

Program Name	Student Learning Outcome	Assessment Method	Criteria	2014/15 Results	2013/14 Results	2012/13 Results	2011/12 Results	2010/11 Results
Associate of Science in Nursing	ASN graduates will integrate the nursing process in health promotion throughout the lifespan of individuals, families, and communities.	Employer survey Annually-- 80% of employers will at least "agree" that ASN graduates are integrating nursing process, etc.	80%		100%	100%	100%	88%
	ASN graduates will integrate the nursing process in health promotion throughout the lifespan of individuals, families, and communities.	Senior exit survey-- 70 % of ASN students will rate the program as satisfactory.	70%		90%	100%	96%	50%
	ASN graduates will integrate the nursing process in health promotion throughout the lifespan of individuals, families, and communities.	Standardized Test--NURSING PROCESS	National Average			100%	New Assessment	New Assessment
	ASN graduates will integrate effective communication techniques to establish and maintain therapeutic relationships with individual, families, and communities throughout the lifespan.	Employer survey Annually-- 80% of employers will at least "agree" that ASN graduates are integrating nursing process, etc.	80%		100%	100%	75%	88%
	ASN graduates will integrate effective communication techniques to establish and maintain therapeutic relationships with individual, families, and communities throughout the lifespan.	Senior exit survey-- 70 % of ASN students will affirm they are able to integrate effective communication techniques to establish and maintain therapeutic relationships with individuals, families, and communities throughout the lifespan.	70%		100%	96%	96%	88%
	ASN graduates will integrate effective communication techniques to establish and maintain therapeutic relationships with individual, families, and communities throughout the lifespan.	Standardized Test--THERAPEUTIC COMMUNICATION	Above National Average		904	0%	New Assessment	New Assessment
	ASN graduates will conduct health teaching with consideration of literacy level, values, and culture of target audience.	Employer survey annually-- 80% of employers will at least "agree" that ASN graduates conduct health teaching.	80%		100%	100%	75%	75%
	ASN graduates will conduct health teaching with consideration of literacy level, values, and culture of target audience.	Senior exit survey-- 70 % of ASN students will rate they they are able to conduct health teaching with consideration of literacy level, values, and culture of target audience.	70%		100%	92%	96%	97%
	ASN graduates will conduct health teaching with consideration of literacy level, values, and culture of target audience.	Standardized Test--HEALTH TEACHING	Above National Average		892	100%	New Assessment	New Assessment
	ASN graduates will collaborate with interdisciplinary groups to meet the dynamic healthcare needs of individuals, families, and communities.	Employer survey Annually-- 80% of employers will at least "agree" that ASN graduates are comparable or better in performance to graduates from similar programs	80%		100%	100%	75%	88%
	ASN graduates will collaborate with interdisciplinary groups to meet the dynamic healthcare needs of individuals, families, and communities.	Senior exit survey-- 70 % of ASN students will affirm they are able to collaborate with interdisciplinary groups to meet the dynamic healthcare needs of individual, families, and communities	70%			100%	92%	97%
	ASN graduates will collaborate with interdisciplinary groups to meet the dynamic healthcare needs of individuals, families, and communities.	Standardized Test--INTERDISCIPLINARY COLLABORATION	Acceptable level		8.36	100%	New Assessment	New Assessment
	Graduates will utilize professional standards to guide nursing practice.	Employer survey Annually-- 80% of employers will at least "agree" that ASN graduates utilize professional standards to guide nursing practice.	80%			100%	75%	88%
	Graduates will utilize professional standards to guide nursing practice.	Senior exit survey-- 70 % of ASN students will affirm they utilize professional standards to guide nursing practice.	70%		100%	100%	95%	100%
	Graduates will utilize professional standards to guide nursing practice.	Standardized Test--PROFESSIONAL STANDARDS	Acceptable level		1020	100%	New Assessment	New Assessment
	ASN graduates will incorporate safe, quality, patient-centered care utilizing evidence-based practice.	Employer survey annually-- 80% of employers will at least "agree" that ASN graduates are able to incorporate safe, quality, patient-centered care utilizing evidence based practice.	80%			100%	75%	75%
	ASN graduates will incorporate safe, quality, patient-centered care utilizing evidence-based practice.	Senior exit survey-- 70 % of ASN students will affirm they are able to incorporated safe, quality, patient-centered care utilizing evidence-based practice.	70%		100%	100%	96%	97%
	ASN graduates will incorporate safe, quality, patient-centered care utilizing evidence-based practice.	Standardized Test-EVIDENCE-BASED PRACTICE	National Average			100%	New Assessment	New Assessment

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Bachelor of Science in Nursing	RN-BSN graduates will synthesize principles of communication to effectively relate with individuals, families, and groups of diverse sociocultural backgrounds.	Employer survey annually-- 80% of employers will at least "agree" that BSN graduates are able to synthesize principles of communication to effectively relate with individuals, families, and communities of diverse social groups.	80%	100%	66.67% Only 3 responses to survey. I disagreed difficultly to draw conclusions	100%	100%	100%
	RN-BSN graduates will synthesize principles of communication to effectively relate with individuals, families, and groups of diverse sociocultural backgrounds.	Senior exit survey prior to graduation-- 70 % of BSN students will affirm they are able to synthesize principles of communication to effectively related with individuals, families, and groups of diverse sociocultural backgrounds.	70%	100%	100%	100%	100%	100%
	RN-BSN graduates with integrate knowledge from liberal arts and sciences in professional nursing practice.	Employer survey annually-- 80% of employers will at least "agree" that BSN graduates are able to integrate knowledge from liberal arts and sciences in professional nursing practice.	80%	100%	67%	100%	100%	100%
	RN-BSN graduates with integrate knowledge from liberal arts and sciences in professional nursing practice.	Senior exit survey prior to graduation-- 70 % of BSN students will affirm they are able to integrate knowledge from liberal arts and science in professional nursing practice.	70%	100%	88%	100%	100%	100%
	RN-BSN graduates will integrate professional standards in nursing practice to ensure the delivery of safe, quality, patient centered care.	Employer survey annually-- 80% of employers will at least "agree" that BSN graduates are able to integrate professional standards in nursing practice to ensure the delivery of safe, quality, patient-centered care.	80%	100%	100%	100%	100%	100%
	RN-BSN graduates will integrate professional standards in nursing practice to ensure the delivery of safe, quality, patient centered care.	Senior exit survey prior to graduation-- 70 % of BSN students will integrate professional standards in nursing practice to ensure the delivery of safe, quality, patient centered care.	70%	100%	75%	100%	100%	100%
Outcome # 3	RN-BSN graduates will apply and share research findings after critical analysis to promote evidence based nursing practice.	Employer survey annually-- 80% of employers will at least "agree" that BSN graduates are able to apply and share research findings after critical analysis to promote evidence based nursing practice.	80%	100%	67%	100%	100%	100%
	RN-BSN graduates will apply and share research findings after critical analysis to promote evidence based nursing practice.	Senior exit survey prior to graduation-- 70 % of BSN students will affirm they are able to apply and share research findings after critical analysis to promote evidence based nursing practice.	70%	100%	100%	100%	100%	100%
	RN-BSN graduates will utilize concepts of information systems to support nursing practice and deliver safe, quality, patient centered care.	Employer survey annually-- 80% of employers will at least "agree" that BSN graduates utilize concepts of information systems to support nursing practice and deliver safe, quality, patient centered care.	80%	100%	100%	100%	100%	100%
	RN-BSN graduates will utilize concepts of information systems to support nursing practice and deliver safe, quality, patient centered care.	Senior exit survey prior to graduation-- 70 % of BSN students will utilize concepts of information systems to support nursing practice and deliver safe, quality, patient centered care.	70%	100%	88%	100%	100%	100%
	RN-BSN graduates will serve as effective members of the healthcare team through collaboration and advocacy to manage safe, quality, patient centered care.	Employer survey annually-- 80% of employers will at least "agree" that BSN graduates are able to serve as effective members of the healthcare team through collaboration and advocacy to manage safe, quality, patient centered care.	80%	100%	67%	100%	100%	100%
	RN-BSN graduates will serve as effective members of the healthcare team through collaboration and advocacy to manage safe, quality, patient centered care.	Senior exit survey prior to graduation-- 70 % of BSN students will serve as effective members of the healthcare team through collaboration and advocacy to manage safe, quality, patient centered care.	70%	100%	88%	100%	100%	100%

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Associate of Science in Clinical Laboratory Science	Graduates will demonstrate cognitive, psychomotor, and affective skills necessary to fulfill the roles and responsibilities of the entry-level clinical laboratory technician.	The number of graduates from the CLT Program will be monitored each year. Criteria for assessment will be a graduation rate of 90%.	90%	100%	100%	100%	100%	100%
	Graduates will demonstrate cognitive, psychomotor, and affective skills necessary to fulfill the roles and responsibilities of the entry-level clinical laboratory technician.	Passage rate on the national certification board examinations will be monitored. Criteria for assessment will be an 80% passage rate.	80%	100%	80%	100%	80%	75%
	Graduates will demonstrate cognitive, psychomotor, and affective skills necessary to fulfill the roles and responsibilities of the entry-level clinical laboratory technician.	Graduates will be surveyed at 6 months after graduation. It is desired that 90% of the graduates responding to the survey will answer "strongly agree" or "agree" to the following statement: "Upon graduation, as an entry-level CLT, I was academically well prepared."	90%	100%	100%	100%	100%	100%
	Graduates will demonstrate cognitive, psychomotor, and affective skills necessary to fulfill the roles and responsibilities of the entry-level clinical laboratory technician.	Employers of CLT graduates will be surveyed 6 months after graduation. It is desired that 90% of the employers responding to the survey will answer "strongly agree" or "agree" to the following statement: "Upon graduation, the entry-level CLT was academically well prepared."	90%	100%	100%	100%	100%	100%
	Graduates will demonstrate technical skills and delivery of reliable results with assurance and confidence in performing laboratory skills.	CLT graduates will be surveyed 6 months post graduation. It is desired that 90% of graduates responding to the survey will respond "strongly agree" or "agree" to the following statement: "Upon graduation, as an entry-level CLT, I was able to (1) perform accurate laboratory testing; (2) monitor quality control within predetermined limits; (3) operate laboratory equipment and instruments properly; (4) perform preventive and corrective maintenance of equipment and instruments, or refer to appropriate sources for repair, and (5) I was clinically well prepared.	90%	100%	100%	100%	100%	100%
	Graduates will demonstrate technical skills and delivery of reliable results with assurance and confidence in performing laboratory skills.	Employers of CLT graduates will be surveyed 6 months post student graduation. It is desired that 90% of employers responding to the survey, will respond "strongly agree" or "agree" to the following statement: "Upon graduation, the entry-level CLT, was able to (1) perform accurate laboratory testing; (2) monitor quality control within predetermined limits; (3) operate laboratory equipment and instruments properly; (4) perform preventive and corrective maintenance of equipment and instruments, or refer to appropriate sources for repair, and (5) was clinically well prepared.	90%	100%	100%	100%	75%	100%
	Graduates will be academically prepared to apply and seek national certification by examination through a recognized agency	CLT graduates will be surveyed 6 months post graduation. It is desired that 90% of graduates responding to the survey will answer "strongly agree" or "agree" to the following statements: Upon graduation, as an entry-level CLT, I was (1)able to comply with established laboratory safety regulations; (2)able to collect and safely handle biological specimens for analysis; (3)able to relate laboratory findings to common disease processes; (4)able to demonstrate ethical behavior and maintain confidentiality in terms of patient's results; (5) able to interact professionally with patients, laboratory personnel, and other health care professionals and with the public; (6)able to recognize factors that affect procedures and results, and take appropriate actions within predetermined limits when corrections are indicated; (7)able to apply basic scientific principles in learning by learning new techniques and procedures; (8)able to demonstrate commitment to lifelong learning by attending continuing education programs, and (9)able to use computers and laboratory software effectively."	90%	100%	100%	100%	100%	100%
	Graduates will be academically prepared to apply and seek national certification by examination through a recognized agency	Employers of CLT graduates will be surveyed 6 months post student graduation. It is desired that 90% of employers responding to the survey will answer "strongly agree" or "agree" to the following statements "Upon graduation, the entry level CLT, I was able to comply with established laboratory safety regulations; (2) able to collect and safely handle biological specimens for analysis; (3) able to relate laboratory findings to common disease processes; (4) able to demonstrate ethical behavior and maintain confidentiality in terms of patient's results; (5) able to interact professionally with patients, laboratory personnel, and other health care professional and with the public; (6) able to recognize factors that affect procedures and results, and take appropriate actions within predetermined limits when corrections are indicated; (7) able to apply basic scientific principles in learning by learning new techniques and procedures; (8) able to demonstrate commitment to lifelong learning by attending continuing education programs, and (9) able to use computers and laboratory software effectively."	90%	100%	100%	100%	50%	100%

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Certificate in Pharmacy Technology	Program completers will be academically well-prepared to enter the workforce as Certified Pharmacy Technicians.	Employers of Pharmacy Technician graduates will be surveyed within 12 months of graduation. It is desired that 90% of employers responding to the survey will answer "strongly agree" or "agree" to the following statement: "Upon graduation, the graduate was academically well prepared."	90%	100%	100%	100%	100%
	Program completers will be academically well-prepared to enter the workforce as Certified Pharmacy Technicians.	Pharmacy Technician graduates will be surveyed within 12 months of graduation. It is desired that 90% of the graduates responding to the survey will answer "strongly agree" or "agree" to the following statement: "Upon graduation, I was academically well prepared."	90%	100%	100%	100%	100%
	Program completers will be academically well-prepared to enter the workforce as Certified Pharmacy Technicians.	Student pass/fail rate on the Pharmacy Technician certification board licensure exam will be monitored as an indicator of academic preparedness to enter the workforce as a Pharmacy Technician. It is desired that 85% of the students pass the national certification exam on the first attempt.	85%	100%	100%	100%	100%
	Program completers will be clinically well-prepared to enter the workforce as Certified Pharmacy Technicians.	Employers of Pharmacy Technician graduates will be surveyed within 12 months of graduation. It is desired that 90% of the employers responding to the survey will answer "strongly agree" or "agree" to the following statement: "Upon graduation, the graduate was clinically well prepared."	90%	100%	100%	100%	100%
	Program completers will be clinically well-prepared to enter the workforce as Certified Pharmacy Technicians.	Pharmacy Technician graduates will be surveyed within 12 months of graduation. It is desired that 90% of the graduates responding to the survey will answer "strongly agree" or "agree" to the following statement: "Upon graduation, I was clinically well prepared."	90%	100%	100%	100%	100%
	Program completers will be clinically well-prepared to enter the workforce as Certified Pharmacy Technicians.	Results of the Pharmacy Technician certification exam, which tests clinical skills, will be reviewed. It is desired that 85% of the students pass the national certification exam on the first attempt.	85%	100%	100%	100%	100%
	Program completers will be able to recognize drug interactions, contraindications, allergies, and other factors that would endanger a patient's health and take appropriate actions within predetermined limits when corrections are indicated.	Employers of Pharmacy Technician graduates will be surveyed within 12 months of graduation. It is desired that 90% of the employers responding to the survey will answer "strongly agree" or "agree" to the following statement: "Upon graduation, the graduate was able to take appropriate actions, within predetermined limits, when corrections were required involving patient drug therapy."	90%	100%	100%	75%	100%
	Program completers will be able to recognize drug interactions, contraindications, allergies, and other factors that would endanger a patient's health and take appropriate actions within predetermined limits when corrections are indicated.	The Pharmacy Technician graduates will be surveyed within 12 months of graduation. It is desired that 90% of the graduates responding to the survey will answer "strongly agree" or "agree" to the following statement: "Upon graduation, I was clinically well prepared to take appropriate actions, within predetermined limits, when corrections were required involving patient drug therapy."	90%	100%	100%	100%	100%

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Associate of Science in Radiologic Technology	Students will effectively apply knowledge of exposure factors.	Information regarding the ability of students to effectively apply knowledge of exposure factors will be obtained using Radiographic Portfolio grades in RADT 2007. The desired outcome for the class average on portfolios will be 90% or greater.	90%	95%	94%	95%	95%
	Students will be prepared to perform routine radiographic studies.	Surveys of employer will be conducted six months post graduation and used to assess preparedness of students to perform radiographic studies. It is desired that 90% of employers responding to the survey will respond "Strongly Agree" or "Agree" to the statement, "Awareness of image quality with regard to self-critique of radiographs."	90%	100%	100%	90%	100%
	Students will be prepared to demonstrate proper radiation safety practices.	Graduate surveys conducted six months post graduation will be used to assess student proper radiation safety practices. It is desired that 90% of students responding to the survey will respond, "Strongly Agree" or "Agree" to the statement, "As an entry-level radiographer, I feel this program has enabled me to demonstrate proper radiation safety for patients, myself, and other healthcare professionals."	90%	100%	100%	100%	100%
	Students will be prepared to demonstrate proper radiation safety practices.	Employer surveys administered six months post hire will be used to assess proper radiation safety techniques by program graduates. It is desired that 90% of employers responding to the survey will respond "Strongly Agree" or "Agree" to the statement, "The individual demonstrates sound judgement in the practice of radiation protection."	90%	100%	100%	100%	100%
	Students will demonstrate effective written communication skills.	Students will prepare article summaries on current trends in radiologic technology for presentation in RADT 2005. A class average of 90% will be set as the benchmark for this outcome.	90%	98%	98%	97%	89%
	Students will demonstrate effective written communication skills.	A case study done in RADT 2010 will be used to assess the written communication skills of graduates. It is desired that the class average will be no less than 85% on the written component of the radiographic pathology case study.	85%	85%	88%	97%	No data
	Graduates will communicate effectively with patients, peers, and other medical professionals.	Semester evaluations done in RADT 1005 will be used to assess oral communication. At least 90% of students will receive a minimum score of "above average" on the question, "Communication, Cooperation, and Attitude" as a benchmark for this outcome.	90%	100%	88%	75%	New assessment
	Graduates will communicate effectively with patients, peers, and other medical professionals.	Employers surveys of graduates completed six months post graduation will be used to assess communication skills of graduates. A benchmark of at least 90% of employers will indicate a rating of "strongly agree" or "agree" on the question, "Graduate was prepared to obtain data from patients" will be used.	90%	100%	100%	90%	100%
	Graduates will demonstrate proficiency in radiographic procedures.	Final competency evaluations done in RADT 2012 will be used to assess proficiency in radiographic procedures. The class average of at least 90% on all final competency evaluations will be used as a benchmark.	90%	90%	95%	New assessment	New assessment
	Graduates will identify diagnostic quality images and correct non-quality images accordingly.	Semester evaluations completed in RADT 1010 will be used to assess quality radiographs. At least 90% of students will receive a minimum score of "above average" on the question, "Positioning skills/Image analysis" as a benchmark.	90%	14%	92%	New assessment	New assessment
	Graduates will demonstrate critical thinking skills.	Employer surveys conducted six months post graduation will be used to assess critical thinking skills. A benchmark of at least 90% of returned surveys will indicate a rating of "strongly agree" or "agree" to the question, "The graduate was prepared" will be used.	90%	100%	100%	90%	New assessment
	Graduates will demonstrate critical thinking skills.	A sample of 3 Performance Evaluations completed on each student in RADT 2012 will be used to assess critical thinking skills. It is desired that 90% of students will receive a minimum score of "above average" on the questions, "Problem solving/critical thinking skills."	90%	100%	100%	97%	New assessment tool
	Graduates will demonstrate ethical treatment of patients.	Semester evaluations completed in RADT 1010 will be used to assess the ethical treatment of patients. At least 90% of students will receive a minimum score of "above average" on the question, "Ethics" as a benchmark.	90%	86%	92%	Need assessment tool	No assessment tool
	Graduates will agree that graduates demonstrate attitudes and behaviors that are representative of a competent healthcare professional.	Graduate surveys conducted six months post graduation will be used to assess the attitudes and behaviors of graduates. At least 90% of returned surveys will indicate a rating of "strong agree" or "agree" for the question, "were you adequately prepared" as a benchmark for this outcome.	90%	100%	100%	100%	New Assessment
	Rad Tech conducts annual assessments on all student learning outcomes, but has not previously entered all results into the IE data base.						

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Associate of Science in Care and Development of Young Children	Completers will possess knowledge of child development and learning.	Exams. Eighty-five percent of completers will receive a score of eighty percent or higher on exams in ECED 2001.	85%	100%	Data Not available	???	50%	100%
	Completers will possess knowledge of child development and learning.	Exams. Eighty-five percent of completers will receive a score of eighty percent or higher on exams in ECED 2002.	85%	100%	Data Not available	???	???	???
	Completers will assess the developmental abilities and needs of individual children across the cognitive, social, emotional and physical domains.	Field Assessments. Using available state-approved assessments, completers will, in ECED 2999, analyze data and develop a plan of center-based activities in one of the developmental growth areas and receive a score of eighty percent or higher on the plan.	80%	???	100%	100%	100%	???
	Completers will assess the developmental abilities and needs of individual children across the cognitive, social, emotional and physical domains.	Observation Assessment. Completers will, in ECED 3601, assess the social domain using an observation checklist, and will receive at least eighty percent on the assessment of the checklist.	80%	???	Data Not Available	???	???	100%
	Completers will design and implement instruction appropriate for young children.	Portfolio Evidence. Eighty-five percent of completers will receive an average minimum of eighty-six percent over a total of five lesson plans designed by them for instruction based on a rubric used to measure the design of lesson plans while in ECED 2999.	85%	100%	100%	100%	100%	???
	Completers will design and implement instruction appropriate for young children.	Portfolio Evidence. Eighty-five percent of completers will receive an average minimum of eighty-six percent over a total of five lesson plans designed by them for instruction based on a rubric used to measure the design of lesson plans while in ECED 2002.	85%	100%	Data Not available	???	???	???
	Completers will design strategies for involving parents and families of young children in their children's education.	Work Produced in the LSUA Classroom. One hundred percent of completers will create a Family Involvement Plan in ECED 2002 and achieve a minimal mark of Acceptable, using criteria defined by the Family Involvement Plan rubric.	100%	???	Data Not available	???	100%	100%
	Completers will design strategies for involving parents and families of young children in their children's education.	Portfolio Evidence. One hundred percent of completers will design a family-child activity in ECED 2999 to be completed in the home of the child and returned to the completers' classrooms upon completion. A score of eighty percent or higher on the project must be achieved.	100%	???	100%	100%	100%	???
	Completers will represent themselves, the profession of early childhood education, the Department of Education, and LSUA as professionals.	Mentor Teacher Evaluations. Eighty-five percent of completers will receive a minimum score of (2) [Very Good] from their mentor teachers on their final evaluation in punctuality, dress, and professional behavior in ECED 2999.	85%	???	100%	100%	100%	100%
	Completers will represent themselves, the profession of early childhood education, the Department of Education, and LSUA as professionals.	University Supervisor Evaluations. Eighty-five percent of completers will receive a minimum score of (2) [Very Good] from their university supervisors on their final evaluation in punctuality, dress, and professional behavior in ECED 2999.	85%	???	100%	100%	100%	100%

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Bachelor of Science in Elementary Education	Program completers know the subject matter they are to teach. (CONTENT)	PRACTIS II: Content Knowledge Exam 0014. One hundred percent of program completers will receive a score of 150 or above.	100%	100%	100%	100%	100%	100%
	Program completers know the subject matter they are to teach. (CONTENT)	College Basic Academic Subjects Exam. Eighty-five percent of program completers will receive an overall composite score of 235 or above.	85%	71%	79%	88%	92%	40%
	Program completers demonstrate effective use of verbal, nonverbal, and written communication skills such as active listening, teacher questioning, and guiding collaborative learning experiences to foster the development of students' inquiry, higher-order thinking, and collaborative problem-solving skills. (COMMUNICATION AND CRITICAL ANALYSIS)	LSUA Teacher/Intern Final Evaluation. Eighty-five percent of program completers will receive an average competency rating of Effective: Proficient or above on Domain III C.1-5, as assessed by the university supervisor.	85%	???	100%	100%	100%	100%
	Program completers demonstrate effective use of verbal, nonverbal, and written communication skills such as active listening, teacher questioning, and guiding collaborative learning experiences to foster the development of students' inquiry, higher-order thinking, and collaborative problem-solving skills. (COMMUNICATION AND CRITICAL ANALYSIS)	LSUA Teacher/Intern Final Evaluation. Eighty-five percent of program completers will receive an average competency rating of Effective: Proficient or above on Domain III C.1-5, as assessed by the supervising teacher.	85%	???	100%	88%	100%	100%
	Program completers develop lessons that address the needs of diverse learners, include lesson plan components appropriate for the implementation of the selected instructional design, and reflect learning theory-based, research-based, assessment-based, and experience-based best practices. (PLANNING)	Content Literacy Work Sample--Part II. Eighty-five percent of program completers will receive an average competency rating of Effective: Proficient or above on Part II of the Content Literacy Work Sample as assessed by the instructor of EDCI 4200.	85%	100%	100%	???	93%	???
	Program completers develop lessons that address the needs of diverse learners, include lesson plan components appropriate for the implementation of the selected instructional design, and reflect learning theory-based, research-based, assessment-based, and experience-based best practices. (PLANNING)	LSUA Teacher/Intern Final Evaluation. Eighty-five percent of program completers will receive an average competency rating of Effective: Proficient or above on Domain A.1-7, as assessed by the university supervisor.	85%	100%	100%	100%	100%	???
	Program completers develop lessons that address the needs of diverse learners, include lesson plan components appropriate for the implementation of the selected instructional design, and reflect learning theory-based, research-based, assessment-based, and experience-based best practices. (PLANNING)	LSUA Teacher/Intern Final Evaluation. Eighty-five percent of program completers will receive an average competency rating of Effective: Proficient or above on Domain A.1-7, as assessed by the supervising teacher.	85%	100%	100%	94%	100%	???
	Program completers implement research-based and/or best practice-based management strategies that establish routines and procedures, effectively use time, space, and materials, value diversity, and create a positive learning environment that promotes self-motivation, healthy social interactions, and active engagement in learning. (MANAGEMENT)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent of program completers will receive an average competency rating of Effective: Proficient or above on Domain II, as assessed by the university supervisor.	85%	???	100%	100%	100%	100%
	Program completers implement research-based and/or best practice-based management strategies that establish routines and procedures, effectively use time, space, and materials, value diversity, and create a positive learning environment that promotes self-motivation, healthy social interactions, and active engagement in learning. (MANAGEMENT)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent of program completers will receive an average rating of Effective: Proficient or above on Domain II, as assessed by the supervising teacher.	85%	???	100%	94%	100%	100%
	Program completers implement research-based, standards-based, assessment-based and experience-based best practices to facilitate learning experiences using a variety of selected instructional strategies in diverse field-based settings to positively impact the learning of ALL students. (INSTRUCTION)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent of program completers will receive an average competency score of Effective: Proficient or above on Domain III, as assessed by the university supervisor.	85%	100%	100%	100%	100%	100%
	Program completers implement research-based, standards-based, assessment-based and experience-based best practices to facilitate learning experiences using a variety of selected instructional strategies in diverse field-based settings to positively impact the learning of ALL students. (INSTRUCTION)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent of program completers will receive an average competency rating of Effective: Proficient or above on Domain III, as assessed by the supervising teacher.	85%	100%	100%	94%	100%	100%
	Program completers implement research-based, standards-based, assessment-based and experience-based best practices to facilitate learning experiences using a variety of selected instructional strategies in diverse field-based settings to positively impact the learning of ALL students. (INSTRUCTION)	Cumulative Field-Based Placement Summary Chart. One hundred percent of program completers will engage in teaching experiences in diverse settings as verified each semester by the methods chair and the director of student teaching.	100%	100%	100%	100%	100%	100%
	Program completers accommodate the unique learning needs of diverse students including students with exceptionalities through instructional decisions based on demographic information and data obtained from a variety formative, summative, and diagnostic assessments. (ACCOMMODATIONS)	Content Literacy Work Sample Part I. Eighty-five percent of completers will receive an average competency rating of Effective: Proficient or above on the Content Literacy Work Sample rubric as scored by the EDCI 4200 instructor.	85%	???	100%	????	100%	100%
	Program completers accommodate the unique learning needs of diverse students including students with exceptionalities through instructional decisions based on demographic information and data obtained from a variety formative, summative, and diagnostic assessments. (ACCOMMODATIONS)	Capstone Work Sample. Eighty-five percent of program completers will receive an average competency rating of Effective: Proficient or above on the Rationale for Instructional Design section (Part II) of the related rubric as scored by the EDCI 4900 instructor.	85%	???	100%	100%	100%	100%
	Program completers accommodate the unique learning needs of diverse students including students with exceptionalities through instructional decisions based on demographic information and data obtained from a variety formative, summative, and diagnostic assessments. (ACCOMMODATIONS)	Capstone Work Sample. Eighty-five percent of program completers will receive an average score of Effective: Proficient or above on the Use of Formative Assessment Data (Part III, Row 1) of the related rubric as scored by the EDCI 4900 instructor.	85%	???	100%	100%	???	???
	Program completers use a variety of resources when planning and implementing learning experiences, including technology, manipulatives, models, experts, and community offerings. (RESOURCES)	Resources Rubric. Eighty-five percent of program completers will receive an average competency rating of Effective: Proficient or above on the Resources rubric as assessed by the university supervisor.	???	???	100%	82%	100%	100%
	Program completers use a variety of resources when planning and implementing learning experiences, including technology, manipulatives, models, experts, and community offerings. (RESOURCES)	Technology-Integrated Lesson Implementation. Eighty-five percent of program completers will receive an average competency rating of Effective: Proficient or above on the Technology-Integrated Lesson rubric as scored by the university supervisor or the supervising teacher.	85%	???	100%	100%	100%	100%
	Program completers will positively impact the learning of their students in grades 1-5 (1-5 LEARNING/VALUE ADDED)	Comprehensive Mathematics Unit Plan. Eighty-five percent of grades 1-5 students taught by each program completer will receive post-test scores that reflect academic growth when compared to pre-test scores as scored by program completers and reviewed by the EDCI 4200 instructor.	85%	???	100%	82%	93%	80%
	Program completers will positively impact the learning of their students in grades 1-5 (1-5 LEARNING/VALUE ADDED)	Content Literacy Work Sample. Eighty-five percent of grades 1-5 students taught by each program completer will receive post-test scores that reflect academic growth when compared to pre-test scores as scored by program completers and reviewed by the EDCI 4900 instructor.	85%	???	100%	???	64%	100%
	Program completers reflect on their professional performances based on self-reflections and feedback from internal and external sources to set professional growth targets aimed at increasing instructional effectiveness and improving their ability to meet diverse cultural, academic, and communication needs. (REFLECTIONS/PROFESSIONAL GROWTH)	Content Literacy Work Sample Part IV. Eighty-five percent of program completers will receive an average competency rating of Effective: Proficient or above on Part IV of the Work Sample as scored by the EDCI 4200 instructor.	85%	???	100%	???	93%	100%

	Program completers reflect on their professional performances based on self-reflections and feedback from internal and external sources to set professional growth targets aimed at increasing instructional effectiveness and improving their ability to meet diverse cultural, academic, and communication needs. (REFLECTIONS/PROFESSIONAL GROWTH)	Professional Growth Plan. Eighty-five percent of program completers will receive an average competency rating of Effective: Proficient or above as scored by the university supervisor.	85%	???	100%	100%	100%	100%
	Program completers reflect on their professional performances based on self-reflections and feedback from internal and external sources to set professional growth targets aimed at increasing instructional effectiveness and improving their ability to meet diverse cultural, academic, and communication needs. (REFLECTIONS/PROFESSIONAL GROWTH)	Lesson Reflections. Eighty-five percent of program completers will receive an average competency rating of Effective: Proficient or above, with no ratings below Effective: Proficient, on the average of the four graded lesson reflections from the student teaching/internship semester as assessed by the assessment coordinator.	85%	???	37%	47%	???	???
	Program completers collaborate and connect with colleagues, administrators, primary care givers, and community resources to enhance the learning environments and opportunities of students in grades 1-5 and to display professional and leadership behaviors. (COLLABORATION and CONNECTIONS)	Family Involvement Plan. Eighty-five percent of program completers will receive an average competency rating of Effective: Proficient or above on the Family Involvement Plan as scored by the EDCI 4900 instructor.	85%	???	100%	76%	100%	100%
	Program completers collaborate and connect with colleagues, administrators, primary care givers, and community resources to enhance the learning environments and opportunities of students in grades 1-5 and to display professional and leadership behaviors. (COLLABORATION and CONNECTIONS)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent of program completers will receive an average competency rating of Effective: Proficient or above on Domains IV B.3-5, V A.1-3, and V B.1-3 as scored collaboratively by the supervising teacher and the university supervisor.	85%	???	100%	94%	100%	100%
	Program completers display identified dispositions which are characteristic of proactive educators. (DISPOSITIONS)	Ten-Week Dispositional Report. Eighty-five percent of program completers will rate at "Excellent" or "Acceptable" or three (3) or four (4) on each item of the ten-week dispositional report as completed by supervising teachers.	85%	???	100%	82%	100%	100%
	Program completers display identified dispositions which are characteristic of proactive educators. (DISPOSITIONS)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent of program completers will receive a competency rating of Effective: Proficient or above on Domain IV A.1-8, as scored collaboratively by the supervising teacher and the university supervisor.	85%	???	100%	88%	100%	100%
	Program completers will positively impact the learning of their students in grades 1-5 (1-5 LEARNING/VALUE ADDED)	Capstone Work Sample Part III (last row). Eighty-five percent (85%) of grades 1-5 students taught by each program completer will receive post-test scores that reflect academic growth when compared to pre-test scores as scored by program completers and reviewed by the EDCI 4900 instructor.	85%	???	89%	100%	???	???



Program Name	Student Learning Outcome	Assessment Method	Criteria	2014/15 Results	2013/14 Results	2012/13 Results	2011/12 Results	2010/11 Results
Post Baccalaureate Certificate: Early Childhood	Completers will possess knowledge of child development and learning.	Exams. Eighty-five percent of certificate completers will receive a score of eighty percent or higher on exams in ECED 2001.	There were no completers of this program in the 2012-2013 academic year.	100%	Data Not Available	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
	Completers will possess knowledge of child development and learning.	Exams. Eighty-five percent of certificate completers will receive a score of eighty percent or higher on exams in ECED 2002.	There were no completers of this program during the 2012-2013 academic year.	100%	Data Not Available	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
	Completers will assess the developmental abilities and needs of individual children across the cognitive, social, emotional, and physical domains.	Field Assessments. Using available state-approved assessments, certificate completers will, in ECED 2999, analyze data and develop a plan of center-based activities in one of the developmental growth areas and receive a score of eighty percent or higher on the plan.	There were no completers of this program during the 2012-2013 academic year.	???	100%	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
	Completers will assess the developmental abilities and needs of individual children across the cognitive, social, emotional, and physical domains.	Observation Assessment. Certificate completers will, in ECED 3601, assess the social domain using an observation checklist and will receive at least eighty percent on the assessment of the checklist.	There were no completers of this program during the 2012-2013 academic year.	???	Data Not Available	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
	Completers will design and implement instruction appropriate for young children.	Portfolio Evidence. Eighty-five percent of certificate completers will receive an average minimum of eighty-six percent over a total of five lesson plans designed by them for instruction based on a rubric used to measure the design of lesson plans while in ECED 2999.	There were no completers of this program during the 2012-2013 academic year.	100%	100%	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
Post Baccalaureate Certificate: Early Childhood	Completers will design and implement instruction appropriate for young children.	Portfolio Evidence. Eighty-five percent of certificate completers will receive an average minimum of eighty-six percent over a total of five lesson plans designed by them for instruction based on a rubric used to measure the design of lesson plans while in ECED 2002.	There were no completers of this academic program during the 2012-2013 academic year.	100%	Data Not Available	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
Post Baccalaureate Certificate: Early Childhood	Completers will design strategies for involving parents and families of young children in the children's education.	Work Produced in the LSUA Classroom. One hundred percent of certificate completers will create a Family Involvement Plan in ECED 2002 and achieve a minimal mark of Acceptable, using criteria defined by the Family Involvement Plan rubric.	There were no completers of this program during the 2012-2013 academic year.	???	Data Not Available	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
Post Baccalaureate Certificate: Early Childhood	Completers will design strategies for involving parents and families of young children in the children's education.	Portfolio Evidence. One hundred percent of certificate completers will design a family-child activity in ECED 2999 to be completed in the home of the child and returned to the certificate completers' classrooms upon completion. A score of eighty percent or higher on the project must be achieved.	There were no completers of this program during the 2012-2013 academic year.	???	100%	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
Post Baccalaureate Certificate: Early Childhood	Completers will represent themselves, the profession of early childhood education, the Department of Education, and LSUA as professionals.	Mentor Teacher Evaluations. Eighty-five percent of completers will receive a minimum score of [2] [Very Good] from their mentor teachers on their final evaluation in punctuality, dress, and professional behavior in ECED 2999.	There were no completers of this program during the 2012-2013 academic year.	???	100%	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
Post Baccalaureate Certificate: Early Childhood	Completers will represent themselves, the profession of early childhood education, the Department of Education, and LSUA as professionals.	University Supervisor Evaluations. Eighty-five percent of certificate completers will receive a minimum score of [2] [Very Good] from their university supervisors on their final evaluation in punctuality, dress, and professional behavior in ECED 2999.	There were no completers of this program in the 2012-2013 academic year.	???	100%	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
Post Baccalaureate Certificate: Early Childhood	Completers will develop experiences for young children that promote children's emergent literacy through the use of children's literature.	One hundred percent of certificate completers will develop and implement a lesson plan that targets at least one area of children's emergent literacy (phonological awareness, print awareness, alphabet knowledge, emergent writing, inferential language, vocabulary) in ECED 3000. Certificate completers will receive a score of eighty percent or higher on the lesson plan.	There were no completers of this program during the 2012-2013 academic year.	???	100%	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
Post Baccalaureate Certificate: Early Childhood	Completers will develop experiences for young children that promote children's emergent literacy through the use of children's literature.	One hundred percent of certificate completers will write a self-reflection on the effectiveness of their activity in promoting children's emergent literacy in ECED 3000 and eighty-five percent of certificate completers will receive a score of eighty percent or higher on the self-reflection.	There were no completers of this program during the 2012-2013 academic year.	???	100%	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
Post Baccalaureate Certificate: Early Childhood	Completers will relate the importance of social competence in young children to their social and academic success as adults.	Exam questions in ECED 3601 relating to the importance of social competence in young children to their academic success as adults. Certificate completers will earn an average of at least eighty percent on exam questions.	There were no completers of this program during the 2012-2013 academic year.	100%	Data Not Available	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
Post Baccalaureate Certificate: Early Childhood	Completers will relate the importance of social competence in young children to their social and academic success as adults.	Fieldwork. One hundred percent of certificate completers in ECED 3601 will observe students in an authentic setting and will develop a plan to promote social competence of children who lack appropriate pro-social skills. Eighty-five percent of certificate completers will receive a minimum score in the acceptable range on the plan.	There were no completers of this program during the 2012-2013 academic year.	100%	Data Not Available	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.

Program Name	Student Learning Outcome	Assessment Method	Criteria	2014/15 Results	2013/14 Results	2012/13 Results	2011/12 Results	2010/11 Results
Post Baccalaureate Certificate: Special Education Mild Moderate Grades 1-5	Program completers will demonstrate familiarity with major legislation, litigation, and historical perspectives in special education.	PRAXIS Exam(s). One hundred percent (100%) of completers will earn a passing score on the appropriate PRAXIS exam(s).	100%	100%	100%	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
	Program completers will demonstrate familiarity with major legislation, litigation, and historical perspectives in special education.	Tests in EDCI 2700, SPED 3701, and SPED 4701. Completers will earn an average of at least eighty-five percent (85%) on tests in each course.	85%	100%	No Data Available	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
	Program completers will demonstrate recognition of theoretical perspectives, current issues, and concepts relative to the discipline of special education.	PRAXIS Exam(s). One hundred percent (100%) of completers will earn a passing score on the appropriate PRAXIS exam(s).	100%	100%	100%	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
	Program completers will demonstrate recognition of theoretical perspectives, current issues, and concepts relative to the discipline of special education.	Tests in EDCI 2700, SPED 3701, SPED 4701, and SPED 4703. Completers will earn at least an average of eighty-five percent (85%) on tests in each course.	85%	100%	Data Not Available	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
	Program completers will demonstrate knowledge of assessment, diagnostics, and evaluation processes used in special education.	PRAXIS Exam(s). One hundred percent (100%) of completers will earn a passing score on the appropriate PRAXIS exam(s).	100%	100%	100%	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
	Program completers will demonstrate knowledge of assessment, diagnostics, and evaluation processes used in special education.	Tests in EDCI 2700 and SPED 3701. Completers will earn at least an average of eighty-five percent (85%) on tests in each course.	85%	100%	Data Not Available	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
	Program completers will demonstrate knowledge of instructional content approaches and practices in special education delivery systems.	PRAXIS Exam(s). One hundred percent (100%) of completers will earn a passing score on the appropriate PRAXIS exam(s).	100%	100%	100%	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
	Program completers will demonstrate knowledge of instructional content approaches and practices in special education delivery systems.	Tests in EDCI 2700 and SPED 3702. Completers will earn at least an average of eighty-five percent (85%) on tests in each course.	85%	100%	Data Not Available	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
	Program completers will demonstrate knowledge of both planning and of managing student behavior and the learning environment.	PRAXIS Exam(s). One hundred percent (100%) of completers will earn a passing score on the appropriate PRAXIS exam(s).	100%	100%	100%	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
	Program completers will demonstrate knowledge of both planning and of managing student behavior and the learning environment.	Tests in EDCI 2700 and SPED 4701. Completers will earn an average of at least eighty-five percent (85%) on tests in each course.	85%	100%	Data Not Available	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.

Program Name	Student Learning Outcome	Assessment Method	Criteria	2014/15 Results	2013/14 Results	2012/13 Results	2011/12 Results	2010/11 Results
<b>Post Baccalaureate Certificate: Special Education Mild Moderate Grades 6-12</b>	Program completers will demonstrate familiarity with major legislation, litigation, and historical perspectives in special education.	PRAXIS Exam(s). One hundred percent (100%) of completers will earn a passing score on the appropriate PRAXIS exam(s).	100%	100%	100%	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
	Program completers will demonstrate familiarity with major legislation, litigation, and historical perspectives in special education.	Tests in EDCI 2700, SPED 2701, SPED 3701, and SPED 4701. Completers will earn at least an average of eighty-five percent (85%) on tests in each course.	85%	100%	Data Not Available	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
	Program completers will demonstrate recognition of theoretical perspectives, current issues, and concepts relative to the discipline of special education.	PRAXIS Exam(s). One hundred percent (100%) of completers will earn a passing score on the appropriate PRAXIS exam(s).	100%	100%	100%	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
	Program completers will demonstrate recognition of theoretical perspectives, current issues, and concepts relative to the discipline of special education.	Tests in EDCI 2700, SPED 2701, SPED 3701, SPED 4701, and SPED 4703. Completers will earn at least an average of eighth-five percent (85%) on tests in each course.	85%	100%	94%	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
	Program completers will demonstrate knowledge of assessment, diagnostics, and evaluation processes used in special education.	PRAXIS Exam(s). One hundred percent (100%) of completers will earn a passing score on the appropriate PRAXIS exam(s).	100%	100%	100%	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
	Program completers will demonstrate knowledge of assessment, diagnostics, and evaluation processes used in special education.	Tests in EDCI 2700 and SPED 3701. Completers will earn at least an average of eighty-five percent (85%) on tests in each course.	85%	100%	Data Not Available	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
	Program completers will demonstrate knowledge of instructional content approaches and practices in special education delivery systems.	PRAXIS Exam(s). One hundred percent (100%) of completers will earn a passing score on the appropriate PRAXIS exam(s).	100%	100%	100%	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
	Program completers will demonstrate knowledge of instructional content approaches and practices in special education delivery systems.	Tests in EDCI 2700, SPED 2701, and SPED 3702. Completers will earn at least an average of eighty-five percent (85%) on tests in each course.	85%	100%	Data Not Available	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
	Program completers will demonstrate knowledge of both planning and of managing behavior and the learning environment.	PRAXIS Exam(s). One hundred percent (100%) of completers will earn a passing score on the appropriate PRAXIS exam(s).	100%	100%	100%	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.
	Program completers will demonstrate knowledge of both planning and of managing behavior and the learning environment.	Tests in EDCI 2700, SPED 2701, and SPED 3702. Completers will earn at least an average of eighty-five percent (85%) on tests in each course.	85%	100%	Data Not Available	New program. There were no completers of this program during the 2012-2013 academic year.	New program. There were no completers of this program during the 2011-2012 academic year.	New program. There were no completers of this program during the 2010-2011 academic year.

Program Name	Student Learning Outcome	Assessment Method	Criteria		2013/14 Results	2012/13 Results	2011/12 Results	2010/11 Results
Baccalaureate Degree Pathway to Secondary Education Grades 6-12	Program completers know the subject matter they are to teach. (CONTENT)	Content Specific PRAXIS Exam. One hundred percent (100%) of program completers will earn a passing score on the appropriate content specific PRAXIS exam.	100%	100%	100%	100%	100%	No completers.
		Second Content Specific Assessment. Eighty-five percent (85%) of program completers will earn a passing score on the appropriate content specific assessment: Biology-Major Field Exam; English-Literature Manual; Mathematics-Mathematics Capstone Exam; Social Studies-Research Module.	85%	100%	100%	100%	100%	No completers.
	Program completers demonstrate effective use of verbal, nonverbal, and written communication skills such as active listening, teacher questioning, and guiding collaborative learning experiences to foster the development of students' inquiry, higher order thinking, and collaborative problem solving skills. (COMMUNICATION AND CRITICAL ANALYSIS)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective:Proficient or above on Domain III C.1-5, as assessed by the university supervisor.	85%	???	100%	100%	100%	No completers.
		LSUA Student Teacher/Intern Evaluation. Eighty-five percent (85%) of program completers will receive an average rating of Effective:Proficient or above on Domain III C.1-5, as assessed by the supervising teacher.	85%	???	100%	100%	100%	No completers.
	Program completers develop lessons that address the needs of diverse learners, include lesson plan components appropriate for the implementation of the selected instructional design, and reflect learning theory-based, research-based, standards-based, assessment-based, and experience-based practices. (PLANNING)	Content Literacy Work Sample. Eighty-five percent (85%) of program completers will earn a competency rating of Effective:Proficient or above, with no ratings below Effective:Proficient, on Part II of the Content Literacy Work Sample.	85%	100%	100%	???	100%	No completers.
	Program completers develop lessons that address the needs of diverse learners, include lesson plan components appropriate for the implementation of the selected instructional design, and reflect learning theory-based, research-based, standards-based, assessment-based, and experience-based practices. (PLANNING)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective:Proficient or above on Domain IA.1-7, as assessed by the university supervisor.	85%	100%	100%	100%	100%	No completers.
	Program completers develop lessons that address the needs of diverse learners, include lesson plan components appropriate for the implementation of the selected instructional design, and reflect learning theory-based, research-based, standards-based, assessment-based, and experience-based practices. (PLANNING)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective:Proficient or above on Domain IA.1-7, as assessed by the supervising teacher.	85%	100%	100%	100%	100%	No completers.
	Program completers implement research-based and/or best practice-based management strategies that establish routines and procedures, effectively use time, space, and materials, value diversity, and create a positive learning environment that promotes self-motivation, healthy social interactions, and active engagement in learning. (MANAGEMENT)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective:Proficient or above on Domain IA.1-2, IIB.1-2, and IIC.1-4, as assessed by the university supervisor.	85%	???	100%	100%	100%	No completers.
		LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will receive an average rating of Effective:Proficient or above on Domain IIA.1-2, IIB.1-2, and IIC.1-4, as assessed by the supervising teacher.	85%	???	100%	100%	100%	No completers.
	Program completers implement research-based, standards-based, assessment-based, and experience-based best practices to facilitate learning experiences using a variety of selected instructional strategies in diverse field-based settings to positively impact the learning of ALL students. (INSTRUCTION)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective:Proficient or above on Domain IIA.1-8, IIB.1-4, IIC.1-5, and IID.1-4, as assessed by the university supervisor.	85%	100%	100%	100%	100%	No completers.
		LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will receive an average rating of Effective:Proficient or above on Domain IIA.1-8, IIB.1-4, IIC.1-5, and IID.1-4, as assessed by the supervising teacher.	85%	100%	100%	100%	100%	No completers.
		Cumulative Field-Based Placement Summary Chart. One hundred percent (100%) of program completers will engage in teaching experiences in diverse settings as verified by the Methods Chair and Director of Student Teaching.	100%	100%	100%	100%	100%	No completers.
	Program completers accommodate the unique learning needs of diverse students including students with exceptionalities through instructional decisions based on demographic information and data obtained from a variety of formative, summative, and diagnostic assessments. (ACCOMMODATIONS)	Content Literacy Work Sample. Eighty-five percent (85%) of program completers will earn a competency rating of Effective:Proficient or above on the scoring rubric for the Content Literacy Work Sample Part I as assessed by the EDCI 4200 instructor.	85%	???	100%	????	100%	No completers.
		Capstone Work Sample. Eighty-five percent (85%) of program completers will earn a competency rating of Effective:Proficient or above on the Capstone Work Sample Part II Section I as assessed by the EDCI 4945 instructor.	85%	???	100%	100%	100%	No completers.
		Capstone Work Sample. Eighty-five percent (85%) or program completers will earn a competency rating of Effective:Proficient or above on the Capstone Work Sample Part III Row I, as assessed by the EDCI 4945 instructor.	85%	???	100%	100%	???	No completers.
	Program completers use a variety of resources when planning and implementing learning experiences, including technology, manipulatives, models, experts, and community offerings. (RESOURCES)	Resources Rubric. Eighty-five percent (85%) of program completers will earn a competency rating of Effective:Proficient or above on the Resources Rubric as assessed by the university supervisor.	85%	???	100%	100%	100%	No completers.
	Technology-Integrated Lesson (Implementation). Eighty-five percent (85%) of program completers will earn a competency rating of Effective:Proficient or above on the technology-integrated Lesson as assessed by the university supervisor or the supervising teacher.	85%	???	100%	100%	100%	No completers.	

	Program completers positively impact the learning of their students in grades 6-12. (6-12 LEARNING/VALUE ADDED)	Grades Six through Twelve (6-12) Learning/Value Added on Unit Plan. Eighty percent (80%) of grades six through twelve (6-12) students taught by each program completer will receive post-test scores that reflect academic growth when compared to pre-test scores as assessed by the program completers and reviewed by the instructor of the 4040 series.	80%	???	100%	???	90%	No completers.
		Content Literacy Work Sample Part III (last row). Eighty percent (80%) of grades six through twelve (6-12) students taught by each program completer will receive post-test scores that reflect academic growth when compared to pre-test scores as assessed by the program completers and reviewed by the instructor of EDCI 4200.	80%	???	75%	???	94%	No completers.
	Program completers reflect on their professional performances based on self-reflection and feedback from internal and external sources to set professional growth targets, aimed at increasing instructional effectiveness and improving their ability to meet diverse cultural, academic, and communication needs. (REFLECTIONS/PROFESSIONAL GROWTH)	Content Literacy Work Sample. Eighty-five percent (85%) of program completers will earn a competency rating of Effective:Proficient or above on the Content Literacy Work Sample Part IV, as assessed by the instructor of EDCI 4200.	85%	???	100%	???	100%	No completers.
		Professional Growth Plan Development Scoring Guide. Eighty-five percent (85%) of program completers will earn a competency rating of Effective:Proficient or above on the Professional Growth Plan Development Scoring Guide, as assessed by the university supervisor.	85%	???	100%	100%	100%	No completers.
	Program completers collaborate and connect with colleagues, administrators, primary care givers, and community resources to enhance the learning environments and opportunities of students in grades six through twelve (6-12) and to display professional and leadership behaviors. (COLLABORATION AND CONNECTIONS)	Family Involvement Plan. Eighty-five percent (85%) of program completers will earn a competency rating of Effective:Proficient or higher on the Family Involvement Plan as assessed by the EDCI 4945 instructor.	85%	???	100%	100%	100%	No completers.
		LSUA Student Teacher/Intern Final Evaluation. Eighty five percent (85%) of program completers will earn a competency rating of Effective:Proficient or higher on Domains IVB.3-5, VA.1-3, and VB.1-3 as assessed by the university supervisor and supervising teacher.	85%	???	100%	100%	100%	No completers.
	Program completers display identified dispositions which are characteristic of proactive educators. (DISPOSITIONS)	Ten-Week Professional Performance Report. Eighty-five percent (85%) of program completers will earn a rating of 3 or 4 on each item on the report as assessed by the supervising teacher.	85%	???	100%	100%	100%	No completers.
	Program completers display identified dispositions which are characteristic of proactive educators. (DISPOSITIONS)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will earn a competency rating of Effective:Proficient or higher on Domain IVA.1-8 as assessed by the university supervisor and the supervising teacher.	85%	???	100%	100%	100%	No completers.
	Program completers reflect on their professional performances based on self-reflection and feedback from internal and external sources to set professional growth targets, aimed at increasing instructional effectiveness and improving their ability to meet diverse cultural, academic, and communication needs. (REFLECTIONS/PROFESSIONAL GROWTH)	Lesson Reflections. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective:Proficient or above, with no ratings below Effective:Proficient, on the average of the four graded lesson reflections from the student teaching/internship semester, as assessed by the assessment coordinator.	85%	???	50%	100%	???	No completers.
	Program completers positively impact the learning of their students in grades 6-12. (6-12 LEARNING/VALUE ADDED)	Capstone Work Sample Part III (last row). Eighty-five percent (85%) of grades 6-12 students taught by each program completer will receive post-test scores that reflect academic growth when compared to pre-test scores as scored by program completers and reviewed by EDCI 4945 instructor.	85%	???	100%	100%	???	No completers.

Name	Student Learning Outcome	Assessment Method	Criteria	2014/15 Results	2013/14 Results	2012/13 Results	2011/12 Results	2010/11 Results
Certification-Only Program Alternative Path, Elementary Grades 1-5	Program completers know the subject matter they are to teach. (CONTENT)	PRAXIS II Content Knowledge Exam 0014 or 50014. One hundred percent of program completers will receive a score of 150 or higher.	100%		100%	100%	100%	
		College Basic Academic Subjects Exam. Eighty-five percent (85%) of program completers will receive an overall composite score of 235 or higher.	85%		50%	67%	100%	
	Program completers demonstrate effective use of verbal, nonverbal, and written communication skills such as active listening, teacher questioning, and guiding collaborative learning experiences to foster the development of students' inquiry, higher-order thinking, and collaborative problem-solving skills. (COMMUNICATION AND CRITICAL ANALYSIS)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective: Proficient or above on Domain IIIC.1-5, as assessed by the university supervisor.	85%		100%	100%	100%	
		LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will receive an average rating of Effective: Proficient or above on Domain IIIC.1-5, as assessed by the supervising teacher.	85%		100%	100%	100%	
	Program completers develop lessons that address the needs of diverse learners, include lesson components appropriate for the implementation of the selected instructional design, and reflect learning theory-based, research-based, standards-based, and experience-based practices. (PLANNING)	Content Literacy Work Sample--Part II. Eighty-five percent (85%) of program completers will receive an average competency score of Effective: Proficient or above on Part II of the Content Literacy Work Sample.	85%		100%		66%	
		LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective: Proficient or above on Domain IA.1-7, as assessed by the university supervisor.	85%		100%	100%	100%	
		LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective: Proficient or above on Domain IA.1-7, as assessed by the supervising teacher.	85%		100%	100%	100%	
	Program completers implement research- and/or best practice-based management strategies that establish routines and procedures, effectively use time, space, and materials, value diversity, and create a positive learning environment that promotes self-motivation, healthy social interactions, and active engagement in learning. (MANAGEMENT)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective: Proficient or above on Domain II, as assessed by the university supervisor.	85%		100%	100%	100%	
		LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent of program completers will receive an average competency rating of Effective: Proficient or above on Domain II, as assessed by the supervising teacher.	85%		100%	100%	100%	
	Program completers implement research-based, standards-based, assessment-based, and experience-based practices to facilitate learning experiences using a variety of selected instructional strategies in diverse field-based settings to positively impact the learning of ALL students. (INSTRUCTION)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective: Proficient or above on Domain III, as assessed by the university supervisor.	85%		100%	100%	100%	
		LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective: Proficient or above on Domain III, as assessed by the supervising teacher.	85%		100%	100%	100%	
		Cumulative Field-Based Placement Summary Card. One hundred percent (100%) of program completers will engage in teaching experiences in diverse settings as verified each semester by the methods chair and the director of student teaching.	100%		100%	100%	100%	
	Program completers accommodate the unique learning needs of diverse students including students with exceptionalities through instructional decisions based on demographic information and data obtained from a variety of formative, summative, and diagnostic assessments. (ACCOMMODATIONS)	Content Literacy Work Sample Part I. Eighty-five percent of program completers will receive an average competency rating of Effective: Proficient or above on the Content Literacy Work Sample Part I rubric as scored by the EDCI 4200 instructor.	85%		100%		100%	
		Capstone Work Sample. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective: Proficient or above on the Rationale for Instructional Design section of the related rubric as scored by the EDCI 4900 instructor.	85%		100%	100%	100%	

		Capstone Work Sample. Eighty-five percent (85%) of program completers will receive an average rating of Effective: Proficient or above on the Use of Formative Data (Part IV) of the related rubric as scored by the EDCI 4900 instructor.	85%		100%	100%	???	
	Program completers use a variety of resources when planning and implementing learning experiences, including technology, manipulatives, models, experts, and community offerings. (RESOURCES)	Resources Rubric. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective: Proficient or above on the Resources rubric as assessed by the university supervisor.	85%		100%	100%	75%	
		Technology-Integrated Lesson Implementation. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective: Proficient or above on the Technology-Integrated Lesson rubric as scored by the university supervisor or the supervising teacher.	85%		100%	100%	100%	
	Program completers positively impact the learning of students in grades 1-5. (GRADES 1-5 LEARNING/VALUE ADDED)	Pre-Post Score Analysis: Math Comprehensive Unit Plan. Seventy-five percent (75%) of grade 1-5 student taught by each program completer will receive post-test scores that reflect academic growth when compared to pre-test scores as scored by program completers and reviewed by the EDCI 3400 instructor.	75%		100%	67%	100%	
		Content Literacy Work Sample Part III (last row). Eighty percent (80%) of grades 1-5 student taught by each program completer will receive post-test scores that reflect academic growth when compared to pre-test scores as scored by program completers and reviewed by the EDCI 4200 instructor.	80%		100%		33%	
		Capstone Work Sample Part III (last row). Eighty-five percent (85%) of grades 1-5 students taught by each program completer will receive post-test scores that reflect academic growth when compared to pre-test scores as scored by program completers and reviewed by the EDCI 4900 instructor.	85%		100%	67%	???	
	Program completers reflect on their professional performances based on self-reflections and feedback from internal and external sources to set professional growth targets aimed at increasing instructional effectiveness and improving their ability to meet diverse cultural, academic, and communication needs. (REFLECTIONS/PROFESSIONAL GROWTH)	Content Literacy Work Sample Part IV. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective: Proficient or above on Part IV of the Content Literacy Work Sample as scored by the EDCI 4200 instructor.	85%		50%		100%	
		Professional Growth Plan. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective: Proficient or above as scored by the university supervisor.	85%		100%	100%	100%	
	Program completers collaborate and connect with colleagues, administrators, primary care givers, and community resources to enhance the learning environments and opportunities of students in grades 1-5 and to display professional and leadership behaviors. (COLLABORATION AND CONNECTIONS)	Family Involvement Plan. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective: Proficient or above on the Family Involvement Plan as scored by the EDCI 4900 instructor.	85%		100%	67%	100%	
		LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective: Proficient or above on Domains IVB.3-5, VA.1-3, and VB.1-3 as scored collaboratively by the supervising teacher and the university supervisor.	85%		100%	100%	100%	
	Program completers display identified dispositions which are characteristic of proactive educators. (DISPOSITIONS)	Ten-Week Dispositional Report. Eighty-five percent (85%) of program completers will rate at "Excellent" or "Acceptable" or three (3) or four (4) on each item of the Ten-Week Dispositional Report as completed by supervising teachers.	85%		100%	100%	100%	
		LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will receive a competency rating of Effective: Proficient or above on Domain IV.A.1-8 as scored collaboratively by the supervising teacher and the university supervisor.	85%		100%	100%	100%	
	Program completers reflect on their professional performances based on self-reflections and feedback from internal and external sources to set professional growth targets aimed at increasing instructional effectiveness and improving their ability to meet diverse cultural, academic, and communication needs. (REFLECTIONS/PROFESSIONAL GROWTH)	Lesson Reflections. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective: Proficient or above with no ratings below Effective: Proficient on the average of the four graded lesson reflections from the student teaching/internship semester as assessed by the assessment coordinator.	85%		0%	67%	????	

Name	Student Learning Outcome	Assessment Method	Criteria	2014/15 Results	2013/14 Results	2012/13 Results	2011/12 Results	2010/11 Results
Certification-Only Program Alternative Path, Health & PE Grades K-12	Program completers know the subject matter they are to teach. (CONTENT)	PRAXIS II Exam. One hundred percent (100%) of program completers will earn a minimum score of 146 on exam 10091.	100%	100%	100%	There were no completers in this program during the 2012-2013 academic year.	There were no completers in this program during the 2011-2012 academic year.	There were no completers in this program during the 2010-2011 academic year.
		Health and Physical Education Capstone Exam. Eighty-five percent (85%) of program completers will earn a score of eighty-five percent or above on the Health and Physical Education Capstone Exam as assessed by the instructor of EDCI 3600.	85%	100%	100%	There were no completers of this program during the 2012-2013 academic year.	There were no completers in this program during the 2011-2012 academic year.	There were no completers in this program during the 2010-2011 academic year.
	Program completers demonstrate effective use of verbal, nonverbal, and written communication skills such as active listening, teacher questioning, and guiding collaborative learning experiences to foster the development of students' inquiry, higher order thinking, and collaborative problem solving skills. (COMMUNICATION)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will receive an average competency score of Effective: Proficient or above on Domain III C.1-5, as assessed by the university supervisor.	85%	???	100%	There were no completers of this program during the 2012-2013 academic year.	There were no completers in this program during the 2011-2012 academic year.	There were no completers in this program during the 2010-2011 academic year.
		LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective: Proficient or above on Domain III C.1-5, as assessed by the supervising teacher.	85%	???	100%	There were no completers of this program during the 2012-2013 academic year.	There were no completers in this program during the 2011-2012 academic year.	There were no completers in this program during the 2010-2011 academic year.
	Program completers develop lessons that address the needs of diverse learners, include lesson plan components appropriate for the implementation of the selected instructional design, and reflect learning theory-based, research-based, standards-based, assessment-based, and experience-based practices. (PLANNING)	Health and Physical Education Unit. Eighty-five percent (85%) of program completers will earn a competency rating of Effective: Proficient or above on the Health and Physical Education Unit as assessed by the instructor of KINS 3600.	85%	100%	100%	There were no completers of this program during the 2012-2013 academic year.	There were no completers in this program during the 2011-2012 academic year.	There were no completers in this program during the 2010-2011 academic year.
		LSUA Student Teacher/Intern Evaluation. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective: Proficient or above on Domain I A.1-7, as assessed by the university supervisor.	85%	100%	100%	There were no completers of this program during the 2012-2013 academic year.	There were no completers in this program during the 2011-2012 academic year.	There were no completers in this program during the 2010-2011 academic year.
		LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective: Proficient or above on Domain I A.1-7, as assessed by the supervising teacher.	85%	100%	100%	There were no completers of this program during the 2012-2013 academic year.	There were no completers in this program during the 2011-2012 academic year.	There were no completers in this program during the 2010-2011 academic year.
	Program completers implement research and or best practice-based management strategies that establish routines and procedures, effectively use time, space, and materials, value diversity, and create a positive learning environment that promotes self-motivation, healthy social interactions, and active engagement in learning. (MANAGEMENT)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective: Proficient or above on Domain II A.1-2, II B.1-2, and II C.1-4, as assessed by the university supervisor.	85%	???	100%	There were no completers of this program during the 2012-2013 academic year.	There were no completers in this program during the 2011-2012 academic year.	There were no completers in this program during the 2010-2011 academic year.
		LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective: Proficient or above on Domain II A.1-2, II B.1-2, and II C.1-4, as assessed by the supervising teacher.	85%	???	100%	There were no completers of this program during the 2012-2013 academic year.	There were no completers in this program during the 2011-2012 academic year.	There were no completers in this program during the 2010-2011 academic year.
	Program completers implement research-based standards-based, assessment-based, and experience-based best practices to facilitate learning experiences using a variety of selected instructional strategies in diverse field-based settings to positively impact the learning of ALL Students. (INSTRUCTION)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective: Proficient or above on Domain III A.1-8, III B.1-4, III C.1-5, and III D.1-4, as assessed by the university supervisor.	85%	100%	100%	There were no completers of this program during the 2012-2013 academic year.	There were no completers in this program during the 2011-2012 academic year.	There were no completers in this program during the 2010-2011 academic year.
		LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective: Proficient or above on Domain III A.1-8, III B.1-4, III C.1-5, and III D.1-4, as assessed by the supervising teacher.	85%	100%	100%	There were no completers of this program during the 2012-2013 academic year.	There were no completers in this program during the 2011-2012 academic year.	There were no completers in this program during the 2010-2011 academic year.
		Cumulative Field-based Placement Summary Chart. One hundred percent (100%) of completers will engage in teaching experiences in diverse settings as assessed by the methods chair and the director of student teaching.	100%	100%	100%	There were no program completers during the 2012-2013 academic year.	There were no completers in this program during the 2011-2012 academic year.	There were no completers in this program during the 2010-2011 academic year.
	Program completers accommodate the unique learning needs of diverse students including students with exceptionalities through instructional decisions based on demographic information and data obtained from a variety of formative, summative, and diagnostic assessments. (ACCOMMODATIONS)	Content Literacy Work Sample Part I. Eighty-five percent (85%) of program completers will earn a competency rating of Effective: Proficient or above on the Content Literacy Work Sample Part I, as scored by the instructor of EDCI 4200.	85%	???	100%	There were no program completers during the 2012-2013 academic year.	There were no completers in this program during the 2011-2012 academic year.	There were no completers in this program during the 2010-2011 academic year.
		Capstone Work Sample. Eighty-five percent (85%) of program completers will earn a competency rating of Effective: Proficient or above on Part II Section I (Rationale for Instructional Design).	85%	???	100%	There were no program completers during the 2012-2013 academic year.	There were no completers in this program during the 2011-2012 academic year.	There were no completers in this program during the 2010-2011 academic year.
		Capstone Work Sample. Eighty-five percent (85%) of program completers will earn a competency rating of Effective: Proficient or above on Part IV Row 1 of the Capstone Work Sample.	85%	???	100%	There were no program completers during the 2012-2013 academic year.	There were no completers in this program during the 2011-2012 academic year.	There were no completers in this program during the 2010-2011 academic year.
	Program completers will use a variety of resources when planning and implementing learning experiences, including technology, manipulatives, models, experts, and community offerings. (RESOURCES)	Resources Rubric. Eighty-five percent (85%) of program completers will earn a competency rating of Effective: Proficient or above on the Resources rubric as assessed by the instructor of EDCI 4940.	85%	???	100%	There were no program completers during the 2012-2013 academic year.	There were no completers in this program during the 2011-2012 academic year.	There were no completers in this program during the 2010-2011 academic year.
		Technology-Integrated Lesson. Eighty-five percent of program completers will earn a competency rating of Effective: Proficient or above on the Technology-Integrated Lesson as assessed by the university supervisor or the supervising teacher.	85%	???	100%	There were no program completers during the 2012-2013 academic year.	There were no completers in this program during the 2011-2012 academic year.	There were no completers in this program during the 2010-2011 academic year.
Program completers positively impact the learning of their students in grades K-12. (K-12 LEARNING/VALUE ADDED)	Health and Physical Education Comprehensive Unit Plan. Seventy-five percent (75%) of K-12 students taught by each program completer will receive post-test scores that reflect academic growth when compared to pre-test scores as assessed by the program completers and reviewed by the instructor of KINS 3600.	75%	???	100%	There were no program completers during the 2012-2013 academic year.	There were no completers in this program during the 2011-2012 academic year.	There were no completers in this program during the 2010-2011 academic year.	
	Content Literacy Work Sample Part III (last row). Eighty percent (80%) of K-12 students taught by each program completer will receive post-test scores that reflect academic growth when compared to pre-test scores as assessed by program completers and reviewed by the instructor of EDCI 4200.	80%	???	100%	There were no program completers during the 2012-2013 academic year.	There were no completers in this program during the 2011-2012 academic year.	There were no completers in this program during the 2010-2011 academic year.	
	Capstone Work Sample Part III (last row). Eighty-five percent (85%) of K-12 students taught by each program completer will receive post-test scores that reflect academic growth when compared to pre-test scores as assessed by the program completers and reviewed by the instructor of EDCI 4940.	85%	???	100%	There were no program completers during the 2012-2013 academic year.	There were no completers in this program during the 2011-2012 academic year.	There were no completers in this program during the 2010-2011 academic year.	



	Program completers reflect on their professional performances based on self-reflections and feedback from internal and external sources to set professional growth targets aimed at increasing instructional effectiveness and improving their ability to meet diverse cultural, academic, and communications needs. (REFLECTIONS/PROFESSIONAL GROWTH)	Content Literacy Work Sample. Eighty-five percent (85%) of program completers will earn a competency rating of Effective: Proficient or above on the Content Literacy Work Sample Part IV as assessed by the instructor of EDCI 4200.	85%	???	100%	There were no completers of this program during the 2012-2013 academic year.	There were no completers in this program during the 2011-2012 academic year.	There were no completers in this program during the 2010-2011 academic year.
		Professional Growth Plan Development Scoring Guide. Eighty-five percent (85%) of program completers will earn a competency rating of Effective: Proficient or above on the Professional Growth Plan Development Scoring Guide as assessed by the university supervisor.	85%	???	100%	There were no completers of this program during the 2012-2013 academic year.	There were no completers in this program during the 2011-2012 academic year.	There were no completers in this program during the 2010-2011 academic year.
		Lesson Reflections. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective: Proficient or above with no ratings below Effective: Proficient on the average of the four graded lesson reflections from the student teaching/internship semester as assessed by the assessment coordinator.	85%	???	0%	There were no completers of this program during the 2012-2013 academic year.	There were no completers in this program during the 2011-2012 academic year.	There were no completers in this program during the 2010-2011 academic year.
		Action Research Rubric. Eighty-five percent (85%) of program completers will earn a competency rating of Effective: Proficient or above as assessed by the KINS 3600 instructor.	85%	???	100%	There were no completers of this program during the 2012-2013 academic year.	There were no completers in this program during the 2011-2012 academic year.	There were no completers in this program during the 2010-2011 academic year.
	Program completers collaborate and connect with colleagues, administrators, primary care givers, and community resources to enhance the learning and opportunities of students in grades K-12 and to display professional and leadership behaviors. (COLLABORATIONS AND CONNECTIONS)	Family Involvement Plan. Eighty-five percent (85%) of program completers will earn a competency rating of Effective: Proficient or above on the Family Involvement Plan as assessed by the EDCI 4940 instructor.	85%	???	100%	There were no completers of this program during the 2012-2013 academic year.	There were no completers in this program during the 2011-2012 academic year.	There were no completers in this program during the 2010-2011 academic year.
		LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will earn a competency rating of Effective: Proficient or above on Domains IV B.3-5, V A.1-3, and V B.1-3 as assessed by the university supervisor and supervising teacher.	85%	???	100%	There were no completers of this program during the 2012-2013 academic year.	There were no completers in this program during the 2011-2012 academic year.	There were no completers in this program during the 2010-2011 academic year.
	Program completers display identified dispositions which are characteristic of proactive educators. (DISPOSITIONS)	Ten-Week Professional Dispositional Report. Eighty-five percent (85%) of program completers will earn a rating of three (3) or four (4) on each item as assessed by the supervising teacher.	85%	???	100%	There were no completers of this program during the 2012-2013 academic year.	There were no completers in this program during the 2011-2012 academic year.	There were no completers in this program during the 2010-2011 academic year.
	Program completers display identified dispositions which are characteristic of proactive educators. (DISPOSITIONS)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will earn a competency rating of Effective: Proficient or above on Domain IV A.1-8 as assessed by the university supervisor and the supervising teacher.	85%	???	100%	There were no completers of this program during the 2012-2013 academic year.	There were no completers in this program during the 2011-2012 academic year.	There were no completers in this program during the 2010-2011 academic year.
	Program completers will demonstrate skill and fitness-based competencies.	Motor Skills Pre-Test. Seventy-five (75%) percent of program completers will earn a competency rating of Effective: Proficient or above on the Motor Skills Exam, which will either be administered in KINS 2600 or at the beginning of the candidate's program if KINS 2600 is not required.	75%	???	100%	There were no completers of this program during the 2012-2013 academic year.	There were no completers in this program during the 2011-2012 academic year.	There were no completers in this program during the 2010-2011 academic year.
	Program completers will demonstrate skill and fitness-based competencies.	Motor-Skills Post-Test. Eighty-five percent (85%) of program completers will earn a competency rating of Effective: Proficient or above on the Motor Skills Exam, which will be administered in KINS 3600.	85%	???	100%	There were no completers of this program during the 2012-2013 academic year.	There were no completers in this program during the 2011-2012 academic year.	There were no completers in this program during the 2010-2011 academic year.

Name	Student Learning Outcome	Assessment Method	Criteria	2014/15 Results	2013/14 Results	2012/13 Results	2011/12 Results	2010/11 Results
Certification-Only Program Alternative Path, Secondary Education Grades 6-12	Program completers know the subject matter they are to teach. (CONTENT)	Content Specific PRAXIS Exams. One hundred percent (100%) of program completers will earn a passing score on the appropriate content specific exam.	100%	100%	100%	100%	100%	100%
		Second Content Specific Assessment. Eighty-five percent (85%) of program completers will earn a passing score on the appropriate content specific assessment: Biology-Major Fields Exam; English-Literature Manual; Mathematics-Mathematics Capstone Exam; Social Studies-Research Module.	85%	100%	100%	100%	100%	100%
	Program completers demonstrate effective use of verbal, nonverbal, and written communication skills such as active listening, teacher questioning, and guiding collaborative learning experiences to foster the development of students' inquiry, higher order thinking, and collaborative problem solving skills. (COMMUNICATION AND CRITICAL ANALYSIS)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective: Proficient or above on Domain IIC.1-5, as assessed by the university supervisor.	85%	???	100%	100%	100%	100%
		LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will earn an average competency rating of Effective: Proficient or above on Domain IIC.1-5, as assessed by the supervising teacher.	85%	???	100%	100%	100%	100%
	Program completers develop lessons that address the needs of diverse learners, include lesson plan components appropriate for the implementation of the selected instructional design, and reflect learning theory-based, standards-based, assessment-based, and experience-based practices. (PLANNING)	Content Literacy Work Sample. Eighty-five percent (85%) of program completers will earn a competency rating of Effective: Proficient or above on Part II of the Content Literacy Work Sample.	85%	100%	100%	100%	100%	100%
	Program completers develop lessons that address the needs of diverse learners, include lesson plan components appropriate for the implementation of the selected instructional design, and reflect learning theory-based, standards-based, assessment-based, and experience-based practices. (PLANNING)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective: Proficient or above on Domain IA.1-7, as assessed by the university supervisor.	85%	100%	100%	100%	100%	100%
		LSUA Student Teacher/Intern Final Evaluation. Eight-five percent (85%) of program completers will receive an average competency rating of Effective: Proficient or above on Domain IA.1-7, as assessed by the supervising teacher.	85%	100%	100%	100%	100%	100%
	Program completers implement research-based and/or best practice-based management strategies that establish routines and procedures, effectively use space, and materials, value diversity, and create a positive learning environment that promotes self-motivation, healthy social interactions, and active engagement in learning. (MANAGEMENT)	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective: Proficient or above on Domain IIA.1-2, IIB.1-2, and IIC.1-4, as assessed by the university supervisor.	85%	???	100%	100%	100%	100%
		LSUA Student Teacher/Intern Final Evaluation. Eight-five percent (85%) of program completers will receive an average competency rating of Effective: Proficient or above on Domain IIA.1-2, IIB.1-2, and IIC.1-4, as assessed by the supervising teacher.	85%	???	100%	100%	100%	100%
	Program completers implement research-based, standards-based, assessment-based, and experience-based best practices to facilitate learning experiences using a variety of selected instructional strategies in diverse field-based settings to positively impact the learning of ALL students. (INSTRUCTION)	LSUA Student Teaching/Intern Final Evaluation. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective: Proficient or above on Domain IIIA.1-8, IIIB.1-4, IIIC.1-5, and IIID.1-4, as assessed by the university supervisor.	85%	100%	100%	100%	100%	100%
		LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will receive an average rating of Effective: Proficient or above on Domain IIIA.1-8, IIIB.1-4, IIIC.1-5, and IIID.1-4, as assessed by the supervising teacher.	85%	100%	100%	100%	100%	100%
		Cumulative Field-Based Placement Summary Chart. One hundred percent (100%) of program completers will engage in teaching experiences in diverse settings as verified by the methods chair and the director of student teaching.	100%	100%	100%	100%	100%	100%
Program completers will accommodate the unique learning needs of diverse students including students with exceptionalities through instructional decisions based on demographic information and data obtained from a variety of formative, summative, and diagnostic assessments. (ACCOMMODATIONS)	Content Literacy Work Sample. Eighty-five percent (85%) of program completers will earn a competency rating of Effective: Proficient or above on the Content Literacy Work Sample, as assessed by the EDCI 4200 instructor.	85%	???	100%	No data available.	100%	100%	
	Capstone Work Sample. Eighty-five percent (85%) of program completers will earn a competency rating of Effective: Proficient or above on the Capstone Work Sample Part I Section II, as assessed by the EDCI 4945 instructor.	85%	???	100%	100%	100%	100%	
	Capstone Work Sample. Eighty-five percent (85%) of program completers will earn a competency rating of Effective: Proficient or above on the Capstone Work Sample Part III Row I, as assessed by the EDCI 4945 instructor.	85%	???	100%	100%	100%	100%	
Program completers use a variety of resources when planning and implementing learning experiences, including technology, manipulatives, models, experts, and community offerings. (RESOURCES)	Resources Rubric. Eighty-five percent (85%) of program completers will earn a competency rating of Effective: Proficient or above on the Resources rubric as assessed by the university supervisor or supervising teacher.	85%	???	100%	100%	66%	100%	
	Technology-Integrated Lesson Implementation. Eighty-five percent (85%) of program completers will earn a competency rating of Effective: Proficient or above on the Technology-Integrated Lesson, as assessed by the university supervisor or the supervising teacher.	85%	???	100%	100%	100%	100%	
Program completers positively impact the learning of their students in grades 6-12. (6-12 LEARNING/VALUE ADDED)	Grades Six through Twelve (6-12) Learning/Value Added on Unit Plan. Seventy-five percent (75%) of grades six through twelve (6-12) students taught by each program completer will receive post-test scores that reflect academic growth when compared to pre-test scores as assessed by the program completers and reviewed by the instructor of the EDCI 4040 series.	75%	???	100%		66%	50%	
	Content Literacy Work Sample Part III (last row). Eighty-percent (80%) of grades six through twelve (6-12) students taught by each program completer will receive post-test scores that reflect academic growth when compared to pre-test scores as assessed by the program completers and reviewed by the instructor of EDCI 4200.	80%	???	100%		100%	100%	
	Capstone Work Sample Part II (last row). Eighty-five percent (85%) of grades six through twelve (6-12) students taught by each program completer will receive post-test scores that reflect academic growth when compared to pre-test scores as assessed by the program completers and reviewed by the instructor of EDCI 4945.	85%	???	100%	100%	???	???	
Program completers reflect on their professional performances based on self-reflection and feedback from internal and external sources to set professional growth targets aimed at increasing instructional effectiveness and improving their ability to meet diverse cultural, academic, and communication needs. (REFLECTIONS/PROFESSIONAL GROWTH)	Content Literacy Work Sample. Eighty-five percent (85%) of program completers will earn a competency rating of Effective: Proficient or above on the Content Literacy Work Sample part IV, as assessed by the instructor of EDCI 4200.	85%	???	100%	100%	100%	100%	
	Professional Growth Plan Development Scoring Guide. Eighty-five percent (85%) of program completers will earn a competency rating of Effective: Proficient or above on the Professional Growth Plan Development Scoring Guide as assessed by the university supervisor.	85%	???	100%	100%	100%	100%	
Program completers collaborate and connect with colleagues, administrators, primary care givers, and community resources to enhance the learning environments and opportunities of students in grades six through twelve (6-12) and to display professional and leadership behaviors. (COLLABORATIONS AND CONNECTIONS)	Family Involvement Plan. Eighty-five percent (85%) of program completers will earn a competency rating of Effective: Proficient or above on the Family Involvement Plan as assessed by the EDCI 4945 instructor.	85%	???	100%	100%	100%	100%	
	LSUA Student Teacher Final Evaluation. Eighty-five percent (85%) of program completers will earn a competency rating of Effective: Proficient or above on Domains IVB.3-5, VA.1-3, and VB.1-3 as assessed by the university supervisor and supervising teacher.	85%	???	100%	100%	100%	100%	
Program completers display identified dispositions which are characteristic of proactive educators. (DISPOSITIONS)	Ten Week Dispositional Report. Eighty-five percent (85%) of program completers will earn a rating of three (3) or four (4) on each item on the report as assessed by the supervising teacher.	85%	???	100%	100%	100%	100%	
	LSUA Student Teacher/Intern Final Evaluation. Eighty-five percent (85%) of program completers will earn a competency rating of Effective: Proficient or above on Domain IVA.1-8, as assessed by the university supervisor and the supervising teacher.	85%	???	100%	100%	100%	100%	
Program completers reflect on their professional performances based on self-reflection and feedback from internal and external sources to set professional growth targets aimed at increasing instructional effectiveness and improving their ability to meet diverse cultural, academic, and communication needs. (REFLECTIONS/PROFESSIONAL GROWTH)	Lesson Reflections. Eighty-five percent (85%) of program completers will receive an average competency rating of Effective: Proficient or above with no ratings below Effective: Proficient on the average of the four graded lesson reflections from the student teaching/internship semester as assessed by the assessment coordinator.	85%	???	50%	100%	???	???	

NOTE: The criterion for this outcome has dropped from 85 to 80 to 75. Explain.

NOTE: There are several changes over the three year period: outcomes added, outcomes deleted, wording, etc.

Program Name	Student Learning Outcome	Assessment Method	Criteria	2014/15 Results	2013/14 Results	2012/13 Results	2011/12 Results	2010/11 Results
Bachelor of Science in Business Administration	G2. Each student can conceptualize a complex issue into a coherent written statement and oral presentation. (Communication Skills)	1. Each course has been assigned one or more of these Program Level Goals which are listed on that courses Master Course Outline and, by extension, on each courses syllabus. 2. Each instructor of each core course will create and/or select EMBEDDED ASSESSMENTS which demonstrate the student learning of the Program Level Goal. 3. Each instructor will maintain a file of these embedded assessments during the semester. At the end of the semester these files will be turned in to the Assurance of Learning committee. 4. The AOL committee, using a rubric, will determine number of students who are proficiency on each assessment using a 4 point scale. 5. The Departmental AOL committee will meet with the full faculty at the beginning of the Fall Semester and report on the results of assessment. The full faculty will implement changes to produce continuous, incremental improvement of learning until 85% of the students score of 2.5 or higher (4 point scale) for each Learning Goal.	85%		85%	67%	1.33	???
	G3. Each student will understand the creation of value through the integrated production and distribution of goods, services and information as they relate to economic, financial and marketing theory and practice. (Financial Position)	1. Each course has been assigned one or more of these Program Level Goals which are listed on that courses Master Course Outline and, by extension, on each courses syllabus. 2. Each instructor of each core course will create and/or select EMBEDDED ASSESSMENTS which demonstrate the student learning of the Program Level Goal. 3. Each instructor will maintain a file of these embedded assessments during the semester. At the end of the semester these files will be turned in to the Assurance of Learning committee. 4. The AOL committee, using a rubric, will determine number of students who are proficiency on each assessment using a 4 point scale. 5. The Departmental AOL committee will meet with the full faculty at the beginning of the Fall Semester and report on the results of assessment. The full faculty will implement changes to produce continuous, incremental improvement of learning until 85% of the students score of 2.5 or higher (4 point scale) for each Learning Goal.	85%		57%	33%	0.44	???
	G5. Through the use of the scientific process students will be able to acquire data, develop statistical procedures and provide interpretive information for decision making processes throughout the entire organization. (Critical Thinking)	1. Each course has been assigned one or more of these Program Level Goals which are listed on that courses Master Course Outline and, by extension, on each courses syllabus. 2. Each instructor of each core course will create and/or select EMBEDDED ASSESSMENTS which demonstrate the student learning of the Program Level Goal. 3. Each instructor will maintain a file of these embedded assessments during the semester. At the end of the semester these files will be turned in to the Assurance of Learning committee. 4. The AOL committee, using a rubric, will determine number of students who are proficiency on each assessment using a 4 point scale. 5. The Departmental AOL committee will meet with the full faculty at the beginning of the Fall Semester and report on the results of assessment. The full faculty will implement changes to produce continuous, incremental improvement of learning until 85% of the students score of 2.5 or higher (4 point scale) for each Learning Goal.	85%		52%	35%	1.20	???
	G6. Each student will be able to recognize the group and individual dynamics that operate in corporate organizations for the purposes of strategic planning, operations and budgets, and market driven decisions. (Group Dynamics)	1. Each course has been assigned one or more of these Program Level Goals which are listed on that courses Master Course Outline and, by extension, on each courses syllabus. 2. Each instructor of each core course will create and/or select EMBEDDED ASSESSMENTS which demonstrate the student learning of the Program Level Goal. 3. Each instructor will maintain a file of these embedded assessments during the semester. At the end of the semester these files will be turned in to the Assurance of Learning committee. 4. The AOL committee, using a rubric, will determine number of students who are proficiency on each assessment using a 4 point scale. 5. The Departmental AOL committee will meet with the full faculty at the beginning of the Fall Semester and report on the results of assessment. The full faculty will implement changes to produce continuous, incremental improvement of learning until 85% of the students score of 2.5 or higher (4 point scale) for each Learning Goal.	85%		83%	0%	0.00	???
	G7. Each student will be able to recognize the domestic and global environmental variables relative to their impact on organizational decision making. (International)	1. Each course has been assigned one or more of these Program Level Goals which are listed on that courses Master Course Outline and, by extension, on each courses syllabus. 2. Each instructor of each core course will create and/or select EMBEDDED ASSESSMENTS which demonstrate the student learning of the Program Level Goal. 3. Each instructor will maintain a file of these embedded assessments during the semester. At the end of the semester these files will be turned in to the Assurance of Learning committee. 4. The AOL committee, using a rubric, will determine number of students who are proficiency on each assessment using a 4 point scale. 5. The Departmental AOL committee will meet with the full faculty at the beginning of the Fall Semester and report on the results of assessment. The full faculty will implement changes to produce continuous, incremental improvement of learning until 85% of the students score of 2.5 or higher (4 point scale) for each Learning Goal.	85%		45%	0%	???	???
	G4. Each student will be able to evaluate the financial position of organizations through examination of balance sheets, cash flow statements, and corporate budgets. (Creation of Value)	1. Each course has been assigned one or more of these Program Level Goals which are listed on that courses Master Course Outline and, by extension, on each courses syllabus. 2. Each instructor of each core course will create and/or select EMBEDDED ASSESSMENTS which demonstrate the student learning of the Program Level Goal. 3. Each instructor will maintain a file of these embedded assessments during the semester. At the end of the semester these files will be turned in to the Assurance of Learning committee. 4. The AOL committee, using a rubric, will determine number of students who are proficiency on each assessment using a 4 point scale. 5. The Departmental AOL committee will meet with the full faculty at the beginning of the Fall Semester and report on the results of assessment. The full faculty will implement changes to produce continuous, incremental improvement of learning until 85% of the students score of 2.5 or higher (4 point scale) for each Learning Goal.	85%		76%	50%	1.22	???
	G1. Each student can recognize and analyze ethical problems and choose and defend resolutions for practical situations in accounting, management and marketing. (Ethics)	1. Each course has been assigned one or more of these Program Level Goals which are listed on that course's Master Course Outline and, by extension, on each course's syllabus. 2. Each instructor of each core course will create and/or select EMBEDDED ASSESSMENTS which demonstrate the student learning of the Program Level Goal. 3. Each instructor will maintain a file of these embedded assessments during the semester. At the end of the semester these files will be turned in to the Assurance of Learning committee. 4. The AOL committee, using a rubric, will determine number of students who are proficiency on each assessment using a 4 point scale. 5. The Departmental AOL committee will meet with the full faculty at the beginning of the Fall Semester and report on the results of assessment. The full faculty will implement changes to produce continuous, incremental improvement of learning until 85% of the students score of 2.5 or higher (4 point scale) for each Learning Goal.	85%		91%	100%	2.00	???

Program Name	Student Learning Outcome	Assessment Method
BA in Communication Studies	Graduates will be familiar with major concepts, theoretical trends, empirical findings, and historical trends in communication studies.	<p>CMST 4900 (Research Methods) is a course CMST majors typically take in their final 2 semesters. In Spring 2013, the 8 students in the course were required to participate in a "mini conference". Students were divided into panels of 2 to 3 students each. Students presented their research as if they were presenting at a conference. Each student was allotted 10 min to present his/her research and findings. A panel of 3 CMST professors (not including the instructor of the course) evaluated the mini conference using a rubric composed of 7 variables. Students were rated acceptable or unacceptable for each of the 7 variables. Students who received at least 2 acceptable ratings were considered to have successfully demonstrated that skill. It is desired that 80 percent of graduates score acceptable on at least 5 of the 7 variables.</p>
	Graduates will understand and apply basic research methods in communication studies, including research design, data analysis, and interpretation.	
	Graduates will communicate effectively in a variety of formats and settings, including oral, written, and mediated communication.	

Criteria	2013/14 Results	2012/13 Results	2011/12 Results	2010/11 Results				
AEH Table 4: Results for 2012/13								
		Intro	Org	Support	Vocal Del	Phys Del	Lang	Conclusion
%@A-level		100%	87.50%	100%	100%	100%	100%	75%
Results at each Level								
3-level		87.50%	62.50%	100%	87.50%	75%	87.50%	50%
2-level	66.7%	12.50%	25.00%	0%	12.50%	25%	12.50%	25%
1/0-level	66.7%	0%	12.50%	0%	0%	0%	0%	25%

2014-2015			
Program Name	Student Learning Outcome	Assessment Method	Results
BA in Communication Studies	Graduates will understand and apply basic research methods in communication studies, including research design, data analysis, and interpretation.	Outcome two is generally assessed based on the research papers CMST majors submit to complete the course requirement for CMST 4900 (Research Methods). This course is typically taken by CMST majors in their final two semesters. A panel of Communication Studies faculty will evaluate papers using a rubric that evaluates 7 areas: Introduction, Literature Review, Research Design and Methods, Results or Data Analysis, Discussion and Conclusion, References and APA Format, Grammar and Writing. The areas will be evaluated as Below Average (1 point), Average (2 points), Good (3 points), and Outstanding (4 points). It is desired that graduates score average or higher on at least three areas of the rubric: Introduction, Literature Review, and Discussions and conclusions or graduates score average or higher on the overall rating of the paper	83%

Program Name	outcometext	Assessment Method	Criteria	2014/15 Results	2013/14 Results	2012/13 Results	2011/12 Results	2010/11 Results
Bachelor of Arts in English	Graduates will communicate clearly, fluently, and correctly in writing for a variety of purposes and audiences.	Graduates will take the ETS Major Field Exam in English. The ETS Major Field Exam measures the content knowledge that graduates need in order to write papers of significant merit. It is desired that 70% of the graduates have a scaled score of 156 or higher to place them in the 50 percentile or higher. It is desired tha 70% of the graduates have a scaled score of 156 or higher.	70%	30%	68.75%	14%	30%	0%
	Graduates will communicate clearly, fluently, and correctly in writing for a variety of purposes and audiences.	The Department has collected six sample papers from graduates. A panel made up of six faculty members evaluated the papers. The ruric had six areas: Focus, Content, Organization, Style, Coventions/Mechanics, and Scholarship. Graduates were ranked according to Beginning, Developing, Competent, and Exemplary. It is desired that 70% of the gradutes score a 17 or higher ont he average of two evaluators.	70%	40%	66.6%	50%	New Assessment	New Assessment
	Graduates will interpret texts analytically in a variety of of genres, including close readings.	Graduates will take the ETS Major Field in English and score a 50 or better on Subsection 53 Literary Analysis. It is desired that 70% of the graduates score a 50 or better on this subsection.	70%	70%	68.75%	67%	50%	13%
	Graduates will interpret texts analytically in a variety of genres, including close readings.	The Department has collected six sample papers from graduates. A panel made up of six faculty members evaluated the papers. The ruric had six areas: Focus, Content, Organization, Style, Coventions/Mechanics, and Scholarship. Graduates were ranked according to Beginning, Developing, Competent, and Exemplary. It is desired that 70% of the gradutes score a 17 or higher on the average of two evaluators.	70%	40%	66.6%	50%	New Assessment	New Assessment
	Graduates will conduct scholarly inquiry into literature and culture that results in original research papers that follow professional guidelines (e.g., MLA, Chicago, or APA).	Graduates will take the ETS Major Field Exam in English. The Major Field Exam measures the content knowledge that graduates need in order to conduct scholarly inquiry. In paraticular, two subsections of the Major Field Exam measure graduates' content knowledge. Subsection S1 Literature 1900 and Earlier and Subsection 2 Literature 1901 and later. It is desired that 70 percent of the graduates score a 50 or higher on each subsection.	70%	30%	68.75%	50%	0%	0%
	Graduates will conduct scholarly inquiry into literature and culture that results in original research papers that follow professional guidelines (e.g., MLA, Chicago, or APA).	The Department has collected six sample papers from graduates. A panel made up of six faculty members evaluated the papers. The ruric assessed six areas which are Focus, Content, Organization, Style, Coventions/Mechanics, and Scholarship. The papers were ranked according to level of attainment. The levels were Beginning, Developing, Competent, and Exemplary. Each paper was assessed by 2 faculty members. It is desired that 70% of the gradutes score a 17 out of 24 on the aeration of the two rubrics.	70%	40%	66.6%	50%	New Assessment	New Assessment
	Graduates will demonstrate the importance of literary history and the eolution of literary genres.	Faculty continue to work on an assessment method and criteria.	70%	no data	60%			
	Graduates will demonstrate the importane of cultural and philosophical contexts to literary works and how they engage such issues as justice, value, spirituality, and meaning.	Faculty continue to work on an assessment method and criteria.	70%	no data	60%			
	Graduates will demonstrate the importance of a variety of theoretical approaches and how they affect interpretation.	Graduates will take the ETS Major Field Test in English. The ETS Major field Exam measures the content knowledge in Literary Histroy and Identification that graduates need in order to understand theoretical approaches to literature. It is desired that 70 percent of the graduates score a 50 or higher on Subsection S4 of the Major Field Exam.	70%	20%	68.75%	50%	30%	13%
	Graduates will demonstrate the importance of minority experiences of race, gender, and ethnicity, and how they are expressed in literature and culture.	Faculty continue to work on an assessment method and criteria. Faculty developed an assessment for ENGL 2027 to measure these outcomes.	70%	no data	60%	new assessment	New Assessment	New Assessment

Name	Student Learning Outcome	Assessment Method	Criteria	2014/15 Results	2013/14 Results	2012/13 Results	2011/12 Results	2010/11 Results
<b>Bachelor of Science in Psychology</b>	Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology	Utilizing a pretest-posttest procedure all students pursuing a BS in Psychology will take a Basic Psychological knowledge test PSYC 2900 (pre-test) and again in the PSYC 4900 (posttest) classes. Full time faculty will develop a test for basic knowledge psychology students should have before graduation. Criteria: 75% of graduates will show improvement on posttest as compared to the pretest.	75%	63%	Pre-test 60% - 49% - 23% Post-test 84% - 66% - 55% Change 6% - 15% - 32% Number of Ss - 3	Baseline Data Collected 58%-69%	New Assessment AY 2012/13	New Assessment AY 2012/13
	Graduates will demonstrate familiarity with the basic research methods in psychology, including research design, data analysis, and interpretation of results.	Utilizing a pre-test/mid-test/posttest procedure all students pursuing a BS in Psychology will take a basic research methods knowledge test in n PSYC 2900 (pre-test), in PSYC 3017 (mid-test), and again in the PSYC 4900 (posttest) classes. Full time faculty will develop a test for basic research methods knowledge psychology students should have before graduation. Criteria: 75% of graduates will show improvement on both the mid-test and posttest as compared to the pretest.	75%	75%	Pre-test 49% Post-test 83% Change 32% Number of Ss - 3	Baseline Data Collected 61%-73%-65%	New Assessment AY 2012/13	New Assessment AY 2012/13
	Graduates will demonstrate familiarity with the basic ethical and professional knowledge in psychology.	Utilizing a pre-test/mid-test/posttest procedure all students pursuing a BS in Psychology will take a basic ethical and professional knowledge test in PSYC 2900 (pre-test), in PSYC 3800 (mid-test), and again in the PSYC 4900 (posttest) classes. Full time faculty will develop a test for basic knowledge psychology students should have before graduation. Criteria: 75% of graduates will show improvement on both the mid-test and posttest as compared to the pretest.	75%	58%	55% Only 2nd year baseline	Baseline Data Collected 44%-58%-58%	New Assessment AY 2012/13	New Assessment AY 2012/13

Name	Student Learning Outcome	Assessment Method	Criteria	2014/15 Results	2013/14 Results	2012/13 Results	2011/12 Results	2010/11 Results
Bachelor of Science in Criminal Justice	Graduates will demonstrate knowledge and understanding of the field of law enforcement, courts, corrections, and juvenile delinquency.	Oral exit exams will be administered by Criminal Justice faculty to determine the graduates knowledge and understanding in the areas of law enforcement, courts, corrections, juvenile delinquency, law, constitutional law, research, and ethics. Criteria for measurement: 80% of students receiving a bachelor of criminal justice will demonstrate knowledge and understanding in the areas of law enforcement, courts, corrections, juvenile delinquency, law, constitutional law, research, and ethics.	80%	100%	80%	100%	100%	New Assessment
	Graduates will demonstrate knowledge and understanding of the field of law enforcement, courts, corrections, and juvenile delinquency.	CJUS faculty will create an objective pre-test to be administered in CJUS 2131 Police Process, based on the content of the oral exit exam.	Provides Baseline Data	0%	57%	0%	New Assessment	New Assessment
	Graduates will be able to solve problems and work effectively with other criminal justice professionals and citizens.	Oral exit exams will be administered by Criminal Justice faculty to determine the graduates knowledge and understanding in the areas of law enforcement, courts, corrections, juvenile delinquency, law, constitutional law, research, and ethics. Criteria for measurement: 80% of students receiving a bachelor of criminal justice will demonstrate knowledge and understanding in the areas of law enforcement, courts, corrections, juvenile delinquency, law, constitutional law, research, and ethics.	80%	80% or better	80% or better	100%	100%	New Assessment
	Graduates will be able to solve problems and work effectively with other criminal justice professionals and citizens.	CJUS faculty will create an objective pre-test to be administered in CJUS 2131 Police Process, based on the content of the oral exit exam.	Provides Baseline Data	0%	57%	0%	New Assessment	New Assessment
	Graduates will be able to communicate, both verbally and in writing, in a criminal justice context.	Oral exit exams will be administered by Criminal Justice faculty to determine the graduates knowledge and understanding in the areas of law enforcement, courts, corrections, juvenile delinquency, law, constitutional law, research, and ethics. Criteria for measurement: 80% of students receiving a bachelor of criminal justice will demonstrate knowledge and understanding in the areas of law enforcement, courts, corrections, juvenile delinquency, law, constitutional law, research, and ethics.	80%	100%	100%	100%	100%	New Assessment
	Graduates will be able to communicate, both verbally and in writing, in a criminal justice context.	CJUS faculty will create an objective pre-test to be administered in CJUS 2131 Police Process, based on the content of the oral exit exam.	Provides Baseline Data	???	100%	0%	New Assessment	New Assessment

id	Name	Program Name	Student Learning Outcome	Assessment Method	Criteria	2014/15 Results	2013/14 Results	2012/13 Results	2011/12 Results	2010/11 Results
568	Bachelor of Arts in History	<b>Bachelor of Arts in History</b>	Graduates will demonstrate a knowledge of history	Students in 4000-level history courses are required to produce at least one research project. Those projects will be collected by the history faculty into a research project portfolio. The history faculty will evaluate each graduate's research projects portfolio as to whether the graduate demonstrated discipline-appropriate research and writing ability and skills through the use of an Evaluation Rubric (See Addendum A). Criteria: 85% or more of the graduates will be evaluated by the history faculty as having demonstrated discipline-appropriate research and writing ability and skills.	85%	100%	100%	100%	100%	100%
568	Bachelor of Arts in History		Graduates will demonstrate competence in research methodologies, including the ability to organize and present the results of historical research. (this may include written as well as oral components.)	Students in 4000-level history courses are required to produce at least one research project. Those projects will be collected by the history faculty into a research project portfolio. The history faculty will evaluate each graduate's research projects portfolio as to whether the graduate demonstrated discipline-appropriate research and writing ability and skills through the use of an Evaluation Rubric (See Addendum A). Criteria: 85% or more of the graduates will be evaluated by the history faculty as having demonstrated discipline-appropriate research and writing ability and skills.	85%	100%	100%	100%	100%	???
568	Bachelor of Arts in History		Graduates will demonstrate a working knowledge of the tools of information technology. (The tools include but are not limited to internet, digital and print materials including scholarly journals, primary resources, etc.)	Students in 4000-level history courses are required to produce at least one research project. Those projects will be collected by the history faculty into a research project portfolio. The history faculty will evaluate each graduate's research projects portfolio as to whether the graduate demonstrated discipline-appropriate research and writing ability and skills through the use of an Evaluation Rubric (See Addendum A). Criteria: 85% or more of the graduates will be evaluated by the history faculty as having demonstrated discipline-appropriate research and writing ability and skills.	85%	100%	100%	100%	100%	???
568	Bachelor of Arts in History		Graduates will demonstrate critical thinking skills appropriate to the study of history.	Students in 4000-level history courses are required to produce at least one research project. Those projects will be collected by the history faculty into a research project portfolio. The history faculty will evaluate each graduate's research projects portfolio as to whether the graduate demonstrated discipline-appropriate research and writing ability and skills through the use of an Evaluation Rubric (See Addendum A). Criteria: 85% or more of the graduates will be evaluated by the history faculty as having demonstrated discipline-appropriate research and writing ability and skills.	85%	100%	100%	100%	100%	???



Name	Student Learning Outcome	Assessment Method	Criteria	2014/15 Results	2013/14 Results	2012/13 Results	2011/12 Results	2010/11 Results
Bachelor of Science in Biology	Graduates will demonstrate the potential to make use of their biological education when making decisions about environmental and political issues related to science.	In BIOL 4000, Senior Seminar, students complete a group class project on environmental issue of their choosing. As part of this group project, students submit individual papers on the topic. These papers are scored by Biology faculty using an established rubric. It is desired that 80% of the graduates score an average of 2.25 (9/12) on this paper.	80%		100%	100%	100%	100%
	Graduates will demonstrate understanding of ecological and environmental concepts, including issues that effect Louisiana.	In BIOL 1202 students will be given an assignment to demonstrate their knowledge of basic ecological principles. The assignment will be scored by Biology faculty using an established rubric. It is desired that 80% of the graduates will have an average of 2.25 (11.25/15) on this assignment.	80%		75%	0%	0%	100%
	Graduates will demonstrate understanding of ecological and environmental concepts, including issues that effect Louisiana.	In Biology 4253, an assignment will be given to allow students to demonstrate their understanding of ecological principles and environmental issues impacting Louisiana. The assignment will be scored by Biology faculty using an established rubric. This assignment is new and no standard for success has been established yet.	No preliminary data on which to base a standard for success		No Data	No Data	No Data	No Data
	Graduates will demonstrate understanding of the general principles of life (e.g., inheritance, evolution, etc.).	Students in BIOL 1201 will be given an assignment to describe the characteristics of life. The assignment will be scored by biology faculty using an established rubric. It is desired that 80% of the graduates will have received an average score of 2.5 or higher (10/12) on this assessment when they were taking this course.	80%		100%	0%	0%	No Data
	Graduates will demonstrate understanding of the general principles of life (e.g., inheritance, evolution, etc.).	Students in BIOL 4110 will be given an assignment to describe the characteristics of life and give examples of each. The assignment will be scored by the Biology faculty using an established rubric. It is desired that 80% of the graduates will have an average of 2.5 or above (10/12).	80%		83%	25%	50%	No Data
	Graduates will demonstrate understanding of the chemical properties, structural organization, and functional characteristics of living organisms.	An assignment will be given in BIOL 1201 in which students have to describe the 4 major groups of organic compounds and describe their roles in living systems, to describe the differences between plant, animal, and bacterial cells, and to describe the major cellular organelles and their functions. The assignment will be scored by the Biology faculty using an established rubric. It is desired that 80% of the graduates will have scored an average of 2.5 (10/12) on that assignment.	80%		No Data	100%	100%	100%
	Graduates will demonstrate understanding of the chemical properties, structural organization, and functional characteristics of living organisms.	Students in BIOL 1202 will be asked to complete a 3-part assignment that demonstrates their understanding of plant life cycles, invertebrate body systems and vertebrate body systems. The assignment will be scored by the Biology faculty using an established rubric. It is desired that 80% of the graduates will have scored an average of 2.0 (6/9) on this assignment.	80%		100%	100%	75%	100%
	Graduates will demonstrate understanding of the scientific method and be able to apply it to solve problems.	Students in BIOL 1201 will be given an assignment on the scientific method. The assignment will be scored by the Biology faculty using an established rubric. It is desired that 80% of the graduates will have an average of 2.25 (11.25/15) or higher on this assignment.	80%		100%	67%	67%	100%
	Graduates will demonstrate understanding of the scientific method and be able to apply it to solve problems.	Students in BIOL 3090 will be given an assignment that involves identification of the elements of the scientific method out of a scientific article. The assignment will be scored by Biology faculty using a rubric. It is desired that 80% of the graduates will have an average of 2.0 on this assignment.	80%		100%	No Data	No Data	No Data
	Graduates will demonstrate understanding of the scientific method and be able to apply it to solve problems.	Students in BIOL 3990 and 4253 are required to complete final reports from their research projects. Biology faculty read and score these using an established rubric. It is desired that 80% of the graduates will score an average of 2.0 or higher (10/15) on their report.	80%		83%	100%	100%	100%
	Graduates will develop a behavior or questioning and analytical skills that lead to a life-long habit of learning.	In BIOL 1000 and BIOL 3160, the students will complete a questionnaire designed to illustrate traits conducive to life-long learning. No standard for success had been set yet as students have just started completing this survey for Fall 2012.	This is a new assessment and we have not yet had preliminary data on which to base a standard for success		No Data	No Data	No Data	No Data
	Graduates will develop a behavior or questioning and analytical skills that lead to a life-long habit of learning.	Faculty will rate the students as to whether they believe they exhibit the skills and dispositions for life-long learning at the time they graduate. It is desired that 70% of the graduates will be rated as possessing these skills and dispositions.	70%		100%	88%	73%	60%
	Graduates will demonstrate the ability to communicate scientific information verbally and in writing in a professional manner.	Students will be asked to submit their best example of scientific writing from papers required in BIOL 3990, 4253, 4015, and 4110. Papers will be scored by the faculty using a rubric. It is desired that 80% of the graduates will have a score of 2.25 or greater on this assessment.	80%		100%	80%	100%	10000%
	Graduates will demonstrate the ability to communicate scientific information verbally and in writing in a professional manner.	Students in BIOL 4253 and 3990 are required to give oral presentations on their research. Faculty will score these presentations with a rubric. It is desired that all graduates will be rated at least acceptable (2.0 or 10/15 or above).	100%		100%	100%	No Data	No Data
	Graduates will demonstrate the ability to find and evaluate scientific literature.	In mid-level courses (BIOL 2031, 2153, 3090, 3160, 3500), the instructor will choose a scientific paper and require the students to read it and answer specific questions relative to interpretation of the paper. Student responses will be scored by the faculty with use of a rubric. It is desired that 80% of the graduates will have an average score of 2.25 or higher.	80%		100%	67%	86%	100%
	Graduates will demonstrate the ability to find and evaluate scientific literature.	Students in BIOL 3990, 4253, and 4110 are required to write research papers and post their best example under Outcome 7. The students will post the literature cited section for that paper for Outcome 8. The appropriateness of the literature used will be scored by the faculty using a rubric. It is desired that 100% will be rated acceptable (2.0 average) or greater.	100%		100%	100%	No Data	No Data
	Graduates will have had exposure to field-specific literature.	Faculty have developed a spreadsheet for every course where students can rate their level of exposure to field-specific scientific literature. Faculty have also developed a way to score this spreadsheet based on # of courses, sub discipline of biology, and level of exposure.	We have no data yet on which to base a preliminary criterion for success		100%	No Data	No Data	No Data
	Graduates will demonstrate the ability to differentiate between ethical and unethical behavior with regard to Science.	In BIOL 1000, student are presented with their first exposure to a unit on scientific ethics and ethics associated with being a biology student. After that unit, students are given a 10 question quiz on ethics scenarios. Faculty evaluate this assignment by scoring from 0-1 for each question so that the maximum score is 10.	Has not been establish yet as this is a fallry new assessment		No Data	No Data	No Data	No Data
	Graduates will demonstrate the ability to differentiate between ethical and unethical behavior with regard to Science.	In Senior Seminar, students are given an ethics assignment that consists of writing responses to a few complex scenarios involving scientific ethics. Faculty score the student responses using a rubric. It is desired that all graduates will be scored at least acceptable (avg. 2.0 or above).	100%		100%	100%	100%	100%

Name	Student Learning Outcome	Assessment Method	Criteria	2014/15 Results	2013/14 Results	2012/13 Results	2011/12 Results	2010/11 Results
Bachelor of Science in Mathematics	The graduate will have mastered the basic mathematics content of calculus, linear algebra, and differential equations.	Basic calculus, linear algebra, and differential equations problems will be imbedded on exams in MATH 2057 Multivariable Calculus, MATH 3065 Differential Equations, and MATH 3085 Linear Algebra. Students will score at least 70% on average on these questions.	70.0	91.3	63.4	78.7	assessment method was started 2012-2013	assessment method was started 2012-2013
	The graduate will have mastered the basic mathematics content of calculus, linear algebra, and differential equations.	Each graduate will take Educational Testing Services' Major Field Test in Mathematics. On average the graduates will finish in the 25th percentile or higher.	25.0	29.3	18.3	36.3	1.0	32.2
	The graduate will be able to construct basic mathematical proofs.	Each graduate will score at least 75% on a portfolio of proofs. The portfolio will include proofs from 3000 and 4000 level math theory courses the student has taken. The assessment will be done in Math 4998.	75.0	94.7	82.1	94.1	75.0	93.0
	The graduate will be able to communicate mathematical ideas and results clearly.	Each graduate will score at least 75% on a joint faculty evaluation of his or her presentation of the Math 4998 research paper.	75.0	93.5	81.9	92.4	86.0	86.0
	The graduate will be able to communicate mathematical ideas and results clearly.	Each graduate will score at least 75% on an evaluation of his or her ability to use correct notation and terminology. The assessment will be done on the graduate's research project in Math 4998.	75.0	94.3	84.7	93.3	80.0	94.0
	The graduate will be able to communicate mathematical ideas and results clearly.	Each graduate will score at least 75% on a joint faculty evaluation of his or her use of professional literature on the MATH 4998 research paper.	75.0	87.1	86.7	92.8	80.0	91.0
	The graduate will be able to use technology effectively in mathematics.	An assignment (or assignments) will be given in MATH 2057, MATH 3065, and/or MATH 3085 that will require the use of a computer algebra system and/or programming with a graphing calculator. Each graduate will score at least 75% on this assignment.	75.0	???		98.0	100.0	96.0
	The graduate will be prepared to find appropriate employment or to continue on to graduate school.	At least 75% of the graduates will have found employment or will have been accepted to graduate school within 6 months of receipt of their degree.	75.0	100.0	Reporting period not complete	100.0	100.0	100.0
	The graduate will be prepared to find appropriate employment or to continue on to graduate school.	Each graduate will indicate on a departmentally-made survey that he or she received appropriate advising about the mathematics degree program and on career paths. This will be done during degree checkout.	100.0	100.0	100.0*	100.0	100.0	100.0

\*Based on 4 of 7 graduates responding.

Program Name	Student Learning Outcome	Assessment Method	Criteria	2013/14 Results	2012/13 Results	2011/12 Results	2010/11 Results			
Associate of Arts	Graduates will be academically qualified to transfer to a public four-year university.	Use the results on the ACT CAAP Exam Modules--Writing, Math, Reading, Critical Thinking, and Science. The desired outcome is that the mean score be at or above the national average in all categories.	Associate of Arts							
				National	LSUA Norm/	Overall	AY 09/10	AY 10/11	AY 11/12	AY 12/13
			Writing	64.2	63.0	61.4	63.0	60.5	62.1	60.0
			Math	58.8	55.4	54.0	56.0		50.5	56.5
			Reading	62.8	61.2	57.1		53.7	57.0	60.7
			Critical Thinking	62.3	62.6	59.8	58.0	60.5		60.3
			Science	62.0	60.4	57.7		57.5	55.7	64.0
	Graduates will be academically qualified to transfer to a public four-year university.	Use responses to items 32-35, 41, and 46-48 of the Competencies of a Graduate Survey Associate Degree. The desired outcome is that 70% of students will respond "Highly Competent," "Competent," or "Somewhat Competent" for each question.	70%	The Interdisciplinary Assessment Committee is scheduled to meet early fall 2014 to review the assessment data.	Data was not disaggregated by degree.					
	Graduates will demonstrate involvement in the university community during their enrollment at LSUA.	Add three questions to the Competencies of a Graduate 1. Did you participate in a university service or service learning activity while enrolled at LSUA? 2. Were you involved in any student organization(s) while enrolled at LSUA? 3. Were you involved in any intramural or other LSUA athletic activities while enrolled at LSUA? Each of these questions should have a "Yes" or "No" response. The desired outcome is that 70% of students will respond positively to each question.	70%	The questions were added	New Assessment- Data not yet available					
	Graduates will demonstrate involvement in the university community during their enrollment at LSUA.	Use responses to items 32-35, 41, and 46-48 of the Competencies of a Graduate Survey Associate Degree. The desired outcome is that 70% of students will respond "Highly Competent," "Competent," or "Somewhat Competent."	70%	The Interdisciplinary Curriculum Advisory Committee is scheduled to meet early fall 2014 to review the assessment data.	Data was not disaggregated by degree.					
	Graduates will communicate effectively through written and oral communication.	Use results from the Writing Module on the CAAP Exam. The desired outcome is that the mean score be at or above the national average.	64.2		60	62.1	60.5			
	Graduates will communicate effectively through written and oral communication.	Use the results from the General Education Assessment of the "ability to communicate effectively through speech." The desired outcome is that 70% of the AA graduates meet or exceed the University's General Education Assessment criteria for this outcome.	70%		Data was not disaggregated by degree.					
	Graduates will communicate effectively through written and oral communication.	Use responses to items 33 and 34 of the competencies of a Graduate Exit Survey Associate Degree. The desired outcome is the 70% of students will respond "Highly Competent," "Competent," or "Somewhat Competent" for each question.	70%	The Interdisciplinary Assessment Committee is scheduled to meet early fall 2014 to review the assessment data.	Data was not disaggregated by degree.					
	Graduates will demonstrate an understanding of information literacy.	Add 2 questions to the Graduate Exit Survey. 1. Did you receive instruction about using LSUA library resources, either physically or online, while enrolled at LSUA? 2. Did you use LSUA library resources, either physically or online, while enrolled at LSUA? *Each of these questions should have a "Yes" or "No" response. The desired outcome is that 70% of students will respond positively to each question.	70%		New Assessment- Data not yet available					
	Graduates will demonstrate an understanding of information literacy.	Students will successfully complete the University's assessment of computer literacy. The desired outcome is that 70% of students will pass the University's test for "a basic competency in computers" on the first attempt.	70%		Data was not disaggregated by degree.					

Program Name	Student Learning Outcome	Assessment Method	Criteria	2013/14 Results	2012/13 Results	2011/12 Results	2010/11 Results																																																								
Associate of Science	Graduates will communicate effectively in writing.	At least 70% of AS graduates will give correct responses to more than half of the questions 27-32 on the Graduate Exit Exam.	70%	The Interdisciplinary Assessment Committee is scheduled to meet early fall 2014 to review the assessment data.	Data not disaggregated by degrees																																																										
	Graduates will understand the scientific method and points of good experimental design.	At least 70% of AS graduates will respond Highly Competent, Competent, or Somewhat Competent to items 18-25 on the Competencies of a Graduate Survey-Associates Degree.	70%		Data not disaggregated by degrees																																																										
	Graduates will understand the scientific method and points of good experimental design.	All AS graduates will take the Science module of the CAAP Graduate Exit Exam. It is expected that the average score will meet or exceed that of the national 55th percentile for this module.	62*		62	60.3	No available data																																																								
	Graduates will demonstrate a basic competency in the use of computers.	The university will continue requiring all AS graduates to pass a computer competency exam or successfully complete CMIS 1000	70%		Data not disaggregated by degrees																																																										
	Graduates will be academically qualified to transfer to a four-year program.	At least 70% of AS graduates will score at or above the national 40th percentile for the CAAP Graduate Exit Exam.	<table border="1"> <thead> <tr> <th colspan="8">Associate of Science</th> </tr> <tr> <th></th> <th>National</th> <th>LSUA Norm/</th> <th>Overall</th> <th>AY 09/10</th> <th>AY 10/11</th> <th>AY 11/12</th> <th>AY 12/13</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>64.2</td> <td>63.0</td> <td>60.9</td> <td></td> <td>67.0</td> <td>59.3</td> <td>61.0</td> </tr> <tr> <td>Math</td> <td>58.8</td> <td>55.4</td> <td>55.8</td> <td></td> <td>55.0</td> <td>55.5</td> <td>56.3</td> </tr> <tr> <td>Reading</td> <td>62.8</td> <td>61.2</td> <td>61.2</td> <td>60.0</td> <td>64.0</td> <td>62.8</td> <td>58.8</td> </tr> <tr> <td>Critical Thinking</td> <td>62.3</td> <td>62.6</td> <td>62.1</td> <td>63.3</td> <td>62.5</td> <td>56.5</td> <td>63.2</td> </tr> <tr> <td>Science</td> <td>62.0</td> <td>60.4</td> <td>60.8</td> <td></td> <td></td> <td>60.3</td> <td>62.0</td> </tr> </tbody> </table>					Associate of Science									National	LSUA Norm/	Overall	AY 09/10	AY 10/11	AY 11/12	AY 12/13	Writing	64.2	63.0	60.9		67.0	59.3	61.0	Math	58.8	55.4	55.8		55.0	55.5	56.3	Reading	62.8	61.2	61.2	60.0	64.0	62.8	58.8	Critical Thinking	62.3	62.6	62.1	63.3	62.5	56.5	63.2	Science	62.0	60.4	60.8			60.3	62.0
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	Graduates will be academically qualified to transfer to a four-year program.	At least 70% of AS graduates will respond Highly Competent, Competent, or Somewhat Competent to items 32-35, 41-42, and 46-48, on the Competencies of a Graduate Survey-Associates Degree.	70%		Data not disaggregated by degrees																																																										
	Graduates will continue to participate in personal and professional development activities.	At least 70% of AS graduates will give correct responses to more than half of the questions 42-46 on the Graduate Exit Exam.	70%		Data not disaggregated by degrees																																																										
	Graduates will be prepared to demonstrate involvement in their community after graduation.	At least 70% of AS graduates will respond Highly Competent, Competent, or Somewhat Competent to items 26, 27, 29, and 30, on the Competencies of a Graduate Survey-Associates Degree.	70%		Data not disaggregated by degrees																																																										
	Graduates will be prepared to demonstrate involvement in their community after graduation.	At least 70% of AS graduates will give correct responses to more than half of the questions 42-46 on the Graduate Exit Exam.	70%		Data not disaggregated by degrees																																																										

\*50th percentile score

Program Name	Student Learning Outcome	Assessment Method	Criteria	2013/14 Results	2012/13 Results	2011/12 Results	2010/11 Results																																																								
Bachelor of General Studies	Graduates with the Bachelor of General Studies degree will meet the competencies in General Education established by the University for all baccalaureate degrees.	BGS Graduates will be assessed using the General Education Assessment which includes the CAAP, the Graduate Survey, the Graduate Exit Exam, and the SAM. The desired outcome is that 70% of the BGS graduates, regardless of the Concentration, will meet the General Education assessment criteria for success on all student learning outcomes.	The Interdisciplinary Assessment Committee is scheduled to meet early fall 2014 to review the assessment data.							Note: The annual Graduate Exit Survey, Graduate Exit Exam, and SAM have never been disaggregated by programs. This diagggregation is scheduled to begin AY 2013/14.																																																					
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Reading	62.3	61.6	59.6	59.8	56.7	62.7	59.3																																																								
Critical Thinking	63.2	63.2	63.7	64.7	53.0	65.0																																																									
Science	60.9	60.3	59.9	61.7	56.5	61.5	60.0																																																								
	Graduates with the Bachelor of General Studies degree will meet the competencies for the Area of Concentration established by their respective department.	Each department hosting a BGS degree sets the student learning outcomes for the Concentration and assesses its graduates. The expectation is that 70% of the graduates will meet the departmental criteria for success.	Criteria and results from the various Concentrations are found in the following worksheets. With the Exception of BGS Kinesiology, all Concentrations met the departmental criteria for success.																																																												

Program Name	Student Learning Outcome	Assessment Method	Criteria	2014/15 Results	2013/14 Results	2012/13 Results	2011/12 Results	2010/11 Results
Bachelor of General Studies - Elder Care Administration	Graduates will demonstrate knowledge of the American Health Care System	Passage rates on state and national board examinations (90% passage rate)	90%			New program AY 2011/12- No graduates		
	Graduates will demonstrate knowledge of the American Health Care System	Graduate satisfaction with entry-level competencies as demonstrated by responses to graduate surveys administered 6-months post-graduation (90% graduate satisfaction).	90%					
	Graduates will demonstrate knowledge of the American Health Care System	Employer satisfaction with entry-level competencies of graduates as demonstrated by responses to employer surveys administered 6-months post-graduation (90% employer satisfaction)	90%					
	Graduates will demonstrate Knowledge of the application of medical language in communicating with members of the medical community.	Graduate satisfaction with entry-level competencies as demonstrated by responses to graduate surveys administered 6-months post-graduation (90% graduate satisfaction).	90%					
	Graduates will demonstrate Knowledge of the application of medical language in communicating with members of the medical community.	Employer satisfaction with entry-level competencies of graduates as demonstrated by responses to employer surveys administered 6-months post-graduation (90% employer satisfaction)	90%					
	Graduates will demonstrate knowledge of directing the activities of medical, nursing, technical, clerical, service, maintenance, and volunteer staff, to include hiring and training.	Passage rates on state and national board examinations (90% passage rate)	90%					
	Graduates will demonstrate knowledge of directing the activities of medical, nursing, technical, clerical, service, maintenance, and volunteer staff, to include hiring and training.	Graduate satisfaction with entry-level competencies as demonstrated by responses to graduate surveys administered 6-months post-graduation (90% graduate satisfaction).	90%					
	Graduates will demonstrate knowledge of directing the activities of medical, nursing, technical, clerical, service, maintenance, and volunteer staff, to include hiring and training.	Employer satisfaction with entry-level competencies of graduates as demonstrated by responses to employer surveys administered 6-months post-graduation (90% employer satisfaction)	90%					
	Graduates will demonstrate knowledge of developing and maintaining standards, policies, programs, and operating procedures which comply with government regulations.	Passage rates on state and national board examinations (90% passage rate)	90%					
	Graduates will demonstrate knowledge of developing and maintaining standards, policies, programs, and operating procedures which comply with government regulations.	Graduate satisfaction with entry-level competencies as demonstrated by responses to graduate surveys administered 6-months post-graduation (90% graduate satisfaction).	90%					
	Graduates will demonstrate knowledge of developing and maintaining standards, policies, programs, and operating procedures which comply with government regulations.	Employer satisfaction with entry-level competencies of graduates as demonstrated by responses to employer surveys administered 6-months post-graduation (90% employer satisfaction)	90%					
	Graduates will demonstrate knowledge of administration of fiscal operations such as budget and service rates.	Passage rates on state and national board examinations (90% passage rate)	90%					
	Graduates will demonstrate knowledge of administration of fiscal operations such as budget and service rates.	Graduate satisfaction with entry-level competencies as demonstrated by responses to graduate surveys administered 6-months post-graduation (90% graduate satisfaction).	90%					
	Graduates will demonstrate knowledge of administration of fiscal operations such as budget and service rates.	Employer satisfaction with entry-level competencies of graduates as demonstrated by responses to employer surveys administered 6-months post-graduation (90% employer satisfaction)	90%					
	Graduates will demonstrate knowledge of general business operations.	Passage rates on state and national board examinations (90% passage rate)	90%					
	Graduates will demonstrate knowledge of general business operations.	Graduate satisfaction with entry-level competencies as demonstrated by responses to graduate surveys administered 6-months post-graduation (90% graduate satisfaction).	90%					
	Graduates will demonstrate knowledge of general business operations.	Employer satisfaction with entry-level competencies of graduates as demonstrated by responses to employer surveys administered 6-months post-graduation (90% employer satisfaction)	90%					

	Graduates will demonstrate knowledge of compiling, analyzing, and preparing reports relevant to care of the elderly.	Graduate satisfaction with entry-level competencies as demonstrated by responses to graduate surveys administered 6-months post-graduation (90% graduate satisfaction).	90%					
	Graduates will demonstrate knowledge of compiling, analyzing, and preparing reports relevant to care of the elderly.	Employer satisfaction with entry-level competencies of graduates as demonstrated by responses to employer surveys administered 6-months post-graduation (90% employer satisfaction)	90%					
	Graduates will demonstrate knowledge of conducting public relations, arranging publicity, and speaking at community gatherings.	Graduate placement (90% placement of program graduates)	90%					
	Graduates will demonstrate knowledge of conducting public relations, arranging publicity, and speaking at community gatherings.	Graduate satisfaction with entry-level competencies as demonstrated by responses to graduate surveys administered 6-months post-graduation (90% graduate satisfaction).	90%					
	Graduates will demonstrate knowledge of conducting public relations, arranging publicity, and speaking at community gatherings.	Employer satisfaction with entry-level competencies of graduates as demonstrated by responses to employer surveys administered 6-months post-graduation (90% employer satisfaction)	90%					
	Graduates will demonstrate knowledge of interviewing families of persons seeking admission to elder care facilities.	Graduate placement (90% placement of program graduates)	90%					
	Graduates will demonstrate knowledge of interviewing families of persons seeking admission to elder care facilities.	Graduate satisfaction with entry-level competencies as demonstrated by responses to graduate surveys administered 6-months post-graduation (90% graduate satisfaction).	90%					
	Graduates will demonstrate knowledge of interviewing families of persons seeking admission to elder care facilities.	Employer satisfaction with entry-level competencies of graduates as demonstrated by responses to employer surveys administered 6-months post-graduation (90% employer satisfaction)	90%					

Name	Student Learning Outcome	Assessment Method	Criteria	2014/15 Results	2013/14 Results	2012/13 Results	2011/12 Results	2010/11 Results
<b>Bachelor of General Studies - Biology Concentration</b>	Graduates will demonstrate understanding of the scientific method and be able to use it to solve problem.	Students will be given an assignment in BIOL 1201 that will be saved by the department for BGS students. Faculty will score the assignment with a rubric.	???			No completers.	???	???
	Graduates will demonstrate the ability to communicate scientific information in writing in a professional manner.	The same assignment used to assess outcome 1 will be used to assess this outcome. However, a different rubric will be used by the faculty to score the writing.	???			No completers.	???	???
	Graduates will demonstrate the ability to use the scientific literature appropriately.	The same assessment used to assess Outcome 1 will be used to assess this outcome. However, a different rubric appropriate to use of the literature will be used.	???			No completers.	???	???



Program Name	Student Learning Outcome	Assessment Method	Criteria	2014/15 Results	2013/14 Results	2012/13 Results	2011/12 Results	2010/11 Results
Bachelor of General Studies - Health Sciences		Graduates will score an overall 2.0 grade point average or better in all courses in the BGS Concentration in Health Sciences.	2.00			New Program 2010/11-No graduates		
	Graduates will demonstrate familiarity with the United States Health Care System, understanding its organization and delivery.	Students must score 77% or higher on an oral presentation given in HESC 1004: Client Care Interactions, on the topic, "The Role of Health Care Providers in Promoting Effective Client Care Interactions in the Health Care Setting." A faculty designed rubric is used to evaluate presentations.	77%					
	Graduates will demonstrate knowledge of the significance of the health care provider's role in the promotion of effective client care interactions.	Students must score 77% or higher on each of the 10 case studies used in HESC 1400: Health Care Language Applications, to assess knowledge of the interpretation of medical reports.	77%					
	Graduates will interpret health and case reports by applying knowledge and understanding of health care language.	Employers of BGS Health Sciences graduates will be surveyed within twelve months of graduation. It is desired that 90% of employers responding to the survey will answer "strongly agree or agree" to the following statement: "Upon graduation, the graduate demonstrated knowledge of developing and maintaining standards, policies, programs, and operational procedures which comply with healthcare regulations."	90%					
	Graduates will demonstrate knowledge of developing and maintaining standards, policies, programs, and operational procedures which comply with healthcare regulations.	Graduates of the BGS Health Sciences graduates will be surveyed within twelve months of graduation. It is desired that 90% of graduates responding to the survey will answer "strongly agree" or "agree" to the following statement: "Upon graduation, I was well prepared to demonstrate knowledge of developing and maintaining standards, policies, programs, and operational procedures which comply with healthcare regulations."	90%					
	Graduates will demonstrate knowledge of developing and maintaining standards, policies, programs, and operational procedures which comply with healthcare regulations.	Graduates will score 70% or higher on a standardized test given by health sciences faculty that will evaluate their ability to think critically about health care issues.	70%					
	Graduates will demonstrate critical thinking skills.	Graduate will score at or above the national average for the CAAP Graduate Exit Examination.						
	Graduates will be academically prepared to enter the healthcare workforce.	Graduates will have successfully completed all courses within the BGS Concentration in Health Sciences curriculum with at least a 2.0 grade point average.	2.00					
	Graduates will be academically prepared to enter the healthcare workforce.							

Name	Student Learning Outcome	Assessment Method	Criteria	2014/15 Results	2013/14 Results	2012/13 Results	2011/12 Results	2010/11 Results
Bachelor of General Studies Humanities Concentration	Graduates will write effectively.	Graduates will submit research papers to the department portfolio, which the faculty will review.	85%	no data	80%	100%	No completers.	No completers.
	Graduates will exhibit critical thinking ability.	Majors will submit research papers to the department portfolio, which the faculty will review.	85%	no data	80%	100%	No completers.	No completers.

Name	Student Learning Outcome	Assessment Method	Criteria	2014/15 Results	2013/14 Results	2012/13 Results	2011/12 Results	2010/11 Results
<b>Bachelor of General Studies - Kinesiology Concentration</b>	Graduates will demonstrate a basic knowledge of kinesiology.	A research paper/lesson plan will be required in respective 3000/4000 level kinesiology courses which will include components specified by the kinesiology faculty. The paper/lesson plan will require that the student demonstrate a basic knowledge of the principles of kinesiology. The faculty will specify that the required components of an acceptable paper/lesson plan that is applicable to the topics covered within the respective courses that demonstrate the competencies. The tenure-track kinesiology faculty will then evaluate a representative portion of research papers/lesson plans completed by the graduate and determine if the graduate has adequately demonstrated a basic knowledge of kinesiology. The standard of achievement is the student will attain a passing score of eighty-five percent (85%) on each research paper/lesson plan.	85%	88%	35%	36%	50%	0%
		A presentation will be required in respective 3000/4000-level kinesiology courses, which will include components specified by the kinesiology faculty. The presentation will require that the student demonstrate a basic knowledge of a kinesiology topic. The standard of achievement is that eighty-five percent (85%) of the students will receive a passing grade of eighty-five percent (85%) on the presentation.	85%	100%	100%	100%	100%	100%
	Graduates will have exposure to field-specific literature.	A research paper/lesson plan will be required in respective 3000/4000-level kinesiology courses, which will include components specified by the kinesiology faculty. The paper/lesson plan will require that the student demonstrate an awareness of field-specific literature applicable to the respective course. The faculty will specify the required components of an acceptable paper-lesson plan that demonstrate this competency. The standard of achievement is the student will attain a passing grade of eighty-five percent (85%) on each research paper/lesson plan.	95%	88%	33%	40%	100%	no data available.
		The tenure-track kinesiology faculty will then evaluate a representative portion of research completed by the graduate and determine whether the graduate has adequately demonstrated the ability to research the kinesiology literature. The standard of achievement is that eighty-five percent (85%) of graduates will receive a score of at least eighty-five percent (85%).	85%	100%	100%	100%	50%	no data available.

Name	Student Learning Outcome	Assessment Method	Criteria	2014/15 Results	2013/14 Results	2012/13 Results	2011/12 Results	2010/11 Results
<b>Bachelor of General Studies - Political Science Concentration</b>	Graduates will demonstrate a basic knowledge of political science	Assessment of this outcome will be evaluated by administration of the Major Field Test.	Meet or exceed national norm	100%	ETS data not available Change in assessment method for 2014-15	ETS data not available	ETS data not available	No completers.

Name	Student Learning Outcome	Assessment Method	Criteria	2014/15 Results	2013/14 Results	2012/13 Results	2011/12 Results	2010/11 Results
<b>Bachelor of General Studies - Psychology Concentration</b>	Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology	Utilizing a pretest-posttest procedure all students pursuing a BGS in Psychology will take a Basic Psychological knowledge test PSYC 2900 (pre-test) and again as a Graduate exit exam (posttest). Full time faculty will develop a test for basic knowledge psychology students should have before graduation. Criteria: 70% of graduates will show improvement on posttest as compared to the pretest.	70%		Pre-test 64% Post-test 84% Change 20% Number of Ss - 3	Baseline Data Collected 58%-69%	New Assessment AY 2012/13	New Assessment AY 2012/14
	Graduates will demonstrate familiarity with the basic research methods in psychology, including research design, data analysis, and interpretation of results.	Utilizing a pre-test/mid-test/posttest procedure all students pursuing a BGS in Psychology will take a basic research methods knowledge test I n PSYC 2900 (pre-test), in PSYC 3017 (mid-test), and again as a Graduate exit exam (posttest). Full time faculty will develop a test for basic research methods knowledge psychology students should have before graduation. Criteria: 70% of graduates will show improvement on both the mid-test and posttest as compared to the pretest.	70%		75%	Baseline Data Collected 61%-73%-65%	New Assessment AY 2012/14	New Assessment AY 2012/15
	Graduates will demonstrate familiarity with the basic ethical and professional knowledge in psychology.	Utilizing a pre-test/mid-test/ posttest procedure all students pursuing a BS in Psychology will take an ethical and professional knowledge test in PSYC 2900 (pre-test), in PSYC 3800 (mid-test), and again as a Graduate exit exam (posttest). Full time faculty will develop a test for basic knowledge psychology students should have before graduation. Criteria: 70% of graduates will show improvement on both the mid-test and posttest as compared to the pretest.	70%		2nd year for assessment Only 2 Ss completed both pre and post test Pre-test 21% Post-test 63% Change 42%	Baseline Data Collected 44%-58%-58%	New Assessment AY 2012/15	New Assessment AY 2012/16

Program Name	Student Learning Outcome	Assessment Method	Criteria	2014/15 Results	2013/14 Results	2012/13 Results	2011/12 Results	2010/11 Results
Bachelor of General Studies - Visual and Performing Arts Concentration	Graduates will write effectively.	Graduates will submit a portfolio of works to be evaluated by the faculty.	85%	No assessment made	100%	No completers	Program not in existence	Program not in existence
		Graduates will submit an Artist statement to be evaluated by the faculty.	85%	No assessment made	100%	No completers	Program not in existence	Program not in existence
	Graduates will exhibit critical thinking ability.	Graduates will submit a portfolio, which the faculty will review.	85%	No assessment made	100%	No completers	Program not in existence	Program not in existence
		Graduates will submit an artist statement that analyzes their work and states it overall purpose.	85%	No assessment made		No completers	Program not in existence	Program not in existence