LSU Eunice Office of Institutional Effectiveness and Accreditation
Student Learning Outcome Reporting Form

Examples for Student Learning Outcomes.

Course and Section(s)	MATH 0015-86	Instructor	Fowler	Semester	Fall 2019

Student Learning Outcomes (SLOs)	Assessment Measures	Benchmark or Target	Assessment Results	Improvement or Changes to Improve Student Learning
(SLOs must match what is contained on the syllabus for all sections and must be measurable.). Please do not use "will be able to" when writing outcomes. Add rows if necessary	(How did you assess student learning? Did you use a quiz, test, homework, assignments, final exam, pre/posttest? Must match what is contained on the syllabus.)	(What is your target or benchmark for student achievement? Why? This information is usually not included on the syllabus.)	(Typically the mean and number of students for each outcome.) Students not taking the assessment should not be included as 0s. Note that this cannot be course grades. Data may include pre and posttest.	(This is required by SACSCOC even if the outcome was met. Please do not use the same improvement plan for each outcome. Documentation required if possible).
Examples Below				
A. Upon the conclusion of this course, students will perform operations with algebraic expressions (from math)	Students will be assessed using internally created questions on the final exam. All students will be assessed (no sampling)	A 70% benchmark has been established for this course since it is typically associated with the lowest average grade and needed to begin the student's next math course.	The mean (average) for this section of the exam was 84.3% correct. A total of 435 students were assessed.	Faculty were asked to spend additional time on rational expressions (Documentation not possible). Faculty created a worksheet with additional rational expression problems for next year (Documentation would be included).
Upon the conclusion of MGMT 2251, students will: 1. Define what a supervisor is.	Course pretest and posttest	The 70% benchmark on the posttest has been established since it is the lowest average (C) grade that will transfer to other institutions of higher education in the state.	Pretest mean = 68% 14 students were assessed. Posttest mean = 88% 14 students were assessed	Encourage students to participate in all activities. (Documentation not possible unless it was communicated to students via email).
1. Upon the conclusion of the Radiologic Technology Program, students will demonstrate proficiency in communication skills (one of ten in the program).	The 10 outcomes specific to the Radiologic Technology Program are articulated in their RADT 2093 Clinical Evaluation Form conducted both at midterm and at the end of the students' final semester in the program.	Students will achieve a score of >2 (above average) on a scale of 0-3 for each outcome.	The Class Average was 3 (Good) at both the midterm and end of semester evaluations. This was consistent with the same Class one year ago for RADT 1093. There were 18 students assessed.	Even though the benchmarks were met for this proficiency skill (highlighted), the faculty will discuss and solicit input as needed.

Please be sure to report the data for the overall on the bottom line of the form.

Form Date: August 24, 2018