

**ON-TRACK**  
**Louisiana State University at Eunice**  
Targeting Retention and Achievement of Core Knowledge  
Executive Summary  
July 12, 2024

The focus of Louisiana State University at Eunice's Quality Enhancement Plan, "**ON-TRACK**," is to create gateway mathematics and English corequisite courses, along with the necessary support structures, to improve success in the first general education mathematics and English composition courses. As a result, gateway English and mathematics general education courses were matched with a mandatory support course taken in the same semester. The QEP is the result of institutional data analysis and thorough discussion with students, faculty, and staff; Success in standalone developmental education and gateway English and mathematics emerged as a primary topic. The data revealed that student success decreased in

- developmental English by 20 percentage points since AY 2017,
- developmental mathematics courses by 35 percentage points in prealgebra and by nine percentage points in Introduction to Algebra since AY 2013-2014,
- gateway general education English by nine percentage points since AY 2016-2017, and
- gateway general education mathematics by ten percentage points since 2017-2018.

To facilitate the new model, English and mathematics faculty prepared pacing charts indicating the sections to be covered in a given week; however, the faculty stress that flexibility is warranted so that they may respond to student needs. As a result, the methodology of the support course may focus on lecture one day, tutoring another, and completing homework on yet another. Given flexibility, English faculty decided to use traditional classroom space for instruction whereby students may edit papers on their own laptops, learning the mechanics as the semester progresses. Mathematics faculty decided to conduct their support courses in three computer labs where students may complete their homework on the web-based platform.

Actions that are required to execute, assess, and revise the nearly \$5.9 million plan were integrated into the existing institutional planning and evaluation plan. The plan consists of two goals. LSU Eunice's QEP seeks to increase student learning in the gateway general education

- Goal 1: English course and
- Goal 2: mathematics courses.

Specific student learning outcomes and a comprehensive assessment plan accompany each goal to guide implementation, promote success, and revise the QEP in progress if necessary. While not part of the official assessment, other metrics may be used to assess the QEP, such as course evaluations; student satisfaction with tutoring, disability services, advising, and an analysis of SLOs in the support courses or in subsequent courses. Examining data in this fashion permits opinions to be examined along with the empirical data to determine the changes that may need to be made in the future.

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