedules for students for the Fall semester at the end of May. Completed schedules were emailed to parents for verification and signatures were required to show approval of courses. Upon receipt of signed forms, the Academy Director then enrolled students in the approved courses for the Fall semester.

The number of academy course hours scheduled for students on the LSUE campus on August 21 was 677 course hours. Since the observed 677 course hours is > the benchmark of 600 course hours, this objective was met.

- Acceptance letter
- Accuplacer Exam Schedule and Results
- Cognos Academy Students Course Hours 2017
- proof of student schedule
- Sample student schedule with parent signature

**Improvement Plan/ Changes Made**
Schedule needs for Spring semester 2018 will be assessed prior to the creation of the school's master schedule for the Spring semester to ensure class availability for students.

Due to a limitation set by St. Landry Parish School Board, students in these districts are limited to 10 course hours per semester. This number will be considered when goals are set for AY 17-18.

Advising will begin in early November with a push for students to schedule a minimum of 12 credits on campus for the Spring Semester.

**Related Items**

1. Implement the LSUE Academy
   - **Progress:** Completed
   - **Provided By:** LSUE Academy
   - **Participants:**
   - **Budget Information:** Through Continuing Education (no new funds)
   - **Start:** 11/1/2016
   - **End:** 10/30/2017

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Public Affairs

1.1: Marketing and Advertising

Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Public Affairs
Participants: Director of Public Relations (Reed, Van)

Objective With Intended Outcomes

Begin the process of creating and implementing a marketing and advertising plan for LSUE to meet its enrollment and retention goals. Include specific strategies that target prospective students, current students, alumni and friends of the university to encourage enrollment, participation and philanthropic support to LSUE.

Assessment/Evaluation/Measures/Strategies

Creation of the plan and beginning to implement it will constitute success. Note that this is a long term objective and will span over several years due to the amount and variability of programs at LSUE, the fact that programs are being added, and the various number of marketing strategies that will prove effective.

For 16-17, specific targets are:

- creation of a written marketing plan that includes a mix of social media advertising and traditional advertising.
- creation of monthly emails to be used for recruitment efforts
- creation of content marketing plan to use the front page of the website as part of the overall marketing plan.

Assessment/Evaluation Results (Progress Report)

For AY 2015-2016, This objective did not exist.

For AY 2016-2017, most of LSUE is under reorganization due to a change in leadership. As a result, developing a marketing plan was a "moving target" to respond to both long range and short-term issues. Regardless, the following items were completed:

- Gained access to the Customer Relations tool used by recruiters. Access to this cloud-based software allowed us to begin creation of email templates that would have the same look and feel as the advertising pieces being planned.
- Explored two streaming services (Pandora and Spotify) that can be utilized for highly targeted advertising among the teen market.
- Completed the highly competitive approval process to become a Snap Chat advertiser.
- Tested several targeted Facebook, Twitter and Instagram advertisements.
- Completed the linking of the Facebook Pixel and Google Analytics code to every page of the website to better track usage of the university website's landing pages during an advertising campaign.
As a result, this objective was tentatively met. Most of the planning has been completed but the compilation of the final document has not been completed. The Office of Public Relations is still in the early development stages of the written plan, exploring tools and options available to the university.

- [2016-17-Social-Media-Ad-Test]
- [2016-17-Social-Media-Ad-Test-Results]

**Improvement Plan/ Changes Made**
The Vice Chancellor for Enrollment Management left LSUE mid-spring. A new Dean of Enrollment Management was in place in July 2017. Also, LSUE had a private company running the operations at housing. At the end of spring 2017, the responsibilities were transitioning to LSUE Student Affairs.

To complete this objective:
- Enrollment management, housing, and public affairs need to meet to develop a basic communication plan that can be adjusted throughout the year to meet the needs of the university.
- Finalize and purchase the tools needed to assist in the preparing and implementing targeted advertising.
- Setup the 2017-2018 Public Relations budget to accommodate the purchase of advertising, print, and direct-mail pieces as part of the written plan.
- Complete the final written plan and calendar.

**Related Items**

1: Develop and implement a comprehensive marketing and advertising plan for the 2016-2017 academic year.

- **Progress:** Completed
- **Provided By:** Public Affairs
- **Participants:** Director of Public Relations (Reed, Van)
- **Budget Information:** none (existing)
- **Start:** 1/1/2016
- **End:** 10/30/2017

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4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
2.1: Marketing and Visibility - Social Media Plan  
Start: 11/1/2016  
End: 10/30/2017  
Progress: Completed  
Provided By: Public Affairs  
Participants: Director of Public Relations (Reed, Van)

Objective With Intended Outcomes  
Begin the creation and implementation of a social media plan and calendar for LSUE to enhance the university brand, assist with enrollment management's goals and create a consistency in messages leaving the university.

Assessment/Evaluation/Measures/Strategies  
Utilizing a variety of social media platforms, create and implement a plan to market and advertise LSUE through social media. Creation of the plan and beginning to implement it will constitute success. Note that this is a long-term objective and will span over several years due to the amount and variability of social media.

For 16-17, specific targets are:  
- Hire an assistant director to help produce content, keeping all social media channels fresh.  
- Purchase software to allow for better management of the LSUE's 20 social media channels. The software will allow for the office to easily post/share on all accounts, keep better data on those post/shares and schedule post well in advance.  
- Upgrade the branding of all 20 channels so that all have the same look and feel.  
- Prepare a written calendar of posts to be scheduled and events to be covered by social media.

Assessment/Evaluation Results (Progress Report)  
In AY 2015-2016 this objective did not exist.  
In AY 2016-2017 this objective is a work in progress because as it was being developed, the Vice Chancellor for Enrollment Management resigned. A search was conducted, and a new Dean of Enrollment Management was in place July 2017.

The following items were completed:  
- Assistant Director of Public Relations hired and took over the development of content for all social media channels.  
- The Office of Public Relations explored and tested four different social media management software packages and has settled on one for purchase.  
- Branding updates on most channels have been completed so that the channels are instantly recognized as an official LSUE channel.

As a result, the objective was tentatively met. Several steps remain to be completed for this to be met including the preparation of the budget and the calendar meeting.

- 2016-2017-Social Media Branding  
- 2016-2017-Social Media Management Software

Improvement Plan/Changes Made
LSU Eunice has a social media presence on Facebook, Twitter, Instagram, YouTube, LinkedIn, and Flickr.

Currently, little to no coordination takes place among the "officially recognized" LSUE social media accounts (student organizations, department accounts, athletic accounts and official university account).

With the addition of an assistant director of public affairs and new leadership in enrollment management, this office will begin developing a social media plan and calendar the includes element from the marketing plan bring created in goal one to strengthen LSUE’s brand, recruit and retain students and be an effective medium for crisis communications.

Related Items

2: Implement a comprehensive social media strategy for LSUE.

Progress: Completed
Provided By: Public Affairs
Participants: Director of Public Relations (Reed, Van)
Budget Information: none (existing)
Start: 11/1/2016
End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
3.1: Hire Assistant Director

Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Public Affairs
Participants: Director of Public Relations (Reed, Van)

Objective With Intended Outcomes
Hire an Assistant Director of Public Affairs to assist in the development of marketing and social media content for the university.

Assessment/Evaluation/Measures/Strategies
This objective is considered met when the assistant is hired.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016 This objective did not exist.

AY 2016-2017, an assistant director was hired in August 2017. The new assistant director of marketing and public affairs will serve as the primary contact for LSUE athletics and will assist with the athletic website updates, social media and game coverage. He/she will also provide front-line media relations, write articles, produce press releases and provide overall support for the director.

This objective was met and is completed.

- Re_ Assistant Director of Public Affairs Redacted

Improvement Plan/ Changes Made
The assistant director began August 21, 2017 and training in areas of social media marketing, graphic design and software packages began. Goals were assigned to the assistant director to be completed in AY 2017-2018 that will help in the completion of goals assigned to the Public Affairs Office.

Related Items
3: Employ and train an assistant director of marketing and public affairs.

Progress: Completed
Provided By: Public Affairs
Participants: Director of Public Relations (Reed, Van)
Budget Information: Funds requested and approved by the Chancellor
Start: 11/1/2016
End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

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

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

University Advancement / LSUE Foundation

1.1a: Bylaw Revision
Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: University Advancement / LSUE Foundation
Participants:

Objective With Intended Outcomes
Complete revision of LSUE Foundation Bylaws to meet CASE (Council and Support of Education) standards and obtain LSUE Foundation Board approval by June 30, 2017.

Assessment/Evaluation/Measures/Strategies
Successful completion of this objective is that the Bylaws have been revised and approved by the Board.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective did not exist.

For AY 2016-2017, the LSUE Foundation Board By-laws were approved by the LSUE Foundation Board on May 19, 2017. Items updated in the by-laws are as follows:

1. Board Tenure was set to three year terms
2. Set provision to allow for board action without holding a formal meeting as long as action taken is done so with approval of 2/3 of board approval
3. Meetings may be held via conference call
4. No meetings may be held without notification of Chancellor of LSUE or Executive Director of LSUE Foundation

Objective was met.

- LSU Eunice Foundation bylaws 2017
- LSU_Eunice_Foundation_Board_MinutesMay19

Improvement Plan/ Changes Made
Improvement plan is to continue to update and revise bylaws as necessary to remain in compliance.

**Related Items**

1. **Implement Board Policies and Procedures**
   - **Progress:** Completed
   - **Provided By:** University Advancement / LSUE Foundation
   - **Participants:**
   - **Budget Information:** no new money needed for department operations
   - **Start:** 11/1/2016
   - **End:** 10/30/2017

   - 1. **Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
   - 2. **Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
   - 3. **Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
   - 4. **Improvement:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

**1.2a: Campus Policy Revisions**

   - **Start:** 11/1/2016
   - **End:** 10/30/2017
   - **Progress:** Completed
   - **Provided By:** University Advancement / LSUE Foundation
   - **Participants:**

   **Objective With Intended Outcomes**
   Update policy statements on campus to meet compliance of Louisiana Board of Regents on LSUE Endowed Professorships and Scholarships matched by the board.

   **Assessment/Evaluation/Measures/Strategies**
   Policy Statement 62 will be updated by June 30, 2017.

   **Assessment/Evaluation Results (Progress Report)**
   For AY 2015-2016, this objective did not exist.
For AY 2016-2017, Policy Statement 62 was revised to meet Board of Regents standards. It was discussed at the December meeting of Academic Council since it affected faculty members. The revision included

1. LSUE Endowed Professorships may only be held by one full time faculty per year.

This objective was met on April 12, 2017 (actual publish date for PS 62).

- NO62

Improvement Plan/ Changes Made
LSUE will continue to revise PS 62 to keep up to date with Louisiana Board of Regents Policy.

Related Items

1: Implement Board Policies and Procedures
   Progress: Completed
   Provided By: University Advancement / LSUE Foundation
   Participants:
   Budget Information: no new money needed for department operations
   Start: 11/1/2016
   End: 10/30/2017

   1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
   2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
   3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
   4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

2.1: Secure resources
   Start: 11/1/2016
   End: 10/30/2017
   Progress: Completed
   Provided By: University Advancement / LSUE Foundation
   Participants:
Objective With Intended Outcomes
Increase annual revenue for expendable and endowment accounts in the LSUE Foundation by at least 10% by June 30, 2018. This includes funding to support annual, corporate/foundation giving, endowed gifts and planned giving.

Assessment/Evaluation/Measures/Strategies
That contributions will be greater than $294,758.30 which is greater than 10% of FY15-16 income of $267,962.09

Strategies
1. Upload donor data into LSU Foundation Database and conduct alumni annual campaign
LSUE has had no established data base of alumni and friends. Conducting first annual giving campaign in fall 2017.

2. Focus on scholarship endowments with goal of 10 new endowed scholarships by June 30, 2018
Secured Scholarships maximizing the 2-year workforce development match from Board of Regents. Able to secure $10,000 matching funds for two scholarships and secure commitments for 2 new $10,000 scholarships

3. **Streamline online giving with link to LSU Foundation and remove PayPal account and fees**
Pay pal fees were causing great expenses for the LSUE Foundation for on-line giving. Have been able to link to the LSU Foundation giving site removing the additional 3% pay pal fees. Donors are also able to set up automatic payments on monthly, quarterly or yearly basis.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective did not exist.

For AY 2016-2017, FY 16-17 cash **Total contributions $269,730**. Total contributions including $10,000 planned gift, state matching funds and gifts to endowment **$304,244.33**

Interest allocations and foundation transfers are not included in this goal.

This is over a 13% increase

This objective was met by June 30, 2017.

- [LSUE_FY_17_report_2](#)
- [Summary Statement of Account Activity - 16-17](#)
- [Summary Statement of Account Activity - 2015-16 (2)](#)

Improvement Plan/ Changes Made
We are continuing to
1. Migrate LSUE alumni data into database at LSU Foundation to have complete record of alumni (graduates and non-graduates of LSUE) in the database.

2. Applying for matching funds for scholarships through Board of Regents 2-year workforce development matching funds.
Related Items

2: Generate FY Increases in Revenue

Progress: Completed
Provided By: University Advancement / LSUE Foundation
Participants:
Budget Information: no new money needed
Start: 11/1/2016
End: 10/30/2017

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

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

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4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
VIII. General Education Objectives by Strategic Goal

1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

Related Items
There are no related general education items.

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

Related Items

General Education Description
An LSU Eunice graduate will demonstrate effective communication of complex knowledge and ideas.

Progress: Ongoing

- 1.4 DMS - Communication Oral Communication
  Provided By: Diagnostic Medical Sonography
  Progress: Canceled

- 2.1 Mathematics 16-17 Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra
  Provided By: Science & Mathematics
  Progress: Completed

- 2.2 Communication related to Accounting Communication related to Accounting
  Provided By: Accounting Technology, Account Clerk (CTS)
  Progress: Canceled

- 2.2 Mathematics Competency in Mathematics - Statistics (MATH 1425)
  Provided By: Science & Mathematics
  Progress: Completed

- 2.3 Mathematics Competency in Mathematics - Plane Trigonometry (MATH 1022)
  Provided By: Science & Mathematics
  Progress: Completed

- 2.3a Mathematics Competency in Mathematics – Pre-calculus (MATH 1023)
  Provided By: Science & Mathematics
  Progress: Completed

- 2.3b Mathematics Competency in Mathematics - Calculus with Business and Economic Applications (MATH 1431)
  Provided By: Science & Mathematics
  Progress: Completed
2.4 Nursing - Communication
Provided By: Nursing
Progress: Completed

3.2 Communication related to Admin. Tech. Spec. Communication of Administrative Technical Specialist
Provided By: Administrative Technology Specialist (CTS)
Progress: Canceled

3.4 Radiologic Technology - Communication
Provided By: Radiologic Technology
Progress: Completed

4.2 Communication: Human Resources Management Communication related to Human Resources Management
Provided By: Human Resources Management (CTS)
Progress: Canceled

4.4 Respiratory Care - Communication
Provided By: Respiratory Care
Progress: Completed

5.3 16-17 GE-Speech Communication
Provided By: Liberal Arts
Progress: Completed

5.7 GE-Information Literacy
Provided By: Liberal Arts
Progress: Completed

5.11 16-17 GE-Foreign Language (French)
Provided By: Liberal Arts
Progress: Completed

5.2 Communication of Medical Coding & Billing Communication of Medical Coding and Billing
Provided By: Medical Coding and Billing (CTS)
Progress: Completed

5.4 16-17 GE-Written Communication
Provided By: Liberal Arts
Progress: Completed

5.12 16-17 Foreign Language (Spanish)
Provided By: Liberal Arts
Progress: Completed

6.3 CIT Communication CIT - Communication
Provided By: Computer Information Technology
Progress: Completed

7.2 Communication related to Management Communication related to Management
Provided By: Management
Progress: Completed

Communication - Dev Ed (2.1) General Education English after Developmental Education English (ENGL 1001 after ENGL 0001)
Provided By: Developmental Education
GE 2. Computation

General Education Description
An LSU Eunice graduate will use processes, procedures, data, or evidence to solve problems and make effective decisions.

Progress: Ongoing

1.5 DMS - Critical Thinking Critical Thinking and Application
Provided By: Diagnostic Medical Sonography
Progress: Canceled

2.1 Increase Achievement of SLOs MATH 1015 and MATH 1021
Provided By: Quality Enhancement Plan
Progress: Completed

2.1 Mathematics 16-17 Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra
Provided By: Science & Mathematics
Progress: Completed

2.2 Increase Student Mathematics Scores on the CAAP
Provided By: Quality Enhancement Plan
Progress: Completed

2.2 Mathematics Competency in Mathematics - Statistics (MATH 1425)
Provided By: Science & Mathematics
Progress: Completed

2.3 Decision Making related to Accounting Decision Making related to Accounting
Provided By: Accounting Technology, Account Clerk (CTS)
Progress: Canceled

2.3 Mathematics Competency in Mathematics - Plane Trigonometry (MATH 1022)
Provided By: Science & Mathematics
Progress: Completed

2.3a Mathematics Competency in Mathematics – Pre-calculus (MATH 1023)
Provided By: Science & Mathematics
Progress: Completed

2.3b Mathematics Competency in Mathematics - Calculus with Business and Economic Applications (MATH 1431)
Provided By: Science & Mathematics
Progress: Completed

2.5 Nursing - Decision Making Decision Making
Provided By: Nursing
Progress: Completed

3.3 Decision Making - Administrative Technology Decision Making related to Administrative Technology Specialists
Provided By: Administrative Technology Specialist (CTS)
Progress: Canceled

3.5 Radiologic Technology - Critical Thinking Decision Making (formally Critical Thinking)
Provided By: Radiologic Technology
Progress: Completed
4.3 Decision Making related to H.R.M. Decision Making Related to Communications of Human Resources Management
Provided By: Human Resources Management (CTS)
Progress: Canceled

4.5 Respiratory Care - Critical Thinking Computation and Effective Decision Making
Provided By: Respiratory Care
Progress: Completed

5.3 Decision Making: Medical Coding & Billing Decision Making (formally) Related to Medical Coding and Billing
Provided By: Medical Coding and Billing (CTS)
Progress: Completed

5.5 GE-Critical Thinking
Provided By: Liberal Arts
Progress: Completed

6.2 CIT - Decision Making Decision Making related to Computer Information Technology
Provided By: Computer Information Technology
Progress: Completed

6.2 Decision Making related to C.I.T. Decision Making related to Computer Information Technology
Provided By: Computer Information Technology
Progress: Canceled

7.3 Decision Making related to Management Decision Making related to Management
Provided By: Management
Progress: Completed

Computational - Dev Ed (2.2) General Education Math after Developmental Education Math (MATH 1021 after MATH 0002)
Provided By: Developmental Education
Progress: Completed

Effective Decision Making - Dev Ed (2.3) Social science from College Reading (UNIV 0008)
Provided By: Developmental Education
Progress: Completed

Information Literacy - Library (7.2) Training in library digital resources based ACRL information literacy standards for students and faculty
Provided By: Library
Progress: Canceled

GE 3. Natural Science
General Education Description
An LSU Eunice graduate will apply knowledge of natural science to the exploration and analysis of natural phenomena.
Progress: Ongoing

2.1 Mathematics 16-17 Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra
Provided By: Science & Mathematics
Progress: Completed

2.2 Mathematics Competency in Mathematics - Statistics (MATH 1425)
Provided By: Science & Mathematics
Progress: Completed
2.3 Mathematics Competency in Mathematics - Plane Trigonometry (MATH 1022)
Provided By: Science & Mathematics
Progress: Completed
2.3a Mathematics Competency in Mathematics – Pre-calculus (MATH 1023)
Provided By: Science & Mathematics
Progress: Completed
2.3b Mathematics Competency in Mathematics - Calculus with Business and Economic Applications (MATH 1431)
Provided By: Science & Mathematics
Progress: Completed
2.4 Biological Science 16-17 Competency in Biology I
Provided By: Science & Mathematics
Progress: Completed
2.5 Biology 16-17 Competency in Biology II
Provided By: Science & Mathematics
Progress: Completed
2.6 Physical Science 16-17 Competency in Physical Science
Provided By: Science & Mathematics
Progress: Completed

GE 4. Humanities
General Education Description
An LSU Eunice graduate will demonstrate an understanding of the cultural traditions and the human condition through a broad-based study of historical, cultural, and philosophical concepts.
Progress: Ongoing
5.2 16-17 GE-History
Provided By: Liberal Arts
Progress: Completed
5.11 16-17 GE-Foreign Language (French)
Provided By: Liberal Arts
Progress: Completed
5.12 16-17 Foreign Language (Spanish)
Provided By: Liberal Arts
Progress: Completed

GE 5. Social Sciences
General Education Description
An LSU Eunice graduate will demonstrate an understanding of human behavior and the relationship between individuals and their societies.
Progress: Ongoing
5.6 16-17 GE-Psychology
Provided By: Liberal Arts
Progress: Completed

5.9 GE-Political Science
Provided By: Liberal Arts
Progress: Completed

5.10 GE-Sociology
Provided By: Liberal Arts
Progress: Completed

9.1 General Education Economics
Provided By: Health Sciences & Business Technology
Progress: Canceled

Effective Decision Making - Dev Ed (2.3) Social science from College Reading (UNIV 0008)
Provided By: Developmental Education
Progress: Completed

GE 6. Art
General Education Description
An LSU Eunice graduate will demonstrate an aesthetic and historical understanding of the arts.
Progress: Ongoing

5.1 GE-Art
Provided By: Liberal Arts
Progress: Completed

5.8 16-17 GE-Art (Music Appreciation)
Provided By: Liberal Arts
Progress: Completed

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

Related Items
There are no related general education items.

4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

Related Items
GE 1. Communication
General Education Description
An LSU Eunice graduate will demonstrate effective communication of complex knowledge and ideas. **Progress:** Ongoing

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Provided By</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 DMS</td>
<td>Communication Oral Communication</td>
<td>Diagnostic Medical Sonography</td>
<td>Cancelled</td>
</tr>
<tr>
<td>2.1</td>
<td>Mathematics 16-17 Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra</td>
<td>Science &amp; Mathematics</td>
<td>Completed</td>
</tr>
<tr>
<td>2.2</td>
<td>Communication related to Accounting Communication related to Accounting</td>
<td>Accounting Technology, Account Clerk (CTS)</td>
<td>Cancelled</td>
</tr>
<tr>
<td>2.2</td>
<td>Mathematics Competency in Mathematics - Statistics (MATH 1425)</td>
<td>Science &amp; Mathematics</td>
<td>Completed</td>
</tr>
<tr>
<td>2.3</td>
<td>Mathematics Competency in Mathematics - Plane Trigonometry (MATH 1022)</td>
<td>Science &amp; Mathematics</td>
<td>Completed</td>
</tr>
<tr>
<td>2.3a</td>
<td>Mathematics Competency in Mathematics – Pre-calculus (MATH 1023)</td>
<td>Science &amp; Mathematics</td>
<td>Completed</td>
</tr>
<tr>
<td>2.3b</td>
<td>Mathematics Competency in Mathematics - Calculus with Business and Economic Applications (MATH 1431)</td>
<td>Science &amp; Mathematics</td>
<td>Completed</td>
</tr>
<tr>
<td>2.4</td>
<td>Nursing - Communication Nursing Communication</td>
<td>Nursing</td>
<td>Completed</td>
</tr>
<tr>
<td>3.4</td>
<td>Radiologic Technology - Communication</td>
<td>Radiologic Technology</td>
<td>Completed</td>
</tr>
<tr>
<td>4.2</td>
<td>Communication: Human Resources Management Communication related to Human Resources Management</td>
<td>Human Resources Management (CTS)</td>
<td>Cancelled</td>
</tr>
<tr>
<td>4.4</td>
<td>Respiratory Care - Communication</td>
<td>Respiratory Care</td>
<td>Completed</td>
</tr>
<tr>
<td>5.3</td>
<td>16-17 GE-Speech Communication</td>
<td>Liberal Arts</td>
<td>Completed</td>
</tr>
<tr>
<td>5.7</td>
<td>GE-Information Literacy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GE 2. Computation

General Education Description
An LSU Eunice graduate will use processes, procedures, data, or evidence to solve problems and make effective decisions.

Progress: Ongoing

1.5 DMS - Critical Thinking Critical Thinking and Application
Provided By: Diagnostic Medical Sonography
Progress: Canceled

2.1 Increase Achievement of SLOs MATH 1015 and MATH 1021
Provided By: Quality Enhancement Plan
Progress: Completed

2.1 Mathematics 16-17 Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra
Provided By: Science & Mathematics
Progress: Completed

2.2 Increase Student Mathematics Scores on the CAAP
Provided By: Quality Enhancement Plan
Progress: Completed

2.2 Mathematics Competency in Mathematics - Statistics (MATH 1425)
Provided By: Science & Mathematics  
Progress: Completed

2.3 Decision Making related to Accounting  
Provided By: Accounting Technology, Account Clerk (CTS)  
Progress: Canceled

2.3 Mathematics Competency in Mathematics - Plane Trigonometry (MATH 1022)  
Provided By: Science & Mathematics  
Progress: Completed

2.3 Mathematics Competency in Mathematics – Pre-calculus (MATH 1023)  
Provided By: Science & Mathematics  
Progress: Completed

2.3 Mathematics Competency in Mathematics – Calculus with Business and Economic Applications (MATH 1431)  
Provided By: Science & Mathematics  
Progress: Completed

2.5 Nursing - Decision Making Decision Making  
Provided By: Nursing  
Progress: Completed

3.3 Decision Making - Administrative Technology Decision Making related to Administrative Technology Specialists  
Provided By: Administrative Technology Specialist (CTS)  
Progress: Canceled

3.5 Radiologic Technology - Critical Thinking Decision Making (formally Critical Thinking)  
Provided By: Radiologic Technology  
Progress: Completed

4.3 Decision Making related to H.R.M. Decision Making Related to Communications of Human Resources Management  
Provided By: Human Resources Management (CTS)  
Progress: Canceled

4.5 Respiratory Care - Critical Thinking Computation and Effective Decision Making  
Provided By: Respiratory Care  
Progress: Completed

5.3 Decision Making: Medical Coding & Billing Decision Making (formally) Related to Medical Coding and Billing  
Provided By: Medical Coding and Billing (CTS)  
Progress: Completed

5.5 GE-Critical Thinking  
Provided By: Liberal Arts  
Progress: Completed

6.2 CIT - Decision Making Decision Making related to Computer Information Technology  
Provided By: Computer Information Technology  
Progress: Completed

6.2 Decision Making related to C.I.T. Decision Making related to Computer Information Technology  
Provided By: Computer Information Technology  
Progress: Canceled

7.3 Decision Making related to Management Decision Making related to Management  
Provided By: Management
Progress: Completed
Computational - Dev Ed (2.2) General Education Math after Developmental Education Math (MATH 1021 after MATH 0002)
Provided By: Developmental Education
Progress: Completed

Effective Decision Making - Dev Ed (2.3) Social science from College Reading (UNIV 0008)
Provided By: Developmental Education
Progress: Completed

Information Literacy - Library (7.2) Training in library digital resources based ACRL information literacy standards for students and faculty
Provided By: Library
Progress: Canceled

GE 3. Natural Science
General Education Description
An LSU Eunice graduate will apply knowledge of natural science to the exploration and analysis of natural phenomena.
Progress: Ongoing

2.1 Mathematics 16-17 Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra
Provided By: Science & Mathematics
Progress: Completed

2.2 Mathematics Competency in Mathematics - Statistics (MATH 1425)
Provided By: Science & Mathematics
Progress: Completed

2.3 Mathematics Competency in Mathematics - Plane Trigonometry (MATH 1022)
Provided By: Science & Mathematics
Progress: Completed

2.3a Mathematics Competency in Mathematics – Pre-calculus (MATH 1023)
Provided By: Science & Mathematics
Progress: Completed

2.3b Mathematics Competency in Mathematics - Calculus with Business and Economic Applications (MATH 1431)
Provided By: Science & Mathematics
Progress: Completed

2.4 Biological Science 16-17 Competency in Biology I
Provided By: Science & Mathematics
Progress: Completed

2.5 Biology 16-17 Competency in Biology II
Provided By: Science & Mathematics
Progress: Completed

2.6 Physical Science 16-17 Competency in Physical Science
Provided By: Science & Mathematics
Progress: Completed

GE 4. Humanities
General Education Description
An LSU Eunice graduate will demonstrate an understanding of the cultural traditions and the human condition through a broad-based study of historical, cultural, and philosophical concepts.

Progress: Ongoing

5.2 16-17 GE-History
Provided By: Liberal Arts
Progress: Completed

5.11 16-17 GE-Foreign Language (French)
Provided By: Liberal Arts
Progress: Completed

5.12 16-17 Foreign Language (Spanish)
Provided By: Liberal Arts
Progress: Completed

GE 5. Social Sciences
General Education Description
An LSU Eunice graduate will demonstrate an understanding of human behavior and the relationship between individuals and their societies.

Progress: Ongoing

5.6 16-17 GE-Psychology
Provided By: Liberal Arts
Progress: Completed

5.9 GE-Political Science
Provided By: Liberal Arts
Progress: Completed

5.10 GE-Sociology
Provided By: Liberal Arts
Progress: Completed

9.1 General Education Economics
Provided By: Health Sciences & Business Technology
Progress: Canceled

Effective Decision Making - Dev Ed (2.3) Social science from College Reading (UNIV 0008)
Provided By: Developmental Education
Progress: Completed

GE 6. Art
General Education Description
An LSU Eunice graduate will demonstrate an aesthetic and historical understanding of the arts.

Progress: Ongoing

5.1 GE-Art
Provided By: Liberal Arts
Progress: Completed

5.8 16-17 GE-Art (Music Appreciation)
Provided By: Liberal Arts
Progress: Completed
IX. LSU Eunice General Education Committee Minutes February 2, 2018 as Amended

I. Call to order at 12:00 pm. The meeting took place in room C-113.

II. Present: Paul Fowler, John Hamlin, William Holmes, Shanelle Joseph (Secretary), Henry Lim, Sandra Mahoney, and Tim Trant (Chair)

III. Election of Officers: Tim Trant will continue to serve as committee chair; Shanelle Joseph volunteered to serve as committee secretary

IV. Old Business:

   none

V. New Business

   - The Committee unanimously agreed to designate GEOL1001 as a general education course. Moved by Mr. Holmes, seconded by Ms. Joseph (See Form A – Petition to add a course to the LSUE General Education Courses list)

   - The Committee unanimously accepted Dr. Fowler’s report that LSUE has adequately met the general education outcomes for the 2016-2017 academic year in all academic areas. (See attached report for the General Education Committee submitted by Dr. Fowler)

VI. Meeting adjourned at 12:20 p.m.

Respectfully submitted
Shanelle Joseph
## X. AY 2016-2017 General Education Objectives and Outcomes

### General Education Summary

January 15, 2018
Revised March 21, 2018

The following table summarizes each of the General Education Objectives with each of the outcomes assigned to them. The page numbers are given along with the courses or assessments assigned to each along with the methodology and whether the outcome was met. It is not required that each outcome be met in order to meet each of LSU Eunice’s General Education Objectives. Those not met, however, should have an improvement plan in order to increase student learning in the next planning cycle.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>Courses or Assessments</th>
<th>Methodology</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>An LSU Eunice graduate will demonstrate effective communication of complex knowledge and ideas.</td>
<td>MATH 1015/1021</td>
<td>SLOs on Final Tentatively met</td>
<td>Met</td>
</tr>
<tr>
<td>2.</td>
<td>An LSU Eunice graduate will use processes, procedures, data, or evidence to solve problems and make effective decisions.</td>
<td>DMS</td>
<td>Not active</td>
<td>Not active</td>
</tr>
<tr>
<td>3.</td>
<td>An LSU Eunice graduate will apply knowledge of natural science to the exploration and analysis of natural phenomena.</td>
<td>MATH 1425</td>
<td>SLOs on Final Met</td>
<td>Met</td>
</tr>
<tr>
<td>4.</td>
<td>An LSU Eunice graduate will demonstrate an understanding of the cultural traditions and the human condition through a broad-based study of historical, cultural, and philosophical concepts.</td>
<td>HISTORY 1001, 1003, 2055, 2071, 2057</td>
<td>Embedded SLO questions on topic exams Met</td>
<td>Met</td>
</tr>
<tr>
<td>5.</td>
<td>An LSU Eunice graduate will demonstrate an understanding of human behavior and the relationship between individuals and their societies.</td>
<td>PSYC 2000, 2060, and 2070</td>
<td>Non-compliance: Faculty member using different SLOs</td>
<td>Met</td>
</tr>
<tr>
<td>6.</td>
<td>An LSU Eunice graduate will demonstrate an aesthetic and historical understanding of the arts.</td>
<td>ART 1440/1441/2470</td>
<td>SLO questions on Pre and post test Met</td>
<td>Met</td>
</tr>
</tbody>
</table>

**Notes:**
- **DMS**: Not active
- **QEP**: Increased Achievement of SLOs in MATH 1015 and 1021 Tentatively met
- **MATH 1015/1021 SLOs on Final & CAAP Tentatively met**
- **ACCT Technology Acct Clerk Cancelled (no GE required)**
- **SPAN 1101/1102 Instructor Observation, quizzes, tests, and papers Met**
- **Political Science POLS 2051 Class assessments, midterm, and final Met**
- **Music Appreciation MUS 1751 SLOs on Final Met**

**Page Numbers:**
- pp. 427 – 470
- pp. 471 – 510
- pp. 511 – 529
- pp. 530 – 538
- pp. 539 – 550
- pp. 551 – 554
<table>
<thead>
<tr>
<th>Course</th>
<th>SLOs on Final Met</th>
<th>SLOs on Final Met</th>
<th>Met</th>
<th>Faculty member using outdated GE Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1425</td>
<td>QEP</td>
<td>MATH 1023</td>
<td>Met</td>
<td>Economics ECON 2010/2000/2010 Cancelled by the program director and being moved to management Non-compliance Subject area not being assessed</td>
</tr>
<tr>
<td>MATH 1022</td>
<td>MATH 1425</td>
<td>MATH 1431</td>
<td>Met</td>
<td>Dev Ed. Social Science from College Reading Met</td>
</tr>
<tr>
<td>MATH 1023</td>
<td>Acct Technology, Acct Clerk ACCT 2001 Cancelled (No GE required)</td>
<td>BIOL 1001 SLO Multiple Choice Questions Met</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>MATH 1431</td>
<td>MATH 1022</td>
<td>BIOL 1002 SLO questions Tentatively Met</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>NURS 2430/2530 Unit and Final Exams Met</td>
<td>MATH 1023</td>
<td>PHYS 1001 SLO Questions Met</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Administrative Technology Specialist Writing Assignments Cancelled (no GE required)</td>
<td>MATH 1431</td>
<td>Met</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RADT 1092/1093 Clinical Evaluation Met</td>
<td>NURS 2430 Unit and Final Exams Met</td>
<td>Met</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Resource MGMT Cancelled (No GE required)</td>
<td>Admin Technology Specialist ISDS 2100 Cancelled (No Ge required)</td>
<td>Met</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Details</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Resource MGMT</td>
<td>Cancelled (No GE required)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RC 1001 Journal Rubric</td>
<td>Met</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CMST 1061 SLOs</td>
<td>Met</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 1002 Info Literacy SLO</td>
<td>Inconclusive (no benchmark)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 1001/2101 SLOs</td>
<td>Met</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HCM 2650 SLOs</td>
<td>Met</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 1001/1002 SLOs &amp; CAAP</td>
<td>Met</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 1101/1102 Quizzes, Tests, Oral Assignments</td>
<td>Met</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIT 1011/1015</td>
<td>Dev Ed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Human Resource MGMT**
- Clinical direct Observation Met
- Material

**RC 1001 Journal Rubric**
- Met

**CMST 1061 SLOs**
- Faculty member using different SLOs
- Met

**ENGL 1002 Info Literacy SLO**
- Inconclusive (no benchmark)

**FREN 1001/2101 SLOs**
- Met

**HCM 2650 SLOs**
- Met

**ENGL 1001/1002 SLOs & CAAP**
- Met

**SPAN 1101/1102 Quizzes, Tests, Oral Assignments**
- Met

**CIT 1011/1015**
- Dev Ed
<table>
<thead>
<tr>
<th>Quizzes, Midterm, Finals Met</th>
<th>Critical Reading in Social Science from College Reading Completion and CAAP Met</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Management BADM 1001 Exam &amp; Class Discussions Met</td>
<td>Library Information Literacy Literacy Plan Cancelled by new director</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dev Ed Success in ENGL 1001 after completing ENGL 0001 Met</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
General Education Report by Goal
GE 1. Communication Related Items
1.4 DMS - Communication: Oral Communication
Progress: Delayed
Provided By: Diagnostic Medical Sonography

Objective With Intended Outcomes

Assessment/Evaluation/Measures/Strategies Assessment/Evaluation Results (Progress Report)

Improvement Plan/ Changes Made
Director of IE's note: For AY 2016-2017, DMS became reactivated, but the first class is scheduled to be selected for admission in Fall 2017.

2.1 Mathematics: 16-17 Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra
Progress: Completed
Provided By: Science & Mathematics

Objective With Intended Outcomes
Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics.

Assessment/Evaluation/Measures/Strategies

Internal Direct Assessment:
The objectives for College Algebra will be directly assessed from a standardized multiple choice assessment containing student learning outcomes (SLOs) for all students who take the MATH 1015 and MATH 1021 final exams at all sites and all delivery methods. (Please note that MATH 1015 is not offered at the LSUA or LSU Lab sites.

The syllabus for MATH 1015, Applied College Algebra, meant for terminal two-year degrees, and the syllabus for MATH 1021, College Algebra, meant for those who are transferring to four-year institutions are provided for documentation.

This objective will be assessed by using the SLOs for MATH 1015 and MATH 1021. The student, upon successful completion of the course, will:
   A. Solve equations and inequalities algebraically and graphically.
   B. Evaluate and interpret function values.
   C. Graph functions.

Benchmark = 70% which is the lowest average grade that will typically transfer to four-year institutions.

External Direct Assessment (This analysis is completed once each summer for the entire academic year).
Two assessments from ACT will be used to compare LSUE student performance to other two-year college performance across the United States. First, the Collegiate Assessment of Academic Proficiency (CAAP) exam will compare the local cohort (LSUE) students to the national normative group. LSUE students will meet or exceed the national norm on the CAAP Linkage Report. The established benchmark for AY 2016-2017 is 57.4 which is determined by ACT as a three-year average of 1,106 students.
Second, student performance on the CAAP will also be examined using ACT’s Content Analysis Report. Based on LSUE student performance, success is determined as having a difference ≥ -5 on four of the six content categories meaning that the differences between LSUE students and the normed group are negligible.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective was met.

Internal Direct Assessment
For AY 2016-2017, there were a total of 969 in the two College Algebra courses at LSUE on the census day for Fall 2016 and Spring 2017. There were 385 in Applied College Algebra (MATH 1015) and 584 in College Algebra (MATH 1021). As Table 1 indicates, 288 (75%) out of the 385 were tested for SLOs on the final exam in MATH 1015 while 419 (72%) out of the 584 were tested in MATH 1021. Students in both College Algebra courses scored a 73% overall for with Outcome A at 70%, Outcome B and 77%, and Outcome C at 74%. In fact, all SLOs were equal or exceeded the benchmark of 70% except Outcome A in MATH 1021. It was at a 69% (see Table 1).

<table>
<thead>
<tr>
<th>MATH 1021 SLO Description</th>
<th>Overall for both College Algebra Courses</th>
<th>Overall MATH 1015</th>
<th>Overall MATH 1021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>73</td>
<td>74</td>
<td>72</td>
</tr>
<tr>
<td>A. Solve Equations and Inequalities Algebraically &amp; Graphically</td>
<td>70</td>
<td>72</td>
<td>69</td>
</tr>
<tr>
<td>B. Evaluate and Interpret Function Values</td>
<td>77</td>
<td>75</td>
<td>78</td>
</tr>
<tr>
<td>C. Graph Functions</td>
<td>74</td>
<td>75</td>
<td>74</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>707</td>
<td>288</td>
<td>419</td>
</tr>
</tbody>
</table>

Table 2 presents the longitudinal data showing that the results have remained relatively consistent since they were first measured in AY 2013-2014.
Table 2. Longitudinal MATH 1021 and MATH 1015 SLO Results by AY as a Percent

<table>
<thead>
<tr>
<th>SLO</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>71</td>
<td>74</td>
<td>73</td>
<td>73</td>
<td>0</td>
</tr>
<tr>
<td>A. Solve Equations and Inequalities Algebraically &amp; Graphically</td>
<td>73</td>
<td>75</td>
<td>74</td>
<td>70</td>
<td>-4</td>
</tr>
<tr>
<td>B. Evaluate and Interpret Function Values</td>
<td>70</td>
<td>82</td>
<td>78</td>
<td>77</td>
<td>-1</td>
</tr>
<tr>
<td>C. Graph Functions</td>
<td>74</td>
<td>74</td>
<td>72</td>
<td>74</td>
<td>2</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>594</td>
<td>763</td>
<td>678</td>
<td>707</td>
<td></td>
</tr>
</tbody>
</table>

Next, Table 3 summarizes the MATH 1015 final exam SLO data by methodology indicating that all but one SLO met or exceeded the 70% benchmark for the 20 sections. Outcome B for modular posed a slight issue at 69%.

Table 3. SLO results for MATH 1015 only AY 16-17 as Percentages.

<table>
<thead>
<tr>
<th>MATH 1015 SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
<th>Modular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>74</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Solve Equations and Inequalities Algebraically and Graphically</td>
<td>72</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Evaluate and Interpret Function Values</td>
<td>75</td>
<td>80</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>74</td>
<td>74</td>
<td>69</td>
</tr>
<tr>
<td>C. Graph Functions</td>
<td>75</td>
<td>77</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of sections</td>
<td>20</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>288</td>
<td>157</td>
<td></td>
<td></td>
<td></td>
<td>14</td>
<td>23</td>
<td>94</td>
</tr>
</tbody>
</table>

Since the modular students had difficulty with Outcome B, the data was examined to determine trouble spots. Modular students had difficulty with three problems that lowered the results on Outcome B. They were:
- question 32 with a 38% success rate was using a quadratic in a projectile problem to determine how long it takes to reach a certain point (with two answers).
- question 33 with a 25% success rate was finding and evaluating a composite function.
- question 34 with a 17% success rate was finding and evaluating a composite function.

Removing these three questions increases the results from 69% to 79% for modular mathematics. These results will be shared with the Coordinator of Modular Mathematics for input (see improvement plan).
Next, Table 4 details the longitudinal data for MATH 1015. While the results have decreased since AY 2013-2014, they remain above 70% for all outcomes.

<table>
<thead>
<tr>
<th>MATH 1015 SLO Description</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>78</td>
<td>79</td>
<td>77</td>
<td>74</td>
<td>-3</td>
</tr>
<tr>
<td>A. Solve Equations and Inequalities Algebraically and Graphically</td>
<td>80</td>
<td>80</td>
<td>76</td>
<td>72</td>
<td>-4</td>
</tr>
<tr>
<td>B. Evaluate and Interpret Function Values</td>
<td>80</td>
<td>81</td>
<td>80</td>
<td>75</td>
<td>-5</td>
</tr>
<tr>
<td>C. Graph Functions</td>
<td>81</td>
<td>80</td>
<td>77</td>
<td>75</td>
<td>-2</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>334</td>
<td>359</td>
<td>322</td>
<td>288</td>
<td></td>
</tr>
</tbody>
</table>

For MATH 1021, the results indicate that a 72% was achieved overall on the SLO questions embedded into the final exam for the 24 sections (see Table 5). Outcome A was at 69% while Outcome B was at 78% and Outcome C was at 74%. Students at the LSUE site face-to-face had some difficulty with Outcome A and C. An item analysis for LSUE students only revealed that:

- question 16 had a 41% chance of success on interval notation for Outcome C
- question 17 had a 47% chance of success on solving a rational equation for Outcome A
- question 18 had a 59% chance of success on solving an equation involving a radical for Outcome A
- question 24 had a 55% chance of success on finding the equations of asymptotes for Outcome C
- question 25 had a 55% chance of success on finding solving an inequality involving a cubic equation with a graph provided in interval notation for Outcome A.

This data will be shared with the math faculty in order to determine if students can be assisted with these problems in some manner. Note that a comprehensive final exam review is posted online for students to study from prior to actually taking the final (see the improvement plan).
Table 5. SLO results for MATH 1021 (College Algebra) only AY 16-17 in percentages.

<table>
<thead>
<tr>
<th>MATH 1021 SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
<th>Modular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>72</td>
<td>67</td>
<td>85</td>
<td>62</td>
<td></td>
<td>74</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>A. Solve Equations and Inequalities Algebraically and Graphically</td>
<td>69</td>
<td>63</td>
<td>81</td>
<td>56</td>
<td>none</td>
<td>75</td>
<td>91</td>
<td>none</td>
</tr>
<tr>
<td>B. Evaluate and Interpret Function Values</td>
<td>78</td>
<td>76</td>
<td>89</td>
<td>70</td>
<td></td>
<td>71</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>C. Graph Functions</td>
<td>74</td>
<td>67</td>
<td>91</td>
<td>63</td>
<td></td>
<td>72</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>Total number of sections</td>
<td>24</td>
<td>12</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>419</td>
<td>211</td>
<td>106</td>
<td>46</td>
<td>48</td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In addition, LSUE students at the LSUA site did not perform well on the outcomes (see Table 5). An item analysis for LSUA students only revealed that:

- question 11 had a 56% chance of success on evaluating composite functions for Outcome B
- question 15 had a 52% chance of success on finding the range of a quadratic in interval notation for Outcome C
- question 16 had a 31% chance of success on using interval notation for Outcome C
- question 17 had a 50% chance of success on solving a rational equation for Outcome A
- question 18 had a 52% chance of success on solving an equation involving a root for Outcome A
- question 19 had a 54% chance of success on solving an equation involving an absolute value for Outcome A
- question 24 had a 46% chance of success on finding the equations of asymptotes for Outcome C
- question 25 had a 42% chance of success on finding solving an inequality involving a cubic equation with a graph provided in interval notation for Outcome A.

This information will be passed on to the instructor at the LSUA site to determine if anything can be done to help students improve. Note that LSUA students have access to the final exam review materials as well (see the improvement plan).

Regardless of the individual performance at specific sites, student learning since AY 13-14 has improved in the MATH 1021 course as evidenced by Table 6.
### Table 6. Longitudinal MATH 1021 SLO Results by AY as a Percent

<table>
<thead>
<tr>
<th>Description</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>64</td>
<td>70</td>
<td>70</td>
<td>72</td>
<td>2</td>
</tr>
<tr>
<td>A. Solve Equations and Inequalities</td>
<td>66</td>
<td>70</td>
<td>73</td>
<td>69</td>
<td>-4</td>
</tr>
<tr>
<td>Algebraically and Graphically</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Evaluate and Interpret Function Values</td>
<td>60</td>
<td>83</td>
<td>76</td>
<td>78</td>
<td>2</td>
</tr>
<tr>
<td>C. Graph Functions</td>
<td>68</td>
<td>69</td>
<td>68</td>
<td>74</td>
<td>6</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>260</td>
<td>404</td>
<td>356</td>
<td>419</td>
<td>63</td>
</tr>
</tbody>
</table>

Given that the observed score of 73% > the benchmark of 70%, this portion of Objective 2.1 is met.

### External Direct Assessment

ACT's CAAP Mathematics Assessment was given to students as they completed the semester for Fall 2016 and Spring 2017 at the LSUE and LSUA sites. The CAAP is a paper and pencil high security test which makes it difficult to give to dual credit students and online students.

The results for the CAAP Linkage Report indicated that (see Table 1 from the CAAP Linkage Report on page 5 of the PDF):
- Nationally Normed: Mean = 57.4, s.d. = 3.6, n = 1106
- LSUE Results: Mean = 57.1, s.d. = 2.6, n = 213.

As the data indicates, LSUE students performed slightly below the nationally normed group’s mean by 0.3. Presenting the data from a longitudinal standpoint shows that both the national scores and LSUE scores have remained relatively consistent since AY 2010-2011.

### Table 7. Longitudinal CAAP Mathematics Linkage Results

<table>
<thead>
<tr>
<th>Statistic</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>National mean</td>
<td>56.8</td>
<td>56.8</td>
<td>56.7</td>
<td>56.7</td>
<td>56.7</td>
<td>56.9</td>
<td>57.4</td>
<td>56.9</td>
</tr>
<tr>
<td>LSU Eunice's mean</td>
<td>57.3</td>
<td>57.2</td>
<td>57.1</td>
<td>56.9</td>
<td>57.1</td>
<td>57.2</td>
<td>57.1</td>
<td>57.1</td>
</tr>
<tr>
<td>n</td>
<td>425</td>
<td>455</td>
<td>462</td>
<td>316</td>
<td>332</td>
<td>207</td>
<td>213</td>
<td>344.3</td>
</tr>
</tbody>
</table>

Next, the CAAP Mathematics Content Report was obtained. This report breaks out the data by subject which allows University personnel to determine what areas may be causing students difficulty. According to the Report, there were scores from 422 students graduating in Fall 2016 or Spring 2017 (see Table 8). Positive scores mean that LSUE students found the questions easier than the nationally normed group while questions with negative results indicate that LSUE students found the questions more difficult.
As Table 8 indicates, students scored above the nationally normed group's mean of zero in Pre-algebra and Elementary Algebra. An interesting trend then takes place with the top 25% of the test takers performing below developmental students for Intermediate Algebra, Coordinate Geometry, and College Algebra. Making sense of this trend is elusive given that students from developmental education courses should have lower scores than students in the top 25% of the class. In addition, according to ACT, scores less than 5 points from the national mean of zero can be interpreted as having a negligible difference from the mean. As Table 8 indicates, developmental students (and the middle 50% for that matter) had a difference that was negligible on Intermediate Algebra, Coordinate Geometry, and College Algebra while those in the top 25% had a moderate difference from the mean. This is counterintuitive to what typically happens. One possible explanation for it is that some of the "better" students "Christmas Tree"d the answer sheet in order to leave class earlier. Another possible explanation is that the 0.3 difference is due to variability in the data. Yet another possibility is that the CAAP is typically given as a two-year student graduates. LSUE give it to the students at the end of the semester in which College Algebra is taken. For some students, this could be their first semester in college. This is a procedural issue at LSUE and will likely not be changed. Given that, one would expect LSUE students to score slightly below the mean.

Regardless, given that the observed scores on the
  • student learning outcomes of 73% > the traditional benchmark of 70%.
  • CAAP of 57.1 < nationally normed group of 57.4.

Objective 2.1 is tentatively met.

Improvement Plan/ Changes Made
The Modular Mathematics Coordinator examined the three problems from the modular final (questions 32, 33, and 34) and found that that they were custom questions using the language of the face-to-face book. The three problems were replaced with problems from the modular test bank which had slightly different instructions.
The mathematics faculty believe that there is a gap between content material between the highest developmental mathematics class (MATH 0002) and College Algebra (MATH 1021) because it is more theoretical. This “gap” is causing difficulty for developmental education students and is being addressed by the math faculty. Meetings began on November 4, 2016 with another following on November 11, 2016. In March 2017, course profiles for updating the existing MATH 1021 and creating a new MATH 0021 specifically for developmental students enrolling in MATH 1021 were approved. An additional course, MATH 1020, a five credit hour version of MATH 1021, was also created that would cover some of the developmental topics that students often forget prior to beginning College Algebra (see the meeting minutes for November 18, 2016 meeting). LSUA instructors were included in the discussion for the new courses (see email exchange).

Comments from the instructor on the results of the SLOs for MATH 1021 at LSUA. Further information via email from the instructor at LSUA dealing specifically with spring 2017.

Monitor data and implement curriculum changes effective fall 2017.

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-2-17</td>
<td>email on MATH 1021 from Grace</td>
</tr>
<tr>
<td>11-18-16</td>
<td>email exchange about math meeting minutes</td>
</tr>
<tr>
<td>11-18-16 Math Meeting Minutes</td>
<td></td>
</tr>
<tr>
<td>12-22-16 Grace's Response for LSUA MATH 1021 SLOs</td>
<td></td>
</tr>
<tr>
<td>9-29-17</td>
<td>email on improvement in MATH 1021</td>
</tr>
<tr>
<td>Course Profile for MATH 0021 fa 17</td>
<td></td>
</tr>
<tr>
<td>Course Profile MATH 1021 Fa 17</td>
<td></td>
</tr>
<tr>
<td>Math Meeting Minutes 11-11-16</td>
<td></td>
</tr>
<tr>
<td>Math Meeting Minutes 11-4-16</td>
<td></td>
</tr>
</tbody>
</table>

2.2 Communication related to Accounting: Communication related to Accounting

Progress: Canceled

Provided By: Accounting Technology, Account Clerk (CTS)

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 for transfer purposes.

BADM 1001 (web based) - Upon completion of this course students will be able to read, write, and effectively communicate common business related theories and documents in a business environment with 70% accuracy or higher. BADM 1001 Syllabus Web

BADM 1001 (face-to-face) Upon completion of this course students will be able to read, write, and effectively communicate common business related theories and documents in a business environment with 70% accuracy or higher. BADM1001 Syllabus

BADM 1001 Syllabus Web BADM1001 Syllabus
Assessment/Evaluation Results (Progress Report)
Director of IE's note: This objective is being cancelled since there are no general education courses required in the CTS. It is programmatic courses only.

Improvement Plan/ Changes Made

2.2 Mathematics: Competency in Mathematics - Statistics (MATH 1425)
Progress: Completed
Provided By: Science & Mathematics

Objective With Intended Outcomes
Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics.

Assessment/Evaluation/Measures/Strategies
The objective will be directly assessed from a standardized multiple choice assessment containing student learning outcomes for all students who take the MATH 1425 (Elementary Statistics) final exam at all sites and all delivery methods. The 2016-2017 syllabus for MATH 1425 (revised at the beginning of 2016) contains the following student learning outcomes. The student, upon successful completion of this course will:
   A. Organize and summarize data using descriptive techniques that are both mathematical and pictorial.
   B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters.

The faculty used the outcomes from textbook and their professional judgement in deciding SLOs and specific problems to be placed on the SLO assessment.

A benchmark of 70% was adopted in Fall 2013 since it is the lowest average grade that will transfer to other institutions of higher education.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective was met.

For AY 2016-2017, there were at total of 348 students registered in the 12 sections on the census day for the Fall 2016 and Spring 2017 semesters. A total of 288 (83%) of the 348 students took the final exam that contained the SLO assessment (see Table 1). Overall, the 288 students scored a 73% with Outcome A at 76% and Outcome B at 70%. However, as Table 1 indicates, both online and online accelerated failed to meet the 70% benchmark.
Table 1. MATH 1425 SLO Results AY 2016-2017 as a Percent.

<table>
<thead>
<tr>
<th>MATH 1425 SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>73</td>
<td>76</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>65</td>
<td>59</td>
</tr>
<tr>
<td>A. Organize and summarize data using descriptive techniques that are both mathematical and pictorial</td>
<td>76</td>
<td>79</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>72</td>
<td>58</td>
</tr>
<tr>
<td>B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters</td>
<td>70</td>
<td>73</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>57</td>
<td>57</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>288</td>
<td>232</td>
<td></td>
<td>19</td>
<td>37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of sections for AY</td>
<td>12</td>
<td>8</td>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 details the longitudinal data for the SLOs. Overall, students have remained relatively consistent in the low 70s with Outcome A being in the mid-70s.

Table 2. MATH 1425 Longitudinal SLO Results as a Percent

<table>
<thead>
<tr>
<th>MATH 1425 SLO Description</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>73</td>
<td>70</td>
<td>74</td>
<td>73</td>
<td>-1</td>
</tr>
<tr>
<td>A. Organize and summarize data using descriptive techniques that are both mathematical and pictorial</td>
<td>76</td>
<td>72</td>
<td>78</td>
<td>76</td>
<td>-2</td>
</tr>
<tr>
<td>B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters</td>
<td>72</td>
<td>68</td>
<td>67</td>
<td>70</td>
<td>3</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>314</td>
<td>289</td>
<td>283</td>
<td>288</td>
<td></td>
</tr>
</tbody>
</table>

Due to the low success rates for the SLOs in the accelerated and online sections, an item analysis was constructed from the SLO table sent to the Division Head for the Fall 2016 section for the online section in Spring 2017 and the accelerated section from Fall 2016. It indicates that multiple questions had a low success rate as indicated by the blue arrows. Both indicate that a number of questions had a low probability of being answered correctly. This information will be sent to the instructor of the accelerated section and the mathematics coordinator.

Unfortunately, the instructor for the 16-week online section took a job at another institution so that data will be sent to the mathematics coordinator to determine if some of the questions need to be replaced.

Given the information above and the fact that the observed performance of 73% > the benchmark of 70%, Objective 2.2 is met.

Math_1425_C6_FA16_SOL SLO math1425-25SP17

Improvement Plan/ Changes Made
No changes planned for the face-to-face sections at the LSUE site. The data mentioned in the progress report will be sent to the one instructor and the coordinator for input.

It should be noted, however, that the instructors for both online and accelerated online noted last year that many online students do not complete the coursework in a timely fashion leading to low success rates. See the attached meeting minutes contained in improvement plan from AY 2015-2016. It seems that it would be impossible to increase success rates to help student improve who are not completing the coursework.

The online instructor noted that there may be a rounding issue whereby students are not rounding to the proper place. In addition, the instructors noted that they intend on constructing a final exam review for students. The faculty are also setting weekly due dates for material so students will finish material in a timely fashion.

Completed by Paul Fowler on 9/28/17 and sent to Liz Vidrine for her input.

- 10-2-17 email on MATH 1425
- MATH 1425 email from Math Coordinator Meeting Minutes from 9-26-16

### 2.3 Mathematics: Competency in Mathematics - Plane Trigonometry (MATH 1022)
**Progress:** Completed  
**Provided By:** Science & Mathematics  
**Objective With Intended Outcomes**  
Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics.

**Assessment/Evaluation/Measures/Strategies**  
Direct internal assessment of student learning will take place using standardized multiple choice assessment for all learning outcomes. All students who take the final exam in MATH 1022 (Plane Trigonometry), regardless of mode of delivery, will be assessed (i.e. no sampling). The 2016-2017 syllabus for MATH 1022 contains the following student learning outcomes. The student, upon successful completion of this course will:

1. Evaluate trigonometric functions and manipulate their graphs.
2. Solve trigonometric equations and applications.

The faculty used the outcomes from textbook and their professional judgement in deciding SLOs and specific problems to be placed on the assessment. The benchmark was established at 70% which is the lowest average grade that transfers to other institutions.

- MATH 1022 SYLLABUS spring 2016

**Assessment/Evaluation Results (Progress Report)**  
For AY 2015-2016, this objective 2.3 was met.

For AY 2016-2017, there were a total of 153 students enrolled in Plane Trigonometry (MATH 1022) on the census day for fall 2016 and spring 2017. A total of 144 (94%) out of the 153 students took the final exam containing the SLO assessment. This included a total of seven sections with three being at LSUE face-to-face and four being dual enrollment at various high schools (see Table 1).
Table 1. MATH 1022 SLO Results AY 2016-2017 by Site as a Percent

<table>
<thead>
<tr>
<th>MATH 1022 SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>76</td>
<td>74</td>
<td>76</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Evaluate trig functions and manipulate their graphs</td>
<td>76</td>
<td>73</td>
<td>78</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>B. Solve trig equations and applications</td>
<td>76</td>
<td>76</td>
<td>76</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>144</td>
<td>51</td>
<td>93</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of sections for AY</td>
<td>7</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As demonstrated in Table 1, The students scored a 76% overall and scoring a 76% on each of the Outcomes. Table 2 presents the longitudinal results since MATH 1022 SLO results were first tracked. Overall, there has been some fluctuations in the results since spring 2014; however, the results have largely remained unchanged.

Table 2. MATH 1022 SLO Longitudinal Results as a Percent

<table>
<thead>
<tr>
<th>MATH 1022 SLO Description</th>
<th>SP 14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>77</td>
<td>75</td>
<td>75</td>
<td>76</td>
<td>1</td>
</tr>
<tr>
<td>A. Evaluate trig functions and manipulate their graphs</td>
<td>78</td>
<td>79</td>
<td>78</td>
<td>76</td>
<td>-2</td>
</tr>
<tr>
<td>B. Solve trig equations and applications</td>
<td>76</td>
<td>69</td>
<td>71</td>
<td>76</td>
<td>5</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>33</td>
<td>134</td>
<td>125</td>
<td>144</td>
<td></td>
</tr>
</tbody>
</table>

Even though the SLOs were met at each site, an item analysis was conducted on the face-to-face results from LSUE and two sections from dual credit merely to determine if any particular SLO problems were causing students issues. The results indicate that faculty may wish to look at the following:

- question 15 in Outcome A with a 36% chance of success,
- question 17 in Outcome A with a 41% chance of success, and
- question 21 in Outcome B with a 47% chance of success.

Given that the observed results of 75% > the benchmark of 70%, Outcome 2.3 is met.

Improvement Plan/ Changes Made
No changes planned.

Completed by Paul Fowler on 9/27/17.
Objective With Intended Outcomes
Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics.

Assessment/Evaluation/Measures/Strategies
The objective will be directly assessed from a standardized multiple choice assessment containing student learning outcomes for all students who take the MATH 1023 (Pre-Calculus) final exam at all sites and all delivery methods. The Fall 2016 syllabus for MATH 1023 contains the following student learning outcomes. The student, upon successful completion of this course will:

A. Solve equations and inequalities algebraically and graphically.
B. Evaluate and interpret function values.
C. Graph algebraic functions.
D. Evaluate trigonometric functions and manipulate their graphs.
E. Solve trigonometric equations and applications.

The faculty used the outcomes from textbook and their professional judgement in deciding SLOs and specific problems to be placed on the SLO assessment. The benchmark of 70% is the lowest average grade that will transfer to other institutions.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, MATH 1023 was not offered.

For AY 2016-2017, a total of 16 students were registered in the Fall 2016 semester at the LSUE site with none in the Spring 2017 semester. A total of 15 (94%) out of the 16 registered in the census day took the final exam containing the SLO questions. As Table 1 depicts, students met the overall objective benchmark by achieving a 75%.
Table 1. MATH 1023 SLO Results AY 2016-2017 by Site as Percentages

<table>
<thead>
<tr>
<th>MATH 1023 SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>75</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Solve equations and inequalities both algebraically and graphically</td>
<td>74</td>
<td>74</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Evaluate and Interpret Function Values</td>
<td>70</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Graph functions</td>
<td>96</td>
<td>96</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>D. Evaluate trig functions and manipulate their graphs</td>
<td>67</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Solve trig equations and applications</td>
<td>60</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>15</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of sections for AY</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students appear to have had some difficulty with Outcomes D and E as noted by the 67% and 60% respectively. For Outcome D, only 33% of the students answering problem 37 correctly identifying an equivalent trigonometric identify (see the Item Analysis and copy of the Final Exam). For Outcome E only 13% answered question 32 correctly calculating the angular velocity of point on a wheel when a bicycle had a linear velocity of 34 mph. Removing these two questions given that either the material was not taught or the questions were ambiguous increases Outcome D to 70% and Outcome E to 72%.

Given that the observed value of the student learning outcomes of 75% > the benchmark of 70%, Objective 2.3a is met.

Item Analysis MATH 1023 Fa 16 MATH 1023FE(Fa16)

Improvement Plan/ Changes Made

The improvement plan is to monitor the data given the low n and the data on Outcome D and Outcome E. Unfortunately, the instructor cannot be asked what the issue was with questions 32 and 37 because she left LSUE to take a job at another institution. This information will be passed on to the math coordinator and the faculty member teaching the MATH 1023 course for their information.

The math coordinator suggested inserting the two questions (both related to trigonometry) on the MATH 1022 (trigonometry) final in order to help students remember the formulas. Both are formula driven and students are forgetting the formulas. See 9-28-17 email.

The final exam is being completely updated for AY 2017-2018.

Completed by Paul Fowler on 9/15/17.

Email on MATH 1023

2.3b Mathematics: Competency in Mathematics - Calculus with Business and Economic Applications (MATH 1431)
Progress: Completed
Provided By: Science & Mathematics
**Objective With Intended Outcomes**
Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics.

**Assessment/Evaluation/Measures/Strategies**
The objectives will be directly assessed from a standardized multiple choice assessment containing student learning outcomes for all students who take the MATH 1431 (Calculus with Business and Economic Applications) final exam at all sites and all delivery methods. The 2016-2017 syllabus for MATH 1431 contains the following student learning outcomes.

The student, upon successful completion of this course will:
A. Evaluate and simplify elementary limits and apply the intuitive concept of continuity.
B. Apply various techniques of differentiation and integration on elementary exponential, logarithmic and rational functions.
C. Solve applied business optimization problems.

The faculty used the outcomes from textbook and their professional judgement in deciding SLOs and specific problems to be placed on the SLO assessment. The benchmark of 70%, which is the lowest average grade that will transfer to other institution, was used.

**Assessment/Evaluation Results (Progress Report)**
For AY 2015-2016, Objective 2.3b was met.
For AY 2016-2017, there were a total of 46 students registered in Calculus with Applications in two sections (one Fall 2016 and one Spring 2017) at the LSUE site. A total of 40 (90%) of the 46 students took the final exam containing the SLO assessment. Overall, students scored a 73% with Outcome A at 84%, Outcome B at 84%, and Outcome C at 55% (see Table 1).

<table>
<thead>
<tr>
<th>Table 1. SLO Results for MATH 1431 AY 2016-2017 by Site as a Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1431 SLO Description</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Overall</td>
</tr>
<tr>
<td>A. Evaluate and simplify limits and apply the intuitive</td>
</tr>
<tr>
<td>concept of continuity.</td>
</tr>
<tr>
<td>B. Apply various techniques of differentiation and</td>
</tr>
<tr>
<td>integration on elementary, exponential, logarithmic and</td>
</tr>
<tr>
<td>rational functions.</td>
</tr>
<tr>
<td>C. Solve applied business optimization problems.</td>
</tr>
<tr>
<td>total number of sections</td>
</tr>
<tr>
<td>Total number of students tested</td>
</tr>
</tbody>
</table>
The longitudinal data in Table 2 indicates students seem to performing better in Outcomes A and B, but having difficulty with Outcome C. No doubt given that applications can be difficult for many students.

<table>
<thead>
<tr>
<th>MATH 1431 SLO Description</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>73</td>
<td>78</td>
<td>73</td>
<td>-5</td>
</tr>
<tr>
<td>A. Evaluate and simplify limits and apply the intuitive concept of continuity</td>
<td>77</td>
<td>77</td>
<td>84</td>
<td>7</td>
</tr>
<tr>
<td>B. Apply various techniques of differentiation and integration on elementary, exponential, logarithmic and rational functions.</td>
<td>71</td>
<td>81</td>
<td>84</td>
<td>3</td>
</tr>
<tr>
<td>C. Solve applied business optimization problems.</td>
<td>74</td>
<td>65</td>
<td>55</td>
<td>-10</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>36</td>
<td>30</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

As a result of the issues with Outcome C, an Item Analysis was run on the data from the two face-to-face sections. It indicated the following:
- question 7 in Outcome C had a 13% chance of being answered correctly,
- question 20 in Outcome C had a 53% chance of being answered correctly,
- question 21 in Outcome C had a 55% chance of being answered correctly,
- question 22 in Outcome C had a 45% chance of being answered correctly,
- question 26 in Outcome B had a 58% chance of being answered correctly, and
- question 27 in Outcome C had a 38% chance of being answered correctly.

The item analysis suggests that the most difficult questions for students were from outcome C.

Nevertheless, the observed score of 73% overall > the benchmark of 70%. As a result, Objective 2.3b is met.

Improvement Plan/ Changes Made
While Objective 2.3b was met, improvement on Outcome C should be discussed. Unfortunately, the faculty member that taught both sections left LSUE in Summer 2017 and is not available for a discussion.

This outcome will be forwarded to the new math coordinator for her input.

Completed by Paul Fowler on 9/27/17.
Objective With Intended Outcomes
Students will demonstrate effective therapeutic communication skills with patients, families and health care team.

Assessment/Evaluation/Measures/Strategies
NURS 2430 (third semester) (face-to-face) (Fa 16) - 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 benchmark was determined by the Program Director and faculty that students must score a minimum of 77% to ensure proficiency communication. NURS2430 SYLL FA2016 May 12th

NURS 2530 (fourth and final semester) (face-to-face) (Sp 17) - 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 benchmark it was determined by the Program Director and faculty to ensure proficiency in communication. NURS2530 SYLL SP17docx

Assessment/Evaluation Results (Progress Report)
AY 2015 - 2016 Objective met.

For AY 2016-2017 reporting:
NURS 2430 (face-to-face) (Fa 16) - Thirty-three (33) students took the first exam and 31 (93%) passed with a score of 77% or higher and 33 students took the final exam and 31 passed with a score of 77% or higher.

Documentation:
NURS 2430 first exam Fall 2016,
NURS2430.2450 Exam Final Fa 16
Communication NURS 2430

NURS 2530 (face-to-face) (Sp 17) - Thirty-three students took the first exam and 28 (85%) passed with 77% or higher and 33 took the final exam and 25 passed with a score of 77% or higher.

Documentation:
NURS2530 Spring17 First Exam with Rationale,
NURS 2530 and 2550 Final Exam SP17 without rationales,
communication & cr. thinking analysis

Given that the observed successful completion in NURS 2430 was 93% and in NURS 2530 was 85% > the benchmark of 77%, this objective is met.
Improvement Plan/ Changes Made
Nursing faculty met in a special meeting (December 6, 2016) to determine strategies to improve student learning outcomes. It was agreed that more remediation, one-on-one tutoring, and collaborative testing would be utilized to raise student learning outcomes (SLO’s.).

3.2 Communication related to Admin. Tech. Spec.: Communication of Administrative Technical Specialist
Progress: Canceled
Provided By: Administrative Technology Specialist (CTS)

Objective With Intended Outcomes
Upon the conclusion of the curriculum, the students will apply effective speaking and/or writing principles and techniques appropriate to the discipline. This includes business trend, starting a small business, economic decision makers including households, firms, governments, and the rest of the world, competition, and the relationship between choice, economizing, and scarcity in implementing economic policies.

Assessment/Evaluation/Measures/Strategies
Benchmark is set at 70%. Historically it was determined by the Division Head and faculty that a 10-point scale would be used in all business and business related courses.

BADM 1001 (web based) - Upon completion of this course students will be able to read, write, and effectively communicate common business related theories and documents in a business environment with 70% accuracy or higher. BADM 1001 Syllabus Web

BADM 1001 (face-to-face) Upon completion of this course students will be able to read, write, and effectively communicate common business related theories and documents in a business environment with 70% accuracy or higher. BADM 1001 Syllabus

Assessment/Evaluation Results (Progress Report)
Improvement Plan/ Changes Made
Director of IE’s note: This objective is being cancelled since there are no general education courses required in the CTS. It is programmatic courses only.

3.4 Radiologic Technology - Communication: Communication
Progress: Completed
Provided By: Radiologic Technology

Objective With Intended Outcomes
Students will demonstrate appropriate communication skills.
Assessment/Evaluation/Measures/Strategies

RADT 1092 (fall; first year clinical course) – End of semester clinical evaluation form. Average of >2 (above average) on a scale of 3. Evaluated through direct observation. RADT 1092 Course Syllabus 2016, Clinical Comp Evaluation Form, and RADT 1092 Clinical Evaluation Form

RADT 1093 (spring; first year clinical course) - End of semester clinical evaluation form. Average of >2 (above average) on a scale of 3. Evaluated through direct observation. RADT 1093 Course Syllabus 2017, Clinical Comp Evaluation Form, and RADT 1093 Clinical Evaluation Form

Assessment/Evaluation Results (Progress Report)

This objective was met in the 2015-2016 planning year for all sections.

RADT 1092 (fall clinical) Section 91: One hundred percent (7 of 7) of the students scored a class average of >2 on the final clinical evaluations. Benchmark was met. RADT 1092 Clinical Evaluation Sample Fall 2016 This was consistent with Fall 2016 and was based on the grading rubric form. RADT 1092-91 Clinical Comp Sample FA 2016

RADT 1092 (fall clinical) Section 92: One hundred percent (8 of 8) of the students scored a class average of >2 on the final clinical evaluations. Benchmark was met. RADT 1092 Clinical Evaluation Sample Fall 2016 This was consistent with the results from fall 2015 and was based on the grading rubric form. RADT 1092-92 Clinical Comp Sample FA 2016

RADT 1092 (fall clinical) Section 93: One hundred percent (9 of 9) of the students scored a class average of >2 on the final clinical evaluations. Benchmark was met. RADT 1092 Clinical Evaluation Sample Fall 2016 This was consistent with the results from fall 2015 and was based on the grading rubric form. RADT 1092-93 Clinical Comp Sample FA 2015

RADT 1093 (spring clinical) Section 91: One hundred percent (6 of 6) of the students averaged at least >2 (above average) on a scale of 0-3 on items designated to communication and professionalism on the Clinical Evaluation Form. (The total number of students assigned in this section dropped from 7 to 6 from the previous semester). Benchmark was met. RADT 1093 Clinical Evaluation Sample Spring 2016 This was consistent with the results from spring 2015 and was based on the grading rubric form. RADT 1093-91 Clinical Comp Sample SP 2016 Note: The attrition rate of 1 student assigned to this section was due to a resignation from the program at midterm.

RADT 1093 (spring clinical) Section 92: One hundred percent (6 of 6) of the students averaged at least >2 (above average) on a scale of 0-3 on items designated to communication and professionalism on the Clinical Evaluation Form. (The total number of students assigned in this section dropped from 8 to 6 from the previous semester). Benchmark was met. RADT 1093 Clinical Evaluation Sample Spring 2016 This was consistent with the results from spring 2015 and was based on the grading rubric form. RADT 1093-92 Clinical Comp Sample SP 2016 Note: The attrition rate of 2 students assigned to this section was due to a change of major at the end of the semester.

RADT 1093 (spring clinical) Section 93: One hundred percent (7 of 7) of the students averaged at least >2 (above average) on a scale of 0-3 on items designated to communication and professionalism on the Clinical Evaluation Form. (The total number of students assigned in this section dropped from 9 to 7 from the
Previous semester). **Benchmark was met.** [RADT 1093 Clinical Evaluation Sample Spring 2016](#) This was the initial semester for this section of the course and was based on the grading rubric form. [RADT 1093-93 Clinical Comp Sample SP 2016](#) Note: The attrition rate of 2 students assigned to this section was due to a) a resignation from the program at the end of the semester, and b) not passing an adjoining program course.

**Objective met.**

- [RADT 1092 Clinical Evaluation Sample Fall 2016](#)
- [RADT 1092-91 Clinical Comp Sample Fall 2016](#)
- [RADT 1092-92 Clinical Comp Sample Fall 2016](#)
- [RADT 1092-93 Clinical Comp Sample Fall 2016](#)
- [RADT 1093 Clinical Evaluation Sample Spring 2016](#)
- [RADT 1093-91 Clinical Comp Sample SP 2016](#)
- [RADT 1093-92 Clinical Comp Sample SP 2016](#)
- [RADT 1093-93 Clinical Comp Sample SP 2016](#)

**Improvement Plan/ Changes Made**

RADT 1092 (fall clinical, all sections): Overall, the students performed good communication skills. This was consistent with the results of 2015. Students are good with patient interactions and ask appropriate questions with staff technologists. This showed a significant improvement from 2015. Will continue to provide additional scenario based instruction and professional behavior regarding patient interaction and their challenges to continue this improvement in communications skills with students and their colleagues. Additional criteria to measure the communication skills are explained in the committee minutes from the Radiologic Technology Assessment Planning Committee. [Committee Minutes October 21 2015](#), [Committee Minutes Addendum to October 21, 2015](#), and [Committee Minutes March 27, 2017](#).

RADT 1093 (spring clinical, all sections): The students were consistent with their communication skills from the fall semester. The results were also consistent with the spring 2016 data for the same course. Will continue to provide additional scenario based instruction regarding patient interaction and professional behavior to show improvement in communications skills with students and their colleagues. Additional criteria to measure the communication skills are explained in the committee minutes from the Radiologic Technology Assessment Planning Committee. [Committee Minutes October 21 2015](#), [Committee Minutes Addendum to October 21, 2015](#), and [Committee Minutes March 27, 2017](#).

- [Addendum to Minutes from October 21, 2015 Meeting](#)
- [Committee Minutes March 27 2017](#)
- [Committee Minutes October 21 2015](#)

**4.2 Communication: Human Resources Management: Communication related to Human Resources Management**

**Progress:** Canceled

**Provided By:** Human Resources Management (CTS)

**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 for transfer purposes.

BADM 1001 (web based) - Upon completion of this course students will be able to read, write, and effectively communicate common business related theories and documents in a business environment with 70% accuracy or higher. **BADM 1001 Syllabus Web**

BADM 1001 (face-to-face) Upon completion of this course students will be able to read, write, and effectively communicate common business related theories and documents in a business environment with 70% accuracy or higher. **BADM 1001 Syllabus**

Assessment/Evaluation Results (Progress Report)

Improvement Plan/Changes Made
Director of IE's note: This objective is being cancelled since there are no general education courses required in the CTS. It is programmatic courses only.

4.4 Respiratory Care - Communication: Communication

**Progress:** Completed

**Provided By:** Respiratory Care

**Objective With Intended Outcomes**
RC 1001 - Students will be able to effectively communicate via oral and written communication. RC 1001 syllabus attached. RC 1001 (50% web based).

The two outcomes assessed from RC 1001 are:
Display an understanding and identification of the medical terminology used within the field of medicine. **RC 1001 Course Syllabus. summer 2017**

Assessment/Evaluation Results (Progress Report)

For AY 2015-2016, this objective was met.

This proficiency is demonstrated through the use of a written journal detailing the student's observation of a wide variety of clinical modalities assigned to all 11 students. The student must complete the assigned number of hours and turn in diary by the due date to receive full credit. AY 2016-2017, this objective was met.

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. **observation diary and rules**

Assessment/Evaluation Results (Progress Report)

For AY 2015-2016, this objective was met.

This proficiency is demonstrated through the use of a written journal detailing the student's observation of a wide variety of clinical modalities assigned to all 11 students. The student must complete the assigned number of hours and turn in diary by the due date to receive full credit. AY 2016-2017, this objective was met.
Documentation: journal RC 1001 without last names outcome 2017 Journal response from observation diary via email summer 2017
RC 1001 (50% web based); 11 of 11 students (100%) demonstrated proficiency.

Since all 11 students scored > 77%, this objective is met.

Improvement Plan/ Changes Made
Program Director will continue to encourage and engage student in more verbal contact with the medical staff and patients. Provide class time for discussion among peers relating to their experiences in the health care setting.

Objective With Intended Outcomes
Students will successfully complete their general education coursework developing competencies in oral communication required for their chosen major.

This objective will be assessed using the following Student Learning Outcomes (SLOs) from CMST 1061 (Fundamentals of Communication). 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.

Assessment/Evaluation/Measures/Strategies
CMST 1061 is chosen to represent the student learning outcomes since it typically has the majority of students enrolled in it for all LSUE sites.

All students enrolled in the CMST 1061 course will be directly assessed using an internal documents regardless of the methodology of instruction.

Faculty will calculate the grade on the informative outline and persuasive speech for Outcomes A and B. Outcome C will be assessed on the group project. Rubrics will be used to grade the persuasive speech and the group project.

The benchmark for the outcomes is set at 70%, the minimum graded needed for a C that would be appropriate to transfer the course to a four-year institution (since CMST 1061 is transferable as a general education course).
Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective was met.

For AY 2016-2017, there were a total of 700 students enrolled in three different general education speech courses on the census day for both fall 2016 and spring 2017 semesters. Of the 700 students enrolled, 434 (62%) were enrolled in CMST 1061 for each semester. The summary of SLO data is contained in Table 1. For the data received, it was apparent that students did very well scoring 87% overall, 79% on Outcome A, 84% on Outcome B, and 98% on Outcome C. The percentages shown in Table 1 were taken from multiple assignments targeting each SLO from each site. Table 1 indicates that the face-to-face LSUA students lagged behind face-to-face LSUE students; however, the results exceeded the 70% benchmark in all cases.

<table>
<thead>
<tr>
<th>MATH 0002 SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>87</td>
<td>88</td>
<td>81</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Research for speeches…write outline with bibliography</td>
<td>79</td>
<td>80</td>
<td>73</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Deliver speeches orally</td>
<td>84</td>
<td>84</td>
<td>none</td>
<td>81</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>C. Effectively participate in group problem solving activities</td>
<td>98</td>
<td>100</td>
<td>none</td>
<td>none</td>
<td>no data</td>
<td>none</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>210</td>
<td>177</td>
<td>33</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of sections in AY</td>
<td>16</td>
<td>13</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: For LSUE, data was not useable for CMST 1061 sections 3, 4, and 6 for fall 2016 and sections 3 and 6 for spring 2017 involving 143 students overall.

Note: For Online, data was not useable for CMST 1061 section online in fall 2016 involving 29 students.

Unfortunately, one faculty member turned in data that was not useable in the analysis. The Director of Institutional Effectiveness contacted the instructor to clarify what was being measured and the response was that the Outcome 1 measured types of communication, 2 was problem solving, and 3 was participation. While the data for group problem solving could have been used for outcome three, the data from the other two do not measure current outcomes for CMST 1061. As a result, the data was excluded.

Evidence of the rubrics and student performance for the two speeches:
- LSUA Persuasive speech [example one](#) and [example two](#).
- LSUA Group speech [example one](#) and [example two](#).
- LSUE Informative [Speech example one](#).
- LSUE Persuasive Speech [example one](#) and [example two](#).

Based on the data obtained, students scored an 87% overall. Since the observed score of 87% > the benchmark of 70%, Objective 5.3 is met.
Improvement Plan/ Changes Made
Since the faculty member reports to the Dean of Liberal Arts, the Dean had a meeting with him on November 3, 2017 to discuss her plan to obtain correct SLO data.

11-7-17 Instructor Discussion about SLOs

5.7: GE-Information Literacy
Progress: Completed
Provided By: Liberal Arts

Objective With Intended Outcomes
Students will demonstrate competency in using library research tools in the ability to cite from both primary and secondary sources. This objective will be assessed using SLO #2 from ENGL 1002:

Upon successful completion of this course, the student will
2. Demonstrate an understanding of the proper use of library research tools, quoting, paraphrasing, and citing from both primary and secondary sources pertaining to research documentation.

The ENGL 1002 course syllabus is attached as evidence.

ENGL 1002 dept syllabus FA16

Assessment/Evaluation/Measures/Strategies
Direct measurement using an internal multiple choice assessment from the ENGL 1002 course will be used to determine if this objective has been obtained. As the assessment has been recently revised, only face-to-face students will be assessed during the pilot phase. Students were asked to identify correct citing of sources using the appropriate MLA style parenthetical citations. The multiple choice assessment parallels the research assignment required for ENGL 1002.

No benchmark has been established since the assessment has just underwent revision. However, a score of 70% is typically the lowest average grade and is required for transfer to another institution.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, the results were inconclusive because no benchmark had been set. The assessment itself was undergoing revision.
For AY 2016-2017, the assessment was revised in fall 2016 and was given to all face-to-face sections in spring 2017. The intent was to give it all sections (including online and dual credit); however, the faculty and the Director of IE discussed the need to revise the document again after piloting it in spring 2017. So as not to create additional work for the online faculty, the decision was made just prior to spring 2017 to give it face-to-face courses only. As a result, the intent was to assess all students (i.e. no sampling) in all face-to-face sections at LSUE, LSUA, LSU Lab, and as many dual credit sites as possible.

In all, there were 696 students enrolled in ENGL 1002 on the census day for spring 2017. Removing the online courses yielded 583 students with 397 (68%) being assessed in 22 sections. Students scored a 62% on this revised pilot with LSU Lab and LSUA scoring the highest.

| Table 1. Spring 2017 ENGL 1002 SLOs for Information Literacy Results by Site in Percentages |
|---------------------------------|-----------------|-----------------|----------------|-----------------|-----------------|
| Description                      | Overall | LSUE | Dual Credit | LSUA | LSU Lab | Online | Accelerated |
| 2. Demonstrate an understanding of the proper use of library research tools, quoting, paraphrasing, and citing from both primary and secondary sources pertaining to research documentation. | 62 | 64 | 58 | 69 | 76 |
| Total number of students tested  | 397      | 222  | 155         | 10  | 10    | 0      | 0          |
| Total number of sections         | 22       | 10   | 6           | 1   | 1     | 3      | 1          |

An item analysis was completed on the data to determine questions causing issues.

Question 25 was the most missed having only a 27% chance of being answered correctly and Questions 14 and 15 had nearly a 41% chance of being answered correctly.

Given the results, at least these three problems should be examined for clarity. Eliminating question 25 increases the overall score to a 66%. Since there is no benchmark at this time, the results are inconclusive.

Improvement Plan/ Changes Made
Faculty should look at the three problems in question and determine whether they would like to collect additional data or at least revise number 25.

5.11: 16-17 GE-foreign Language (French)
Progress: Completed
Provided By: Liberal Arts

Objective With Intended Outcomes
Objective: Students will successfully complete their general education coursework developing competencies in a foreign language (French) as required by their curriculum. This objective will be directly assessed by the student learning outcomes (SLOs) in FREN 1001. Upon the conclusion of the course, the student will:

1. Demonstrate a basic understanding of written French
2. Demonstrate a basic understanding of conversational French.
3. Apply the knowledge of the vocabulary and grammar learned in a sustained manner both in a written and oral format.

(updated FREN 1001 syllabus for fall 2016)

This objective will also be assessed by the SLOs in FREN 2101. Upon the conclusion of this course, the student will:

1. Demonstrate an intermediate understanding of written French
2. Demonstrate an intermediate understanding of conversational French.
3. Apply the knowledge of the vocabulary and grammar learned in a sustained manner both in a written and oral format.

(updated FREN 2101 syllabus for fall 2016)

Assessment/Evaluation/Measures/Strategies

Outcomes from FREN 1001 will be assessed using the following:

1. written quizzes
2. oral presentation
3. presentation

Outcomes from FREN 2101 will be assessed using the following:

1. Written quizzes and assignments
2. Oral presentations and panel discussions
3. Written projects and oral presentations focused on the vocabulary and grammar associated with the theme of the lesson.

All students will be assessed at all sites (i.e. no sampling). The assessment will take place during the course on individual assignments for the section at the LSU Lab School. As this is the first assessment, the preliminary benchmark for each outcome is 70%. This is a historic metric and the lowest C for transfer purposes.

Assessment/Evaluation Results (Progress Report)

For AY 2015-2016, this objective did not exist.

For fall 2016 at the LSU Lab School, there were 7 student enrolled in the FREN 1001 course on the census day. All 7 were assessed through two written quizzes for Outcome 1 and one verbal assessment for Outcome 2. Outcome 3 was not assessed. (note that one face-to-face section had 25 students in it at the LSUE site in fall 2016. This section will be assessed upon the conclusion of AY 2016-2017).
Overall, LSU Lab School students did quite on the outcomes assessed in FREN 1001 scoring an 87% overall. They scored 90% on the written outcome averaged over two assignments (with a mean of 95% on the first and a mean of 84% on the second - see raw data). Students also did quite well on outcome 2 on the one oral assignment. The third outcome was not assessed because it is repetitive.

<table>
<thead>
<tr>
<th>FREN 100 SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Dual Credit</th>
<th>Online</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>87</td>
<td>--</td>
<td>--</td>
<td>87</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate a basic understanding of written French</td>
<td>90</td>
<td>--</td>
<td>none</td>
<td>90</td>
<td>none</td>
<td>none</td>
<td>None</td>
</tr>
<tr>
<td>2. Demonstrate a basic understanding of conversational French.</td>
<td>83</td>
<td>--</td>
<td>--</td>
<td>83</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Apply the knowledge of the vocabulary and grammar learned in a sustained manner both in a written and oral format.</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>7</td>
<td></td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of sections in AY</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
1. Assessment will take place at end of AY 2016-2017.
2. Instructor did not assess outcome 3. The instructor mentioned that this was a combination of Outcomes 1 and 2 and; therefore, will probably be deleted for AY 2017-2018. Discussions with take place with on campus faculty and the Division Head of Liberal Arts.

Next, the SLO data for FREN 2101 was analyzed for all of the 14 students enrolled in the class on the 14th day (see raw data). Outcome 1 was assessed by five different quizzes while Outcome 2 was assessed by one oral interaction. The data indicates that the students did well for both written and conversational French (see Table 2). As a result, students scored a 90% overall.
Table 2. FREN 2101 SLO Results by Site AY Fall 2016 in Percentages

<table>
<thead>
<tr>
<th>FREN 210 SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Dual Credit</th>
<th>Online</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>90</td>
<td>--</td>
<td></td>
<td>90</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate an intermediate understanding of written French</td>
<td>95</td>
<td>--</td>
<td>1</td>
<td>95</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>2. Demonstrate an intermediate understanding of conversational French.</td>
<td>80</td>
<td>--</td>
<td></td>
<td>80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Apply the knowledge of the vocabulary and grammar learned in a sustained manner both in a written and oral format.</td>
<td>--</td>
<td>--</td>
<td></td>
<td>--</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>14</td>
<td></td>
<td></td>
<td>14</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total number of sections in AY</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
1. Assessment will take place at end of AY 2016-2017.
2. Instructor did not assess outcome 3. The instructor mentioned that this was a combination of Outcomes 1 and 2 and; therefore, will probably be deleted for AY 2017-2018. Discussions with take place with on campus faculty and the Division Head of Liberal Arts.

For fall 2016, one section of FREN 1001 (Elementary French) and one section of FREN 1002 (Elementary French) were taught at the LSUE site with a total of 28 students enrolled. No syllabi or data was presented for inclusion in this report.

For Spring 2017, there were four sections of general education French offered. Two at the LSU Lab School with 18 students and two at LSUE, both taught face-to-face with 33 students. No syllabi or data was presented for inclusion in this report.

For Fall 2017 at LSU Lab School, since the observed score of 87% for FREN 1001 > the preliminary benchmark of 70% and since the observed score of 90% for FREN 2101 > the preliminary benchmark for 70%, Objective 5.11 is met.

Data French 1001 -- Fall 2016 Semester
Data French 2101 -- Fall 2016 Semester

Improvement Plan/ Changes Made
Given that the fact that students do quite well in the course is attributable to the students themselves and the faculty and staff at the LSU Lab School. The Director of Institutional Effectiveness requested the additional information on why the third outcome was not assessed. The faculty member at the LSU Lab School noted that outcome three in both courses is basically a duplicate of outcomes one and two. Outcome three will likely be dropped for fall 2017. Faculty teaching the course at all sites will need to enter into a discussion on this.

Try to obtain syllabi and data for all courses taught in AY 2017-2018. Note that there are no French courses being taught at the LSU Lab School for fall 2017. It is unclear whether any will be taught in spring 2018. Completed by Paul Fowler on October 30, 2017 and sent to the LSUE for faculty input.
5.2 Communication of Medical Coding & Billing: Communication of Medical Coding and Billing

**Progress:** Completed  
**Provided By:** Medical Coding and Billing (CTS)

**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.

**Assessment/Evaluation/Measures/Strategies**

Benchmark is set at 70%. Historically it was determined by the Dean and faculty that a 10-point scale would be used in all medical coding and billing related courses. In addition, this is the lowest average grade that will transfer if a student decides to continue their education.

5.20 HCM 2650 - (on-line) - Spring 2017 - Upon completion of this course students will be able to identify and discuss ethical issues in health care. Communication is assessed on multiple assignments, quizzes, the midterm, and final exam using the rubric below.

Syllabus: [2017 rev HCM 2650 Law and Ethics Syllabus Spring, 2017 Samples of Rubrics for discussions and assignments from Kaplan](#)

**Assessment/Evaluation Results (Progress Report)**

No Data available for AY 2015 - 2016.

For AY 2016-2017, in HCM 2650 - 20 student began and completed the course. Assessment and evaluation is done via mid-term and final exam, quizzes, and discussion board. Average grade for this course was 85%. Given that the observed score on the targeted questions is 85% > the benchmark of 70%, this objective is met.

**Improvement Plan/ Changes Made**

Plan is to monitor students and remediate as needed. In addition, specific information is needed on how communication is assessed beyond a simple number.  
**Director of IE’s note:** Examples of assignments and questions assessing communication on the midterm and final should be provided in the future.

---

**5.4: 16-17 GE-Written Communication**

**Progress:** Completed  
**Provided By:** Liberal Arts

**Objective With Intended Outcomes**

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

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

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

SLOs for ENGL 1002: Upon successful completion of this course, the student will
1. Identify clearly defined thesis statements, proper essay organization and development and clarity in the essay writing process—on a more advanced level than ENGL 1001 (updated fall 2016).
2. Demonstrate an understanding of the proper use of library research tools, quoting, paraphrasing, and citing from both primary and secondary sources pertaining to research documentation (updated fall 2016).

Fall 2016 sample course syllabus for ENGL 1001
Fall 2016 sample course syllabus for ENGL 1002

Assessment/Evaluation/Measures/Strategies Internal Direct Assessment
The assessments of student learning for ENGL 1001 and ENGL 1002 represent direct internal measures using the professional judgement of the English faculty and based on the outcomes of the books used for the courses.

For ENGL 1001, Outcome One is assessed using the final exam essay. According to the ENGL 1001 syllabus, "Instructors evaluate the essay’s thesis, organization, development, demonstration of critical thinking skills, and clarity." Outcomes 2-4 are assessed using a multiple choice assessment given as a pretest just after registration closes and given as a posttest during the last week of classes. All face-to-face sections (LSUE site, LSUA site, and dual credit sites) are used to gather data for all outcomes. Online sections are not assessed during the pilot assessment period, but are schedule to be assessed in spring 2017.

For ENGL 1002, both outcomes are assessed using a multiple choice exam given toward the end of the semester. The assessment was tested in AY 2015-2016. It was updated in fall 2016 and was not given to students as a result. Testing will resume in spring 2017 with all sites (see email response on 12/22/16).

A benchmark of 70% is used for all outcomes because ENGL 1001 is needed for students to graduate with an associate's degree. In addition, the benchmark of 70% represents the minimum level of competency to transfer to the four-year institutions.

The ENGL 1002 assessment has no benchmark as of this time because it is a new assessment for spring 2017.

External Direct Assessment
In addition, an external measure is used to directly assess student learning through ACT’s Collegiate Assessment of Academic Proficiency (CAAP) Writing Skills Test given in ENGL 1002 - the second general education English composition course. The CAAP is given to all students enrolled in face to face sections of ENGL 1002 at the Eunice and the LSUA sites only. Dual Credit students were not assessed due to logistical issues with test security. ACT offers CAAP in pencil and paper format only; therefore, it is not possible to assess online students using CAAP.

The CAAP Linkage Report is obtained each summer for students who took the CAAP during the previous academic year. For example, the current summer 2017 report was obtained at the end of September for students who took the writing section of the CAAP during the fall 2016 and spring 2017 semesters. The
rationale for using the Linkage Report is that it compares LSU Eunice students to all two-year students who took the assessment in the previous three years. The benchmark is to meet or exceed the national number of 61.6.

The CAAP Content Analysis Report permits the comparison of LSU Eunice students to a nationally normed group; however, the comparison for writing is based on six elements of a student's writing. The various elements are punctuation, basic grammar and usage, sentence structure, strategy, organization, and style. Each of these elements are scored against the normative group and averaged so that a "0" is considered as equal to the normative group's performance. Negative numbers mean that LSU Eunice students found the questions more difficult than the normative group and positive numbers mean that LSU Eunice students found the questions easier. Note that the report indicates that differences in scores from 0 to -5 are considered negligible. For the purpose of this objective, a score of -5 or higher in four of the six categories will constitute success and will be used as the benchmark.

Additionally, the CAAP Content Analysis Report breaks out the national 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 52%
- Basic grammar and usage 63%
- Sentence structure 58%
- Strategy 57%
- Organization 53%
- Style 58%

In each case, LSU Eunice students are to meet or exceed the national benchmarks since they are averages generated by two-year students across the nation. Meeting or exceeding the national benchmark in four out of six categories will be considered as meeting this part of the overall outcome.

📅 12-22-16 email on ENGL 1002 Assessment

Assessment/Evaluation Results (Progress Report)
In AY 2015-2016, this objective was tentatively met given that the ENGL 1001 and ENGL 1002 assessment instruments needed to be revised. The ENGL 1001 instrument was revised and assessment took place for fall 2016. The instrument for ENGL 1002 is undergoing revision during fall 2016 and testing is expected to resume for spring 2017 (see email exchange on the ENGL 1002 assessment).

Direct Internal Assessment
AY 2016-2017 ENGL 1001 Pretest and Post Test Results
For AY 2016-2017, the ENGL 1001 pretest was given to a total of 896 students over fall 2017 and spring 2017 (see Table 1). Students scored a 68% overall, having the most difficulty with Outcome 4 (proper grammar, punctuation, and word usage).

For the post test the overall average increased by ten percentage points to 78%. Grammar again was an issue; however, as a group, the students increased their knowledge to where they scored above the 70% benchmark. Note that the reason that there were more students assessed on the post test is because several sections of dual credit were not able to receive the pretest in time to test students because of wide spread flooding and road closures at the time that classes began.
Table 1. ENGL 1001 Pre and Post Test Results AY 2016-2017 as Percentages

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Pretest</th>
<th>Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Results</td>
<td>68</td>
<td>78</td>
</tr>
<tr>
<td>2. Clear topic Sentences</td>
<td>80</td>
<td>87</td>
</tr>
<tr>
<td>3. Paragraph with substantial support</td>
<td>76</td>
<td>90</td>
</tr>
<tr>
<td>4. Proper grammar, punctuation, and word usage</td>
<td>65</td>
<td>76</td>
</tr>
<tr>
<td>n</td>
<td>896</td>
<td>948</td>
</tr>
</tbody>
</table>

Next, a t test for repeated measures was completed on a total of 646 scores for Outcomes 2-4 at an alpha = 0.05 removing incomplete scores for students who either did not take the pretest or posttest. The paired t test indicated that the treatment of the ENGL 1001 course was statistically significant (paired t (df = 645) = t-value one-tail 1.647219, p = 0.000 (see Table 2). On average, the mean difference was 10.13075, s.d. difference = 11.8706% (see Table 3).

Table 2. t-Test: Paired Two Sample for Means for ENGL 1001 Pre and Post Test (Outcomes 2-4 as a Percent)

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Pretest Score</th>
<th>Post Test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>65.74323529</td>
<td>75.87399381</td>
</tr>
<tr>
<td>Variance</td>
<td>236.9822353</td>
<td>224.6338553</td>
</tr>
<tr>
<td>Observations</td>
<td>646</td>
<td>646</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>0.694990582</td>
<td></td>
</tr>
<tr>
<td>Hypothesized Mean Difference</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>df</td>
<td>645</td>
<td></td>
</tr>
<tr>
<td>t Stat</td>
<td>-21.69122795</td>
<td></td>
</tr>
<tr>
<td>P(T&lt;=t) one-tail</td>
<td>4.52265E-79</td>
<td></td>
</tr>
<tr>
<td>t Critical one-tail</td>
<td>1.647219477</td>
<td></td>
</tr>
<tr>
<td>P(T&lt;=t) two-tail</td>
<td>9.04529E-79</td>
<td></td>
</tr>
<tr>
<td>t Critical two-tail</td>
<td>1.963648718</td>
<td></td>
</tr>
</tbody>
</table>
Table 3. Descriptive Statistics for ENGL 0001 Difference in Means (Post - Pre) AY 2016-2017 for Outcomes 2-4 as a Percent.

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>10.13075851</td>
</tr>
<tr>
<td>Standard Error</td>
<td>0.46704403</td>
</tr>
<tr>
<td>Median</td>
<td>8.34</td>
</tr>
<tr>
<td>Mode</td>
<td>10</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>11.87063862</td>
</tr>
<tr>
<td>Sample Variance</td>
<td>140.9120613</td>
</tr>
<tr>
<td>Kurtosis</td>
<td>2.542525141</td>
</tr>
<tr>
<td>Skewness</td>
<td>0.864270144</td>
</tr>
<tr>
<td>Range</td>
<td>106.66</td>
</tr>
<tr>
<td>Minimum</td>
<td>-41.66</td>
</tr>
<tr>
<td>Maximum</td>
<td>65</td>
</tr>
<tr>
<td>Sum</td>
<td>6544.47</td>
</tr>
<tr>
<td>Count</td>
<td>646</td>
</tr>
<tr>
<td>Confidence Level(95.0%)</td>
<td>0.917110411</td>
</tr>
</tbody>
</table>

AY 2016-2017 ENGL SLO Results by Site

Next, the post test results were analyzed by site as shown in Table 4. Students scored a 79% overall with Outcome 1 at 82%, Outcome 2 at 86%, Outcome 3 at 87%, and Outcome 4 at 76%. All sites performed above the 70% benchmark. In fact, only one outcome was below 70% and that was a 65% at the LSUA site on the grammar section.
Table 4. AY 2016-2017 ENGL 1001 SLO Post Test Results by Site

<table>
<thead>
<tr>
<th>Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>79</td>
<td>74</td>
<td>84</td>
<td>71</td>
<td>90</td>
<td>79</td>
<td>no data</td>
</tr>
<tr>
<td>1. Write an essay of five paragraphs with well-defined thesis statement</td>
<td>82</td>
<td>77</td>
<td>89</td>
<td>87</td>
<td>95</td>
<td>82</td>
<td>no data</td>
</tr>
<tr>
<td>2. Use clear topic sentences</td>
<td>86</td>
<td>84</td>
<td>90</td>
<td>77</td>
<td>95</td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>3. Use evidence, details, and facts</td>
<td>87</td>
<td>88</td>
<td>90</td>
<td>82</td>
<td>97</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td>4. Use proper grammar and punctuation</td>
<td>76</td>
<td>72</td>
<td>82</td>
<td>65</td>
<td>88</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>909</td>
<td>544</td>
<td>210</td>
<td>47</td>
<td>77</td>
<td>31</td>
<td>0</td>
</tr>
<tr>
<td>Total number of sections</td>
<td>42</td>
<td>26</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Note 1: Web based sections for fall 2016 were not assessed because the assessment was revised and was being piloted. This included sections 25, 26, 27, C1, D7, D8, DA, and DC. No data or incomplete data from fall section D6 and spring sections C1, D5, D6, and D7 resulted in the sections not being included in the analysis. Sections in the 20s are 16 weeks online, sections beginning with a C are 8 weeks online accelerated, and sections beginning with a D are dual credit. In all, there were 1,112 students enrolled in ENGL 1001 on the census day during AY 2016-2017. However, it was expected that 962 students would be assessed overall. As a result of missing data, 909 (94%) of the 962 students were actually assessed.

Given that the observed score of 79% > the benchmark of 70% and that the posttest exceeded the pretest by 10 percentage points, and that the t-test for repeated measures was statistically significant, this section of Objective 5.4 is met.

The second composition course in the sequence is ENGL 1002 (English Composition). Students must successfully complete ENGL 1001 with a C or better in order to register for ENGL 1002. Since the revision of the assessment document took place in fall 2016, no students were assessed. A decision was made at the beginning of spring 2017 to include as many of the face-to-face sections of ENGL 1002 for spring 2017 in order to gather data and complete an item analysis to look for troublesome questions. As a result, Web based sections were not assessed. There was no need to have faculty insert the assessment for spring 2017 just to have it revised again.

Given that situation, a total of 696 students were enrolled in spring 2017 on census day. Removing the online sections and accelerated online sections yielded 114 students, so 582 students should have been assessed. Due to missing data, a total of 397 (68%) of the 582 were assessed. Table 5 indicates that the students scored an 68% overall with Outcome 1 at 72% and Outcome 2 at 62%. All sites but LSUA met the traditional benchmark of 70% for Outcome 1, but Outcome 2 was in the “D” range.
An item analysis indicated that the most missed problems were:
- question 25 with a 27% chance of being answered correctly and
- question 4 with a 38% chance of being answered correctly.

These two problems should be examined for possible issues with the questions given the low success rates. In fact, removing the two questions yielded a 71% overall, 74% for Outcome 1, and a 66% for Outcome 2. Students had issues with additional problems as well; however, not to the degree that they did with number 4 and 25. For questions 14, 15, 18, and 20, the Director of Institutional Effectiveness recommends monitoring the data and collecting additional data for AY 2017-2018.

**Direct External Assessment**

**CAAP Linkage Report for AY 2016-2017**

The CAAP writing assessment was given to students as they concluded their ENGL 1002 course work in both fall 2016 and spring 2017. The CAAP is a paper and pencil high security assessment. As a result, it is not given to online students or dual credit students. Two reports are then generated by ACT comparing LSUE students to two-year students across the country.

First, the CAAP Linkage Report indicated the following (see Table 2 on page 5 of the PDF):
- Nationally Normed Group: mean = 61.6, s.d. = 4.8, and n = 920
- LSUE Students: mean 62.4, s.d. = 4.7, and n = 341

Longitudinally, the national mean decreased slightly while the LSUE mean increased and was the highest since keeping longitudinal data in AY 2012-2013 (see Table 6).
Table 6. CAAP Writing Linkage Results

<table>
<thead>
<tr>
<th>Statistic</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>National mean</td>
<td>62.0</td>
<td>62.0</td>
<td>61.8</td>
<td>61.8</td>
<td>61.6</td>
<td>61.8</td>
</tr>
<tr>
<td>LSU Eunice’s mean</td>
<td>61.6</td>
<td>60.9</td>
<td>60.3</td>
<td>61.4</td>
<td>62.4</td>
<td>61.3</td>
</tr>
<tr>
<td>n</td>
<td>343</td>
<td>380</td>
<td>361</td>
<td>342</td>
<td>341</td>
<td>353.4</td>
</tr>
</tbody>
</table>

Given that LSUE’s observed score of 62.4% > the national mean of 61.6%, this section of Objective 5.4 is met.

Next, the Writing Content Analysis Report was obtained comparing LSUE student performance to the nationally normed group performance with a mean of 0.

Table 7 summarizes the data from Table W-1 in the Content Report (see page 7 of the PDF) indicating that the means all exceeded the benchmark of -5. The only two areas that had moderate differences below the mean of the normed group was Basic Grammar and Usage for the top 25% and Strategy for the middle 50%. All other cells with a negative number were considered negligible by ACT.

Table 7. Writing Skills Comparison Highlights in Percentages for the CAAP Writing Content Report Table W-1

<table>
<thead>
<tr>
<th>Content Category</th>
<th>Bottom 25%</th>
<th>Middle 50%</th>
<th>Top 25%</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuation</td>
<td>8</td>
<td>8</td>
<td>2</td>
<td>6.000</td>
</tr>
<tr>
<td>Basic Grammar &amp; Usage</td>
<td>8</td>
<td>-3</td>
<td>-6</td>
<td>-0.333</td>
</tr>
<tr>
<td>Sentence Structure</td>
<td>10</td>
<td>10</td>
<td>7</td>
<td>9.000</td>
</tr>
<tr>
<td>Strategy</td>
<td>-3</td>
<td>-5</td>
<td>-1</td>
<td>-3.000</td>
</tr>
<tr>
<td>Organization</td>
<td>0</td>
<td>-4</td>
<td>-3</td>
<td>-2.333</td>
</tr>
<tr>
<td>Style</td>
<td>1</td>
<td>-1</td>
<td>-3</td>
<td>-1.000</td>
</tr>
</tbody>
</table>

n = 437

The longitudinal break out for the individual areas are contained in Table 8 for the nationally normed group and Table 9 for LSUE students. The difference of the two is summarized in Table 10 indicating that LSUE students had the most difficulty with Basic Grammar and Usage; however, LSUE students have increased quite a bit from AY 2013-2014.

Given that the observed mean scores > -5, this part of Objective 5.4 is met.

Given that the observed scores on two of the Content Report (Tables 8, 9, and 10) > 0, this part of Objective 5.4 is not met.

Since the majority of the observed scores for written composition > the benchmarks, Objective 5.4 is met.
Improvement Plan/ Changes Made
Monitor data over the next academic year to further edit the ENGL 1002 assessment and monitor national data to determine if LSUE students exceed national norms. Continue to try to collect all data for ENGL 1001 and ENGL 1002.

The English faculty were exchanging emails on how best to make a few changes to the ENGL 1002 exam.

Email 1 on ENGL 1002 Changes
Email 2 on ENGL 1002 Changes

5.12: 16-17 Foreign Language (Spanish)
Progress: Completed
Provided By: Liberal Arts

Objective With Intended Outcomes
Students will successfully complete their general education coursework developing competencies in a foreign language (Spanish) as required by their curriculum.

Students will be assessed through the use of student learning outcomes (SLOs) in SPAN 1101 and SPAN 1102, both Elementary Spanish.

According to the SPAN 1101 syllabus from fall 2016 and SPAN 1102 syllabus from spring 2017, the SLOs are: Upon the conclusion of the course, the student will:
1. Demonstrate an understanding of written Spanish
2. Demonstrate an intermediate understanding of conversational Spanish.
3. Apply the knowledge of the vocabulary and grammar learned in a sustained manner both in a written and oral format.

Assessment/Evaluation/Measures/Strategies
Outcomes will be assessed using the following:

For SPAN 1101
SLO 1: quizzes, tests, papers
SLO 2: oral assessments with teacher and students
SLO 3: quizzes, tests, papers, oral assessments

For SPAN 2101
SLO 1: teacher observation in class and outside of class
SLO 2: Verbal conversations (oral assessments) with teachers and students
SLO 3: quizzes, tests, papers
SLO 4: quizzes, tests, papers

All students will be assessed (i.e. no sampling). The assessment will take place during the course on individual assignments for the face-to-face sections at the LSU Lab School. As this is the first assessment, the preliminary benchmark for each outcome is 70%. This is a historic metric and the lowest C for transfer purposes.

**Assessment/Evaluation Results (Progress Report)**
For AY 2015-2016, this outcome did not exist.

For AY 2016-2017, all 33 students enrolled in SPAN 1101 at the LSU Lab School were assessed. Students did quite well at the LSU Lab School site scoring a 99% overall with each of the individual SLOs scoring at almost 100% (see Table 1). As Table 1 indicates, SPAN 1101 was not offered at any other LSUE site.

<table>
<thead>
<tr>
<th>Table 1. SPAN 1101 SLO Results by Site AY Fall 2016 in Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPAN 1101 SLO Description</strong></td>
</tr>
<tr>
<td>Overall</td>
</tr>
<tr>
<td>1. Demonstrate an understanding of written Spanish</td>
</tr>
<tr>
<td>2. Demonstrate an intermediate understanding of conversational Spanish</td>
</tr>
<tr>
<td>3. Apply the knowledge of the vocabulary and grammar learned in a sustained manner both in a written and oral format.</td>
</tr>
<tr>
<td>Total number of students tested</td>
</tr>
<tr>
<td>Total number of sections in AY</td>
</tr>
</tbody>
</table>

Next, ten students took SPAN 1102 at the LSU Lab School site in Spring 2017. The results indicate that students' overall score on the various targeted quizzes and tests was a 95% (see Table 2).
Table 2. SPAN 1102 SLO Results by Site AY Spring 2017 in Percentages

<table>
<thead>
<tr>
<th>SPAN 1101 SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>95</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate an understanding of written Spanish</td>
<td>92</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>92</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>2. Demonstrate an intermediate understanding of conversational Spanish</td>
<td>98</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Apply the knowledge of the vocabulary and grammar learned in a sustained manner both in a written and oral format</td>
<td>94</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of sections in AY</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Since the observed score in SPAN 1101 was 99% > the preliminary benchmark of 70% and since the observed score in SPAN 1102 was 95% > the preliminary benchmark of 70%, Objective 5.12 is met.

Improvement Plan/ Changes Made
No changes planned. Continue to collect data.

Completed by Paul Fowler on 10/4/17. There are no courses in Fall 2017 at the LSU Lab Schools so this report could not be sent to the instructor.

6.3 CIT Communication: CIT - Communication
Progress: Completed
Provided By: Computer Information Technology

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 Objectives: After completing this course, the student will:
1. Have knowledge of basic searching and sorting algorithms.
2. Be able to discuss hardware, software, the virtual machine.
3. Understand the concepts of applications and social issues in computer science today.

CSC 1015 Objectives: After completing this course, the student will:
1. Be able to design, code, and test small Python programs that meet requirements expressed in English. This includes a basic understanding of top down design.
2. Understand the concepts of object-oriented programming as used in Python: classes, subclasses, properties, inheritance, and overriding.
3. Have knowledge of basic searching and sorting algorithms.
**Assessment/Evaluation/Measures/Strategies**
Benchmark is set at 70%. Historically it was determined by the Division Head and faculty that a 10-point scale would be used in all computer information technology courses and their related courses for transfer purposes.

CSC 1011 (face to face - fall 2016) Methodology - The outcomes are assessed using the comprehensive multiple choice/fill-in-the-blank quizzes, mid-term and final exams. [CSC 1011 Syllabus](#)

CSC 1015 (face to face - fall 2016) The outcomes are assessed using the comprehensive multiple choice/fill-in-the-blank quizzes, mid-term and final exams. [CSC 1015 Syllabus](#)

**Assessment/Evaluation Results (Progress Report)**
For AY 2015-2016, this objective was met.

For AY 2016-2017 [CSC 1011 Objectives](#)
Obj. #1, chapters 1-3: 17 Students (100%) tested, 9 students (58%) attained 49/70 or better on searching and Sorting Algorithms and then interpreting the results in class.
Obj. #2, chapter 6: 17 Students (100%) tested, 12 Students (71%) of those attained 18/25 or better on Hardware/Software/VMs, and then interpreting the results in class.
Obj. #3, chapter 10: 17 Students (100%) tested 14 Students (88%) attained 18/25 or better on applications and social issues in I.T., and then interpreting the results in class.
Objective met

[CSC 1015 Objectives](#)
Obj. #1, chapters 2-3: 11 Students (100% tested) 9 Students (90%) attained 50/70 or better on the quiz, and then interpreting the results in class.
Obj. #2, chapter 4-5: 11 Students (100% tested) 8 Students (80%) attained 91/130 or better on the quiz, and then interpreting the results in class.
Obj. #3, chapter 1: 11 Students (100% tested) 9 Students (90%) attained 25/35 or better on the quiz, and then interpreting the results in class.
Objective met

**Improvement Plan/ Changes Made**
Add Internet search assignments and require student led classroom discussion on the researched topics. Add more written homework to enhance understanding of basic concepts in Computer Science.

**Director of IE's note:** Please state means with data. Stating that 80% of the students met the objective is fine, but also state the mean as well in order to be complete. Syllabi for the courses should be in section 1 and the data table should be in the progress report (section 3).

**Progress:** Completed
Provided By: Management

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 discussion regarding business trend, starting a small business, economic decision makers including households, firms, governments, worldwide competition. There is an emphasis on two-way communication as it relates to the relationship between choice, economizing, and scarcity in implementing economic policies.

This objective will be assessed using:
For BADM 1001 (Web based and face-to-face), the SLOs related to communication is: Upon completion of this course students will be able to read, write, and effectively communicate common business related theories and documents in a business environment with 70% accuracy or higher.

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 for transfer purposes.

Methodology: Learning outcome will be assessed by through an online exam.

For BADM 1001 (web based) - Student will communicate BADM 1001 concepts of risks, profits, and basic economics through a forum based implementation
For BADM 1001 (face-to-face) - Student will communicate BADM 1001 concepts of risks, profits, and basic economics through classroom discussions.

Specifications for the book report are included.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective was met.

For AY 2016-2017:
For BADM1001 (Web Based Online) - 29 Students assessed (100%) 27 Students (93%) demonstrated proficiency in effective, interpersonal, and written communication. Objective Met.

For BADM1001 (Face-to-face) - 14 Students assessed (100%) , 10 Students (79%) of the students demonstrated proficiency in effective, interpersonal, and written communication. Objective Met.

Since the observed scores exceeded the benchmark, this objective is met.
Improvement Plan/ Changes Made
BADM1001 (Web Based Online) The instructor will encourage students to read the chapters more thoroughly, read the lecture notes, and monitor participation in the blog assignments.

BADM1001 (Face-to-face) The instructor will encourage students to attend the classes regularly by taking an enhanced interest in monitoring student attendance, make an effort to cover the chapters more thoroughly, and follow up with Q&A sessions to engage their communication of Management topics.

Director of IE’s note: Report means with each assessment along with data reported.

Communication - Dev Ed (2.1): General Education English after Developmental Education English (ENGL 1001 after ENGL 0001)
Progress: Completed
Provided By: Developmental Education

Objective With Intended Outcomes
Developmental students, both Pathways and Non Pathways, will successfully complete their first general education courses at rates that approximate national averages for general education English composition course (ENGL 1001) after successfully completing ENGL 0001.

Assessment/Evaluation/Measures/Strategies

External Direct Assessment
The External direct assessment of student learning will take place using ACT’s Collegiate Assessment of Academic Proficiency (CAAP) Writing Skills Test given in ENGL 1002 after taking ENGL 0001 (the developmental education English composition course) and ENGL 1001 (the first general education composition course). The CAAP is given to all students enrolled in face to face sections of ENGL 1002. ACT offers CAAP in pencil and paper format only.

The CAAP Content Analysis Report permits the comparison of LSU Eunice students to the normative group with the comparison for writing based on six elements of a student's writing. The various elements are punctuation, grammar, sentence structure, strategy, organization, and style. Each of these elements are scored against the normative group and averaged so that a “0” is considered as equal to the normative group's performance. Negative numbers mean that LSU Eunice students found the questions more difficult than the normative group and positive numbers mean that LSU Eunice students found the questions easier. The benchmark for the CAAP Content Analysis Report is to score a 0 or higher in each category for the lower 25% of the student body (typically developmental students). Note that the report indicates that differences in scores from 0 to -5 are considered negligible. For the purpose of this objective, a score of -5 or higher in four of the six categories will constitute success.

Internal Indirect Assessment
The internal 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 report tabulates various metrics tracking students from ENGL 0001 through college level English composition whether the student took the course face-to-face or online. The report prompts for the academic year. As a result, it is possible that some students have not completed their English composition sequence at the time the report is run. This may cause some statistical difference between the current report and the report that was used in the past. In addition, more accurate report data is up to two years behind since students repeat the classes.
Regardless, the success rate is calculated “on the basis of those who completed the highest level of developmental course with a C or better, enrolled in the college level course in that subject, and passed the college level course with a C or better” (Gerlaugh, Thompson, Boylan, & Davis, 2007). This is consistent with the methodology used by the National Center for Developmental Education. The average used as a benchmark is 64%.

**Assessment/Evaluation Results (Progress Report)**
For AY 2015-2016, this objective was met.

For AY 2016-2017, both the direct and indirect assessments were completed as usual. **External Direct Assessment**
First, ACT’s CAAP Writing Assessment was given to all students in ENGL 1002 at the LSU Eunice and LSU Alexandria sites. Dual credit sites were not assessed due to test security issues because the CAAP is a paper and pencil exam. As a result, it was not feasible to give the assessment to online students. The Content Analysis Report was obtained for the bottom 25% of the students (typically beginning in developmental education (see Table 1). The data indicated that LSU Eunice students’ scores were fluctuating since AY 2012-2013, but were still, for the most part, above the national average of zero in all areas except strategy. However, the difference between the normed group and LSUE students was negligible on Strategy according to ACT.

<table>
<thead>
<tr>
<th>Table 1. Writing Skills Comparison Highlights in Percentages for the bottom 25% from Table W-1 on Page 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Category</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>Punctuation</td>
</tr>
<tr>
<td>Basic Grammar &amp; Usage</td>
</tr>
<tr>
<td>Sentence Structure</td>
</tr>
<tr>
<td>Strategy</td>
</tr>
<tr>
<td>Organization</td>
</tr>
<tr>
<td>Style</td>
</tr>
<tr>
<td>n</td>
</tr>
</tbody>
</table>

**Internal Indirect Assessment**
Next, the percentage of students completing college level English Composition after completing developmental English was examined (see Table 2). While the numbers decreased slightly for AY 2016-2017, they still exceeded the NCDE's Benchmark of 64%.
Table 2. Percentage of Students Successfully Completing College Level English after Completing Developmental English.

<table>
<thead>
<tr>
<th>Start Year</th>
<th>Pathways</th>
<th>Non-Pathways</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>n/a</td>
<td>76.9</td>
<td>76.9</td>
</tr>
<tr>
<td>2004</td>
<td>78.7</td>
<td>81.8</td>
<td>80.4</td>
</tr>
<tr>
<td>2005</td>
<td>84.4</td>
<td>79.6</td>
<td>82.2</td>
</tr>
<tr>
<td>2006</td>
<td>77.5</td>
<td>77.7</td>
<td>77.6</td>
</tr>
<tr>
<td>2007</td>
<td>77.0</td>
<td>74.9</td>
<td>76.1</td>
</tr>
<tr>
<td>2008</td>
<td>74.5</td>
<td>76.2</td>
<td>75.2</td>
</tr>
<tr>
<td>2009</td>
<td>71.0</td>
<td>73.2</td>
<td>71.9</td>
</tr>
<tr>
<td>2010</td>
<td>76.0</td>
<td>72.0</td>
<td>74.2</td>
</tr>
<tr>
<td>2011</td>
<td>82.8</td>
<td>83.3</td>
<td>83.0</td>
</tr>
<tr>
<td>2012</td>
<td>79.3</td>
<td>82.7</td>
<td>80.9</td>
</tr>
<tr>
<td>2013</td>
<td>78.8</td>
<td>84.0</td>
<td>81.0</td>
</tr>
<tr>
<td>2014</td>
<td>84.0</td>
<td>83.0</td>
<td>84.0</td>
</tr>
<tr>
<td>2015</td>
<td>83.0</td>
<td><strong>76.0</strong></td>
<td>79.2</td>
</tr>
<tr>
<td>Mean</td>
<td>78.92</td>
<td>78.56</td>
<td>78.66</td>
</tr>
<tr>
<td>s.d.</td>
<td>4.09</td>
<td>4.10</td>
<td>3.67</td>
</tr>
</tbody>
</table>

Since both the indirect and direct assessments exceed the national benchmarks, Objective 2.1 is met.

Writing Skills CAAP Content Analysis AY 16-17

Improvement Plan/ Changes Made
No changes planned.

Director of IE’s note: The CAAP Linkage Report information was not included in this objective this year since it applies to all students taking the CAAP - including those who did not take developmental English. It was felt that the presentation of the Linkage Data was skewing the overall results to some degree. The Linkage Report data will be included in Liberal Arts General Education Communication.
Objective With Intended Outcomes
In a clinical setting (DMS 1093) students will be able to:

1. Verify that they have the correct patient
2. Verify if patient was properly prepared for the exam
3. Identify and report, when appropriate, if there are contraindications for performing the procedure
4. Provide safe storage for patient’s personal belongings
5. Provide appropriate assistance to table, based on patient’s condition
6. Maintain patient’s dignity and modesty
7. Talk to patient in a concerned, professional manner
8. Apply standard universal precautions
9. Provide proper instructions for moving and breathing
10. Observe patient’s condition at regular intervals
11. Ensure the patient’s comfort and physical safety
12. Choosing correct transducer
13. Adjusting technical factors that affect image quality in real time (focal zone(s), depth, TGC- time gain compensation)
15. Identify what may need improvement and execute such changes to produce more optimal images in the future.
16. Identify the correct patient and obtain an accurate history.
17. Evaluate the requisition and verify the physician’s order for correctness in reference to the requested area of interest.
18. Help to position the patient.
19. Make necessary adjustments to gain, focal zones, etc. to obtain images that best depict the anatomical part.
20. Upon completion of image acquisition, review with the supervising Sonographer for approval.
21. Turn in the completed exam with necessary reports filled out to the physician/radiologist for reading.

Assessment/Evaluation/Measures/Strategies

Assessment/Evaluation Results (Progress Report)
Director of IE’s note: For AY 2016-2017, DMS became reactivated, but the first class scheduled to be selected for admission in Fall 2017.

Improvement Plan/ Changes Made

2.1: Increase Achievement of SLOs MATH 1015 and MATH 1021
Progress: Completed
Provided By: Quality Enhancement Plan

Objective With Intended Outcomes
The QEP seeks to increase achievement of student learning outcomes (SLOs) in Applied College Algebra (MATH 1015) and College Algebra (MATH 1021).

Outcome 2.1.1: The student, upon successful completion of this course, will solve equations and inequalities algebraically and graphically.
Outcome 2.1.2: Canceled (combined with 2.1.1).
Outcome 2.1.3: The student, upon successful completion of this course, will evaluate and interpret function values.
Outcome 2.1.4: The student, upon successful completion of this course, will graph functions.

**Assessment/Evaluation/Measures/Strategies**

Method: Objective 2.1 is related to the SLOs in each general education MATH 1015 and MATH 1021 and will be directly assessed internally using the final examination data of each student regardless of site or method of instruction. Students completing the modular developmental mathematics sections will be compared to those who took other methods of instruction in their developmental courses.

Benchmark: AY 2013-2014 was the first time the MATH 1015 course was offered. During the same AY, the curriculum for MATH 1021 was revamped to better align the course with needs of four year institutions. The comprehensive final exams for both courses contain embedded SLO questions which are then computer scored using Scantrons and Remark software. The Remark software allows the examination of each SLO.

Preliminary benchmarks for the performance on SLOs in both MATH 1015 and MATH 1021 in AY 2014-2015 through 2015-2016 were established using the results from students who had completed a developmental mathematics course prior to taking MATH 1015 or MATH 1021 in a traditional face-to-face setting (see Table 1).

Table 1. Preliminary benchmarks based on SLO performance during AY 2014-2015 through 2015-2016 results for students taking other methods of developmental mathematics prior to enrolling in MATH 1015 or MATH 1021.

<table>
<thead>
<tr>
<th>MATH 1021 SLO Description</th>
<th>Preliminary Benchmark MATH 1015</th>
<th>Preliminary Benchmark MATH 1021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>75</td>
<td>61</td>
</tr>
<tr>
<td>A. Solve Equations and Inequalities Algebraically and Graphically</td>
<td>75</td>
<td>62</td>
</tr>
<tr>
<td>B. Evaluate and Interpret Function Values</td>
<td>78</td>
<td>79</td>
</tr>
<tr>
<td>C. Graph Functions</td>
<td>74</td>
<td>59</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>130</td>
<td>113</td>
</tr>
</tbody>
</table>

Target: Modular mathematics students will meet or exceed the benchmarked value for developmental students who took other methods of developmental mathematics. The QEP Committee and mathematics faculty feel that this target is realistic given the current institutional resources.

**Assessment/Evaluation Results (Progress Report)**

For AY 2015-2016, this objective was tentatively met. The SLO results for those coming from modular developmental mathematics were slightly less than the preliminary benchmarks, but were all in the 70s for MATH 1015. The results for modular developmental mathematics students were slightly above the benchmarks in MATH 1021 in all except graphing functions. Continuing to benchmark (see Table 1 from last year).
For AY 2016-2017, data was gathered for 251 student taking MATH 1015 that could be separated into whether they had previously taken developmental education (DE) mathematics or not (see Table 2). Data was gathered from the SLO questions on the final exam for MATH 1015 for all students taking it (i.e. no sampling). As usual students not taking DE mathematics outperformed students taking DE mathematics prior to enrolling in MATH 1015. However, the performance of DE students is above the typical benchmark of 70%. The only area where DE students had difficulty was with Outcome A at 69%.

Table 2. AY 16-17 MATH 1015 SLO Performance (Percentages) Based on if the Student:

<table>
<thead>
<tr>
<th>MATH 1015 SLO Description</th>
<th>Overall</th>
<th>Did Take DE</th>
<th>Did Not Take DE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>74</td>
<td>71</td>
<td>78</td>
</tr>
<tr>
<td>A. Solve Equations and Inequalities Algebraically and Graphically</td>
<td>72</td>
<td>69</td>
<td>74</td>
</tr>
<tr>
<td>B. Evaluate and Interpret Function Values</td>
<td>75</td>
<td>71</td>
<td>82</td>
</tr>
<tr>
<td>C. Graph Functions</td>
<td>75</td>
<td>70</td>
<td>81</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>251</td>
<td>142</td>
<td>109</td>
</tr>
</tbody>
</table>

Note: Online MATH 1015 students’ data is not included since it is not broken out by student.

Next, the same data is presented longitudinally for the 1,086 students taking MATH 1015 from the time that the modular program was implemented in fall 2013 (see Table 3). Comparing Table 2 and Table 3 indicates that the performance on SLOs is fluctuating to some degree, but is mostly above the benchmark of 70%.

Table 3. AY 13-14 to 16-17 MATH 1015 SLO Performance (Percentages) Based on if the Student:

<table>
<thead>
<tr>
<th>MATH 1015 SLO Description</th>
<th>Overall</th>
<th>Did Take DE</th>
<th>Did Not Take DE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>77</td>
<td>73</td>
<td>83</td>
</tr>
<tr>
<td>A. Solve Equations and Inequalities Algebraically and Graphically</td>
<td>75</td>
<td>72</td>
<td>79</td>
</tr>
<tr>
<td>B. Evaluate and Interpret Function Values</td>
<td>79</td>
<td>76</td>
<td>84</td>
</tr>
<tr>
<td>C. Graph Functions</td>
<td>77</td>
<td>73</td>
<td>83</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>1086</td>
<td>635</td>
<td>451</td>
</tr>
</tbody>
</table>

Note: Online MATH 1015 students’ data is not included since it is not broken out by student.
Next, the same data was gathered for students taking MATH 1021. Here, student had more difficulty trying to achieve the SLO benchmark of 70% because the course is more rigorous and is meant for STEM fields. Students not taking DE mathematics scored above 70% on every Outcome except A. Students taking DE mathematics prior to taking MATH 1021 scored below the 70% benchmark on every Outcome except B.

| Table 4. AY 16-17 MATH 1021 SLO Performance (Percentages) Based on if the Student: |
|---------------------------------|-------|--------|-------|
| MATH 1021 SLO Description       | Overall | Did Take DE | Did Not Take DE |
| Overall                        | 68     | 63      | 73     |
| A. Solve Equations and Inequalities Algebraically and Graphically | 63 | 57 | 67 |
| B. Evaluate and Interpret Function Values | 77 | 70 | 81 |
| C. Graph Functions             | 69     | 62      | 73     |
| Total number of students tested | 301    | 118     | 183    |

Note: Data does not include online sections because it is not broken out by student.
Note: Students not taking DE includes dual credit sites.

Longitudinally, Table 5 details the data for 301 students taking MATH 1021. Students not taking DE mathematics scored above 70% in all outcomes and only had difficulty with Outcome A in AY 2016-2017. Student taking DE mathematics prior to taking MATH 1021 did not perform well only scoring a 63% overall; however, there appears to be an upward trend on the performance of SLOs.

| Table 5. AY 13-14 to 15-16 MATH 1021 SLO Performance (Percentages) Based on if the Student: |
|---------------------------------|-------|--------|-------|
| MATH 1021 SLO Description       | Overall | Did Take DE | Did Not Take DE |
| Overall                        | 65     | 58      | 74     |
| A. Solve Equations and Inequalities Algebraically and Graphically | 64 | 58 | 72 |
| B. Evaluate and Interpret Function Values | 71 | 65 | 80 |
| C. Graph Functions             | 66     | 59      | 74     |
| Total number of students tested | 460    | 264     | 196    |

Note: Data does not include online sections because it is not broken out by student.
Note: Students not taking DE includes dual credit sites.
Finally, specific to this outcome, data is presented on how each category of DE mathematics student performed. First, the data in Table 6 shows the performance for 142 student having DE mathematics prior to enrolling MATH 1015. Overall, each group scored in the 70s with specific groups having difficulty with some part of the material in the course.

| Table 6. AY 16-17 Results for MATH 1015 SLOs Results as a Percent for Developmental Students coming from: |
|--------------------------------------------------|--------|--------|--------|--------|
| MATH 1015 SLO Description | Overall | Took Modular Math | Took Face to Face | Online |
| Overall                | 71     | 71     | 70     | 73     |
| A. Solve Equations and Inequalities Algebraically and Graphically | 70     | 71     | 66     | 67     |
| B. Evaluate and Interpret Function Values          | 72     | 69     | 76     | 84     |
| C. Graph Functions                                  | 70     | 71     | 68     | 70     |
| Total number of students tested                    | 142    | 98     | 36     | 8      |

Next, Table 7 shows the data for each group having DE mathematics prior to enrolling in MATH 1021. As Table 7 indicates, each group struggled in the MATH 1021 course after having DE mathematics. The data shown here suggests that work needs to be done to better assist DE mathematics students obtain the material in the DE course and then in MATH 1021.

| Table 7. AY 16-17 MATH 1021 SLO Results for Developmental Students Taking: |
|--------------------------------------------------|--------|--------|--------|--------|
| MATH 1021 SLO Description | Overall | Modular Math Students | Traditional Face to Face | Online |
| Overall                | 61     | 62     | 61     | 66     |
| A. Solve Equations and Inequalities Algebraically and Graphically | 57     | 57     | 57     | 63     |
| B. Evaluate and Interpret Function Values          | 70     | 73     | 68     | 75     |
| C. Graph Functions                                  | 62     | 62     | 62     | 66     |
| Total number of students tested                    | 118    | 40     | 74     | 4      |

Finally, this objective compares the performance of modular mathematics students from AY 2016-2017 to benchmarks on the performance from all DE mathematics students since the implementation of the modular program in fall 2013 (see Table 8). The data in Table 8 now includes AY 2013-2014 to AY 2015-2016 in the benchmark and the performance of modular students in AY 2016-2017 for each general education college mathematics course. For MATH 1015, modular students scored slightly below the DE group (71% compared to 75%). They also scored below the DE benchmark in all outcomes. For MATH 1021 (the
more difficulty course), modular students outscored the DE benchmark by one percentage point (62% compared to 61%). The modular group, however, fell short in their performance on Outcomes A and B when compared to the DE benchmark.

Given that the observed performance of the modular group of 71% < the DE benchmark group of 75% in MATH 1015 and given that the performance of the modular group of 62% > the DE benchmark group of 61% in MATH 1021, Objective 2.1 is tentatively met.

**IE 15-16 Benchmarks and Results**

**T8 Benchmark and Observed Modular Performance**

**Improvement Plan/ Changes Made**
To improve performance on the outcomes, mathematics faculty met over AY 2016-2017 to create two courses to replace MATH 0002. MATH 0015 is to target the skills needed for successful completion of MATH 1015 and MATH 0021 is to target the skills needed for MATH 1021. Both courses are scheduled to be implemented in fall 2017.

- November 4, 2016 meeting minutes.
- November 11, 2016 meeting minutes with flowchart.
- MATH 1015 course profile from March 2017.
- MATH 0021 course profile from March 2017.
- Tutoring flyer from new Center for Student Success.

**Mathematics: 16-17 Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra**

**Progress:** Completed

**Provided By:** Science & Mathematics

**Objective With Intended Outcomes**

Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics.

**Assessment/Evaluation/Measures/Strategies Internal Direct Assessment:**
The objectives for College Algebra will be directly assessed from a standardized multiple choice assessment containing student learning outcomes (SLOs) for all students who take the MATH 1015 and MATH 1021 final exams at all sites and all delivery methods. (Please note that MATH 1015 is not offered at the LSUA or LSU Lab sites.

The syllabus for MATH 1015, Applied College Algebra meant for terminal two-year degrees, and the syllabus for MATH 1021, College Algebra meant for those who are transferring to four-year institutions are provided for documentation.

This objective will be assessed by using the SLOs for MATH 1015 and MATH 1021. The student, upon successful completion of the course, will:
A. Solve equations and inequalities algebraically and graphically.
B. Evaluate and interpret function values.
C. Graph functions.

Benchmark = 70% which is the lowest average grade that will typically transfer to four-year institutions. **External Direct Assessment** (This analysis is completed once each summer for the entire academic year).

Two assessments from ACT will be used to compare LSUE student performance to other two-year college performance across the United States. First, the Collegiate Assessment of Academic Proficiency (CAAP) exam will compare the local cohort (LSUE) students to the national normative group. LSUE students will meet or exceed the national norm on the CAAP Linkage Report. The established benchmark for AY 2016-2017 is 57.4 which is determined by ACT as a three-year average of 1,106 students.

Second, student performance on the CAAP will also be examined using ACT’s Content Analysis Report. Based on LSUE student performance, success is determined as having a difference $\geq -5$ on four of the six content categories meaning that the differences between LSUE students and the normed group are negligible.

![MATH 1015 SYLLABUS Fall 2016](image)
![MATH 1021 SYLLABUS Fa 2016](image)

**Assessment/Evaluation Results (Progress Report)**
For AY 2015-2016, this objective was met.

**Internal Direct Assessment**
For AY 2016-2017, there were a total of 969 in the two College Algebra courses at LSUE on the census day for Fall 2016 and Spring 2017. There were 385 in Applied College Algebra (MATH 1015) and 584 in College Algebra (MATH 1021). As Table 1 indicates, 288 (75%) out of the 385 were tested for SLOs on the final exam in MATH 1015 while 419 (72%) out of the 584 were tested in MATH 1021. Students in both College Algebra courses scored a 73% overall for with Outcome A at 70%, Outcome B and 77%, and Outcome C at 74%. In fact, all SLOs were equal or exceeded the benchmark of 70% except Outcome A in MATH 1021. It was at a 69% (see Table 1).

<table>
<thead>
<tr>
<th>MATH 1021 SLO Description</th>
<th>Overall for both College Algebra Courses</th>
<th>Overall MATH 1015</th>
<th>Overall MATH 1021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>73</td>
<td>74</td>
<td>72</td>
</tr>
<tr>
<td>A. Solve Equations and Inequalities Algebraically &amp; Graphically</td>
<td>70</td>
<td>72</td>
<td>69</td>
</tr>
<tr>
<td>B. Evaluate and Interpret Function Values</td>
<td>77</td>
<td>75</td>
<td>78</td>
</tr>
<tr>
<td>C. Graph Functions</td>
<td>74</td>
<td>75</td>
<td>74</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>707</td>
<td>288</td>
<td>419</td>
</tr>
</tbody>
</table>
Table 2 presents the longitudinal data showing that the results have remained relatively consistent since they were first measured in AY 2013-2014.

<table>
<thead>
<tr>
<th>SLO Description</th>
<th>Overall</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td></td>
<td>71</td>
<td>74</td>
<td>73</td>
<td>73</td>
<td>0</td>
</tr>
<tr>
<td>A. Solve Equations and Inequalities</td>
<td></td>
<td>73</td>
<td>75</td>
<td>74</td>
<td>70</td>
<td>-4</td>
</tr>
<tr>
<td>Algebraically &amp; Graphically</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Evaluate and Interpret Function Values</td>
<td></td>
<td>70</td>
<td>82</td>
<td>78</td>
<td>77</td>
<td>-1</td>
</tr>
<tr>
<td>C. Graph Functions</td>
<td></td>
<td>74</td>
<td>74</td>
<td>72</td>
<td>74</td>
<td>2</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td></td>
<td>594</td>
<td>763</td>
<td>678</td>
<td>707</td>
<td></td>
</tr>
</tbody>
</table>

Next, Table 3 summarizes the MATH 1015 final exam SLO data by methodology indicating that all but one SLO met or exceeded the 70% benchmark for the 20 sections. Outcome B for modular posed a slight issue at 69%.

<table>
<thead>
<tr>
<th>MATH 1015 SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
<th>Modular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>74</td>
<td>75</td>
<td>78</td>
<td>75</td>
<td></td>
<td>75</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>A. Solve Equations and Inequalities Algebraically and Graphically</td>
<td>72</td>
<td>70</td>
<td>84</td>
<td>74</td>
<td>74</td>
<td>74</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Evaluate and Interpret Function Values</td>
<td>75</td>
<td>80</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>74</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>C. Graph Functions</td>
<td>75</td>
<td>77</td>
<td>75</td>
<td>76</td>
<td>71</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of sections</td>
<td>20</td>
<td>10</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>288</td>
<td>157</td>
<td>14</td>
<td>23</td>
<td>94</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Since the modular students had difficulty with Outcome B, the data was examined to determine trouble spots. Modular students had difficulty with three problems that lowered the results on Outcome B. They were:

- question 32 with a 38% success rate was using a quadratic in a projectile problem to determine how long it takes to reach a certain point (with two answers).
- question 33 with a 25% success rate was finding and evaluating a composite function.
• question 34 with a 17% success rate was finding and evaluating a composite function.

Removing these three questions increases the results from 69% to 79% for modular mathematics. These results will be shared with the Coordinator of Modular Mathematics for input (see improvement plan).

Next, Table 4 details the longitudinal data for MATH 1015. While the results have decreased since AY 2013-2014, they remain above 70% for all outcomes.

<table>
<thead>
<tr>
<th>Table 4. MATH 1015 Longitudinal Data by AY as a Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1015 SLO Description</td>
</tr>
<tr>
<td>Overall</td>
</tr>
<tr>
<td>A. Solve Equations and Inequalities Algebraically and Graphically</td>
</tr>
<tr>
<td>B. Evaluate and Interpret Function Values</td>
</tr>
<tr>
<td>C. Graph Functions</td>
</tr>
<tr>
<td>Total number of students tested</td>
</tr>
</tbody>
</table>

For MATH 1021, the results indicate that a 72% was achieved overall on the SLO questions embedded into the final exam for the 24 sections (see Table 5). Outcome A was at 69% while Outcome B was at 78% and Outcome C was at 74%. Students at the LSUE site face-to-face had some difficulty with Outcome A and C. An item analysis for LSUE students only revealed that:

• question 16 had a 41% chance of success on interval notation for Outcome C
• question 17 had a 47% chance of success on solving a rational equation for Outcome A
• question 18 had a 59% chance of success on solving an equation involving a radical for Outcome A
• question 24 had a 55% chance of success on finding the equations of asymptotes for Outcome C
• question 25 had a 55% chance of success on finding solving an inequality involving a cubic equation with a graph provided in interval notation for Outcome A.

This data will be shared with the math faculty in order to determine if students can be assisted with these problems in some manner. Note that a comprehensive final exam review is posted online for students to study from prior to actually taking the final (see the improvement plan).
Table 5. SLO results for MATH 1021 (College Algebra) only AY 16-17 in percentages.

<table>
<thead>
<tr>
<th>MATH 1021 SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
<th>Modular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>72</td>
<td>67</td>
<td>85</td>
<td>62</td>
<td>74</td>
<td>84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Solve Equations and Inequalities Algebraically and Graphically</td>
<td>69</td>
<td>63</td>
<td>81</td>
<td>56</td>
<td>not offered</td>
<td>75</td>
<td>91</td>
<td>not offered</td>
</tr>
<tr>
<td>B. Evaluate and Interpret Function Values</td>
<td>78</td>
<td>76</td>
<td>89</td>
<td>70</td>
<td>71</td>
<td>72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Graph Functions</td>
<td>74</td>
<td>67</td>
<td>91</td>
<td>63</td>
<td>72</td>
<td>84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of sections</td>
<td>24</td>
<td>12</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>419</td>
<td>211</td>
<td>106</td>
<td>46</td>
<td>48</td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In addition, LSUE students at the LSUA site did not do well on the outcomes at all (see Table 5). An item analysis for LSUA students only revealed that:
- question 11 had a 56% chance of success on evaluating composite functions for Outcome B
- question 15 had a 52% chance of success on finding the range of a quadratic in interval notation for Outcome C
- question 16 had a 31% chance of success on using interval notation for Outcome C
- question 17 had a 50% chance of success on solving a rational equation for Outcome A
- question 18 had a 52% chance of success on solving an equation involving a root for Outcome A
- question 19 had a 54% chance of success on solving an equation involving an absolute value for Outcome A
- question 24 had a 46% chance of success on finding the equations of asymptotes for Outcome C
- question 25 had a 42% chance of success on finding solving an inequality involving a cubic equation with a graph provided in interval notation for Outcome A.

This information will be passed on the instructor at the LSUA site to determine if anything can be done to help students improve. Note that LSUA students have access to the final exam review materials as well (see the improvement plan).

Regardless of the individual performance at specific sites, student learning since AY 13-14 has improved in the MATH 1021 course as evidenced by Table 6.

Table 6. Longitudinal MATH 1021 SLO Results by AY as a Percent

<table>
<thead>
<tr>
<th>Description</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>64</td>
<td>70</td>
<td>70</td>
<td>72</td>
<td>2</td>
</tr>
<tr>
<td>A. Solve Equations and Inequalities Algebraically and Graphically</td>
<td>66</td>
<td>70</td>
<td>73</td>
<td>69</td>
<td>-4</td>
</tr>
<tr>
<td>B. Evaluate and Interpret Function Values</td>
<td>60</td>
<td>83</td>
<td>76</td>
<td>78</td>
<td>2</td>
</tr>
<tr>
<td>C. Graph Functions</td>
<td>68</td>
<td>69</td>
<td>68</td>
<td>74</td>
<td>6</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>260</td>
<td>404</td>
<td>356</td>
<td>419</td>
<td>63</td>
</tr>
</tbody>
</table>
Given that the observed score of 73% > the benchmark of 70%, this portion of Objective 2.1 is met.

**External Direct Assessment**
ACT's CAAP Mathematics Assessment was given to students as they completed the semester for Fall 2016 and Spring 2017 at the LSUE and LSUA sites. The CAAP is a paper and pencil high security test which makes it difficult to give to dual credit students and online students.

The results for the CAAP Linkage Report indicated that (see Table 1 from the CAAP Linkage Report on page 5 of the PDF):

- Nationally Normed: Mean = 57.4, s.d. = 3.6, n = 1106
- LSUE Results: Mean = 57.1, s.d. = 2.6, n = 213.

As the data indicates, LSUE students performed slightly below the nationally normed group's mean by 0.3.

Presenting the data from a longitudinal standpoint shows that both the national scores and LSUE scores have remained relatively consistent since AY 2010-2011.

| Table 7. Longitudinal CAAP Mathematics Linkage Results |
|------------------------|--------|--------|--------|--------|--------|--------|--------|--------|
| Statistic              | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | Mean   |
| National mean          | 56.8  | 56.8  | 56.7  | 56.7  | 56.7  | 56.9  | 57.4  | 56.9   |
| LSU Eunice's mean      | 57.3  | 57.2  | 57.1  | 56.9  | 57.1  | 57.2  | 57.1  | 57.1   |
| n                      | 425   | 455   | 462   | 316   | 332   | 207   | 213   | 344.3  |

Next, the CAAP Mathematics Content Report was obtained. This report breaks out the data by subject which allows University personnel to determine what areas may be causing students difficulty. According to the Report, there were scores from 422 students graduating in Fall 2016 or Spring 2017 (see Table 8). Positive scores mean that LSUE students found the questions easier than the nationally normed group while questions with negative results indicate that LSUE students found the questions more difficult.

| Table 8. Mathematics Skills Comparison Highlights from Table M-1. |
|------------------------|--------|--------|--------|--------|
| Content Category       | Bottom 25% | Middle 50% | Top 25% | Mean   |
| Pre-algebra            | 15      | 9       | 1       | 8.3    |
| Elementary Algebra     | 34      | 18      | 2       | 18.0   |
| Intermediate Algebra   | 12      | 1       | -6      | 2.3    |
| Coordinate Geometry    | -3      | -3      | -9      | -5.0   |
| College Algebra        | -1      | -1      | -8      | -3.3   |
| Trigonometry           | 1       | 2       | 2       | 1.7    |

n = 422
As Table 8 indicates, students scored above the nationally normed group's mean of zero in Pre-algebra and Elementary Algebra. An interesting trend then takes place with the top 25% of the test takers performing below developmental students for Intermediate Algebra, Coordinate Geometry, and College Algebra. Making sense of this trend is elusive given that students from developmental education courses should have lower scores than students in the top 25% of the class. In addition, according to ACT, scores less than 5 points from the national mean of zero can be interpreted as having a negligible difference from the mean. As Table 8 indicates, developmental students (and the middle 50% for that matter) had a difference that was negligible on Intermediate Algebra, Coordinate Geometry, and College Algebra while those in the top 25% had a moderate different from the mean. This is counterintuitive to what typically happens. One possible explanation for it is that some of the “better” students “Christmas Treed” the answer sheet in order to leave class earlier. Another possible explanation is that the 0.3 difference is due to variability in the data. Yet another possibility is that the CAAP is typically given as a two-year student graduates. LSUE give it to the students at the end of the semester in which College Algebra is taken. For some students, this could be their first semester in college. This is a procedural issue at LSUE and will likely not be changed. Given that, one would expect LSUE students to score slightly below the mean.

Regardless, given that the observed scores on the student learning outcomes of 73% > the traditional benchmark of 70%. CAAP of 57.1 < nationally normed group of 57.4.

Objective 2.1 is tentatively met.

Improvement Plan/ Changes Made
The Modular Mathematics Coordinator examined the three problems from the modular final (questions 32, 33, and 34) and found that they were custom questions using the language of the face-to-face book. The three problems were replaced with problems from the modular test bank which had slightly different instructions.

The mathematics faculty believe that there is a gap between content material between the highest developmental mathematics class (MATH 0002) and College Algebra (MATH 1021) because it is more theoretical. This "gap" is causing difficulty for developmental education students and is being addressed by the math faculty. Meetings began on November 4, 2016 with another following on November 11, 2016. In March 2017, course profiles for updating the existing MATH 1021 and creating a new MATH 0021 specifically for developmental students enrolling in MATH 1021 were approved. An additional course, MATH 1020, a five credit hour version of MATH 1021, was also created that would cover some of the developmental topics that students often forget prior to beginning College Algebra (see the meeting minutes for November 18, 2016 meeting). LSUA instructors were included in the discussion for the new courses (see email exchange).

Comments from the instructor on the results of the SLOs for MATH 1021 at LSUA. Further information via email from the instructor at LSUA dealing specifically with spring 2017.

Monitor data and implement curriculum changes effective fall 2017.

10-2-17 email on MATH 1021 from Grace
11-18-16 email exchange about math meeting minutes
2.2: Increase Student Mathematics Scores on the CAAP

**Progress:** Completed

**Provided By:** Quality Enhancement Plan

**Objective With Intended Outcomes**
The QEP seeks to increase student mathematics scores on the Collegiate Assessment of Academic Proficiency (CAAP).

**Assessment/Evaluation/Measures/Strategies**
Method: The CAAP Mathematics Linkage Report will be used for this objective. The CAAP Mathematics Assessment is given in all face-to-face MATH 1015 and MATH 1021 sections at LSUA and LSUE only. This is due to the fact that CAAP is a paper and pencil assessment and is not available online. In addition, dual credit students were not assessed because the assessment is high security and the Division of Sciences has had problems in the past with having the books and answer sheets returned.

The CAAP mathematics Linkage Report will permit the analysis of the Linkage Score between face-to-face, modular, those who entered directly in to general education mathematics. These scores will then be compared to the nationally normed group.

**Benchmark:** The nationally normed group scored a mean of 57.4%.

**Target:** Meet or exceed the nationally normed value. The QEP Committee and mathematics faculty feel that this target is realistic given the current institutional resources.

**Assessment/Evaluation Results (Progress Report)**
For AY 2015-2016, this objective was tentatively met due to a low n.

For AY 2016-2017, CAAP Mathematics scores were obtained for a total of 262 students with the LSUE students performing at 57.1% which was just below the nationally normed mean of 57.4% (see Table 1). The mean for all 99 developmental education (DE) mathematics students was 55.3% while the mean for the 163 direct entry students (not requiring DE mathematics) was 57.5%.
Table 1. Statistical Results for CAAP Linkage Report AY 2016-2017 based on Method of Instruction for MATH 0002.

<table>
<thead>
<tr>
<th>Method</th>
<th>n</th>
<th>Mean</th>
<th>Median</th>
<th>s.d.</th>
</tr>
</thead>
<tbody>
<tr>
<td>National from ACT</td>
<td>1106</td>
<td>57.4</td>
<td>--</td>
<td>3.6</td>
</tr>
<tr>
<td>DE Face-to-face</td>
<td>45</td>
<td>55.1</td>
<td>55</td>
<td>2.2</td>
</tr>
<tr>
<td>DE Modular</td>
<td>46</td>
<td>55.3</td>
<td>56</td>
<td>2.4</td>
</tr>
<tr>
<td>DE Online</td>
<td>8</td>
<td>55.4</td>
<td>56</td>
<td>4.6</td>
</tr>
<tr>
<td>None (Direct Entry)</td>
<td>163</td>
<td>57.5</td>
<td>58</td>
<td>2.6</td>
</tr>
<tr>
<td>Overall</td>
<td>262</td>
<td>56.7</td>
<td>57.0</td>
<td>2.7</td>
</tr>
</tbody>
</table>

Modular students had a mean of 55.3% which equaled the average mean for DE students, but was < the national average of 57.4%. However, it is worth noting that the CAAP Assessments, according to ACT, are supposed to be given upon graduation because they do not just measure College Algebra. They also measure Trigonometry which puts LSUE students at somewhat of a disadvantage. LSUE does not intend on changing the way it gives the assessment because it is a matter of security and convenience.

Given that the observed CAAP score for DE modular mathematics students was a 55.3% < the nationally normed score of 57.4 and given that there is material on the CAAP that LSUE students have been exposed to, Objective 2.2 is tentatively met.

Mathematics CAAP ACT Linkage AY 16-17

Improvement Plan/ Changes Made
Work with mathematics faculty to have the students do the best they can because the scores represent LSUE.

2.2: Mathematics: Competency in Mathematics - Statistics (MATH 1425)

Progress: Completed
Provided By: Science & Mathematics

Objective With Intended Outcomes
Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics.

Assessment/Evaluation/Measures/Strategies
The objective will be directly assessed from a standardized multiple choice assessment containing student learning outcomes for all students who take the MATH 1425 (Elementary Statistics) final exam at all sites and all delivery methods. The 2016-2017 syllabus for MATH 1425 (revised at the beginning of 2016) contains the following student learning outcomes. The student, upon successful completion of this course will:

A. Organize and summarize data using descriptive techniques that are both mathematical and pictorial.
B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters.

The faculty used the outcomes from textbook and their professional judgement in deciding SLOs and specific problems to be placed on the SLO assessment.
A benchmark of 70% was adopted in Fall 2013 since it is the lowest average grade that will transfer to other institutions of higher education.

**MATH 1425 SYLLABUSpring2016FacetoFace**

**Assessment/Evaluation Results (Progress Report)**
For AY 2015-2016, this objective was met.

For AY 2016-2017, there were at total of 348 students registered in the 12 sections on the census day for the Fall 2016 and Spring 2017 semesters. A total of 288 (83%) of the 348 students took the final exam that contained the SLO assessment (see Table 1). Overall, the 288 students scored a 73% with Outcome A at 76% and Outcome B at 70%. However, as Table 1 indicates, both online and online accelerated failed to meet the 70% benchmark.

<table>
<thead>
<tr>
<th>Table 1. MATH 1425 SLO Results AY 2016-2017 as a Percent.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MATH 1425 SLO Description</strong></td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>Overall</td>
</tr>
<tr>
<td>A. Organize and summarize data using descriptive techniques that are both mathematical and pictorial</td>
</tr>
<tr>
<td>B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters</td>
</tr>
<tr>
<td>Total number of students tested</td>
</tr>
<tr>
<td>Total number of sections for AY</td>
</tr>
</tbody>
</table>

Table 2 details the longitudinal data for the SLOs. Overall, students have remained relatively consistent in the low 70s with Outcome A being in the mid-70s.

<table>
<thead>
<tr>
<th>Table 2. MATH 1425 Longitudinal SLO Results as a Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MATH 1425 SLO Description</strong></td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>Overall</td>
</tr>
<tr>
<td>A. Organize and summarize data using descriptive techniques that are both mathematical and pictorial</td>
</tr>
<tr>
<td>B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters</td>
</tr>
<tr>
<td>Total number of students tested</td>
</tr>
</tbody>
</table>
Due to the performance for the SLOs in the accelerated and online sections, an item analysis was constructed from the SLO table sent to the Division Head for the Fall 2016 section for the online section in Spring 2017 and the accelerated section from Fall 2016. It indicates that multiple questions had a low success rate as indicated by the blue arrows. Both indicate that a number of questions had a low probability of being answered correctly. This information will be sent to the instructor of the accelerated section and the mathematics coordinator.

Unfortunately, the instructor for the 16-week online section took a job at another institution so that data will be sent to the mathematics coordinator to determine if some of the questions need to be replaced.

Given the information above and the fact that the observed performance of 73% > the benchmark of 70%, Objective 2.2 is met.

Improvement Plan/ Changes Made
No changes planned for the face-to-face sections at the LSUE site. The data mentioned in the progress report will be sent to the one instructor and the coordinator for input.

It should be noted, however, that the instructors for both online and accelerated online noted last year that many online students do not complete the coursework in a timely fashion leading to low success rates. See the attached meeting minutes contained in improvement plan from AY 2015-2016. It seems that it would be impossible to increase success rates to help student improve who are not completing the coursework.

The online instructor noted that there may be a rounding issue whereby students are not rounding to the proper place. In addition, the instructors noted that they intend on constructing a final exam review for students. The faculty are also setting weekly due dates for material so students will finish material in a timely fashion.

Completed by Paul Fowler on 9/28/17 and sent to Liz Vidrine for her input.

### 2.2 Decision Making related to Accounting: Decision Making related to Accounting
**Progress:** Canceled
**Provided By:** Accounting Technology, Account Clerk (CTS)
**Objective With Intended Outcomes**
Upon completion of the Certificate of Technical Studies in Accounting Technology: Account Clerk, the student will receive specialized classroom instruction and practical experiences to prepare for employment as accounting clerks and assistants.

**Assessment/Evaluation/Measures/Strategies**
ACCT 2001 (Online Web Based) - Upon successful completion of this course in the Accounting Technology - Accounting Clerk (CTS) Program, students will be able to demonstrate knowledge of Principles and methods of accounting primarily concerned with data gathering and presentation for purposes of internal management evaluation and decision-making. ACCT 2001 Syllabus
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 for transfer purposes.

Assessment/Evaluation Results (Progress Report)
Improvement Plan/ Changes Made
Director of IE’s note: This objective is being cancelled since there are no general education courses required in the CTS. It is programmatic courses only.

2.3 Mathematics: Competency in Mathematics - Plane Trigonometry (MATH 1022)
Progress: Completed
Provided By: Science & Mathematics

Objective With Intended Outcomes
Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics.

Assessment/Evaluation/Measures/Strategies
Direct internal assessment of student learning will take place using standardized multiple choice assessment for all learning outcomes. All students who take the final exam in MATH 1022 (Plane Trigonometry), regardless of mode of delivery, will be assessed (i.e. no sampling). The 2016-2017 syllabus for MATH 1022 contains the following student learning outcomes. The student, upon successful completion of this course will:

A. Evaluate trigonometric functions and manipulate their graphs.
B. Solve trigonometric equations and applications.

The faculty used the outcomes from textbook and their professional judgement in deciding SLOs and specific problems to be placed on the assessment. The benchmark was established at 70% which is the lowest average grade that transfers to other institutions.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective 2.3 was met.

For AY 2016-2017, there were a total of 153 students enrolled in Plane Trigonometry (MATH 1022) on the census day for fall 2016 and spring 2017. A total of 144 (94%) out of the 153 students took the final exam containing the SLO assessment. This included a total of seven sections with three being at LSUE face-to-face and four being dual enrollment at various high schools (see Table 1).
As demonstrated in Table 1, the students scored a 76% overall and scoring a 76% on each of the Outcomes. Table 2 presents the longitudinal results since MATH 1022 SLO results were first tracked. Overall, there has been some fluctuations in the results since spring 2014; however, the results have largely remained unchanged.

Even though the SLOs were met at each site, an item analysis was conducted on the face-to-face results from LSUE and two sections from dual credit merely to determine if any particular SLO problems were causing students issues. The results indicate that faculty may wish to look at the following:

- question 15 in Outcome A with a 36% chance of success,
- question 17 in Outcome A with a 41% chance of success, and
- question 21 in Outcome B with a 47% chance of success.

Given that the observed results of 75% > the benchmark of 70%, Outcome 2.3 is met.

**Improvement Plan/ Changes Made**

No changes planned.

Completed by Paul Fowler on 9/27/17.
Objective With Intended Outcomes
Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics.

Assessment/Evaluation/Measures/Strategies
The objective will be directly assessed from a standardized multiple choice assessment containing student learning outcomes for all students who take the MATH 1023 (Pre-Calculus) final exam at all sites and all delivery methods. The Fall 2016 syllabus for MATH 1023 contains the following student learning outcomes. The student, upon successful completion of this course will:

A. Solve equations and inequalities algebraically and graphically.
B. Evaluate and interpret function values.
C. Graph algebraic functions.
D. Evaluate trigonometric functions and manipulate their graphs.
E. Solve trigonometric equations and applications.

The faculty used the outcomes from textbook and their professional judgement in deciding SLOs and specific problems to be placed on the SLO assessment. The benchmark of 70% is the lowest average grade that will transfer to other institutions.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, MATH 1023 was not offered.

For AY 2016-2017, a total of 16 students were registered in the Fall 2016 semester at the LSUE site with none in the Spring 2017 semester. A total of 15 (94%) out of the 16 registered in the census day took the final exam containing the SLO questions. As Table 1 depicts, students met the overall objective benchmark by achieving a 75%.
### Table 1. MATH 1023 SLO Results AY 2016-2017 by Site as Percentages

<table>
<thead>
<tr>
<th>MATH 1023 SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>75</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Solve equations and inequalities both algebraically and graphically</td>
<td>74</td>
<td>74</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Evaluate and Interpret Function Values</td>
<td>70</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Graph functions</td>
<td>96</td>
<td>96</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>D. Evaluate trig functions and manipulate their graphs</td>
<td>67</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Solve trig equations and applications</td>
<td>60</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>15</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of sections for AY</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students appear to have had some difficulty with Outcomes D and E as noted by the 67% and 60% respectively. For Outcome D, only 33% of the students answering problem 37 correctly identifying an equivalent trigonometric identity (see the Item Analysis and copy of the Final Exam). For Outcome E only 13% answered question 32 correctly calculating the angular velocity of point on a wheel when a bicycle had a linear velocity of 34 mph. Removing these two questions given that either the material was not taught or the questions were ambiguous increases Outcome D to 70% and Outcome E to 72%.

Given that the observed value of the student learning outcomes of 75% > the benchmark of 70%, Objective 2.3a is met.

**Item Analysis MATH 1023 Fa 16 MATH 1023FE(Fa16)**

**Improvement Plan/ Changes Made**

The improvement plan is to monitor the data given the low n and the data on Outcome D and Outcome E. Unfortunately, the instructor cannot be asked what the issue was with questions 32 and 37 because she left LSUE to take a job at another institution. This information will be passed on to the new math coordinator and the faculty member teaching the MATH 1023 course for their information.

The new math coordinator suggested inserting the two questions (both related to trigonometry) on the MATH 1022 (trigonometry) final in order to help students remember the formulas. Both are formula driven and students are forgetting the formulas. See 9-28-17 email.

The final exam is being completely updated for AY 2017-2018.

Completed by Paul Fowler on 9/15/17.

**Email on MATH 1023**
Objective With Intended Outcomes
Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics.

Assessment/Evaluation/Measures/Strategies
The objectives will be directly assessed from a standardized multiple choice assessment containing student learning outcomes for all students who take the MATH 1431 (Calculus with Business and Economic Applications) final exam at all sites and all delivery methods. The 2016-2017 syllabus for MATH 1431 contains the following student learning outcomes.

The student, upon successful completion of this course will:
   A. Evaluate and simplify elementary limits and apply the intuitive concept of continuity.
   B. Apply various techniques of differentiation and integration on elementary exponential, logarithmic and rational functions.
   C. Solve applied business optimization problems.

The faculty used the outcomes from textbook and their professional judgement in deciding SLOs and specific problems to be placed on the SLO assessment. The benchmark of 70%, which is the lowest average grade that will transfer to other institution, was used.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, Objective 2.3b was met.

For AY 2016-2017, there were a total of 46 students registered in Calculus with Applications in two sections (one Fall 2016 and one Spring 2017) at the LSUE site. A total of 40 (90%) of the 46 students took the final exam containing the SLO assessment. Overall, students scored a 73% with Outcome A at 84%, Outcome B at 84%, and Outcome C at 55% (see Table 1).
Table 1. SLO Results for MATH 1431 AY 2016-2017 by Site as a Percentage

<table>
<thead>
<tr>
<th>MATH 1431 SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>73</td>
<td>73</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A. Evaluate and simplify limits and apply the intuitive concept of continuity.</td>
<td>84</td>
<td>84</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>B. Apply various techniques of differentiation and integration on elementary, exponential, logarithmic and rational functions.</td>
<td>84</td>
<td>84</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C. Solve applied business optimization problems.</td>
<td>55</td>
<td>55</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

| total number of sections | 2       | 2     | 0           | 0    | 0       | 0      | 0           |
| Total number of students tested | 40      | 40    | 0           | 0    | 0       | 0      | 0           |

The longitudinal data in Table 2 indicates students seem to performing better in Outcomes A and B, but having difficulty with Outcome C. No doubt given that applications can be difficult for many students.

Table 2. Longitudinal Results for MATH 1431 as a Percent.

<table>
<thead>
<tr>
<th>MATH 1431 SLO Description</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>73</td>
<td>78</td>
<td>73</td>
<td>-5</td>
</tr>
<tr>
<td>A. Evaluate and simplify limits and apply the intuitive concept of continuity.</td>
<td>77</td>
<td>77</td>
<td>84</td>
<td>7</td>
</tr>
<tr>
<td>B. Apply various techniques of differentiation and integration on elementary, exponential, logarithmic and rational functions.</td>
<td>71</td>
<td>81</td>
<td>84</td>
<td>3</td>
</tr>
<tr>
<td>C. Solve applied business optimization problems.</td>
<td>74</td>
<td>65</td>
<td>55</td>
<td>-10</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>36</td>
<td>30</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

As a result of the issues with Outcome C, an Item Analysis was completed on the data from the two face-to-face sections. It indicated the following:

- question 7 in Outcome C had a 13% chance of being answered correctly,
- question 20 in Outcome C had a 53% chance of being answered correctly,
- question 21 in Outcome C had a 55% chance of being answered correctly,
- question 22 in Outcome C had a 45% chance of being answered correctly,
- question 26 in Outcome B had a 58% chance of being answered correctly,
- question 27 in Outcome C had a 38% chance of being answered correctly.
The item analysis suggests that the most difficult questions for students were from outcome C.

Nevertheless, the observed score of 73% overall > the benchmark of 70%. As a result, Objective 2.3b is met.

Improvement Plan/ Changes Made
While Objective 2.3b was met, improvement on Outcome C should be discussed. Unfortunately, the faculty member that taught both sections left LSUE in Summer 2017 and is not available for a discussion.

This outcome will be forwarded to the new math coordinator for her input.

Completed by Paul Fowler on 9/27/17.

2.5 Nursing - Decision Making: Decision Making
Progress: Completed
Provided By: Nursing

Objective With Intended Outcomes
Students will demonstrate appropriate decision making through application of the nursing process to individuals in a safe, prioritized, timely and organized manner.

Assessment/Evaluation/Measures/Strategies
Objective will be assessed in the following course.

NURS 2430 (third semester course) (face-to-face) (Fa 16) - Assessed through unit examinations, comprehensive final examination with questions specific to decision making (critical thinking). Students must score a minimum of 77% to successfully demonstrate proficiency in this area. Historically benchmark was determined by the Program Director and faculty that students must score a minimum of 77% to ensure proficiency in decision making. NURS2430 SYLL FA2016 May 12th

Assessment/Evaluation Results (Progress Report)
For AY 2015 - 2016, this objective was met.

For AY 2016-2017, NURS 2430 (face-to-face) (Fa 16) - Thirty-three (33) students took the first exam and 30 (92.2%) passed with a score of 77% or higher and 33 students took the final exam and 31 (94.5%) passed with a score of 77% or higher demonstrating proficiency in decision making.

Documents: NURS 2430 first exam Fall 2016, NURS2430.2450 Exam Final Fa 16, Critical thinking grid NURS2430 2016

Since the observed value of 94.5% > the benchmark of 77%, this objective is met.

Critical thinking grid NURS2430 2016
Improvement Plan/ Changes Made
Even though the objective was met, the Program Director and Assistant Program Director will work with faculty and Laboratory staff to implement case scenarios in lecture and laboratory classes to improve student performance.

3.3 Decision Making - Administrative Technology: Decision Making related to Administrative Technology Specialists
Progress: Canceled
Provided By: Administrative Technology Specialist (CTS)

Objective With Intended Outcomes
Upon satisfactory completion of this curriculum students will be qualified to enter the business world as an Administrative Assistant. The student will demonstrate the skills to meet the challenges of today’s business environment as an Administrative Technology Specialist.

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.

ISDS 2100 (Face-to-face) - Upon successful completion of this course in Administrative Technology CTS) Program, students will understand the concepts and methods of microcomputer applications and the use of software packages such as operating systems, word processing, spreadsheets, and database to solve business problems. ISDS 2100 Syllabus

Assessment/Evaluation Results (Progress Report)
Improvement Plan/ Changes Made
Director of IE’s note: This objective is being cancelled since there are no general education courses required in the CTS. It is programmatic courses only.

3.5 Radiologic Technology - Critical Thinking: Decision Making (formally Critical Thinking)
Progress: Completed
Provided By: Radiologic Technology

Objective With Intended Outcomes
The students will demonstrate effective decision making (critical thinking and problem solving) skills.

Assessment/Evaluation/Measures/Strategies
RADT 1092 (fall; first year clinical course) – Competency evaluation form- critical thinking skills. Minimum of 80% on 4 competencies. Evaluated through direct observation. RADT 1092 Course Syllabus FA 2016, Clinical Comp Eval Form 2015, and RADT 1092 Clinical Evaluation Form
RADT 1093 (spring; first year clinical course) – Competency evaluation form - critical thinking skills. Minimum of 80% on 4 competencies. Evaluated through direct observation. RADT 1093 Course Syllabus SP 2017, Clinical Comp Eval Form 2015, and RADT 1093 Clinical Evaluation Form

Additional criteria to better measure clinical performance skills in diagnostic procedures are explained in the Committee Minutes October 21 2015, the Committee Minutes Addendum to October 21, 2015 Meeting (pgs. 3-5), and the Committee Minutes March 27, 2017 from the Radiologic Technology Assessment Planning Committee. The benchmark for these areas of assessment was changed from 85% to 80% as noted.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, Objective 3.5 was met.

For AY 2016-2017, RADT 1092 (fall clinical) Section 91: One hundred percent (7 of 7) of the students scored a class average of 80% on the items designated to critical thinking and problem solving skills. Benchmark was met. RADT 1092 Clinical Evaluation Sample Fall 2016 This was consistent with the findings from fall 2016 based on the grading rubric form. RADT 1092-91 Clinical Comp Sample FA 2016 The lowest score on a student in this area was an 92%. This was a significant increase from the lowest score taken in fall 2016.

RADT 1092 (fall clinical) Section 92: One hundred percent (8 of 8) of the students scored a class average of 80% on the items designated to critical thinking and problem solving skills. Benchmark was met. RADT 1092 Clinical Evaluation Sample Fall 2016 Results were consistent with those from fall 2016 based on the grading rubric form. RADT 1092-92 Clinical Comp Sample FA 2016 Overall, the results showed good critical thinking skills on the competency evaluations.

RADT 1092 (fall clinical) Section 93: One hundred percent (9 of 9) of the students scored a class average of 80% on the items designated to critical thinking and problem solving skills. Benchmark was met. RADT 1092 Clinical Evaluation Sample Fall 2016 This was the second year for this section of the course and was based on the grading rubric form. RADT 1092-93 Clinical Comp Sample FA 2016

RADT 1093 (spring clinical) Section 91: One hundred percent (6 of 6) students scored at least a class average of 80% on the items designated to critical thinking. (The total number of students assigned in this section dropped from 7 to 6 from the previous semester). Benchmark was met. RADT 1093 Clinical Evaluation Sample Spring 2017 The results were consistent from spring 2016; however, the data revealed that image evaluation did improve based on the grading rubric form. RADT 1093-91 Clinical Comp Sample SP 2017 Note: The attrition rate of 1 student assigned to this section was due to a resignation from the program at midterm.

RADT 1093 (spring clinical) Section 92: One hundred percent (6 of 6) students scored a class average of 80% on the items designated to critical thinking and problem solving skills. (The total number of students assigned in this section dropped from 8 to 6 from the previous semester). Benchmark was met. RADT 1093 Clinical Evaluation Sample Spring 2017 The results were consistent with the data from spring 2016 based on the grading rubric form. RADT 1093-92 Clinical
**Comp Sample SP 2017** Will discuss with faculty and solicit input as needed. Note: The attrition rate of 2 students assigned to this section was due to a change of major at the end of the semester.

RADT 1093 (spring clinical) Section 93: All of the students in this course section performed above the class average benchmark of 80% on the items designated to critical thinking and problem solving skills. (The total number of students assigned in this section dropped from 9 to 7 from the previous semester). **Benchmark was met. RADT 1093 Clinical Evaluation Sample Spring 2017** This was the initial semester for this section of the course and was based on the grading rubric form. **RADT 1093-93 Clinical Comp Sample SP 2017** However, the data was consistent from the previous semester, fall 2016. Note: The attrition rate of 2 students assigned to this section was due to a) a resignation from the program at the end of the semester, and b) not passing an adjoining program course.

RADT 1092 and RADT 1093 (All sections and all students): The reasoning behind the benchmark of 80% on clinical practicums is because of the radiation safety of the patient, radiographer, and the general public. Even though this "standard" is more a programmatic decision throughout JRCERT accredited programs, this is an accepted (minimum) level of achievement when practicing radiation safety and is supported by item #7 on the **ASRT Code of Ethics** in the Radiologic Technology profession.

**ASRT Code of Ethics**
**RADT 1092 Clinical Evaluation Sample Fall 2016**
**RADT 1092-91 Clinical Comp Sample Fall 2016**
**RADT 1092-92 Clinical Comp Sample Fall 2016**
**RADT 1093 Clinical Evaluation Sample Spring 2017**
**RADT 1093-91 Clinical Comp Sample Spring 2017**
**RADT 1093-92 Clinical Comp Sample Spring 2017**
**RADT 1093-93 Clinical Comp Sample Spring 2017**

**Improvement Plan/ Changes Made**
RADT 1092 (fall clinical, section 91): Academically, this was a slightly stronger class this semester. The result showed a definite improvement from Fall 2015 and was based on the grading rubric form. **RADT 1092-91 Clinical Comp Sample FA 2016** Will discuss with faculty members and solicit input as needed. Otherwise, the results were consistent with the other sections of this course. Will continue to provide additional scenario based instruction and implement the steps in critical thinking and problem solving skills in everyday situations.

Additional criteria to better measure critical thinking skills in the future are explained in the **Committee Minutes October 21 2015** and the **Committee Minutes Addendum to October 21, 2015 Meeting** (pgs. 4-5) from the Radiologic Technology Assessment Planning Committee.

RADT 1093 (spring clinical, all sections): The students were consistent with their clinical thinking skills from the (previous) fall 2016 semester. Even though the challenges were advanced, the students were consistent in their performances. Will continue to provide additional scenario based instruction and implement the steps in critical thinking and problem solving skills in everyday situations. Additional criteria to better measure critical thinking skills in the future are explained in the **Committee Minutes October 21 2015, Committee Minutes Addendum to October 21, 2015 Meeting** (pgs. 4-5), and the **Committee Minutes March 27, 2017** from the Radiologic Technology Assessment Planning Committee.

**Addendum to Minutes from October 21, 2015 Meeting**
**Committee Minutes March 27 2017**
**Committee Minutes October 21 2015**
**RADT 1092-91 Clinical Comp Sample Fall 2016**
**4.3 Decision Making related to H.R.M.: Decision Making Related to Communications of Human Resources Management**

**Progress:** Canceled
**Provided By:** Human Resources Management (CTS)

**Objective With Intended Outcomes**
Upon completion of the Human Resources Management Program the student will express the knowledge and skills necessary to manage a variety of activities including deciding what staffing needs an organization has and whether to use independent contractors or hire employees to fill these needs. This includes dealing with performance issues and ensuring that the organization’s personnel and management practices conform to various regulations. This includes the transportation, oil and gas industry, manufacturing and service industries as well as safety, environment, security, contingency planning and quality management issues.

**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 for transfer purposes.

ISDS 2100 (Face-to-face) - Upon successful completion of this course in Administrative Technology CTS) Program, students will understand the concepts and methods of microcomputer applications and the use of software packages such as operating systems, word processing, spreadsheets, and database to solve business problems.  
[ISDS 2100 Syllabus](#)

**Assessment/Evaluation Results (Progress Report)**

**Improvement Plan/ Changes Made**
Director of IE’s note: This objective is being cancelled since there are no general education courses required in the CTS. It is programmatic courses only.

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**4.5 Respiratory Care - Critical Thinking: Computation and Effective Decision Making**

**Progress:** Completed
**Provided By:** Respiratory Care

**Objective With Intended Outcomes**
RC 2016 (face-to-face clinical) spring 2017. Students will describe and perform the principles/techniques involved in critical care monitoring devices; and analyze, interpret, and apply patient data in selected patient care settings as an entry-level therapist. Please see attached syllabus RC 2016 Spring 2017.  
[RC 2016 Course Syllabus spring 2017](#)

**Assessment/Evaluation/Measures/Strategies**
In order to successfully demonstrate proficiency and critical thinking skills the student must score no less than 77%.

RC 2016 (face-to-face clinical) spring 2017 - 2 sections offered totaling 12 students in both sections (6 in each section). All students were evaluated. Completion of selected clinical practicums, evaluations, and observation.
This semester allows the student to enter the critical care setting and perform clinical skills and modalities to enhance their understanding of pathology and intervention. Students are also required to turn in routine evaluations of patients based on subjective and objective information gathering and provide assessment and plan of action.

RC 2016 - Student will complete a ventilator monitoring document weekly. This interaction introduces critical thinking where the student has the opportunity to perform ventilator assessment and patient interaction with a variety of life-support equipment. The student will also be required to perform hemodynamic monitoring, critical care equations, evaluate chest x-ray images, assess laboratory results and make comments based on patient feedback and pathology prognosis.

**Assessment/Evaluation Results (Progress Report)**
For AY 2015-2016. Objective met.

For AY 2016-2017:
RC 2016 (face-to-face clinical) spring 2017-12 of 12 students (100%) of the students demonstrated proficiency. Students are required to routinely complete a SOAP (Subjective, Objective, Assessment, Plan); this provides the student the opportunity to enhance their patient assessment skills accomplished through subjective responses (patient), objective responses (student), assessment and plan are provided from the student's perspective based from the information gathered to generate a plan of action for the most suited medical intervention to correct or improve the patient's scenario. The clinical instructor reviews the SOAP with the student to evaluate their clinical knowledge and critical thinking skills. As the student progresses through the semester, bi-weekly clinical evaluations are provided to the student detailing their level of comprehension. Please refer to SOAP and Bi-weekly clinical evaluation.

Documentation: soap without last name, outcomes 2017
Documentation: bi-weekly completed without last name, outcomes 2017

Within the spring semester, clinical students are introduced to intensive care units. This environment consists of critical care equipment, monitoring, and management. For example, the student will complete a ventilator monitoring document which contains multiple areas of assessment such as ventilator settings, lab values, x-ray results, hemodynamic formulas and equipment changes. At the end of the clinical day, the student reviews the ventilator monitoring document with the respiratory care instructor. The student is evaluated on this competency through the use of the bi-weekly assessment tool.

Documentation: Ventilator Monitoring Doc completed, Critical Care Setting.pdf without last name
Documentation: bi-weekly completed without last name, outcomes 2017

Based on the information above, this objective was met.

**Improvement Plan/ Changes Made**
The program faculty will continue to assess student's performance and utilize ventilator management documents and evaluation methods in order to ensure the student has mastered critical thinking skills and appropriate intervention according to the disease pathology.
5.3 Decision Making: Medical Coding & Billing: Decision Making (formally) Related to Medical Coding and Billing

**Progress:** Completed

**Provided By:** Medical Coding and Billing (CTS)

### Objective With Intended Outcomes
At the end of the curriculum, students will link and synthesize information in order to solve problems to demonstrate decision making skills related to Medical Coding and Billing.

### Assessment/Evaluation/Measures/Strategies
ALLH 2635 (on-line) Summer 17 was used to assess the course.

Students will code the diagnoses and procedures and complete the Centers for Medicare and Medicaid Services form with 80% accuracy. The requirement for 80% accuracy is based on the national certification examination. This benchmark is met based on official credentialing examination expectations. Assessment is done via class assignments, quizzes and test. The quizzes, test have questions specific to information needed on the form.

**Documentation:** [2017 ALLH 2635 Syllabus Reimbursement Rev](#)

- [2017 Summer Common problems for 1st Appeal](#)
- [2017 ALLH 2635 Syllabus Reimbursement Rev](#)
- [Explanation from instructor](#)

### Assessment/Evaluation Results (Progress Report)
No Data available for AY 2015 - 2016

For AY 2016-2017, ALLH 2635 (on-line) in summer 2017 was used to assess students. Average course grade from class assignments, quizzes and testing was 79.73%.

**Comments from instructor example of assessment**

- [2017 Summer Common problems for 1st Appeal Course assessment](#)

### Improvement Plan/ Changes Made
Continue to monitor and remediate as needed.

**Director of IE's note:** First, the comment in the improvement plan above is in most Allied Health objectives. I question what it means given the repetitive nature. In addition, I have repeatedly asked for the number of students tested, the specific assignments (partially received), and specific student success related to this objective, but have only received anecdotal evidence. I ask that the instructor provide evidence of success related to the assignments attached in the progress report plan. Finally, I have cautioned about using course grades for outcomes purposes to no avail. Specific exams are fine, but little detail leads to believe that 79% is an average course grade as opposed to specific SLO content related to this objective.

I hope that much of this detail will be provided in AY 2017-2018.
Objective With Intended Outcomes
Students will successfully complete their general education coursework developing competencies in critical thinking.

Assessment/Evaluation/Measures/Strategies Direct Assessment
Students will be asked to take the ACT’s Collegiate Assessment of Academic Proficiency (CAAP) Critical Thinking Skills Test upon applying for graduation.

The CAAP Content Analysis Report permits the comparison of LSU Eunice students to a normative group of all two-year institutions using the CAAP Critical Thinking Test. The rationale for using the assessment is due to the fact that it is a direct external measure of critical thinking normed against all two-year students across the nation using a three-year average.

The comparison is based on three elements of a student's thinking. The three elements are analysis of arguments, evaluation of arguments, and extension of arguments. Each of these elements are scored against the normative group and averaged so that a "0" is considered as equal to the normative group's performance. Negative numbers mean that LSU Eunice students found the questions more difficult than the normative group and positive numbers mean that LSU Eunice students found the questions easier.

The benchmark for the CAAP Content Analysis Report is to score a 0 or higher in each category of the student body. Note that the report says that differences in scores from 0 to -5 are considered negligible. For the purpose of this objective, a score of -5 or higher in two of the three categories overall will constitute success.

Additionally, the CAAP Content Analysis Report breaks out the nationally averages for each of the various elements of the normative group's thinking ability. For the current report, the CAAP Content Analysis Report noted the following national averages
- Analysis of Arguments 58%
- Evaluation of Arguments 50%
- Extension of Arguments 53%

Success will be considered as negligible differences between LSUE students and the nationally normed group in two of the three categories.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, Objective 5.5 was met.

For AY 2016-2017, the CAAP Critical Thinking Assessment was given to 167 (61%) of the 275 graduating students between Fall 2016 and Spring 2017. All graduates are asked to take the test; however, some refuse due to time. Given that, the majority of test takers came from:
- Associate of General Studies, 58
- Nursing, 36
- Radiologic Technology, 20
- Criminal Justice, 16.
Overall, students did quite well compared to the nationally normed group (see Table 1 which is Table C-1 from the CAAP Critical Thinking Content Report).

<table>
<thead>
<tr>
<th>Content Category</th>
<th>Bottom 25%</th>
<th>Middle 50%</th>
<th>Top 25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Arguments</td>
<td>11%</td>
<td>11%</td>
<td>4%</td>
</tr>
<tr>
<td>Evaluation of Arguments</td>
<td>12%</td>
<td>-1%</td>
<td>6%</td>
</tr>
<tr>
<td>Extension of Arguments</td>
<td>2%</td>
<td>4%</td>
<td>2%</td>
</tr>
</tbody>
</table>

*n = 167*

As Table 1 indicates, LSUE students' scores exceed the national normed group mean = 0 except for the middle 50% in the Evaluation of Arguments. In this case, students scored slightly below the mean; however, the difference is considered negligible by ACT.

Next, the means for the nationally normed group were compared to the performance of LSU Eunice students. The results, as noted in Figures C-1 through C-3 of the CAAP Critical Thinking Content Analysis Report on pages 4-6 of the attached document, were as follows:

- Analysis of Arguments: LSUE observed score 66% > Nationally normed score 58%
- Evaluation of Arguments: LSUE observed score 54% < Nationally normed score 50%
- Extension of Arguments: LSUE observed scored 55% > Nationally normed score 53%

In terms of longitudinal performance since AY 2010-2011, Table 2 through Table 4 details the nationally normed group means along with LSUE student means. LSUE scores for AY 2016-2017 are slightly below the mean since 2010 for the Evaluation of Arguments and the Extension of Arguments; however, this is reflective of the test version from ACT. As an illustration, compare the national means in Table 2 for AY 2015-2016 using form 11-A and AY 2016-2017 using form 13-A. The data suggests that form 11-A is somewhat easier than form 13-A.

Given that the LSUE observed mean score on the three critical thinking items > ACT’s nationally normed group, Objective 5.5 is met.

AY 16-17 CAAP CT Content Results - Longitudinal Critical Thinking
CAAP Content Analysis AY 16-17

Improvement Plan/ Changes Made
ACT will be retiring CAAP in December 2017. In addition, Critical Thinking is no longer a standalone general education outcome. As a result, this outcome will be maintained for fall 2017 and will be cancelled if a suitable replacement assessment cannot be located.

6.2 CIT - Decision Making: Decision Making related to Computer Information Technology
Progress: Completed
Provided By: Computer Information Technology

Objective With Intended Outcomes
Upon completion of the curriculum, students will demonstrate critical thinking and decision making skills to perform system analysis, exercise debugging skills, and produce functional programming code.

This objective is assessed by:
CSC 2253-Systems Analysis and Design (Web based) Upon successful completion of the is course students will demonstrate the knowledge base and application to work as an entry-level computer by applying critical thinking skills developing functional and secure programs with an emphasis on systems analysis and design.

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 for transfer purposes.

CSC 2253-Systems Analysis and Design (Web based) Evaluation of this course will be done in the following manner: Class Discussion Board Questions and Collective combination of Team Project, Case Studies, Analysis Tools, Critical Thinking Challenge Exercises and Video Learning Sessions.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective was met.

For AY 2016-2017, 96% of the students demonstrated their knowledge base of general planning and analysis of business systems through a collective combination of code writing, analysis, debugging, discussion board questions, and video learning sessions in CSC 2253. Objective Met.
90% of the Students demonstrated the ability to apply course principles to related assignments in the Systems analysis and Design course through a collective combination of team projects, case studies, analysis and decision support tools, and critical thinking challenge exercises. Objective Met.

Improvement Plan/ Changes Made
CSC 2253 - Improve student's understanding of fully learning the coding process requirements before designing and implementing real business database constructs. Assign more group and individual assignments for more business-like team learning environment.

6.2 Decision Making related to C.I.T.: Decision Making related to Computer Information Technology
Progress: Canceled
Provided By: Computer Information Technology

Objective With Intended Outcomes
Upon completion of the curriculum, students will demonstrate critical thinking skills to be able to perform system analysis and programming.

Assessment/Evaluation/Measures/Strategies
Benchmark is set at 70%. Historically it was determined by the Division Head and faculty that a 10-point scale would be used in all computer information technology courses and their related courses.
CSC 1011 (face-to-face) Fall 2016 - Proficiency is determined by performance on mid-term exam and a comprehensive final exam. Other factors that may be used in determining grades are homework, quizzes, recitation, individual and group projects, and attendance. Quizzes will be given weekly and a multiple choice comprehensive departmental final exam. CSC1011 Fall 2016 syllabus

CSC 1015 (face-to-face) Fall 2016 - Proficiency is determined by performance on mid-term exam and a comprehensive final exam. Other factors that may be used in determining grades are homework, quizzes, recitation, individual and group projects, and attendance. Quizzes will be given weekly and a multiple choice comprehensive departmental final exam. CSC 1015 syllabus

Assessment/Evaluation Results (Progress Report)
New Director is updating and will not use this objective.
Improvement Plan/ Changes Made

7.3 Decision Making related to Management: Decision Making related to Management
Progress: Completed
Provided By: Management

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 to demonstrate critical thinking related to Management and Economics competencies.

This objective will be assessed by:
ECON 2000 (Web Based - Online) Use processes, procedures, data, or evidence to solve problems and make effective decisions when analyzing Economic competencies. The student will demonstrate a functional knowledge of supply demand structures by engaging topic forums and analysis of varying cultural conditions. A focus on processes, procedures, data, and evidence provides an overall engagement in this general education objective.

MGMT 2999 (Face-to-face) Use explanations of the history of management, evaluate different organizational strategies through verbal and written assignments relating to Management competencies. The student will demonstrate the fundamentals of organization and administration including planning, organizing, directing, staffing/human resource management, leading, interpersonal relationships, coordinating and controlling business activities.

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 for transfer purposes.

ECON 2000 (Web Based - Online) Methodology: A pre and posttest.

MGMT 2999 (Face-to-face) Both a team project and a computer based research project are required for this course and were used as the assessment. A pre and posttest was also used.
Assessment/Evaluation Results (Progress Report)
For the AY 2015-2016, this objective was met.

For AY 2016-2017, MGMT2999 (Face-to-face) 100% of the students were pretested with 75% of those students scoring 75% or higher on the posttest designed to assess critical thinking related to Management in this Principles of Management course within the Management Program. **Objective Met.**

ECON 2000 (Online Web Based) - 100% of the students were pretested with 100% of those scoring 71% or higher on the posttest designed to assess critical thinking related to Economics in this Principles of Economics course within the Management Program. **Objective Met.**

**Improvement Plan/ Changes Made**

MGMT 2999 (Face-to-face) The instructor will encourage students to attend the classes regularly by taking an enhanced interest in monitoring student attendance, make an effort to cover the chapters more thoroughly, and follow up with Q&A sessions to engage critical thinking of Management topics.

ECON 2000 (Web Based Online) The instructor will encourage students to read the chapters more thoroughly, read the lecture notes, and monitor participation in the blog assignments to engage critical thinking of Economics topics.

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

**Objective With Intended Outcomes**

Developmental students, Pathways and Non Pathways, will successfully complete their first general education courses at rates that approximate national averages for general education mathematics course (MATH 1015 or MATH 1021) after the successful completion of MATH 0002.

MATH 1015 is Applied College Algebra mostly meant for two-year terminal degrees. MATH 1021 is College Algebra meant for four year transfer degrees and STEM fields.

**Assessment/Evaluation/Measures/Strategies**

**External Direct Assessment**

The direct assessment of student learning will take place using ACT’s Collegiate Assessment of Academic Proficiency (CAAP) Mathematics Skills Test given in MATH 1015 and MATH 1021 after taking MATH 0002 (the developmental education mathematics course). The CAAP is given to all students enrolled in face to face sections of MATH 1015 and MATH 1021. ACT offers CAAP in pencil and paper format only.

The CAAP Content Analysis Report permits the comparison of LSU Eunice students to the normative group with the mathematics comparison 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.
Internal Indirect Assessment
The indirect assessment of student learning is calculated by generating the success rate in the first general education mathematics course (MATH 1015/1021) after completing the developmental education mathematics course (MATH 0002) using a report provided by institutional Research. The report tabulates various metrics tracking students from MATH 0001 through college level mathematics regardless whether a student took the course face-to-face or online. The report prompts for the academic year. As a result, it is possible that some students have not completed their mathematics sequence at the time the report is run. This may cause some statistical difference between the current report and the report that was used in the past. In addition, more accurate report data is up to two years behind since students repeat the classes (in some cases more than once).

Regardless, the success rate is calculated "on the basis of those who completed the highest level of developmental course with a C or better, enrolled in the college level course in that subject, and passed the college level course with a C or better" (Gerlaugh, Thompson, Boylan, & Davis, 2007). This is consistent with the methodology used by the National Center for Developmental Education. The average used as a benchmark is 58%.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective was met.

For AY 2016-2017, both direct and indirect assessments were completed as usual.

Direct External Assessment
The CAAP Assessment was given to all face to face students taking MATH 1015 and MATH 1021 at the LSU Eunice and LSU Alexandria sites for AY 2016-2017. Dual credit sites are not assessed due to test security issues. The CAAP is a paper and pencil exam and, as a result, it is not feasible to give it to online students. The results indicated that the bottom 25% of the LSUE students taking the assessment did well when compared to the normative group (see Table 1) noting that students had issues with Coordinate Geometry (-3) and College Algebra (-1) when compared to the normative group's mean of zero. According to ACT, both of the negative results are negligible meaning that LSUE students essentially scored near the mean in the two subjects.

Table 1. Mathematics Skills Comparison Highlights in Percentages for the bottom 25% taken from Table M-1 on Page 3.

<table>
<thead>
<tr>
<th>Content Category</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-algebra</td>
<td>-4</td>
<td>-11</td>
<td>7</td>
<td>11</td>
<td>2</td>
<td>-7</td>
<td>15</td>
<td>1.9</td>
</tr>
<tr>
<td>Elementary Algebra</td>
<td>3</td>
<td>14</td>
<td>11</td>
<td>20</td>
<td>-1</td>
<td>25</td>
<td>34</td>
<td>15.1</td>
</tr>
<tr>
<td>Intermediate Algebra</td>
<td>5</td>
<td>-5</td>
<td>30</td>
<td>9</td>
<td>-1</td>
<td>5</td>
<td>12</td>
<td>7.9</td>
</tr>
<tr>
<td>Coordinate Geometry</td>
<td>12</td>
<td>16</td>
<td>-3</td>
<td>-6</td>
<td>10</td>
<td>20</td>
<td>-3</td>
<td>6.6</td>
</tr>
<tr>
<td>College Algebra</td>
<td>1</td>
<td>3</td>
<td>-4</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>-1</td>
<td>0.7</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>3</td>
<td>0</td>
<td>-2</td>
<td>-4</td>
<td>-3</td>
<td>2</td>
<td>1</td>
<td>-0.4</td>
</tr>
<tr>
<td>n</td>
<td>476</td>
<td>498</td>
<td>535</td>
<td>404</td>
<td>401</td>
<td>266</td>
<td>422</td>
<td>428.9</td>
</tr>
</tbody>
</table>

Table 1 also presents the longitudinal data with huge increases in Pre-algebra and Intermediate Algebra and decreases in Coordinate Geometry. Given the fluctuations, the results in Table 1 indicate that LSUE students did meet the benchmark for all subject areas given that the scores exceed -5. As a result, this part of the objective is met.
**Indirect Internal Assessment**

Next, the indirect data was calculated based on course success rates from students entering from MATH 0001 and MATH 0002 for AY 2015-2016. The data lags one year behind to allow for students to repeat a course if necessary. In terms of raw numbers, the students scored:

- Pathways: $73/120 = 60.8\%$
- Non-Pathways = $103/161 = 63.9\%$
- All students = $176/281 = 62.6\%$

As a result, 63% of the students successfully completed the first GE mathematics course after completing their developmental education mathematics courses (including students starting both in MATH 0001 and MATH 0002). However, the NCDE subtracts those students who withdrew from the GE course. As a result, the corrected calculations are:

- $73/(120-31) = 73/89 = 82.0\%$
- $103/(161-26) = 103/135 = 76.3\%$
- $176/(281-57) = 176/224 = 78.5\%$

Whether one agrees with the subtraction of the withdrawals or not, it is necessary to compare results for LSU Eunice students to the NCDE national completion rate of 58%. However, as the data indicates, even the raw data from the first set of calculations exceed the national benchmark of 58%. Table 2 summarizes the data over the past years.

<table>
<thead>
<tr>
<th>Start Year</th>
<th>Pathways</th>
<th>Non-Pathways</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>n/a</td>
<td>69.9</td>
<td>69.9</td>
</tr>
<tr>
<td>2004</td>
<td>59.6</td>
<td>65.2</td>
<td>64.2</td>
</tr>
<tr>
<td>2005</td>
<td>62.6</td>
<td>69.8</td>
<td>67.4</td>
</tr>
<tr>
<td>2006</td>
<td>55.2</td>
<td>67.7</td>
<td>63</td>
</tr>
<tr>
<td>2007</td>
<td>57.7</td>
<td>68.8</td>
<td>65.1</td>
</tr>
<tr>
<td>2008</td>
<td>63.8</td>
<td>67.1</td>
<td>65.9</td>
</tr>
<tr>
<td>2009</td>
<td>55.3</td>
<td>70.7</td>
<td>66.2</td>
</tr>
<tr>
<td>2010</td>
<td>66.0</td>
<td>70.5</td>
<td>69.2</td>
</tr>
<tr>
<td>2011</td>
<td>51.3</td>
<td>69.9</td>
<td>63.5</td>
</tr>
<tr>
<td>2012</td>
<td>48.9</td>
<td>61.7</td>
<td>57.2</td>
</tr>
<tr>
<td>2013</td>
<td>59.8</td>
<td>80.9</td>
<td>71.9</td>
</tr>
<tr>
<td>2014</td>
<td>70.3</td>
<td>80.0</td>
<td>76.7</td>
</tr>
<tr>
<td>2015</td>
<td>82.0</td>
<td>76.3</td>
<td>78.5</td>
</tr>
<tr>
<td>Mean</td>
<td>61.04</td>
<td>70.65</td>
<td>67.59</td>
</tr>
<tr>
<td>s.d.</td>
<td>8.96</td>
<td>5.48</td>
<td>5.75</td>
</tr>
</tbody>
</table>
Pathways students seemed to benefit from modular mathematics increasing the success rate from 70.3% in AY 2014-2015 to 82.0% in AY 2015-2016. Since the observed direct and indirect measures exceed the national benchmarks, Objective 2.2 is met.

Mathematics CAAP Content Analysis AY 16-17

**Improvement Plan/ Changes Made**
No changes planned; however, this objective is being transferred to Sciences. The Dean of Science and Mathematics will ultimately decide if this objective will be maintained as developmental education is reorganized back into their respective departments.

**Director of IE’s note:** The CAAP Linkage Report information was not included in this objective this year since it applies to all students taking the CAAP - including those who did not take developmental English. It was felt that the presentation of the Linkage Data was skewing the overall results to some degree. The Linkage Report data will be included in Liberal Arts General Education Communication.

**Effective Decision Making - Dev Ed (2.3): Social science from College Reading (UNIV 0008)**
**Progress:** Completed
**Provided By:** Developmental Education

**Objective With Intended Outcomes**
Developmental students, both Pathways and Non Pathways, will successfully complete their first general education social science course after developmental reading at rates that approximate the averages established by the National Center for Developmental Education (NCDE).

**Assessment/Evaluation/Measures/Strategies**
**External Direct Assessment**
The direct assessment of student learning will take place using ACT’s Collegiate Assessment of Academic Proficiency (CAAP) Critical Thinking Skills Test given at the time of graduation. The CAAP Content Analysis Report permits the comparison of LSU Eunice students to a normative group of two- year colleges across the nation giving the critical thinking assessment. The comparison is based on three elements of a student's critical thinking ability - analysis of elements of arguments, evaluation of arguments, and extensions of arguments. Each of these elements are scored against the normative group and averaged so that a "0" is considered as equal to the normative group's performance. Negative numbers mean that LSU Eunice students found the questions more difficult than the normative group and positive numbers mean that LSU Eunice students found the questions easier. The benchmark for the CAAP Content Analysis Report is to score a 0 or higher in each category for the lower 25% of the student body (typically developmental students). Note that the report indicates that differences in scores from 0 to -5 are considered negligible. For the purpose of this objective, a score of -5 or higher in two out of three categories will constitute success.

**Internal Indirect Assessment**
The indirect assessment of student learning is calculated by generating the success rate in the first general education social science course whether it was taken face-to-face or online as defined by the current LSU Eunice Catalog after completing the developmental education reading course (UNIV 0008). The success rate is calculated using the frequency of A, B, and C's, with repetition, divided by those who remained in the social science courses at the conclusion of the semester (the withdrawals removed). This is consistent with the methodology used by the National Center for Developmental Education (NCDE). The NCDE rate is 69% and will be used as the benchmark for the indirect assessment.

**Assessment/Evaluation Results (Progress Report)**
For AY 2015-2016, this objective was met. Even though the objective was met, faculty wished to update the outcomes and assessment for the course. This was not accomplished in AY 2016-2017.

For AY 2016-2017, direct assessment took place through ACT’s CAAP.

External Direct Assessment using the CAAP
The CAAP Critical Thinking test was given to 167 students upon graduation during AY 2016-2017 (see Table C-1 Critical Thinking Comparison Highlights on page 3). The students in the bottom 25% that are typically developmental students upon entry to LSUE scored the following:

- Analysis of Arguments 11%,
- Evaluation of Arguments 12%, and
- Extension of Arguments 2%.

In addition, the longitudinal results indicate that students improved in analysis and evaluation from AY 2015-2016 (see Table 1). Students scored slightly below in extension of Arguments; however, they remained two points above the normative group (at 0).

| Table 1. Critical Thinking Skills Comparison Highlights in Percentages for the bottom 25%. |
|---------------------------------|---|---|---|---|---|---|
| Content Category                | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | Mean |
| Analysis of arguments           | 1     | 4     | 5     | 5     | 11    | 5.2  |
| Evaluation of Argument          | 10    | -5    | 14    | 0     | 12    | 6.2  |
| Extension of Arguments          | -5    | -1    | 9     | 6     | 2     | 2.2  |
| n                                | 82    | 117   | 127   | 164   | 167   | 131.4|

Each exceed the national normative group (0%). Since each individual score > the normative group, this part of the objective is met.

Indirect Internal Assessment using Course Completion
An indirect assessment took place using a report from Institutional Research that details student results from developmental education reading to their first general education social science course. Please note that a small percentage of students are permitted to take a history course if there is a conflict with the social science courses needed. However, the vast majority of the students take a social science course. The percentages in Table 2 were calculated using the methodology from the NCDE. The total n for Pathways to Success students for AY 2016-2017 was 1,070 subtracting the students who withdrew (111) yields a total of 959 students remaining at the end of the course. As a result, those successful are divided by the 959 to generate the percentage or 700/959 = .7299 or 73%. A similar method for the Non Pathways students is used calculating a total n of 125 subtracting students who withdrew (5) yielding a correct n of 120. Those successful 92/120 = .76666 or 77%.
Table 2. Developmental Reading to Social Science Success Rates (in Percentages) through Last Year Named.

<table>
<thead>
<tr>
<th>Year</th>
<th>Pathways</th>
<th>Non-Pathways</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>63</td>
<td>See note</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>64</td>
<td>See note</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>68</td>
<td>See note</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>73</td>
<td>See note</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>73</td>
<td>80</td>
<td>73</td>
</tr>
<tr>
<td>2012</td>
<td>78</td>
<td>76</td>
<td>78</td>
</tr>
<tr>
<td>2013</td>
<td>76</td>
<td>76</td>
<td>76</td>
</tr>
<tr>
<td>2014</td>
<td>75</td>
<td>72</td>
<td>74</td>
</tr>
<tr>
<td>2015</td>
<td>74</td>
<td>78</td>
<td>74</td>
</tr>
<tr>
<td>2016</td>
<td>76</td>
<td>77</td>
<td>76</td>
</tr>
<tr>
<td>2017</td>
<td>73</td>
<td>77</td>
<td>73</td>
</tr>
<tr>
<td>Mean</td>
<td>72.1</td>
<td>76.6</td>
<td>74.9</td>
</tr>
<tr>
<td>s.d.</td>
<td>4.9</td>
<td>2.4</td>
<td>1.9</td>
</tr>
</tbody>
</table>

Note: Low n (n < 20) so statistics were not calculated.

Given that the AY 2016-2017 success rates:
- Pathways students 73%
- Non-Pathways students at 77%
- Overall 73% are > than the national benchmark of 69% from the NCDE, this portion of objective 2.3 is met.

Finally, the Pathways to Success Program continued allowing students to attempt to test out of UNIV 0008 (developmental reading) using the College Board's ACCUPLACER during the last few weeks of the UNIV 1005 (orientation) course. The switch from COMPASS to ACCUPLACER took place in fall 2016 so by the end of spring 2017, there were only 29 students that attempted and met the cut score of 85 or higher. Of the 29 students, 17 attempted to test out in spring 2017 with 16 (94%) of them being successful. Further data will be analyzed as the n increases. However, LSUE will need to change to AUCCPLACER Next Generation at the completion of 2018.

Given that both direct and indirect assessments exceed national benchmarks, Objective 2.3 is met.

Critical Thinking CAAP Content Analysis AY 16-17

Improvement Plan/ Changes Made
No changes planned; however, this objective is being transferred to Liberal Arts. The Dean of Liberal Arts will ultimately decide if this objective will be maintained as developmental education is reorganized back into their respective departments.

**Information Literacy - Library (7.2): Training in library digital resources based ACRL information literacy standards for students and faculty**

**Progress:** Canceled

**Provided By:** Library

**Objective With Intended Outcomes**

Promote "information literacy" via electronic resources use and implementation for students and faculty.

Student Learning Outcomes (SLOs) to support this objective from Association of College and Research Libraries (ACRL) Standards.

1. The information literate student determines the nature and extent of the information needed.
2. The information literate student accesses needed information effectively and efficiently.

**Assessment/Evaluation/Measures/Strategies**

**Direct Assessment:**

Library personnel, using their information literacy plan, will directly assess student learning through an internally created student library quiz that students take upon completion of the information literacy session with library personnel. This assessment is based on the ACRL Information Literacy standards that are guidelines for measuring what students should achieve. These information literacy standards and outcomes will be integrated into classes coming into the library for instruction as well as external classes that use library resources but do not necessarily come to the library for information literacy instruction.

Students will be given an informal Library Quiz to assess learning upon the conclusion of the library session. All students attending a library session will be assessed (i.e. no sampling). A sample is included for reference. Library personnel will then score the sheet for correct answers creating a frequency count for each question over all sections assessed. A pilot will be conducted in fall 2014 in order to determine the effectiveness of instruction and of the quiz used to evaluate students. As a result, no benchmark is set during the pilot testing.

**Indirect Assessment:**

In an effort to insure that the library is meeting the information literacy needs of students, after specific library instruction is completed, it is followed by informal survey and information is compiled.

**Assessment/Evaluation Results (Progress Report)**

**Improvement Plan/ Changes Made**

Director of IE's Note: The new Director of the Library began the job just as Fall 2017 was to begin. She felt that it was better to begin with new goals and objectives that paralleled her charge from the Vice Chancellor for Academic Affairs.
GE 3. Natural Science Related Items

2.1 Mathematics: 16-17 Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra

Progress: Completed
Provided By: Science & Mathematics

Objective With Intended Outcomes
Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics.

Assessment/Evaluation/Measures/Strategies

Internal Direct Assessment:
The objectives for College Algebra will be directly assessed from a standardized multiple choice assessment containing student learning outcomes (SLOs) for all students who take the MATH 1015 and MATH 1021 final exams at all sites and all delivery methods. (Please note that MATH 1015 is not offered at the LSUA or LSU Lab sites).

The syllabus for MATH 1015, Applied College Algebra meant for terminal two-year degrees, and the syllabus for MATH 1021, College Algebra meant for those who are transferring to four institutions are provided for documentation.

This objective will be assessed by using the SLOs for MATH 1015 and MATH 1021. The student, upon successful completion of the course, will:
   A. Solve equations and inequalities algebraically and graphically.
   B. Evaluate and interpret function values.
   C. Graph functions.

Benchmark = 70% which is the lowest average grade that will typically transfer to four-year institutions.

External Direct Assessment (This analysis is completed once each summer for the entire academic year).

Two assessments from ACT will be used to compare LSUE student performance to other two-year college performance across the United States. First, the Collegiate Assessment of Academic Proficiency (CAAP) exam will compare the local cohort (LSUE) students to the national normative group. LSUE students will meet or exceed the national norm on the CAAP Linkage Report. The established benchmark for AY 2016-2017 is 57.4 which is determined by ACT as a three-year average of 1,106 students.

Second, student performance on the CAAP will also be examined using ACT's Content Analysis Report. Based on LSUE student performance, success is determined as having a difference ≥ -5 on four of the six content categories meaning that the differences between LSUE students and the normed group are negligible.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective was met.
Internal Direct Assessment
For AY 2016-2017, there were a total of 969 in the two College Algebra courses at LSUE on the census day for Fall 2016 and Spring 2017. There were 385 in Applied College Algebra (MATH 1015) and 584 in College Algebra (MATH 1021). As Table 1 indicates, 288 (75%) out of the 385 were tested for SLOs on the final exam in MATH 1015 while 419 (72%) out of the 584 were tested in MATH 1021. Students in both College Algebra courses scored a 73% overall for with Outcome A at 70%, Outcome B and 77%, and Outcome C at 74%. In fact, all SLOs were equal or exceeded the benchmark of 70% except Outcome A in MATH 1021. It was at a 69% (see Table 1).

<table>
<thead>
<tr>
<th>MATH 1021 SLO Description</th>
<th>Overall for both College Algebra Courses</th>
<th>Overall MATH 1015</th>
<th>Overall MATH 1021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>73</td>
<td>74</td>
<td>72</td>
</tr>
<tr>
<td>A. Solve Equations and Inequalities Algebraically &amp; Graphically</td>
<td>70</td>
<td>72</td>
<td>69</td>
</tr>
<tr>
<td>B. Evaluate and Interpret Function Values</td>
<td>77</td>
<td>75</td>
<td>78</td>
</tr>
<tr>
<td>C. Graph Functions</td>
<td>74</td>
<td>75</td>
<td>74</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>707</td>
<td>288</td>
<td>419</td>
</tr>
</tbody>
</table>

Table 1. SLO results for college algebra AY 16-17 in percentages.

Table 2 presents the longitudinal data showing that the results have remained relatively consistent since they were first measured in AY 2013-2014.

<table>
<thead>
<tr>
<th>SLO</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>71</td>
<td>74</td>
<td>73</td>
<td>73</td>
<td>0</td>
</tr>
<tr>
<td>A. Solve Equations and Inequalities Algebraically &amp; Graphically</td>
<td>73</td>
<td>75</td>
<td>74</td>
<td>70</td>
<td>-4</td>
</tr>
<tr>
<td>B. Evaluate and Interpret Function Values</td>
<td>70</td>
<td>82</td>
<td>78</td>
<td>77</td>
<td>-1</td>
</tr>
<tr>
<td>C. Graph Functions</td>
<td>74</td>
<td>74</td>
<td>72</td>
<td>74</td>
<td>2</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>594</td>
<td>763</td>
<td>678</td>
<td>707</td>
<td></td>
</tr>
</tbody>
</table>

Table 2. Longitudinal MATH 1021 and MATH 1015 SLO Results by AY as a Percent

Next, Table 3 summarizes the MATH 1015 final exam SLO data by methodology indicating that all but one SLO met or exceeded the 70% benchmark for the 20 sections. Outcome B for modular posed a slight issue at 69%.
Table 3. SLO results for MATH 1015 only AY 16-17 as Percentages.

<table>
<thead>
<tr>
<th>MATH 1015 SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
<th>Modular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>74</td>
<td>75</td>
<td></td>
<td>78</td>
<td>75</td>
<td>72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Solve Equations and Inequalities Algebraically and Graphically</td>
<td>72</td>
<td>70</td>
<td>none</td>
<td>84</td>
<td>74</td>
<td>74</td>
<td></td>
<td>69</td>
</tr>
<tr>
<td>B. Evaluate and Interpret Function Values</td>
<td>75</td>
<td>80</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>74</td>
<td>74</td>
<td>69</td>
</tr>
<tr>
<td>C. Graph Functions</td>
<td>75</td>
<td>77</td>
<td></td>
<td>75</td>
<td>76</td>
<td>71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of sections</td>
<td>20</td>
<td>10</td>
<td></td>
<td>1</td>
<td>3</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>288</td>
<td>157</td>
<td></td>
<td>14</td>
<td>23</td>
<td>94</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Since the modular students had difficulty with Outcome B, the data was examined to determine trouble spots. Modular students had difficulty with three problems that lowered the results on Outcome B. They were:

- question 32 with a 38% success rate was using a quadratic in a projectile problem to determine how long it takes to reach a certain point (with two answers).
- question 33 with a 25% success rate was finding and evaluating a composite function.
- question 34 with a 17% success rate was finding and evaluating a composite function.

Removing these three questions increases the results from 69% to 79% for modular mathematics. These results will be shared with the Coordinator of Modular Mathematics for input (see improvement plan).

Next, Table 4 details the longitudinal data for MATH 1015. While the results have decreased since AY 2013-2014, they remain above 70% for all outcomes.

Table 4. MATH 1015 Longitudinal Data by AY as a Percent

<table>
<thead>
<tr>
<th>MATH 1015 SLO Description</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>78</td>
<td>79</td>
<td>77</td>
<td>74</td>
<td>-3</td>
</tr>
<tr>
<td>A. Solve Equations and Inequalities Algebraically and Graphically</td>
<td>80</td>
<td>80</td>
<td>76</td>
<td>72</td>
<td>-4</td>
</tr>
<tr>
<td>B. Evaluate and Interpret Function Values</td>
<td>80</td>
<td>81</td>
<td>80</td>
<td>75</td>
<td>-5</td>
</tr>
<tr>
<td>C. Graph Functions</td>
<td>81</td>
<td>80</td>
<td>77</td>
<td>75</td>
<td>-2</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>334</td>
<td>359</td>
<td>322</td>
<td>288</td>
<td></td>
</tr>
</tbody>
</table>
For MATH 1021, the results indicate that a 72% was achieved overall on the SLO questions embedded into the final exam for the 24 sections (see Table 5). Outcome A was at 69% while Outcome B was at 78% and Outcome C was at 74%. Students at the LSUE site face-to-face had some difficulty with Outcome A and C. An item analysis for LSUE students only revealed that:

- question 16 had a 41% chance of success on interval notation for Outcome C
- question 17 had a 47% chance of success on solving a rational equation for Outcome A
- question 18 had a 59% chance of success on solving an equation involving a radical for Outcome A
- question 24 had a 55% chance of success on finding the equations of asymptotes for Outcome C
- question 25 had a 55% chance of success on finding solving an inequality involving a cubic equation with a graph provided in interval notation for Outcome A.

This data will be shared with the math faculty in order to determine if students can be assisted with these problems in some manner. Note that a comprehensive final exam review is posted online for students to study from prior to actually taking the final (see the improvement plan).

<table>
<thead>
<tr>
<th>MATH 1021 SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
<th>Modular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>72</td>
<td>67</td>
<td>85</td>
<td>62</td>
<td>74</td>
<td>84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Solve Equations and Inequalities Algebraically and Graphically</td>
<td>69</td>
<td>63</td>
<td>81</td>
<td>56</td>
<td>none</td>
<td>75</td>
<td>91</td>
<td>none</td>
</tr>
<tr>
<td>B. Evaluate and Interpret Function Values</td>
<td>78</td>
<td>76</td>
<td>89</td>
<td>70</td>
<td>71</td>
<td>72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Graph Functions</td>
<td>74</td>
<td>67</td>
<td>91</td>
<td>63</td>
<td>72</td>
<td>84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of sections</td>
<td>24</td>
<td>12</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>419</td>
<td>211</td>
<td>106</td>
<td>46</td>
<td>48</td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In addition, LSUE students at the LSUA site did not do well on the outcomes at all (see Table 5). An item analysis for LSUA students only revealed that:

- question 11 had a 56% chance of success on evaluating composite functions for Outcome B
- question 15 had a 52% chance of success on finding the range of a quadratic in interval notation for Outcome C
- question 16 had a 31% chance of success on using interval notation for Outcome C
- question 17 had a 50% chance of success on solving a rational equation for Outcome A
- question 18 had a 52% chance of success on solving an equation involving a root for Outcome A
- question 19 had a 54% chance of success on solving an equation involving an absolute value for Outcome A
- question 24 had a 46% chance of success on finding the equations of asymptotes for Outcome C
- question 25 had a 42% chance of success on finding solving an inequality involving a cubic equation with a graph provided in interval notation for Outcome A.
This information will be passed on the instructor at the LSUA site to determine if anything can be done to help students improve. Note that LSUA students have access to the final exam review materials as well (see the improvement plan).

Regardless of the individual performance at specific sites, student learning since AY 13-14 has improved in the MATH 1021 course as evidenced by Table 6.

![Table 6. Longitudinal MATH 1021 SLO Results by AY as a Percent](image)

<table>
<thead>
<tr>
<th>Description</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>64</td>
<td>70</td>
<td>70</td>
<td>72</td>
<td>2</td>
</tr>
<tr>
<td>A. Solve Equations and Inequalities Algebraically and Graphically</td>
<td>66</td>
<td>70</td>
<td>73</td>
<td>69</td>
<td>-4</td>
</tr>
<tr>
<td>B. Evaluate and Interpret Function Values</td>
<td>60</td>
<td>83</td>
<td>76</td>
<td>78</td>
<td>2</td>
</tr>
<tr>
<td>C. Graph Functions</td>
<td>68</td>
<td>69</td>
<td>68</td>
<td>74</td>
<td>6</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>260</td>
<td>404</td>
<td>356</td>
<td>419</td>
<td>63</td>
</tr>
</tbody>
</table>

Given that the observed score of 73% > the benchmark of 70%, this portion of Objective 2.1 is met.

**External Direct Assessment**

ACT's CAAP Mathematics Assessment was given to students as they completed the semester for Fall 2016 and Spring 2017 at the LSUE and LSU A sites. The CAAP is a paper and pencil high security test which makes it difficult to give to dual credit students and online students. The results for the CAAP Linkage Report indicated that (see Table 1 from the CAAP Linkage Report on page 5 of the PDF):

- Nationally Normed: Mean = 57.4, s.d. = 3.6, n = 1106
- LSUE Results: Mean = 57.1, s.d. = 2.6, n = 213.

As the data indicates, LSUE students performed slightly below the nationally normed group's mean by 0.3.

Presenting the data from a longitudinal standpoint shows that both the national scores and LSUE scores have remained relatively consistent since AY 2010-2011.

![Table 7. Longitudinal CAAP Mathematics Linkage Results](image)

<table>
<thead>
<tr>
<th>Statistic</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>National mean</td>
<td>56.8</td>
<td>56.8</td>
<td>56.7</td>
<td>56.7</td>
<td>56.7</td>
<td>56.9</td>
<td>57.4</td>
<td>56.9</td>
</tr>
<tr>
<td>LSU Eunice's mean</td>
<td>57.3</td>
<td>57.2</td>
<td>57.1</td>
<td>56.9</td>
<td>57.1</td>
<td>57.2</td>
<td>57.1</td>
<td>57.1</td>
</tr>
<tr>
<td>n</td>
<td>425</td>
<td>455</td>
<td>462</td>
<td>316</td>
<td>332</td>
<td>207</td>
<td>213</td>
<td>344.3</td>
</tr>
</tbody>
</table>

Next, the CAAP Mathematics Content Report was obtained. This report breaks out the data by subject which allows University personnel to determine what areas may be causing students difficulty. According to the Report, there were scores from 422 students graduating in Fall 2016 or Spring 2017 (see Table 8). Positive
scores mean that LSUE students found the questions easier than the nationally normed group while questions with negative results indicate that LSUE students found the questions more difficult.

### Table 8. Mathematics Skills Comparison Highlights from Table M-1.

<table>
<thead>
<tr>
<th>Content Category</th>
<th>Bottom 25%</th>
<th>Middle 50%</th>
<th>Top 25%</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-algebra</td>
<td>15</td>
<td>9</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Elementary Algebra</td>
<td>34</td>
<td>18</td>
<td>2</td>
<td>18.0</td>
</tr>
<tr>
<td>Intermediate Algebra</td>
<td>12</td>
<td>1</td>
<td>-6</td>
<td>2.3</td>
</tr>
<tr>
<td>Coordinate Geometry</td>
<td>-3</td>
<td>-3</td>
<td>-9</td>
<td>-5.0</td>
</tr>
<tr>
<td>College Algebra</td>
<td>-1</td>
<td>-1</td>
<td>-8</td>
<td>-3.3</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1.7</td>
</tr>
</tbody>
</table>

As Table 8 indicates, students scored above the nationally normed group's mean of zero in Prealgebra and Elementary Algebra. An interesting trend then takes place with the top 25% of the test takers performing below developmental students for Intermediate Algebra, Coordinate Geometry, and College Algebra. Making sense of this trend is elusive given that students from developmental education courses should have lower scores than students in the top 25% of the class. In addition, according to ACT, scores less than 5 points from the national mean of zero can be interpreted as having a negligible difference from the mean. As Table 8 indicates, developmental students (and the middle 50% for that matter) had a difference that was negligible on Intermediate Algebra, Coordinate Geometry, and College Algebra while those in the top 25% had a moderate difference from the mean. This is counterintuitive to what typically happens. One possible explanation for it is that some of the "better" students "Christmas Treed" the answer sheet in order to leave class earlier. Another possible explanation is that the 0.3 difference is due to variability in the data. Yet another possibility is that the CAAP is typically given as a two-year student graduates. LSUE give it to the students at the end of the semester in which College Algebra is taken. For some students, this could be their first semester in college. This is a procedural issue at LSUE and will likely not be changed. Given that, one would expect LSUE students to score slightly below the mean.

Regardless, given that the observed scores on the
- student learning outcomes of 73% > the traditional benchmark of 70%.
- CAAP of 57.1 < nationally normed group of 57.4.

Objective 2.1 is tentatively met.

- AY 16-17 CAAP Math Longitudinal Data
- MATH 1021 AY 16-17 Item Analysis for F-F at LSUA
- MATH 1021 AY 16-17 Item Analysis for F-F at LSUE
- MATH 1021(Fa16)
- MATH1015 FE Fall 2016
- Mathematics CAAP ACT Linkage AY 16-17
- Mathematics CAAP Content Analysis AY 16-17

**Improvement Plan/ Changes Made**
The Modular Mathematics Coordinator examined the three problems from the modular final (questions 32, 33, and 34) and found that they were custom questions using the language of the face-to-face book. The three problems were replaced with problems from the modular test bank which had slightly different instructions.

The mathematics faculty believe that there is a gap between content material between the highest developmental mathematics class (MATH 0002) and College Algebra (MATH 1021) because it is more theoretical. This "gap" is causing difficulty for developmental education students and is being addressed by the math faculty. Meetings began on November 4, 2016 with another following on November 11, 2016. In March 2017, course profiles for updating the existing MATH 1021 and creating a new MATH 0021 specifically for developmental students enrolling in MATH 1021 were approved. An additional course, MATH 1020, a five credit hour version of MATH 1021, was also created that would cover some of the developmental topics that students often forget prior to beginning College Algebra (see the meeting minutes for November 18, 2016 meeting). LSUA instructors were included in the discussion for the new courses (see email exchange).

Comments from the instructor on the results of the SLOs for MATH 1021 at LSUA. Further information via email from the instructor at LSUA dealing specifically with spring 2017.

Monitor data and implement curriculum changes effective fall 2017.

- 10-2-17 email on MATH 1021 from Grace
- 11-18-16 email exchange about math meeting minutes
- 11-18-16 Math Meeting Minutes
- 12-22-16 Grace's Response for LSUA MATH 1021 SLOs
- 9-29-17 email on improvement in MATH 1021
- Course Profile for MATH 0021 fa 17
- Course Profile MATH 1021 Fa 17
- Math Meeting Minutes 11-11-16
- Math Meeting Minutes 11-4-16

### 2.2 Mathematics: Competency in Mathematics - Statistics (MATH 1425)

**Progress:** Completed  
**Provided By:** Science & Mathematics

#### Objective With Intended Outcomes

Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics.

#### Assessment/Evaluation/Measures/Strategies

The objective will be directly assessed from a standardized multiple choice assessment containing student learning outcomes for all students who take the MATH 1425 (Elementary Statistics) final exam at all sites and all delivery methods.

The 2016-2017 syllabus for MATH 1425 (revised at the beginning of 2016) contains the following student learning outcomes. The student, upon successful completion of this course will:

1. Organize and summarize data using descriptive techniques that are both mathematical and pictorial.
2. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters.
The faculty used the outcomes from textbook and their professional judgement in deciding SLOs and specific problems to be placed on the SLO assessment.

A benchmark of 70% was adopted in Fall 2013 since it is the lowest average grade that will transfer to other institutions of higher education.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective was met.

For AY 2016-2017, there were a total of 348 students registered in the 12 sections on the census day for the Fall 2016 and Spring 2017 semesters. A total of 288 (83%) of the 348 students took the final exam that contained the SLO assessment (see Table 1). Overall, the 288 students scored a 73% with Outcome A at 76% and Outcome B at 70%. However, as Table 1 indicates, both online and online accelerated failed to meet the 70% benchmark.

<table>
<thead>
<tr>
<th>MATH 1425 SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>73</td>
<td>76</td>
<td></td>
<td></td>
<td>65</td>
<td>59</td>
</tr>
<tr>
<td>1. Organize and summarize data using descriptive techniques that are both mathematical and pictorial</td>
<td>76</td>
<td>79</td>
<td>none</td>
<td>none</td>
<td>72</td>
<td>58</td>
</tr>
<tr>
<td>2. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters</td>
<td>70</td>
<td>73</td>
<td></td>
<td></td>
<td>57</td>
<td>57</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>288</td>
<td>232</td>
<td></td>
<td></td>
<td>19</td>
<td>37</td>
</tr>
<tr>
<td>Total number of sections for AY</td>
<td>12</td>
<td>8</td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 2 details the longitudinal data for the SLOs. Overall, students have remained relatively consistent in the low 70s with Outcome A being in the mid-70s.
Table 2. MATH 1425 Longitudinal SLO Results as a Percent

<table>
<thead>
<tr>
<th>MATH 1425 SLO Description</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>73</td>
<td>70</td>
<td>74</td>
<td>73</td>
<td>-1</td>
</tr>
<tr>
<td>1. Organize and summarize data using descriptive techniques that are both mathematical and pictorial</td>
<td>76</td>
<td>72</td>
<td>78</td>
<td>76</td>
<td>-2</td>
</tr>
<tr>
<td>2. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters</td>
<td>72</td>
<td>68</td>
<td>67</td>
<td>70</td>
<td>3</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>314</td>
<td>289</td>
<td>283</td>
<td>288</td>
<td></td>
</tr>
</tbody>
</table>

Due to the performance on the SLOs in the accelerated and online sections, an item analysis was constructed from the SLO table sent to the Division Head for the Fall 2016 section for the online section in Spring 2017 and the accelerated section from Fall 2016. It indicates that multiple questions had a low success rate as indicated by the blue arrows. Both indicate that a number of questions had a low probability of being answered correctly. This information will be sent to the instructor of the accelerated section and the mathematics coordinator.

Unfortunately, the instructor for the 16-week online section took a job at another institution so that data will be sent to the mathematics coordinator to determine if some of the questions need to be replaced.

Given the information above and the fact that the observed performance of 73% > the benchmark of 70%, Objective 2.2 is met.

Math_1425_C6_FA16_SOL SLO math1425-25SP17

Improvement Plan/ Changes Made
No changes planned for the face-to-face sections at the LSUE site. The data mentioned in the progress report will be sent to the one instructor and the coordinator for input.

It should be noted, however, that the instructors for both online and accelerated online noted last year that many online students do not complete the coursework in a timely fashion leading to low success rates. See the attached meeting minutes contained in improvement plan from AY 2015-2016. It seems that it would be impossible to increase success rates to help student improve who are not completing the coursework.

The online instructor noted that there may be a rounding issue whereby students are not rounding to the proper place. In addition, the instructors noted that they intend on constructing a final exam review for students. The faculty are also setting weekly due dates for material so students will finish material in a timely fashion.

Completed by Paul Fowler on 9/28/17 and sent to Liz Vidrine for her input.

10-2-17 email on MATH 1425
MATH 1425 email from Math Coordinator Meeting Minutes from 9-26-16
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 internal assessment of student learning will take place using standardized multiple choice assessment for all learning outcomes. All students who take the final exam in MATH 1022 (Plane Trigonometry), regardless of mode of delivery, will be assessed (i.e. no sampling). The 2016-2017 syllabus for MATH 1022 contains the following student learning outcomes. The student, upon successful completion of this course will:

3. Evaluate trigonometric functions and manipulate their graphs.
4. Solve trigonometric equations and applications.

The faculty used the outcomes from textbook and their professional judgement in deciding SLOs and specific problems to be placed on the assessment. The benchmark was established at 70% which is the lowest average grade that transfers to other institutions.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective 2.3 was met.

For AY 2016-2017, there were a total of 153 students enrolled in Plane Trigonometry (MATH 1022) on the census day for fall 2016 and spring 2017. A total of 144 (94%) out of the 153 students took the final exam containing the SLO assessment. This included a total of seven sections with three being at LSUE face-to-face and four being dual enrollment at various high schools (see Table 1).

<table>
<thead>
<tr>
<th>Table 1. MATH 1022 SLO Results AY 2016-2017 by Site as a Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1022 SLO Description</td>
</tr>
<tr>
<td>----------------------------</td>
</tr>
<tr>
<td>Overall</td>
</tr>
<tr>
<td>1. Evaluate trig functions and manipulate their graphs</td>
</tr>
<tr>
<td>2. Solve trig equations and applications</td>
</tr>
<tr>
<td>Total number of students tested</td>
</tr>
<tr>
<td>Total number of sections for AY</td>
</tr>
</tbody>
</table>
As demonstrated in Table 1, the students scored a 76% overall and scoring a 76% on each of the Outcomes. Table 2 presents the longitudinal results since MATH 1022 SLO results were first tracked. Overall, there has been some fluctuations in the results since spring 2014; however, the results have largely remained unchanged.

<table>
<thead>
<tr>
<th>Table 2. MATH 1022 SLO Longitudinal Results as a Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1022 SLO Description</td>
</tr>
<tr>
<td>Overall</td>
</tr>
<tr>
<td>1. Evaluate trig functions and manipulate their graphs</td>
</tr>
<tr>
<td>2. Solve trig equations and applications</td>
</tr>
<tr>
<td>Total number of students tested</td>
</tr>
</tbody>
</table>

Even though the SLOs were met at each site, an item analysis was conducted on the face-to-face results from LSUE and two sections from dual credit merely to determine if any particular SLO problems were causing students issues. The results indicate that faculty may wish to look at the following:

- question 15 in Outcome A with a 36% chance of success,
- question 17 in Outcome A with a 41% chance of success, and
- question 21 in Outcome B with a 47% chance of success.

Given that the observed results of 75% > the benchmark of 70%, Outcome 2.3 is met.

**Improvement Plan/ Changes Made**
No changes planned.

Completed by Paul Fowler on 9/27/17.

**2.3 a Mathematics: Competency in Mathematics - Pre-calculus (MATH 1023)**

**Progress:** Completed

**Provided By:** Science & Mathematics

**Objective With Intended Outcomes**
Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics.

**Assessment/Evaluation/Measures/Strategies**
The objective will be directly assessed from a standardized multiple choice assessment containing student learning outcomes for all students who take the MATH 1023 (Pre-Calculus) final exam at all sites and all delivery methods. The Fall 2016 syllabus for MATH 1023 contains the following student learning outcomes. The student, upon successful completion of this course will:

1. Solve equations and inequalities algebraically and graphically.
2. Evaluate and interpret function values.
3. Graph algebraic functions.
4. Evaluate trigonometric functions and manipulate their graphs.
5. Solve trigonometric equations and applications.

The faculty used the outcomes from textbook and their professional judgement in deciding SLOs and specific problems to be placed on the SLO assessment. The benchmark of 70% is the lowest average grade that will transfer to other institutions.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, MATH 1023 was not offered.

For AY 2016-2017, a total of 16 students were registered in the Fall 2016 semester at the LSUE site with none in the Spring 2017 semester. A total of 15 (94%) out of the 16 registered in the census day took the final exam containing the SLO questions. As Table 1 depicts, students met the overall objective benchmark by achieving a 75%.

<table>
<thead>
<tr>
<th>MATH 1023 SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>75</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Solve equations and inequalities both algebraically and graphically</td>
<td>74</td>
<td>74</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Evaluate and Interpret Function Values</td>
<td>70</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Graph functions</td>
<td>96</td>
<td>96</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>4. Evaluate trig functions and manipulate their graphs</td>
<td>67</td>
<td>67</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>5. Solve trig equations and applications</td>
<td>60</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>15</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of sections for AY</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students appear to have had some difficulty with Outcomes D and E as noted by the 67% and 60% respectively. For Outcome D, only 33% of the students answering problem 37 correctly identifying an equivalent trigonometric identify (see the Item Analysis and copy of the Final Exam). For Outcome E only 13%
answered question 32 correctly calculating the angular velocity of point on a wheel when a bicycle had a linear velocity of 34 mph. Removing these two questions given that either the material was not taught or the questions were ambiguous increases Outcome D to 70% and Outcome E to 72%.

Given that the observed value of the student learning outcomes of 75% > the benchmark of 70%, Objective 2.3a is met.

Item Analysis MATH 1023 Fa 16 MATH 1023FE(Fa16)

Improvement Plan/ Changes Made
The improvement plan is to monitor the data given the low n and the data on Outcome D and Outcome E. Unfortunately, the instructor cannot be asked what the issue was with questions 32 and 37 because she left LSUE to take a job at another institution. This information will be passed on to the math coordinator and the faculty member teaching the MATH 1023 course for their information.

The math coordinator suggested inserting the two questions (both related to trigonometry) on the MATH 1022 (trigonometry) final in order to help students remember the formulas. Both are formula driven and students are forgetting the formulas. See 9-28-17 email.

The final exam is being completely updated for AY 2017-2018.

Completed by Paul Fowler on 9/15/17.

Email on MATH 1023

2.3 b Mathematics: Competency in Mathematics - Calculus with Business and Economic Applications (MATH 1431)
Progress: Completed
Provided By: Science & Mathematics

Objective With Intended Outcomes
Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics.

Assessment/Evaluation/Measures/Strategies
The objectives will be directly assessed from a standardized multiple choice assessment containing student learning outcomes for all students who take the MATH 1431 (Calculus with Business and Economic Applications) final exam at all sites and all delivery methods. The 2016-2017 syllabus for MATH 1431 contains the following student learning outcomes.

The student, upon successful completion of this course will:
1. Evaluate and simplify elementary limits and apply the intuitive concept of continuity.
2. Apply various techniques of differentiation and integration on elementary exponential, logarithmic and rational functions.

The faculty used the outcomes from textbook and their professional judgement in deciding SLOs and specific problems to be placed on the SLO assessment. The benchmark of 70%, which is the lowest average grade that will transfer to other institution, was used.

MATH 1431 SYLLABUS Fall 2016
Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, Objective 2.3b was met.

For AY 2016-2017, there were a total of 46 students registered in Calculus with Applications in two sections (one Fall 2016 and one Spring 2017) at the LSUE site. A total of 40 (90%) of the 46 students took the final exam containing the SLO assessment. Overall, students scored a 73% with Outcome A at 84%, Outcome B at 84%, and Outcome C at 55% (see Table 1).

<table>
<thead>
<tr>
<th>MATH 1431 SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>73</td>
<td>73</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Evaluate and simplify limits and apply the intuitive concept of continuity.</td>
<td>84</td>
<td>84</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>2. Apply various techniques of differentiation and integration on elementary, exponential, logarithmic and rational functions.</td>
<td>84</td>
<td>84</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>3. Solve applied business optimization problems.</td>
<td>55</td>
<td>55</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Total number of sections</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>40</td>
<td>40</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The longitudinal data in Table 2 indicates students seem to performing better in Outcomes A and B, but having difficulty with Outcome C. No doubt given that applications can be difficult for many students.

<table>
<thead>
<tr>
<th>MATH 1431 SLO Description</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>73</td>
<td>78</td>
<td>73</td>
<td>-5</td>
</tr>
<tr>
<td>1. Evaluate and simplify limits and apply the intuitive concept of continuity.</td>
<td>77</td>
<td>77</td>
<td>84</td>
<td>7</td>
</tr>
<tr>
<td>2. Apply various techniques of differentiation and integration on elementary, exponential, logarithmic and rational functions.</td>
<td>71</td>
<td>81</td>
<td>84</td>
<td>3</td>
</tr>
<tr>
<td>3. Solve applied business optimization problems.</td>
<td>74</td>
<td>65</td>
<td>55</td>
<td>-10</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>36</td>
<td>30</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>
As a result of the issues with Outcome C, an Item Analysis was run on the data from the two face-to-face sections. It indicated the following:

- question 7 in Outcome C had a 13% chance of being answered correctly,
- question 20 in Outcome C had a 53% chance of being answered correctly,
- question 21 in Outcome C had a 55% chance of being answered correctly,
- question 22 in Outcome C had a 45% chance of being answered correctly,
- question 26 in Outcome B had a 58% chance of being answered correctly, and
- question 27 in Outcome C had a 38% chance of being answered correctly.

The item analysis suggests that the most difficult questions for students were from outcome C.

Nevertheless, the observed score of 73% overall > the benchmark of 70%. As a result, Objective 2.3b is met.

Improvement Plan/ Changes Made
While Objective 2.3b was met, improvement on Outcome C should be discussed. Unfortunately, the faculty member that taught both sections left LSUE in Summer 2017 and is not available for a discussion.

This outcome will be forwarded to the new math coordinator for her input.

Completed by Paul Fowler on 9/27/17.

2.4 Biological Science 16-17 Competency in Biology I
Progress: Completed
Provided By: Science & Mathematics

Objective With Intended Outcomes
Students will successfully complete their general education coursework developing competencies in natural sciences as required by their curriculum. This objective will be measured by the student learning outcomes in BIOL 1001: General Biology.

Assessment/Evaluation/Measures/Strategies

Direct Assessment:
The outcomes will be directly assessed and analyzed from multiple choice questions designed by the biology faculty. All sections taught by permanent LSUE faculty will be analyzed. Student Learning Outcome (SLO) data will be collected on the multiple choice final exam.

According to the BIOL 1001 syllabus (2015 syllabus was used for this year, as well), the student learning outcomes are: The student will:

A. Understand terms in the context of a scientific statement.
B. Critically evaluate biological concepts.
C. Integrate biological knowledge with other aspects of common knowledge.

The benchmark established for student competency is 70% which is the lowest C for transfer purposes.

Assessment/Evaluation Results (Progress Report)

For AY 2015-2016, this objective was met

All sections at LSUE taught by permanent faculty were directly assessed by using multiple choice questions for BIOL 1001 during the 2016-2017 academic year. Total n = 424 over 9 sections for both fall 2016 and spring 2017. The 9 sections represent 52.3% of the 17 sections offered. However, the 424 students represent 71.9% of the 590 students enrolled on the last day of classes. The intention was to assess all classes in AY 2016-2017, however circumstances with coordinating with adjuncts (including LSUA) made this too difficult again this year. There were eight face-to-face and one online class assessed.

For online, students scored the following: Mean = 49.2%
- SLO 1 = 40.0%
- SLO 2 = 58.1%
- SLO 3 = 49.5%
- n = 21

Face-to-face students scored the following: Mean = 77.1%
- SLO 1 = 78.40%
- SLO 2 = 77.6%
- SLO 3 = 77.8%
- n = 403

Overall, students scored: Mean = 76.5%
- SLO 1 = 76.5%
- SLO 2 = 76.6%
- SLO 3 = 76.4%
- n = 424

For each of the SLO the average scores of students were calculated. For SLO 1 the average was 76.5% (AY 15-16 = 77.6%) of questions were answered correctly. For SLO 2 the average was 76.6% (AY 15-16 = 73.1%). And the average for SLO 3 was 76.4% (AY 15-16 = 74.2%).

Overall, students scored an average of 76.5% for the 424 students. Given that the observed score of 75.2% > the benchmark of 70%, the objective was met.

Improvement Plan/ Changes Made

The results include all LSUE students that took classes with permanent faculty. All SLO benchmarks were maintained at 70% for AY 2016-2017. This was the first year that data from online sections was included (section 25). As a result, it is felt that additional data is needed before a determination can be made on a possible course of action for online students. No changes are planned at this time.
Objective With Intended Outcomes
Students will successfully complete their general education coursework developing competencies in natural sciences as required by their curriculum.

This objective will be measured by the student learning outcomes in BIOL 1002: General Biology II.

Assessment/Evaluation/Measures/Strategies
The outcomes will be directly assessed and analyzed from multiple choice questions designed by the biology faculty on the final exam. Face to face sections taught by permanent LSUE faculty will be analyzed from Spring 2017 as a pilot.

According to the BIOL 1002 syllabus, the student learning outcomes are:
(SLO D and E were not assessed, and probably should be removed from the syllabus biology faculty will address this).

The student will:
A. Arrange, breakdown, illustrate and outline the order of classification of living organisms.
B. Compare and contrast the life history and life cycle of diverse groups of microorganisms, fungi, plants and animals.
C. Differentiate the characteristics of the major taxa of organisms: archaea, eubacteria, protists, fungi, plants and animals.

The benchmark established for student competency is 70% which is the lowest C for transfer purposes.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective did not exist.

For Spring 2017, one section with 18 face-to-face students out of eight sections with 183 were directly assessed by using multiple choice final exam questions for BIOL 1002 during semester for the pilot assessment. For each of the SLO the average scores of students were calculated for the 18 students. For SLO 1 the average was 80.00% of questions were answered correctly. For SLO 2 the average was 67.78%. And the average for SLO 3 was 64.21% with an overall average of 71% for the assessment.

Given that the observed score of 71% > the benchmark of 70%, the objective was tentatively met.

Improvement Plan/ Changes Made
The results, even with an extremely low n of 18, indicate that the benchmarks are reasonable for this assessment. By identifying areas that need better preparation and including all section for AY 2017- 2018, there will be a clearer understanding of how well students are doing as they complete their biological sequence of general education course work.
For AY 2017-2018 the analysis will try to capture SLO data from all sections of BIOL 1002, including part-time and early start (dual enrollment) faculty, as well as all online sections.

2.6 Physical Science 16-17 Competency in Physical Science

Progress: Completed
Provided By: Science & Mathematics

Objective With Intended Outcomes
Students will successfully complete their general education coursework developing competencies in natural sciences as required by their curriculum. This objective will be measured by the student learning outcomes in PHSC 1001 (Physical Science).

Assessment/Evaluation/Measures/Strategies

Direct Assessment:
The outcomes will be directly assessed and analyzed from multiple choice questions designed by the physical science faculty. All courses at LSUE taught by LSUE permanent faculty will be analyzed.

According to the syllabus, (note that the syllabus for 2014 is the current updated syllabus) the student, upon successful completion of this course, will be able to:

1. Classify stellar evolutionary stages.
2. Identify Newton’s 3 laws of motion.
3. Distinguish between solar system body classifications.

The benchmark established for student competency is 70% which is the lowest C for transfer purposes.

SYLLABUS PHSC 1001

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016 the objective was met.

All sections at LSUE taught by permanent faculty were directly assessed by using multiple choice questions for PHSC 1001 during the 2016-2017 academic year. Total n=53 over 3 sections for both fall 2016 and spring 2017. There were two online and two face-to-face sections. One face-to-face section involving 21 students was not assessed as the faculty member is no longer employed at LSUE. For online, students scored the following:

- Mean = 66.9%
- SLO 1 = 58.5%
- SLO 2 = 67.7%
- SLO 3 = 74.6%
- n = 26

Face-to-face students scored the following: Mean = 83.2%

- SLO 1 = 77.0%
- SLO 2 = 85.9%
- SLO 3 = 86.7%
- n = 27
**Overall, students scored:** Mean = 75.2%
- SLO 1 = 67.9%
- SLO 2 = 77.0%
- SLO 3 = 80.8%
- n = 53

For each of the SLO the average scores of students were calculated. For SLO 1 the average was 67.9% (AY 15-16 = 73.9%) of questions were answered correctly. For SLO 2 the average was 77% (AY 15-16 = 78.8%). And the average for SLO 3 was 80.7% (AY 15-16 = 83.5%).

SLO 1 did not average 70% or higher, but SLO 2 and SLO 3 did meet the targeted benchmark. Overall, students scored an average of 75.2% for the 53 students. Given that the observed scored of 75.2% > the benchmark of 70%, the objective was met.

**16-17 PHSC1001 Analysis-F2F**
**16-17 PHSC1001 Analysis Online**
**16-17 PHSC1001 Analysis-Overall**

**Improvement Plan/ Changes Made**
Although there were issues online, the overall average of 75.2% for all SLOs is encouraging. No changes are planned at this time. Data will be monitored for another year.
GE 4. Humanities
5.2: 16-17 GE-History
Progress: Completed
Provided By: Liberal Arts

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

This objective will be directly assessed by the student learning outcomes in HIST 1001, HIST 1003, HIST 2055, 2071 and HIST 2057. (Note: The History faculty use the same SLOs for each course. As a result, SLO data is aggregated across all course taught in an academic year, but broken out by site in the IE reports.)

Students will
1. recognize major events, theories, and issues.
2. recognize major figures and specific movements.
3. demonstrate their understanding of cultural precedents and grasp of relationship to current issues, as well as an ability to analyze historical meaning in a proper manner.

Syllabi for each course listed above from each site where applicable:
Fall 2016 LSUA Syllabus Spring 2017 LSUA Syllabus
Spring 2017 Syllabus from an online accelerated Fall 2016 Dual Credit Syllabus

Assessment/Evaluation/Measures/Strategies
The population of students remaining in each of the courses (i.e. no sampling) above at the end of the course will be assessed using the following:

Outcome
1. Ten questions on unit or final exam addressed major historical events, theories, and issues.
2. Ten questions on unit or final exam addressed identification of major figures and movements in history.
3. A written book review will demonstrate student understanding of the past to the present as well as an ability to analyze historical material in a proper manner.

Success is defined as students achieving a score of 70% or better. The benchmark of 70% is the traditional lowest C so that courses may transfer elsewhere in the higher education system.
Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective was met.

For AY 2016-2017, there were a total of 969 students enrolled in General Education (GE) History courses across all sites (see Table 1). Subtracting students from the LSU Lab School for which no data was reported, leaves a total of 909 students. There were a total of 838 (92%) of the 909 students assessed in the 28 sections (subtracting the two from the LSU Lab School) from all sites and all methodologies.

Each instructor had the freedom to assess the first two outcomes either on a unit test or on the final exam. The third outcome was assessed on the book report. Overall, students achieved an 86% with an 83% on Outcome 1, 87% on Outcome 2, and 87% on Outcome 3 (see Table 1). Online and Accelerated sections performed similarly followed by dual credit students, then by LSUA and LSUE students with each sub-population scoring above the 70% benchmark (see Table 1).

<table>
<thead>
<tr>
<th>History SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>86</td>
<td>81</td>
<td>91</td>
<td>83</td>
<td>91</td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>1. Recognize major events, theories, and issues</td>
<td>83</td>
<td>81</td>
<td>92</td>
<td>79</td>
<td>86</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>2. Recognize major figures and movements</td>
<td>87</td>
<td>83</td>
<td>94</td>
<td>79</td>
<td>90</td>
<td>98</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>87</td>
<td>79</td>
<td>80</td>
<td>87</td>
<td>no data reported</td>
<td>96</td>
<td>98</td>
</tr>
<tr>
<td>Total Number of Students:</td>
<td>838</td>
<td>412</td>
<td>108</td>
<td>21</td>
<td>243</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>Total Number of Sections:</td>
<td>30</td>
<td>10</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>9</td>
<td>2</td>
</tr>
</tbody>
</table>

Longitudinally, data shows that students during AY 2016-2017 scored at or above the mean since data was originally kept in AY 2012-2013 (see Table 2). Given that, the data for AY 2016-2017 contained the largest number of students (n = 838) since data was kept. The faculty are commended for their good work with students at all sites.
<table>
<thead>
<tr>
<th>History SLO Description</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>80</td>
<td>82</td>
<td>85</td>
<td>83</td>
<td>86</td>
<td>83.2</td>
</tr>
<tr>
<td>1. Recognize major events, theories, and issues</td>
<td>81</td>
<td>83</td>
<td>84</td>
<td>85</td>
<td>83</td>
<td>83.2</td>
</tr>
<tr>
<td>2. Recognize major figures and movements</td>
<td>79</td>
<td>83</td>
<td>85</td>
<td>83</td>
<td>87</td>
<td>83.4</td>
</tr>
<tr>
<td>3. Demonstrate their understanding of cultural precedents and grasp of relationship to</td>
<td>80</td>
<td>79</td>
<td>86</td>
<td>80</td>
<td>87</td>
<td>82.4</td>
</tr>
<tr>
<td>current issues, as well as an ability to analyze historical meaning in a proper manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number of Students:</td>
<td>195</td>
<td>421</td>
<td>498</td>
<td>628</td>
<td>838</td>
<td>516.0</td>
</tr>
</tbody>
</table>

Examples of the reports from faculty are as follows: LSUA face-to-face from HIST 2055 fall 2016, LSUE face-to-face from HIST 2055 fall 2016, Dual credit online from HIST 1003 spring 2017, Online from HIST 2071 spring 2017.

Since the observed score of 80% (and all subparts) on the directly assessed SLOs > the benchmark of 70%, objective 5.2 is met.

**Improvement Plan/ Changes Made**

No methodological changes; however, the Director of IE will ask the Dean of Liberal Arts to further pursue the faculty at the LSU Lab School site to turn in their student learning outcome data if courses continue to offered at that site.

Completed by Paul Fowler on October 29, 2017 and sent to faculty for their input.
Objective With Intended Outcomes
Objective: Students will successfully complete their general education coursework developing competencies in a foreign language (French) as required by their curriculum. This objective will be directly assessed by the student learning outcomes (SLOs) in FREN 1001. Upon the conclusion of the course, the student will:
1. Demonstrate a basic understanding of written French.
2. Demonstrate a basic understanding of conversational French.
3. Apply the knowledge of the vocabulary and grammar learned in a sustained manner both in a written and oral format.

(updated FREN 1001 syllabus for fall 2016)

This objective will also be assessed by the SLOs in FREN 2101. Upon the conclusion of this course, the student will:
1. Demonstrate an intermediate understanding of written French.
2. Demonstrate an intermediate understanding of conversational French.
3. Apply the knowledge of the vocabulary and grammar learned in a sustained manner both in a written and oral format.

(updated FREN 2101 syllabus for fall 2016)

Assessment/Evaluation/Measures/Strategies
Outcomes from FREN 1001 will be assessed using the following:
1. written quizzes
2. oral presentation
3. presentation

Outcomes from FREN 2101 will be assessed using the following:
1. Written quizzes and assignments
2. Oral presentations and panel discussions
3. Written projects and oral presentations focused on the vocabulary and grammar associated with the theme of the lesson.

All students will be assessed at all sites (i.e. no sampling). The assessment will take place during the course on individual assignments for the section at the LSU Lab School. As this is the first assessment, the preliminary benchmark for each outcome is 70%. This is a historic metric and the lowest C for transfer purposes.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective did not exist.

For fall 2016 at the LSU Lab School, there were 7 student enrolled in the FREN 1001 course on the census day. All 7 were assessed through two written quizzes for Outcome 1 and one verbal assessment for Outcome 2. Outcome 3 was not assessed. (note that one face-to-face section had 25 students in it at the LSUE site in fall 2016. This section will be assessed upon the conclusion of AY 2016-2017).

Overall, LSU Lab School students did quite on the outcomes assessed in FREN 1001 scoring an 87% overall. They scored 90% on the written outcome averaged over two assignments (with a mean of 95% on the first and a mean of 84% on the second - see raw data). Students also did quite well on outcome 2 on the one oral assignment. The third outcome was not assessed because it is repetitive.

<table>
<thead>
<tr>
<th>FREN 100 SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>LSU Lab</th>
<th>Dual Credit</th>
<th>Online</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>87</td>
<td>--</td>
<td>87</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate a basic understanding of written French</td>
<td>90</td>
<td>1</td>
<td>none</td>
<td>90</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>2. Demonstrate a basic understanding of conversational French.</td>
<td>83</td>
<td>--</td>
<td>83</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Apply the knowledge of the vocabulary and grammar learned in a sustained manner both in a written and oral format.</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of sections in AY</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
1. Assessment will take place at end of AY 2016-2017.
2. Instructor did not assess outcome 3. The instructor mentioned that this was a combination of Outcomes 1 and 2 and; therefore, will probably be deleted for AY 2017-2018. Discussions with take place with on campus faculty and the Division Head of Liberal Arts.

Next, the SLO data for FREN 2101 was analyzed for all of the 14 students enrolled in the class on the 14th day (see raw data). Outcome 1 was assessed by five different quizzes while Outcome 2 was assessed by one oral interaction. The data indicates that the students did well for both written and conversational French (see Table 2). As a result, students scored a 90% overall.
Table 2. FREN 2101 SLO Results by Site AY Fall 2016 in Percentages

<table>
<thead>
<tr>
<th>FREN 210 SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Dual Credit</th>
<th>Online</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>90</td>
<td>--</td>
<td>no</td>
<td>90</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>1. Demonstrate an intermediate understanding of written French</td>
<td>95</td>
<td>--1</td>
<td>sections</td>
<td>95 sections</td>
<td>sections</td>
<td>sections</td>
<td></td>
</tr>
<tr>
<td>2. Demonstrate an intermediate understanding of conversational French</td>
<td>80</td>
<td>--</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Apply the knowledge of the vocabulary and grammar learned in a sustained manner both in a written and oral format</td>
<td>--</td>
<td>--</td>
<td>--2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of sections in AY</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
1. Assessment will take place at end of AY 2016-2017.
2. Instructor did not assess outcome 3. The instructor mentioned that this was a combination of Outcomes 1 and 2 and; therefore, will probably be deleted for AY 2017-2018. Discussions with take place with on campus faculty and the Division Head of Liberal Arts.

For fall 2016, one section of FREN 1001 (Elementary French) and one section of FREN 1002 (Elementary French) were taught at the LSUE site with a total of 28 students enrolled. No syllabi or data was presented for inclusion in this report.

For Spring 2017, there were four sections of general education French offered. Two at the LSU Lab School with 18 students and two at LSUE, both taught face-to-face with 33 students. No syllabi or data was presented for inclusion in this report.

For Fall 2017 at LSU Lab School, since the observed score of 87% for FREN 1001 > the preliminary benchmark of 70% and since the observed score of 90% for FREN 2101 > the preliminary benchmark for 70%, Objective 5.11 is met.

Data French 1001 -- Fall 2016 Semester
Data French 2101 -- Fall 2016 Semester

Improvement Plan/ Changes Made
Given that the fact that students do quite well in the course is attributable to the students themselves and the faculty and staff at the LSU Lab School. The Director of Institutional Effectiveness requested the additional information on why the third outcome was not assessed. The faculty member at the LSU Lab School noted that outcome three in both courses is basically a duplicate of outcomes one and two. Outcome three will likely be dropped for fall 2017. Faculty teaching the course at all sites will need to enter into a discussion on this.

Note that there are no French courses being taught at the LSU Lab School for fall 2017. It is unclear whether any will be taught in spring 2018. Completed by Paul Fowler on October 30, 2017 and sent to the LSUE for faculty input.
Objective With Intended Outcomes
Students will successfully complete their general education coursework developing competencies in a foreign language (Spanish) as required by their curriculum.

Students will be assessed through the use of student learning outcomes (SLOs) in SPAN 1101 and SPAN 1102, both Elementary Spanish.

According to the [SPAN 1101 syllabus from fall 2016](#) and [SPAN 1102 syllabus from spring 2017](#), the SLOs are: Upon the conclusion of the course, the student will:

1. Demonstrate an understanding of written Spanish
2. Demonstrate an intermediate understanding of conversational Spanish.
3. Apply the knowledge of the vocabulary and grammar learned in a sustained manner both in a written and oral format.

Assessment/Evaluation/Measures/Strategies
Outcomes will be assessed using the following:

For SPAN 1101
- SLO 1: quizzes, tests, papers
- SLO 2: oral assessments with teacher and students
- SLO 3: quizzes, tests, papers, oral assessments

For SPAN 2101
- SLO 1: teacher observation in class and outside of class
- SLO 2: Verbal conversations (oral assessments) with teachers and students
- SLO 3: quizzes, tests, papers
- SLO 4: quizzes, tests, papers

All students will be assessed (i.e. no sampling). The assessment will take place during the course on individual assignments for the face-to-face sections at the LSU Lab School. As this is the first assessment, the preliminary benchmark for each outcome is 70%. This is a historic metric and the lowest C for transfer purposes.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this outcome did not exist.

For AY 2016-2017, all 33 students enrolled in SPAN 1101 at the LSU Lab School were assessed. Students did quite well at the LSU Lab School site scoring a 99% overall with each of the individual SLOs scoring at almost 100% (see Table 1). As Table 1 indicates, SPAN 1101 was not offered at any other LSUE site.
Table 1. SPAN 1101 SLO Results by Site AY Fall 2016 in Percentages

<table>
<thead>
<tr>
<th>SPAN 1101 SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate an understanding of written Spanish</td>
<td>98</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>98</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>2. Demonstrate an intermediate understanding of conversational Spanish</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Apply the knowledge of the vocabulary and grammar learned in a sustained manner both in a written and oral format</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of sections in AY</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Next, ten students took SPAN 1102 at the LSU Lab School site in Spring 2017. The results indicate that students' overall score on the various targeted quizzes and tests was a 95% (see Table 2).

Table 2. SPAN 1102 SLO Results by Site AY Spring 2017 in Percentages

<table>
<thead>
<tr>
<th>SPAN 1101 SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>95</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate an understanding of written Spanish</td>
<td>92</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>92</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>2. Demonstrate an intermediate understanding of conversational Spanish</td>
<td>98</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Apply the knowledge of the vocabulary and grammar learned in a sustained manner both in a written and oral format</td>
<td>94</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of sections in AY</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Since the observed score in SPAN 1101 was 99% > the preliminary benchmark of 70% and since the observed score in SPAN 1102 was 95% > the preliminary benchmark of 70%, Objective 5.12 is met.
Improvement Plan/ Changes Made
No changes planned. Continue to collect data.

Completed by Paul Fowler on 10/4/17. There are no courses in Fall 2017 at the LSU Lab Schools so this report could not be sent to the instructor.
Objective With Intended Outcomes

Students will successfully complete their general education coursework developing competencies in cultural understanding through the use of psychology.

This objective will be assessed using the student learning outcomes (SLOs) from Introduction to Psychology (PSYC 2000), Developmental Psychology of the Life Span (PSYC 2070), and/or Educational Psychology (PSYC 2060).

The SLOs for Introduction to Psychology PSYC 2000 are: Upon the conclusion of this course, students will demonstrate knowledge of
1. major theoretical perspectives in psychology
2. major fields of study in psychology
3. the major goals of the study of psychology

The SLOs for Educational Psychology PSYC 2060 are: Upon the conclusion of this course, students will demonstrate knowledge of
1. Major theoretical perspectives in educational psychology
2. How various psychological factors impact the educational process
3. Critical concepts in educational psychology

The SLOs for Developmental Psychology of the Life Span PSYC 2070 are: Upon the conclusion of this course, students will demonstrate knowledge of
1. major theoretical perspective in developmental psychology
2. critical concepts in developmental psychology
3. the relative contributions of heredity and environment to critical phenomena in developmental psychology

The fall 2016 syllabus for PSYC 2000 at LSUA is also provided.

Gen Ed Syllabus from PSYC2000 fa16
Gen Ed Syllabus from PSYC2060 fa16
Gen Ed Syllabus from PSYC2070 fa16
LSUA PSYC 2000 Syllabus Fall 2016

Assessment/Evaluation/Measures/Strategies

The PSYC 2000 (Introduction to Psychology), PSYC 2060 (Educational Psychology), and PSYC 2070 (Developmental Psychology of the Life Span) were selected as the primary assessment tools since the vast majority of the Psychology courses offered in AY 2016-2017 were PSYC 2000, PSYC 2060 or PSYC 2060.

Students will be directly assessed through internally developed SLO questions embedded throughout specific topic exams based on the objectives of the course developed by the faculty members. Note that some faculty members use paper and pencil exams while the others use electronic exams that randomly
generate the SLO questions allowing students two attempts at the assessment. The intent is to assess all students enrolled in each of the three courses at the time they are given the assessment (i.e. no sampling).

The established benchmark is 70% which is the lowest acceptable grade to transfer the course(s) to a four-year institution.

**Assessment/Evaluation Results (Progress Report)**

For AY 2015-2016, this objective was met.

For AY 2016-2017, there were a total of 386 students enrolled in the PSYC 2000 course on the 14th day for both fall 2016 and spring 2017. The results indicated that 239 (62%) students were assessed achieving an 87% overall with Outcome 1 at 87%, Outcome 2 at 90%, and Outcome 3 at 80% (see Table 1). As indicated in Table 1, students scored rather well at all sites with the lowest score of 76% being on Outcome 3 at LSUE. Faculty had the freedom to embed the SLO questions on specific tests or embed them on the final exam. No data was received for the spring 2017 sections 1 or 3 at the LSUE site.

<table>
<thead>
<tr>
<th>PSYC 2070 SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>87</td>
<td>86</td>
<td>94</td>
<td>94</td>
<td>94</td>
<td></td>
<td>87</td>
</tr>
<tr>
<td>1. major theoretical perspective in developmental psychology</td>
<td>87</td>
<td>87</td>
<td>none</td>
<td>90</td>
<td>none</td>
<td>none</td>
<td>88</td>
</tr>
<tr>
<td>2. critical concepts in developmental psychology</td>
<td>90</td>
<td>90</td>
<td>97</td>
<td></td>
<td></td>
<td></td>
<td>87</td>
</tr>
<tr>
<td>3. the relative contributions of heredity and environment to</td>
<td>80</td>
<td>76</td>
<td>94</td>
<td></td>
<td></td>
<td></td>
<td>84</td>
</tr>
<tr>
<td>critical phenomena in developmental psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>239</td>
<td>152</td>
<td>16</td>
<td>71</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of sections</td>
<td>10</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Four out of six LSUE sections had data. Two sections had data that was not useable involving 75 students.

Given that the overall observed score of 87% > the benchmark of 70%, this section of Objective 5.6 is met.

Next, PSYC 2060 had 72 students enrolled in two face-to-face sections at LSUE for AY 2016-2017. As Table 2 indicates, 60 (83%) of the 72 students were assessed in much the same method as PSYC 2000. The results indicated that students scored quite well with 89% overall and an 86% on Outcome 1, an 85% on Outcome 2, and a 96% on Outcome 3.
### Table 2. PSYC 2060 SLO Results by Site AY 2016-2017 in Percentages.

<table>
<thead>
<tr>
<th>PSYC 2060 SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>89</td>
<td>89</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Major theoretical perspectives in educational psychology</td>
<td>86</td>
<td>86</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>2. Knowledge of various psychological factors affecting the educational process</td>
<td>85</td>
<td>85</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Critical concepts in educational psychology</td>
<td>96</td>
<td>96</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>60</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of sections</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Given that the observed score of 89% > the benchmark of 70%, this part of Objective 5.6 is met.

Finally, 192 of the students in PSYC 2070 were also directly assessed. This represents 38% of the 512 registered for the course over AY 2016-2017. The available data suggests that students did rather well at all sites scoring a 91% overall with a 93% on Outcome 1, 95% on Outcome 2, and 86% on Outcome 3. All sites performed in a similar fashion as indicated by Table 3. The low n being assessed is due to the fact that one instructor teaching sections 1 and 2 at the LSUE site in fall 2016 submitted unusable data assessing outcomes for 180 students that had nothing to do with PSYC 2070. A second instructor teaching section 3 LSUE and section 25 online simply did not turn in data for the outcomes in spring 2017.

### Table 3. PSYC 2070 SLO Results by Site AY 2016-2017 in Percentages.

<table>
<thead>
<tr>
<th>PSYC 2070 SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>91</td>
<td>89</td>
<td></td>
<td>96</td>
<td></td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>1. major theoretical perspective in developmental psychology</td>
<td>93</td>
<td>89</td>
<td>none</td>
<td>99</td>
<td>none</td>
<td>100</td>
<td>none</td>
</tr>
<tr>
<td>2. critical concepts in developmental psychology</td>
<td>95</td>
<td>97</td>
<td></td>
<td>96</td>
<td></td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>3. the relative contributions of heredity and environment to critical phenomena in developmental psychology</td>
<td>86</td>
<td>82</td>
<td></td>
<td>94</td>
<td></td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>192</td>
<td>121</td>
<td></td>
<td>25</td>
<td></td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Total number of sections</td>
<td>9</td>
<td>6</td>
<td></td>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Regardless, Table 3 suggests that the students who were assessed did well since the observed score of 91% > the benchmark of 70%.
Since all three sections had observed scores > the benchmarks, Objective 5.6 is met.

**Improvement Plan/ Changes Made**
Attempt to have all faculty members assess the correct outcomes and turn in data. The new Dean of Liberal Arts will be responsible for this task. She has already met with one faculty member on November 3, 2017. The other may not be employed in the future.

**5.9: GE-Political Science**
**Progress:** Completed
**Provided By:** Liberal Arts

**Objective With Intended Outcomes**
Students will successfully complete their general education coursework developing competencies in American government as required by their curriculum.

This objective will be directly assessed by the student learning outcomes in POLS 2051: American Government. Upon successful completion of this course, students will:

A. Identify the roles and powers of the Executive, Legislative, and Judicial branches of government.
B. Correctly answer questions related to theories, events, and issues covered in class.
C. Demonstrate the ability to analyze historic material.

The fall 2016 sixteen week online syllabus is attached for reference.

**Assessment/Evaluation/Measures/Strategies**
All students (i.e. no sampling) will be directly assessed using an internally created document using the professional judgement of the faculty member through the following:

A. representative assignment based on material covered in class including PowerPoint presentations, lectures, assigned readings, multiple choice, true/false, and/or identification questions on a test.
B. midterm exam.
C. comprehensive final exam.

A 70% benchmark is set as this is the lowest "average" or "C" grade that is typically transferred to other institutions of higher education for degree credit.

POLS 2051 was chosen to represent student learning because POLS 2051 and POLS 2060 are the only two general education Political Science courses. POLS 2060 was not taught in AY 2016-2017.
Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, Objective 5.9 was met.

For AY 2015-2016, there were 96 students enrolled in the one 16 week online POLS 2051 (American Government) course and three accelerated online courses. In terms of SLOs, a total of 86 (90%) of the 96 students were assessed through quizzes, assignments, and the final exam. Table 1 details the results for the students indicating that they scored an 89% overall with Outcome A at 96%, Outcome B at 91%, and Outcome C at 81%.

<table>
<thead>
<tr>
<th>POLS 2051 SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Online</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>89</td>
<td>85</td>
<td>100</td>
<td>90</td>
</tr>
<tr>
<td>A. Identify the roles and powers of the Executive, Legislative, and Judicial branches of government and communicate persuasively.</td>
<td>96</td>
<td>none</td>
<td>100</td>
<td>95</td>
</tr>
<tr>
<td>B. Correctly answer questions related to theories, events, and issues covered in class.</td>
<td>91</td>
<td>83</td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>C. Demonstrate the ability to analyze historic material.</td>
<td>81</td>
<td>72</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>86</td>
<td>0</td>
<td>18</td>
<td>68</td>
</tr>
<tr>
<td>Total number of sections for AY</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

NOTE: No sections of POLS 2051 were offered at the LSUE, LSUA, LSU Lab School, or dual credit sites.

A sample of the SLO report is documented for Fall 2016 16 week online section and a Spring 2017 accelerated 8 week session section.

Overall, as the students did very well and the observed score of 89% > the benchmark of 70%, Objective 5.9 is met.

Improvement Plan/ Changes Made
Even though the instructor met the objectives, he wishes to stress the importance of submitting assignments for Outcome A; provide additional instruction, study resources, and review materials for Outcome B; and provide additional instruction and review materials along with stressing the importance of completing and submitting assignments for Outcome C.

Completed by Paul Fowler on 10/4/17. Submitted to faculty for input. Response same day indicated it was fine.

5.10: GE-Sociology
Progress: Completed
**Objective With Intended Outcomes**
Students will successfully complete their general education coursework developing competencies in the sociology of their choice.

This objective will be assessed using SOCL 2001 (Introductory Sociology) and SOCL 2505 (Marriage and Family). For each course, the syllabus indicates that the student learning outcome: Upon, the completion of this course, the student will demonstrate knowledge of data and foundations supporting:

A. Theoretical perspectives in sociology
B. Application and critical thinking in sociology

**Director of IE’s note:** They [Fall 2016 syllabus attached](#) cites the old GE outcomes. The instructor was notified as this was being written. This outcome is linked to the correct general education outcome for AY 2016-2017

**Assessment/Evaluation/Measures/Strategies**

An internal direct assessment will take place in both in all sections whether they are offered, accelerated online (8 week), regular online (16 week) or face-to-face. Assessments will take place using the following: VIII. Assessment Tools. The lecture exams will access the learning outcomes with multiple choice examinations.

The established benchmark for achieving this outcome is 70%, the minimum acceptable successful grade necessary to transfer the sociology courses to a four-year institution.

**Assessment/Evaluation Results (Progress Report)**

For AY 2015-2016, this objective was met.

For AY 2016-2017, SOCL 2001, Introductory Sociology, and SOCL 2505, Marriage and Family, were the two courses used to measure this objective. Overall, a total of 257 were enrolled in the two courses accounting for 80% of the 323 students registered in Sociology courses for AY 2016-2017.

A total of 201 students were enrolled in SOCL 2001, Introductory Sociology, on the census day for Fall 2016 or Spring 2017 semesters. The course consisted of traditional [face-to-face and 16-week online course sections](#) for AY 2016-2017. A total of 163 (81%) of them completed the SLO assessments throughout the course (see Table 1). A total of 172 students took the pretest scoring a 15% while 163 took the posttest scoring an 89%. As a result, the gain score was 74%. Note that the pretest only measures overall success and does not break out the SLOs. Students scored a 92% for Outcome A and 86% for Outcome B.
For SOCL 2505, Marriage and Family, a total of 56 were registered for the census day of the Fall 2016 or Spring 2017 semesters. A total of 47 (84%) of the 56 took the assessments containing the SLOs during the course. Results indicated an 89% overall on the SLOs with an 87% on Outcome A and a 90% on Outcome B (see Table 2). Students scored a 2% on the pretest; however, very few students took it. Students scored an 89% overall for a gain of 87%.
## Table 2. SOCL 2505 SLO Statistics AY 16-17 in Percentages by Site.

<table>
<thead>
<tr>
<th>Description</th>
<th>Statistic</th>
<th>LSUA</th>
<th>Online (8 Week Pretest)</th>
<th>Online (8 Week Post Test)</th>
<th>Gain</th>
<th>Online (15 week course) Pretest</th>
<th>Gain</th>
<th>Overall Pretest</th>
<th>Overall Post Test</th>
<th>Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome A</strong></td>
<td>Total n</td>
<td>none</td>
<td>--</td>
<td>24</td>
<td>--</td>
<td>23</td>
<td>--</td>
<td>47</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean (in %)</td>
<td></td>
<td>--</td>
<td>83</td>
<td>--</td>
<td>91</td>
<td>--</td>
<td></td>
<td>87</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No of sections</td>
<td></td>
<td>--</td>
<td>1</td>
<td>--</td>
<td>1</td>
<td>--</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outcome B</strong></td>
<td>Total n</td>
<td>none</td>
<td>--</td>
<td>24</td>
<td>--</td>
<td>25</td>
<td>--</td>
<td>49</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean (in %)</td>
<td></td>
<td>--</td>
<td>83.0</td>
<td>--</td>
<td>96.0</td>
<td>--</td>
<td>90.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No of sections</td>
<td></td>
<td>--</td>
<td>1</td>
<td>--</td>
<td>1</td>
<td>--</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td>Total n</td>
<td>none</td>
<td>24</td>
<td>24</td>
<td>26</td>
<td>23</td>
<td>50</td>
<td>47</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean (in %)</td>
<td></td>
<td>0</td>
<td>83.0</td>
<td>83.0</td>
<td>4.0</td>
<td>94.0</td>
<td>90.0</td>
<td>2.0</td>
<td>89.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>87.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No of sections</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As Table 2 indicates, both the **15 week online and 8 weeks online** scored well on the SLO assessments.

SLO data is documented here for **Fall 2016** and **Spring 2017**.

Given that the overall SLO result of 89% for SOCL 2001 and 89% for SOCL 2505, both of which are > the benchmark of 70%, Objective 5.10 is met.

- **Learning Outcomes Fall 2016**
- **Student Learning Outcomes spring 2017**

**Improvement Plan/ Changes Made**

No changes planned other than update syllabi.
9.1: General Education Economics
Progress: Canceled
Provided By: Health Sciences & Business Technology

Objective With Intended Outcomes
Students will successfully complete their general education coursework developing competencies in cultural understanding through the use of economics. This objective will be assessed using student learning outcomes (SLOs) from ECON 2000 (Principles of Microeconomics) and ECON 2010 (Principles of Macroeconomics).

The SLOs for ECON 2000 are upon successful completion of this course, the student will
A. Demonstrate knowledge of demand and supply.
B. Demonstrate knowledge of production costs and market structures.

The SLOs for ECON 2010 are upon successful completion of this course, the student will
A. Demonstrate knowledge of macroeconomic fundamentals.
B. Demonstrate knowledge of fiscal policy (Keynesian model) and the public sector.
C. Demonstrate knowledge of money, banking, and monetary policy.

The spring 2015 syllabi for the two courses are attached for documentation: ECON 2000 ECON 2010

Assessment/Evaluation/Measures/Strategies
The outcomes will be directly assessed an internally created assessment using the comprehensive post-test / final exam. A pretest will be given after registration closes in order to assess baseline knowledge. Only students who completed both the pre and posttest will be included in the data. All students in both courses will be directly assessed regardless of method of instruction and data will be broken out by site and type of instruction. For AY 2014-2015 face-to-face sections existed for ECON 2000. Face-to-face and online sections existed for ECON 2010.

A 70% or higher will be considered as successful. The 70% was chosen since it is typically the minimum level of "average" (C) competency needed to transfer to a four-year institution.

Assessment/Evaluation Results (Progress Report)

Improvement Plan/ Changes Made
Director of IE's note:
This outcome is delayed because the instructor turned in incomplete data. The data could be used for another outcome in business, but not as a standalone outcome. It is being cancelled and moved to management due to the fact that Mr. Bertucci cannot see it at the HSBT level.
Objective With Intended Outcomes
Developmental students, both Pathways and Non Pathways, will successfully complete their first general education social science course after developmental reading at rates that approximate the averages established by the National Center for Developmental Education (NCDE).

Assessment/Evaluation/Measures/Strategies

External Direct Assessment
The direct assessment of student learning will take place using ACT’s Collegiate Assessment of Academic Proficiency (CAAP) Critical Thinking Skills Test given at the time of graduation. The CAAP Content Analysis Report permits the comparison of LSU Eunice students to a normative group of two-year colleges across the nation giving the critical thinking assessment. The comparison is based on three elements of a student’s critical thinking ability - analysis of elements of arguments, evaluation of arguments, and extensions of arguments. Each of these elements are scored against the normative group and averaged so that a "0" is considered as equal to the normative group's performance. Negative numbers mean that LSU Eunice students found the questions more difficult than the normative group and positive numbers mean that LSU Eunice students found the questions easier. The benchmark for the CAAP Content Analysis Report is to score a 0 or higher in each category for the lower 25% of the student body (typically developmental students). Note that the report indicates that differences in scores from 0 to -5 are considered negligible. For the purpose of this objective, a score of -5 or higher in two out of three categories will constitute success.

Internal Indirect Assessment
The indirect assessment of student learning is calculated by generating the success rate in the first general education social science course whether it was taken face-to-face or online as defined by the current LSU Eunice Catalog after completing the developmental education reading course (UNIV 0008). The success rate is calculated using the frequency of A, B, and C’s, with repetition, divided by those who remained in the social science courses at the conclusion of the semester (the withdrawals removed). This is consistent with the methodology used by the National Center for Developmental Education (NCDE). The NCDE rate is 69% and will be used as the benchmark for the indirect assessment.

Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective was met. Even though the objective was met, faculty wished to update the outcomes and assessment for the course. This was not accomplished in AY 2016-2017.

For AY 2016-2017, direct assessment took place through ACT’s CAAP.

External Direct Assessment using the CAAP
The CAAP Critical Thinking test was given to 167 students upon graduation during AY 2016-2017 (see Table C-1 Critical Thinking Comparison Highlights on page 3). The students in the bottom 25% that are typically developmental students upon entry to LSUE scored the following:

- Analysis of Arguments 11%
- Evaluation of Arguments 12%, and
- Extension of Arguments 2%.
In addition, the longitudinal results indicate that students improved in analysis and evaluation from AY 2015-2016 (see Table 1). Students scored slightly below in extension of Arguments; however, they remained two points above the normative group (at 0).

<table>
<thead>
<tr>
<th>Content Category</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of arguments</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>11</td>
<td>5.2</td>
</tr>
<tr>
<td>Evaluation of Argument</td>
<td>10</td>
<td>-5</td>
<td>14</td>
<td>0</td>
<td>12</td>
<td>6.2</td>
</tr>
<tr>
<td>Extension of Arguments</td>
<td>-5</td>
<td>-1</td>
<td>9</td>
<td>6</td>
<td>2</td>
<td>2.2</td>
</tr>
<tr>
<td>n</td>
<td>82</td>
<td>117</td>
<td>127</td>
<td>164</td>
<td>167</td>
<td>131.4</td>
</tr>
</tbody>
</table>

Each exceed the national normative group (0%). Since each individual score > the normative group, this part of the objective is met.

Indirect Internal Assessment using Course Completion
An indirect assessment took place using a report from Institutional Research that details student results from developmental education reading to their first general education social science course. Please note that a small percentage of students are permitted to take a history course if there is a conflict with the social science courses needed. However, the vast majority of the students take a social science course. The percentages in Table 2 were calculated using the methodology from the NCDE. The total n for Pathways to Success students for AY 2016-2017 was 1,070 subtracting the students who withdrew (111) yields a total of 959 students remaining at the end of the course. As a result, those successful are divided by the 959 to generate the percentage or 700/959 = .7299 or 73%. A similar method for the Non Pathways students is used calculating a total n of 125 subtracting students who withdrew (5) yielding a correct n of 120. Those successful 92/120 = .76666 or 77%.
Table 2. Developmental Reading to Social Science Success Rates (in Percentages) through Last Year Named.

<table>
<thead>
<tr>
<th>Year</th>
<th>Pathways</th>
<th>Non-Pathways</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>64</td>
<td>See note</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>68</td>
<td>See note</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>73</td>
<td>See note</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>73</td>
<td>80</td>
<td>73</td>
</tr>
<tr>
<td>2012</td>
<td>78</td>
<td>76</td>
<td>78</td>
</tr>
<tr>
<td>2013</td>
<td>76</td>
<td>76</td>
<td>76</td>
</tr>
<tr>
<td>2014</td>
<td>75</td>
<td>72</td>
<td>74</td>
</tr>
<tr>
<td>2015</td>
<td>74</td>
<td>78</td>
<td>74</td>
</tr>
<tr>
<td>2016</td>
<td>76</td>
<td>77</td>
<td>76</td>
</tr>
<tr>
<td>2017</td>
<td>73</td>
<td>77</td>
<td>73</td>
</tr>
<tr>
<td>Mean</td>
<td>72.1</td>
<td>76.6</td>
<td>74.9</td>
</tr>
<tr>
<td>s.d.</td>
<td>4.9</td>
<td>2.4</td>
<td>1.9</td>
</tr>
</tbody>
</table>

Note: Low n (n < 20) so statistics were not calculated.

Given that the AY 2016-2017 success rates:
- Pathways students 73%
- Non-Pathways students at 77%
- Overall 73% are > than the national benchmark of 69% from the NCDE, this portion of objective 2.3 is met.

Finally, the Pathways to Success Program continued allowing students to attempt to test out of UNIV 0008 (developmental reading) using the College Board's ACCUPLACER during the last few weeks of the UNIV 1005 (orientation) course. The switch from COMPASS to ACCUPLACER took place in fall 2016 so by the end of spring 2017, there were only 29 students that attempted and met the cut score of 85 or higher. Of the 29 students, 17 attempted to test out in spring 2017 with 16 (94%) of them being successful. Further data will be analyzed as the n increases. However, LSUE will need to change to AUCCPLACER NG prior to the end of 2018.

Given that both direct and indirect assessments exceed national benchmarks, Objective 2.3 is met.

Critical Thinking CAAP Content Analysis AY 16-17

Improvement Plan/ Changes Made
No changes planned; however, this objective is being transferred to Liberal Arts. The Dean of Liberal Arts will ultimately decide if this objective will be maintained as developmental education is reorganized back into their respective departments.
Objective With Intended Outcomes

Students will successfully complete their general education coursework developing competencies in art as required by their curriculum.

This objective will be directly assessed by the student learning outcomes using the following general education art courses:

- ART 1440 Historical Survey of the Arts
- ART 1441 Historical Survey of the Arts
- ART 2470 Survey of 20th Century Art

Sample Syllabi:

- ART 1440-01 Spring 2015 face to face at the LSU Eunice Site
- ART 1441-C6 Spring 2015 online eight week accelerated course
- ART 1440 online Fall 2016 and Spring 2017 (Reed).

Student learning outcomes for the three courses are the same: Upon completion of this course, the student will:

1. Correctly identify by period, culture, and style works of art covered in lectures.
2. Correctly identify the works of art and architecture covered in lectures.
3. Demonstration of increased knowledge of art history.

Assessment/Evaluation/Measures/Strategies

Art 1440, 1441, and 2470 were chosen to analyze student learning outcomes in order to encompass the largest number of students in the study of art. Each of the outcomes will be assessed by:

Outcome 1- Lecture and course discussion of the relationship of the social, political, economic, and religious significance of specific works of art and architecture. Specific items on the final exam will require integration of at least 2 of the following concepts: social, political, economic, and religious aspects of cultural development.

Outcome 2- Lecture and visual presentation of major works of art and architecture. Specific items on the final exams will be answered via slide identification.

Outcome 3- Pre and post testing at the comprehensive level of knowledge. Comparison mean scores on the pre and post exam.

The benchmark for each is 70% for outcome 1 and 2. This is a historic metric and is considered the lowest C for transfer purposes. For outcome 3, the average score on the posttest exceeding the pretest is considered successful.
Assessment/Evaluation Results (Progress Report)
For AY 2015-2016, this objective was met.

For AY 2016-2017, a total of 360 students were enrolled in the three art courses on census day for fall 2016 and spring 2017 semesters. Of the 360, 309 (86%) were assessed using the final exams. As Table 1 indicates, students scored an 85% overall with an 86% on Outcome 1 and an 84% on Outcome 2. The highly motivated accelerated students in eight week sessions scored the highest followed by dual credit, online, then LSUE face-to-face students. Note that no sections of general education ART were offered at the LSUA or LSU Lab School sites.

<table>
<thead>
<tr>
<th>ART SLO Description</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>85</td>
<td>79</td>
<td>88</td>
<td>none</td>
<td>82</td>
<td>91</td>
</tr>
<tr>
<td>1. Correctly identify by period, culture, and style works of art covered in lectures.</td>
<td>86</td>
<td>80</td>
<td>86</td>
<td>none</td>
<td>none</td>
<td>80</td>
</tr>
<tr>
<td>2. Correctly identify the works of art and architecture covered in lectures.</td>
<td>84</td>
<td>79</td>
<td>89</td>
<td>none</td>
<td>84</td>
<td>87</td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>309</td>
<td>85</td>
<td>28</td>
<td>0</td>
<td>0</td>
<td>81</td>
</tr>
<tr>
<td>Total number of sections in AY</td>
<td>15</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

Next, Table 2 details the pre and post test data broken out by site. The overall results indicate that students had a 55 percentage point gain overall with a 54-point gain on Outcome 1 and a 56-point gain for Outcome two. Note that only faculty teaching the LSUE and eight week accelerated sections gave the pretest thus leading to more students taking the posttest than the pretest. Also note that if the pretest results for 30% overall, 32% for Outcome 1 and 28% for Outcome two are generalized to the Dual Credit and 16 week online sections, then the results of both sites indicate that the students post test results exceeded the generalized pretest.

Given that the observed score of 85% overall on the direct assessment of student learning outcomes > the benchmark of 70%. Also, given that the overall post test score > the overall pretest score, Objective 5.1 is met.

Improvement Plan/ Changes Made
No change in methodology. Ask adjuncts to give the pretest so the overall gain can be measured instead of being generalized. The adjuncts are thanked for turning in their SLO data for the posttest which, of course, is the most important and most needed information to directly assess student learning. Prepared by Paul Fowler on October 29, 2017 and sent to faculty for their input.

5.8: 16-17 GE-Art (Music Appreciation)
Progress: Completed  
Provided By: Liberal Arts  

**Objective With Intended Outcomes**  
Students will successfully complete their general education coursework developing competencies in art as required by their curriculum. In this case, students have elected to take the Music Appreciation Course (MUS 1751). This general education outcome is supported by the SLOs in the MUS 1751 course. Upon successful completion of this course, the student will:

1. Develop a fundamental music vocabulary  
2. Recognize the effect of music on society and history  
3. Identify general characteristics of the major music style periods  

These three student learning outcomes are based on the outcomes given in the syllabus for MUS 1751 (Music Appreciation). An example of the course syllabus [for Fall 2016](#) is provided for MUS 1751.

**Assessment/Evaluation/Measures/Strategies**  
Each of the outcomes will be assessed using a final exam. Each faculty member will code questions particular to the outcomes to determine the percentage correct. All students are assessed (i.e. no sampling) on the course final exam for online and face-to-face sections at LSUE, LSUA, and the LSU Lab School sections will be used to assess students. The benchmark for each outcome is 70%. This is a historic metric and the lowest C for transfer purposes.

**Assessment/Evaluation Results (Progress Report)**  
For AY 2015-2016, this outcome was met.

For AY 2016-2017, data was gathered for online and face-to-face course sections at LSUA and LSUE. LSU Lab School had an n = 4 so data was not gathered for that site given the low n. Overall, 309 (94%) of the 328 of the students registered were assessed (i.e. no sampling) using embedded questions on the final exam. There were two face-to-face sections offered at LSUE, two offered at LSUA, seven online, and one face-to-face section offered during AY 2016-2017.

As Table 1 indicates, students performed at a 92% overall with outcome 1 at 90%, outcome 2 at 93%, and outcome 3 at 93%. Given that students performed well for the two instructors, an item analysis was not completed.
<table>
<thead>
<tr>
<th>MUS 1751 SLO Description by Site</th>
<th>Overall</th>
<th>LSUE</th>
<th>Dual Credit</th>
<th>LSUA</th>
<th>LSU Lab</th>
<th>Online</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>92</td>
<td>92</td>
<td></td>
<td>92</td>
<td>92</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>1. Develop a fundamental music vocabulary</td>
<td>90</td>
<td>90</td>
<td>none</td>
<td>92</td>
<td>data not reported</td>
<td>90</td>
<td>none</td>
</tr>
<tr>
<td>2. Recognize the effect of music on society and history</td>
<td>93</td>
<td>93</td>
<td></td>
<td>93</td>
<td>93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Identify general characteristics of the major music style periods</td>
<td>93</td>
<td>93</td>
<td></td>
<td>90</td>
<td></td>
<td>94</td>
<td></td>
</tr>
<tr>
<td>Total number of sections</td>
<td>12</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of students tested</td>
<td>309</td>
<td>30</td>
<td>18</td>
<td>0</td>
<td>261</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results shown in Table 1 are consistent with assessment in the past for MUS 1751.

Given that the observed score of 92% > the benchmark of 70%, Objective 5.8 is met.

**Improvement Plan/ Changes Made**
No changes planned. The intent is to assess students at the LSU Lab School if enrollment is at least 10 to 15 students.