

Louisiana State University at Eunice



Selected Information on Student Achievement Academic Year 2016-2017

Office of Institutional Effectiveness

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Introduction

Louisiana State University at Eunice (LSUE) has four strategic goals that guide the institution in meeting its mission. To serve the citizens of Louisiana and position the University strategically, LSUE seeks to

1. ensure student access.
2. strengthen student success.
3. expand partnerships.
4. demonstrate a culture of continuous improvement.

While all four strategic goals are important to meeting the mission and serving the various constituencies, strategic goals one and two are most closely related to student achievement and its assessment. As a result, this document is organized using the first two strategic goals in presenting the data.

SACSCOC Standard 8.1¹

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

¹ This document is provided to comply with The Southern Association of Colleges and Schools Commission on Colleges Policy on Institutional Obligations for Public Disclosure on Student Achievement and Standard 8.1 evaluating student achievement consistent with the mission of the institution. Because data must be complete in order to be reported to comply with Standard 8.1, it was decided that the data reported would be the year prior to the current Academic Year where possible. As a result, the AY 2017-2018 report will use data from the AY 2016-2017.

Assessing Student Achievement at LSUE using Strategic Goal One

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

1. Objective: Enrollment Management seeks to increase overall enrollment at LSUE:

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result	Improvement
Student headcount	Internal reports from Institutional Research	ELA ² = 5% increase for FA 2016 over FA 2015 set by Chancellor based on the market environment	FA 2015 was 2,508 based on 14 th day enrollment	FA 2016 enrollment was 2,906 based on the 14 th day enrollment	Increase of 398 students is an 15.8% increase Since the observed value of 15.8% > the ELA of 5% Objective met	LSUE recruiters continue to visit high schools. Additional programs are being planned such as the AAS in Surgical Technology, the AAS in Diagnostic Medical Sonography, and the AAS in Pharmacy Technology.

² Expected Level of Achievement throughout the document is abbreviated using ELA.

2. Objective: Increase Fall 2016 to Spring 2017 New First-Time Full-Time Student Retention.

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result	Improvement
Student headcount and headcount retained	Internal reports from Institutional Research for first-time full-time students on the 14 th day for fall 2016 and spring 2017.	ELA = 81.91% retained using a five year mean of fall to spring retention from AY 2011-2012 to AY 2015-2016 yielding 2,363/2,885 (see table below)	For Fall 2016, there were a total of 872 new first-time full-time students enrolled.	For Spring 2017, 706 (81.0%) of the 872 students returned.	Since the observed retention rate of 81.0% < the ELA of 81.91% Objective not met	LSUE created a Student Success Center by hiring advisors, a tutoring coordinator, and a disabilities coordinator in Spring 2017. A Director and First-Year Experience coordinator was hired in spring 2018. Full implementation of the Center is scheduled for Fall 2018.

Fall-to-Spring Retention of First-Time Full-Time Students			
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%

3. Objective: Increase Fall 2015 to Fall 2016 New First-Time Full-Time Student Retention

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result	Improvement
Student headcount and headcount retained	Internal reports from Institutional Research for first-time full-time students on the 14 th day for fall 2015 and fall 2016. This data also includes students transferring in Louisiana	ELA = 68.22% retained based on a five year mean from Fall 2010-2011 to fall 2014-2015 (see table below)	For fall 2015, there were a total of 568 new first-time full-time students enrolled on the 14 th day	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. ³	Since the observed of 410 (72.2%) of the students were retained > the ELA of 68.22% Objective met	Methodology to remain the same. Student Success Center to aid in the retention of students

Fall-to-Fall Retention of First-Time Full-Time Students				
Initial Enrollment	FTF Enrolled	Returned to LSU Eunice	Transferred in Louisiana	Retention Rate
10/11	678	335	137	69.6%
11/12	624	308	116	67.9%
12/13	568	288	95	67.3%
13/14	524	290	75	69.7%
14/15	602	291	109	66.4%
15/16	568	323	87	72.2%

4. Additional University Statistics Fall 2016
- a. Headcount Enrollment: 2,906
 - i. Full-time: 1,388 (48%)
 - ii. Part-time: 1,518 (52%)
 - b. Enrollment by Status
 - i. New: 869

³ 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.

- ii. Transfer: 176
- iii. Reentry: 130
- iv. Continuing: 1,232
- v. Preparatory: 499
- c. Race/Ethnic Distribution
 - i. Am Indian or Alaskan < 1%
 - ii. Asian < 1%
 - iii. Black/African American 25%
 - iv. Hawaiian/Pacific Island < 1%
 - v. Hispanic of any Race 2%
 - vi. Nonresident Alien < 1%
 - vii. Race/Ethnicity Unknown 1%
 - viii. Two or More Races 2%
 - ix. White 68%
- d. Full-Time Equivalents: 2,307 (1 FTE = 12 SCH)
- e. Enrollment by Degree Level:
 - i. Associate Degree: 1,548 (65%)
 - ii. Certificate/Tech Programs: 41 (2%)
 - iii. Transfer Program: 732 (30%)
 - iv. Undecided/Other: 76 (3%)
- f. Average ACT Score: 19.87

Assessing Student Achievement at LSUE using Strategic Goal Two

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

1. Objective: Increase the number of students earning a credential for AY 2015-2016 (either an Associate's Degree or a Certificate).

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result	Improvement
Student headcount receiving an Associate's Degree or a Certificate in AY 2015-2016	Internal reports from Institutional Research and the Louisiana Board of Regents Reporting System of students earning an Associate's Degree or Certificate	<p>ELA is to meet or exceed the average of mean or median (whichever is less) for the previous six years</p> <p>Mean = 308 Median = 306</p> <p>(see table below)</p>	Number of students completing an Associate's Degree or a Certificate	In AY 2015-2016, 310 students earned a credential (see tables below)	<p>Since the observed number of completers is 310 > the ELA of 306</p> <p>Objective met.</p>	Monitor data since LSUE is undergoing reorganization and is in the process of creating new degree programs and eliminating some older programs

a. Degrees Awarded

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

b. Certificates Awarded

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

c. Additional data related to graduation:

- i. Average time to degree:
 1. Full-Time: 5.8 Years
 2. Part-Time: 6.2 Years
- ii. Integrated Postsecondary Education Data System (IPEDS) 150% Graduation Rate: 11% with 44% transferring out (Fall 2013 Cohort)
- iii. SACSCOC Metric using the National Student Clearing House 6-year Completion (as of November 2016): LSUE = 36.2% Peer Group's Average = 41.4%

2. Students will achieve a passing score on appropriate licensure exam for class of 2016:

Metric and Program	AS, Radiologic Technology	AS, Nursing	AS, Respiratory Care
Expected Level of Achievement (ELA)	ELA = 75% as an average of five years based on program accreditation standards	ELA = 85% based historical performance and the need for academic excellence	ELA = 80% based on program accreditation standards
Number of Students	19	44	12
Most Current Data	LSUE Pass Rate = 89.5% (mean score = 86.3%) National Pass Rate = 87.2% (mean score = 83.3%)	LSUE Pass Rate = 86.4% State Pass Rate = 85.9% National Pass Rate = 81.7%	LSUE Pass Rate = 100% (mean score = 106.9) National Pass Rate = 56.3% (mean score = 94.5)
Objective Result	Observed score of 89.5% > ELA of 75%: Objective met	Observed score of 86.4% > ELA of 85%: Objective met	Observed score of 100% > ELA of 80%: Objective met
Improvement	Discuss results with faculty and solicit input as needed.	Hold faculty workshops on enhancing teaching skills in the classroom, laboratory, and clinical setting	Monitor data to ensure this objective is met. No changes to curriculum.

The following outcomes are assessed on each respective licensure examination:

AS, Radiologic Technology	AS, Nursing	AS, Respiratory Care
<p>Upon the conclusion of the program, radiologic technology students will demonstrate the following competencies:</p> <ol style="list-style-type: none"> 1. Patient Interactions and Management 2. Radiation Physics and Radiobiology 3. Radiation Protection 4. Image Acquisition and Technical Evaluation 5. Equipment Operation and Quality Assurance 6. Head, Spine and Pelvis Procedures 7. Thorax and Abdomen Procedures 8. Extremity Procedures 	<p>Upon the conclusion of the program, nursing students will demonstrate the following competencies:</p> <ol style="list-style-type: none"> 1. Management of care 2. Safety and infection control 3. Health promotion and maintenance 4. Psycho social Integrity 5. Basic Care and Comfort 6. Pharmacological and Parenteral Therapies 7. Reduction of Risk Potential 8. Physiological Adaptation 	<p>Student Learning Outcomes: Upon the completion of the program the student will</p> <ol style="list-style-type: none"> I: Patient data evaluation and recommendations <ol style="list-style-type: none"> A. evaluate data in the patient record B. gather clinical information C. perform procedures to gather clinical information D. evaluate procedure results E. recommend diagnostic procedures II: Troubleshooting and quality control of equipment, and infection control <ol style="list-style-type: none"> A. assemble and troubleshoot equipment B. ensure infection control C. perform quality control procedures III. Initiation and modification of Interventions <ol style="list-style-type: none"> A. maintain a patent airway including the care of artificial airways B. perform airway clearance and lung expansion techniques C. support oxygenation and ventilation D. administer medications and specialty gases E. ensure modifications are made to the respiratory care plan F. utilize evidence-based medicine principles G. provide respiratory care techniques in high-risk situations H. assist a physician/provider in performing procedures I. initiate and conduct a patient and family education

6. Upon graduation, students will either be employed in their chosen field or will continue their education (graduating AY 2015-2016).⁴

Program	Expected Level of Achievement	Number of Students	Most Current Data	Continuing Education	Number Unable to Contact	Result	Improvement
Radiologic Technology	ELA = 75% based on program accreditation standards	19	94% within 12 months of graduation	n/a	n/a	Objective met	Currently seeking new clinical affiliates to provide additional opportunities for students
Nursing	ELA = 90% based on historical performance	44	100% at time of graduation	n/a	n/a	Objective met	Maintain communication with clinical sites
Respiratory Care	ELA = 70% based on program accreditation standards	12	100% at time of graduation	n/a	n/a	Objective met	Currently seeking new clinical affiliates to provide additional opportunities for students
Fire & Emergency Services	ELA = 70% set by actual data from Spring 2010 to Spring 2015	33	82%	3%	4	85% overall Objective met	Monitor data
Accounting Technology	ELA = 47.5% based on previous year's placement	7	50%	50%	5	100% of the two students contacted were either employed or continuing education; therefore, objective met	New director hired seeking internships for students

⁴ Employment data tends to run up to two years behind due to the six month surveys and the time it takes to complete data entry. Job Placement Rates by Discipline for class of 2016.

Administrative Technology	ELA = 47.5% set by actual data from Spring 2010 to Spring 2015	No graduates	n/a	n/a	n/a	n/a	n/a
Human Resources Management	ELA = 47.5% set by actual data from Spring 2010 to Spring 2015	4	33%	67%	1	100% of the three students contacted were either employed or continuing education; therefore, objective met	New director hired seeking internships for students
Medical Coding and Billing	ELA = 47.5% set by actual data from Spring 2010 to Spring 2015	5	40%	20%	n/a	60% of the students were either employed or continuing education; therefore, objective met	Contact potential employers to discuss needs and opportunities for internships
Computer Information Technology	ELA = 60% set by actual data from AY 2014-2015	11	22%	33%	2	55% of the students contacted were either employed or continuing education; therefore, objective not met	Monitoring data, new director added a cyber-security concentration
Management	ELA = 47.5% set by actual data from Spring 2010 to Spring 2015	30	58%	42%	6	100% of the students contacted were either employed or continuing education; therefore, objective met	New director is centralizing degree audits for advisors and seeking internships for students
Criminal Justice	ELA = 42% set by actual data from Spring 2010 to Spring 2015	18	33%	15%	6	48% of the students contacted were either employed or continuing education; therefore, objective met	New director monitoring and deciding on strategies to increase placement
Care & Development of Young Children	ELA = 50.5% set by actual data from Spring 2010 to Spring 2015	5	80%	n/a	1	80% of the students contacted were employed; therefore, objective met	Monitor as changes continue to be made by state

7. General Education Objectives Results from Student Learning Outcomes (results are from AY 2016-2017 unless noted):

General Education Objective 1: An LSU Eunice graduate will demonstrate effective communication of complex knowledge and ideas.

General Education English Composition

Objective: Students will successfully complete their general education coursework developing competencies in written communication as required by their curricula. This objective is assessed by the student learning outcomes (SLOs) in ENGL 1001 and ENGL 1002. It is also assessed using ACT's Collegiate Assessment of Academic Proficiency (CAAP) Assessment.

SLOs for ENGL 1001 (English Composition): 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.

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result	Improvement
ENGL 1001 English Composition	Direct assessment of SLOs in class (writing essay and multiple choice exam). ⁵	ELA = 70%: it is the lowest transferrable average grade	909 students in 42 sections	Overall = 79% SLO 1 = 82% SLO 2 = 86% SLO 3 = 87% SLO 4 = 72%	Observed score of 79% > ELA of 70% Objective met	Continue to monitor data in ENGL 1001

AY 2016-2017 ENGL 1001 SLO Posttest Results by Site							
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	
Total number of sections	42	26	7	4	3	2	

⁵ One accelerated and several dual credit sites did not report SLO data.

SLOs for ENGL 1002 (English Composition): 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.
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.

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result	Improvement
ENGL 1002 English Composition	Direct assessment of SLOs in face-to-face sections (multiple choice exam). ⁶	ELA = 70%: it is the lowest transferrable average grade	397 students in 22 sections	Overall = 68% SLO 1 = 72% SLO 2 = 62%	Observed score of 68% < ELA of 70% Objective not met	Item analysis revealed some questions that were problematic. Data to be collected over AY 2017-2018. Assessment will then be examined to determine weakness.

Spring 2017 ENGL 1002 SLO Results by Site in Percentages							
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

⁶ Online and accelerated sections were not accessed during pilot. They are scheduled to be assessed beginning fall 2017.

CAAP English Writing Skills Linkage ⁷	External Direct Assessment using CAAP. It is a standardized national exam given at the conclusion of ENGL 1002	ELA = 61.6: Set by ACT using a 3 year average	LSUE = 341 National = 920	LSUE = 62.4% National = 61.6%	LSUE results of 62.4% > National results of 61.6% Objective met	CAAP discontinued, a new national assessment will be researched
CAAP Content Analysis English Writing Skills	Direct Assessment using CAAP. It is a standardized national exam given at the conclusion of ENGL 1002	National averages: Punctuation = 78% Grammar & usage = 76% Sentence Structure = 87% Strategy = 77% Organization = 72% Style = 75%	LSUE = 437	LSUE averages: Punctuation = 76% Grammar & usage = 82% Sentence Structure = 80% Strategy = 78% Organization = 75% Style = 78%	LSUE results > National results in all areas, but Punctuation and Sentence Structure Objective met	CAAP discontinued, a new national assessment will be researched

⁷ CAAP is the ACT's Collegiate Assessment of Academic Proficiency.

8. General Education Outcome 2: An LSU Eunice graduate will use processes, procedures, data, or evidence to solve problems and make effective decisions (results are from AY 2016-2017 unless noted).

General Education Mathematics																												
<p>Objective: Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics as required by their curriculum. This objective is assessed by the student learning outcomes (SLOs) in Applied College Algebra and College Algebra (MATH 1015 and 1021), Plane Trigonometry (MATH 1022), Statistics (MATH 1425), and Pre-Calculus (MATH 1023). It is also assessed using ACT's Collegiate Assessment of Academic Proficiency (CAAP) Assessment upon the conclusion of Applied College Algebra (MATH 1015) and College Algebra (MATH 1021).</p> <p>SLOs for MATH 1015 and MATH 1021: Upon successful completion of Applied College Algebra or College Algebra, the student will</p> <ul style="list-style-type: none"> A. Solve equations and inequalities algebraically and graphically. B. Evaluate and interpret function values. C. Graph functions. 																												
Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data			Result	Improvement																				
MATH 1015 And MATH 1021 (Applied College Algebra & College Algebra)	SLOs directly assessed for all students taking the final exam	ELA = 70%: it is the lowest transferrable average grade	288 students in 20 sections for 1015 419 students in 24 sections for 1021	<table border="1"> <thead> <tr> <th></th> <th>Overall</th> <th>1015</th> <th>1021</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>73%</td> <td>74%</td> <td>72%</td> </tr> <tr> <td>SLO A</td> <td>70%</td> <td>72%</td> <td>69%</td> </tr> <tr> <td>SLO B</td> <td>77%</td> <td>75%</td> <td>78%</td> </tr> <tr> <td>SLO C</td> <td>74%</td> <td>75%</td> <td>74%</td> </tr> </tbody> </table>				Overall	1015	1021	Overall	73%	74%	72%	SLO A	70%	72%	69%	SLO B	77%	75%	78%	SLO C	74%	75%	74%	Observed score of 73% > the ELA of 70% Objective met	No methodological changes planned. Faculty have updated the developmental education mathematics courses.
	Overall	1015	1021																									
Overall	73%	74%	72%																									
SLO A	70%	72%	69%																									
SLO B	77%	75%	78%																									
SLO C	74%	75%	74%																									
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																				

SLO results for MATH 1021 (College Algebra) only AY 16-17 in percentages.								
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	

CAAP Mathematics Linkage ⁸	External Direct Assessment using CAAP. It is a standardized national exam given at the conclusion of MATH 1015/1021	ELA = 57.4; Set by ACT using a three year average	LSUE = 213 National = 1106	LSUE = 57.1 National = 57.4	Observed score of 57.1 < the National score of 57.4 ELA tentatively met given that the 0.3 difference likely due to random error	CAAP discontinued, a new national assessment will be researched
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CAAP Content Analysis Mathematics	External Direct Assessment using CAAP is a standardized national exam given at the conclusion of MATH 1015/1021	National Averages: Pre-algebra = 66% Elementary Algebra = 62% Intermediate Algebra = 43% Coordinate Geometry = 46% College Algebra = 26% Trigonometry = 23%	LSUE = 422	LSUE Averages: Pre-algebra = 74% Elementary Algebra = 78% Intermediate Algebra = 45% Coordinate Geometry = 41% College Algebra = 22% Trigonometry = 25%	LSUE scores > the national scores in all areas but Coordinate Geometry and College Algebra. Objective met	CAAP discontinued, a new national assessment will be researched
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⁸ CAAP is the ACT's Collegiate Assessment of Academic Proficiency.

SLOs for MATH 1022: Upon successful completion of Plane Trigonometry, the student will

- A. Evaluate trigonometric functions and manipulate their graphs.
- B. Solve trigonometric equations and applications.

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result	Improvement
MATH 1022 (Plane Trigonometry)	SLOs directly assessed for all students taking the final exam	ELA = 70%: it is the lowest transferrable average grade	144 students in 7 sections	Overall = 76% SLO A = 76% SLO B = 76%	Since the observed score of 76% > the ELA of 70% Objective met	No changes planned for AY 17-18

MATH 1022 SLO Results AY 2016-2017 by Site as Percentages							
MATH 1022 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	75	74	76				
A. Evaluate trig functions and manipulate their graphs	75	73	78	none	none	none	none
B. Solve trig equations and applications	75	76	76				
Total number of students tested	144	51	93				
Total number of sections for AY	7	3	4				

SLOs for MATH 1425: Upon the successful completion of Statistics, the student 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.

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result	Improvement
MATH 1425 (Statistics)	SLOs directly assessed for all students taking the final exam	ELA = 70%: it is the lowest transferrable average grade	288 students in 12 sections	Overall = 73% SLO A = 76% SLO B = 70%	Since the observed score of 73% > the ELA of 70% Objective met	Face-to-face students did well compared to online and accelerated students. Faculty decided to implement deadlines in the online courses to promote progress throughout the semester.

MATH 1425 SLO Results AY 2016-2017 as Percentages							
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

SLOs for MATH 1023: Upon the successful completion of the Pre-Calculus course, the student 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.

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result	Improvement
MATH 1023 (Pre-Calculus)	SLOs directly assessed for all students taking the final exam	ELA = 70%: it is the lowest transferrable average grade	15 students in one section (face-to-face only)	Overall = 75% SLO A = 74% SLO B = 70% SLO C = 96% SLO D = 67% SLO E = 60%	Since the observed score of 75% > the ELA of 70% Objective met	Monitor data given results on D and E and the low n. The final exam is being completely updated for AY 2017-2018.

MATH 1023 SLO Results AY 2016-2017 by Site as Percentages							
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					

9. General Education Outcome 3: An LSU Eunice graduate will apply knowledge of natural science to the exploration and analysis of natural phenomena (results are from AY 2016-2017 unless noted).

General Education Natural Science										
Objective: Students will successfully complete their general education coursework developing competencies in the natural sciences as required by their curricula. This objective is assessed by the student learning outcomes (SLOs) in BIOL 1001.										
SLOs for BIOL 1001: Upon successful completion of General Biology, 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.										
Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result	Improvement				
BIOL 1001	SLOs directly assessed on final exam using embedded questions.	ELA = 70%: it is the lowest transferrable average grade	429 students in 8 face-to-face sections and one online section	Overall = 77% SLO A = 77% SLO B = 77% SLO C = 76%	Since the observed score of 77% > the ELA of 70% Objective met	Permanent faculty assessed their students. Need to assess all students.				
SLO results for BIOL 1001 (General Biology) AY 16-17 in percentages.										
BIOL 1001 SLO Description				Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online ¹	Accelerated
Overall				77	77				49	
A. Understand terms in the context of a scientific statement.				77	78	No data	none	none	40	No data
B. Critically evaluate biological concepts.				77	78				58	
C. Integrate biological knowledge with other aspects of common knowledge.				76	78				50	
Total number of sections				14	8	2			1	3
Total number of students tested				424	403	--			21	--
Note 1. Three additional online sections were not assessed.										

SLOs for BIOL 1002: Upon the successful completion of General Biology, 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.

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result	Improvement
Pilot Assessment for BIOL 1002	SLOs directly assessed on final exam using embedded questions.	ELA = 70%: it is the lowest transferrable average grade	18 face-to-face students in one section	Overall = 71% SLO A = 80% SLO B = 68% SLO C = 64%	Since the observed score of 71% > the ELA of 70% Objective is tentatively met	Note the low sample of 18. Faculty will expand use of assessment for AY 2017-2018 to all face-to-face students and gather the data to determine if changes need to be implemented.

SLO results for BIOL 1002 (General Biology) AY 16-17 in percentages using Pilot Assessment

BIOL 1002 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	71	71					
A. Arrange, breakdown, illustrate and outline the order of classification of living organisms.	80	80					
B. Compare and contrast the life history and life cycle of diverse groups of microorganisms, fungi, plants and animals.	68	68	No Data	none	none	No Data	No Data
C. Differentiate the characteristics of the major taxa of organisms: archaea, eubacteria, protists, fungi, plants and animals.	64	64					
Total number of sections	7	1	2			2	2
Total number of students tested	18	18					
Note 1: One of two face-to-face sections were assessed during the pilot. Faculty opted not to assess other sections offered.							

SLOs for PHSC 1001: Upon the successful completion of Physical Science, the student will:

1. Classify stellar evolutionary stages.
2. Identify Newton's 3 laws of motion.
3. Distinguish between solar system body classifications.

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result	Improvement
PHSC 1001	SLO data collected using embedded questions on unit exams	ELA = 70%: it is the lowest transferrable average grade	53 students over two online sections and one face-to-face section	Overall = 75% SLO 1 = 68% SLO 2 = 77% SLO 3 = 81%	Since the observed score of 75% > the ELA of 70% Objective is met	Data will be monitored for another year to determine improvements for SLOs 2 and 3.

SLO results for PHSC 1001 (Physical Science) AY 16-17 in Percentages.

PHSC 1001 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	75	83				67	
1. Classify stellar evolutionary stages.	68	77	none	none	none	59	none
2. Identify Newton's 3 laws of motion.	77	86				68	
3. Distinguish between solar system body classifications.	81	87				75	
Total number of sections	2	1				1	
Total number of students tested	53	27				26	
Note: One additional online section and face-to-face section were not assessed.							

10. General Education Outcome 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 (results are from AY 2016-2017 unless noted).

General Education Humanities

Objective: Students will successfully complete their general education coursework developing competencies in the humanities as required by their curricula. This objective is assessed by the student learning outcomes (SLOs) in HIST 1001 (Western Civilization to 1500), HIST 1003 (Western Civilization since 1500), HIST 2055 (The United States to 1865), HIST 2071 (History of Louisiana) and HIST 2057 (The United State from 1865 to the Present). (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.) This objective is also assessed using outcome from FREN 1001 (Elementary French), FREN 2101 (Intermediate French), SPAN 1101 (Elementary Spanish), and SPAN 1102 (Elementary Spanish).

History Course objectives: Upon the conclusion of HIST 1001, HIST 1003, HIST 2055, 2071 and HIST 2057, 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.

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result	Improvement
HIST 1001 (Western Civilization to 1500) HIST 1003 (Western Civilization since 1500) HIST2055 (US to 1865) HIST 2057 (US since 1865) HIST 2071 (History of LA)	1. 10 questions on final exam for SLO 1 2. 10 questions on final exam for SLO 2 3. Book review	ELA = 70%; it is the lowest transferrable average grade	838 students in 30 sections	Overall = 86% SLO 1 = 83% SLO 2 = 87% SLO 3 = 87%	Since the observed score of 86% > the ELA of 70% Objective met.	No methodological changes. Pursue personnel at one off-campus site that did not turn in data. All other students were assessed.

HIST 1001/1003/2055/2057/2071 SLO Results by Site for AY 2016-2017 in Percentages							
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

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 (Elementary French). 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.

This objective will also be assessed by the SLOs in FREN 2101 (Intermediate French). 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.

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result	Improvement
<p>FREN 1001 (Elementary French)</p> <p>FREN 2101 (Intermediate French)</p>	<p>FREN 1001</p> <ol style="list-style-type: none"> 1. Written quizzes 2. Oral presentation <p>FREN 2101</p> <ol style="list-style-type: none"> 1. Written quizzes and assignments 2. Oral presentations and panel discussions 3. Written projects and oral presentations 	<p>ELA = 70% for both courses; it is the lowest transferrable average grade</p>	<p>FREN 1001</p> <p>7 students in one course at the LSU Lab School</p> <p>FREN 2101</p> <p>14 students in one section at the LSU Lab School</p>	<p>FREN 1001</p> <p>Overall = 87%</p> <p>SLO 1 = 90%</p> <p>SLO 2 = 83%</p> <p>FREN 2101</p> <p>Overall = 90%</p> <p>SLO 1 = 95%</p> <p>SLO 2 = 80%</p>	<p>FREN 1001</p> <p>Since the observed score of 87% > the ELA of 70%</p> <p>FREN 2101</p> <p>Since the observed score of 90% > the ELA of 70%,</p> <p>Objective met</p>	<p>Try to obtain data for all students enrolled in the two courses. Both courses were offered at the LSUE and LSU Lab sites. SLO data was obtained from the LSU Lab site only.</p>

Table 1. FREN 1001 SLO Results by Site AY Fall 2016 in Percentages

FREN 1001 SLO Description	Overall	LSUE	LSUA	LSU Lab	Dual Credit	Online	Accelerated
Overall	87			87			
1. Demonstrate a basic understanding of written French	90			90			
2. Demonstrate a basic understanding of conversational French.	83	no data	none	83	none	none	none
3. Apply the knowledge of the vocabulary and grammar learned in a sustained manner both in a written and oral format.	Faculty decided to remove this SLO since the application was assessed in number one and two.						
Total number of students tested	7	--		7			
Total number of sections in AY	3	2		1			

FREN 2101 SLO Results by Site AY Fall 2016 in Percentages							
FREN 2101 SLO Description	Overall	LSUE	LSUA	LSU Lab	Dual Credit	Online	Accelerated
Overall	90			90			
1. Demonstrate an intermediate understanding of written French	95	none	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.	Faculty decided to remove this SLO since the application was assessed in number one and two.						
Total number of students tested	14			14			
Total number of sections in AY	1			1			

Objective: Students will successfully complete their general education coursework developing competencies in a foreign language (Spanish) as required by their curriculum. This objective will be assessed by the student learning outcomes in SPAN 1101 (Elementary Spanish) and SPAN 1102 (Elementary Spanish). Upon the conclusion of these courses, 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.

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result	Improvement
<p>SPAN 1101 (Elementary Spanish)</p> <p>SPAN 1102 (Elementary Spanish)</p>	<p>SPAN 1101</p> <ol style="list-style-type: none"> 1. Quizzes, tests, and papers 2. Oral assessment with faculty 3. Quizzes, tests, papers, and oral assessments <p>SPAN 1102</p> <ol style="list-style-type: none"> 1. Teacher observation in and out of class 2. Oral assessments 3. Quizzes, tests, and papers 4. Quizzes, tests, and papers 	<p>ELA = 70% for both courses; it is the lowest transferrable average grade</p>	<p>SPAN 1101</p> <p>23 students in 1 section at the LSU Lab School</p> <p>SPAN 1102</p> <p>10 students in 1 section at the LSU Lab School</p> <p>No sections offered at any other site</p>	<p>SPAN 1101</p> <p>Overall = 99%</p> <p>SLO 1 = 98%</p> <p>SLO 2 = 100%</p> <p>SLO 3 = 100%</p> <p>SPAN 1102</p> <p>Overall = 95%</p> <p>SLO 1 = 92%</p> <p>SLO 2 = 98%</p> <p>SLO 3 = 94%</p>	<p>SPAN 1101</p> <p>Since the observed score of 99% > the ELA of 70%</p> <p>SPAN 1102</p> <p>Since the observed score of 95% > the ELA of 70%</p> <p>Objective met</p>	<p>No changes planned.</p>

11. General Education Outcome 5: An LSU Eunice graduate will demonstrate an understanding of human behavior and the relationship between individuals and their societies (results are from AY 2016-2017 unless noted).

General Education Social Sciences

Objective: Students will successfully complete their general education coursework developing competencies in the social sciences as required by their curricula. This objective is assessed by the student learning outcomes (SLOs) in PSYC 2000 (Introduction to Psychology) and PSYC 2070 (Development of the Life Span), POLS 2051 (American Government), and SOCL 2001 (Introductory Sociology).

Upon the conclusion of the PSYC 2000 (Introduction to Psychology) 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

Upon the conclusion of the PSYC 2070 (Developmental Psychology of the Life Span), 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

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result	Improvement
PSYC 2000 (Introduction to Psychology) PSYC 2070 (Development of the Life Span)	Students in both courses are directly assessed through internally developed SLO questions embedded throughout specific topic exams.	ELA = 70% for both courses; it is the lowest transferrable average grade	PSYC 2000 239 students in 10 sections PSYC 2070 192 students in 9 sections	PSYC 2000 Overall = 87% SLO 1 = 87% SLO 2 = 90% SLO 3 = 80% PSYC 2070 Overall = 91% SLO 1 = 93% SLO 2 = 95% SLO 3 = 86%	PSYC 2000 Since the observed score of 87% > the ELA of 70% PSYC 2070 Since the observed score of 91% > the ELA of 70% Objective met	PSYC 2000: Obtain data from all faculty members. One member at LSUE did not turn data for two sections. PSYC 2070 Obtain data from all faculty members. One member at LSUE did not turn in data for two sections involving 180 students.

PSYC 2000 SLO Results by Site AY 2016-2017 in Percentages.							
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.							

PSYC 2070 SLO Results by Site AY 2016-2017 in Percentages.							
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	
Two face to face sections at LSUE involving 180 students had data that was unusable.							

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.

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result	Improvement
POLS 2051 (American Government)	A. Assignment based on material covered in class B. Midterm exam C. Comprehensive final exam	ELA = 70%; it is the lowest transferrable average grade	86 students in 4 sections	Overall = 89% SLO A = 96% SLO B = 91% SLO C = 81%	Since the observed score of 89% > the ELA of 70% Objective met	A. Stress to students to submit assignments B. Provide additional study resources C. Stress the importance of completing and submitting assignments.

POLS 2051 Student Learning Outcome Results AY 2016-2017 by Site as a Percent.				
MATH 0001 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

POLS 2051 was not offered at any other site during AY 2016-2017.

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). 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

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result	Improvement
SOCL 2001 (Introductory Sociology)	Both are assessed through the use of multiple choice exams based on the lectures.	ELA = 70%; it is the lowest transferrable average grade	168 students in 6 sections	Overall = 89% SLO A = 92% SLO B = 86%	Since the observed score of 92% > the ELA of 70% Objective met	No methodological changes, update syllabus

SOCL 2001 SLO Results by Site AY 2016-2017 in Percentages.							
SOCL 2001 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	89	87				91	
A. Theoretical perspectives in Sociology	92	88	none	none	none	97	none
B. Application and critical thinking in sociology	86	86				85	
Total number of students tested	163	89				74	
Total number of sections	6	4				2	

12. General Education Objective 6: An LSU Eunice graduate will demonstrate an aesthetic and historical understanding of the arts (results are from AY 2016-2017 unless noted).

General Education Arts

Objective: Students will successfully complete their general education coursework developing competencies in the arts as required by their curricula. This objective is assessed by the student learning outcomes (SLOs) in ART 1440 (Historical Survey of the Arts), ART 1441 (Historical Survey of the Arts), ART 2470 (Survey of 20th Century Art), and MUS 1751 (Music Appreciation). Student learning outcomes for the three art courses are the same: Upon completion of the art courses, 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.

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result	Improvement
ART 1440 (Historical Survey of the Arts) ART 1441 (Historical Survey of the Arts) ART 2470 (Survey of 20 th Century Art)	1. Items on the final exam 2. Slide identification on the final exam 3. Pre-post test	ELA = 70%; it is the lowest transferrable average grade	309 students in 15 sections	Overall = 85% SLO 1 = 86% SLO 2 = 84% SLO 3 = 55 percentage point gain	Since the observed value of 85% > the ELA of 70% Objective met	Post test data included all students. Adjuncts did not give pretest. They have been asked to give the pretest for AY 2017-2018.

Art History SLO Results by Site AY 2016-2017 in Percentages.

Art History 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			81	115
Total number of sections	15	4	1			4	6

Students will successfully complete their general education coursework developing competencies in music as required by their curriculum. This general education outcome is also supported by the SLOs in the MUS 1751 (Music Appreciation) course. Upon successful completion of the MUS 1751 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

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result	Improvement
MUS 1751 (Music Appreciation)	Each of the SLOs are directly assessed using the final exam	ELA = 70% for both courses; it is the lowest transferrable average grade	309 students in 12 sections	Overall = 92% SLO 1 = 90% SLO 2 = 93% SLO 3 = 93%	Since the observed value of 92% > the ELA of 70% Objective met	No changes planned in methodology. Will assess the LSU Lab school in AY 2017-2018 if there are at least 10-15 students enrolled.

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		92		90	
2. Recognize the effect of music on society and history	93	93	none	93	data not reported	93	none
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	

13. LSUE will provide developmental education courses to students as needed (results are from AY 2016-2017 unless noted).

Developmental Education

Objective for English Composition: Developmental education students 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 (ENGL 1001). Upon successful completion of ENGL 0001 (English Composition) course, the student will

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

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result	Improvement
ENGL 0001 (English Composition)	SLOs directly assessed using a multiple choice assessment paralleling the SLOs for the course given in the last week of classes	ELA = 70%: This is the minimum "average grade" (C) that demonstrates mastery of the concepts needed to be successful in the next course	350 students in 25 sections	Overall = 73% SLO A = 77% SLO B = 80% SLO C = 69%	Since the observed value of 73% > the ELA of 70% Objective met	Stress the importance of the assessment to students. The Coordinator of English believed that the assessment may be taken lightly by students so some are not trying, especially on outcome C.

AY 16-17 ENGL 0001 Student Learning Outcome Site Summary as Percentages

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	none	92	none
B. Using evidence to support a topic sentence	80	79	60	70		96	
C. Using proper grammar and punctuation	69	69	73	70		73	
Total number of sections	25	18	1	4	0	2	0
Total number of students tested	350	265	1	59	0	25	0

Objective for Developmental Mathematics: Developmental education students will successfully complete their developmental coursework gaining competencies in computational and elementary algebra skills in the Pre-Algebra Course (MATH 0001) necessary to begin Introductory Algebra (MATH 0002). The student, upon successful completion of the Pre-Algebra 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.

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result	Improvement
MATH 0001 (Pre-Algebra)	SLOs are directly assessed using multiple choice questions embedded in the final exam	ELA = 70%: This is the minimum "average grade" (C) that demonstrates mastery of the concepts needed to be successful in the next course	555 students in 33 sections	Overall = 72% SLO 1.1.1 = 76% SLO 1.1.2 = 70% SLO 1.1.3 = 71%	Since the observed value of 72% > the ELA of 70% Objective met	Monitor data and stress that students should go to tutoring

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

Objective for Developmental Mathematics: Developmental education students will successfully complete their developmental coursework gaining competencies in algebra and coordinate geometry in Introductory Algebra (MATH 0002) necessary to be successful in their first general education mathematics course (College Algebra). Upon successful completion of the Introductory Algebra course, the student, will:

1.1.4 Perform basic algebraic operations.

1.1.5 Perform basic operations involving the rectangular coordinate system.

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result	Improvement
MATH 0002 (Introductory Algebra)	SLOs are directly assessed using multiple choice questions embedded in the final exam	ELA = 70%: This is the minimum "average grade" (C) that demonstrates mastery of the concepts needed to be successful in the next course	449 students in 31 sections	Overall = 67% SLO 1.1.4 = 67% SLO 1.1.5 = 68%	Since the observed value of 67% < the ELA of 70% Objective not met	Faculty decided to move from MATH 0002 and tailor the developmental courses for the respective general education courses. As a result, they created MATH 0015 specifically targeted for MATH 1015 and MATH 0021 specifically targeted for MATH 1021.

MATH 0002 SLO Results by Site AY 16-17 as a Percentage

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 for Orientation to University Studies: Developmental Education students will successfully complete their developmental coursework gaining the cultural competencies necessary to succeed in their first general education courses. Upon successful completion of the Orientation to University Studies (UNIV 1005) course, the student will:

1. Locate and access LSU Eunice resources.
2. Demonstrate various transferable academic skills.

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result	Improvement
UNIV 1005 (Orientation to University Studies)	SLOs are directly assessed using multiple choice questions embedded in the final exam	ELA = 70%: This is the minimum "average grade" (C) that demonstrates mastery of the concepts needed to be successful in the next course	324 students in 17 sections	Overall = 80% SLO 1 = 80% SLO 2 = 80%	Since the observed value of 80% > the ELA of 70% Objective met	Changes in the course may be undertaken during AY 2017-2019 as a new First Year Experience is created.

AY 16-17 UNIV 1005 Student Learning Outcome Site Summary as Percentages							
SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	80	81		76			
1. Locate and access LSU Eunice resources	80	81	none	74	none	none	none
2. Demonstrate various transferrable academic skills	80	80		78			
Total number of sections	17	15	0	2	0	0	0
Total number of students tested	324	269	0	55	0	0	0

Objective for College Reading: Developmental education students 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. Upon successful completion of the College Reading 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.

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result	Improvement
UNIV 0008 (College Reading)	SLOs are directly assessed using multiple choice questions embedded in the final exam	ELA = 70%: This is the minimum “average grade” (C) that demonstrates mastery of the concepts needed to be successful in the next course	172 students in 12 sections	Overall = 72% SLO A = 72% SLO B = 73%	Since the observed value of 72% > the ELA of 70% Objective met	Changes may take place in the course depending on the impact of the First Year Experience Course.

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

Questions may be directed to Dr. Paul Fowler, Director of Institutional Effectiveness at pfowler@lsue.edu.
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