

Louisiana State University at Eunice



Quality Enhancement Plan Summary

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Dr. Billy Fontenot, Co-Chair

Ms. Cassie Jobe-Ganucheau, Co-Chair

Dr. Paul Fowler, SACSCOC Accreditation Liaison

On TRACK

Targeting Retention and Achievement of Core Knowledge Quality Enhancement Plan Summary

I. Summary of the QEP Topic

The focus of Louisiana State University at Eunice's Quality Enhancement Plan, "On TRACK," is to create gateway mathematics and English corequisite courses, along with the necessary support structures, to improve success in the first general education mathematics and English composition courses.

Due to changes in the placement procedures statewide, all students entering Louisiana colleges as new first-time students will be eligible for the first general education mathematics and English composition courses applicable to their major. As a result, standalone developmental courses are being eliminated in fall 2023 in favor of a three-credit hour developmental (support) course matched with a three-credit hour general education (credit-bearing) course, whereby the support course will offer "just in time tutoring" on topics that directly apply to the difficulty students are having in the general education course. The change will affect the following entry level mathematics courses: Applied College Algebra (MATH 1015) for career track majors, College Algebra (MATH 1021) for STEM science and engineering majors, and Introduction to Contemporary Mathematics (MATH 1029) for Liberal Arts majors (see Table 1). For English, the only option is English Composition (ENGL 1001) for all credential seeking students.

Table 1. Planned corequisite courses for existing general education courses.

Developmental Corequisite (Support) Course	General Education Corequisite (Credit Bearing) Course
ENGL 0101: English Composition (3 cr. hr.)	ENGL 1001: English Composition (3 cr. hr.)
MATH 0016: Applied College Algebra (3 cr. hr.)	MATH 1015: Applied College Algebra (3 cr. hr.)
MATH 0022: College Algebra (3 cr. hr.)	MATH 1021: College Algebra (3 cr. hr.)
none	MATH 1020: College Algebra (5 cr. hr.)
MATH 0030: Contemporary Mathematics (3 cr. hr.)	MATH 1029: Introduction to Contemporary Mathematics (3 cr. hr.)

LSU Eunice faculty have some experience with corequisite courses, given that they have been offered intermittently over the past ten years; however, this change will be offered to all new first-time students in fall 2023. In addition, the corequisite model only affects students not meeting the established placement test cut scores for entry level mathematics with ACT scores of 19 for MATH 1015 or MATH 1029 and 22 for MATH 1021. Students in the 19-21 range have the option of taking the five-credit hour version of College Algebra (MATH 1020). The MATH 1020 course has no support course. Instead, it is a three-credit hour College Algebra course combined with a two-hour front-loaded developmental mathematics course. An ACT score of 18 or greater is required for a new student to place into the ENGL 1001 course. Based on fall 2022 data, 425 (54%) of the 781 new first-time students will need the corequisite pair in mathematics, while 343 (44%) will need corequisite pair in English composition. Standalone ENGL 1001 and MATH 1015/1029/1021 will be offered for those students meeting or exceeding the cut scores.

As this summary is written, LSU Eunice personnel understand that the corequisite initiative will require an overhaul of the fall 2023 schedule, professional development for mathematics and English faculty to enable better communication between faculty teaching the support course and the credit-bearing course, academic advising given that every effort will be made to schedule

students into English or mathematics (or both) in their first year, additional tutoring, and deciding how to approach the model for online courses. These discussions are currently underway.

II. Relationship to Institutional Planning

The groundwork for On TRACK began with LSU Eunice strategic planning in April 2020 that included an aggressive revision of the institutional mission and goals, including redefining student success and focusing on five major areas: student retention (persistence), educational attainment, academic achievement, student advancement, and holistic development. Shortly after the strategic planning initiative began, LSU Eunice was notified that it was approved to become an Achieving the Dream™ (ATD) institution, with the goal of providing students with the academic and personal supports needed to complete programs that prepare them for careers with family-sustaining wages in the digital economy.

The combined efforts of strategic planning and ATD led LSU Eunice personnel to take a frank and honest look at longitudinal data. Several reports were published in the second half of 2021 finding that student success and retention were in a state of decline and that immediate change was needed. Among other findings, the reports indicated the following:

- For AY 2021-2022, the overall success rate for all courses taken by all students was 71.1%. This was the second lowest in recent history. Only AY 2010-2011 was lower at 70.7%.
- For AY 2021-2022, the success rate (A, B, C only) for developmental English composition (ENGL 0001) was 59% overall. Trends from AY 2017-2018 indicated a double-digit decline from 80%.
- For AY 2021-2022, the success rate (A, B, C only) for developmental mathematics Pre-algebra (MATH 0001) had an overall success rate of 45%. The 45% success rate for MATH 0001 was the lowest success rate of the eleven courses most taken by students. Trends from AY 2013-2014 indicated a steep decline from 80%.
- The one-year retention rate for new first-time students entering in fall 2020 to fall 2021 was 45.8%. This was the lowest one-year retention over a ten-year period.

In addition to the data generated from the strategic planning and ATD, a survey was sent to all constituencies (faculty, staff, administrators, and students) in August 2022 to obtain opinions on a list of topics that had been generated from discussions during spring 2022. Survey results indicated that support for a corequisite project being assigned to the QEP was mixed, with engaging first year students, improving online learning, and improving academic advising scoring higher. After the survey was completed, the choice of topics was discussed at Faculty Senate to help inform the QEP Committee of the Senate's opinion. Shortly after the Faculty Senate meeting, the QEP committee discussed and voted on the corequisite model as the choice for the next QEP topic on October 11, 2022. The vote was eight for and three against. The consensus of faculty and administrators was that standalone developmental education has been a barrier to completion of college credits, slowing student progress toward degree completion and costing students money.

II. Focus of the QEP on Enhancing Student Outcomes and/or Student Success

The focus of the QEP is to increase student learning in gateway general education English composition and mathematics courses. This, in turn, will increase student success, retention, and ultimately student completion. Increasing learning will be accomplished by designing corequisite mathematics and English courses (ENGL 0101, MATH 0016/0022/0030) to maximize student success in the corresponding credit-bearing courses (ENGL 1001, MATH 1029/1015/1021). Accomplishing the plan will require using a holistic support system that addresses the educational gaps of many first-time students while simultaneously offering a path

to gateway course completion in their first year. In creating the corequisite model, a sequence of two standalone developmental math courses and one standalone developmental English course will be eliminated. The new model will have students take the new support and general education courses at the same time—something that has never been attempted on a wide scale at LSU Eunice.

Advising first-year students properly is integral to the success of this QEP. Students in need of support courses must begin their college journey “On TRACK.” To elicit student buy-in, advisors will offer three scheduling tracks tailored to meet students’ individual needs. There will be five-day, three-day, and two-day options presented to students at the advising appointment, at which the advisor will go over the pros and cons of each track. The options provided will allow flexibility so students may find the school/personal life balance that meets their needs and sets the stage for success. In preparation for fall 2023, advisors will be trained to explain the differences between each track and will be given talking points with common language describing the reasons for the new course offerings. In addition, advisors will understand that the scheduling of mathematics and English composition courses will have the highest priority as students are registered. Finally, advisors will encourage students to test directly into general education mathematics and English using the College Board’s Accuplacer NG placement system.¹

The Tutoring Center, located in the library’s learning commons where tutors and students are free to access all supplemental material and work one-on-one or in groups, will offer another avenue of support beyond the support course instructor. Tutors will reinforce material for students needing academic intervention identified by instructors or the students themselves. These tutors will be well-versed in all aspects of each course’s requirements and assignments.

In addition, actions required to execute, assess, and recommend revisions to the faculty will be continuous, along with integrating the QEP into LSU Eunice’s planning system.

The QEP consists of two goals, each having direct and indirect assessment focusing on the completion of the two credit-bearing general education courses because student success in these two courses ultimately impacts retention and completion rates.²

Goal 1: Increase student learning in the gateway general education (credit-bearing) English course.

Indirect Assessment of Goal 1

Objective 1.1: Students will successfully complete their gateway general education English composition course (ENGL 1001).

Methodology: Assessment of objective 1.1 will take place using Institutional Research data on the course success rate for all students enrolled in ENGL 1001 on census day. Final grades of A, B, C, and P (pass) will be considered successful.

Tentative Benchmark and Rationale: Successful completion rate for English composition > 75.06%. The 75.06% is the success rate from AY 2010-2011 through AY 2020-2021, based on 12,378 students.

Direct Assessment of Goal 1

Student Learning Outcomes in ENGL 1001: The student, upon successful completion of this course, will

¹ NG is next generation.

² Data for the support courses will be collected and discussed in the institutional effectiveness outcomes. The results of both sets of data will decide the changes in strategy as the QEP progresses.

Objective 1.2: Write an essay of at least five paragraphs that has a well-defined thesis statement, is well-organized and well-developed, and is clear.

Objective 1.3: Develop clear topic sentences that include the main idea of the paragraph.

Objective 1.4: Develop paragraph bodies with substantial support: evidence, details, and facts.

Objective 1.5: Use proper grammar, punctuation, mechanics, and usage throughout writing.

Methodology: Assessment of Objective 1.2 will take place for all students writing the final essay.

Objectives 1.3-1.5 will be assessed for all students taking the final exam.

Benchmark and Rationale: The tentative benchmark is $\geq 79.92\%$. The 79.92% is the overall for AY 2015-2016 through AY 2021-2022, based on 5,816 students.

Goal 2: Increase student learning in gateway general education (credit-bearing) mathematics courses.

Indirect Assessment of Goal 2

Objective 2.1: Students will successfully complete their gateway general education mathematics course (MATH 1029/1015/1020/1021).

Methodology: Assessment of objective 2.1 will take place using Institutional Research data on course success rates for all students enrolled on census day. Final grades of A, B, C, and P (pass) will be considered successful.

Benchmark and Rationale: The tentative benchmark is $> 57.99\%$ for mathematics, given that the longitudinal success rate from AY 2010-2011 through AY 2020-2021 was 5,927/10,220, or 57.99%.

Direct Assessment of Goal 2

Student Learning Outcomes in MATH 1015/1020/1021: The student, upon successful completion of this course, will

Objective 2.2: Solve equations and inequalities algebraically or graphically,

Objective 2.3: Evaluate and interpret function values, and

Objective 2.4: Graph functions.

Methodology: Objectives 2.2-2.4 will be assessed for all students taking the final exam for each course.

Benchmark and Rationale: The tentative benchmark is $\geq 74.67\%$, given that the overall for AY 2016-2017 through AY 2021-2022 was 74.67% based on 3,888 students.

Student Learning Outcomes in MATH 1029: The student, upon successful completion of this course, will

Objective 2.5: Solve probability and statistics problems,

Objective 2.6: Solve problems and applications involving basic graph theory, and

Objective 2.7: Solve applications dealing with financial problems.

Methodology: Assessment of Objectives 2.5—2.7 will take place for all students taking the final exam.

Benchmark and Rationale: This course has not yet been offered. As a result, a tentative benchmark of 70% will be set, which is the lowest average or C grade that will transfer to other colleges within the state.

Responsibility for the annual assessment of the QEP rests with the Director of Institutional Effectiveness and Accreditation with the support of the Co-Chairs of the QEP Committee and the Department Heads for Humanities and Mathematics.