

Louisiana State University at Eunice



Selected Information on Student Achievement Academic Year 2017-2018

Office of Institutional Effectiveness

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

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 2017 over FA 2016 set by Chancellor based on the market environment	FA 2016 was 2,906 based on 14 th day enrollment	FA 2017 enrollment was 3,044 based on the 14 th day enrollment	Increase of 138 students is an 4.75% increase Since the observed value of 4.75% < the ELA of 5% Objective not met	LSUE recruiters to visit local high schools promoting LSUE to increase overall enrollment. Implement a more effective enrollment campaign to recruit potential students.

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

2. Objective: Increase Fall 2017 to Spring 2018 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 2017 and spring 2018.	ELA = 81.87% retained using a five year mean of fall to spring retention from AY 2012-2013 to AY 2016-2017 yielding 2,565/3,133 (see table below)	For Fall 2017, there were a total of 664 new first-time full-time students enrolled.	For Spring 2018, 563 (84.79%) of the 664 students returned.	Since the observed retention rate of 84.79% > the ELA of 81.87% Objective met	LSUE created a Student Success Center by hiring advisors, a tutoring coordinator, and a disabilities coordinator in Spring 2017. A director was hired in spring 2018. The Center created an electronic method for submitting academic interventions that became active in Spring 2018.

Fall-to-Spring Retention of First-Time Full-Time Students			
Initial Enrollment	FTF Enrolled	Returned to LSU Eunice	Retention Rate
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%
Totals	3133	2565	81.87%

3. Objective: Increase Fall 2016 to Fall 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 fall 2017. This data also includes students transferring in Louisiana	ELA = 68.78% retained based on a five year mean from Fall 2011-2012 to fall 2015-2016 (see table below)	For fall 2016, there were a total of 684 new first-time full-time students enrolled on the 14 th day	Of the 684, 320 (46.8%) returned to LSUE while 122 (17.8%) transferred to other institutions of higher education in the state of Louisiana. ³	Since the observed of 442 (64.6%) of the students were retained < the ELA of 68.78% Objective not met	LSUE created a Student Success Center by hiring advisors, a tutoring coordinator, and a disabilities coordinator in Spring 2017. A director was hired in spring 2018. The Center created an electronic method for submitting academic interventions that became active in Spring 2018.

Fall-to-Fall Retention of First-Time Full-Time Students				
Initial Enrollment	FTF Enrolled	Returned to LSU Eunice	Transferred in Louisiana	Retention Rate
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%
Totals	2886	1500	482	68.78%

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.

Additional University Statistics Fall 2017

- a. Headcount Enrollment: 3,044
 - i. Full-time: 1,429 (47%)
 - ii. Part-time: 1,615 (53%)
- b. Enrollment by Status
 - i. New: 801
 - ii. Transfer: 226
 - iii. Reentry: 152
 - iv. Continuing: 1,298
 - v. Preparatory: 567
- c. Race/Ethnic Distribution
 - i. Am Indian or Alaskan < 1%
 - ii. Asian < 1%
 - iii. Black/African American 23%
 - iv. Hawaiian/Pacific Island < 1%
 - v. Hispanic of any Race 2%
 - vi. Nonresident Alien < 1%
 - vii. Race/Ethnicity Unknown 2%
 - viii. Two or More Races 2%
 - ix. White 69%
- d. Full-Time Equivalents: 2,419 (1 FTE = 12 SCH)
- e. Enrollment by Degree Level:
 - i. Associate Degree: 1,557 (64%)
 - ii. Certificate/Tech Programs: 132 (5%)
 - iii. Transfer Program: 702 (29%)
 - iv. Undecided/Other: 53 (2%)
- f. Average ACT Score: 21.63

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.

4. Objective: Increase the number of students earning a credential for AY 2016-2017 (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 2016-2017	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 = 314 Median = 316</p> <p>(see table below)</p>	Number of students completing an Associate's Degree or a Certificate	In AY 2016-2017, 298 students earned a credential (see tables below)	<p>Since the observed number of completers is 298 < the ELA of 314</p> <p>Objective not met.</p>	<p>LSUE created a Student Success Center by hiring advisors, a tutoring coordinator, and a disabilities coordinator in Spring 2017. A director was hired in spring 2018.</p> <p>The Center created an electronic method for submitting academic interventions that became active in Spring 2018.</p>

a. Degrees Awarded

Degree	16/17	15/16	14/15	13/14	12/13	11/12	10/11	Six Year Total
Arts	n/a	n/a	n/a	n/a	0	0	20	20
Arts Transfer	n/a	n/a	n/a	n/a	0	1	0	1
Arts Transfer – Business	18	12	19	4	2	0	n/a	37
Arts Transfer - Criminal Justice	1	n/a	n/a	n/a	n/a	n/a	n/a	0
Arts Transfer –Fine Arts	1	1	0	3	1	0	n/a	5
Arts Transfer – Humanities	1	2	3	2	1	3	n/a	11
Arts Transfer – Mass Communications	1	1	n/a	n/a	n/a	n/a	n/a	1
Arts Transfer – Social Sci.	6	3	3	3	4	2	n/a	15
Care/Dev Young Child	4	5	12	11	5	5	8	46
Computer Info Tech	10	11	13	13	11	8	8	64
Criminal Justice	23	18	19	17	18	19	14	105
Fire Science	n/a	n/a	n/a	n/a	n/a	0	25	25
Fire & Emergency Svc	18	33	35	37	35	32	33	205
General Studies	88	87	86	104	95	78	33	483
Management	20	30	30	48	29	15	28	180
Nursing	37	44	38	43	62	64	57	308
Office Info Systems	n/a	n/a	n/a	n/a	3	8	4	15
Paralegal Studies	n/a	n/a	n/a	n/a	2	4	11	17
Radiologic Technology	20	19	19	20	18	15	18	109
Respiratory Care	12	10	10	11	11	10	11	63
Sciences	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
Science Transfer - Biological	17	12	8	7	10	10	n/a	47
Science Transfer – Physical	1	2	1	0	2	1	n/a	6
Total Degree	278	290	296	323	309	275	270	1763

b. Certificates Awarded

Credential	16/17	15/16	14/15	13/14	12/13	11/12	10/11	Six Year Total
Acct Tech Acct Clerk	4	7	10	n/a	n/a	n/a	n/a	17
Administrative Technology Specialist	1	n/a	n/a	n/a	n/a	n/a	n/a	0
Arson Investigation	n/a	n/a	n/a	n/a	n/a	0	0	0
Crime Scene Management	n/a	n/a	0	0	0	1	1	2
Diagnostic Med Sonography	0	0	10	8	7	5	6	36
Env & Safety Tech	0	4	2	0	0	1	0	7
Evidence Recovery	n/a	0	0	2	3	3	7	15
Fire Science	n/a	n/a	n/a	n/a	n/a	3	1	4
Fire Service Technology	0	0	4	n/a	n/a	n/a	n/a	4
Fire Science Technology	n/a	n/a	n/a	0	17	0	n/a	17
Human Resources Management	4	4	n/a	n/a	n/a	n/a	n/a	4
Medical Coding and Billing	11	5	n/a	n/a	n/a	n/a	n/a	5
Med Recs & Hlth Info Tech	n/a	0	0	0	1	0	1	2
Office Practice & Proc	n/a	n/a	n/a	1	0	1	3	5
Quality Env Hlth & Sfty Lead	n/a	0	0	0	0	0	0	0
Total	20	20	26	11	28	14	19	118
Overall Total	298	310	322	334	337	289	289	1881

c. Additional data related to graduation:

- i. Average time to degree:
 1. Full-Time: 5.0 Years
 2. Part-Time: 6.8 Years
- ii. Integrated Postsecondary Education Data System (IPEDS) 150% Graduation Rate: 13% with 10.7% transferring out (Fall 2016 – Fall 2017)
- 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%

5. Students will achieve a passing score on appropriate licensure exam for class of 2017:

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	21	37	12
Most Current Data	LSUE Pass Rate = 85.7% (mean score = 81.0%)	LSUE Pass Rate = 86.0%	LSUE Pass Rate = 100% (mean score = 109.7)
Objective Result	Observed score of 85.7% > ELA of 75%: Objective met	Observed score of 86.0% > ELA of 85%: Objective met	Observed score of 100% > ELA of 80%: Objective met
Improvement	Discuss results with faculty and solicit input as needed.	Promote continuity at all clinical sites.	Remediation on weaker areas such as Recommend Diagnostic Procedures and Gather Clinical Information.

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 2016-2017).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	21	100% within 12 months of graduation	n/a	n/a	Objective met	Work to increase return rates on employer and student surveys.
Nursing	ELA = 90% based on historical performance	37	100% at time of graduation	n/a	n/a	Objective met	Continue to seek input from clinical sites to meet needs.
Respiratory Care	ELA = 70% based on program accreditation standards	12	100% at time of graduation	n/a	n/a	Objective met	Continue to add new clinical affiliates. Two new affiliates added in AY 2016-2017.
Fire & Emergency Services	ELA = 72.7% based on historical data from AY 2013-2014 to AY 2015-2016	22	73%	9%	18%	82% overall Objective met	Program coordinator contacted students.
Accounting Technology	ELA = 22.1% based on historical data from AY 2014-2015 to AY 2015-2016	4	--	--	100%	Unable to contact any of the students. Results inconclusive.	Collect data in such a way that students can be contacted.

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 2017.

Program	Expected Level of Achievement	Number of Students	Most Current Data	Continuing Education	Number Unable to Contact	Result	Improvement
Administrative Technology	ELA = 47.5% based on historical data from Spring 2010 to Spring 2013	No graduates	n/a	n/a	n/a	n/a	n/a
Human Resources Management	ELA = 75.0% based on historical data from AY 2015-2016	4	--	--	--	Unable to contact any of the students. Results inconclusive.	Collect data in such a way that students can be contacted.
Medical Coding and Billing	ELA = 60.0% based on historical data from AY 2015-2016	14	7%	--	93%	One (7%) of the students was contacted while 13 (93%) could not. Results inconclusive.	Collect data in such a way that students can be contacted.
Computer Information Technology	ELA = 33.1% based on historical data from AY 2012-2013 through AY 2015-2016	10	--	--	100%	Unable to contact any of the students. Results inconclusive	Collect data in such a way that students can be contacted.
Management	ELA = 53.8% based on historical data from Spring 2010 to Spring 2016	20	10%	--	85%	Two (10%) of the students were employed in the field; however; 17 (85%) could not be contacted. Results inconclusive.	Collect data in such a way that students can be contacted.

Program	Expected Level of Achievement	Number of Students	Most Current Data	Continuing Education	Number Unable to Contact	Result	Improvement
Criminal Justice	ELA = 41.5% based on historical data from Spring 2010 through AY 2015-2016	23	65%	13%	13%	78% of the students contacted were either employed or continuing education; therefore, objective met	New director monitoring and deciding on strategies to increase recruitment.
Care & Development of Young Children	ELA = 51.9% based on historical data from Spring 2010 to Spring 2016	4	--	--	100%	Unable to contact any of the students. Results inconclusive	Collect data in such a way that students can be contacted.

7. General Education Objectives Results from Student Learning Outcomes (results are from AY 2017-2018 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	941 students in 60 sections	Overall = 79% SLO 1 = 80% SLO 2 = 88% SLO 3 = 90% SLO 4 = 78%	Observed score of 79% > ELA of 70% Objective met	Continue to monitor data in ENGL 1001, especially outcome 4 since it has a tendency to have a lower score. Ensure all dual credit sections submit usable SLO data.

AY 2017-2018 ENGL 1001 SLO Posttest Results by Site

Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	79	75	87	71		79	85
1. Write an essay of five paragraphs with well-defined thesis statement	80	76	90	77	none	79	87
2. Use clear topic sentences	88	86	94	77		89	90
3. Use evidence, details, and facts	90	88	93	85		91	95
4. Use proper grammar and punctuation	78	74	86	68		78	83
Total number of students tested	941	543	265	53	0	58	22
Total number of sections	60	27	22	4	0	5	2

⁵ Several dual credit sections submitted student learning outcome data that was not usable.

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).	ELA = 70%: it is the lowest transferrable average grade	700 students in 40 sections	Overall = 69% SLO 1 = 73% SLO 2 = 65%	Observed score of 69% < ELA of 70% Objective not met	Item analysis revealed some questions that were problematic. Data was collected over AY 2017-2018. Several questions will be re-written and piloted during AY 2018-2019.

AY 2017-2018 ENGL 1002 SLO Results by Site in Percentages

Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	69	68	72	59	64	68	71
1. Identify clearly defined thesis statements, proper essay organization and development, and clarity in the essay writing process	73	71	76	64	71	66	70
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.	65	64	68	51	54	71	73
Total number of students tested	700	376	271	25	1	13	14
Total number of sections	40	20	15	2	1	1	1

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result	Improvement
CAAP Content Analysis English Writing Skills ⁶	Direct Assessment using CAAP. It is a standardized national exam given at the conclusion of ENGL 1002	National averages: Punctuation = 52% Grammar = 63% Structure = 58% Strategy = 57% Organization = 49% Style = 58% LSUE > National score on four out of six metrics.	LSUE = 182 for Fall 2017 only. (CAAP Discontinued at end of the Fall 2017 semester.)	LSUE averages: Punctuation = 54% Grammar = 63% Structure = 66% Strategy = 53% Organization = 53% Style = 56%	LSUE results > National results in all but two areas Objective met	CAAP discontinued, Peregrine General Education Exam will be used beginning Spring 2019, but will be used with graduating students rather than in a specific course.

⁶ 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 2017-2018 unless noted).

General Education Mathematics

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).

SLOs for MATH 1015 and MATH 1021: Upon successful completion of Applied College Algebra or College Algebra, the student will

- 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	325 students in 20 sections for MATH 1015 294 students in 23 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>76%</td> <td>76%</td> <td>77%</td> </tr> <tr> <td>SLO A</td> <td>73%</td> <td>75%</td> <td>71%</td> </tr> <tr> <td>SLO B</td> <td>79%</td> <td>76%</td> <td>82%</td> </tr> <tr> <td>SLO C</td> <td>77%</td> <td>78%</td> <td>76%</td> </tr> </tbody> </table>		Overall	1015	1021	Overall	76%	76%	77%	SLO A	73%	75%	71%	SLO B	79%	76%	82%	SLO C	77%	78%	76%	Observed score of 76% > the ELA of 70% Objective met	No methodological changes planned. Faculty plan to revise certain questions based on low success on item analysis.
	Overall	1015	1021																							
Overall	76%	76%	77%																							
SLO A	73%	75%	71%																							
SLO B	79%	76%	82%																							
SLO C	77%	78%	76%																							

SLO results for MATH 1015 only AY 2017-2018 as Percentages.

MATH 1015 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated	Modular
Overall	76	79				75	78	72
A. Solve Equations and Inequalities Algebraically and Graphically	75	77				68	70	75
B. Evaluate and Interpret Function Values	76	82	none	none	none	77	80	68
C. Graph Functions	78	79				82	86	74
Total number of sections	20	10				2	2	6
Total number of students tested	325	178				25	8	114

NOTE: One accelerated section was during the fall intersession.

SLO results for MATH 1021 (College Algebra) only AY 2017-2018 in percentages.								
MATH 1021 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated	Modular
Overall	77	76	82	68		75		
A. Solve Equations and Inequalities Algebraically and Graphically	71	69	74	65	none	83	none	none
B. Evaluate and Interpret Function Values	82	83	87	74		73		
C. Graph Functions	76	74	85	66		71		
Total number of sections	23	13	5	3		2		
Total number of students tested	294	168	71	26		29		

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	160 students in 8 sections	Overall = 75% SLO A = 78% SLO B = 71%	Since the observed score of 75% > the ELA of 70% Objective met	Two problems with low success rate (#20 and 21) involves material not emphasized. Faculty will attempt to spend some extra time.

MATH 1022 SLO Results AY 2017-2018 by Site as a Percentage							
MATH 1022 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	75	72	77				
A. Evaluate trig functions and manipulate their graphs	78	75	80	none	none	none	none
B. Solve trig equations and applications	71	68	74				
Total number of students tested	160	71	89				
Total number of sections for AY	8	4	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 (Elementary Statistics)	SLOs directly assessed for all students taking the final exam	ELA = 70%: it is the lowest transferrable average grade	335 students in 12 sections	Overall = 70% SLO A = 76% SLO B = 64%	Since the observed score of 70% = the ELA of 70% Objective met	Faculty decided to create test and final exam reviews to assist students.

MATH 1425 SLO Results AY 2017-2018 as a Percentage.

MATH 1425 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	70	74				67	49
A. Organize and summarize data using descriptive techniques that are both mathematical and pictorial	76	79	none	none	none	73	57
B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters	64	68				58	38
Total number of students tested	335	256				41	38
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	5 students in one section (face-to-face at LSUE only)	Overall = 77% SLO A = 77% SLO B = 80% SLO C = 83% SLO D = 83% SLO E = 60%	Since the observed score of 77% > the ELA of 70% Objective met	A study guide was created to assist students especially related to SLO E.

MATH 1023 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	77	77					
A. Solve equations and inequalities both algebraically and graphically	77	77					
B. Evaluate and Interpret Function Values	80	80					
C. Graph functions	83	83	none	none	none	none	none
D. Evaluate trig functions and manipulate their graphs	83	83					
E. Solve trig equations and applications	60	60					
Total number of students tested	5	5					
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 2017-2018 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	492 students in 11 sections	Overall = 76% SLO A = 75% SLO B = 76% SLO C = 76%	Since the observed score of 76% > the ELA of 70% Objective met	Collect additional data prior to making changes since there were major gains from the past year.

SLO results for BIOL 1001 (General Biology) AY 2017-2018 as Percentages.

BIOL 1001 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online ¹	Accelerated
Overall	76	77				63	
A. Understand terms in the context of a scientific statement.	75	77	none	none	none	59	none
B. Critically evaluate biological concepts.	76	76				68	
C. Integrate biological knowledge with other aspects of common knowledge.	76	77				62	
Total number of sections	11	8				3	
Total number of students tested	492	450				42	

Note: One online and three accelerated sections 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
BIOL 1002	SLOs directly assessed on final exam using embedded questions.	ELA = 70%: it is the lowest transferrable average grade	147 students in six sections	Overall = 76% SLO A = 75% SLO B = 76% SLO C = 79%	Since the observed score of 76% > the ELA of 70% Objective is tentatively met	Collect additional data since last year was the pilot and there were major gains from last year to AY 2017-2018.

SLO results for BIOL 1002 (General Biology) AY 2017-2018 as Percentages

BIOL 1002 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	76	63				87	
A. Arrange, breakdown, illustrate and outline the order of classification of living organisms.	75	66				83	
B. Compare and contrast the life history and life cycle of diverse groups of microorganisms, fungi, plants and animals.	76	61	None	none	none	88	None
C. Differentiate the characteristics of the major taxa of organisms: archaea, eubacteria, protists, fungi, plants and animals.	79	66				89	
Total number of sections	6	2				4	
Total number of students tested	147	66				81	

Note: All sections assessed. Accelerated and online combined to one set of numbers.

SLOs for PHSC 1002: Upon the successful completion of Physical Science, the student will:

1. Identify parts of the periodic table.
2. Employ balancing techniques on chemical equations.
3. Distinguish between different classification of rocks.

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result	Improvement
PHSC 1002	SLO data collected using embedded questions on unit exams	ELA = 70%: it is the lowest transferrable average grade	47 students in two face-to-face sections	Overall = 68% SLO 1 = 66% SLO 2 = 75% SLO 3 = 62%	Since the observed score of 68% < the ELA of 70% Objective is not met	Continue to gather data since this is the first iteration of SLO data for PHSC 1002.

SLO results for PHSC 1002 (Physical Science) AY 2017-2018 in Percentages.

PHSC 1002 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	68	68					
1. Identify parts of the periodic table.	66	66	none	none	none	none	none
2. Employ balancing techniques on chemical equations.	75	75					
3. Distinguish between different classification of rocks.	62	62					
Total number of sections	2	2					
Total number of students tested	47	47					

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 2017-2018 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)	<ol style="list-style-type: none"> 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	891 students in 30 sections	Overall = 88% SLO 1 = 88% SLO 2 = 90% SLO 3 = 89%	Since the observed score of 88% > the ELA of 70% Objective met.	Faculty will provide continuous review and stress attendance.

HIST 1001/1003/2055/2057/2071 SLO Results by Site for AY 2017-2018 as Percentages							
History SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	88	81	91	81		96	90
1. Recognize major events, theories, and issues	88	81	93	80		94	85
2. Recognize major figures and movements	90	84	92	77	none	96	92
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	89	80	90	100		99	94
Total Number of Students:	891	396	189	13		231	62
Total Number of Sections:	30	10	8	2		8	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>	--	Instructor did not turn SLO data.	--	Have instructor turn in data.

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 2017-2018 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 298 students in 10 sections PSYC 2070 392 students in 8 sections	PSYC 2000 Overall = 88% SLO 1 = 90% SLO 2 = 90% SLO 3 = 86% PSYC 2070 Overall = 90% SLO 1 = 93% SLO 2 = 90% SLO 3 = 88%	PSYC 2000 Since the observed score of 88% > the ELA of 70% PSYC 2070 Since the observed score of 90% > the ELA of 70% Objective met	Collect additional data. No changes planned at this time.

PSYC 2000 SLO Results by Site AY 2017-2018 as a Percentage.

SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	88	89		79		89	88
1. Major theoretical perspectives in psychology	90	90	None	76	None	92	91
2. Knowledge of major fields of study in psychology	90	92		74		90	89
3. Major goals of the study of psychology	86	83		87		96	85
Total number of students tested	298	163		14		48	73
Total number of sections	10	6		1		1	2

Note: One faculty member teaching one LSUE face-to-face section did not turn in data involving 44 students. The faculty member is no longer employed at LSUE.

PSYC 2070 SLO Results by Site AY 2017-2018 as a Percentage.

SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	90	89		95		92	
1. major theoretical perspective in developmental psychology	93	92	no sections	95	no sections	100	no sections
2. critical concepts in developmental psychology	90	90		97		82	
3. the relative contributions of heredity and environment to critical phenomena in developmental psychology	88	87		91		93	
Total number of students tested	392	339		14		39	
Total number of sections	8	6		1		1	

Note: One faculty member from the online section in Spring 2018 turn in data that was not usable involving 45 students.

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	56 students in 4 sections	Overall = 81% SLO A = 82% SLO B = 86% SLO C = 85%	Since the observed score of 81% > the ELA of 70% Objective met	The faculty member will enhance instruction and review of problem areas in order to increase student success.

POLS 2051 Student Learning Outcome Results AY 2017-2018 by Site as a Percent.

SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	81						81
A. Identify the roles and powers of the Executive, Legislative, and Judicial branches of government and communicate persuasively.	82	none	none	none	none	none	82
B. Correctly answer questions related to theories, events, and issues covered in class.	86						86
C. Demonstrate the ability to analyze historic material.	85						85
Total number of students tested	56	0	0	0	0	0	56
Total number of sections for AY	4	0	0	0	0	0	4

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	203 students in 6 sections	Overall = 90% SLO A = 92% SLO B = 88%	Since the observed score of 90% > the ELA of 70% Objective met	Changes are made to lectures to respond to student questions.

SOCL 2001 SLO Results by Site AY 2017-2018 in Percentages.

SOCL 2001 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	90	89				92	
A. Theoretical perspectives in Sociology	92	91	none	none	none	94	none
B. Application and critical thinking in sociology	88	86				90	
Total number of students tested	203	111				92	
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 2017-2018 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	343 students in 15 sections	Overall = 93% SLO 1 = 93% SLO 2 = 92% SLO 3 = 54 percentage point gain	Since the observed value of 93% > the ELA of 70% Objective met	Standardization of data needed as some faculty members do not calculate overall means.

Art History SLO Results by Site AY 2017-2018 in Percentages.

Art History SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	93	87	100			90	97
1. Correctly identify by period, culture, and style works of art covered in lectures.	93	88	100	none	none	86	100
2. Correctly identify the works of art and architecture covered in lectures.	92	85	100			94	93
Total number of students tested	343	75	17			122	129
Total number of sections	15	4	1			5	5

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	388 students in 16 sections	Overall = 90% SLO 1 = 91% SLO 2 = 91% SLO 3 = 90%	Since the observed value of 90% > the ELA of 70% Objective met	Faculty will continue to monitor data to ensure that future results are similar with current results and that the individual sites are relatively consistent with past years.

MUS 1751 SLO Results by Site AY 2017-2018 as Percentages

MUS 1751 SLO Description by Site	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	90	95		82	92	91	85
1. Develop a fundamental music vocabulary	91	93		81	100	91	91
2. Recognize the effect of music on society and history	91	94	none	87	90	92	76
3. Identify general characteristics of the major music style periods	90	90		78	87	91	81
Total number of sections	16	2		2	1	9	2
Total number of students tested	388	30		14	2	311	31

13. LSUE will provide developmental education courses to students as needed (results are from AY 2017-2018 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	334 students in 24 sections	Overall = 74% SLO A = 76% SLO B = 79% SLO C = 71%	Since the observed value of 74% > the ELA of 70% Objective met	Internal data showed that Pathways to Success students scored a 67% overall. Gather data in AY 2018-2019 and edit exam as needed based on an item analysis.

AY 2017-2018 ENGL 0001 Student Learning Outcome Site Summary as Percentages

SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	74	72	85	74		83	
A. Using clear topic sentences	76	73	94	76	not offered	93	not
B. Using evidence to support a topic sentence	79	76	80	82		96	assessed
C. Using proper grammar and punctuation	71	70	85	71		76	
Total number of sections	24	16	2	4		2	
Total number of students tested	334	252	7	45		30	

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 0015/0021). 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	576 students in 35 sections	Overall = 67% SLO 1.1.1 = 67% SLO 1.1.2 = 65% SLO 1.1.3 = 69%	Since the observed value of 67% < the ELA of 70% Objective not met	Item analysis completed on all questions with a success rate under 50%. Those questions were edited as needed. Mandatory final review added

MATH 0001 SLO Results AY 2017-2018 Aligned to QEP by Site as a Percentage.

MATH 0001 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated	Modular
Overall	67	61		64		67		71
1.1.1. Manipulate order of operations with real numbers	67	61	none	63	none	66	none	72
1.1.2. Perform basic algebraic operations with expressions and linear equations	65	61		63		73		68
1.1.3. Geometry	69	61		66		60		75
Total number of students tested	576	158		119		26		273
Total number of sections for AY	35	8		8		2		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 0015) 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 0015 (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	247 students in 17 sections	Overall = 64% SLO 1.1.4 = 64% SLO 1.1.5 = 65%	Since the observed value of 64% < the ELA of 70% Objective not met	Item analysis reveal several questions under a 50% success rate. Questions were examined and replaced if necessary. Final exam review will be required.

MATH 0015 SLO Results by Site AY 2017-2018 as Percentages

MATH 0015 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated	Modular
Overall	64	59				58		67
1.1.4. Perform basic algebraic operations	64	59	none	none	none	58	none	67
1.1.5. Perform operations with the rectangular coordinate system	65	60				54		69
Total number of students tested	247	69				17		161
Total number of sections in AY	17	3				2		12

Objective for Developmental Mathematics: Developmental education students will successfully complete their developmental coursework gaining competencies in algebra and coordinate geometry in Introductory Algebra (MATH 0021) 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 0021 (Intermediate 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	179 students in 17 sections	Overall = 59% SLO 1.1.4 = 58% SLO 1.1.5 = 63%	Since the observed value of 59% < the ELA of 70% Objective not met	A final exam review will be created and required as a grade. All SLO questions with a success rate below 50% were examined and edited or replaced as required.

MATH 0021 SLO Results by Site AY 2017-2018 as a Percentage.

MATH 0021 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated	Modular
Overall	59	57	73	52		79		69
1.1.4. Perform basic algebraic operations	58	56	69	52	none	79	none	67
1.1.5. Perform operations with the rectangular coordinate system	63	63	95	54		79		77
Total number of students tested	179	40	5	88		16		30
Total number of sections in AY	17	4	1	6		2		4

Note: Two Dual Credit sections used the modular format. They are included in the Dual Credit column.

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	309 students in 18 sections	Overall = 80% SLO 1 = 84% SLO 2 = 76%	Since the observed value of 80% > the ELA of 70% Objective met	Financial Literacy will be added.

AY 2017-2018 UNIV 1005 Student Learning Outcome Site Summary as Percentages

SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	80	81		75			
1. Locate and access LSU Eunice resources	84	85	none	79	none	none	none
2. Demonstrate various transferrable academic skills	76	76		71			
Total number of sections	18	15	0	3	0	0	0
Total number of students tested	309	276	0	33	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	204 students in 12 sections	Overall = 73% SLO A = 73% SLO B = 72%	Since the observed value of 73% > the ELA of 70% Objective met	Revise SLO document in order to assist LSUA students.

AY 2017-2018 UNIV 0008 Student Learning Outcome Site Summary as Percentages.

SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated
Overall	73	74		67			
A. Correctly identify the meaning of topic, main idea, supporting details, and unfamiliar words in paragraphs, essays, textbook chapters, and visual media.	73	74	none	68	none	none	none
B. Employ critical reading comprehension strategies.	72	73		62			
Total number of sections	12	10	0	2	0	0	0
Total number of students tested	204	182	0	22	0	0	0