



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.

Table of Contents

About this Document.....	3
Table of Contents	4
I. Administrative Council Meeting Agenda February 8, 2018.....	7
II. Administrative Council Meeting Minutes February 8, 2018	8
III. Transmittal of Planning Summaries to Cabinet.....	9
IV. Planning Summaries.....	10
Planning Unit: Academic Affairs	12
Planning Unit: Continuing Education (Economic Development)	13
Planning Unit: LSUE Academy	14
Planning Unit: Developmental Education	15
Planning Unit: Office of Grants	16
Planning Unit: Health Science and Business Technology.....	17
Planning Unit: Liberal Arts	18
Planning Unit: LSU Police.....	19
Planning Unit: Library	20
Planning Unit: Quality Enhancement Plan.....	21
Planning Unit: Sciences and Mathematics	23
Planning Unit: Title IX and Equal Employment Office	24
Planning Unit: Athletics.....	25
Planning Unit: Business Affairs.....	26
Planning Unit: Office of Information Technology	27
Planning Unit: University Advancement/LSUE Foundation	28
Planning Unit: Institutional Research.....	29
Planning Unit: Institutional Effectiveness.....	30
Planning Unit: Public Affairs	31
Planning Unit: Student Affairs.....	33
V. Cabinet’s Meeting Minutes February 27, 2018.....	34
VI. Assessment Plan Goals and Objectives by Institutional Strategic Goal	35
1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.....	35
2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.....	57
3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.	80
4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.	99
VII. Academic Year 2016-2017 All Departments – Details for Goals and Objectives.....	121
Academic Affairs	121
Center for Student Success.....	135

Continuing Education	137
Developmental Education	149
Federal/State Grants and Contracts	178
Health Sciences & Business Technology	186
Accounting Technology, Account Clerk (CTS).....	186
Administrative Technology Specialist (CTS)	189
Computer Information Technology	192
Diagnostic Medical Sonography.....	195
Human Resources Management (CTS).....	201
Management	204
Nursing	209
Radiologic Technology.....	214
Respiratory Care	221
Liberal Arts	226
AA/LT	231
Care and Development of Young Children	232
General Studies.....	238
Honors	240
Public Safety and Protection	243
Criminal Justice.....	243
Library	255
Quality Enhancement Plan	266
Science & Mathematics	277
AS/LT	283
Chemical Technician (CTS)	284
Athletics.....	286
Business Affairs	289
Affirmative Action/Equal Employment Opportunity.....	289
Bookstore	300
Budgeting.....	302
Cafeteria	307
Human Resources	311
Physical Plant	314
Purchasing	319
Enrollment Management and Student Affairs	321
Admissions and Recruitment	333
Career Services	337
Financial Aid	347
Registrar	354
Student Activities	357
Information Technology.....	361
Institutional Research and Effectiveness	376

LSU Police (Dual Reporting)	385
LSUE Academy	394
Public Affairs	400
University Advancement / LSUE Foundation	405
VIII. General Education Objectives by Strategic Goal	410
1. Ensure Access: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.....	410
2. Student Success: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.....	410
3. Partnerships: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.	415
4. Improvement: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.	415
IX. LSU Eunice General Education Committee Minutes February 2, 2018 as Amended.....	422
X. AY 2016-2017 General Education Objectives and Outcomes	423
General Education Report by Goal	427
GE 1. Communication Related Items.....	427
GE 2. Computation Related Items	471
GE 3. Natural Science Related Items	511
GE 4. Humanities	530
GE 5. Social Sciences.....	539
GE 6. Art.....	551

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. Enrolment 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

Louisiana State University Eunice
Office of Institutional Effectiveness and Accreditation Liaison
P.O. Box 1129 Eunice, LA 70535
Phone (337) 550-1433 FAX: (337) 550-1479

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.

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.

Academic Year (Summer, Fall, Spring)														
Year	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	Total	Median
No. in cohort	323	333	320	364	406	406	430	399	328	293	312	244	4158	331
No. completing	93	130	119	127	134	114	180	136	116	113	127	97	1486	123
Percent	28.8	39.0	37.2	34.9	33.0	28.1	41.9	34.1	35.4	38.6	40.7	39.8	35.7	36.3

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.

Planning Unit: Office of Grants

Assessment Year: 2016-2017

Person responsible: Joseph Cilano

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.

Planning Unit: Liberal Arts
Assessment Year: 2016-2017
Person responsible: Dr. Sandy Mahoney

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.

Planning Unit: **Library**
Assessment Year: 2016-2017
Person responsible: Cassie Jobe-Ganucheau

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%

A 43.7% increase since Fall

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 MATH 0002	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	67.547	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

A 29.3% increase since

Objective met.

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

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.

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

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

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

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.

Planning Unit: Athletics

Assessment Year: 2016 - 2017

Person responsible: Jeff Willis

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

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

Objective 1.1: Student Learning and GPA

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

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.

Planning Unit: Office of Information Technology

Assessment Year: 2016-2017

Person responsible: Stephen Heyward

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

Planning Unit: Institutional Research

Assessment Year: 2016-2017

Person responsible: Stephen Heyward

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 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 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**

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

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: 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
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**

- 👉🌟 **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

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
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

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


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

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

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

🌐 **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

☆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 **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 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

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: 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


- 
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**

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)

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





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
 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.**
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

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**


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

 **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


 **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

 **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


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

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

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
-  **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

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 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)

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



- 
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





-   **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



-   **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 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 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

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

  **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

 **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**

  **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.**

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. 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

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

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**



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

 **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.**

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](#) 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

  **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: 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.**

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.

3.1: Curriculum Development

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 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

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.**

4.2: 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

AY	Number of Completers
2009-2010	277
2010-2011	289
2011-2012	289
2012-2013	337
2013-2014	334
2014-2015	332
Mean	308
Median	305.5

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

Degree	15/16	14/15	13/14	12/13	11/12	10/11	09/10	Six Year Total
Arts	n/a	n/a	n/a	0	0	20	28	48
Arts Transfer	n/a	n/a	n/a	0	1	0	0	1
Arts Transfer – Business	12	19	4	2	0	n/a	n/a	25
Arts Transfer - Criminal Justice	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
Arts Transfer –Fine Arts	1	0	3	1	0	n/a	n/a	4
Arts Transfer – Humanities	2	3	2	1	3	n/a	n/a	9
Arts Transfer – Mass Communications	1	n/a	n/a	n/a	n/a	n/a	n/a	0
Arts Transfer – Social Sci.	3	3	3	4	2	n/a	n/a	12
Care/Dev Young Child	5	12	11	5	5	8	11	52
Computer Info Tech	11	13	13	11	8	8	7	60
Criminal Justice	18	19	17	18	19	14	6	93
Fire Science	n/a	n/a	n/a	n/a	0	25	0	25
Fire & Emergency Svc	33	35	37	35	32	33	29	201
General Studies	87	86	104	95	78	33	16	412
Management	30	30	48	29	15	28	24	174
Nursing	44	38	43	62	64	57	80	344
Office Info Systems	n/a	n/a	n/a	3	8	4	4	19
Paralegal Studies	n/a	n/a	n/a	2	4	11	6	23
Radiologic Technology	19	19	20	18	15	18	20	110
Respiratory Care	10	10	11	11	10	11	10	63
Sciences	n/a	n/a	n/a	n/a	n/a	n/a	16	16
Science Transfer - Biological	12	8	7	10	10	n/a	n/a	35
Science Transfer – Physical	2	1	0	2	1	n/a	n/a	4
Total Degree	290	296	323	309	275	270	257	1730

Certificates

Credential	15/16	14/15	13/14	12/13	11/12	10/11	09/10	Six Year Total
Acct Tech Acct Clerk	7	10	n/a	n/a	n/a	n/a	n/a	10
Administrative Technology Specialist	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
Arson Investigation	n/a	n/a	n/a	n/a	0	0	2	2
Crime Scene Management	n/a	0	0	0	1	1	0	2
Diagnostic Med Sonography	0	10	8	7	5	6	6	42
Env & Safety Tech	4	2	0	0	1	0	3	6
Evidence Recovery	0	0	2	3	3	7	3	18
Fire Science	n/a	n/a	n/a	n/a	3	1	2	6
Fire Service Technology	0	4	n/a	n/a	n/a	n/a	n/a	4
Fire Science Technology	n/a	n/a	0	17	0	n/a	n/a	17
Human Resources Management	4	n/a	n/a	n/a	n/a	n/a	n/a	0
Medical Coding and Billing	5	n/a	n/a	n/a	n/a	n/a	n/a	0
Med Recs & Hlth Info Tech	0	0	0	1	0	1	0	2
Office Practice & Proc	n/a	n/a	1	0	1	3	2	7
Quality Env Hlth & Sfty Lead	0	0	0	0	0	0	2	2
Total	20	26	11	28	14	19	20	118
Overall Total	310	322	334	337	289	289	277	1848

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:

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.**

1.2: 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:

2014	174
2015	339
2016	332

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.

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.**

  **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

Participants:

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.**

  **3. 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.

End: 10/30/2017

Progress: Completed

Provided By: Continuing Education

Participants:

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.**

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.**

 **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.

Objective met in AY 2016-2017.

[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

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 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](#)



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](#)

[Example #2](#)

-  [Aquatics](#)
-  [CPR](#)
-  [Summary_2pdf](#)

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.

🌐 **3.4: 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](#)

Objective met in AY 2016-2017.

-  [PI Course](#)

-  [Praxis Core](#)
-  [Summary 3](#)

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: Upon successful completion of this course, the student will

1. Write a clear topic sentence that includes the main idea of the paragraph.
2. Develop the body of the paragraph with substantial support: evidence, details, and facts
3. Use proper grammar and punctuation throughout their writing.
- 4.

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](#).

SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	73	72	68	73		82	
A. Using clear topic sentences	77	76	60	76		92	
B. Using evidence to support a topic sentence	80	79	60	70		96	
C. Using proper grammar and punctuation	69	69	73	70	none	73	none
Total number of sections	25	18	1	4	0	2	0
Total number of students tested	350	265	1	59	0	25	0

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.

ENGL 0001 SLO Description	SP 2011	AY 11-12	AY 12-13	FA 13	AY 14-15	AY 15-16	AY 16-17	Change
Overall	72	76	79	80	78	77	73	-4
A. Using clear topic sentences	79	85	87	85	84	80	77	-3
B. Using evidence to support a topic sentence	87	87	89	88	87	84	80	-4
C. Using proper grammar and punctuation	61	69	72	76	74	73	69	-4
Total number of students	123	463	419	260	381	347	350	

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).

ENGL 0001 SLO Description	Pathways	Non-Pathways	Overall
Overall	72	74	73
A. Using clear topic sentences	74	80	77
B. Using evidence to support a topic sentence	78	82	80
C. Using proper grammar and punctuation	69	69	69
Total number of students	168	182	350

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.

Description	LSUA	Dual Credit	LSUE (wo online)	Online	Totals
Total n	92	1	405	30	528
No. of Ws	28	0	43	2	73
No. violation of attendance policy	2	0	6	0	8
Grade of A, B, C only	54	1	324	25	404
Percent raw success (as a percent)	59	100	80	83	76.5
Percent success using NCDE	87	100	91	89	90.4

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: 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.**

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.**
-

1.2: Developmental Math (MATH 0001)

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 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%.

-  [MATH 0001 SYLLABUS spring 2016 -](#)
-  [MATH 0001 SYLLABUS spring 2016 -](#)

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.

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

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!

MATH 0001 Student Learning Outcomes: All Sections	Sp 11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17	Change
Overall	63	71	73	73	71	74	72	-2
1.1.1. Manipulate order of operations with real numbers	68	77	78	78	75	80	76	-4
1.1.2. Perform basic algebraic operations with expressions and linear equations	58	66	68	71	70	74	70	-4
1.1.3. Geometry	x	64	67	64	62	67	71	4
Total number of students tested	259	714	608	512	483	424	555	

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](#).

MATH 0001 SLO Description	Pathways	Non Pathways	Overall
Overall	68	74	72
1.1.1. Manipulate order of operations with real numbers	72	78	76
1.1.2. Perform basic algebraic operations with expressions and linear equations	66	72	70
1.1.3. Geometry	67	72	71
Total number of students tested	180	375	555

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.

Description	Totals	LSUE ²	Dual Credit	LSUA	LSU Lab	Online	Accelerated	Modular
Total n	821	235		154		50		382
No. of Ws	116	32	none	29	none	11	none	44
No. violation of attendance policy	11	4		1		0		6
Grade of A, B, C only	482	124		99		17		242
Percent raw success	58.7	53		64		34		63
Percent success using NCDE	69.5	62		80		44		73

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: 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.**

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.**

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).

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

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 LSUA 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%.

MATH 0002 Description	Sp 11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17	Change
Overall	62	66	65	67	68	69	67	-2
1.1.4. Perform basic algebraic operations	62	66	64	67	68	69	67	-2
1.1.5. Perform operations with the rectangular coordinate system	60	67	69	64	67	69	68	-1
Total number of students tested	306	533	534	492	474	349	449	

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.

MATH 0002 SLO Description	Pathways	Non Pathways	Overall
Overall	62	69	67
1.1.4. Perform basic algebraic operations	63	69	67
1.1.5. Perform operations with the rectangular coordinate system	60	71	68
Total number of students tested	112	337	449

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%.



Description	Totals	LSUE ²	Dual Credit	LSUA	LSU Lab	Online	Accelerated	Modular ³
Total n	659	155	4	74		75		351
No. of Ws	80	22	0	11	none	21	none	26
No. violation of attendance policy	17	0	0	1		0		16
Grade of A, B, C only	346	69	4	48		33		192
Percent raw success	52.5	45	100	65		44		55
Percent success using NCDE	61.6	52	100	77		61		62

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).

-  [MATH 0002 Final Exam Committee Meetings](#)
-  [Math Dept mtg 9 16 16 Minutes Modular MATH 0002](#)

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.

Prepared by Paul Fowler on August 27, 2017 for math faculty input. Sent on 9/9/17.

-  [Core-Principles-2015 \(1\)](#)
-  [MATH 0001fa17](#)
-  [MATH 0015fa17](#)
-  [MATH 0021fa17](#)
-  [MATH 1020fa17](#)
-  [Math Meeting Minutes 11-11-16](#)
-  [Math Meeting Minutes 11-4-16](#)
-  [Math Tutoring Availability Grid Sp 2017](#)

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.**

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.

🌐 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).

SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	80	81		76			
1. Locate and access LSU Eunice resources	80	81		74			
2. Demonstrate various transferrable academic skills	80	80	none	78	none	none	none
Total number of sections	17	15	0	2	0	0	0
Total number of students tested	324	269	0	55	0	0	0

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.

UNIV 1005 SLO Description	SP 11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17	Change
Overall	70	74	82	81	83	84	80	-4
1. Locate and access LSU Eunice resources	82	80	86	84	85	84	80	-4
2. Demonstrate various transferrable academic skills	60	68	78	78	80	82	80	-2
Total number of students	131	399	341	320	313	278	324	

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.

UNIV 1005 SLO Description	Pathways	Non-Pathways	Overall
Overall	79	81	80
1. Locate and access LSU Eunice resources	80	81	80
2. Demonstrate various transferrable academic skills	79	83	80
Total number of students	226	98	324

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%.

Description	LSUA	Dual Credit	LSUE	Online	Totals
Total n	67	none	334	none	401
No. of Ws	7		30		37
No. violation of attendance policy	5		8		13
Grade of A, B, C only	54		253		307
Raw success rate (percentages)	81		76		77
Percent success using NCDE	98		85		87

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: 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.**

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.**

1.5: College Reading (UNIV 0008)

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 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).

SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	72	73		67			
A. Correctly identify the meaning of topic, main idea, supporting details, and unfamiliar words in paragraphs, essays, textbook chapters, and visual media.	72	73	none	67	none	none	none
B. Employ critical reading comprehension strategies.	73	75		67			
Total number of sections	12	10	0	2	0	0	0
Total number of students tested	172	151	0	21	0	0	0

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.

UNIV 0008 SLO Description	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17	Change
Overall	69	75	75	75	75	72	-3
A. Correctly identify the meaning of topic, main idea, supporting details, and unfamiliar words in paragraphs, essays, textbook chapters, and visual media.	77	78	76	76	76	72	-4
B. Employ critical reading comprehension strategies.	56	65	73	70	71	73	2
Total number of students	254	209	199	209	173	172	

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.

UNIV 0008 SLO Description	Pathways	Non Pathways	Overall
Overall	70	79	72
A. Correctly identify the meaning of topic, main idea, supporting details, and unfamiliar words in paragraphs, essays, textbook chapters, and visual media.	69	79	72
B. Employ critical reading comprehension strategies.	72	78	73
Total number of students	119	52	172

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%.

Description	LSUA	Dual Credit	LSUE	Online	Totals
Total n	32	none	185	none	217
No. of Ws	5		17		22
No. violation of attendance policy	5		3		8
Grade of A, B, C only	23		135		158
Raw success rate (percent)	72		73		73
Percent success using NCDE	105		82		84

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: 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.**

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.**

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.														
Academic Year (Summer, Fall, Spring)														
Year	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	Total	Median
No. in cohort	323	333	320	364	406	406	430	399	328	293	312	244	4158	331
No. completing	93	130	119	127	134	114	180	136	116	113	127	97	1486	123
Percent	28.8	39.0	37.2	34.9	33.0	28.1	41.9	34.1	35.4	38.6	40.7	39.8	35.7	36.3

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.

Years	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	Mean
All PWAY Students	79	76	77	81	74	76	72	72	80	74	82	75

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.

Prepared by Paul Fowler on September 9, 2017.

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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3.3: 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).

Years	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	Mean
All PWAY Students	49	43	46	53	31	52	47	45	50	47	49	44

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.

Prepared by Paul Fowler on September 9, 2017.

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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 **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

-   **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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1.2: 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

  **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: 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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 **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: 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

-  **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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2.2: 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

-   **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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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](#)
-  [ACCT 2001 Syllabus](#)
-  [ACCT 2101 Syllabus](#)

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.

-  [ACCT 2101 Syllabus](#)

Benchmark is set at 70%. The 70% is the lowest average grade that will transfer to four-year institutions.

-  [ACCT 2001 Syllabus](#)
-  [ACCT 2101 Syllabus](#)

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

- 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.

2.4: 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)

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.

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)

Participants:

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

-  [ISDS2100 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.





-  [ISDS 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.

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

-  **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

-   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.

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 is 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

Provided By: Computer Information 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.
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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.

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

 **6: Maintain an effective Computer Information Technology (CIT) program.**

Progress: Completed





Provided By: Computer Information 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.
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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.

Diagnostic Medical Sonography

 **1.1: DMS Professional Competency**

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

1.10 Graduates of 2013-2014 and employers will rate the knowledge base, clinical proficiency, and behavioral skills as average or above on the six-month surveys.

1.11 Graduates of 2013-2014 will attempt and pass the American Registry of Diagnostic Medical Sonographers (ARDMS) and earn either abdomen or OB/Gyn credential within one year of graduation.


1.12 At some point during the five or 10-year accreditation cycle the program must demonstrate that some graduates have been successful in obtaining the credential for both abdomen and OB/Gyn.

Assessment/Evaluation/Measures/Strategies

1.10 Data acquired via employer survey and graduate surveys (6 months' post-graduation). Benchmark set at 60% because JRC-DMS requires no less than 50% return rate on surveys.

1.11 Data acquired via ARDMS exam results (annual report from the ARDMS). Benchmark set at 60% because JRC-DMS requires [that 60% of graduates obtain the credential of RDMS within one year of the graduation date.](#)

1.12 Data acquired via ARDMS exam results (annual report from the ARDMS). Based on four-year period within five-year accreditation cycle (from 2009-2013), some (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

  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: 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.
- ✈️⭐ 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: 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)

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.

 **16-17 Temp: Accept a CTS DMS class for Fall 2017**

Start: 11/1/2016

End: 10/30/2017

Progress: Completed

Provided By: Diagnostic Medical Sonography

Participants:

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.
4. Update catalog information and having program published in the 2016-2017 catalog.
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.**

- ✧ 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.

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 than 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 than 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.
-   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.

4.4: 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

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.
-   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 in 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.

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.
-  4. **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

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.
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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**

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.

2.2: Nursing Graduation Rate

Start: 11/1/2016
End: 10/30/2017
Progress: Completed
Provided By: Nursing
Participants: Dean of HSBT (McDonald, Dottie)

Objective With Intended Outcomes

Completion rates in Nursing are measure 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.

-  [Program Completion Rates](#)

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 $\geq 80\%$ 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](#) This was also evident in the Outcomes Assessment Plan Class of 2016. [Outcomes Assessment Plan 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 $\geq 80\%$ 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 Meeting](#)
-  [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

-   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: 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 75% within six months of graduation on the first attempt of the ARRT exam as determined by the JRCERT. Exam statistics are provided by the ARRT. Results will be communicated to the division Head and Advisory Committee. Areas of strengths and deficiencies are noted. Results will be utilized for program improvement.

- [JRCERT Rights & Responsibilities of Sponsors](#),
- [JRCERT Standard Five Program Effectiveness](#)

3.32 Over a five-year average, the job placement rate will not be less than 75% within twelve months of graduation as determined by the JRCERT. Graduate and Employer Surveys are mailed one-year post-graduation by the Program Director. The surveys are designed to determine how many graduates have obtained employment during the previous 12 months. The results are evaluated by the Program Director. Note: Employer Surveys are sent based on other means of communication in seeking employment of the graduates. The returned data helps in providing a more accurate job placement rate.

- [JRCERT Rights & Responsibilities of Sponsors](#),
- [JRCERT Standard Five Program Effectiveness](#)
-  [JRCERT Rights & Responsibilities of Sponsors](#)
-  [JRCERT Standard 5 Program Effectiveness](#)

Assessment/Evaluation Results (Progress Report)

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.

-  [ARRT Annual Program Summary Report 2016](#)
-  [ARRT Candidate Exam Results 2016](#)
-  [ARRT National Comparison Report Class of 2016](#)
-  [Employer Survey Sample Class of 2016](#)
-  [Employer Survey Sample Class of 2016](#)
-  [Graduate Survey Sample Class of 2016](#)
-  [PROGRAM EFFECTIVENESS PLAN SPRING of 2016 ARRT PASS RATES](#)
-  [Radiography Program Effectiveness Data 2016 credentialing pass rates](#)

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. [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](#)

-  [PROGRAM EFFECTIVENESS PLAN SPRING of 2016 ARRT PASS RATES](#)
-  [Program Effectiveness Plan Class of 2016 for surveys](#)

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.**

- [Annual School Summary. 2015.2016 cohort. 2017 outcomes,](#)
- [CoARC - Outcome Summary. 2](#)
-  [Annual School Summary. 2015.2016 cohort. 2017 outcomes](#)
-  [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](#)

-  [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.
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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.

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

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.
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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.
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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 1. Liberal Arts Retention Benchmarking using Years Shown.				
Year	No. Students Initial	No. Students Retained	Graduates	Percent
Year 12-13	182	70	103	38.46
Year 13-14	222	70	116	31.53
Year 14-15	265	88	111	33.21
Totals	669	228	330	34.08

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.

Major	Major Code	Initial Fa 15	Retained to Fa 16	Graduates using Fall 16 Factbook	Percent Retention Subtracting Graduates
Arts LA Trfr Mass Comm	AATC	4	2	1	66.67
Arts Transfer Fine Arts	AATF	10	3	1	33.33
Assc Arts LA Transfer Business	AATB	51	20	12	51.28
Assc Arts LA Trfer Humanities	AATH	4	1	1	33.33
Assc Arts LA Trfer Soc Science	AATS	15	3	3	25.00
Assc Arts LA Transfer CJ	AATJ	9	1	none	11.11
Associate of General Studies	GSA	121	25	87	73.53
Education - Undecided	EDUN	13	5	--	38.46
Undecided - Liberal Arts	UNLA	none		--	--
Sociology	SOCL	5	1	--	20.00
Psychology	PSYC	28	12	--	42.86
Totals		260	73	105	47.10


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.
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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 $30 / (83 - 18) = 46\%$.

Given that the observed retention of 46% < the preliminary benchmark of 57%, the 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.
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Care and Development of Young Children

1.1: CDYC Competence

Start: 11/1/2016

End: 10/30/2017

Progress: Completed

Provided By: Care and Development of Young Children

Participants:

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 cdyd data 17](#)

-  [EDCI 2900 Evals](#)

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%.

Semester	No/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
SP 10	n	3	0	2	0	0	1
	%		0	67	0	0	33
FA 10 - SP 11	n	8	1	5	0	0	2
	%		13	63	0	0	25
FA 11 - SP 12	n	4	3	1	0	0	0
	%		75	25	0	0	0
FA 12 - SP 13	n	5	2	1	0	1	1
	%		40	20	0	20	20
FA 13 - SP 14	No.	11	0	5	2	1	3
	%		0	45	18	9	27
FA 14 - SP 15	No.	11	0	5	2	1	3
	%		0	45	18	9	27
FA 15 - SP 16	No.	5	0	3	1	0	1
	%		0	60	20	0	20
Mean	n	6.2	1.2	2.8	0.4	0.4	1.4
	%		21.3	44.2	6.1	6.4	22.1

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		
Initial Year	% Retained Fall	No of initial students
2007	40	38
2008	54	41
2009	46	61
2010	39	54
2011	47	43
2012	44	36
2013	44	48
2014	42	38
2015	50	34
mean	44.5	44.9
median	44	42
s.d.	4.7	8.8

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

-   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.

General Studies

1.1: GSA - Retention

Start: 11/1/2016

End: 10/30/2017

Progress: Completed

Provided By: General Studies
Participants:

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 $96/285 = 28\%$. If the retention is calculated by removing the graduates, then it becomes $96/(348-285) = 150\%$. 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 $25/(121-87) = 74\%$.

Given that the observed retention of 75% > the preliminary benchmark of 27+%, the 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:

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](#)

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.**

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.
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Public Safety and ProtectionCriminal Justice **2.1: Criminal Justice Professional Competency****Start:** 11/1/2016**End:** 10/30/2017**Progress:** Completed**Provided By:** Criminal Justice**Participants:****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.

-  [CJ2131_SP_2017_Syllabus](#)
-  [CJ2153-C1 \(Fall 2016\)](#)

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.
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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.

2.2: 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.

Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
SP 10	n	3	1	1	0	0	1
	%		33	33	0	0	33
FA 10 - SP 11	n	14	5	6	0	1	2
	%		36	43	0	7	14
FA 11 - SP 12	n	18	9	3	1	3	2
	%		50	17	6	17	11
FA 12 - SP 13	n	18	7	6	1	1	3
	%		39	33	6	6	17
FA 13 - SP 14	n	16	3	2	1	6	4
	%		19	13	6	38	25
FA 14 - SP 15	n	13	3	2	1	4	3
	%		23	15	8	31	23
FA 15 - SP 16	n	18	3	4	2	3	6
	%		17	22	11	17	33
Mean	n	13.8	5.0	3.6	0.6	2.2	2.4
	%		33.3	25.7	4.2	16.3	20.6

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

 **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.
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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.

2.3: 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 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		
Initial Year	% Retained Fall	No of initial students
2004	35	91
2005	42	72
2006	50	62
2007	39	71
2008	60	60
2009	42	79
2010	44	80
2011	44	75
2012	37	79
2013	32	71
2014	33	58
2015	38	56
mean	41.6	72.5
median	42	72
s.d.	8.1	9.9

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.

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.

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 2152.C6 FA2016](#)

 [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

-   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.

5.2: 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.

Semester	n/%	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
SP 10	n	15	2	8	0	0	5
	%		13	53	0	0	33
FA 10 - SP 11	n	33	4	20	0	0	8
	%		12	61	0	0	24
FA 11 - SP 12	n	30	5	25	0	0	0
	%		17	83	0	0	0
FA 12 - SP 13	n	35	9	22	2	0	2
	%		26	63	6	0	6
FA 13 - SP 14	n	33	2	30	0	0	1
	%		6	91	0	0	3
FA 14 - SP 15	n	30	0	21	2	5	2
	%		0	70	7	17	7
FA 15 - SP 16	n	33	1	27	0	3	4
	%		4.4	82	0	3	12
Mean	n	29.2	4.4	21.0	0.4	0.0	3.2
	%		12.3	70.2	2.1	2.8	12.2

Given 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

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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.

5.3: 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.				
Initial Year	Initial Enrollment	Retained One Year	Graduates at end of Initial Year	Percent Retention
2008	103	44	33	42.72
2009	95	41	29	43.16
2010	87	31	33	35.63
2011	69	25	33	36.23
2012	50	21	32	42.00
2013	45	17	37	37.78
2014	48	25	35	52.08
2015	26	6	33	23.08
Mean	71.00	29.14	33.14	41.37
Median	69.00	25.00	33.00	42.00
S.D.	24.17	10.11	2.48	5.66

Because AY 2015-2016 is being assess, 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

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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)**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 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.




[Note: As of 2012, Board of Regents is no longer providing majority funding for LOUIS memberships and the consortium is largely membership fee focused and based.]

-  [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

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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

Provided By: Library

Participants: Director of the Library (Jobe-Ganucheau, Cassie)

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.

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

Provided By: Library

Participants: Director of the Library (Jobe-Ganucheau, Cassie)

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.**
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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.**

 **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

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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.
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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

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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.

Objective 1.1.3: Upon the conclusion of the Pre-Algebra course (MATH 0001), the student will analyze and compute measurements for different geometric figures.

Outcome 1.1.4: Upon the conclusion of the Introduction to Algebra course (MATH 0002), the student will perform basic algebraic operations.

Outcome 1.1.5: Upon the conclusion of the Introduction to Algebra course (MATH 0002), the student will perform basic operations involving the rectangular coordinate system.

The Academic Year 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 1. Objective 1.1 targets based on historical benchmarks.

Description	Objective or Outcome	Historical Benchmark	Target
Overall MATH 0001	1.1	71%	75%
Order of operations	1.1.1	76%	80%
Basic algebraic operations	1.1.2	65%	70%
Geometric figures	1.1.3	65%	70%
Overall MATH 0002	1.1	66%	70%
Basic algebraic operations	1.1.4	64%	70%
Rectangular coordinate system	1.1.5	66%	70%

Target: Increase student success by the amount specified in Table 1 compared to existing methods of instruction. The QEP Committee and mathematics faculty feel that this target is realistic given the current institutional resources.

Assessment/Evaluation Results (Progress Report)

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.

Description	Objective or Outcome	Historical Benchmark	Target	Result AY 2016-2017
Overall MATH 0001	1.1	71%	75%	75%
Order of operations	1.1.1	76%	80%	78%
Basic algebraic operations	1.1.2	65%	70%	72%
Geometric figures	1.1.3	65%	70%	77%
Overall MATH 0002	1.1	66%	70%	67%
Basic algebraic operations	1.1.4	64%	70%	67%
Rectangular coordinate system	1.1.5	66%	70%	66%

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:

- 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.

-  [CP MATH_0001fa17](#)
-  [CP MATH_0015fa17](#)
-  [CP MATH_0021fa17](#)
-  [Math Meeting Minutes 11 11 16](#)
-  [Math Meeting Minutes 11 4 16](#)
-  [Math Tutoring Availability Grid Sp 2017](#)

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.

1.2: Increase the Cognitive Ability of Students 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

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.

 [T1 M0001 Pre Post Data 16-17](#)

 [T2 M0002 Pre Post Data 16-17](#)

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.**

  **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.**

3.2: 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.

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.
-   **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](#)

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

6: Retention

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.**

 **7.1: 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 BIOL1160

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.

-  [BIOL 1160 completion](#)

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

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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.

Chemical Technician (CTS)

8.1: Chemical Technician CTS

Start: 11/1/2016

End: 10/30/2017

Progress: Completed

Provided By: Chemical Technician (CTS)

Participants: Dean of Sciences and Mathematics (Hamlin, John)

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 students 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

-  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.

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

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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.**

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

LSUE 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>) 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

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

Progress: Completed









Provided By: Affirmative Action/Equal Employment Opportunity

Participants:

Budget Information: none (existing)

Start: 11/1/2016

End: 10/30/2017

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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

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

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.
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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

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

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.
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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: Title IX Campus Climate

Start: 11/1/2016

End: 10/30/2017

Progress: Completed

Provided By: Affirmative Action/Equal Employment Opportunity

Participants:

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.

-  [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 as 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:

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.**

2.3: Title IX Response to Complaints

Start: 11/1/2016

End: 10/30/2017

Progress: Completed

Provided By: Affirmative Action/Equal Employment Opportunity
Participants:

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

  **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.

2.4: 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.
-  [Coordinator-Certification-Sample-Agenda](#)

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.**

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](#)

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

 **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.**

2.1: 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

  **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.**

2.2: 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.

Budget Review Committee met on [September 13, 2016](#), [January 18, 2017](#), [March 2, 2017](#), and [April 20, 2017](#).

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--September13 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

 **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: Food Service-Student 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

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.  **1. Ensure Access:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
- 2.  **2. Student Success:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
- 3.  **3. Partnerships:** To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
- 4.  **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.

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.**

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

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

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

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.

1.3: Building and Grounds-Student 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

Students will rate their satisfaction with the Physical Plant on Noel-Levitz Student Satisfaction Inventory. The maintenance of the campus will rank as one of the top ten items of satisfaction by students at LSU Eunice and higher in satisfaction than other National Community Colleges.

Assessment/Evaluation/Measures/Strategies

The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 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: 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.**

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.**
-   **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.**

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

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.

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

-  **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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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.




-  [FA 15 Enrollment using Query Tools](#)

Assessment/Evaluation Results (Progress Report)

For AY 2015-2016, this objective did not exist.

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.

-  [2017 LACRAO Calendar of Events](#)
-  [FA 16 Enrollment using Query Tools](#)
-  [Recruiter job description](#)

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.

-  [Geaux Center Open House Email](#)

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

-  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.

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

  **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: 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

-  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.

 **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

-  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.

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

-   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.

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

-   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.

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).

Initial Enrollment	FTF Enrolled	Returned to LSU Eunice	Retention Rate
11/12	624	504	80.8%
12/13	567	460	81.1%
13/14	524	442	84.4%
14/15	602	471	78.2%
15/16	568	486	85.6%
Totals	2885	2363	81.91%

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).

Initial Enrollment	FTF Enrolled	Returned to LSU Eunice	Retention Rate
11/12	624	504	80.8%
12/13	567	460	81.1%
13/14	524	442	84.4%
14/15	602	471	78.2%
15/16	568	486	85.6%
16/17	872	706	81.0%

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

-  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.

 **4.2: 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).

Initial Enrollment	FTF Enrolled	Returned to LSU Eunice	Transferred in Louisiana	Retention Rate
10/11	678	335	137	69.60%
11/12	624	308	116	67.90%
12/13	568	288	95	67.30%
13/14	524	290	75	69.70%
14/15	602	291	109	66.40%
Totals	2996	1512	532	68.22%

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.

Initial Enrollment	FTF Enrolled	Returned to LSU Eunice	Transferred in Louisiana	Retention Rate
10/11	678	335	137	69.60%
11/12	624	308	116	67.90%
12/13	568	288	95	67.30%
13/14	524	290	75	69.70%
14/15	602	291	109	66.40%
15/16	568	323	87	72.20%

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

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

-   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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Admissions and Recruitment

1.1: Bengal Day

Start: 11/1/2016

End: 10/30/2017

Progress: Completed

Provided By: Admissions and Recruitment

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%).

-  [Bengal Day 1 - Question 5](#)
-  [Bengal Day 1 Survey](#)
-  [Bengal Day 2 - Question 5](#)
-  [Bengal Day 2 Survey](#)

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

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.

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

Start: 11/1/2016**End:** 10/30/2017**Progress:** Completed**Provided By:** Admissions and Recruitment**Participants:****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

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.](#)

[Hire date recruiter two.](#)

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

Participants: Director of Career Services (Wright, Atina)

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 \(large file - may take a moment to open\)](#) ($398-358=40$; $40/325=12.3$). 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

Provided By: Career Services

Participants: Director of Career Services (Wright, Atina)

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.**

 **2.2: Job Search - Resume Writing**

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

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.**

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



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 $(85 \times 300 + 96 \times 286 + 91 \times 251) / (300 + 286 + 251) = 75797 / 837$.

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](#)
-  [Fall 2015 Placement Response Data](#)
-  [Spring 2016 Placement Response Data](#)
-  [Spring 2016 Placement Response Data](#)
-  [Summer 2015 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:

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.

-  [2016-2017 FinAid Workshops](#)
-  [Financial Aid 16-17 NLIS Siteandquestionorder](#)

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:

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 5.40.

-  [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

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.

1.3: Financial Aid-Scholarships

Start: 11/1/2016

End: 10/30/2017

Progress: Completed

Provided By: Financial Aid

Participants:

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](#).

-  [Scholarship Fact Book 2015-2016](#)

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.

-  [Scholarship Fact Book 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.**
-   **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: 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.

-  [FA Q15 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 5.66 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.

-  [FA Q15 16-17 NLIS Siteandquestionorder](#)

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

 **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.

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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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](#)

-  [CAB Officers, 16-17](#)

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

Progress: Completed

Provided By: Student Activities

Participants: Student Activities (Jackson, Althea)

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 COMPLIANCE ASSIST](#)

Improvement Plan/ Changes Made

No changes needed.

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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Information Technology

1.1: 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

-  **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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2.1: 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.**

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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2.1a: 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:

	Q24	Q28	Q41
Spring 2014	4.00	4.20	4.20
Spring 2015	3.80	3.90	3.80
Spring 2016	3.70	3.80	4.00
Avg	3.83	3.97	4.00

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.

	Q24	Q28	Q41
Spring 2017	3.60	3.80	4.10

	Q24	Q28	Q41
Prior 3 year avg	3.83	3.97	4.00

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

-  **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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2.2: 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:

	Q28	Q29	Q48
Spring 2014	4.00	4.00	4.30
Spring 2015	3.70	3.90	3.90
Spring 2016	3.70	3.80	4.30
Avg	3.80	3.90	4.17

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.

	Q28	Q29	Q48
Spring 2017	4.00	3.90	4.40

	Q28	Q29	Q48
Prior 3 year avg	3.80	3.90	4.17

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

 **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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2.3: 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

-   **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.**

2.4: User Services-Faculty 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

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

-   **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.

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

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.

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

-   **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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 **4.1: 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

-   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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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.**

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](#) Intersession 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](#)

-  [SACSCOC Response- Iota and St. Eds](#)
-  [Scanned DMS Prospectus Letter 6.27.17](#)
-  [Submitted SACSCOC Surg Tech Prospectus Letter 6-27-17](#)

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.
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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 of work required by the follow-up report for the LSU Lab School site.

-  [5-9-16 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.
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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 form [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

-   **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.**

 **1.4: Publish Annual Security and Fire Report (Clery Act)**

Start: 11/1/2016

End: 10/30/2017

Progress: Completed

Provided By: LSU Police (Dual Reporting)

Participants:

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

-  **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.

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

-   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.

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 in to 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 in to 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

-  **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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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: 11/1/2016

End: 10/30/2017

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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 that includes elements from the marketing plan being 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.**

-   **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).

-  [Minutes of Academic Council December 14 2016](#)
-  [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.
-  **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.

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



GE 1. Communication

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 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

























Progress: Completed











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



-  **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

-  **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 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:** 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

 **5.8 16-17 GE-Art (Music Appreciation)**
Progress: Completed
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.

1. An LSU Eunice graduate will demonstrate effective communication of complex knowledge and ideas.	2. An LSU Eunice graduate will use processes, procedures, data, or evidence to solve problems and make effective decisions.	3. An LSU Eunice graduate will apply knowledge of natural science to the exploration and analysis of natural phenomena.	4. 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.	5. An LSU Eunice graduate will demonstrate an understanding of human behavior and the relationship between individuals and their societies.	6. An LSU Eunice graduate will demonstrate an aesthetic and historical understanding of the arts.
pp. 427 – 470	pp. 471 – 510	pp. 511 – 529	pp. 530 – 538	pp. 539 – 550	pp. 551 – 554
DMS Not active	DMS Not active	MATH 1015/1021 SLOs on Final Tentatively met	History HIST 1001, 1003, 2055, 2071, 2057 SLO questions and a book review Met	Psychology PSYC 2000, 2060, and 2070 Embedded SLO questions on topic exams Met Non-compliance: Faculty member using different SLOs	Art ART 1440/1441/2470 SLO questions on Pre and post test Met
MATH 1015/1021 SLOs on Final & CAAP Tentatively met	QEP Increased Achievement of SLOs in MATH 1015 and 1021 Tentatively met	MATH 1425 SLOs on Final Met	FREN 1001/2101 Quizzes and oral presentations Met Faculty member not turning in SLOs	Political Science POLS 2051 Class assessments, midterm, and final Met	Music Appreciation MUS 1751 SLOs on Final Met
ACCT Technology Acct Clerk Cancelled (no GE required)	MATH 1015/1021 SLOs on Final & CAAP Tentatively met	MATH 1022 SLOs on Final Met	SPAN 1101/1102 Instructor Observation, quizzes, tests, and papers Met	Sociology SOCL 2001/2505 Pre and post test Met Non-compliance	

				Faculty member using outdated GE Objectives	
MATH 1425 SLOs on Final Met	QEP Increase scores on CAAP Tentatively met	MATH 1023 SLOs on Final Met		Economics ECON 2010/2000/2010 Cancelled by the program director and being moved to management Non-compliance Subject area not being assessed	
MATH 1022 SLOs on Final Met	MATH 1425 SLOs on Final Met	MATH 1431 SLOs on Final Met		Dev Ed. Social Science from College Reading Met	
MATH 1023 SLOs on Final Met	Acct Technology, Acct Clerk ACCT 2001 Cancelled (No GE required)	BIOL 1001 SLO Multiple Choice Questions Met			
MATH 1431 SLOs on Final Met	MATH 1022 SLOs on Final Met	BIOL 1002 SLO questions Tentatively Met			
NURS 2430/2530 Unit and Final Exams Met	MATH 1023 SLOs on Final Met	PHYS 1001 SLO Questions Met			
Administrative Technology Specialist Writing Assignments Cancelled (no GE required)	MATH 1431 SLOs on Final Met				
RADT 1092/1093 Clinical Evaluation Met	NURS 2430 Unit and Final Exams Met				
Human Resource MGMT Cancelled (No GE required)	Admin Technology Specialist ISDS 2100 Cancelled (No Ge required)				

Human Resource MGMT Cancelled (No GE required)	RADT 1092/1093 Clinical direct Observation Met				
RC 1001 Journal Rubric Met	Human Resource Management ISDS 2100 Cancelled (No GE required)				
CMST 1061 SLOs Met Faculty member using different SLOs	RC 2016 Document patient history in clinicals Met				
ENGL 1002 Info Literacy SLO Inconclusive (no benchmark)	Medical Coding and Billing ALLH 2635 Class assignments, quizzes, and tests Met Lack of information about methodology				
FREN 1001/2101 SLOs Met Faculty member not turning in SLOs	CAAP Critical Thinking Met				
HCM 2650 SLOs Met Lack of information about methodology	CIT CSC 2253 various assignments Cancelled by new program director				
ENGL 1001/1002 SLOs & CAAP Met	MGMT 2999 ECON 2000 Pre and post test Met				
SPAN 1101/1102 Quizzes, Tests, Oral Assignments Met	Dev Ed Completion of GE math after DE math Indirect using completion rates Met				
CIT 1011/1015	Dev Ed				

Quizzes, Midterm, Finals Met	Critical Reading in Social Science from College Reading Completion and CAAP Met				
Management BADM 1001 Exam & Class Discussions Met	Library Information Literacy Literacy Plan Cancelled by new director				
Dev Ed Success in ENGL 1001 after completing ENGL 0001 Met					

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.

 [MATH 1015 SYLLABUS Fall 2016](#)
 [MATH 1021 SYLLABUS Fa 2016](#)

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 1. SLO results for college algebra AY 16-17 in percentages.			
MATH 1021 SLO Description	Overall for both College Algebra Courses	Overall MATH 1015	Overall MATH 1021
Overall	73	74	72
A. Solve Equations and Inequalities Algebraically & Graphically	70	72	69
B. Evaluate and Interpret Function Values	77	75	78
C. Graph Functions	74	75	74
Total number of students tested	707	288	419

Table 2 presents the longitudinal data showing that the results have remained relatively consistent since they were first measured in AY 2013-2014.

SLO	13-14	14-15	15-16	16-17	Difference
Overall	71	74	73	73	0
A. Solve Equations and Inequalities Algebraically & Graphically	73	75	74	70	-4
B. Evaluate and Interpret Function Values	70	82	78	77	-1
C. Graph Functions	74	74	72	74	2
Total number of students tested	594	763	678	707	

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%.

MATH 1015 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated	Modular
Overall	74	75				78	75	72
A. Solve Equations and Inequalities Algebraically and Graphically	72	70				84	74	74
B. Evaluate and Interpret Function Values	75	80	none	none	none	74	74	69
C. Graph Functions	75	77				75	76	71
Total number of sections	20	10				1	3	6
Total number of students tested	288	157				14	23	94

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.

MATH 1015 SLO Description	13-14	14-15	15-16	16-17	Change
Overall	78	79	77	74	-3
A. Solve Equations and Inequalities Algebraically and Graphically	80	80	76	72	-4
B. Evaluate and Interpret Function Values	80	81	80	75	-5
C. Graph Functions	81	80	77	75	-2
Total number of students tested	334	359	322	288	

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).

MATH 1021 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated	Modular
Overall	72	67	85	62		74	84	
A. Solve Equations and Inequalities Algebraically and Graphically	69	63	81	56	none	75	91	none
B. Evaluate and Interpret Function Values	78	76	89	70		71	72	
C. Graph Functions	74	67	91	63		72	84	
Total number of sections	24	12	4	4		3	1	
Total number of students tested	419	211	106	46		48	8	

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 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.

Description	13-14	14-15	15-16	16-17	Difference
Overall	64	70	70	72	2
A. Solve Equations and Inequalities Algebraically and Graphically	66	70	73	69	-4
B. Evaluate and Interpret Function Values	60	83	76	78	2
C. Graph Functions	68	69	68	74	6
Total number of students tested	260	404	356	419	63

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.

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 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 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 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.

 [MATH 1425 SYLLABUSspring2016FacetoFace](#)

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.

MATH 1425 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	73	76				65	59
A. Organize and summarize data using descriptive techniques that are both mathematical and pictorial	76	79	none	none	none	72	58
B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters	70	73				57	57
Total number of students tested	288	232				19	37
Total number of sections for AY	12	8				2	2

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.

MATH 1425 SLO Description	13-14	14-15	15-16	16-17	Change
Overall	73	70	74	73	-1
A. Organize and summarize data using descriptive techniques that are both mathematical and pictorial	76	72	78	76	-2
B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters	72	68	67	70	3
Total number of students tested	314	289	283	288	

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:

- 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.

 [MATH 1022 SYLLABUSspring2016](#)

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).

MATH 1022 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	76	74	76				
A. Evaluate trig functions and manipulate their graphs	76	73	78	none	none	none	none
B. Solve trig equations and applications	76	76	76				
Total number of students tested	144	51	93				
Total number of sections for AY	7	3	4				

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.

MATH 1022 SLO Description	SP 14	14-15	15-16	16-17	Change
Overall	77	75	75	76	1
A. Evaluate trig functions and manipulate their graphs	78	79	78	76	-2
B. Solve trig equations and applications	76	69	71	76	5
Total number of students tested	33	134	125	144	

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.

- 📄 [1022 Final Exam FA16](#)
- 📄 [AY 16-17 MATH 1022 Item Analysis FF LSUE Only](#)

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:

- 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.



[MATH 1023 SYLLABUS spring2016](#)

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%.

MATH 1023 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	75	75					
A. Solve equations and inequalities both algebraically and graphically	74	74					
B. Evaluate and Interpret Function Values	70	70					
C. Graph functions	96	96	none	none	none	none	none
D. Evaluate trig functions and manipulate their graphs	67	67					
E. Solve trig equations and applications	60	60					
Total number of students tested	15	15					
Total number of sections for AY	1	1					

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.

 [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).

MATH 1431 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	73	73					
A. Evaluate and simplify limits and apply the intuitive concept of continuity.	84	84	none	none	none	none	none
B. Apply various techniques of differentiation and integration on elementary, exponential, logarithmic and rational functions.	84	84					
C. Solve applied business optimization problems.	55	55					
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.

MATH 1431 SLO Description	14-15	15-16	16-17	Change
Overall	73	78	73	-5
A. Evaluate and simplify limits and apply the intuitive concept of continuity.	77	77	84	7
B. Apply various techniques of differentiation and integration on elementary, exponential, logarithmic and rational functions.	71	81	84	3
C. Solve applied business optimization problems.	74	65	55	-10
Total number of students tested	36	30	40	

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.

 [MATH 1431 AY 16-17 Item Analysis](#)

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 Nursing - Communication: Nursing Communication

Progress: Completed

Provided By: Nursing

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](#)

 [NURS2430 SYLL FA2016 May 12th 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.

 [Communication NURS 2430](#)
 [Communication skills grid 2016](#)
 [CT & Communication table FNAL2016](#)
 [NURS 2430 first exam Fall 2016](#)

-  [NURS 2530 and 2550 Final Exam SP17 without rationales](#)
-  [NURS2430.2450 Exam Final Fa 16](#)
-  [NURS2530 Spring17 First Exam with Rationale](#)

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.).

-  [Faculty minutes Dec. 6, 2016](#)

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](#)

-  [Clinical Comp Evaluation Form](#)
-  [RADT 1092 Clinical Evaluation Form](#)
-  [RADT 1092 Course Syllabus Fall 2016](#)
-  [RADT 1093 Clinical Evaluation Form](#)
-  [RADT 1093 Course Syllabus Spring 2017](#)

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:

Exhibit the knowledge of the roles and responsibilities of a Respiratory Therapist via written journal and oral communication.

Display an understanding and identification of the medical terminology used within the field of medicine. [RC 1001 Course Syllabus. summer 2017](#)

 [RC 1001 Course Syllabus. summer 2017](#)

Assessment/Evaluation/Measures/Strategies

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

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.

 [journal RC 1001 without last names. outcome 2017](#)
 [Journal response from observation diary via email summer 2017](#)

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.

5.3: 16-17 GE-Speech Communication

Progress: Completed

Provided By: Liberal Arts

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.

[Sample Syllabus](#) from spring 2017 at LSUA.

[Sample Syllabus](#) from spring 2017 at LSUE.

 [LSUA CMST 1061 Syllabus Spring17](#)
 [LSUE Syllabus Spring2017 CMST 1061](#)

Assessment/Evaluation/Measures/Strategies

CMST 1061 is chosen to represent the student learning outcomes since it typically has the majority of students enrolled in it 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 1. CMST 1061 SLO Results by Site AY 2016-2017 as Percentages							
MATH 0002 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	87	88		81			
A. Research for speeches...write outline with bibliography	79	80		73			
B. Deliver speeches orally	84	84	none	81	none	no data	none
C. Effectively participate in group problem solving activities	98	100		90			
Total number of students tested	210	177		33		0	
Total number of sections in AY	16	13		2		1	
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.

-  [Breana Group](#)
-  [Dylan Group](#)
-  [Jasmine Persuasive](#)
-  [LSUE Informative Speech 1](#)
-  [LSUE Persuasive Speech. 1](#)
-  [LSUE Persuasive Speech. 2](#)
-  [Taylor Persuasive](#)

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.

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 problem should be examined for clarity. Eliminating question 25 increases the overall scored to a 66%. Since there is no benchmark at this time, the results are inconclusive.

-  [12-22-16 email on ENGL 1002](#)
-  [Assessment AY 16-17 Info Lit Item Analysis](#)

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](#))

-  [FREN 1001 Fa 16 Syllabus](#)
-  [FREN 2101 Fa 16 Syllabus](#)

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.

FREN 100 SLO Description	Overall	LSUE	LSUA	LSU Lab	Dual Credit	Online	Accelerated
Overall	87	--		87			
1. Demonstrate a basic understanding of written French	90	--1	none	90	none	none	None
2. Demonstrate a basic understanding of conversational French.	83	--		83			
3. Apply the knowledge of the vocabulary and grammar learned in a sustained manner both in a written and oral format.	--	--		--2			
Total number of students tested	7			7			
Total number of sections in AY	1			1			

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

FREN 210 SLO Description	Overall	LSUE	LSUA	LSU Lab	Dual Credit	Online	Accelerated
Overall	90	--		90			
1. Demonstrate an intermediate understanding of written French	95	-- ¹	none	95	none	none	none
2. Demonstrate an intermediate understanding of conversational French.	80	--		80			
3. Apply the knowledge of the vocabulary and grammar learned in a sustained manner both in a written and oral format.	--	--		-- ²			
Total number of students tested	14			14			
Total number of sections in AY	1			1			



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](#)

 [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.

 [2017 Samples of Rubrics for discussions and assignments from Kaplan](#)

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](#)



[ENGL 1001 dept syllabus FA16](#)

[ENGL 1002 dept syllabus FA16](#)

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.

Outcome	Pretest	Post Test
Overall Results	68	78
2. Clear topic Sentences	80	87
3. Paragraph with substantial support	76	90
4. Proper grammar, punctuation, and word usage	65	76
n	896	948

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).

Statistic	Pretest Score	Post Test Score
Mean	65.74323529	75.87399381
Variance	236.9822353	224.6338553
Observations	646	646
Pearson Correlation	0.694990582	
Hypothesized Mean Difference	0	
df	645	
t Stat	-21.69122795	
P(T<=t) one-tail	4.52265E-79	
t Critical one-tail	1.647219477	
P(T<=t) two-tail	9.04529E-79	
t Critical two-tail	1.963648718	

Table 3. Descriptive Statistics for ENGL 0001 Difference in Means (Post - Pre) AY 2016-2017 for Outcomes 2-4 as a Percent.	
Statistic	Result
Mean	10.13075851
Standard Error	0.46704403
Median	8.34
Mode	10
Standard Deviation	11.87063862
Sample Variance	140.9120613
Kurtosis	2.542525141
Skewness	0.864270144
Range	106.66
Minimum	-41.66
Maximum	65
Sum	6544.47
Count	646
Confidence Level(95.0%)	0.917110411

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.

Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	79	74	84	71	90	79	
1. Write an essay of five paragraphs with well-defined thesis statement	82	77	89	87	95	82	no data
2. Use clear topic sentences	86	84	90	77	95	91	
3. Use evidence, details, and facts	87	88	90	82	97	96	
4. Use proper grammar and punctuation	76	72	82	65	88	76	
Total number of students tested	909	544	210	47	77	31	0
Total number of sections	42	26	7	4	3	2	1

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.

Table 5. [Spring 2017 ENGL 1002 SLO Results](#) by Site in Percentages¹

Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	68	69	65	69	80		
1. Identify clearly defined thesis statements, proper essay organization and development, and clarity in the essay writing process	72	72	70	69	83	no data	no data
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](#) 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).

Statistic	12-13	13-14	14-15	15-16	16-17	Mean
National mean	62.0	62.0	61.8	61.8	61.6	61.8
LSU Eunice's mean	61.6	60.9	60.3	61.4	62.4	61.3
n	343	380	361	342	341	353.4

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.






Content Category	Bottom 25%	Middle 50%	Top 25%	Mean
Punctuation	8	8	2	6.000
Basic Grammar & Usage	8	-3	-6	-0.333
Sentence Structure	10	10	7	9.000
Strategy	-3	-5	-1	-3.000
Organization	0	-4	-3	-2.333
Style	1	-1	-3	-1.000
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.

-  [ENGL 1001 Pre and Post Test Updated Fa 16](#)
-  [ENGL 1002 Item Analysis AY 2016-2017](#)
-  [English 1002 SLO Exam Updated 2017](#)
-  [Writing CAAP ACT Linkage AY 16-17](#)
-  [Writing Skills CAAP Content Analysis AY 16-17](#)

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.

[November 3, 2017](#) email [November 2, 2017](#) email

-  [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.

-  [FA 16 SPAN 1101 Syllabus](#)
-  [SP 17 SPAN 1102 Syllabus](#)

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.

SPAN 1101 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	99				99		
1. Demonstrate an understanding of written Spanish	98	none	none	none	98	none	none
2. Demonstrate an intermediate understanding of conversational Spanish.	100				100		
3. Apply the knowledge of the vocabulary and grammar learned in a sustained manner both in a written and oral format.	100				100		
Total number of students tested	23				23		
Total number of sections in AY	1				1		

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).

SPAN 1101 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	95				95		
1. Demonstrate an understanding of written Spanish	92	none	none	none	92	none	none
2. Demonstrate an intermediate understanding of conversational Spanish.	98				98		
3. Apply the knowledge of the vocabulary and grammar learned in a sustained manner both in a written and oral format.	94				94		
Total number of students tested	10				10		
Total number of sections in AY	1				1		

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.

 [CSC 1011 FA16 SLO Data](#)
 [CSC 1015 FA16 SLO Data](#)

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](#)

 [CSC1011 COURSE SYLLABUS](#) [CSC1015 COURSE 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).

7.2 Communication related to Management: Communication related to Management

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.

 [BADM 1001 Syllabus Web Based SP17](#) [BADM1001 Syllabus Face to Face 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 purposes.

Methodology: Learning outcome will be assessed by through [an online exam](#).

[BADM 1001 \(web based\)](#) - Student will communicate BADM 1001 concepts of risks, profits, and basic economics through a forum based implementation

[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.

 [BADM 1001 Syllabus Web Based SP17](#)

 [BADM1001 Syllabus Face to Face SP17](#)

 [Book Review Guide BADM 1001](#)

Assessment/Evaluation Results (Progress Report)

For AY 2015-2016, this objective was met.

For AY 2016-2017:

[BADM1001 \(Web Based Online\)](#)- 29 Students assessed (100%) 27 Students (93%)demonstrated proficiency in effective, interpersonal, and written communication. **Objective Met.**

[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.

 [BADM 1001 Learning Outcomes Report SP17 FTF](#)

 [BADM 1001 Learning Outcomes Report SP17 Online](#)

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.

Content Category	12-13	13-14	14-15	15-16	16-17	Mean
Punctuation	6	6	-17	11	8	2.800
Basic Grammar & Usage	0	-9	-4	3	8	-0.400
Sentence Structure	3	-3	-5	11	10	3.200
Strategy	-6	-8	-10	9	-3	-3.600
Organization	-6	2	0	7	0	0.600
Style	-8	-1	-1	11	1	0.400
n	374	477	466	483	437	447.4

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%.

Start Year	Pathways	Non-Pathways	All Students
2003	n/a	76.9	76.9
2004	78.7	81.8	80.4
2005	84.4	79.6	82.2
2006	77.5	77.7	77.6
2007	77.0	74.9	76.1
2008	74.5	76.2	75.2
2009	71.0	73.2	71.9
2010	76.0	72.0	74.2
2011	82.8	83.3	83.0
2012	79.3	82.7	80.9
2013	78.8	84.0	81.0
2014	84.0	83.0	84.0
2015	83.0	76.0	79.2
Mean	78.92	78.56	78.66
s.d.	4.09	4.10	3.67

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.

GE 2. Computation Related Items

1.5 DMS - Critical Thinking: Critical Thinking and Application

Progress: **Delayed**

Provided By: Diagnostic Medical Sonography

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. Correctly label and identify anatomical parts on the image.
13. Adjusting technical factors that affect image quality in real time (focal zone(s), depth, TGC- time gain compensation)
14. Evaluate quality of images.
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.

MATH 1021 SLO Description	Preliminary Benchmark MATH 1015	Preliminary Benchmark MATH 1021
Overall	75	61
A. Solve Equations and Inequalities Algebraically and Graphically	75	62
B. Evaluate and Interpret Function Values	78	79
C. Graph Functions	74	59
Total number of students tested	130	113

Target: Modular mathematics students will meet or exceed the benchmarked value for developmental students who took other methods of developmental mathematics. The QEP Committee and mathematics faculty feel that this target is realistic given the current institutional resources.

Assessment/Evaluation Results (Progress Report)

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%.

MATH 1015 SLO Description	Overall	Did Take DE	Did Not Take DE
Overall	74	71	78
A. Solve Equations and Inequalities Algebraically and Graphically	72	69	74
B. Evaluate and Interpret Function Values	75	71	82
C. Graph Functions	75	70	81
Total number of students tested	251	142	109

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%.

MATH 1015 SLO Description	Overall	Did Take DE	Did Not Take DE
Overall	77	73	83
A. Solve Equations and Inequalities Algebraically and Graphically	75	72	79
B. Evaluate and Interpret Function Values	79	76	84
C. Graph Functions	77	73	83
Total number of students tested	1086	635	451

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.

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.

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.

-  [CP_MATH_0015fa17](#)
-  [CP_MATH_0021fa17](#)
-  [Math Meeting Minutes 11 11 16](#)
-  [Math Meeting Minutes 11 4 16](#)
-  [Math Tutoring Availability Grid Sp 2017](#)

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.

-  [MATH 1015 SYLLABUS Fall 2016](#)
-  [MATH 1021 SYLLABUS Fa 2016](#)

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 1. SLO results for college algebra AY 16-17 in percentages.			
MATH 1021 SLO Description	Overall for both College Algebra Courses	Overall MATH 1015	Overall MATH 1021
Overall	73	74	72
A. Solve Equations and Inequalities Algebraically & Graphically	70	72	69
B. Evaluate and Interpret Function Values	77	75	78
C. Graph Functions	74	75	74
Total number of students tested	707	288	419

Table 2 presents the longitudinal data showing that the results have remained relatively consistent since they were first measured in AY 2013-2014.

SLO	13-14	14-15	15-16	16-17	Difference
Overall	71	74	73	73	0
A. Solve Equations and Inequalities Algebraically & Graphically	73	75	74	70	-4
B. Evaluate and Interpret Function Values	70	82	78	77	-1
C. Graph Functions	74	74	72	74	2
Total number of students tested	594	763	678	707	

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%.

MATH 1015 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated	Modular
Overall	74	75				78	75	72
A. Solve Equations and Inequalities Algebraically and Graphically	72	70				84	74	74
B. Evaluate and Interpret Function Values	75	80	none	none	none	74	74	69
C. Graph Functions	75	77				75	76	71
Total number of sections	20	10				1	3	6
Total number of students tested	288	157				14	23	94

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.

MATH 1015 SLO Description	13-14	14-15	15-16	16-17	Change
Overall	78	79	77	74	-3
A. Solve Equations and Inequalities Algebraically and Graphically	80	80	76	72	-4
B. Evaluate and Interpret Function Values	80	81	80	75	-5
C. Graph Functions	81	80	77	75	-2
Total number of students tested	334	359	322	288	

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).

MATH 1021 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated	Modular
Overall	72	67	85	62		74	84	
A. Solve Equations and Inequalities Algebraically and Graphically	69	63	81	56	not offered	75	91	not offered
B. Evaluate and Interpret Function Values	78	76	89	70		71	72	
C. Graph Functions	74	67	91	63		72	84	
Total number of sections	24	12	4	4		3	1	
Total number of students tested	419	211	106	46		48	8	

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.

Description	13-14	14-15	15-16	16-17	Difference
Overall	64	70	70	72	2
A. Solve Equations and Inequalities Algebraically and Graphically	66	70	73	69	-4
B. Evaluate and Interpret Function Values	60	83	76	78	2
C. Graph Functions	68	69	68	74	6
Total number of students tested	260	404	356	419	63

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.

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.

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.

-  [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 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: 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%.

Method	n	Mean	Median	s.d.
National from ACT	1106	57.4	--	3.6
DE Face-to-face	45	55.1	55	2.2
DE Modular	46	55.3	56	2.4
DE Online	8	55.4	56	4.6
None (Direct Entry)	163	57.5	58	2.6
Overall	262	56.7	57.0	2.7

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 SYLLABUS Spring 2016 FacetoFace](#)

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.

MATH 1425 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	73	76				65	59
A. Organize and summarize data using descriptive techniques that are both mathematical and pictorial	76	79	none	none	none	72	58
B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters	70	73				57	57
Total number of students tested	288	232				19	37
Total number of sections for AY	12	8				2	2

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.

MATH 1425 SLO Description	13-14	14-15	15-16	16-17	Change
Overall	73	70	74	73	-1
A. Organize and summarize data using descriptive techniques that are both mathematical and pictorial	76	72	78	76	-2
B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters	72	68	67	70	3
Total number of students tested	314	289	283	288	

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.

 [Math 1425 C6 FA16 SOL SLO ath1425-25SP17](#)

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](#)

2.2 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.

 [ACCT 2001 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.

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.

 [MATH 1022 SYLLABUSspring2016](#)

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).

MATH 1022 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	76	74	76				
A. Evaluate trig functions and manipulate their graphs	76	73	78	none	none	none	none
B. Solve trig equations and applications	76	76	76				
Total number of students tested	144	51	93				
Total number of sections for AY	7	3	4				

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.

MATH 1022 SLO Description	SP 14	14-15	15-16	16-17	Change
Overall	77	75	75	76	1
A. Evaluate trig functions and manipulate their graphs	78	79	78	76	-2
B. Solve trig equations and applications	76	69	71	76	5
Total number of students tested	33	134	125	144	

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.

- [1022 Final Exam FA16](#)
- [AY 16-17 MATH 1022 Item Analysis FF LSUE Only](#)

Improvement Plan/ Changes Made

No changes planned.

Completed by Paul Fowler on 9/27/17.

2.3a 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:

- 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.

 [MATH 1023 SYLLABUS spring2016](#)

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%.

MATH 1023 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	75	75					
A. Solve equations and inequalities both algebraically and graphically	74	74					
B. Evaluate and Interpret Function Values	70	70					
C. Graph functions	96	96	none	none	none	none	none
D. Evaluate trig functions and manipulate their graphs	67	67					
E. Solve trig equations and applications	60	60					
Total number of students tested	15	15					
Total number of sections for AY	1	1					

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 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](#)

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.

 [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).

MATH 1431 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	73	73					
A. Evaluate and simplify limits and apply the intuitive concept of continuity.	84	84	none	none	none	none	none
B. Apply various techniques of differentiation and integration on elementary, exponential, logarithmic and rational functions.	84	84					
C. Solve applied business optimization problems.	55	55					
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.

MATH 1431 SLO Description	14-15	15-16	16-17	Change
Overall	73	78	73	-5
A. Evaluate and simplify limits and apply the intuitive concept of continuity.	77	77	84	7
B. Apply various techniques of differentiation and integration on elementary, exponential, logarithmic and rational functions.	71	81	84	3
C. Solve applied business optimization problems.	74	65	55	-10
Total number of students tested	36	30	40	

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, 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.

 [MATH 1431 AY 16-17 Item Analysis](#)

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](#)

 [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](#)

 [NURS 2430 first exam Fall 2016](#)
 [NURS2430.2450 Exam Final Fa 16](#)

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](#)

 [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.

-  [Addendum to Minutes from October 21, 2015 Meeting](#)
-  [Clinical Comp Evaluation Form](#)
-  [Committee Minutes March 27 2017](#)
-  [Committee Minutes October 21 2015](#)
-  [RADT 1092 Clinical Evaluation Form](#)
-  [RADT 1092 Course Syllabus Fall 2016](#)
-  [RADT 1093 Clinical Evaluation Form](#)
-  [RADT 1093 Course Syllabus Spring 2017](#)

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 1092-93 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.

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](#)

 [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.

 [bi-weekly completed without last name. outcomes 2017](#)

 [soap without last name. outcomes 2017](#)

 [Ventilator Monitoring Doc completed. Critical Care Setting.pdf without last name](#)

 [Ventilator Monitoring Doc completed Critical Care Setting pdf without last name](#)

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.

5.5: GE-Critical Thinking

Progress: Completed

Provided By: Liberal Arts

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).

Content Category	Bottom 25%	Middle 50%	Top 25%
Analysis of Arguments	11%	11%	4%
Evaluation of Arguments	12%	-1%	6%
Extension of Arguments	2%	4%	2%
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.

 [CSC 2253 Syllabus](#)

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

 [CSC1011 COURSE SYLLABUS](#) [CSC1015 COURSE 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.

 [ECON 2000 Syllabus](#) [MGMT2999 Syllabus](#)

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.

 [ECON 2000 Syllabus](#) [MGMT2999 Syllabus](#)

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 in the Management Program. **Objective Met.**

Improvement Plan/ Changes Made

ECON2000 (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.

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.

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

Progress: Completed

Provided By: Developmental Education

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.](#)

Content Category	10-11	11-12	12-13	13-14	14-15	15-16	16-17	Mean
Pre-algebra	-4	-11	7	11	2	-7	15	1.9
Elementary Algebra	3	14	11	20	-1	25	34	15.1
Intermediate Algebra	5	-5	30	9	-1	5	12	7.9
Coordinate Geometry	12	16	-3	-6	10	20	-3	6.6
College Algebra	1	3	-4	0	2	4	-1	0.7
Trigonometry	3	0	-2	-4	-3	2	1	-0.4
n	476	498	535	404	401	266	422	428.9

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.

Start Year	Pathways	Non-Pathways	Success Rate
2003	n/a	69.9	69.9
2004	59.6	65.2	64.2
2005	62.6	69.8	67.4
2006	55.2	67.7	63
2007	57.7	68.8	65.1
2008	63.8	67.1	65.9
2009	55.3	70.7	66.2
2010	66.0	70.5	69.2
2011	51.3	69.9	63.5
2012	48.9	61.7	57.2
2013	59.8	80.9	71.9
2014	70.3	80.0	76.7
2015	82.0	76.3	78.5
Mean	61.04	70.65	67.59
s.d.	8.96	5.48	5.75

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).

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 $92/120 = .7666$ or 77%.

Table 2. Developmental Reading to Social Science Success Rates (in Percentages) through Last Year Named.			
Year	Pathways	Non-Pathways	All Students
2007	63	See note	
2008	64	See note	
2009	68	See note	
2010	73	See note	
2011	73	80	73
2012	78	76	78
2013	76	76	76
2014	75	72	74
2015	74	78	74
2016	76	77	76
2017	73	77	73
Mean	72.1	76.6	74.9
s.d.	4.9	2.4	1.9
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.

 [Information Literacy Standards](#)

Assessment/Evaluation/Measures/Strategies



Direct Assessment:

Library personnel, using their [information literacy plan](#), will directly assess student learning through an internally created student library quiz that students take upon completion of the information literacy session with library personnel. This assessment is based on the [ACRL Information Literacy](#) standards that are guidelines for measuring what students should achieve. These information literacy standards and outcomes will be integrated into classes coming into the library for instruction as well as external classes that use library resources but do not necessarily come to the library for information literacy instruction.

Students will be given an informal Library Quiz to assess learning upon the conclusion of the library session. All students attending a library session will be 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.

 [GE Info Literacy Plan 2014](#)
 [Information Literacy Standards](#)

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.

 [MATH 1015 SYLLABUS Fall 2016](#)

 [MATH 1021 SYLLABUS Fa 2016](#)

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).

MATH 1021 SLO Description	Overall for both College Algebra Courses	Overall MATH 1015	Overall MATH 1021
Overall	73	74	72
A. Solve Equations and Inequalities Algebraically & Graphically	70	72	69
B. Evaluate and Interpret Function Values	77	75	78
C. Graph Functions	74	75	74
Total number of students tested	707	288	419

Table 2 presents the longitudinal data showing that the results have remained relatively consistent since they were first measured in AY 2013-2014.

SLO	13-14	14-15	15-16	16-17	Difference
Overall	71	74	73	73	0
A. Solve Equations and Inequalities Algebraically & Graphically	73	75	74	70	-4
B. Evaluate and Interpret Function Values	70	82	78	77	-1
C. Graph Functions	74	74	72	74	2
Total number of students tested	594	763	678	707	

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.

MATH 1015 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated	Modular
Overall	74	75				78	75	72
A. Solve Equations and Inequalities Algebraically and Graphically	72	70				84	74	74
B. Evaluate and Interpret Function Values	75	80	none	none	none	74	74	69
C. Graph Functions	75	77				75	76	71
Total number of sections	20	10				1	3	6
Total number of students tested	288	157				14	23	94

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

MATH 1015 SLO Description	13-14	14-15	15-16	16-17	Change
Overall	78	79	77	74	-3
A. Solve Equations and Inequalities Algebraically and Graphically	80	80	76	72	-4
B. Evaluate and Interpret Function Values	80	81	80	75	-5
C. Graph Functions	81	80	77	75	-2
Total number of students tested	334	359	322	288	

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).

MATH 1021 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated	Modular
Overall	72	67	85	62		74	84	
A. Solve Equations and Inequalities Algebraically and Graphically	69	63	81	56	none	75	91	none
B. Evaluate and Interpret Function Values	78	76	89	70		71	72	
C. Graph Functions	74	67	91	63		72	84	
Total number of sections	24	12	4	4		3	1	
Total number of students tested	419	211	106	46		48	8	

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.

Description	13-14	14-15	15-16	16-17	Difference
Overall	64	70	70	72	2
A. Solve Equations and Inequalities Algebraically and Graphically	66	70	73	69	-4
B. Evaluate and Interpret Function Values	60	83	76	78	2
C. Graph Functions	68	69	68	74	6
Total number of students tested	260	404	356	419	63

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.

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 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 Tree" 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.

 [MATH 1425 SYLLABUSspring2016FacetoFace](#)

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.

MATH 1425 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	73	76				65	59
1. Organize and summarize data using descriptive techniques that are both mathematical and pictorial	76	79	none	none	none	72	58
2. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters	70	73				57	57
Total number of students tested	288	232				19	37
Total number of sections for AY	12	8				2	2

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.

MATH 1425 SLO Description	13-14	14-15	15-16	16-17	Change
Overall	73	70	74	73	-1
1. Organize and summarize data using descriptive techniques that are both mathematical and pictorial	76	72	78	76	-2
2. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters	72	68	67	70	3
Total number of students tested	314	289	283	288	

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](#)

2.2 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:

- 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.

 [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).

MATH 1022 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	76	74	76				
1. Evaluate trig functions and manipulate their graphs	76	73	78	none	none	none	none
2. Solve trig equations and applications	76	76	76				
Total number of students tested	144	51	93				
Total number of sections for AY	7	3	4				

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.

MATH 1022 SLO Description	SP 14	14-15	15-16	16-17	Change
Overall	77	75	75	76	1
1. Evaluate trig functions and manipulate their graphs	78	79	78	76	-2
2. Solve trig equations and applications	76	69	71	76	5
Total number of students tested	33	134	125	144	

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.

 [1022 Final Exam FA16](#)

 [AY 16-17 MATH 1022 Item Analysis FF LSUE Only](#)

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.

 [MATH 1023 SYLLABUS spring2016](#)

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%.

MATH 1023 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	75	75					
1. Solve equations and inequalities both algebraically and graphically	74	74					
2. Evaluate and Interpret Function Values	70	70					
3. Graph functions	96	96	none	none	none	none	none
4. Evaluate trig functions and manipulate their graphs	67	67					
5. Solve trig equations and applications	60	60					
Total number of students tested	15	15					
Total number of sections for AY	1	1					

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.
- 3 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.

 [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).

MATH 1431 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	73	73					
1. Evaluate and simplify limits and apply the intuitive concept of continuity.	84	84	none	none	none	none	none
2. Apply various techniques of differentiation and integration on elementary, exponential, logarithmic and rational functions.	84	84					
3. Solve applied business optimization problems.	55	55					
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.

MATH 1431 SLO Description	14-15	15-16	16-17	Change
Overall	73	78	73	-5
1. Evaluate and simplify limits and apply the intuitive concept of continuity.	77	77	84	7
2. Apply various techniques of differentiation and integration on elementary, exponential, logarithmic and rational functions.	71	81	84	3
3. Solve applied business optimization problems.	74	65	55	-10
Total number of students tested	36	30	40	

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.

 [MATH 1431 AY 16-17 Item Analysis](#)

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.

 [BIOL 1001 Syllabus](#)

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.

 [BIOL1001 SLO Analysis-F2F](#)
 [BIOL1001 SLO Analysis Online](#)
 [BIOL1001 SLO Analysis Total](#)

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.

2.5 Biology 16-17 Competency in Biology II

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 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.

 [BIOL1002 Syllabus](#)

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.

 [BIOL1002 SLO Analysis](#)

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 SLO3 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](#)

 [HIST 2057-A1 Syllabus—Spring 2017](#)

 [Rusty Gaspard HIST 2057 Syllabus—Fall 2016](#)

 [Walton's LSUE HIST 1001 D 4 Syllabus For Fall, 2016](#)

 [Walton's New Online LSUE HIST 2055 C6 Syllabus For Spring 2016](#)

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).





History SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	86	81	91	83		91	93
1. Recognize major events, theories, and issues	83	81	92	79		86	84
2. Recognize major figures and movements	87	83	94	79		90	98
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	87	79	87	80	no data reported	96	98
Total Number of Students:	838	412	108	21		243	54
Total Number of Sections:	30	10	5	2	2	9	2

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.

History SLO Description	12-13	13-14	14-15	15-16	16-17	Mean
Overall	80	82	85	83	86	83.2
1. Recognize major events, theories, and issues	81	83	84	85	83	83.2
2. Recognize major figures and movements	79	83	85	83	87	83.4
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	80	79	86	80	87	82.4
Total Number of Students:	195	421	498	628	838	516.0

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.

-  [Baltakis Outcomes2055-F2016](#)
-  [HIST 2055 A1 SLOs Fall 2016 Gaspard R](#)
-  [Sellers HIST 1003 Section D4 SLO Data Spring Semester, 2017](#)
-  [Sellers HIST 2071 Section 25 Online SLO Data Report for Spring, Semester, 2017](#)

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.

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](#))

 [FREN 1001 Fa 16 Syllabus](#)

 [FREN 2101 Fa 16 Syllabus](#)

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.

FREN 100 SLO Description	Overall	LSUE	LSUA	LSU Lab	Dual Credit	Online	Accelerated
Overall	87	--		87			
1. Demonstrate a basic understanding of written French	90	-- ¹	none	90	none	none	none
2. Demonstrate a basic understanding of conversational French.	83	--		83			
3. Apply the knowledge of the vocabulary and grammar learned in a sustained manner both in a written and oral format.	--	--		-- ²			
Total number of students tested	7			7			
Total number of sections in AY	1			1			

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.

FREN 210 SLO Description	Overall	LSUE	LSUA	LSU Lab	Dual Credit	Online	Accelerated
Overall	90	--	no	90	no	no	no
1. Demonstrate an intermediate understanding of written French	95	--1	sections	95	sections	sections	sections
2. Demonstrate an intermediate understanding of conversational French.	80	--		80			
3. Apply the knowledge of the vocabulary and grammar learned in a sustained manner both in a written and oral format.	--	--		--2			
Total number of students tested	14			14			
Total number of sections in AY	1			1			



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.

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.

-  [FA 16 SPAN 1101 Syllabus](#)
-  [SP 17 SPAN 1102 Syllabus](#)

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.

SPAN 1101 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	99				99		
1. Demonstrate an understanding of written Spanish	98	none	none	none	98	none	none
2. Demonstrate an intermediate understanding of conversational Spanish.	100				100		
3. Apply the knowledge of the vocabulary and grammar learned in a sustained manner both in a written and oral format.	100				100		
Total number of students tested	23				23		
Total number of sections in AY	1				1		

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).

SPAN 1101 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	95				95		
1. Demonstrate an understanding of written Spanish	92	none	none	none	92	none	none
2. Demonstrate an intermediate understanding of conversational Spanish.	98				98		
3. Apply the knowledge of the vocabulary and grammar learned in a sustained manner both in a written and oral format.	94				94		
Total number of students tested	10				10		
Total number of sections in AY	1				1		

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.

GE 5. Social Sciences

5.6: 16-17 GE-Psychology

Progress: Completed

Provided By: Liberal Arts

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.

PSYC 2070 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	87	86		94			87
1. major theoretical perspective in developmental psychology	87	87	none	90	none	none	88
2. critical concepts in developmental psychology	90	90		97			87
3. the relative contributions of heredity and environment to critical phenomena in developmental psychology	80	76		94			84
Total number of students tested	239	152		16			71
Total number of sections	10	6		1			3

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.

PSYC 2060 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	89	89					
1. Major theoretical perspectives in educational psychology	86	86	none	none	none	none	none
2. Knowledge of various psychological factors affecting the educational process	85	85					
3. Critical concepts in educational psychology	96	96					
Total number of students tested	60	60					
Total number of sections	2	2					

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.

PSYC 2070 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	91	89		96		95	
1. major theoretical perspective in developmental psychology	93	89	none	99	none	100	none
2. critical concepts in developmental psychology	95	97		96		91	
3. the relative contributions of heredity and environment to critical phenomena in developmental psychology	86	82		94		93	
Total number of students tested	192	121		25		46	
Total number of sections	9	6		1		2	

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.

 [LSUA PSYC 2000 FA 16 Semester Report](#)

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.

 [11-7-17 Instructor Discussion about SLOs](#)

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.

 [POLS 2051 Fall 2016 Course Syllabus 8.14.16](#)

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%.

POLS 2051 SLO Description	Overall	LSUE	Online	Accelerated
Overall	89		85	90
A. Identify the roles and powers of the Executive, Legislative, and Judicial branches of government and communicate persuasively.	96	none	100	95
B. Correctly answer questions related to theories, events, and issues covered in class.	91		83	93
C. Demonstrate the ability to analyze historic material.	81		72	84
Total number of students tested	86	0	18	68
Total number of sections for AY	4	0	1	3

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.

-  [POLS 2051 Fall 2016 Liberal Arts Reporting Form Learning Outcomes](#)
-  [POLS 2051.C1 Spring 2017 Liberal Arts Reporting Form Learning Outcomes \(1\)](#)

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

Provided By: Liberal Arts

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

 [syllabus sociology 2001 Fall 2016](#)

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 assess the learning outcomes with multiple choice examinations.

The established benchmark for achieving this outcome is 70%, the minimum acceptable successful grade necessary to transfer the sociology courses to a four-year institution.

 [syllabus sociology 2001 Spring 2015](#)

Assessment/Evaluation Results (Progress Report)

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.

Description	Statistic	LSUA	LSUE (wo online) Pretest	LSUE (wo online) Post Test	Gain	Online (15 week course) Pretest	Online (15 week course) Post Test	Gain	Overall Pretest	Overall Post Test	Gain
Outcome A	Total n	none	--	96		--	74		--	170	
	Mean (in %)		--	88		--	97		--	92	
	No of sections		--	4		--	2		--	6	
Outcome B	Total n	none	--	94		--	74		--	168	
	Mean (in %)		--	86.0		--	85.0		--	86.0	
	No of sections		--	4		--	2		--	6	
Overall	Total n	none	96	89		76	74		172	163	
	Mean (in %)		12	87.0	81.5	18.0	91.0	73.0	15.0	89.0	74.0
	No of sections		4	4		2	2		6	6	

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%.

Description	Statistic	LSUA	Online (8 Week Pretest)	Online (8 Week Post Test)	Gain	Online (15 week course) Pretest	Online (15 week course) Post Test	Gain	Overall Pretest	Overall Post Test	Gain
Outcome A	Total n	none	--	24		--	23		--	47	
	Mean (in %)		--	83		--	91		--	87	
	No of sections		--	1		--	1		--	2	
Outcome B	Total n	none	--	24		--	25		--	49	
	Mean (in %)		--	83.0		--	96.0		--	90.0	
	No of sections		--	1		--	1		--	2	
Overall	Total n	none	24	24		26	23		50	47	
	Mean (in %)		0	83.0	83.0	4.0	94.0	90.0	2.0	89.0	87.0
	No of sections		1	1			1		2	2	

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](#)

 [ECON 2000 Syllabus SP 15](#)

 [ECON 2010 Syllabus SP 15](#)

Assessment/Evaluation/Measures/Strategies

The outcomes will be directly assessed an internally created assessment using the comprehensive 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.

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).

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%.

Year	Pathways	Non-Pathways	All Students
2007	63	See note	
2008	64	See note	
2009	68	See note	
2010	73	See note	
2011	73	80	73
2012	78	76	78
2013	76	76	76
2014	75	72	74
2015	74	78	74
2016	76	77	76
2017	73	77	73
Mean	72.1	76.6	74.9
s.d.	4.9	2.4	1.9
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.

GE 6. Art

Related Items 5.1: GE-Art

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.

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.

-  [ART1440.01NobleSyllabusFALL2016](#)
-  [ART1441.C1NobleSyllabusFALL2016](#)
-  [Reed, M. Art 1440 Class Syllabus Fall 2016](#)

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.

ART SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	85	79	88			82	91
1. Correctly identify by period, culture, and style works of art covered in lectures.	86	80	86	none	none	80	94
2. Correctly identify the works of art and architecture covered in lectures.	84	79	89			84	87
Total number of students tested	309	85	28	0	0	81	115
Total number of sections in AY	15	4	1	0	0	4	6

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.

 [ART Gain AY 16-17](#)

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.

 [Syllabus Fall 2016 LSUE](#)

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 1. MUS 1751 SLO Results by Site AY 2016-2017 as Percentages							
MUS 1751 SLO Description by Site	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	92	92		92		92	
1. Develop a fundamental music vocabulary	90	90	none	92	data not reported	90	none
2. Recognize the effect of music on society and history	93	93		93		93	
3. Identify general characteristics of the major music style periods	93	93		90		94	
Total number of sections	12	2		2	1	7	
Total number of students tested	309	30		18	0	261	

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.