

LSU Eunice Office of Institutional Effectiveness and Accreditation Information and Examples for Completing the Student Learning Outcome Reporting Form

Course and Section(s)	Insert section number(s)	Instructor	Insert instructor name	Semester/Year	Insert semester/year
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Note on course sections and grouping of data: SLO data and other metrics assessed are broken out by like methodologies and sites in the planning system based on guidelines from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). As an institution of higher education, LSU Eunice has the following sites and/or methodologies:

Sites →	LSUE Face-to-Face	LSUE Modular (math only)	LSUA Face-to-Face	Online	Accelerated	Lafayette General Orthopedic Hospital	LSU Laboratory High School	Dual Enrollment < 50% of a Program
Includes the following:	Full Term 15 weeks in regular semester or 8 weeks in the summer semester Face-to-face evening courses	Full Term 15 weeks in regular semester or 8 weeks in the summer semester Face-to-face evening courses	Full Term 15 weeks in regular semester or 8 weeks in the summer semester Face-to-face evening courses	Full Term 15 weeks in regular semester or 8 weeks in the summer semester. LSU Online if courses are full term	Online or face-to-face 8 weeks in regular semester or 4 weeks in the summer semester LSU Online if courses are 8 weeks in regular semester or 4 weeks in the summer semester Online or face-to-face two week Inter-session courses	Any courses offered at the location	Any course (face-to-face, online, full term, or accelerated) offered at the site	Full term or accelerated face-to-face or online courses offered specially for the high schools Contact the Director of IE for the placement of D section courses that contain regular students enrolled that are not dual enrollment

Faculty may group data by like methodology and site for the same course. Data may not be combined across sites or with online. For example, face-to-face section data may be combined for the same course if multiple sections are taught at the LSUE site. Separate reporting forms are required for common course sections at the LSUA site or the LG Ortho site.

If a faculty member teaches one section of history online, face-to-face at LSUE, and face-to-face at LSUA; then three separate reports are required. Reporting online full term courses and online accelerated (8 or 4 week courses) requires a separate reporting form since one is full term and the other is accelerated. In addition, a separate reporting form is required for a D section because all dual enrollment sections are grouped together based on SACSCOC guidelines.

Please note that completed SLO forms are included in the LSU Eunice Planning System for SACSCOC Reviewers to examine at the time of the Fifth-Year Interim Report and Tenth-Year Reaffirmation. Data is required for three years.

Questions on reporting data should be referred to Dr. Paul Fowler, Director of Institutional Effectiveness and Accreditation.
Manuel Hall Room 207, voice 337-550-1433, or pfowler@lsue.edu.

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This form shall be completed for each course and section at the conclusion of each semester per the Dean's instructions. **Deadline is two weeks from the end of final exams.**

Student Learning Outcomes (SLOs)	Assessment Measures	Benchmark or Target	Assessment Results	Improvement or Changes to Improve Student Learning
<p>(SLOs must match what is contained on the syllabus for all sections and must be measurable.)</p> <p>Please do not use "will be able to" when writing outcomes.</p> <p>Add rows if necessary</p>	<p>(How did you assess student learning? Did you use a quiz, test, homework, assignments, final exam, pre/posttest? <u>Must match what is contained on the syllabus.</u>)</p>	<p>(What is your target or benchmark for student achievement? Why? This information is usually not included on the syllabus.)</p>	<p>(Typically the mean and number of students for each outcome.)</p> <p>Students not taking the assessment should not be included as 0s for SLO purposes. Note that this cannot be course grades.</p> <p>Data may include pre and posttest.</p>	<p>(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).</p>
Examples Below				
<p>A. Upon the conclusion of this course, students will perform operations with algebraic expressions (from math)</p>	<p>Students will be assessed using internally created questions on the final exam. All students will be assessed (no sampling)</p>	<p>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.</p>	<p>The mean (average) for this section of the exam was 84.3% correct. A total of 435 students were assessed.</p>	<p>Faculty were asked to spend additional time on rational expressions (Documentation not possible).</p> <p>Faculty created a worksheet with additional rational expression problems for next year (Documentation would be included)</p>
<p>Upon the conclusion of MGMT 2251, students will:</p> <p>1. Define what a supervisor is.</p>	<p>Course pretest and posttest</p>	<p>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.</p>	<p>Pretest mean = 68% 14 students were assessed.</p> <p>Posttest mean = 88% 14 students were assessed</p>	<p>Encourage students to participate in all activities. (Documentation not possible unless communicated to students via email).</p>
<p>1. Upon the conclusion of the Radiologic Technology Program, students will demonstrate proficiency in communication skills (one of ten in the program).</p>	<p>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.</p>	<p>Students will achieve a score of >2 (above average) on a scale of 0-3 for each outcome.</p>	<p>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.</p> <p>18 students assessed.</p>	<p>Even though the benchmarks were met for this proficiency skill, the faculty will discuss and solicit input as needed.</p>

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

Additional examples follow.

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Example from history (used with permission).

Course and Section(s)	2055 Sec. 01, 02 Ameri History	Instructor	Anthony Baltakis	Semester	Fall 2019
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This form shall be completed for each course and section at the conclusion of each semester per the Dean's instructions. Deadline is two weeks from the end of final exams. Note that data must be broken down by site: LSUE (face-to-face), LSUA (face-to-face), online, accelerated or intersession, Lafayette General Hospital, and LSU Lab School. Data from multiple sections taught at the same site can be combined into one form.

1. Student Learning Outcomes (SLOs)	2. Assessment Measures	3. Benchmark or Target	4. Assessment Results	5. Improvement or Changes to Improve Student Learning
This column <u>must match syllabus</u>	This column <u>must match syllabus</u>	Benchmark and rational must be noted (typically not included in the syllabus)	Include <u>data</u> (usually the mean) and the <u>number of students</u>	Required by SACSCOC even if benchmarks were met
A. Upon successful completion of this course, the student will Understand theories, major events and issues covered in class	First 10 questions on final exam.	70% benchmark on final exam.	In two sections, 81 students, the mean for this section of the exam was 81.3%. Note that two face-to-face sections from LSUE are included in this data.	More extensive review for the test by the professor may increase the outcome, although this was very good.
B. Recognize major figures and movements	Second 10 questions on final exam.	70% benchmark on final exam.	In two sections, 81 students, the mean was 83.1%.	Though the objective was met and questions are on the final, the professor will do a more extensive review with students before the test.
C. Demonstrate their understanding of cultural precedents and grasp of relationship to current issues, as well as an ability to analyze historical meaning.	Written book review in this semester; a quiz in the future.	70% benchmark on book review for this semester; in the future a quiz.	In two sections, 77 students submitted a book review, the mean was 81%.	A quiz will be given instead of a book review in future classes since students have such difficulties and some do not read the book or turn in the review.
Overall SLO Results (not course grades) This overall row is required. Course grades may not be used per SACSCOC Principles of Accreditation Chapter 8.	N/A because information is stated above	N/A because information is stated above	The mean of all SLO Results is: 81.8% The Office of IE will use the mean for differing ns. The number of students = 80 in this case.	All sections are face to face

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Example from marketing. Used with permission.

Course and Section(s)	MKTG 2999 section 25	Instructor	David Reed	Semester	Fall 2019
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This form shall be completed for each course and section at the conclusion of each semester per the Dean's instructions. Deadline is two weeks from the end of final exams. Note that data must be broken down by site: LSUE (face-to-face), LSUA (face-to-face), online, accelerated or intersession, Lafayette General Hospital, and LSU Lab School. Data from multiple sections taught at the same site can be combined into one form.

1. Student Learning Outcomes (SLOs)	2. Assessment Measures	3. Benchmark or Target	4. Assessment Results	5. Improvement or Changes to Improve Student Learning
A. Upon successful completion of this course the student will apply marketing principles to the final assignment (Business Plan)	Students will be assessed by a final project (Business Plan) which incorporates the greater body of knowledge of the discipline learned throughout the course. The students work on, and improve, the final project throughout the semester. Grading of the project is subjective.	Benchmark is set at 70% because it is the lowest possible passing grade that transfers to another institution of higher education.	The mean (average) for the final project was 89%. A total of 13 students were assessed.	Increased class discussions on the subject matter in order to encourage more participation and research. Allow information from outside sources for benchmark purposes
B. Upon successful completion of this course, the student will describe the basic terms and facts associate with marketing	Course test with combination of multiple choice and essay questions on the subject matter taken from text	Benchmark is set at 70% because it is the lowest possible passing grade that transfers to another institution of higher education.	The mean (average) for the final project was 90%. A total of 14 students were assessed	Increase class discussion and use of outside sources on the subject matter. Offer additional real-life scenarios to compare
C. Upon successful completion of this course, the student will understand the concepts associated with the principles of marketing.	Course test with combination of multiple choice and essay questions on the subject matter taken from text	Benchmark is set at 70% because it is the lowest possible passing grade that transfers to another institution of higher education.	The mean (average) for the final project was 88%. A total of 13 students were assessed	Increase class discussion and use of outside sources on the subject matter. Offer additional real-life scenarios to compare. Ask for feedback of students personal job
Overall SLO results (not course grades)	N/A	N/A	Average SLO result is 89%	N/A