

**Arkansas Northeastern College
Institutional Assessment**

2009 Plan

Arkansas Northeastern College Institutional Assessment Plan 2009

Assessment of institutional effectiveness is fundamental to the progress and growth of Arkansas Northeastern College. The College's assessment initiatives are based on the continuous improvement process and are designed to provide meaningful information to improve programs and services and to support resource decisions.

In the spring of 2008 the Assessment Committee formed a subcommittee to review the assessment process. The review generated several recommendations and upon approval of the full Committee and the Cabinet, they were implemented in the fall of 2008. The Assessment Committee was renamed the Committee for the Assessment of Student Learning (CASL) and the 2008-2009 academic year was designated a planning year. CASL members were divided into planning teams that worked individually with the various reporting areas across the campus. With their team's assistance, areas that had not previously participated in assessment developed plans and those areas that have been actively involved in assessment were provided input to refine their plans. This plan document describes the assessment activities the faculty and staff will implement beginning July 1, 2009. The purpose is to identify areas in need of improvement and as well as document successes.

The Committee for the Assessment of Student Learning is a standing College committee composed of faculty, administrators, and representatives from Academic, Student, and Administrative Services. The group provides leadership and guidance in all matters related to assessment. Committee members have provided expertise and given generously of their time to ensure that Arkansas Northeastern College continues to develop a college-wide, comprehensive assessment of student achievement and support services.

Committee for the Assessment of Student Learning

Allen Allison
Gene Bennett
Ginger Berry
Dr. Angela Blankenship
Cindy Clark, Chair
Mary Dement
Barbara Greene
Dennis Hay
Brenda Hollifield
Judy Hubble
Carol Mills

Bronwyn Morgan
Bonnie Nichols
Deborah Parker
Layne Rayder
Dr. Blanche Sanders
Dr. Jim Shemwell
Robin Singleton
Murray Therrell
June Walters
Dr. Paula Williams

Assessment Calendar

Each assessment cycle, faculty and staff set student learning outcome goals, implement student learning activities, collect associated data, and analyze data to improve student learning outcomes. Support areas set administrative outcome goals, implement improvement activities, collect associated data, and analyze data to improve services and support to students and academic programs. This calendar serves as the timeline for that process.

July	Faculty/staff begin analysis of collected assessment data and preparation of annual Assessment Report.
October	Program faculty/staff complete final Assessment Report. Report of assessment measures, results for the previous year, and use of results due to Assessment Committee.
November	Assessment Committee reviews submitted Assessment Reports. Each area presents their report to full committee. Committee provides suggestions for improvement.
December	Revised Assessment Reports due to the Assessment Specialist.
February	Annual Institutional Assessment Report for Arkansas Northeastern College presented to the Board of Trustees. This report compiles all institutional student learning assessment activities and results as well as support area activities for continuous improvement.

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Academic Programs

Arts and Sciences

Arts and Sciences	
<i>Instructional Department/Program</i>	<i>Degree Level</i>
Communications and Humanities	
Math and Science	
Emphasis in Teaching	Associate in Arts
Early Childhood Education	Associate in Applied Science

Arts and Sciences

Expanded Statement of Institutional Purpose

Institutional Mission Statement: Arkansas Northeastern College is committed to providing accessible, quality educational programs, services and lifelong opportunities.

General Education Goal: To offer programs in general education that provide the students with the skills and knowledge to succeed in their academic and career paths.

Intended General Education Learning Outcomes

1. Speak, listen, write and read competently in a critical and organized manner.
2. Use mathematical skills appropriate to the task.
3. Reason logically, develop independent thinking, use creative processes and scientific inquiry to analyze and make decisions.
4. Use information technology to locate, process, and present information effectively and ethically.
5. Set goals, learn independently, and develop human relations skills
6. Understand the social, political, economic, and cultural diversities of a global society.
7. Recognize the essential worth of the individual person as a responsible and active participant in social and political change.
8. Understand the creative process, aesthetic principles, and the historical and cultural perspective of the literacy and fine arts.
9. Develop lifelong attitudinal and recreational skills for maintaining physical and mental fitness.

General Education Program Level Assessment

In the fall of 2008, the faculty of Arts and Sciences reviewed the Goals of General Education. From those goals, outcomes were composed over the course of several months. A curriculum matrix was developed on which faculty members indicated which General Education Goals were addressed in their courses. It was recommended, because of this process, to the Academic Affairs Committee, that the General Education goals be updated. A committee was formed for this task and will be in place by the fall of 2009. Also, a committee from Arts and Sciences was formed to research the various national exams to test General Education. Because that research is now ongoing, it was decided to begin our assessment strategies with course level assessments.

Because some course level assessments were currently in place, it seemed reasonable to continue along those same lines and develop quality course level assessments for all of the courses listed as requirements for the Associate in Arts Degree. From these assessments, then, the program level assessment will flow or, at least seem more logical. Although the course level objectives and their means of assessment are presented separately from the General Education program level assessment, it is understood that they contribute to the achievement of the general education outcomes.

The result of this planning phase has been that the members of the faculty who have done course level assessment in the past now have a much better plan in place for the coming year. Also, those who have not done course level assessment in the past now have peers who can help them develop quality assessment plans.

Intended Student Outcomes

1. Use mathematical skills appropriate to the task.
2. Speak, listen, write and read competently in a critical and organized manner.
3. Students will meet specified course level objectives.

1. General Education Outcome: Use mathematical skills appropriate to the task.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students completing College Algebra will be able to perform mathematical tasks through the level of College Algebra. 30 percent of the students completing College Algebra will test into Plane Trigonometry on the Compass test.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students completing College Algebra with a C or above will be successful in the next level of mathematics. 75 percent of the students completing College Algebra with a C or above will pass Business Calculus with a C or above.

2. General Education Outcome: Speak, listen, write and read competently in a critical and organized manner.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 70 percent of those who successfully complete Fundamentals of Composition and then enroll in and complete English Composition I will also successfully complete English Composition I. Successful completion is defined as receiving a grade of C or better, which is required for enrollment at the next level.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 70 percent of those who successfully complete English Composition I and then enroll in and complete English Composition II will also successfully complete English Composition II. Successful completion is defined as receiving a grade of C or better. Students must make a C or above to enroll in English Composition II, and students must make a C or above in English Composition II to earn an associate degree.

**College Algebra
Course Level Assessment**

1. Intended Student Learning Outcome: College Algebra students will be able to graph quadratic functions. The students will be able to graph each function, label the vertex, the axis of symmetry, the x-intercepts and the y-intercepts of the graph.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: College Algebra students will be given a quiz at the end of the section which deals with graphing quadratic functions. A rubric will be used to grade the quizzes. Seventy percent of the students taking the quiz will score 3 or higher out of 5 on the rubric.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A common, comprehensive final exam is administered to all sections each semester. An item analysis will be performed on all questions concerning graphing quadratic functions. Forty percent of the students will answer those questions correctly.

2. Intended Student Learning Outcome: College Algebra students will be able to solve logarithmic equations.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: College Algebra students will be given a quiz after the section dealing with solving logarithmic equations. A rubric will be developed to grade the quiz. Seventy percent of the students taking the quiz will score 3 or higher out of 5 on the rubric.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A common, comprehensive final exam is administered to all sections each semester. An item analysis will be performed on questions concerning solving logarithmic equations. Forty percent of the students will answer those questions correctly.

**Math for Health Sciences
Course Level Assessment**

1. Intended Student Learning Outcome: Students successfully completing Math for Health Science will demonstrate the ability to calculate pediatric/adult dosages.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The final exam has been subdivided into the following sections: Basic Math and Abbreviations, Introductory Dosage Calculation, BSA: Dosage Calculation, IV Flow Rate Recalculation, Flow Rate Formula (basic algebra), Solutions, Temperature Conversions, and Advanced Dosage Calculation. A minimum of 60 percent of the student population will score 70 percent or above on the dosage sections of the final.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The mean score on the unit exam over dosages will be 70 percent or above.

2. Intended Student Learning Outcome: Students successfully completing Math for Health Science will demonstrate the ability to calculate IV flow rates.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The final exam has been subdivided into the following sections: Basic Math and Abbreviations, Introductory Dosage Calculation, BSA: Dosage Calculation, IV Flow Rate Recalculation, Flow Rate Formula (basic algebra), Solutions, Temperature Conversions, and Advanced Dosage Calculation. A minimum of 60 percent of the student population will score 70 percent or above on IV flow rates section of the final.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The mean score on the unit exam over IV flow rates will be 70 percent or above.

**General Biology
Course Level Assessment**

1. Intended Student Learning Outcome: Students will use the metric system of measurement, recognizing equivalents with that system and selecting units appropriate to a given task.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The ability to convert within the metric system will be determined through questions on the second lab practical exam. 50 percent of the students completing the lab practical will correctly answer the questions on conversion within the metric system.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Within any laboratory exercise that involves determining the volume of a liquid, students will be required to demonstrate the ability to read a graduated cylinder. Students will be asked to read volumes on graduated cylinders displayed in the lab and turn in those readings. 50 percent of the students will correctly read a graduated cylinder and determine the accurate volume in the proper metric units.

2. Intended Student Learning Outcome: Students will differentiate prokaryotic organisms from eukaryotic organisms.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Given a list of organisms on a General Biology Lecture Exam, 50 percent of the student population will properly classify organisms as either prokaryotic or eukaryotic.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: When given a specific eukaryotic organism, 50 percent of the students will properly identify the 5 organelles and their general functions within that organism.

Microbiology Course Level Assessment

1. Intended Student Learning Outcome: Students will demonstrate the proper aseptic techniques in the isolation and identification of a biochemical unknown.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: At the end of the semester, each student will be called at random and asked to transfer bacteria from one form of media to another. The student will choose the type of transfer. 100 percent of the students in Microbiology Lab will demonstrate proper aseptic (no contamination) techniques in a bacterial transfer according to the Microbiology Aseptic Transfer Rubric.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Throughout the semester, Microbiology students are taught a variety of methods to stain bacteria and aseptic (no contamination) techniques that will give them the knowledge and instruction for identifying any bacterium given to them. As the end of lab final, the Biochemical Unknown is a mixed broth of 2 bacterial species. The student will apply aseptic techniques to separate the mixed cultures and grow two pure cultures.

Students complete a Descriptive Chart that will summarize the test results. Based upon these results, students will determine the bacterium they have isolated to the species level of classification.

Seventy-five percent of the students in Microbiology Lab will successfully isolate and identify one of the two unknown species within a mixed broth of the Biochemical Unknown.

**Physical Science
Course Level Assessment**

1. Intended Student Learning Outcome: Physical Science students will correctly work density calculations. These problems will include equation rearrangement, conversion of units, and calculation of volumes from appropriate information.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Physical Science students will be given a quiz at the end of the chapter which deals with unit conversions and density. A rubric will be used to grade the quizzes. Seventy percent of the students taking the quiz will score 3 or higher out of 5 on the rubric.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: On the common, comprehensive final, an item analysis will be performed on all questions pertaining to density calculations, and fifty percent of the students completing the final will answer those questions correctly.

2. Intended Student Learning Outcome: Physical Science students will be able to graph data collected (or given) in lab, identify the dependent and independent variables, identify linear and parabolic relationships from those graphs and interpret what information is presented in said graphs.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Physical Science students will perform 2 or more labs in which data will be collected and graphed, both with the use of a computer and by hand. The students will determine the equation that represents the graph and identify the information shown (i.e. constant speed, acceleration, etc.). A quiz will be given directing the student to create and interpret a graph of given data. A rubric will be used to grade the quiz, and fifty percent of the students taking the quiz will score 3 or higher out of 5 on the rubric.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: On the lab final, an item analysis will be performed on all questions pertaining to graphing and interpretation of graphs, and fifty percent of the students completing the lab final will answer those questions correctly.

**Survey of Chemistry
Course Level Assessment**

1. Intended Student Learning Outcome: Survey of Chemistry students will correctly work density calculations. These problems will include equation rearrangement, conversion of units, and calculation of volumes from appropriate information.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A quiz at the end of the chapter which deals with unit conversions and density. A rubric will be developed to grade the quizzes. Fifty percent of the students taking the quiz will score 3 or higher out of 5 on the rubric.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: On the common, comprehensive final, an item analysis will be performed on all questions pertaining to density calculations, and fifty percent of the students completing the final will answer those questions correctly.

2. Intended Student Learning Outcome: Survey of Chemistry students will be able correctly balance chemical equations written out with chemical formulas given.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A quiz will be given after the chapters pertaining to balancing chemical equations on which students will be required to balance chemical reactions (with chemical formulas given). A rubric will be developed to grade the quizzes. Fifty percent of the students taking the quiz will score 3 or higher out of 5 on the rubric.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: On the common, comprehensive final, an item analysis will be performed on all questions pertaining to balancing chemical equations, and fifty percent of the students completing the final will answer those questions correctly.

General Chemistry I Course Level Assessment

1. Intended Student Learning Outcome: General Chemistry I students will correctly work density calculations. These problems will include equation rearrangement, conversion of units, and calculation of volumes from appropriate information (including volumes of spheres and cylinders).
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: At least one density problem will be included on each exam throughout the semester. Student progress will be tracked, and by the end of the semester, 100 percent of the students will be able to work density problems correctly.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: On the common, comprehensive final, an item analysis will be performed on all questions pertaining to density calculations, and 100 percent of the students completing the final will answer those questions correctly.

2. Intended Student Learning Outcome: General Chemistry I students will be able to perform an acid-base titration in order to determine the molarity of an acid solution.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: In the initial titration lab, students will set up and carry out an acid-base titration (hands-on) to collect data, and then will complete the calculations necessary to determine the molarity of an acid solution (given the molarity of the base). The student's calculated molarity will be compared to the known (correct) molarity, and seventy percent of the student's will be within 10 percent of the correct value.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A second titration lab will be completed, in which the student will be required to determine the molarity of the base by the titration of a primary standard. The student will then perform a subsequent titration with this base to determine the molarity of an acid. The student's calculated acid molarity will be compared to the known (correct) molarity, and seventy percent of the student's will be within 10 percent of the correct value.

Fundamentals of Composition Course Level Assessment

1. Intended Student Learning Outcome: Students who complete Fundamentals of Composition will be able to write logical, relatively error-free paragraphs.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Sixty percent of the students in Fundamentals of Composition will pass the mid-term writing assignment. The mid-term writing assignment is a timed in-class paragraph on a topic assigned by the instructor. In order to pass the mid-term assignment, students must write a paragraph that conforms to the paragraph structure checklist. In addition, the paragraph will contain no more than four major grammar errors.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy percent of the students who complete Fundamentals of Composition will pass the competency final. The competency final is a timed in-class paragraph on a topic assigned by the instructor. In order to pass the competency final, students must write a paragraph that conforms to the paragraph structure checklist and contains no more than two major grammar errors.

2. Intended Student Learning Outcome: Students in Fundamentals of Composition will demonstrate proficiency in writing effective topic sentences.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Fundamentals of Composition students will be given a quiz after instruction and practice in writing topic sentences. Seventy percent of the students will score a C or above on the quiz.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Eighty percent of the students who take the competency final will write an effective topic sentence. The competency final is a timed in-class paragraph on a topic assigned by the instructor.

English Composition I Course Level Assessment

1. Intended Student Learning Outcome: Students in English Composition I will be able to write logical, relatively error-free essays.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Eighty percent of the students who complete English Composition I will pass the competency final. The competency final is a timed in-class essay on a topic assigned by the instructor. In order to pass the competency final, students must write an essay that conforms to the 1-3-1 composition checklist and contains no more than five major grammar errors.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The average score on the Grammar, Usage, & Mechanics Post-Test for English Composition I students will be 70 percent or above.

2. Intended Student Learning Outcome: Students in English Composition I will demonstrate proficiency in avoiding the three major sentence structure errors (run-on sentences, sentence fragments, and comma splices).
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: English Composition I students will be given a quiz after instruction and practice in recognition and correction of the three major sentence structure errors (run-on sentences, sentence fragments, and comma splices). 70 percent of the students will score a C or above on the quiz.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Eight percent of English Composition I students who take the competency final will have no more than two major sentence structure errors (run-on sentences, sentence fragments, and comma splices). The competency final is a timed in-class essay on a topic assigned by the instructor.

English Composition II Course Level Assessment

1. Intended Student Learning Outcome: Students in English Composition II will understand MLA Style and will be able to incorporate outside sources into an argumentative research paper.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy percent of the students who complete English Composition II will make a C or better on the final research paper. The grading rubric for the final paper will consist of two main areas: form and content. These two areas will be broken into specific criteria for assessing the student's success with basic grammar and usage skills, persuasive writing, use of outside sources, and MLA style.

2. Intended Student Learning Outcome: Students in English Composition II will be able to write logical, relatively error-free compositions.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students in English Composition II will be asked for a timed writing sample focusing on a specific topic chosen by the instructor. 70 percent of the students who complete this essay will make a C or better. This sample will test the student's ability to write a basic essay, expressing his or her ideas about the topic and demonstrating the ability to write a relatively error-free essay in a short amount of time.

**World Literature I and II
Course Level Assessment**

1. Intended Student Learning Outcome: Students completing World Literature I will demonstrate competency in discussing and writing about significant works in world literature.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will illustrate competency by writing an analytical paper on some aspect of the works studied or similar works. This paper will be 3 to 5 pages long and will require citations from primary and secondary sources.

Student papers will also be assessed on content, structure, mechanics and format. Eighty percent of the students will earn a 75 percent or above on this paper.

**Art Appreciation
Course Level Assessment**

1. Intended Student Outcome: Students will be able to identify selected works of various artists.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy percent of the students who complete Art Appreciation will score 80 or above on test questions related to identifying specific works of art. The assessment instruments will be 4 tests and a final statement. The number of questions specific to the outcome topic will be 50 (or more).

2. Intended Student Outcome: Students will be able to analyze an original work of art using terminology appropriate to the course.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy percent of the students who complete Art Appreciation will score 70 or above on a short analysis based on an original work of art. The assessment instrument will be a written Critique of Modern Art in essay format. The appropriate terminology which must be used by students includes the terms representational, nonrepresentational, naturalistic, stylized, abstract, line, shape, value, texture, color, mass, space, depth, harmony, balance, contrast, dominance and movement. Students should use at least 10 of the terms appropriately.

**Music Appreciation
Course Level Assessment**

1. Intended Student Outcome: Students in Music Appreciation will have the ability to recall the four families of the orchestra and four examples of each family.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: At least 70 percent of the students will score 80 percent or better on the orchestra section of the first unit test.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: At least 80 percent of the students will score 80 percent or better on the orchestra section of the final exam.

2. Intended Student Outcome: Students in Music Appreciation will list the major style periods in music.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: At least 70 percent of the students will score 70 percent or above on the major style periods section on the first unit exam.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: At least 80 percent of the students will score 70 percent or above on the major style periods section on the final exam.

**World Civilization and U. S. History
Course Level Assessment**

1. Intended Student Outcome: Students who complete World Civilization to 1600 will demonstrate an understanding of historical cause and effect of a pair of key topics at two points during the course. They will furthermore illustrate this understanding in a cogent and well-organized essay that makes use of specific examples. An evaluation of the two essay questions will chart student development over the duration of the course.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Key topic number one: The Roman Empire - At least 30 percent of students will score a three or higher on the scoring rubric for this question
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Key topic number two: Final Exam Essay - At least 50 percent of students will score a three or higher on the scoring rubric for this question.

2. Intended Student Outcome: Students will demonstrate an understanding of historical cause and effect of a pair of key topics at two points during the course. They will furthermore illustrate this understanding in a cogent and well-organized essay that makes use of specific examples. An evaluation of the two essay questions will chart student development over the duration of the course.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Key Topic number one: The Revolutionary War - At least 30 percent of students will score a 3 or higher on the attached scoring rubric for this question.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Key Topic number two: The Civil War - At least 50 percent of students will score a 3 or higher on the attached scoring rubric for this question.

**Macroeconomics
Course Level Assessment**

1. Intended Student Outcome: Students who complete EC 21003, Macroeconomics, will be able to analyze the effect that changes in the determinants of supply and demand have on supply and demand.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will be administered the Test of Understanding in College Economics Macroeconomics (TUCE Macroeconomics 4th Edition) at the end of the semester. All sections taught from Fall, 2009 through Summer I, 2010 will be included. Questions concerning supply and demand will be identified and an item analysis performed on those questions.

At least 70 percent of students completing the TUCE exam will answer 75 percent of supply and demand questions correctly.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: In the Spring of 2009, Aplia, an online, auto-graded homework software program, was adopted for the Macroeconomics course. The problem set related to supply and demand will be assigned.

The class average on the problem set will be at least 75 percent.

2. Intended Student Outcome: Students who complete EC 21003, Macroeconomics, will be able to analyze the effect that fiscal policy decisions will have on real gross domestic product (GDP).
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will be administered the Test of Understanding in College Economics Macroeconomics (TUCE Macroeconomics 4th Edition) at the end of the semester. All sections taught from Fall, 2009 through Summer I, 2010 will be included. Questions concerning fiscal policy will be identified and an item analysis performed on those questions.

At least 70 percent of students completing the TUCE exam will answer 75 percent of fiscal policy questions correctly.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: In the Spring of 2009, Aplia, an online, auto-graded homework software program, was adopted for the Macroeconomics course. The problem set related to fiscal policy will be assigned.

The class average on the problem set will be at least 75 percent.

**Introduction to Speech Communications
Course Level Assessment**

1. Intended Student Outcome: Students in Introduction to Speech Communication will be able to prepare, outline, and deliver a quality prepared speech.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students' speeches will be graded using a common rubric. The mean score on the Attention Step of the rubric for the final individual speech will be 75 percent or higher.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: On the written outline for the final individual speech, 75 percent of the students will indicate transition statements between the introduction and body of the speech, between points in the body, and between the body and conclusion of the speech.

2. Intended Student Outcome: Students in Introduction to Speech Communication will be able to define and give examples of the intrapersonal context.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will be able to draw, give examples, and explain Johari's Window. After the lecture, students will be paired up and asked to go through the process needed to fill in Johari's Window. The instructor will monitor the process and progress made by the student groups. 75 percent of the students will be able to correctly draw and label Johari's Window at the conclusion of this process.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: On the unit exam covering the intrapersonal context, 75 percent of the students will answer those questions correctly.

**General Psychology
Course Level Assessment**

1. Intended Student Outcome: General Psychology students will be able to demonstrate basic knowledge of the psychoanalytic approach to explaining human behavior.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will be given a ten question multiple choice quiz at the end of the lesson covering the psychoanalytic approach. The questions will be designed to measure both recognition and application of knowledge. Seventy percent of those who take the quiz will score 7 or higher out of a possible ten.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A unit exam consisting of fifty multiple choice questions will be given covering the five major approaches to explaining human behavior. An item analysis will be conducted on those questions relating to the psychoanalytic approach. Seventy percent of the students taking the exam will answer those questions correctly.

**Introduction to Sociology
Course Level Assessment**

1. Intended Student Outcome: Students in Introduction to Sociology will be able to define and provide one example of institutional discrimination.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: On the unit exam covering institutional discrimination, 50 percent or more of the students will be able to define and provide one example of institutional discrimination.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: When prompted by a short answer question on the Introduction to Sociology final exam, 70 percent of students will be able to define and then provide one example of institutional discrimination.

2. Intended Student Outcome: Students in Introduction to Sociology will be able to list the elements of the sociological perspective and then relate them to a contemporary social issue.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: When asked on the unit exam covering the sociological perspective, 50 percent or more of the students will be able to list the elements of the sociological perspective and then relate them to a contemporary issue.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: When asked on the Introduction to Sociology final exam, 70 percent of students will be able to list the elements of the sociological perspective and then relate them to a contemporary social issue.

Humanities Through the Arts Course Level Assessment

1. Intended Student Outcome: In Humanities Through the Arts, students will be able to critically assess a work of art based on its content, context, and subtext.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A two page writing assignment on a work of art from a given list. For the subtext portion of the assignment, students must have at least a developed paragraph discussing if any hidden meaning exists or a comment from the artist is evident, and there must be a personal reaction to this and the work as a whole.

The mean score for the subtext portion of the rubric will be 10/15 points.

2. Intended Student Outcome: Students in Humanities Through the Arts will be able to adequately explicate a Shakespearian sonnet.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One question on exam three requires students to discuss both the form and content of a sonnet. For the form portion of the question, students should mention that the sonnet follows a closed form pattern, explain what iambic pentameter is, and discuss how Shakespeare divides the poem into four parts. Students must recognize that the last two lines of the fourteen lined poem make up a couplet and usually provide a moral message from the writer.

The mean score for the format portion of the rubric will be 5/10 points.

Health, Physical Education, and Recreation

1. Intended Student Learning Outcome: Students will be involved in interactive environments that contribute to their physical, mental, and emotional well-being.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One hundred percent (100%) of all students enrolled in the Fitness for Life Course will identify three unhealthy behaviors and develop a personal action plan to improve or maintain health enhancing physical fitness during the first two weeks of the course.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Eighty five percent (85%) of students will indicate an improvement in mental and emotional health as reflected in the pre and post course physical evaluation tool by increasing one point on an scale of 1 to 5 with 1 being the lowest and 5 the highest in the following areas:
 - Increased motivation to participate in various scheduled activities
 - Decreased stress levels
 - Increased self-confidence from accomplishing tasks
 - Increased satisfaction with quality of life on campus
2. Intended Student Learning Outcome: Students, faculty and staff utilizing the Wellness Center will validate they can safely begin a physical fitness program.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Ninety five percent (95%) of all students, faculty and staff utilizing the Wellness Center will be asked to complete the Physical Activity Readiness Questionnaire (PAR-Q) on an ongoing basis.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One hundred percent (100%) of students, faculty, and staff who complete and answer yes to any of the questions in the PAR-Q evaluation will be asked to see their physician before participating in a fitness program.

**Survey of Early Childhood Education
Course Level Assessment**

1. Intended Student Outcome: Students will be able to identify the levels of Bloom's Taxonomy.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Given an example of a classroom learning outcome, 70 percent of the students will be able to identify at what level of Bloom's Taxonomy the lesson is written.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Given six disciplines of learning (math, reading, language arts, computer, science, & social studies), the students will research and locate lesson plans and identify at what level of Bloom's Taxonomy it is taught. Within the six disciplines, at least two lesson plans will use the top four levels of the taxonomy (Higher Order Thinking Skills).

2. Intended Student Outcome: Students will be able to present a specific topic that is appropriately designed for the audience.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 75 percent of the students will score at least eight out of ten on the presentation organization component of the grading rubric of the assignment.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 75 percent of the students will score at least eight out of ten on the written appearance component of the grading rubric of the assignment.

Developmental Education

Academic Skill Areas
Writing Skills
Reading Skills
Math/Basic Algebra Skills

Developmental Education

Expanded Statement of Institutional Purpose

Institutional Mission Statement: Arkansas Northeastern College is committed to providing accessible, quality educational programs, services and lifelong learning opportunities.

Developmental Education Mission Statement: To provide basic skills instruction in mathematics, reading, and writing for students at all levels.

Intended Student Outcomes

1. Students who successfully complete the requirements for College Reading Skills will improve their reading comprehension skills.
2. Students who successfully complete the requirements for Advanced Reading Techniques will be prepared to read at the college level.
3. Students who complete the College Writing Skills course will demonstrate increased skill in performing the writing tasks necessary to place in Fundamentals of Composition.
4. Students who complete the Basic Math Skills course will demonstrate increased knowledge in the basic skill areas of math fundamentals.
5. Students who pass Beginning Algebra will demonstrate increased knowledge in algebra skills sufficiently to place in Intermediate Algebra.
6. Students who pass Intermediate Algebra will demonstrate increased knowledge in algebra skills sufficiently to place in College Algebra.
7. Students enrolled in Personal Development courses will develop an Academic Plan to help them reach their education and career goals.

College Writing Skills Course Level Assessment

1. Intended Student Outcome: Students who complete the College Writing Skills course will demonstrate proficiency in performing required writing tasks.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy-five (75%) of the students who complete College Writing Skills will improve their post- test score on the competency final by 20 points or higher above the pre-test score. Students will be pre- and post-tested on a competency final to determine their skill levels upon entering and exiting CWS. After the pre-test, students will complete an Individual Education Plan (IEP) to guide them in their studies as they seek to develop proficiency in weak areas. Students' pre-test score will be measured against their post-test score to determine their level of skill attainment.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy-five percent (75%) of students will be able to write a journal assignment that conforms to the checklist with fewer than three major errors. Students will be able to write a journal assignment that conforms to the proficiency checklist.

2. Intended Student Outcome: Students will demonstrate proficiency in grammar, usage, and mechanics skills.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy-five percent (75%) of the students will score 80 percent (grade of C) or above on the grammar, usage, and mechanics exit exam. An exit exam will be given at the end of the semester to determine the students' proficiency level in grammar, usage, and mechanics skills. To effectively monitor instruction, an item analysis of results will be performed to determine the areas in which students' had difficulty.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy-five (75%) of the students will be able to complete prescribed modules with a minimum proficiency level of 80 percent . Students will complete their Individual Education Plans (IEPs) and track their progress on modules that correspond to their individual weaknesses.

College Reading Skills Course Level Assessment

1. Intended Student Outcome: Students will improve their reading comprehension skills.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Sixty percent (60%) of the College Reading Skills will improve from the pretest to the posttest scores in the areas of Vocabulary, Main Idea, and Supporting Details in MyReadingLab.

Students enrolled in College Reading Skills are required to purchase a textbook that provides access to MyReadingLab, an online tool to help students improve the areas of reading that need additional time and attention. During the first week of class, students will take the diagnostic pretest in MyReadingLab. Students will take the diagnostic posttest in MyReadingLab at the end of the semester.

- 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Sixty percent (60%) of College Reading Skills students will master the all three sections of the course final. Mastery is 80 percent.

College Reading Skills will be prepared to read and comprehend 10th grade-level texts at the paragraph, passage, and chapter levels. A final exam is given to all College Reading Skills students by all instructors. The exam will assess the student's ability to correctly define vocabulary, to identify the main idea, and to locate supporting details.

2. Intended Student Outcome: College Reading Skills students will be prepared for Advanced Reading Techniques.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: All College Reading Skills students (100%) who complete College Reading Skills will increase the number of reading strategies used.

At the beginning of the semester, instructors will assign a reading similar to the College Reading Skills final. Students will also receive a 20 item Strategy Checklist to fill out to get a sense of how they can better prepare for the pretest. After the pretests have been graded, students will receive the test results as well as their Strategy Checklist to discuss performance on both. The Strategy Checklist will be given at the end of the semester along with the final test to gauge the students' progress in the use of reading strategies.

- 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Sixty percent (60%) of the College Reading Skills students will pass Advanced Reading Techniques (80 percent or higher).

Students who pass College Reading Skills (A, B, or C) will be tracked to see if they are successful in Advanced Reading Techniques (A, B, or C).

Advanced Reading Techniques Course Level Assessment

1. Intended Student Outcome: Students who successfully complete the requirements for Advanced Reading Techniques will be prepared to read at the college level.

- 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Sixty percent (60%) of the Advanced Reading Techniques students will improve from the pretest to the posttest scores improve in the areas of Inference, Purpose and Tone, and Critical Reading in MyReadingLab.

Students enrolled in Advanced Reading Techniques are required to purchase a textbook that provides access to MyReadingLab, an online tool to help students improve the areas of reading that need additional time and attention. During the first week of class, students will take the diagnostic pretest in MyReadingLab. Students will take the diagnostic posttest in MyReadingLab at the end of the semester.

- 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Sixty percent (60%) of students completing Advanced Reading Techniques will pass the course final with an 80 percent.

A final exam will be given to all Advanced Reading Techniques students by all instructors. Students are given a portion of a college-level Sociology textbook chapter. They are required to prepare for an exam over the material just as if they were enrolled in a college-level Sociology course.

2. Intended Student Outcome: Students who successfully complete the requirements for Advanced Reading Techniques will be successful in college level courses.

- 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: All Advanced Reading Skills students (100%) will increase the number of reading strategies used.

At the beginning of the semester, instructors will assign a reading similar to the Advanced Reading Techniques final. Students will also receive a 30 item Strategy Checklist to fill out to get a sense of how they can better prepare for the pretest. After the pretests have been graded, students will receive the test results as well as their Strategy Checklist to discuss performance. The Strategy Checklist will be given along with the final at the end of the semester to gauge the student's progress in the use of reading strategies.

- 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Sixty percent (60%) of the Advanced Reading Techniques students will earn a C or better in the specified courses.

Advanced Reading Techniques students who successfully complete the course by earning a grade of A, B, or C will be tracked to check their performance in Psychology, Biology, Survey of Chemistry, U.S. History, and Decision Strategies.

Allied Health

Allied Health	
<i>Instructional Program</i>	<i>Degree Level</i>
Associate Degree Nursing Program	Associate in Applied Science
Practical Nursing Program	Certificate
Dental Assisting Program	Certificate
Emergency Medical Technician-Paramedic	Certificate
Emergency Medical Technician Course	

Associate Degree Nursing Program

Expanded Statement of Institutional Purpose

Institutional Mission Statement: Arkansas Northeastern College is committed to providing accessible, quality educational programs, services, and lifelong opportunities.

Division/Department Mission Statement: Arkansas Northeastern College Associate Degree Nursing Program is committed to providing students the opportunity to acquire the necessary knowledge and skills to successfully pass the NCLEX-RN and to become licensed as a registered nurse equipped to meet the health care needs of individuals in the community.

Intended Student Outcomes

1. Graduates will meet the Arkansas State Board of Nursing and the National League for Nursing Accrediting Commission (NLNAC) standards as evidenced by the NCLEX-RN results and the HESI Exit Exam.
2. Graduates will meet the ANC Nursing goals for Progressive Testing Exams and student retention.
3. Employed graduates will indicate through surveys that the Arkansas Northeastern College Associate Degree Nursing curriculum has prepared them to practice as competent registered nurses.
4. Graduates employed by healthcare agencies in the Arkansas Northeastern College service area will meet expected outcomes for the beginning registered nurse as reflected by employer surveys.
5. Students will meet established objectives and expected clinical outcomes in the Introduction to Nursing Interventions and Psychosocial Adaptation courses in the Associate Degree Nursing Program.

1. Intended Student Learning Outcome: Graduates will meet the Arkansas State Board of Nursing and the National League for Nursing Accrediting Commission (NLNAC) standards.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One hundred percent (100%) graduates will obtain an average score of 800 or greater on the Health Education System, Inc. (HESI) Exit Exam for predicting outcomes for NCLEX-RN.
 - 1.2 Eighty five percent (85%) of graduates will obtain a score of 800 or greater on the NLNAC component of the HESI Exam in the sub areas of Critical Thinking, Communication, and Therapeutic Interventions.
 - 1.3 Eighty five percent (85%) of graduates of Associate Degree Nursing Program will be successful on the NCLEX-RN as a first time writer, with no less than a 75 percent pass rate to meet the ASBN standard.

2. Intended Student Learning Outcome: Graduates will meet the ANC nursing goals for Progressive Testing Exams and student retention.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One hundred percent (100%) of students will perform at or above a Level II on the individual Assessment Technology Institute (ATI) Progressive Testing Exams before progressing to the next nursing course.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One hundred percent (100%) of students will perform at or above Level II on the ATI RN Comprehensive Predictor Exam before receiving a certificate of graduation from the nursing program.
 - 2.3 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The selective admission criteria for each class will serve to admit students who are successful in achieving the program objective of a 75 percent graduation rate for both first time student and returning admissions.

3. Intended Student Learning Outcome: Employed graduates will indicate through graduate survey that the Arkansas Northeastern College Associate Degree Nursing curriculum has prepared them to practice as a registered nurse.
 - 3.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Ninety percent (90%) of graduates will be employed in the hospital or long-term care setting with the additional 10 percent of graduates employed in other health care-settings as determined by the graduate survey six months post graduation.
 - 3.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Ninety five percent (95%) of graduates returning the graduate survey 6 months post graduation will rate the satisfaction of the Associate Degree Nursing Program at a 3 or higher on a scale of 1 to 5 with 1 being the lowest and 5 being the highest.

4. Intended Student Learning Outcome: Graduates employed by healthcare agencies in the Arkansas Northeastern College service area will meet expected outcomes for the beginning registered nurse as reflected by employer surveys.
 - 4.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Ninety five percent (95%) of all employers of ANC graduates returning the agency/employer survey will rate "job performance satisfaction" with the beginning registered nurse at a 3 or higher on a scale of 1 to 5 with 1 being the lowest and 5 being the highest.
 - 4.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Ninety five percent (95%) of all employers of ANC Nursing graduates returning the agency /employer survey will rate "professional behavior" with the beginning registered nurse at a 3 or higher on a scale of 1 to 5 with 1 being the lowest and 5 being the highest.

5. Intended Student Learning Outcome: Students will meet established course (Introduction to Nursing Interventions and Psychosocial Adaptation) objectives and outcomes in the Associate Degree Nursing Program.
 - 5.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Eighty percent (80%) of students in the first level Introduction to Nursing Intervention Course will demonstrate satisfactory knowledge of the Nursing Math content by scoring a 90 percent or greater on the first attempt of the Math Competency Exam.
 - 5.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Ninety percent (90%) of students in the first level Introduction to Nursing Intervention Course will demonstrate "satisfactory" on a satisfactory or unsatisfactory competency evaluation scale in the Clinical Skills Laboratory during the first check-off attempt in the following skills: nasal-gastric insertion and tube feedings, tracheal care and suctioning, urinary catheter insertion and care, vital signs, and medication administration.
 - 5.3 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Ninety Percent (90%) of students in the second level nursing course Psychosocial Adaptation will demonstrate a "satisfactory" competency on a satisfactory or unsatisfactory evaluation scale in therapeutic communications as reflected in a faculty evaluation of assigned clinical IPA's.
 - 5.4 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Ninety Percent (90%) of students in the second level nursing course Psychosocial Adaptation will demonstrate a "satisfactory" competency on a satisfactory or unsatisfactory evaluation scale in 100 percent of the psychopharmacology clinical assignments that includes: being prepared to describe drug indications, actions, contraindications, precautions, side effects, and nursing implications.

Practical Nursing Program

Expanded Statement of Institutional Purpose

Institutional Mission Statement: Arkansas Northeastern College is committed to providing accessible, quality educational programs, services, and lifelong opportunities.

Division/Department Mission Statement: Arkansas Northeastern College Practical Nursing Program is committed to providing students the opportunity to acquire the knowledge and skills necessary to successfully pass the National Council for Licensure Examination for Practical Nurses (NCLEX – PN) and to become competent licensed practical nurses equipped to meet the health care needs of individuals in the community.

Intended Student Outcomes:

1. Graduates will meet the Arkansas State Board of Nursing (ASBN) standards as evidenced by NCLEX - PN results.
2. Graduates will meet the ANC Practical Nursing goals for Progressive Testing and student retention.
3. Employed graduates will indicate through surveys that the Arkansas Northeastern College Practical Nursing curriculum has prepared them to practice as competent licensed practical nurses.
4. Graduates employed by health care agencies in the Arkansas Northeastern College service area will meet expected outcomes for the beginning licensed practical nurse as reflected by employer surveys.
5. Students will meet established course (PN 16036 Basic Nursing Principles & Skills II and PN 16042 Pharmacology I) objectives and outcomes in the Practical Nursing Program.

1. Intended Student Learning Outcome: Graduates will meet the Arkansas State Board of Nursing standards.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One hundred percent (100%) of students will score at or above the 80 percent probability on Assessment Technologies Institute's (ATI) Comprehensive Predictor Examination indicating 80 percent probability of passing the NCLEX - PN upon 1st attempt.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Eighty five percent (85%) of all graduates will be successful in passing the NCLEX - PN on the first attempt.

2. Intended Student Learning Outcome: Graduates will meet the ANC Practical Nursing goals for Progressive Testing and student retention.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Selective admission criteria will serve to admit students who are successful in achieving the program objectives with at least a 75 percent retention and graduation rate.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One hundred percent of students will participate in each of the ATI progressive assessment modules that correlate with program curricula and will score at least a Proficiency Level 2 on each of the exams prior to progressing to the next semester/term.

3. Intended Student Learning Outcome: Employed graduates will indicate through surveys that the Arkansas Northeastern College (ANC) Practical Nursing curriculum has prepared them to practice as competent licensed practical nurses (LPN).
 - 3.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Ninety five percent (95%) of graduates will be employed in health care settings within 6 months of graduation as determined by graduate surveys.
 - 3.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Ninety five percent (95%) of graduates returning the graduate survey 6 months post graduation will rate their satisfaction with the Practical Nursing Program at a 3 or higher on a scale of 1 - 5 with 1 being the lowest and 5 being the highest score possible.

4. Intended Student Learning Outcome: Graduates employed by health care agencies in the Arkansas Northeastern College service area will meet expected outcomes for the beginning licensed practical nurse as reflected by employer surveys.
 - 4.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Ninety five percent (95%) of all employers of Arkansas Northeastern College Practical Nursing graduates returning the agency/employer surveys 6 months after graduation will rate job performance

satisfaction with the beginning licensed practical nurse at a 3 or higher on a scale of 1 - 5 with 1 being the lowest and 5 being the highest score possible.

- 4.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Ninety five percent (95%) of all employers of ANC Nursing graduates returning the agency /employer survey will rate "professional behavior" with the beginning practical nurse at a 3 or higher on a scale of 1 to 5 with 1 being the lowest and 5 being the highest.
5. Intended Student Learning Outcome: Students will meet established course (PN 16036 Basic Nursing Principles & Skills II and PN 16042 Pharmacology I) objectives and outcomes in the Practical Nursing Program.
 - 5.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One hundred percent (100%) of students in Pharmacology I during the Fall Semester will demonstrate satisfactory knowledge of basic drug dosage calculation by scoring 100 percent on the Math Competency Exam prior to being able to progress to Pharmacology II in the Spring Semester.
 - 5.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Ninety percent (90%) of students in Basic Nursing Principles & Skills II during the Fall Semester will demonstrate "satisfactory" competency during the first check-off on Medication Administration.
 - 5.3 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One hundred percent (100%) of students will demonstrate proficiency with a "satisfactory" in medication administration prior to administering medications in the clinical setting.

Dental Assisting Program

Expanded Statement of Institutional Purpose

Institutional Mission Statement: Arkansas Northeastern College is committed to providing accessible, quality educational programs, services, and lifelong opportunities.

Division of Dental Assisting Goal: Arkansas Northeastern College Dental Assisting Program will provide students the opportunity to gain the knowledge and skills necessary to practice as a Registered Dental Assistant in the State of Arkansas and successfully pass the certification exam through the Dental Assisting National Board.

Intended Student Outcomes

1. Students will meet established course objectives and outcomes in the areas of infection control practices (Dental Biomedical Science, Dental Clinical Science I, Chair Side Assisting I & II) and fabrication of temporary crown and bridge restoration (Dental Materials I) in both the laboratory and clinical setting (Clinical Experience I, II, & III).
2. Students will meet the retention/graduation and post graduation employment goals established for the Dental Assisting Program.
3. Employed graduates will indicate through graduate surveys that the Dental Assisting curriculum has prepared them to utilize the knowledge and skills needed to practice as Dental Assistants.
4. Graduates employed by Dental Offices in the service area will meet expected outcomes for the beginning Dental Assistant as reflected by employer surveys.

1. Intended Student Learning Outcome: Students will meet established course objectives and outcomes in the areas of infection control practices (Dental Biomedical Science, Dental Clinical Science I, Chair Side Assisting I & II) and fabrication of temporary crown and bridge restoration (Dental Materials I) in both the laboratory and clinical setting (Clinical Experience I, II, & III).
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One hundred percent (100%) of Dental Assisting Students will demonstrate competency in infection control procedures enforced by OSHA as reflected by achieving a 3 or greater on a 1 to 5 scale with 1 being the lowest and 5 being the highest on clinical evaluations completed by the instructor and supervisors in the dental assisting offices.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One hundred percent (100%) of students will demonstrate competency in the fabrication of temporary crown and bridge restorations by achieving a 90 percent or greater on the instructor and peer evaluations in the clinical lab, assist the dentist as determined a 3 or greater on a 1 to 5 scale with 1 being the lowest and 5 the highest, on the supervising dentist's evaluation.
2. Intended Student Learning Outcomes: Students will meet the retention/graduation and employment goals set for the Dental Assisting Program.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Eighty percent (80%) of the students accepted into the Dental Assisting Class will successfully complete and graduate from the program.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Eighty five percent (85%) of all students graduating and applying to take the certification exam through the Dental Assisting National Board will be successful the first attempt in setting for the CDA exam.
 - 2.3 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One hundred percent (100%) of the graduates will be employed in a dental office six months post-graduation as indicated on the post-graduate survey.
3. Intended Student Learning Outcomes: Employed graduates will indicate through graduate surveys that the Dental Assisting curriculum has prepared them to utilize the knowledge and skills needed to practice as Dental Assistants.
 - 3.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One hundred percent (100%) of the students returning the post graduation survey will rate "satisfaction" of the Dental Assisting Program" at a 3.5 or greater on a 1 to 5 scale with 1 being the lowest and 5 being the highest.
 - 3.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Ninety percent (90%) of the students returning the post graduation survey will rate the ANC Dental Assisting Program "adequately prepared them for the workforce" as a 3.5 or greater on a 1 to 5 scale with 1 being the lowest

and 5 being the highest.

4. Intended Student Learning Outcomes: Graduates employed by Dental Offices in the service area will meet expected outcomes for the beginning Dental Assistant as reflected by employer surveys.
 - 4.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One hundred percent (100%) of all employers (Dental Offices) of graduates returning the employer survey 6 months post graduation will rate "job performance" of the beginning Dental Assistant at a 3 or higher on a 1 to 5 scale with 1 being the lowest and 5 being the highest.
 - 4.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One hundred percent (100%) of all employers (Dental Offices) of graduates returning the employer survey 6 months post graduation will rate "professionalism" of the beginning Dental Assistant at a 3.5 or higher on a 1 to 5 scale with 1 being the lowest and 5 being the highest.

Emergency Medical Technician-Paramedic

Expanded Statement of Institutional Purpose

Institutional Mission Statement: Arkansas Northeastern College is committed to providing accessible, quality educational programs, services, and lifelong opportunities.

Division/Department Mission Statement: Arkansas Northeastern College Paramedic Program is committed to providing students the necessary knowledge and skills to successfully pass the State and/or National Certification as an entry level EMT-P (Emergency Medical Technician-Paramedic).

Intended Student Outcomes

1. Students will meet established course objectives and outcomes in the EMT-P Program.
2. Graduates will demonstrate technical proficiency in all skills necessary to fulfill the role on an entry level Paramedic (Psychomotor Domain).
3. Graduates will demonstrate the ability to comprehend, apply, and evaluate information relative to the role of an entry level Paramedic (Cognitive Domain).
4. Employed graduates will demonstrate personal and professional behaviors consistent with employer expectations of the entry-level Paramedic (Affective Domain).
5. Students will meet the retention/graduation and employment goals established for the EMT-Paramedic Program.

1. Intended Student Learning Outcome: Students will meet established course objectives and outcomes in the EMT-P Program.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One hundred percent (100%) of students will rate all EMT-P end of course evaluations with an average score of 3 or higher on a scale of 1 to 5 in all areas with 1 being the lowest and 5 being the highest.
 - 1.2 One hundred percent (100%) of students will meet established clinical outcomes in all clinical course evaluations evident by an average score of 3 on a scale of 1 to 5 with 1 being the lowest and 5 being the highest, or Pass on a Pass/Fail evaluation.

2. Intended Student Learning Outcome: Graduates will demonstrate technical proficiency in all the skills necessary to fulfill the role on an entry level Paramedic (Psychomotor Domain).
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Eighty five percent (85%) of students will obtain no less than 75 percent on the EMT-P Comprehensive Practical Final Exam.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Eighty five percent (85%) of graduates will successfully complete the State and/or National Registry Practical Exam with a "Pass" score on the first attempt to test.
 - 2.3 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One hundred percent (100%) of graduates completing the six months Post Graduate Survey (Psychomotor Domain) will rate a 3 or greater on a 1 - 5 Scale with 5 being the highest in the following areas:
 - Prepared to perform a broad range of clinical skills
 - Prepared with the skills to perform patient assessment
 - Prepared to perform approved therapeutic procedures and modalities
 - Prepared to perform and interpret diagnostic procedures
 - 2.4 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One hundred percent of employers completing the six months Post Graduate Employer Survey (Psychomotor Domain) will rate a 3 or greater on a 1 - 5 Likert Scale with 5 being the highest in the following areas:
 - Effectively performs a broad range of clinical skills
 - Possesses the skills to perform patient assessment
 - Able to perform approved therapeutic procedures and modalities
 - Able to perform and interpret diagnostic procedures

3. Intended Student Learning Outcome: Graduates will demonstrate the ability to comprehend, apply, and evaluate information relative to the role of an entry level Paramedic (Cognitive Domain).

- 3.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will obtain no less than 75 percent on the EMT-P Comprehensive Written Final Exam and maintain an overall "C" average in unit exams and written work.
- 3.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Graduates will successfully complete the State and/or National Computer Based Testing Certification Exam with no less than a "pass" score on the pass/fail exam.
- 3.3 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One hundred percent of graduates completing the six months Post Graduate Survey (Cognitive Domain) will rate a 3 or greater on a 1 - 5 Scale with 5 being the highest in the following areas:
 - Acquired the EMS knowledge necessary to function in a healthcare setting
 - Acquired general medical knowledge base necessary to function in a healthcare setting
 - Prepared to collect data from charts and patients; Prepared me to interpret patient data
 - Prepared to recommend appropriate diagnostic and therapeutic procedures
 - Trained to use sound judgment while functioning in a healthcare setting
- 3.4 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One-hundred percent of Employers completing the six months Post Graduate Employer Survey (Cognitive Domain) will rate a 3 or greater on a 1 - 5 Scale with 5 being the highest in the following areas:
 - EMS knowledge necessary to function in a healthcare setting
 - General medical knowledge necessary to function in a healthcare setting
 - Able to collect data from charts and patients
 - Able to interpret patient data
 - Able to recommend appropriate diagnostic and therapeutic procedures
 - Uses sound judgment while functioning in a healthcare setting.
4. Intended Student Learning Outcome: Employed graduates will demonstrate personal and professional behaviors consistent with employer expectations of the entry-level Paramedic (Affective Domain).
 - 4.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One-hundred percent of graduates completing the six months Post Graduate Survey (Affective Domain) will rate a 3 or greater on a 1 - 5 Scale with 5 being the highest in the following areas:
 - Prepared to communicate effectively within a healthcare setting
 - Prepared to conduct myself in an ethical and professional manner
 - Taught to manage time efficiently while functioning in a healthcare setting.
 - 4.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One-hundred percent of Employers completing the six months Post Graduate Employer Survey (Affective Domain) will rate a 3 or greater on a 1 -

5 Scale with 5 being the highest in the following areas:

- Communicates effectively within a healthcare setting
- Conducts himself/herself in an ethical and professional manner
- Functions effectively as a member of the healthcare team
- Accepts supervision and works effectively with supervisory personnel
- Self-directed and responsible for his/her actions
- Arrives to work prepared and on time
- Contributes to a positive environment within the department

5. Intended Student Learning Outcome: Students will meet program objectives in areas of enrollment and attrition, along with job placement upon completion of the program.
- 5.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The EMT-P program will meet the program goal of 70 percent or greater retention rate for each class offered as evidenced by beginning and end of program course rosters.
- 5.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Eighty percent (80%) of the EMT-Paramedic graduates will be employed full time as practicing paramedics six months after graduation as evidenced by the Post Graduate Survey.

Emergency Medical Technician Course

Expanded Statement of Institutional Purpose

Institutional Mission Statement: Arkansas Northeastern College is committed to providing accessible, quality educational programs, services, and lifelong opportunities.

Division/Department Mission Statement: Arkansas Northeastern College Emergency Medical Technician Course is committed to providing students the necessary knowledge and skills to successfully pass the State and/or national Certification as an entry level EMT (Emergency Medical Technician).

Intended Student Outcomes

1. EMT students will meet program/course objectives in areas of enrollment, retention, and job placement.
2. Students will successfully meet course objectives and outcomes established in the EMT Course.
3. Students completing the EMT Course will be successful with the National Registry Certification Exam.

1. Intended Student Learning Outcome: EMT students will meet program/course objectives in areas of enrollment, retention, and job placement.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The EMT Course will meet the program goal of a 70 percent retention rate for each class offered.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy five percent (75%) of the EMT students completing the course will be employed as full time practicing EMTs as determined by the 6 month post completion survey.
2. Intended Student Learning Outcome: Students will successfully meet course objectives and outcomes established in the EMT Course.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will rate all EMT end of course evaluations with an average score of 3 or higher on a scale of 1 to 5 in all areas with 1 being the lowest and 5 being the highest.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will meet established clinical outcomes evident by faculty and/or preceptor's evaluation of their clinical performance in the EMT clinical components with an average score of 3 on a scale of 1 - 5 with 1 being the lowest and 5 being the highest, or Pass on a Pass/Fail Exam.
 - 2.3 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will demonstrate EMT skills competence as evidenced with a "Pass" on the pass/fail EMT Comprehensive Practical Final Exam.
 - 2.4 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: EMT students will obtain 75 percent or greater on the EMT Comprehensive Written Final Exam.
 - 2.5 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: EMT students will maintain an overall 75 percent average in unit exams and written work.
3. Intended Student Learning Outcome: Students completing the EMT Course will be successful with National Registry Certification exam.
 - 3.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Graduates will successfully complete the State and/or National Registry Practical Exam with a "Pass" score on a pass or fail evaluation exam.
 - 3.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students completing the EMT Course will successfully complete the State and/or National CBT Exam with no less than a "Pass" score on a pass or fail evaluation exam.

Technical Programs and Training

Business and Technical Programs	
<i>Instructional Program</i>	<i>Degree Level</i>
Business Administration	Associate in Applied Science
Computer Information Systems	Associate in Applied Science
Criminal Justice	Associate in Applied Science
Office Technology	Associate in Applied Science
Service and Retail Business	Associate in Applied Science

Solutions Group	
<i>Instructional Program</i>	<i>Degree Level</i>
Advanced Manufacturing	Associate in Applied Science
Power Plant Technology	Associate in Applied Science
Steel Industry Technology	Associate in Applied Science
Industrial Training	

Technical Programs and Training

Expanded Statement of Institutional Purpose

Institutional Mission Statement: Arkansas Northeastern College is committed to providing accessible, quality educational programs, services and lifelong opportunities.

Division of Technical Programs and Training Mission Statement: The Division of Technical Programs and Training is committed to providing occupational, vocational, and technical programs and curricula for students who wish to upgrade their skills for current or future employment.

Intended Student Outcomes

1. Associate in Applied Science degree candidates will demonstrate technical knowledge and proficiency in their respective fields of study.
2. Graduates of Associate in Applied Science degree programs and Technical Certificate programs will attain employment in their respective career fields.
3. Students will meet specified course level objectives.

Associate in Applied Science Program Level Assessment

1. Intended Student Outcome: Associate in Applied Science degree candidates will demonstrate technical knowledge and proficiency in their respective fields of study.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: AAS Office Technology students are administered the Office Proficiency and Assessment Certificate Examination at the end of the Office Procedures capstone course. At least Seventy percent will pass the following sections: Proofreading 1, Proofreading 2, Bank Deposit, Petty Cash, Bank Reconciliation, and Customer Service. The OPAC standard for passing is seventy percent.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: AAS Computer Information students are administered the comprehensive CIS Exit Exam (internally developed) during the final semester of enrollment prior to graduation. At least seventy percent will score 70 percent or higher on the exam.
 - 1.3 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: AAS Business Technology students are administered the National Occupational Competency Testing Institute - Retail Trades Examination during the final semester of enrollment prior to graduation. At least seventy percent will score above the national average on each section of the examination.
 - 1.4 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: AAS Criminal Justice students are administered the Area Concentration Achievement Test - Criminal Justice Examination during the final semester of enrollment prior to graduation. At least seventy percent will score above the national average on each section of the examination.

2. Intended Student Outcome: Graduates of Associate in Applied Science degree programs and Technical Certificate programs will attain employment in their respective career fields.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The Career Center conducts a graduate follow-up survey of Associate in Applied Science graduates six months after the May graduation. An eight question survey is mailed to each graduate in November. Eighty percent of Associate in Applied Science graduates will report employment in their respective career fields of study.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The Career Center conducts a graduate follow-up survey of all Technical Certificate graduates six months after the May graduation. An eight question survey is mailed to each graduate in November. Eighty percent of Technical Certificate graduates will report employment in their respective career fields study.

Accounting I
Course Level Assessment

1. Intended Student Learning Outcome: Students in Accounting I will be able to prepare financial statements from an adjusted trial balance.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Eighty percent (80%) of students will correctly prepare an income statement by scoring 75 percent or above on the Income Statement section of the test covering financial statements.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Eighty percent (80%) of students will correctly prepare a statement of owner's equity by scoring 75 percent or above on the Statement of Owner's Equity section of the test covering financial statements.
 - 1.3 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Eighty percent (80%) of students will correctly prepare a balance sheet by scoring 75 percent or above on the Balance Sheet section of the test covering financial statements.

2. Intended Student Learning Outcome: Students will be able to prepare closing entries.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will be assigned a problem from the chapter. At least eighty percent (80%) of the students will score 75 percent or above on the closing entries.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Eighty percent (80%) of students will correctly prepare closing entries by scoring 75 percent or above on the section of the test covering closing entries.

Business Communication Course Level Assessment

1. Intended Student Learning Outcome: Students enrolled in OT 21003 Business Communications will demonstrate writing proficiency.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: When given a routine message situation from Chapter 8, Positive Letters and Messages, students will demonstrate appropriate and competent writing skill which includes content that frontloads the opening, explains necessary details in the body and closes with an appropriate paragraph with a minimum 70 percent. Copies of each message written and the grade rubric will be saved and analyzed for competency.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: When given homework in Aplia (accessory homework software) on Chapter 8, Positive Letters and Messages, students will demonstrate knowledge in how to write these documents by scoring 100 percent on these sections, Understanding the Power of Business Letters and the Process of Writing, Analyzing the Structure and Characteristics of Good Business Letters, Direct Requests for Information or Action, and Adjustments and Goodwill Messages.

2. Intended Student Learning Outcome: Students enrolled in OT 21003 Business Communications will demonstrate grammar and mechanics proficiency.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: When given the Grammar Tutorial in Aplia (accessory homework software), students will demonstrate English grammar proficiency with a minimum 70 percent. The Grammar Tutorial has five areas-sentence structure, parts of speech, punctuation, capitalization, and common misspelled and confusing words. The average scores for each area will be analyzed and areas without a minimum 70 percent identified.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: When given the Writing Tutorial in Aplia (accessory homework software), students will demonstrate writing proficiency with a minimum 70 percent . The Writing Tutorial has three areas-two of which are most applicable to a focus on English grammar and mechanics knowledge. The two applicable areas are sentence level and paragraph level. The average scores for each area will be analyzed and areas without a minimum 70 percent identified.

Computer Fundamentals Course Level Assessment

1. Intended Student Learning Outcome: Students enrolled in CS 11033 Computer Fundamentals will be able to create, format and edit personal and business documents using Microsoft Word 2007.

- 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy-five (75%) of students will be able to perform selected formatting and editing skills with 100 percent accuracy.

Data Collection Plan: Students will complete the Word Chapter 6 Skills Based Exam utilizing the myitlab™ simulation software program. An item analysis of the results will be completed in order to determine students' accuracy in setting margins, aligning text, changing line spacing, moving text and copying text.

- 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy-five percent (75%) of students will be able to utilize Microsoft Word 2007 software to perform selected reference features with 100 percent accuracy.

Data Collection Plan: Students will complete the Word Chapter 6 Skills Based Exam utilizing the myitlab™ simulation software program. An item analysis of the results will be completed in order to determine students' accuracy with inserting footnotes, entering citations and creating reference pages.

2. Intended Student Learning Outcome: Students enrolled in CS 11033 Computer Fundamentals will be able to create, format, edit and run presentations using Microsoft PowerPoint 2007.

- 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy-five percent (75%) of students will be able to perform selected basic formatting and editing skills with 100 percent accuracy.

Data Collection Plan: Students will complete the PowerPoint Chapter 15 Skills Based Exam utilizing the myitlab™ simulation software program. An item analysis of the results will be completed in order to determine students' accuracy with editing slide text, inserting new slides, increasing and decreasing list levels, modifying slide layouts and changing presentation themes.

- 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy-five percent (75%) of students will be able to perform selected advanced formatting skills with 100 percent accuracy.

Data Collection Plan: Students will complete the PowerPoint Chapter 16 Project 16A Skills Based Exam utilizing the myitlab™ simulation software program. An item analysis of the results will be completed in order to determine students' accuracy in inserting pictures; changing the size and shape of a picture; inserting, sizing and positioning shapes; inserting and positioning text boxes; and applying slide transitions.

Customer Service Course Level Assessment

1. Intended Student Learning Outcome: Students will demonstrate positive two way communication in a customer service setting.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Given a case study, students will role play the customer. Eighty percent of students will be rated at least a three on a four point scale on each component of the grading rubric.

Data Collection Plan: Each student will be assigned a case study to role play the customer. He/she will portray the issues evident in the case from the customer point of view. The rubric will rate the student on the use of verbal and nonverbal communication and how well the issues were conveyed.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Given a case study, students will role play the employee. Eighty percent of students will be rated at least 3 on a 4 point scale on each component of the grading rubric.

Data Collection Plan: Each student will be assigned a case study to role play the employee and respond to the "customer". The rubric will rate the student on the use of verbal/nonverbal communication the ability to demonstrate an understanding of the relevant issues.

2. Intended Student Learning Outcome: Students will demonstrate how to communicate with different behavioral styles in a customer service setting.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Given a case study, students will role play the customer. Eighty percent of students will be rated at least a three on a four point scale on each component of the grading rubric.

Data Collection Plan: Each student will be assigned a case study to role play the customer. A student will portray a behavioral style from the customer's point of view. The student will then demonstrate different strategies in adapting different styles. The Rubric will rate the students on their ability to adapt and communicate with the customer.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Given a case study, students will identify the four behavioral styles. They will then demonstrate how effective it is to identify the customer behavioral style strategies and methods in order to better communicate with them. Eighty percent of the students will be rated at least a three on a four point scale on each component of the grading Rubric.

Data Collection Plan: Each student will be assigned a case study to role play the employee and respond to the customer. The rubric will rate the student on pace and structure, verbal and nonverbal techniques, and relative content.

Internet Applications I Course Level Assessment

1. Intended Student Learning Outcome: Students enrolled in CS 21383 Internet Applications I will be able to search for and find information using the Internet.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy-five percent of the students will demonstrate Internet search strategies to locate specific information about people, places, and events efficiently and effectively by scoring 75% or higher on the assignment.

Data Collection Plan: Students will be asked to search for a variety of types of information using a Web browser. Each student's search results will be graded for accuracy using a rubric. The rubric components will be analyzed to determine areas needing improvement.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy-five percent of the students will conduct research using Internet search engines dedicated to scholarly information by scoring 75 percent or higher on the research assignment.

Data Collection Plan: Given a topic, students will conduct online research using five designated search engines specifically designed to locate scholarly information. Students will submit a printout of the first page of the search results. Students will review search results and identify five sources that provide the most useful information on the topic.
2. Intended Student Learning Outcome: Students enrolled in CS 21383 Internet Applications I will be able to design and create a Web page.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy-five percent of the students will use the HTML translator tools found in current business application software to convert existing files into HTML format with 100 percent accuracy.

Data Collection Plan: All students will use Word, Excel, Access, and PowerPoint software to create Web pages. Given a document, students will convert it to an HTML document using the application software. Students will submit the HTML file and a printout of the source code.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy-five percent of the students will create the basic elements of a Web page within the document to include paragraphs, lists, pictures, background, named anchors, and links to named anchors by scoring 75 percent or higher on the resulting Web page document.

Data Collection Plan: All students will utilize basic HTML tags to create a Web page résumé. Each student's résumé will be displayed in a Web browser and a rubric will be utilized to determine if the student has used basic HTML conventions and followed HTML rules.

Word Processing Course Level Assessment

1. Intended Student Learning Outcome: Students enrolled in OT 21083 Word Processing-MS Word will demonstrate proficiency on creating and customizing documents using Microsoft Word software.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will pass the Basic Word test in OPAC with a minimum 70 percent. The Basic Word test will be administered at mid-term of semester and aggregate data analyzed to determine which creating and customizing documents concepts need extra practice in class.
 - 1.2 Students enrolled in OT 21083 Word Processing-MS Word will complete the Microsoft Office Specialist exam. Data will be gathered and analyzed using questions on creating and customizing documents to determine proficiency.

2. Intended Student Learning Outcome: Students enrolled in OT 21083 Word Processing-MS Word will demonstrate proficiency in formatting content using Microsoft Word software.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students enrolled in OT 21083 Word Processing-MS Word will pass the Intermediate Word test in OPAC with a minimum 70 percent. The Intermediate Word test will be administered as a final exam for the semester and formatting content results analyzed.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students enrolled in OT 21083 Word Processing-MS Word will complete the Microsoft Office Specialist exam. Data will be gathered and analyzed using questions on formatting content to determine proficiency.

Solutions Group

1. Intended Administrative Outcome: Customers will be provided with high quality customer service.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Develop a customer service survey. From the customers served, Solutions Group will convene a focus group to determine the aspects of "excellent" customer service customers expect. These criteria will comprise components of the customer service survey.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 100% of customers will rate customer service as (4) excellent or (3) very good. To determine the level of satisfaction, customers will complete a customer service survey. An item analysis will be performed to determine any areas of improvement needed.
2. Intended Student Outcome: Participants who complete customized training will demonstrate proficiency.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Tenaris employees who complete Solutions Group training will score 85% or higher on the exit exam. An exit exam that is part of the course requirement will be used to determine the participants' level of learning.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Participants will improve their post- test score on the competency final by 35% or higher above the pre-test score. Participants will be pre- and post-tested on a competency final to determine their skill levels upon entering and exiting training courses. Students' pre-test score will be measured against their post-test score to determine their level of skill attainment.

Occupational Programs/Secondary Center

Occupational Programs	
<i>Instructional Program</i>	<i>Degree Level</i>
Automotive Technology	Certificate
Heating, Ventilation, Air Conditioning, and Refrigeration	Certificate
Welding	Certificate
Commercial Truck Driving	Certificate

Secondary Center
Advanced Manufacturing
Criminal Justice
Education

Advanced Manufacturing

Expanded Statement of Institutional Purpose

Institutional Mission Statement: Arkansas Northeastern College is committed to providing accessible, quality educational programs, services and lifelong opportunities.

Intended Student Outcomes

1. Upon completion of the Advanced Manufacturing courses, a student will be able to solve problems using the engineering process.
2. Upon completion of the Advanced Manufacturing courses, students will communicate effectively using workplace literacy.

1. Intended Student Learning Outcome: Upon completion of the Advanced Manufacturing courses, a student will be able to solve problems using the engineering process.

- 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: At least 80 percent of the students in the Advanced Manufacturing courses will score a 3 or 4 on each of the written problem solving assignments.

Students are required to solve a problem using the engineering process through a written activity in each of the Advanced Manufacturing courses. Only the components of the engineering process will be assessed. They include identifying the problem, developing different design alternatives, developing prototypes to help solve the problems, and documenting the final design. The student's written communication skills will be evaluated separately. A rubric will be used to determine if students met the criteria for solving the required problem with a score ranging from 0 to 4 with 0 representing no ability to perform any of the required components and 4 representing a student's ability to demonstrate all components. Data will be collected after each written assignment is completed and stored in the student's individual portfolio.

- 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: At least 80 percent of the students in the Advanced Manufacturing program will score a 3 or 4 on each of the assigned projects.

Students must complete the project using the engineering process. The components of the engineering process include identifying the problem, developing different design alternatives, developing prototypes to help solve the problems, and documenting the final design. The project allows students to take the concepts taught in class and apply them to a hands-on problem solving activity. A rubric will be used to determine if students met the criteria for solving the required problem with a score ranging from 0 to 4 with 0 representing no ability to perform any of the required components and 4 shows a student demonstrated the ability to perform all components. Data will be collected after each project is completed and stored in the student's individual portfolio.

2. Intended Student Learning Outcome: Upon completion of the Advanced Manufacturing courses, students will communicate effectively using workplace literacy.

- 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: At least 80 percent of the students in the Advanced Manufacturing courses will score a 4, 5, or 6 on each of the written assignments.

Students are required to solve a problem using the engineering process through a written activity in each of the Advanced Manufacturing courses. The writing assignment that is required for problem solving will be used to assess the student's workplace literacy skills; however, only the written communication skills will be evaluated. A rubric will be used to determine if students met the criteria for writing a clear, well-organized paper that effectively communicates the components of solving the given problem. A rubric ranging from 1 to 6 will

be used to determine if students meet the required writing criteria. Data will be collected after each written assignment is completed and stored in the student's individual portfolio.

- 2.2 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* At least 80 percent of the students completing the Advanced Manufacturing courses will improve their scores to earn a Silver or Gold certificate.

Students will be given the Work Keys pretest at the beginning of the Advanced Manufacturing courses. At the completion of the courses, students will take the Work Keys posttest. The goal for students is to earn a Silver or Gold certificate. The Silver and Gold certificates mean that a student has the WorkKeys skill levels required for certain profiled occupations throughout the country.

Automotive Service Technology

Expanded Statement of Institutional Purpose

Institutional Mission Statement: Arkansas Northeastern College is committed to providing accessible, quality educational programs, services and lifelong opportunities.

Intended Student Outcomes

1. Students will demonstrate competencies in the basic knowledge of alternative fuel vehicles. Students will demonstrate competencies in the area of On Board Diagnostics (OBD II).
2. Students will demonstrate competencies in the area of customer service in the automotive industry.
3. Students will demonstrate competencies in the area of customer service in the automotive industry.

1. Intended Student Outcome: Students will demonstrate competencies in basic knowledge of alternative fuel vehicles.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Each student has a progress chart listing required tasks and completed tasks. This chart will have a section for competency in this area. Scores range from 0 to 4, with 0 being the lowest level and 4 being the highest level. A score of 3 or 4 will be required to be considered competent in these tasks.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Using the progress charts of all students completing the tasks, a total of 95 percent of all students will earn a score of 3 or 4 on each task measured.

2. Intended Student Outcome: Students will demonstrate competencies in the area of On Board Diagnostics II (OBD II).
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Each student has a progress chart listing required tasks and completed tasks. A section of this chart in the area of Engine Performance will be used to monitor a student's progress in On Board Diagnostics II (OBD II). Scores range from 0 to 4, with 0 being the lowest level and 4 being the highest level. A score of 3 or 4 will be required to be considered competent in these tasks.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Using the progress charts of all students completing the tasks, a total of 95 percent of all students will earn a score of 3 or 4 on each task measured.

3. Intended Student Outcome: Students will demonstrate competencies in the area of customer service as an automotive technician.
 - 3.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Each Student has a progress chart listing required and completed tasks. These tasks are graded level 0-4 with 0 being the lowest level and 4 being the highest level. Level 3 or 4 will be considered competent in these tasks.
 - 3.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Using the progress charts of all students completing the tasks, 95 percent of the students must receive a level 3 or 4 for this outcome to be considered a success.

Criminal Justice

Expanded Statement of Institutional Purpose

Institutional Mission Statement: Arkansas Northeastern College is committed to providing accessible, quality educational programs, services and lifelong opportunities.

Intended Student Outcomes

1. Students will be able to demonstrate the skills required by the Arkansas Department of Education Frameworks in the field of Criminal Justice.
2. Students will understand basic principles Criminal Justice.

1. Intended Student Learning Outcome: Students will be able to demonstrate the skills required by the Arkansas Department of Education Frameworks in the field of Criminal Justice.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: All students (100%) will demonstrate competency in the Education Arkansas Department of Education Frameworks.

A student competency profile identifying competency skills required for successful completion of the Criminal Justice courses will be kept on each student and updated regularly throughout each semester at the completion of each skill. The date of mastery and the form of evidence of this mastery will be noted on the competency profile when the student demonstrates proficiency of the skill in accordance with the standards set by the Arkansas Department of Education Frameworks.

Criteria for success is defined as demonstrating competency skills. The lead instructor is responsible for updating and maintaining the competency profiles for each student. Raw data can be requested from the instructor.

2. Intended Student Learning Outcome: Students will understand basic principles of Criminal Justice.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 95 percent of the students will be able to list in writing the criminological theory of crime. This information will be collected from a written assessment.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 95 percent of the students will be able to describe the forensic application. This information will be collected from a written assessment.

Education

Expanded Statement of Institutional Purpose

Institutional Mission Statement: Arkansas Northeastern College is committed to providing accessible, quality educational programs, services and lifelong opportunities.

Intended Student Outcomes

1. Students will be able to demonstrate the skills required by the Arkansas Department of Education Frameworks in the field of Education.
2. Students will understand the levels of Bloom's Taxonomy.

1. Intended Student Learning Outcome: Students will be able to demonstrate the skills required by the Arkansas Department of Education Frameworks in the field of Education.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: All students (100%) will demonstrate competency in the Education Arkansas Department of Education Frameworks.

A student competency profile identifying competency skills required for successful completion of the Education courses will be kept on each student and updated regularly throughout each semester at the completion of each skill. The date of mastery and the form of evidence of this mastery will be noted on the competency profile when the student demonstrates proficiency of the skill in accordance with the standards set by the Arkansas Department of Education Frameworks.

Criteria for success is defined as demonstrating competency skills. The lead instructor is responsible for updating and maintaining the competency profiles for each student. Raw data can be requested from the instructor.
2. Intended Student Learning Outcome: Students will understand the levels of Bloom's Taxonomy.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 95 percent of the students will be able to list in writing all (100%) of the levels of Bloom's Taxonomy.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 95 percent of the students will create a lesson plan that requires the student to demonstrate mastery of at least 3 levels of Bloom's Taxonomy.

Heating, Ventilating, Air Conditioning and Refrigeration (HVACR)

Expanded Statement of Institutional Purpose

Institutional Mission Statement: Arkansas Northeastern College is committed to providing accessible, quality educational programs, services and lifelong opportunities.

Intended Student Outcomes

1. Students will be able to service, diagnose, and repair residential air conditioning and heating equipment as noted on a student competency profile.
2. Students will demonstrate competency in Residential Refrigeration Systems.

1. Intended Student Learning Outcome: Students will be able to service, diagnose, and repair residential air conditioning and heating equipment as noted on a student competency profile.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: All students (100%) will demonstrate competency in the HVAC required skills.

A student competency profile identifying skills required for successful completion of the HVAC certificate will be kept on each student in the HVAC program and updated regularly throughout each semester at the completion of each skill. When a student demonstrates competency of a skill, the mastery date and the evidence of completion will be noted on the competency profile.

Criteria of success is the successful completion of the skills for each HVAC course. The lead instructor is responsible for updating and maintaining the competency profiles for each student. Raw data can be requested from the instructor.

2. Intended Student Learning Outcome: Students will demonstrate competency in Residential Refrigeration Systems.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: All (100%) students will recover and recycle refrigerant from residential refrigeration systems. The lead instructor will observe the students' demonstration of this skill.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: All (100%) students will charge residential refrigeration systems with refrigerant by weight. The lead instructor will observe the students' demonstration of this skill and verify the calculations.

Commercial Truck Driving

Expanded Statement of Institutional Purpose

Institutional Mission Statement: Arkansas Northeastern College is committed to providing accessible, quality educational programs, services and lifelong opportunities.

Intended Student Outcomes

1. Students will be able to demonstrate understanding of the required principles and skills of over the road truck operations as noted on a student competency profile.
2. Students will meet the Commercial Driver's License (C.D. L.) requirements.

1. Intended Student Learning Outcome: Students will be able to demonstrate understanding of the required principles and skills of over the road truck operations as noted on a student competency profile.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: All (100%) students will demonstrate competency in the required skills. A student competency profile identifying skills required for successful completion of the Over the Road Truck Driving certificate will be kept on each student in the program and updated regularly throughout each semester at the completion of each skill identified on the profile for each student enrolled in a particular course. When a student demonstrates competency of a skill, the date and evidence of completion method will be noted on the competency profile. The lead instructor is responsible for updating and maintaining the competency profiles for each student. Raw data can be requested from the instructor.

Criteria for success is completion of the certificate requirements for each student.

2. Intended Student Learning Outcome: Students will meet the Commercial Driver's License (C.D.L.) Requirements.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: All (100%) of the students will complete the C.D. L. written examination. This information will be collected from the state licensure board.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 80 percent of the students that complete the written examination will obtain the C.D. L. and related endorsements. This information will be collected from the state licensure board.

Welding

Expanded Statement of Institutional Purpose

Institutional Mission Statement: Arkansas Northeastern College is committed to providing accessible, quality educational programs, services and lifelong opportunities.

Intended Student Outcomes

1. Students will be able to demonstrate the skills required in welding as a means to build and repair products.
2. Students will be able to perform Shield Metal Arc Welding (SMAW) Pipe Welding.

1. Intended Student Learning Outcome: Students will be able to demonstrate the skills required in welding as a means to build and repair products.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: All students (100%) will demonstrate competency in the Criminal Justice Arkansas DA student competency profile identifying competency skills required for successful completion of the welding courses will be kept on each student and updated regularly throughout each semester at the completion of each skill. The date of mastery and the form of evidence of this mastery will be noted on the competency profile when the student demonstrates proficiency of the skill in accordance with the standards determined by the American Welding Society (AWS) D1.1 code or API 1104.

Criteria for success is defined as demonstrating competency skills. The lead instructor is responsible for updating and maintaining the competency profiles for each student. Raw data can be requested from the instructor.

2. Intended Student Learning Outcome: Students will be able to perform Shield Metal Arc Welding (SMAW) Pipe Welding.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 50 percent of postsecondary students will demonstrate competency in the 2G Weld according to the national standards.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 40 percent of postsecondary students will demonstrate competency in the 6G Weld according to the national standards.

Academic Services

Adams Vines Library

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission Statement: Arkansas Northeastern College is committed to providing accessible, quality educational programs, services and lifelong opportunities.

Institutional Purpose Reference: Purpose 1: Arkansas Northeastern College is committed to provide an access to quality higher education opportunity for all individuals regardless of age, sex, race, or ancestry; economic, cultural or physical condition or previous educational attainment, within the provisions of law and resources available.

Administrative or Educational Support Unit Mission Statement: The mission of the Adams/Vines Library is to provide support for the educational goals of the college by acquiring and maintaining a well-balanced, up-to-date collection of print, non-print, and electronic resources and to make these resources accessible to the students, faculty, and staff.

Intended Administrative Objectives:

1. Provide students with the skills necessary to successfully find information and materials in the library.
2. Determine if students are using the online E-books available through the library.

1. Intended Administrative Objective: Provide students with the skills necessary to successfully find information and materials in the library.

- 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The library provides orientation tours for a variety of classes each semester. The students are given a tour during their class period and at the end of the tour, they are given an assignment to complete using the information and skills provided during the tour. 75 percent of the students taking the tour will be able to correctly answer the questions to locate material after the tour.

After the tour is completed, the students will be asked to demonstrate that they can successfully use the online card catalog to locate a book and use one of the online databases to find a journal article. This will be accomplished by asking the students to complete an assignment. They will be asked to provide the correct answers needed to locate the materials. These will be returned to the librarian. After the data is compiled, it will be determined if changes need to be made to the tour and assignment.

- 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The students will be asked to complete a short survey about the library orientation tour they have taken. 75 percent of the students will rate the tour 3.5 or higher on a 5 point scale for quality and understanding of the information presented.

The survey will ask each student to rate the tour. The students will also be asked for suggestions for making the tour more effective. The answers will be tabulated to determine if changes need to be made to the tour and assignment.

2. Intended Administrative Objective: Determine if students are using the online E-books available through the library.

- 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The library currently has access to a free collection of e-books from the Arkansas State Library. The logons and passwords have been made available to the students. 50 percent of the students surveyed will have used these e-books.

Students will be surveyed to determine if these resources are being utilized before any money is budgeted for purchase of more titles.

- 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Statistics will be gathered from Net-Library, the company supplying the E-books, to determine the number of logons and usage.

The usage will be determined. These materials will be heavily publicized if there is little usage. If there has been little usage, more information will be gathered before purchasing more titles is recommended.

Adult Education

Expanded Statement of Institutional Purpose

Institutional Mission Statement: Arkansas Northeastern College is committed to providing accessible, quality educational programs, services, and lifelong learning opportunities.

Institutional Purpose Reference: Purpose 1: Arkansas Northeastern College is committed to provide an access to quality higher education opportunity for all individuals regardless of age, sex, race, or ancestry; economic, cultural or physical condition or previous educational attainment, within the provisions of law and resources available.

Administrative or Educational Support Unit Mission Statement: Provide adult learners with the mechanisms which prepare them for self-sufficiency and improvement in their quality of life.

Intended Student Outcomes

1. Increase the number of contact hours of instruction for each student served.
2. Students completing 60 or more hours of instruction will improve their TABE scale score by one functional level in at least one of the areas tested (reading, language, and math).

1. *Intended Administrative Outcome:* Increase the number of contact hours of instruction for each student served.
 - 1.1 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* Implement an intervention program to encourage students to remain enrolled in the Adult Education Program.

Data Collection: Use the Arkansas Adult Education Reporting Information System (AAERIS) to identify students with less than 12 hours of instruction. For each student identified implement an intervention program to encourage the student to remain enrolled in the Adult Education Program.
 - 1.2 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* At least 60 percent of the students receiving instruction will move from the status of “served” to the status of “enrolled”.

“Served” status students receive less than 12 hours of instruction
“Enrolled” status students receive 12 or more hours of instruction.

Data Collection: Use the statewide data base system Arkansas Adult Education Reporting Information System (AAERIS) to input each student's demographic information and hours of instruction are inputted. The data base will allow the Adult Education Program to track the student's progress and attendance to determine when they have moved beyond the "served" to "enrolled" status.
2. *Intended Student Outcome:* Students completing 60 or more hours of instruction will improve their TABE scale score by one educational functional level (EFL) in at least one of the areas tested (reading, language, and math.)
 - 2.1 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* Eighty-five percent of the students completing 60 or more hours of instruction will improve their TABE scale score by one educational functional level (EFL) in at least one of the areas tested (reading, language, and math).

Data Collection: Students will be pretested to determine their deficiencies in reading, language, and math. An Individual Education Plan (IEP) will be created for each student. The pretest identifies areas of weakness that are then used to develop a program of study geared toward improving their basic skills.
 - 2.2 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* One hundred percent of the students will be pre-tested to identify their beginning educational functional level.

Data Collection: Use the AAERIS data base to track students' pre and post test scores to determine their educational functional level gain.

Continuing and Community Education

Expanded State of Institutional Purpose

Institutional Mission Statement: Arkansas Northeastern College is committed to providing accessible, quality educational programs, services, and lifelong learning opportunities.

Institutional Purpose Reference: Purpose 1: Arkansas Northeastern College is committed to provide an access to quality higher education opportunity for all individuals regardless of age, sex, race, or ancestry; economic, cultural or physical condition or previous educational attainment, within the provisions of law and resources available.

Administrative or Educational Support Unit Mission Statement: The Department of Continuing and Community Education at Arkansas Northeastern College is a non-credit, lifelong learning program that meets the challenging needs the community. Educational opportunities are continually developed and offered for citizens of all ages at reasonable cost.

Intended Administrative Objectives

1. Provide enhanced programming to serve minority populations.
2. Expand services to include programming at the ANC Osceola and ANC Paragould Centers.

1. Intended Administrative Objective: Provide programming to serve minority populations.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Continuing and Community Education course participation will indicate a 5 percent increase in minority populations as indicated on the course evaluation summary.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Continuing and Community Education will add two courses in the Fall 09 that target participation of minority populations.

2. Intended Administrative Objective: Expand services to include programming at the ANC Osceola and ANC Paragould Centers.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Continuing and Community Education will offer two educational opportunities at both ANC Osceola and ANC Paragould in Fall 2009.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Educational offerings scheduled at the ANC Osceola and Paragould Centers will reflect course participation of 6 - 12 students.

University Center

Expanded Statement of Institutional Purpose

Institutional Mission Statement: Arkansas Northeastern College is committed to providing accessible, quality educational programs, services, and lifelong learning opportunities.

Institutional Purpose Reference:

Purpose 1: Arkansas Northeastern College is committed to provide an access to quality higher education opportunity for all individuals regardless of age, sex, race, or ancestry; economic, cultural or physical condition or previous educational attainment, within the provisions of law and resources available.

Purpose 7: To offer personalized counseling and support services.

Administrative or Educational Support Unit Mission Statement: The ANC University Center is committed to providing continuing education to area residents by bringing bachelor and masters level degrees from four year institutions.

Intended Administrative Objectives

1. Increase awareness of the University Center.
2. Meet student expectations in areas of effectiveness and customer service.

1. Intended Administrative Objective: The University Center will increase awareness of the University Center.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The University Center will promote and market the four universities by completing the following actions within the 2009-10 academic year:
 - Spotlight each of the four universities on the ANC University Center Website including class schedules, degree advisors, contact information and department news.
 - Feature University Center activities, students and university instructors and personnel on the University Center Web site updating the blog and web calendar.
 - Provide bulletin board features on each university degree throughout the ANC campuses.
 - Develop, publish and circulate University Center brochures in the ANC service area.
 - First time students will be the focus group surveyed as to how they found out about the University Center.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: University Center student enrollment in course offerings for the 2009-2010 academic year will increase by 2 percent determined by semester 11th day enrollment comparisons of the four universities.
2. Intended Administrative Objective: Meet student expectations in areas of effectiveness and customer service.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: At the completion of each semester, students will rate the effectiveness of the University Center with an average of 3.5 or greater on a scale of 1 to 5 with 1 being the lowest and 5 being the highest in all designated areas in the student survey.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will rate overall satisfaction with the University Center experience at the end of each semester at a 4 or greater on a scale of 1 to 5 with 1 being the lowest and 5 being the highest.

Student Services

Admissions Office

Expanded Statement of Institutional Purpose Linkage

Institutional Mission Statement: Arkansas Northeastern College is committed to providing accessible, quality educational programs, services and lifelong learning opportunities.

Institutional Purpose Reference: Purpose 1: Arkansas Northeastern College is committed to provide an access to quality higher education opportunity for all individuals regardless of age, sex, race, or ancestry; economic, cultural or physical condition or previous educational attainment, within the provisions of law and resources available.

Administrative or Educational Support Unit Mission Statement: The Student Services Division is committed to assisting each individual to reach his/her full potential by providing access to higher education. These support services will be offered to both prospective and enrolled students in a manner that is professional, courteous and consistent with the provisions of the law and available resources.

Intended Administrative Objectives:

1. The Admissions Office will provide information sessions to high school seniors and their families to increase awareness of College opportunities.
2. The Admissions Counselors will provide entering students initial counseling on established advising criterion.

1. *Intended Administrative Objective:* The Admissions Office will provide information sessions to high school seniors and their families to increase awareness of College opportunities.
 - 1.1 *State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success:* Workshops will be provided to high school seniors and their families throughout the school-year to provide information regarding post-secondary education.

Data Collection: All attendees will complete a survey rating the content of information on a scale of 1 to 5 with 1 being the lowest and 5 being the highest.

Criteria for Success: 85 percent of those surveyed will rate the event at a 4 or higher.
 - 1.2 *State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success:* Preview Day will be offered to all high school seniors. 85 percent of those surveyed will rate the event at a 4 or higher.

Data Collection: All attendees will complete a survey rating the content of Preview Day on a scale of 1 to 5 with 1 being the lowest and 5 being the highest.
 - 1.3 *State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success:* Participation at Workshops and Preview Day will increase. Attendance for each event will increase by 5 percent.

Data Collection: Records of attendance will be kept each year for each event.

2. *Intended Administrative Objective:* The Admissions Counselors will provide entering students initial counseling on established advising criterion as listed on the intake form.
 - 2.1 *State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success:* All entering students will see a counselor and participate in an Intake Interview. An Intake Form will be completed during the interview. One-hundred percent (100%) of new students will complete an Intake Form.

Data Collection: Copies of each Intake Form will be collected.
 - 2.2 *State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success:* One-hundred percent (100%) of students will receive counseling regarding course placement. Those students will then complete a point-of-contact survey about the counseling. 90 percent of those surveyed will rate the process a 4 or higher.

Data Collection: Students who have completed the Intake Interview will be surveyed regarding the content of the process and will rate the specific components on a scale from 1 to 5 with 1 being the lowest and 5 being the highest.

Student Support Services

Expanded Statement of Institutional Purpose

Institutional Mission Statement: Arkansas Northeastern College is committed to providing accessible, quality educational programs, services and lifelong learning opportunities.

Institutional Purpose Reference: Purpose 1: Arkansas Northeastern College is committed to provide an access to quality higher education opportunity for all individuals regardless of age, sex, race, or ancestry; economic, cultural or physical condition or previous educational attainment, within the provisions of law and resources available.

Administrative or Educational Support Unit Mission Statement: The Student Services Division is committed to assisting each individual to reach his/her full potential by providing access to higher education. These support services will be offered to both prospective and enrolled students in a manner that is professional, courteous and consistent with the provisions of the law and available resources.

Intended Administrative Objectives:

1. *Intended Administrative Objectives:* Student Support Services participants will meet the expected outcomes for the U. S. Department of Education. All information collected will be reported to the Department of Education yearly on the Annual Performance Report for Student Support Services.
2. *Intended Administrative Objectives:* Student Support Services participants will indicate through surveys that they are satisfied with the services offered by the program.

1. Intended Administrative Objectives: Student Support Services (SSS) participants will meet the expected outcomes for the U. S. Department of Education. All information collected will be reported to the Department of Education yearly on the Annual Performance Report for Student Support Services.

- 1.1 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: Persistence Rate: 50 percent of participants served by the SSS Project will persist from academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to a 4-year institution during the academic year.

Data Collection Plan: Student Support Services maintains a list of all active participants as well as a database of all services provided. Staff uses the ANC portal and the National Student Clearinghouse to verify these students' enrollment, graduation and transfer status as well as to update student information in the database. Students who are not enrolled and who have not graduated or transferred are contacted by telephone, email, and/or letter to discuss their reason for not returning and to offer assistance in reenrolling. Information collected will be reported to the Department of Education yearly on the Annual Performance Report for Student Support Services.

- 1.2 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: Good Academic Standing Rate: 70 percent of all participants served by the SSS Project will meet the performance level required to stay in good academic standing at the grantee institution (Arkansas Northeastern College).

Data Collection Plan: Staff verifies each student's academic standing with Arkansas Northeastern College every semester using the ANC portal. Students who are on academic suspension will not meet the Good Academic Standing criteria. Data collected will be reported to the Department of Education yearly on the Annual Performance Report for Student Support Services.

- 1.3 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: Graduation/Transfer Rate (2-year institutions only): 29 percent of new participants served each year will graduate with an associate degree and/or transfer to a four-year institution within four years.

Data Collection Plan: The SSS office requests a copy of the Graduate List from the registrar's office and compares the list to the program's graduate list as well as verifies whether participants have met their degree requirements. The graduation status of each student is confirmed using the ANC portal. Staff documents the type of degree earned as well as the date the degree is earned in the SSS student database.

2. Intended Administrative Objective: SSS participants will be satisfied with the services offered by the program.

- 2.1 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: A survey will measure student satisfaction of study skills workshops using a Likert Scale. The aggregate average of all scores will be no

less than four (4) out of five (5).

Data Collection Plan: Students attending study skills workshops are asked to complete an evaluation to measure the knowledge of the staff as well as the content and relevance to the subject.

- 2.2 *State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success:* A survey will measure student satisfaction of the aggregate of all SSS services using a Likert Scale. The aggregate average of all scores will be no less than four (4) out of five (5).

Data Collection Plan: All students are asked to complete a survey of all the SSS program components at the end of each academic year. The evaluations are available in the office for all students from April - May of the academic year. Graduates are asked to complete the evaluation during the Graduate Luncheon if they have not already done one.

Educational Opportunity Center/Educational Talent Search

Expanded Statement of Institutional Purpose

Institutional Mission Statement: Arkansas Northeastern College is committed to providing accessible, quality educational programs, services and lifelong learning opportunities.

Institutional Purpose Reference: Purpose 1: Arkansas Northeastern College is committed to provide an access to quality higher education opportunity for all individuals regardless of age, sex, race, or ancestry; economic, cultural or physical condition or previous educational attainment, within the provisions of law and resources available.

Administrative or Educational Support Unit Mission Statement: The Student Services Division is committed to assisting each individual to reach his/her full potential by providing access to higher education. These support services will be offered to both prospective and enrolled students in a manner that is professional, courteous and consistent with the provisions of the law and available resources.

Intended Administrative Objectives:

1. Increase awareness of the EOC and ETS Programs on the ANC campus.

1. Intended Administrative Objective: Increase awareness of the EOC and ETS Programs on the ANC campus.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The Director of ETS and EOC will assess the ANC Faculty and Staff's general awareness of the two programs. 70 percent of the respondents will answer with a 4 or 5 on each question on the questionnaire.

Data Collection Plan: All ANC Faculty and Staff will complete a questionnaire and rate their awareness on a Likert Scale.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: All members of the ANC Board of Trustees will answer a questionnaire to assess their awareness of the two programs.

70 percent of the respondents will answer with a 4 or 5 on each question on the questionnaire.

Administrative Services

Business Office

Expanded Statement of Institutional Purpose

Institutional Mission Statement: Arkansas Northeastern College is committed to providing accessible, quality educational programs, services and lifelong learning opportunities.

Institutional Purpose Reference: Purpose 1: Arkansas Northeastern College is committed to provide an access to quality higher education opportunity for all individuals regardless of age, sex, race, or ancestry; economic, cultural or physical condition or previous educational attainment, within the provisions of law and resources available.

Intended Administrative Objectives:

1. Students and staff will be satisfied with the services provided by the business office.
2. Students who early register for classes will receive a bill or notification of account status in a timely manner.

1. Intended Administrative Objective: Students and staff will be satisfied with the services provided by the business office.

- 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will rate the services provided by the business office on a point of contact survey.

Data Collection Plan: A point of contact survey will be developed and administered to students who visit the business office during July and August 2009. Students will be asked to rate the service they receive on a scale of 1 to 5 with 5 being "Very Satisfied". The surveys will be reviewed and areas needing improvement will be identified and addressed for improvement. The same survey will be administered in November 2009 and again in January 2010. A comparison of the rating will be made to measure improvement.

Criteria for Success: On the second survey, students will rate the service they receive at a mean of 3.5 or above on a 5 point scale.

- 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Faculty and staff will rate the services they receive from the business office on a point of contact survey.

Data Collection Plan: A point of contact survey will be developed and administered to the faculty and staff who utilize the business office services during September through December 2009. Faculty and staff will be asked to rate the service they receive on a scale of 1 to 5 with 5 being "Very Satisfied". The surveys will be reviewed in December and areas needing improvement will be identified and addressed for improvement. The same survey will be administered in February through May 2010. A comparison of the ratings will be made to measure improvement.

Criteria for Success: On the second survey, faculty and staff will rate the service they receive at a mean of 3.5 or above on a 5 point scale .

2. Intended Administrative Objective: Students who early register for classes will receive a bill or notification of account status in a timely manner.

- 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students who early register for classes through the Registrar's Office will be identified. Those who have not cleared the business office after 10 days will receive a billing statement through the mail.

Data Collection Plan: Students who register for classes during an early registration period in July or November will identified electronically. The students who register and do not make a payment or provide a deferment will be identified and targeted for contact. Those who have a billing statement will be sent a statement through the mail.

Students who registered on the web will also be identified. A customer friendly letter will be prepared and mailed to these students which will inform then as to what they need to do in order to complete the registration process. Included in

the letter will be deadlines for payment, payment options, etc.

Criteria for Success: 100 percent of the students who early register through the Registrar's Office and do not make a payment or provide a deferment within 10 days will be identified and billed.

- 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students who early register on the web will be identified. Those who have not cleared the business office after 10 days will receive a letter explaining what must be done in order to complete the registration process.

Criteria for Success: 100 percent of the students who register on the web and do not make a payment or provide a deferment will be identified and mailed a letter requesting payment.

Human Resources

Expanded Statement of Institutional Purpose

Institutional Mission Statement: Arkansas Northeastern College is committed to providing accessible, quality educational programs, services and lifelong learning opportunities.

Institutional Purpose Reference: Purpose 1: Arkansas Northeastern College is committed to provide an access to quality higher education opportunity for all individuals regardless of age, sex, race, or ancestry; economic, cultural or physical condition or previous educational attainment, within the provisions of law and resources available.

Administrative or Educational Support Unit Mission Statement: The Office of Human Resources is dedicated to providing comprehensive human resources management services to the employees of Arkansas Northeastern College to support and advance the success of the College.

Intended Administrative Objectives:

1. Reduce time spent in evaluating Adjunct/Overload Faculty Agreements and Authorization for Extra Help, Part-time Employment.
2. Disseminate instructions on how to access fringe benefits information and forms online to all employees.

1. Intended Administrative Objective: Reduce time spent in evaluating Adjunct/Overload Faculty Agreements and Authorization for Extra Help, Part-time Employment.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Conduct training sessions for office personnel responsible for preparing Agreements/Authorizations explaining how to complete the forms and why information is needed. When the Agreements/Authorizations are received by Human Resources they will be evaluated for the need for additional information. 75 percent of the number of Agreements/Authorizations submitted each semester will not require additional information.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Office personnel will evaluate the training session and rate its usefulness as 3.5 or higher on a scale of 1 to 5 with 5 being most useful.

2. Intended Administrative Objective: Disseminate instructions on how to access fringe benefits information and forms online to all employees.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Communicate by email to all current employees the steps involved in setting up online access to health insurance information and instructions on accessing medical/dependent day care reimbursement forms and Explanation of Benefits Forms for all employees. A count of requests for this information will be tallied. No more than 10 percent of the number of full-time employees will request assistance and/or forms by phone or in person during the academic year.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Information about online access to fringe benefit information and forms will be included in orientation packets for new hires. A count of requests for this information by newly hired employees will be tallied. No more than 10 percent of the number of newly hired employees will request assistance and/or forms by phone or in person during the academic year.

Management Information Technology Services

Expanded Statement of Institutional Purpose

Institutional Mission Statement: Arkansas Northeastern College is committed to providing accessible, quality educational programs, services and lifelong learning opportunities.

Institutional Purpose Reference: Purpose 1: Arkansas Northeastern College is committed to provide an access to quality higher education opportunity for all individuals regardless of age, sex, race, or ancestry; economic, cultural or physical condition or previous educational attainment, within the provisions of law and resources available.

Administrative or Educational Support Unit Mission Statement: To collaborate within and beyond the College to create and sustain a technology environment that enables innovation and superior service to college constituents.

Intended Administrative Objectives

1. Provide faculty and staff with ongoing professional development opportunities for acquiring skills needed to effectively integrate and use technology-based systems for instruction and administrative services.
2. Provide exceptional customer service to faculty, staff, and students.

1. Intended Administrative Objective: Provide faculty and staff with ongoing professional development opportunities for acquiring skills needed to effectively integrate and use technology-based systems for instruction and administrative services.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 100 percent of approved training requests will be fulfilled by either in-house (MITS personnel) or through contracted services. Training request forms will be available to all faculty on staff through the portal.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: On an evaluation conducted at the end of the training session, eighty percent of trainees of MITS provided training will rate the quality of the training at least a four on a scale five-point scale.

2. Intended Administrative Objective: Provide exceptional customer service to faculty, staff, and students.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Ninety percent of the requests for technical support through the Trouble Ticket System will receive a response within one business day.

Data Collection Plan: An excel spreadsheet that tracks the dates of monthly Trouble Ticket entries and MITS responses will be maintained by the departmental secretary. The percentage of responses made within one business day will be calculated. The spreadsheet will be submitted to the Director of Management Information Technology Services by the fifth working day of the following month.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: On an online survey, eighty percent of respondents that have used the Trouble Ticket system will rate the overall effectiveness of the Trouble Ticket system at least a four on a five-point scale.

Data Collection Plan: An online survey of faculty and staff using the Trouble Ticket system will be conducted at the end of each semester. A list of faculty and staff using the Trouble Ticket system will be maintained by the departmental secretary. The list will include email addresses.
 - 2.3 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Ninety percent of the requests for technical support through the Helpdesk System will receive a response within one business day.

An excel spreadsheet that tracks the dates of monthly Helpdesk entries and MITS responses will be maintained by the MITS Helpdesk designee. The percentage of responses made within one business day will be calculated. The spreadsheet will be submitted to the Director of Management Information Technology Services by the fifth working day of the following month.
 - 2.4 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: On an online survey, eighty percent of respondents will rate the

overall effectiveness of the Helpdesk system at least a four on a five-point scale. An online survey will be conducted at the end of each month for users of the Helpdesk system during that month.

Marketing and Development Office

Expanded Statement of Institutional Purpose

Institutional Mission Statement: Arkansas Northeastern College is committed to providing accessible, quality educational programs, services, and lifelong learning opportunities.

Institutional Purpose Reference: Purpose 1: Arkansas Northeastern College is committed to provide an access to quality higher education opportunity for all individuals regardless of age, sex, race, or ancestry; economic, cultural or physical condition or previous educational attainment, within the provisions of law and resources available.

Administrative or Educational Support Unit Mission Statement: The mission of the Arkansas Northeastern College Marketing and Development Team is to present the College and its many offerings in a positive, consistent, and advantageous manner by providing an interface between the internal college community and the outside world.

Intended Administrative Objectives

1. Increase the utilization of the Arkansas Northeastern College website as a primary marketing tool to generate increased enrollment.
2. Produce quality marketing materials.
3. Develop a three-year publications plan for the Admissions Department.

1. Intended Administrative Objective: Increase the utilization of the Arkansas Northeastern College website as a primary marketing tool to generate increased enrollment.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Maintain current information on the College website by updating blog entries, student and instructor photos on the Spotlight, and photos of College activities. Updates will be submitted to the Webmaster bimonthly.

A spreadsheet listing the items above with the date each was last updated will be maintained by the Information and Marketing Specialist. The record will include the date new information was submitted to the webmaster.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Meet with key personnel to develop a brief online marketing survey for students. This survey will direct future advertising emphasis.
2. Intended Administrative Objective: Produce quality marketing materials.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Develop and implement a process with a timeline for requests for marketing materials that includes time for design, content clarification and approval, as well as bids for printing. The process will be operational by April 1, 2010.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: On a satisfaction survey, materials requested will be rated 3.5 or higher on a five-point scale.
3. Intended Administrative Objective: Develop a three-year publications plan for the Admissions Department.
 - 3.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Assess the overall publications needs of the Admissions Department including new brochures and a view-book. The plan with a budget will be developed by April 1, 2010.
 - 3.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Admissions counselors will distribute at least 75 percent of the publications produced for the Admissions Office by the Marketing Department.

Physical Plant

Expanded Statement of Institutional Purpose

Institutional Mission Statement: Arkansas Northeastern College is committed to providing accessible, quality educational programs, services, and lifelong learning opportunities.

Institutional Purpose Reference: Purpose 1: Arkansas Northeastern College is committed to provide an access to quality higher education opportunity for all individuals regardless of age, sex, race, or ancestry; economic, cultural or physical condition or previous educational attainment, within the provisions of law and resources available.

Intended Administrative Objectives

1. Faculty and staff will have computer access to photos of each enrolled student.
2. Current security will be improved at the off campus sites.

1. Intended Administrative Objective: Faculty and staff will have computer access to photos of each enrolled student.

- 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Photos of all enrolled students will be collected when they obtain their picture ID. These photos will be merged with the current student data base.

Data Collection Plan: Software will be identified that will allow the current photos contained in the photo ID system to be transferred into the POISE Student Data Base. Once the appropriate software has been approved by the MITS department it will be purchased by the Student Services Division. Pilot testing will be done during the fall 2009 semester to determine the quality and possible uses of the photos.

Criteria for Success: The software for transferring student photos into the student data base will be purchased and installed by July 15, 2009.

- 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The student photos will be linked to the student's demographic information.

Data Collection Plan: Student photos will be integrated into the student data base. Once the photos are integrated in to the student data base, the student demographic information will contain the photo. Faculty and staff will be able to enter the student ID and see a photo of the student.

Criteria for Success: 100 percent of the students who are enrolled in the fall 2009 semester and have a photo in the security data base will be integrated into the student data base.

- 1.3 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Policies and procedures will be developed for the use and distribution of student photos.

Data Collection Plan: The Security Staff will survey other colleges and universities to collect policies and procedures currently in use. These materials will be reviewed and ANC policies and procedures will be developed for approval by the appropriate standing committees.

Criteria for Success: Policies and procedures for the use and distribution of student photos will be approved and distributed by May 2010.

2. Intended Administrative Objective: Current security will be improved at the off campus sites.

- 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Determine the number of cameras, the location of the cameras, and the location of the video screen for the Crisp Center.

Data Collection Plan: A surveillance camera has been installed at the Burdette campus. The Public Safety Officer and Gene Bennett will be interviewed to

determine the following:

- Actual amount of use as defined by watching the video screen
- Incidents that were observed
- Perceived value of having the incident on tape
- Appropriateness of the location of the cameras
- Appropriateness of the location of the video screens

Anecdotal data, incident reports, and results of the recorded incidents will be evaluated to determine the actual value of the cameras. This information will also be used to create a rubric for use in documenting the activities observed on the video screens. This will help in the future to assess the value of the surveillance cameras.

Criteria for Success: Surveillance cameras will be installed on the Crisp Center by January 2010.

- 2.2 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* The use and effectiveness of the surveillance cameras the Crisp Center will be monitored and assessed to determine the potential value of cameras at the other off campus locations.

Data Collection Plan: A rubric will be used to assess the value of the cameras. The rubric will be applied to both the Crisp Center system and the Burdette system during the spring 2010 semester.

Criteria for Success: Each of the variables on the rubric will be rated at least 3.5 or above on a scale of 1 to 5 with 5 being the highest. If this criteria is met, cameras will be requested in the 2010-2011 budget for the Osceola Center.