**DEPARTMENT**  
Science  

**PROGRAM/FUNCTION**  
Academic Achievement  

**Links** (Where appropriate, link the above outcome to Goals, Objective, and/or strategies found in the plans listed below:)

**BOARD OF REGENTS MASTER PLAN:** Goal I. Increase Opportunities for Student Access and Success  
Objective 3: Increase the percentage of first-time, full-time entering freshmen retained to the second year in community colleges ...  
Strategy 6: Track successful course completion as a measure of student success.

**LSUE STRATEGIC PLAN:** (Blueprint for the Future)  
**LSUE OPERATIONAL PLAN (FY 2001-2002)**

**OTHER:**

**EXPECTED RESULTS:**

At least 65% of the developmental students who have completed 12-23 hours will be in good academic standing.

At least 75% of the developmental students who have completed 24 or more hours will be in good academic standing.

**ASSESSMENT PROCEDURES:**

Student performance studies will be conducted annually. These studies will categorize students by academic standing, overall GPA, and ACT scores.

**RESPONSIBILITY FOR ASSESSMENT:**

The Director of Management Information Systems is responsible for conducting student performance studies. The Division Heads are responsible for analyzing the results and for making appropriate recommendations.

**USE OF ASSESSMENT FINDINGS:**

Student performance data will be reviewed and evaluated annually. Recommendations for modifications in courses and support services for developmental students will be made to the Vice Chancellor for Academic Affairs and the Academic Council.
SUMMARY OF ASSESSMENT FINDINGS:

Percentage of Developmental Mathematics Students in good academic standing for academic year 2002-2003.

<table>
<thead>
<tr>
<th>Hours Completed</th>
<th>Math 0001</th>
<th>Math 0002</th>
<th>Math 0007</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-23</td>
<td>68%</td>
<td>77%</td>
<td>69%</td>
</tr>
<tr>
<td>24+</td>
<td>69%</td>
<td>78%</td>
<td>78%</td>
</tr>
</tbody>
</table>

DEPARTMENTAL RECOMMENDATIONS FOR PROGRAM/FUNCTION IMPROVEMENT:

New criteria were implemented during the Fall semester 2000 that strengthens requirements for progressing to subsequent courses in Mathematics. For students who have completed 12-23 hours, the percentages in good academic standing dropped both in Math 0001 and Math 0007 from last year's report. The students in Math 0002 exhibited a modest increase in percentage. Results for all students are above the goal of 65% for this group of students. For students who have completed 24 or more hours, the percentages in Math 0002 have increased. But, for both Math 0001 and Math 0007, the percentages declined. However, both the Math 0002 and the Math 0007 students' percentages are above the goal of 75%. A comparison of student performance in the subsequent college course (Math 1011 from Math 0002 and Math 1021 from Math 0007) may provide additional insight into the situation. These figures are provided later in this report.

As enrollment continues to rise and the numbers of under-prepared students increase, these results may continue to decline. The Quality Enhancement Plan of the SACS re-accreditation effort will address this issue.

Note: Side 2 of this form is to be completed by the department head by September 1. Assessment results and departmental recommendations will be reviewed by the Academic Council prior to the end of September.
<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>PROGRAM/FUNCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Competency in mathematics</td>
</tr>
</tbody>
</table>

Links (Where appropriate, link the above outcome to Goals, Objective, and/or strategies found in the plans listed below:

**BOARD OF REGENTS MASTER PLAN: Goal 1: Increase Opportunities for Student Access and Success**

**LSUE STRATEGIC PLAN: (Blueprint for the Future)**

**LSUE OPERATIONAL PLAN (FY 2001-2002)**

**OTHER:**

**EXPECTED RESULTS:**

Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics.

**ASSESSMENT PROCEDURES:**

To be declared competent in mathematics a student must satisfy one of the following:

1. Earn a minimum score of 22 on the mathematics section of the Enhanced ACT test.

2. Make a minimum score of 3 on the College Board Advanced Placement Examination in Mathematics (AB or BC Exam).

3. Make a passing score on either the CLEP College Algebra or Calculus Examination.

4. Earn a minimum score on the ACT CAAP Test upon Completion of Math 1011 or Math 1021.

**RESPONSIBILITY FOR ASSESSMENT:**

Division head will coordinate assessment of competency in mathematics.

**USE OF ASSESSMENT FINDINGS:**

The results of the assessment and recommendations for improvement, if any, will be forwarded to the Vice Chancellor for Academic Affairs and the Academic Council.
SUMMARY OF ASSESSMENT FINDINGS:
CAAP results for students completing Math 1011 and Math 1021 in Fall 2002. (341 students took CAAP examination.)

<table>
<thead>
<tr>
<th>Math Means</th>
<th>freshmen</th>
<th>sophomore</th>
<th>all students</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSUE Mean</td>
<td>57.4</td>
<td>55.8</td>
<td>57.0</td>
</tr>
<tr>
<td>National Mean</td>
<td>56.0</td>
<td>56.0</td>
<td>56.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Basic Algebra Subscore</th>
<th>freshmen</th>
<th>sophomore</th>
<th>all students</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSUE</td>
<td>15.0</td>
<td>14.0</td>
<td>14.8</td>
</tr>
<tr>
<td>National</td>
<td>14.0</td>
<td>14.0</td>
<td>14.0</td>
</tr>
</tbody>
</table>

CAAP results for students completing Math 1011 and Math 1021 in Spring 2003. (292 students took CAAP examination.)

<table>
<thead>
<tr>
<th>Math Means</th>
<th>freshmen</th>
<th>sophomore</th>
<th>all students</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSUE Mean</td>
<td>56.4</td>
<td>55.9</td>
<td>56.3</td>
</tr>
<tr>
<td>National Mean</td>
<td>56.0</td>
<td>56.0</td>
<td>56.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Basic Algebra Subscore</th>
<th>freshmen</th>
<th>sophomore</th>
<th>all students</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSUE</td>
<td>14.3</td>
<td>13.7</td>
<td>14.1</td>
</tr>
<tr>
<td>National</td>
<td>14.0</td>
<td>14.0</td>
<td>14.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College Algebra Subscore</th>
<th>freshmen</th>
<th>sophomore</th>
<th>all students</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSUE</td>
<td>14.2</td>
<td>13.8</td>
<td>14.1</td>
</tr>
<tr>
<td>National</td>
<td>14.0</td>
<td>14.0</td>
<td>14.0</td>
</tr>
</tbody>
</table>

DEPARTMENTAL RECOMMENDATIONS FOR PROGRAM/FUNCTION IMPROVEMENT:

In the fall 2001, both the numbers of students taking the CAAP examination and the scores earned by those students declined from the previous years. The overall mean in Mathematics and the Algebra subscore remained at or above the national mean. However, in the fall of 2002, the numbers of students taking the exam increased dramatically. All scores were at or slightly above the national averages. The increases in numbers of students taking the CAAP exam may be attributable to incentives given by the LSUE mathematics faculty. These incentives encouraged additional numbers of students to sit for the CAAP exam. Faculty members should continue to improve/update/revitalize the respective courses.

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<table>
<thead>
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<th>DEPARTMENT</th>
<th>PROGRAM/FUNCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Course Completion Goals, Passing</td>
</tr>
</tbody>
</table>

Links (Where appropriate, link the above outcome to Goals, Objective, and/or strategies found in the plans listed below):

BOARD OF REGENTS MASTER PLAN: Goal II: Ensure Quality and Accountability.

Objective 1. By 2005, 75% first-time entering freshmen at baccalaureate degree-granting institutions will be fully prepared for university-level work.

Strategy 3. Expand developmental education opportunities and services at LTC campuses and at community colleges.

LSUE STRATEGIC PLAN: (Blueprint for the Future) Goal 4: Objective 4.2. Enhance developmental education programs

LSUE OPERATIONAL PLAN (FY 2001-2002) Goal II: To improve access to higher education services for all citizens of LSUE’s service area.

OTHER:

EXPECTED RESULTS:

At least 60% of the students enrolled in developmental mathematics will receive a passing grade.

ASSESSMENT PROCEDURES:

Course completion rates will be calculated using grade distribution reports.

RESPONSIBILITY FOR ASSESSMENT:

Division head will calculate course completion rates.

USE OF ASSESSMENT FINDINGS:

Completion data will be reviewed and evaluated annually. Where appropriate, modifications in course design and/or delivery will be recommended to the Vice Chancellor for Academic Affairs and the Academic Council.
SUMMARY OF ASSESSMENT FINDINGS:

The average passing rate of students enrolled in developmental mathematics from Summer 2002 through Spring 2003 was 46%.

48% of Math 0001 students who completed the course received a grade of A, B, or C.

47% of Math 0002 students who complete the course received a grade of A, B, or C.

39% of Math 0007 students who complete the course received a grade of A, B, or C.

DEPARTMENTAL RECOMMENDATIONS FOR PROGRAM FUNCTION IMPROVEMENT:

The passing rate declined in Math 0001, Math 0002 and Math 0007. The situation should be carefully monitored. There is concern that students may be arriving at LSUE less prepared than those who attended previously. As selective admission for the 4-year universities takes effect, LSUE will experience enrollments of greater numbers of under-prepared students. As mentioned previously, The Quality Enhancement Plan may address some of these issues.

Note: Side 2 of this form is to be completed by the department head by September 1. Assessment results and departmental recommendations will be reviewed by the Academic Council prior to the end of September.
OUTCOMES ASSESSMENT FORM

DEPARTMENT
Developmental Studies

PROGRAM/FUNCTION
Success in Subsequent Courses

Links (Where appropriate, link the above outcome to Goals, Objective, and/or strategies found in the plans listed below:

BOARD OF REGENTS MASTER PLAN:

LSUE STRATEGIC PLAN: (Blueprint for the Future)

LSUE OPERATIONAL PLAN (FY 2001-2002)

OTHER:

EXPECTED RESULTS:

At least 60% of the students completing a developmental mathematics course will receive a passing grade in their first college-level course in mathematics.

ASSESSMENT PROCEDURES:

Follow-up studies of developmental students’ performance in subsequent mathematics courses will be made.

RESPONSIBILITY FOR ASSESSMENT:

The Division Head is responsible for conducting follow-up studies of developmental students’ performance in subsequent mathematics courses.

USE OF ASSESSMENT FINDINGS:

Completion and achievement data will be reviewed and evaluated annually. Where appropriate, modifications in course design and/or delivery will be recommended to the Vice Chancellor for Academic Affairs and the Academic Council.
SUMMARY OF ASSESSMENT FINDINGS:

Data on success in first college-level courses in mathematics in mathematics of prior developmental mathematics students is shown below:

31.4% of students completing Math 0007 in Fall 2002, Spring 2003 or Summer 2003 received a passing grade (A, B or C grade) in Math 1021 in a subsequent semester.

25.7% of students completing Math 0002 in Fall 2002, Spring 2003 or Summer 2003 received a passing grade (A, B or C grade) in Math 1011 in a subsequent semester.

DEPARTMENTAL RECOMMENDATIONS FOR PROGRAM/FUNCTION IMPROVEMENT:

The percentage of students significantly declined for both Math 1021 and Math 1011. This is certainly a cause for concern. The information will be shared with the faculty teaching these courses for study and appropriate action. A possible explanation for the drastic decrease may be the increase in numbers of students requiring remediation in mathematics. It is difficult to remove inadequacies associated with poor performance in a discipline with one or two semesters of remediation. Faculty will continue to explore alternative methods of instruction and assessment for these students.

Note: Side 2 of this form is to be completed by the department head by September 1. Assessment results and departmental recommendations will be reviewed by the Academic Council prior to the end of September.
OUTCOMES ASSESSMENT FORM

DEPARTMENT
Science, Liberal Arts

PROGRAM/FUNCTION
Retention

Links (Where appropriate, link the above outcome to Goals, Objective, and/or strategies found in the plans listed below):

BOARD OF REGENTS MASTER PLAN:

LSUE STRATEGIC PLAN: (Blueprint for the Future)

LSUE OPERATIONAL PLAN (FY 2001-2002)

OTHER:

EXPECTED RESULTS:

At least 75% of the freshman enrolled in developmental courses in the fall semester will remain enrolled in the University during the subsequent spring semester.

ASSESSMENT PROCEDURES:

Annual retention studies of developmental students will be conducted

RESPONSIBILITY FOR ASSESSMENT:

The Director of Management Information Systems is responsible for conducting retention studies of developmental studies. The Division Heads are responsible for analyzing the results and for making appropriate recommendations.

USE OF ASSESSMENT FINDINGS:

Retention data will be reviewed and evaluated annually. Where appropriate, modifications in course design and support services will be recommended to the Vice Chancellor for Academic Affairs and the Academic Council.
SUMMARY OF ASSESSMENT FINDINGS:

Percentage of First Time Developmental Mathematics Students Enrolled in Fall 2002 Semester Returning in Spring 2003 Semester

<table>
<thead>
<tr>
<th>Semester</th>
<th>Math 0001</th>
<th>Math 0002</th>
<th>Math 0007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2003</td>
<td>74%</td>
<td>76%</td>
<td>97%</td>
</tr>
</tbody>
</table>

DEPARTMENTAL RECOMMENDATIONS FOR PROGRAM/FUNCTION IMPROVEMENT:

Given the positive results of this data, no program or curricular changes are recommended at this time.

Note: Side 2 of this form is to be completed by the department head by September 1. Assessment results and departmental recommendations will be reviewed by the Academic Council prior to the end of September.