

**Arkansas Northeastern College  
Institutional Assessment  
2010-2011 and 2011-2012  
Plans**

**Arkansas Northeastern College  
Institutional Assessment  
2010-2011 and 2011-2012 Plans**

The assessment of institutional effectiveness is fundamental to the progress and growth of Arkansas Northeastern College. Based on a continuous improvement cycle, the process is designed to provide meaningful information to refine and advance both academic and administrative programs. Assessment initiatives are focused on student learning and the results are used to improve outcomes and support resource decisions.

This document includes the assessment plans for the 2010-2011 and the 2011-2012 reporting cycles. Both academic and administrative departments and divisions participated in this process.

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 supply their expertise and give generously of their time to ensure that Arkansas Northeastern College continues to develop a comprehensive assessment of student achievement and college support services.

Committee for the Assessment of Student Learning:

Allen Allison, Occupational Programs  
Gene Bennett, Occupational Programs  
Ginger Berry, Math and Science  
Cindy Clark, Assessment Specialist/Chair  
Mary Dement, Instruction  
Barbara Greene, Allied Health  
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Robin Singleton, Business and Technical Division  
Murray Therrell, Solutions Group  
June Walters, Administration  
Dr. Paula Williams, Business and Technical Division  
Pauline Whaley, College Preparatory  
Laura Yarbrough, Student Services

## **Assessment Calendar**

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Faculty and staff determine which outcomes or objectives will be assessed during the assessment cycle. After student learning outcomes are identified, faculty implement learning activities, collect associated data, and analyze the data to improve student learning. Support areas set administrative objectives, implement improvement activities, collect associated data, and analyze the data to improve services and support to students and academic programs. The timeline below outlines the process.

January	Faculty/staff begin analysis of collected assessment data and preparation of the annual Assessment Report.
February	Program faculty/staff complete Assessment Report. Results are presented to the faculty/staff of the reporting area for a preliminary review.
March	Report of assessment measures, results for the previous year, and use of results due to Committee for the Assessment of Student Learning (CASL). Plans that include intended student learning outcomes or intended administrative objectives, means of assessment, and the data collection plan are due with the report.
March/April	Committee for Assessment of Student Learning reviews submitted Assessment Reports. Each area presents their report to the full committee. The Committee provides suggestions for improvement. Plans for the next assessment cycle are presented for review and feedback from CASL.
April	Revised Assessment Reports and Plans due to the Assessment Specialist.
June	Annual Institutional Assessment Report and Institutional Plan are presented to the Board of Trustees. This report compiles all institutional student learning assessment results as well as support area results for continuous improvement. The plan includes intended student learning outcomes or intended administrative objectives, means of assessment, and the data collection plan for the upcoming cycle.

## CONTENTS

Introduction. . . . .	ii
Assessment Calendar. . . . .	iii
Academic Programs 2010-2011 Plans. . . . .	1
Arts and Sciences/General Education. . . . .	2
Allied Health. . . . .	15
Academic Programs 2011-2012 Plans. . . . .	28
Arts and Sciences/General Education. . . . .	29
Developmental Education. . . . .	45
Allied Health. . . . .	53
Business and Technical Division. . . . .	61
Occupational Programs/Secondary Center. . . . .	79
ADTEC Solutions Group. . . . .	82
Academic Services 2010-2011 Plans. . . . .	84
Adult Education. . . . .	85
Continuing and Community Education. . . . .	87
ADTEC Solutions Group. . . . .	89
University Center. . . . .	90
Academic Services 2011-2012 Plans. . . . .	92
Adams Vines Library. . . . .	93
Wellness Center. . . . .	95
Student Services 2010-2011 Plans. . . . .	97
Office of Admissions. . . . .	98
Student Services 2011-2012 Plans. . . . .	100
Financial Aid. . . . .	102
Registrar's Office. . . . .	103
Testing Center. . . . .	104
Administrative Services 2010-2011 Plans. . . . .	105
Marketing and Development Office. . . . .	106
Management Information Technology Services. . . . .	108
Human Resources. . . . .	110
Business Office. . . . .	112
Administrative Services 2011-2012 Plans. . . . .	114
Career Pathways Initiative. . . . .	115

**Academic Programs  
2010-2011 Plans**

**Arts and Sciences/General Education**

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

**Arts and Sciences/General Education  
Assessment Plan  
2010-2011**

**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.

**General Education 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 Biology and Lab  
Course Level Assessment Plan  
2010-2011**

1. Intended Student Learning Outcome: Students will successfully differentiate between organic molecules and successfully analyze data and characteristics in lecture and lab to identify them.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A common comprehensive final exam is administered each semester. An item analysis will be performed on all questions concerning organic molecules. Students will answer 70% correctly.
  - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will be given a lab quiz at the end of the lab over organic molecules and will answer 70% correctly.
  - 1.3 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will be given a practical lab exam including questions covering organic molecules and will answer 70% correctly.
  
2. Intended Student Learning Outcome: Students will successfully identify, analyze data and differentiate between substrates, enzymes that catalyze the reaction, and the resulting product in lecture and lab.
  - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A common comprehensive final is administered each semester. An item analysis will be performed on all questions concerning enzymes. Students will answer 70% correctly.
  - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will be given a lab quiz at the end of the lab over enzymes, substrates, and the resulting chemical reactions and will answer 70% correctly.
  - 2.3 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will be given a practical lab exam including questions covering enzymes, substrates, and resulting chemical reactions and will answer 70% correctly.



**Anatomy and Physiology I  
Course Level Assessment Plan  
2010-2011**

1. Intended Student Learning Outcome: Students will correctly use basic regional and directional terminology.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Questions pertaining to the regional and directional terminology will be analyzed from the first lecture exam. 80% of the students will use the terms correctly.
  - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Questions pertaining to the regional and directional terminology will be analyzed from the first practical lab exam. 80% of the students will use the terms correctly.
  - 1.3 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Questions pertaining to the regional and directional terminology will be analyzed from the final comprehensive exam. 90% of the students will use the terms correctly.
  
2. Intended Student Learning Outcome: Students will correctly identify specific types of epithelial tissue.
  - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Questions pertaining to epithelial tissue will be analyzed from the third lecture exam. 70% of the students will correctly identify the specific types of epithelial tissue.
  - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Questions pertaining to epithelial tissue will be analyzed from the second lab practical exam. 70% of the students will correctly identify the specific types of epithelial tissue.
  - 2.3 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Questions pertaining to epithelial tissue will be analyzed from the final comprehensive exam. 80% of the students will correctly identify the specific types of epithelial tissue.

**Anatomy and Physiology II and Lab  
Course Level Assessment Plan  
2010-2011**

1. Intended Student Learning Outcome: Students will be able to correctly identify different blood cells and their functions.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Questions pertaining to blood cells and functions will be analyzed from the fourth lecture exam. 80% of the students will be able to identify the specific blood cell and its functions correctly.
  - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Questions pertaining to blood cells and functions will be analyzed from the third practical lab exam. 80% of the students will be able to identify the specific blood cell and its functions correctly.
  - 1.3 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Questions pertaining to blood cells and functions will be analyzed from the comprehensive final exam. 80% of the students will be able to identify the specific blood cell and its functions correctly.
  
2. Intended Student Learning Outcome: Students will correctly identify the cranial nerves, their function and how to assess them.
  - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Questions pertaining to cranial nerves, function and assessment will be analyzed from the second lecture exam. 80% of the students will correctly identify the cranial nerves, function and assessment.
  - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Questions pertaining to cranial nerves, function and assessment will be analyzed from the first and second practical lab exams. 80% of the students will correctly identify the cranial nerves, function and assessment.
  - 2.3 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Questions pertaining to cranial nerves, function and assessment will be analyzed from the comprehensive final exam. 90% of the students will correctly identify the cranial nerves, function and assessment.

**Microbiology**  
**Course Level Assessment Plan**  
**2010-2011**

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: Throughout the semester, Microbiology students are taught a variety of methods to stain bacteria and aseptic techniques (no contamination) 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 completing Microbiology Lab will successfully isolate and identify one of the two unknown species within a mixed broth of the Biochemical Unknown.
  - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Contamination labs will demonstrate the ease of contamination of plates by allowing plates that are initially poured and sterile to be tested for a specific period of time to see if contamination occurs. Students will be given 4 sterile nutrient agar plates. One of the plates will remain closed at all times; this will be the control agar plate. The other three plates will be inoculated by using proper aseptic T-streak techniques. These three plates will be also opened and closed various times after inoculation. As the students open and close the plates, potential contamination can occur. The students will determine the results if any for these three plates and will compare them to other students' results and their own control plates. During the weeks the students are working on their unknowns (weeks 13-16), students will be given similar plates as were seen in this contamination lab. Of those students completing Microbiology Lab, 50% of them will accurately determine cultures that are intended (inoculated cells from a proper aseptic T-streak procedure) and those that are unintended (contamination). All plates to be examined will be instructor-inoculated and the students will make the decision concerning contamination.
2. Intended Student Learning Outcome: Students will demonstrate knowledge in the area of bacteriology.
  - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: At the end of the semester, Microbiology students are administered the National League of Nursing (NLN) achievement exam to assess the learning over the course of the semester. There are three different areas on the NLN Microbiology Achievement exam: Bacteriology, Epidemiology, and Immunology. Of those students administered the NLN Microbiology Achievement Exam, 75% of the students will achieve a score of 70% or higher on the bacteriology portion of the exam.

2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will be assessed in their ability to properly inoculate, incubate and determine the results from differential & selective media agar types. The specific media types will be Eosin-Methylene Blue (EMB), Hektoen-Enteric agar (HE), Mannitol Salt Agar (MSA), and Tryptic Soy Agar (TSA) with 5% sterile sheep blood. Of the students completing Microbiology Lab, 75% of the students will properly assess the results of the 4 plates according to the following criteria:

- a) Determine if the growth is either Gram + (pos) or Gram – (neg)
- b) Determine if the media is selective, differential or both
- c) Determine the type of hemolysis (if any)

**Fundamentals of Composition  
Course Level Assessment Plan  
2010-2011**

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: 60% 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: 70% 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. 70% 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: 80% 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 Plan  
2010-2011**

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: 80% 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% 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% 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: 80% 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  
2010-2011**

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.

**Art Appreciation  
Course Level Assessment  
2010-2011**

1. Intended Student Outcomes: In Art Appreciation, students will be able to identify and analyze the elements and principles of design.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 75% of the students who complete Art Appreciation will score 80 or above on test and quiz questions related to identifying terminology and concepts related to the elements and principles of design. The assessment instruments will be 1 test and 1 quiz. The test will consist of 10 matching definition questions. The quiz will consist of 10 multiple choice questions accompanied by 10 slides of works of art. The number of questions specific to the outcome topic will be 20. Scores will be computed and data collected for the period spring 2010 through fall of 2011.
  
2. Intended Student Outcome: Students will be able to identify the varied media associated with art processes, both 2-dimensional and 3-dimensional.
  - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 75% of the students who complete Art Appreciation will score 70 or above on a test and quiz related to art media and processes. The assessment instruments will be 1 test and 1 quiz. The test will consist of 10 matching definition questions and 5 true-false questions. The quiz will consist of 10 multiple choice questions accompanied by 10 slides of works of art. The number of questions specific to the outcome topic will be 25. Scores will be computed and data collected for the period spring 2010 through fall 2011.



**Introduction to Speech Communications  
Course Level Assessment Plan  
2010-2011**

1. Intended Student Outcome: Students who complete Introduction to Speech Communication should be able to identify and demonstrate the use of the four elements, (elements are Attention Getter, Thesis Statement, Establish Speaker Credibility and create a repertoire' with the audience), contained in a proper speech introduction.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will be given a departmental quiz over the 4 elements (elements are Attention Getter, Thesis Statement, and Establish Speaker Credibility and create a repertoire' with the audience). 70% of students will correctly identify an “attention getter” on this quiz.
  - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will give a speech using the four elements in the introduction of the speech using a departmental rubric. 80% of students will score a 4 or above out of 5 on the “attention getter” statement.

**Fine Arts Theater  
Course Level Assessment Plan  
2010-2011**

1. Intended Student Outcome: Students in the Fine Arts Theater Class will be able to identify the three types of Theater explained in the text.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The classes will be divided into groups of three and will write four statements each which will illustrate the three types of Theater.
  - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will be given a departmental quiz which contains ten statements, each illustrating one of the three types of Theater. The mean score on the quiz will be 80% or higher.
  - 1.3 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will be given ten examples of Theater types and will be asked to identify the types of Theater on an exam. The mean score on the questions concerning the three types of Theater will be 80% or higher.
  
2. Intended Student Outcome: Students in the Fine Arts Theater class will be able to explain and provide examples of the three types of “realism: in Theater history as described in the text in terms of (a)The look, (b)The sound and (c)The acting.
  - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will turn in homework in which they provide examples of the three type of “Realism” in terms of the look, the style, and the acting. Students will provide 10 examples with 80% accuracy.
  - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will have a major exam question where they explain the three types of “realism” in terms of a) the look, b) the sound, and 3) the acting. A mean score (of the whole class) must get 75% or higher.

## Allied Health

<b>Allied Health</b>	
<i>Instructional Program</i>	<i>Degree Level</i>
Associate Degree Nursing	Associate in Applied Science
Practical Nursing	Certificate
Emergency Medical Technician	Certificate

**Associate Degree Nursing Program  
Assessment Plan  
2011-2012**

**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 Learning 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: Eighty five percent (85%) of graduates will obtain an average score of 850 or greater on the Health Education System, Inc. (HESI) Exit Exam for predicting outcomes for NCLEX-RN.
  - 1.2 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: Eighty five percent (85%) of graduates will obtain a score of 850 or greater on the NLNAC component of the HESI Exam in the sub areas of Critical Thinking, Communication, and Therapeutic Interventions.
  - 1.3 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: 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% 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% 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% 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% 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: naso-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% of the psychopharmacology clinical assignments that includes: being prepared to describe drug indications, actions, contraindications, precautions, side effects, and nursing implications.

**Practical Nursing Program  
Assessment Plan  
2011–2012**

**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 healthcare 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% probability on Assessment Technologies Institute's (ATI) Comprehensive Predictor Examination indicating 80% 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 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% 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 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% 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.

**Emergency Medical Technician-Paramedic  
Assessment Plan  
2011-2012**

**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 Outcomes: 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 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% 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 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% 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.
- 3.3 *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 (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 (100%) 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 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 (100%) 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 (100%) 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 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% 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  
Assessment Plan  
2010-2011**

**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. Indented Student 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% 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. Indented Student 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 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% or greater on the EMT Comprehensive Written Final Exam.
  
3. Indented Student 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 within the first attempt.
  - 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 within the first 3 attempts.

**Academic Programs  
2011-2012 Plans**



**Arts and Sciences/General Education**

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

**Arts and Sciences/General Education  
Assessment Plan  
2011-2012**

**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.

*General Education 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 Plan  
2011-2012**

1. Intended Student Learning 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. Thirty percent of the students completing College Algebra will test into Plane Trigonometry by earning a 70 or higher in the Algebra domain on Compass or a 45 or higher in the College Algebra domain on Compass.
  - 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. Seventy-five percent of the students completing College Algebra at ANC with a C or above will pass Business Calculus at ANC with a C or above.

**College Algebra  
Course Level Assessment Plan  
2011-2012**

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. Finding the x-intercepts will require students to solve a quadratic by factoring. A rubric will be used to grade the quizzes. Seventy percent of the students will successfully solve the quadratic equation to find the x-intercepts. Seventy percent of the students will be able to calculate the x and y coordinates of the vertex of the parabola.
  - 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. Fifty 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. Solving the equation will require solving a quadratic equation by factoring. The logarithmic equation will also have an extraneous root. Seventy percent of the students will successfully solve the resulting quadratic equation. Additionally, seventy percent of the students will indicate that one of the roots is extraneous.
  - 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. Fifty percent of the students will answer those questions correctly.
  
3. Intended Student Learning Outcome: College Algebra students will be able to find the zeros of a polynomial function of degree three or higher.
  - 3.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: College Algebra students will be given a quiz after completing the chapter on finding zeros of polynomial functions. The last two zeros will be found by using the quadratic formula and will be non-real, complex zeros. A scoring rubric will be used by all instructors. Seventy percent of the students will successfully solve the quadratic equation to find the final two zeros.

**Mathematics for Health Sciences  
Course Level Assessment Plan  
2011-2012**

1. Intended Student Outcome: Students successfully completing Math for Health Science will demonstrate: 1) the ability to calculate pediatric/adult dosages, IV flow rates, apothecary/metric/household conversions 2) comprehension of entry level nursing course content.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A minimum of 60% of the student population will score a 70% or above on the comprehensive lecture final
  - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A minimum of 70% average is scored on various subject matters subsectioned on the final exam each semester. The final exam is subdivided into category sections and analyzed each semester to illustrate areas of “strength” and “weakness”. Subsections are as follows: Basic Math, Abbreviations and Conversion Factors, Dosage Calculation, Body Surface Area, Recalculating IV Flow Rate, Flow Rate, Solutions, Temperature Conversions and Advanced Dosage Calculation.
  - 1.3 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A minimum of 70% average is scored on various subject matters subsectioned on the final exam each semester. The final exam is subdivided into category sections and analyzed each semester to illustrate areas of “strength” and “weakness”. Subsections are as follows: Basic Math, Abbreviations and Conversion Factors, Dosage Calculation, Body Surface Area, Recalculating IV Flow Rate, Flow Rate, Solutions, Temperature Conversions and Advanced Dosage Calculation.
  
2. Intended Student Learning Outcome: Students that complete Math for Health Science will be adequately prepared for entry level nursing math computations.
  - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A minimum of 50% of the students that completed Math for Health Science at ANC will score a 90% or better on the first attempt of the math competency exam in the nursing program. This is a means to follow retention rates into the nursing program.
  - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A minimum of 60% of the students that pass MHS will score at least an 80% on the first attempt of the entry level nursing math competency exam.

**Music Appreciation  
Course Level Assessment Plan  
2011-2012**

1. Intended Student Learning Outcome: The Music Appreciation students will be able to identify aurally five major musical compositions on the final.
  - 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 listening portion of the final.
  
2. Intended Student Learning Outcome: Students in Music Appreciation will be able to list three composers and at least three stylistic characteristics from the Baroque, Classical and Romantic style periods.
  - 2.1 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 above on the section of the unit tests covering stylistic characteristics.
  - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: At least 80 percent of the students who take the final, will score 80 percent or above on the section covering stylistic characteristics.

**World Civilization  
Course Level Assessment Plan  
2011-2012**

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 Means of Assessment and Criteria for Success: Key topic #1: The Roman Empire - At least 30% of students will score a three or higher on the scoring rubric for this question.
  - 1.2 Means of Assessment and Criteria for Success: Key topic #2: Final Exam Essay - At least 50% of students will score a three or higher on the scoring rubric for this question.

**U.S. History**  
**Course Level Assessment Plan**  
**2011-2012**

1. 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.
  - 1.1 Means of Assessment and Criteria for Success: Key Topic #1: The Revolutionary War – At least 30% of students will score a 3 or higher on the attached scoring rubric for this question.
  - 1.2 Means of Assessment and Criteria for Success: Key Topic #2: The Civil War - At least 50% of students will score a 3 or higher on the attached scoring rubric for this question.



**General Psychology  
Course Level Assessment Plan  
2011-2012**

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 Plan  
2011-2012**

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% 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% 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% 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% 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 Plan  
2011-2012**

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.

**Survey of Early Childhood Education  
Course Level Assessment Plan  
2011-2012**

1. Intended Student Outcome: (Survey of Early Childhood Education) The 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% 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% 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% of the students will score at least eight out of ten on the written appearance component of the grading rubric of the assignment.

**Curriculum and Materials for Infants and Toddlers  
Course Level Assessment Plan  
2011-2012**

1. Intended Student Outcome: Students will be able to identify the central components needed to set up an effective infant and toddler program and recognize the routines and experiences which support the total development in infants and toddlers.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria For Success: Through written exams, 80 percent of the students will be able to identify the components of an effective infant and toddler program.
  - 1.2 State Means of Assessment Describe Data Collection Plan, and Define Criteria For Success: Through written exams, 80 percent of the students will be able to recognize the routines and experiences which support the total development in infants and toddlers.
  
2. Intended Student Outcome: Students will be able to produce and demonstrate developmentally appropriate curriculum and materials for infants and toddlers.
  - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 80 percent of the students will score at least 70 out of 100 points on the presentation of materials component of the grading rubric of the assignment.
  - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 80 percent of the students will score at least 140 out of 200 points on the written component of the grading rubric of the assignment.

**Associate of Science in Education  
Program Level Assessment Plan  
2011-2012**

1. Intended Student Outcome: Students will be able to successfully pass the three modules of the PRAXIS I test after completing the review class PRAXIS I Prep.
  - 1.1 State Means of Assessment, Describe Data Collection Plan and Define Criteria For Success: Having completed the review information in the three modules of math, reading, and writing, the students will take an ETS sample practice test of PRAXIS I. 80% of the students will pass all three modules of the ETS sample practice test of PRAXIS I. Students not passing the three modules will be given tutoring and INET interactive materials to continue their preparation.
  - 1.2 State Means of Assessment Describe Data Collection Plan, and Define Criteria For Success: Students completing the AS in Education degree will take and pass the ETS approved PRAXIS I test and be accepted into the BSE degree program. 80% of students who took PRAXIS I Prep class will successfully pass the PRAXIS I test and be admitted into the Teacher Education program at a 4-year university.
  
2. Intended Student Outcome: AS in Education students enrolled in Introduction to Elementary Education will receive instruction in College Live Test in order to begin uploading education projects to their electronic portfolio. The program completers will be surveyed during the second semester of the junior year of the BSE program. 80% will rate each item on the NCATE survey and will respond that they were prepared to use the College Live Text software.
  - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: AS in Education students are not fully prepared in the use of College Live Text as noted through a survey taken after completing Integrating Technology in the Regular Classroom in the BSE Teacher Education program.
  - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will create an electronic portfolio by using College Live Text software. 100% of students completing the AS in Education degree will be proficient in uploading projects using the College Live Text software.

**World Literature I and World Literature II  
Course Level Assessment Plan  
2011-2012**

1. Intended Student Learning Outcome: Students completing World Literature I and World Literature II will demonstrate competency in critically reading, 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 in critically reading, discussing, and writing about significant works in world literature by analyzing and explicating two poems from the Romantic Era in literature, writing an essay to explain their work, and using outside sources to write about the two poems. This work will involve reading, discussing, researching, comparison/contrast analysis, and explication. The paper will be assessed using the following rubric:
    1. Clearly state the focus of the paper in a thesis sentence in the introductory paragraph of the paper. The introduction will include at least 5 sentences.
    2. Use at least two outside sources and cite them in the paper and on a Works Cited page, using the Modern Language Association (MLA) style of documentation.
    3. Write body paragraphs to support primary points in the paper. Each body paragraph will have a clear topic sentence and contain at least 7 sentences of support.
    4. Use specific details from the primary work(s) of literature they are writing about. This will include quotations, lines of poetry, short passages, etc.
    5. Use outside source materials to illustrate the thesis and primary points of the paper.
    6. Write an appropriate conclusion for the analytical paper. The conclusion must be at least 5 sentences long.

Student papers will be assessed on content, structure, mechanics and format. However, in this cycle, we will pay special attention to literary analysis. This is a weak point for students, and we will stress the skills which come into play in explication and literary analysis. Eighty-five percent of students will earn a score of 75 % or better on this essay.

**Fitness for Life  
Course Level Assessment Plan  
2011 -2012**

1. Intended Student 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:
    - a. Increased motivation to participate in various scheduled activities
    - b. Decreased stress levels
    - c. Increased self-confidence from accomplishing tasks
    - d. Increased satisfaction with quality of life on campus



## Developmental Education

<b>Academic Skill Areas</b>
Writing Skills
Reading Skills
Math/Basic Algebra Skills

**Developmental Education  
Assessment Plan  
2011-2012**

**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.

**College Reading Skills  
Course Level Assessment Plan  
2011-2012**

1. Intended Student Outcome: Students will improve their reading comprehension skills.

- 1.1 Means of Assessment, Data Collection Plan, and Criteria for Success: Sixty percent (60%) of the College Reading Skills students 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 Means of Assessment and Criterion for Success: Sixty percent (60%) of College Reading Skills students will master the course final. Mastery is 80%.

College Reading Skills students 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 Means of Assessment, Data Collection Plan, and 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 passage similar to the College Reading Skills final. Students will also receive a 25 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 Means of Assessment, Data Collection Plan, and Criteria for Success: Sixty percent (60%) of the College Reading Skills students will pass Advanced Reading Techniques (80% 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 Report  
2011-2012**

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 Means of Assessment, Data Collection Plan, and Criteria for Success: Sixty percent (60%) of the Advanced Reading Techniques students will improve from the pretest to the posttest scores in the areas of Inference, Purpose and Tone, and Critical Thinking 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 Means of Assessment, Data Collection Plan, and Criterion for Success: Sixty percent (60%) of students completing Advanced Reading Techniques will pass the course final with an 80%.

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 Means of Assessment, Data Collection Plan, and 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 Means of Assessment, Data Collection Plan, and 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 (A, B, or C) Advanced Reading Techniques will be tracked to check their performance in Psychology, Biology, Survey of Chemistry, U.S. History, and Decision Strategies.

**College Writing Skills  
Course Level Assessment Plan  
2011- 2012**

1. Intended Student Outcome: Students who complete the College Writing Skills course will demonstrate proficiency in performing required writing tasks.
  - 1.1 Means of Assessment and Criteria for Success: Seventy-five percent (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.
  - 1.2 Means of Assessment and Criteria for Success: Seventy-five percent (75%) of the students who complete College Writing Skills will be able to write ten (10) journal assignments, in paragraph format, that conform to the College Writing Skills checklist with fewer than three major errors on each.
  
2. Intended Student Outcome: Students will demonstrate proficiency based on My Skills Tutor in grammar usage and mechanics skills.
  - 2.1 Means of Assessment and Criteria for Success: Seventy-five percent (75%) of the students will score 80% © or above on the grammar usage and mechanics exit exam.
  - 2.2 Means of Assessment and Criteria for Success: Seventy-five percent (75%) of the students will be able to complete My Skills Tutor modules with a minimum proficiency level of 80 percent.

**Basic Math Skills  
Course Level Assessment Plan  
2011-2012**

1. Intended Student Learning Outcome: Basic Math Skills students will be able to perform all operations on integers without usage of calculators. The students will be able to add, subtract, multiply, and divide integers.
  - 1.1 Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Basic Math Skills students will be given a departmental quiz at the end of the sections covering the operations on integers. A rubric will be used to grade the quiz with an emphasis on subtraction of integers. Seventy percent (70%) of the students will subtract integers correctly.
  - 1.2 Means of Assessment, Data Collection, and Criteria for Success: A common comprehensive final exam is administered to all Basic Math Skills sections each semester. An item analysis will be performed on a selection of questions pertaining to operations on integers. Eighty percent (80%) of the students taking the final exam will answer those questions correctly.
  
2. Intended Student Learning Outcome: Basic Math Skills students will be able to perform all operations on fractions and mixed numbers with answers in simplest form, with no improper fractions, and without usage of calculators. The students will be able to add, subtract, multiply, and divide fractions and mixed numbers by knowing when to use least common denominators and to change mixed numbers to improper fractions and vice versa, how to cancel, how to write equivalent fractions, and how to write the answers in simplest form.
  - 2.1 Means of Assessment, Data Collection, and Criteria for Success: Basic Math Skills students will be given a departmental quiz at the end of the section covering subtraction of mixed numbers. A rubric will be used to grade the quiz with an emphasis on correctly writing equivalent fractions with common denominators. Sixty percent (60%) of the students taking the quiz will correctly write equivalent fractions with common denominators.
  - 2.2 Means of Assessment, Data Collection, and Criteria for Success: A common comprehensive final exam is administered to all Basic Math Skills sections each semester. An item analysis will be performed on a selection of questions pertaining to operations on fractions and mixed numbers. Fifty percent (50%) of the students taking the final exam will answer those questions correctly.

**Beginning Algebra  
Assessment Plan  
2011-2012**

1. *Intended Student Learning Outcome:* Beginning Algebra students will be able to graph linear equations by plotting points. The students will be able to solve an equation for  $y$ , determine the number of ordered pairs needed to graph the equation, find the ordered pairs that are solutions to the equation by using an  $x$ - $y$  chart, draw coordinate grid and plot ordered pairs with proper labeling, and graph the equation.
  - 1.1 *Means of Assessment, Data Collection, and Criteria for Success:* Beginning Algebra students will be given a departmental quiz at the end of the sections covering graphing on plotting points given a linear equation. Graphing by plotting points will require students to find specific coordinates using the substitution method. A rubric will be used to grade the quizzes. Eighty percent (80%) of the students will find and plot these coordinates correctly.
  - 1.2 *Means of Assessment, Data Collection, and Criteria for Success:* A common comprehensive final exam is administered to all Beginning Algebra sections each semester. An item analysis will be performed on a selection of questions pertaining to graphing by plotting points. Seventy percent (70%) of the students taking the final exam will answer those questions correctly.
  
2. *Intended Student Learning Outcome:* Beginning Algebra students will be able to factor out any existing greatest common factors of trinomials written in standard form and factor the remaining trinomial (where after greatest common factor is factored out) completely using the steps of factoring. The students will be able to write trinomials in standard form, factor out any existing greatest common factors, factor the trinomial completely, to use correct signs and integers in the binomials, and write the answer as a product of all the factors.
  - 2.1 *Means of Assessment, Data Collection, and Criteria for Success:* Beginning Algebra students will be given a departmental quiz at the end of the sections covering factoring trinomials of the standard form (where ) completely. A rubric will be used to grade the quizzes. Seventy percent (70%) of the students will give the answer in the correct format with all the signs correct.
  - 2.2 *Means of Assessment, Data Collection, and Criteria for Success:* A common comprehensive final exam is administered to all Beginning Algebra sections each semester. An item analysis will be performed on a selection of questions pertaining to factoring trinomials completely. Eighty percent (80%) of the students taking the final exam will answer those questions correctly.

**Intermediate Algebra  
Course Level Assessment Plan  
2011-2012**

1. Intended Student Learning Outcome: Intermediate Algebra students will be able to graph quadratic equations by plotting points. Students will be able to write the equation in the standard form,  $ax^2 + bx + c = 0$  (where  $a \neq 0$ ), determine the number of ordered pairs needed to graph the equation, find the ordered pairs that are solutions of the equation using an x-y chart, plot ordered pairs and graph the quadratic equation.
  - 1.1 Means of Assessment, Data Collection, and Criteria for Success: Algebra students will be given a departmental quiz at the end of the sections covering graphing by plotting points given a quadratic equation. Graphing by plotting points will require students to find specific coordinates using the substitution method. A rubric will be used to grade the quizzes. Eighty percent (80%) of the students will find and plot these coordinates correctly.
  - 1.2 Means of Assessment, Data Collection, and Criteria for Success: A common comprehensive final exam is administered to all Intermediate Algebra sections each semester. An item analysis will be performed on a selection of questions pertaining to graphing by plotting points. Eighty percent (80%) of the students taking the final exam will answer those questions correctly.
  
2. Intended Student Learning Outcome: Intermediate Algebra students will be able to factor trinomials of the form  $ax^2 + bx + c$  (where  $a \neq 0$ ) completely. The students will be able to write trinomials in descending order, factor out a greatest common factor, factor the remaining trinomial factor using the steps of factoring with the correct signs and integers, and write the answer as a product of all the factors.
  - 2.1 Means of Assessment, Data Collection, and Criteria for Success: Intermediate Algebra students will be given a departmental quiz at the end of the sections covering factoring trinomials of the standard form  $ax^2 + bx + c$  (where  $a \neq 0$ ) completely. A rubric will be used to grade the quizzes. Seventy percent (70%) of the students will give the answer in the correct format with all the signs correct.
  - 2.2 Means of Assessment, Data Collection, and Criteria for Success: A common comprehensive final exam is administered to all Intermediate Algebra sections each semester. An item analysis will be performed on a selection of questions pertaining to factoring trinomials completely. Eighty percent (80%) of the students taking the final exam will answer those questions correctly.



## Allied Health

<b>Allied Health</b>	
<i>Instructional Program</i>	<i>Degree Level</i>
Dental Assisting	Certificate
Nursing Assistant	Certificate

**Dental Assisting Program  
Assessment Plan  
2011-2012**

**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 both the areas of infection control practices (Dental Science, Dental Radiology I, Chair Side Assisting I & II) and fabrication of temporary crown and bridge restoration (Dental Materials II) in both the laboratory and clinical setting (Clinical Experience I, II, & III).
2. Students will meet course objectives and outcomes in Processing, Developing and Mounting Radiographs (Radiology II) meeting the requirements of the Arkansas State Dental Association Standards for Registered Dental Assistant in both clinical lab and dental office setting.
3. Students will meet course objectives and outcomes in Preventative Dentistry Coronal Polish, meeting the requirements of the ASDA Standards for Registered Dental Assistants.
4. Students will meet the retention/graduation and employment goals set for the Dental Assisting Program.
5. 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.
6. 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 both 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 students will demonstrate competency in the infection control procedures enforced by OSHA by achieving a 90% or greater on the instructor and peer competency pre clinical evaluations and by achieving the target score of (2.5) for Clinical Experience I, (2.75) for Clinical Experience II, and (3.0) for Clinical Experience III) or greater on a 1 to 4 scale with 1 being the lowest and 4 being the highest on clinical evaluations completed 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% or greater on the pre clinical instructor and peer evaluations and by achieving the target score of (2.5) for Clinical Experience I, (2.75) for Clinical Experience II, and (3.0) for Clinical Experience III) or greater on a 1 to 4 scale with 1 being the lowest and 4 being the highest on clinical evaluations completed supervisors in the dental assisting offices.
  
2. *Intended Student Learning Outcome:* Students will meet course objectives and outcomes in Processing, Developing and Mounting Radiographs (Radiology II) Meeting the requirements of the Arkansas State Dental Association Standards for Registered Dental Assistant in both clinical lab and dental office setting.
  - 2.1 *State Means of Assessment, Describe Data collection Plan, and Define Criteria for Success:* One hundred percent (100%) of the students will score 90% or higher in clinical lab skills validation in Processing, developing, and mounting of full mouth radiograph.
  - 2.2 *State Means of Assessment, Describe Data collection Plan, and Define Criteria for Success:* One hundred percent (100%) of the DA students will receive a 3.5 or greater on a 1 to 4 scale with 1 being the lowest and 4 the highest, on clinical skills #11 Processing Radiograph, #12 Develop Radiograph, #13 Mounting Radiograph as evaluated by the assigned Dental Office Preceptor.
  
3. *Intended Student Learning Outcome:* Students will meet course objectives and outcomes in Preventative Dentistry Coronal Polish, meeting the requirements of the ASDA Standards for Registered Dental Assistants.
  - 3.1 *State Means of Assessment, Describe Data collection Plan, and Define Criteria for Success:* One hundred percent (100%) of the students will score 95% or higher in clinical skills validation in Coronal Polish on DEXTR.
  - 3.2 *State Means of Assessment, Describe Data collection Plan, and Define criteria for Success:* One hundred percent (100%) of the students will be rated by the

assigned Dental Office Preceptor at 3.5 or above on a 1 to 4 scale with 1 being the lowest and 4 the highest, on the coronal polish competency.

4. *Intended Student Learning Outcome:* Students will meet the retention/graduation and employment goals set for the Dental Assisting Program.
  - 4.1 *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.
  - 4.2 *State Means of Assessment, Describe Data collection Plan, and Define Criteria for Success:* One hundred percent (100%) of students will qualify and complete the application process for the Arkansas RDA certification in all areas of Dental Assisting upon graduation.
  - 4.3 *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 time taking the exam.
  - 4.4 *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.
  
5. *Intended Student Learning Outcome:* 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.
  - 5.1 *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.
  - 5.2 *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 at a 3.5 or greater on a 1 to 5 scale with 1 being the lowest and 5 being the highest related to educational experience and preparedness for the DA workforce.
  
6. *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.
  - 6.1 *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 month post graduation will rate all areas of the survey evaluating “job performance” of the beginning Dental Assistant at a 3 or higher on 1 to 5 scale with 1 being the lowest and 5 being the highest.

- 6.2 State Means of Assessment, Describe Data collection Plan, and Define Criteria for Success: One hundred percent (100%) of all employers (Dental Offices) of ANC DA graduates returning the employer survey six months post graduating will rate professionalism” of the beginning Dental Assistant at a 4.0 or higher on a 1 to 5 scale with 1 being the lowest and 5 being the highest.

**Nursing Assistant Course  
Assessment Plan  
2011-2012**

**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 Nursing Assistant Training Course is committed to providing students the skills and behaviors necessary to successfully pass the state certification exam and become practicing Certified Nursing Assistants in the healthcare industry.

**Intended Student Outcomes**

1. Students will meet established objectives and outcomes in the clinical laboratory and long term care clinical component of the Nursing Assistant Course.
2. Students will meet course retention and certification pass rates established for the Nursing Assistant Course.
3. Students completing the Nursing Assistant Course will indicate through surveys that they were overall satisfied with the nursing assistant course and met established learning objectives.
4. Students completing the Nursing Assistant Course will meet established employment goals in the areas of job attainment and employer satisfaction.

1. Intended Student Learning Outcome: Students will meet established objectives and outcomes in the clinical laboratory and long term care clinical component of the Nursing Assistant Course.
  - 1.1 State Means of Assessment, Describe Date Collection Plan, and Define Criteria for Success: One hundred percent (100%) of students will demonstrate competency in the clinical lab with a “pass” on a pass/fail evaluation scale in the following required skills within the first 16 hours of the nursing assistant course as required by the Office of Long Term Care:
    - Hand washing
    - Isolation techniques
    - Bed making
    - Meal Service
    - Heimlich Maneuver
    - Postmortem Care
  - 1.2 State Means of Assessment, Describe Date Collection Plan, and Define Criteria for Success: One hundred percent (100%) of students will demonstrate competency in the long-term care practicum in all areas of clinical performance as evidenced by a “pass” on a pass/fail scale of the faculty clinical evaluation form.
2. Intended Student Learning Outcome: Students will meet course retention and certification pass rates established for the Nursing Assistant Course.
  - 2.1 State Means of Assessment, Describe Date Collection Plan, and Define Criteria for Success: Nursing Assistant students will complete the ANC Nursing Assistant Course with a 75% or greater retention/completion rate.
  - 2.2 State Means of Assessment, Describe Date Collection Plan, and Define Criteria for Success: Eighty five percent (85%) of all students completing the NA course will set for the CNA Exam within one year of completion.
  - 2.3 State Means of Assessment, Describe Date Collection Plan, and Define Criteria for Success: Eighty percent (80%) of all nursing assisting setting for the CNA Exam will be successful on the certification/competency exam within 12 months of course completion administered by the Office of Long Term Care.
3. Intended Student Learning Outcome: Students completing the Nursing Assistant Course will indicate through surveys that they were overall satisfied with the nursing assistant course and met established learning objectives.
  - 3.1 State Means of Assessment, Describe Date Collection Plan, and Define Criteria for Success: Ninety percent (90%) of all Nursing Assistants completing the End of Course Completion Survey will rate satisfaction with the course at a 3.5 or higher on a scale of 1 to 5 with 1 being the lowest and 5 being the highest.
  - 3.2 State Means of Assessment, Describe Date Collection Plan, and Define Criteria for Success: Ninety percent (90%) of all Nursing Assistants completing the End

of Course Survey Completion Nursing Assistant Survey will rate they met course objectives at a 3.5 or higher on a scale of 1 to 5 with 1 being the lowest and 5 being the highest.

4. Intended Student Learning Outcome: Students completing the Nursing Assistant Course will meet employment goals in the areas of job attainment and employer satisfaction.
  - 4.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Ninety percent (90%) of employers of ANC Nursing Assistants responding to the Employer Survey will rate job performance satisfaction with the beginning Nursing Assistant at a 3.5 or higher on a scale of 1 to 5 with 1 being the lowest and 5 the highest.
  - 4.2 State Means of Assessment, Describe Date Collection Plan, and Define Criteria for Success: Ninety percent (90%) of Nursing Assistants successful on the certification exam will be employed in a healthcare setting within 1 year of course completion.



## Business and Technical Division

<b>Business and Technical Division</b>	
<i>Instructional Program</i>	<i>Degree Level</i>
Business Technology	Associate in Applied Science
Computer Information Systems	Associate in Applied Science
Criminal Justice	Associate in Applied Science
Office Technology	Associate in Applied Science

**Business and Technical Division  
Assessment Plan  
2011-2012**

**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  
2011-2012 Plan**

1. *Intended Student Learning Outcome:* Associate in Applied Science degree candidates in the Business and Technical Division 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 Business Technology – Business Administration Option students are administered the National Occupational Competency Testing Institute (NOCTI) – General Management 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.
  - 1.2 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* AAS Business Technology – Business Enterprise Option students are administered the Assessment of Skills and Knowledge for Business (A\*S\*K) – Concepts of Entrepreneurship and Management examination during the final semester of enrollment prior to graduation. At least seventy percent will score at least sixty percent on each section of the examination.
  - 1.3 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* AAS Computer Information Systems students are administered the National Occupational Competency Testing Institute (NOCTI) – Computer Technology 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 (ACAT) – Criminal Justice examination during the final semester of enrollment prior to graduation. At least seventy percent of students who complete the exam will score above the national average on the examination.
  
2. *Intended Student Learning Outcome:* Office Technology students will demonstrate proficiency in spelling, punctuation, and grammar in business documents.
  - 2.1 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* Seventy-five percent of the students enrolled in OT 21033 Office Procedures will pass the Proofreading 1 test in OPAC with a minimum 70 percent. The Proofreading 1 test will be administered in spring 2010, 2011 and 2012.
  - 2.2 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* Seventy-five percent of the students enrolled in OT 21033 Office Procedures will pass the Proofreading 2 test in OPAC with a minimum 70 percent. The Proofreading 2 test will be administered in spring 2010, 2011 and 2012.

3. Intended Student Learning Outcome: Office Technology students will demonstrate filing proficiency.
  - 3.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy-five percent of the students enrolled in OT 11043 Records and Information Management will pass the Alphabetic Filing test in OPAC with a minimum 70 percent. Data will be gathered fall 2011, fall 2012, and fall 2013.
  - 3.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy-five percent of the students enrolled in OT 11043 Records and Information Management will pass the Numeric Filing test in OPAC with a minimum 70 percent.
  - 3.3 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy-five percent of the students enrolled in OT 11043 Records and Information Management will research the steps in the life cycle of a record series of an organization. From that life cycle report, students will identify what system is being used, and one advantage and one disadvantage of that system with a minimum of 67 percent.

**Accounting I  
Course Level Assessment  
2011-2012 Plan**

1. Intended Student Learning Outcome: Students in Accounting I will correctly prepare financial statements from an adjusted trial balance.
  - 1.1 State Means of Assessment and Define Criteria for Success: Seventy percent of students will correctly complete each part of an income statement on the unit exam.

Describe Data Collection Plan: A rubric will be designed that identifies the proper content and formatting of an income statement. The income statement section of the unit exam for each student will be evaluated to determine if the student completed each part correctly.
  - 1.2 State Means of Assessment and Define Criteria for Success: Seventy percent of students will correctly complete each part of an owner equity statement on the unit exam.

Describe Data Collection Plan: A rubric will be designed that identifies the proper content and formatting of an owner equity statement. The owner equity section of the unit exam for each student will be evaluated to determine if the student completed each part correctly.
  - 1.3 State Means of Assessment and Define Criteria for Success: Seventy percent of students will correctly complete each part of a balance sheet on the unit exam.

Describe Data Collection Plan: A rubric will be designed that identifies the proper content and formatting of a balance sheet. The balance sheet section of the unit exam for each student will be evaluated to determine if the student completed each part correctly.
  
2. Intended Student Learning Outcome: Students in Accounting I will correctly prepare closing entries.
  - 2.1 State Means of Assessment and Define Criteria for Success: Seventy percent of students will correctly complete each step in the closing entry process on the designated homework problem.

Describe Data Collection Plan: A rubric will be designed that identifies proper content and formatting of the four-step closing process. Students will be assigned a homework problem using the CONNECT web-based platform without the aid of the check-as-you-go feature. Each problem will be evaluated to determine if the student completed each step correctly.
  - 2.2 State Means of Assessment and Define Criteria for Success: Seventy percent of students will correctly complete each part of the closing entry process on the unit exam.

*Describe Data Collection Plan:* A rubric will be designed that identifies proper content and formatting of the four-step closing process. The closing entry section of the unit exam for each student will be evaluated to determine if the student completed each step correctly.

**Principles of Accounting II  
Course Level Assessment  
2011-2012 Plan**

1. Intended Student Learning Outcome: Students will be able to use relevant cost and pricing information to decide between alternative actions.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Given a scenario in which a decision must be made to scrap and sell or rework and sell a defective product, at least 80 percent of students will use relevant cost and pricing information to make the most profitable decision. Data will be collected from specific exam problems. An item analysis will be conducted in order to determine the percent of students making the correct decision.
  - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Given a scenario in which a decision must be made to make or buy a product, at least 80 percent of students will use relevant cost and pricing information to make the most profitable decision. Data will be collected from specific exam problems. An item analysis will be conducted in order to determine the percent of students making the correct decision.
  
2. Intended Student Learning Outcome: Students will be able to determine the level of sales needed for a company to break even.
  - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Given a scenario, 80% of students will use relevant information to calculate the unit sales volume that is required for a single-product company to break even. Data will be collected from specific exam problems. An item analysis will be conducted in order to determine the percent of students meeting the criteria for success.
  - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Given a scenario, 80% of students will use relevant information to calculate the unit sales volume per unit for a multi-product company that is required for the company to break even. Data will be collected from specific exam problems. An item analysis will be conducted in order to determine the percent of students meeting the criteria for success.

**Business Communications  
Course Level Assessment  
2011-2012 Plan**

1. Intended Student Learning Outcome: Students enrolled in OT 21002 Business communications will demonstrate writing proficiency.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: When given a negative news message situation from Chapter 9, Negative Messages, 70 percent of the students will demonstrate appropriate and competent writing skills which includes content that presents an appropriate/effective buffer with a minimum of 3 out of 5 points. Copies of each message written and the grade rubric will be saved and analyzed for competency. Data will be collected during spring and fall 2011, spring and fall 2012.
  - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: When given a negative news message situation from Chapter 9, Negative Messages, 70 percent of the students will demonstrate appropriate and competent writing skills which includes content that **deemphasizes the negative news** with a minimum of 3 out of 5 points. Copies of each message written and the grade rubric will be saved and analyzed for competency. Data will be collected during spring and fall 2011, spring and fall 2012.
  - 1.3 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: When given a negative news message situation from Chapter 9, Negative Messages, 70 percent of the students will demonstrate appropriate and competent writing skills which includes content that **ends with an appropriate close that does not further emphasize the negative** with a minimum of 3 out of 5 points. Copies of each message written and the grade rubric will be saved and analyzed for competency. Data will be collected during spring and fall 2011, spring and fall 2012.
  - 1.4 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: When given homework in Aplia (accessory homework software) on Chapter 9, Negative Messages, 70 percent of the students will demonstrate knowledge in how to write these documents by scoring a minimum 70 percent on each of these sections—Strategies for Delivering Bad news, Techniques for Delivering Bad News Sensitively, Refusing Typical Requests, Delivering Bad News to Customers, Delivering Bad News within Organizations, and Delivering Bad News in Other Cultures. Data will be collected during spring and fall 2011, spring and fall 2012.
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 in each area. The Grammar Tutorial has seven



areas—sentence structure, parts of speech, punctuation, capitalization/numbers, and common misspelled and confusing words. The average scores for each area will be analyzed and areas without a minimum 70 percent identified. Data will be collected during spring and fall 2011, spring and fall 2012.

- 2.2 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* When given a negative news message situation from Chapter 9, Negative Messages, 70 percent of the students will score a minimum of 7 out of 10 points on the grammar/mechanics section of the rubric.
- 2.3 *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. Data will be collected during spring and fall 2011, spring and fall 2012.

**Computer Fundamentals  
Course Level Assessment  
2011-2012 Plan**

1. Intended Student Learning Outcome: Students enrolled in CS 11033 Computer Fundamentals will be able to create, format, and edit worksheets using Microsoft Excel.
  - 1.1 State Means of Assessment and Define Criteria for Success: Seventy-five percent (75%) of the students will be able to perform selected formatting and editing skills with 100% accuracy.

Describe Data Collection Plan: Students will complete the Excel Chapter 1 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 aligning text, inserting and deleting rows and columns, formatting text, setting column widths, and formatting cells with the percent style.
  - 1.2 State Means of Assessment and Define Criteria for Success: Seventy-five percent of the students will be able to utilize Microsoft Excel to create and copy formulas with 100% accuracy.

Describe Data Collection Plan: Students will complete the Excel Chapter 1 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 constructing a formula, copying a formula using the fill handle, using arithmetic operators, and copying formulas containing absolute cell references.
  
2. Intended Student Learning Outcome: Students enrolled in CS 11033 Computer Fundamentals will be able to utilize functions found in Microsoft Excel.
  - 2.1 State Means of Assessment and Define Criteria for Success: Seventy-five percent (75%) of the students will use selected statistical functions with 100% accuracy.

Describe Data Collection Plan: Students will complete the Excel Chapter 3 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 using the SUM, AVERAGE, MEDIAN, MIN, MAX, and COUNTIF functions.
  - 2.2 State Means of Assessment and Define Criteria for Success: Seventy-five percent (75%) of the students will use selected logical functions with 100% accuracy.

Describe Data Collection Plan: Students will complete the Excel Chapter 3 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 using the IF function.

**Customer Service  
Course Level Assessment  
2011-2012 Plan**

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 business manager. Eighty percent of students will be rated at least a seven on a ten point scale on each component of the grading rubric. 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 business manager point of view. The student will demonstrate techniques involved in taking care of a dissatisfied customer. The rubric will rate the student on the use of positive communication and the techniques, questions and attitude in helping the customer. 80% of the students will have a 70% success rate.
  - 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 a seven on a ten point scale on each component of the grading rubric. 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 listening techniques. The student will be measured on eye content, attentiveness, and empathy. They will also be required to recognize obstacles concerning listening and the ability to overcome those obstacles. The student will be measured by how many obstacles they can identify and how their ability to overcome those obstacles
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: The students will be measured using 5 questions from an exam that specifically address identifying customer behavior in order to enhance the customer communication. The students will be able to identify the four types of behavior. 80% of the students will have an 80% success rate.
  - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The students will be measured using 5 questions from an exam that specifically address the students ability to adapt to customer behavior. The students will understand the importance of adapting to the pace and structure of the four different types of customer behavior. They will also be measured on the factors that need to be identified in adapting to the four types of behavior. 80% of the students will have an 80% success rate.

**Introduction to Criminal Justice  
Course Level Assessment  
2011-2012 Plan**

1. Intended Student Outcome: Students will demonstrate a conceptualized view of two fundamental topics from a Constitutional perspective at two points during the semester. An evaluation of the two essay questions will chart student development over the duration of the course.
  - 1.1 State Means of Assessment and Define Criteria for Success: Fundamental topic number one: Historical Development of the Criminal Justice System - 70 percent of students will score proficient on an essay concerning this topic. Students will score a 3.5 or above according to the criminal justice essay rubric.

Describe Data Collection Plan: Data will be collected using a 5 point criminal justice rubric that identifies the proper criteria for success. The essays will be a major part of unit exams and will be assessed to determine student comprehension.
  - 1.2 State Means of Assessment and Define Criteria for Success: Fundamental topic number two: Criminal Justice Policy Advocates - 70 percent of students will score proficient on an essay concerning this topic. Students will score a 3.5 or above according to the criminal justice essay rubric.

Describe Data Collection Plan: Data will be collected using a 5 point criminal justice rubric that identifies the proper criteria for success. The essays will be a major part of unit exams and will be assessed to determine student comprehension.
2. Intended Student Outcome: Students will demonstrate an integrated view of two fundamental topics from an ethical perspective at two points during the semester. An evaluation of the two essay questions will chart student development over the duration of the course.
  - 2.1 State Means of Assessment and Define Criteria for Success: Fundamental topic number one: Due Process - 70 percent of students will score proficient on an essay concerning this topic. Students will score a 3.5 or above according to the criminal justice essay rubric.

Describe Data Collection Plan: Data will be collected using a 5 point criminal justice rubric that identifies the proper criteria for success. The essays will be a major part of unit exams and will be assessed to determine student comprehension.
  - 2.2 State Means of Assessment and Define Criteria for Success: Fundamental topic number two: Sentencing Guidelines - 70 percent of students will score proficient on an essay concerning this topic. Students will score a 3.5 or above according to the criminal justice essay rubric.

*Describe Data Collection Plan:* Data will be collected using a 5 point criminal justice rubric that identifies the proper criteria for success. The essays will be a major part of unit exams and will be assessed to determine student comprehension.

**Networking I  
Course Level Assessment  
2011-2012 Plan**

1. Intended Student Learning Outcome: Students enrolled in CS 21123 Networking I will be able to explain data communication media and transmission modes.
  - 1.1 State Means of Assessment and Define Criteria for Success: Seventy-five percent of the students will demonstrate knowledge of data communication media as it pertains to use and performance of computer networks with 75% accuracy.

Describe Data Collection Plan: The Transmission Basics and Networking Media unit will include testing of knowledge and use of data communication media characteristics as it pertains to efficient use and performance of networks. Testing will include characteristics and performance of common networking media.
  - 1.2 State Means of Assessment and Define Criteria for Success: Seventy-five percent of students enrolled in CS 21123 Networking I will demonstrate knowledge of the use and characteristics of transmission modes as they pertain to use in local and wide area networks with 75% accuracy.

Describe Data Collection Plan: The Transmission Basics and Networking Media unit will include testing of data transmission modes as they pertain to use in networks. Testing will include analog and digital signaling, data modulation, throughput and bandwidth, and baseband and broadband characteristics.
  
2. Intended Student Learning Outcome: Associate of Applied Science degree and Technical Certificate candidates will be able to understand network topologies and Ethernet characteristics and standards.
  - 2.1 State Means of Assessment and Define Criteria for Success: Seventy-five percent of students enrolled in CS 21123 Networking I will demonstrate knowledge of network topology characteristic with 75% accuracy.

Describe Data Collection Plan: The Topologies and Ethernet Standards unit will include testing of knowledge of network topology characteristics to include physical and logical configurations and data flow with such topologies.
  - 2.2 State Means of Assessment and Define Criteria for Success: Seventy-five percent of students enrolled in CS 21123 Networking I will demonstrate knowledge of Ethernet characteristics and standards with 75% accuracy.

Describe Data Collection Plan: The Topologies and Ethernet Standards unit will include testing of knowledge of the Ethernet characteristics and standards. Testing will include Carrier Sense Multiple Access with Collision Detection (CSMA/CD) operation and standards and the relationship between Ethernet frames and network devices and distance limitations imposed by Ethernet.

**Spreadsheet Applications  
Course Level Assessment  
2011-2012 Plan**

1. Intended Student Learning Outcome: Students enrolled in CS 21003 Spreadsheet Applications will be able to summarize and organize numerical data using Microsoft Excel.
  - 1.1 State Means of Assessment and Define Criteria for Success: Seventy-five percent (75%) of the students will be able to perform skills needed to create, format, and edit a PivotTable Report with 100% accuracy.

Describe Data Collection Plan: Students will complete the Excel Chapter 7 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 creating a PivotTable Report, adding fields to the report, filtering the report, rearranging the report, formatting the report, and updating the report data.
  - 1.2 State Means of Assessment and Define Criteria for Success: Seventy-five percent (75%) of the students will be able to use Microsoft Excel to graphically represent the data found in a PivotTable Report with 100% accuracy.

Describe Data Collection Plan: Students will complete the Excel Chapter 7 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 creating a PivotChart and modifying the PivotChart.
  
2. Intended Student Learning Outcome: Students enrolled in CS 21003 Spreadsheet Applications will be able to perform data analysis using the what-if analysis tools found in Microsoft Excel.
  - 2.1 State Means of Assessment and Define Criteria for Success: Seventy-five percent (75%) of the students will use the Solver and Scenario Manager tools to find solutions and make decisions with 100% accuracy.

Describe Data Collection Plan: Students will complete the Excel Chapter 8 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 using Solver, creating a scenario using Scenario Manager, creating a scenario using Solver, and creating a scenario summary.
  - 2.2 State Means of Assessment and Define Criteria for Success: Seventy-five percent (75%) of the students will use Goal Seek and data tables with 100% accuracy.

Describe Data Collection Plan: Students will complete the Excel Chapter 4 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 using Goal Seek to produce a desired result, using Goal Seek to find an increased period, designing a two-variable data table, and using a data table to calculate options.

**Word Processing—MS Word  
Course Level Assessment  
2011-2012 Plan**

1. Intended Student Learning Outcome: Students enrolled in OT 21083 Word Processing—MS Word will demonstrate proficiency in using Microsoft Word software.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy percent of the students will pass the Basic Word test in Office Proficiency and Assessment Certification (OPAC®) with a minimum 70 percent. The test will be administered at midterm of semester. Data will be collected fall 2011 and fall 2012; course is offered once a year, fall semester.
  - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy percent of the students will pass the Intermediate Word test in OPAC® with a minimum 70 percent. The test will be administered at end of semester. Data will be collected fall 2011 and fall 2012; course is offered once a year, fall semester.
  - 1.3 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Fifty percent of the students will demonstrate proficiency in MS Word by passing the Microsoft Office Specialist exam. The test will be given about the 10<sup>th</sup> week of semester and students will retake the test within 30 days for a second attempt at passing. Data will be collected after semester.
2. Intended Student Learning Outcome: Students enrolled in OT 21083 Word Processing—MS Word will demonstrate proficiency in creating and customizing documents using Microsoft Word software.
  - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy percent of the students will demonstrate proficiency in creating and customizing documents by passing the 9 questions on the Basic Word test in OPAC® with a minimum 70 percent.
  - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy percent of the students will demonstrate proficiency in creating and customizing documents by passing the 7 questions on the Intermediate Word test OPAC® with a minimum 70 percent.
3. Intended Student Learning Outcome: Students enrolled in OT 21083 Word Processing—MS Word will demonstrate proficiency in **formatting content** using Microsoft Word software.
  - 3.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy percent of the students will demonstrate proficiency in formatting content by passing the 9 questions on the Basic Word test in OPAC® with a minimum 70 percent. Data will be collected after semester to determine how many students passed formatting content with 70 percent.



- 3.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy percent of the students will demonstrate proficiency in formatting content by passing the 12 questions on the Intermediate Word test OPAC® with a minimum 70 percent. Data will be collected after semester to determine how many students passed formatting content with 70 percent.

**Placement Services  
2011-2012 Plan**

1. *Intended Administrative Objective:* The Placement Services Center will provide job placement and career counseling to students and alumni.
  - 1.1 *State Means of Assessment, Define Criteria for Success, and Describe Data Collection Plan:* The Coordinator of Placement Services will contact students who have filed an intent to graduate for an Associate in Applied Science degree, Technical Certificate, or Certificate of Proficiency within the Business and Technical Division. The purpose is to inform the students of the services provided by the Placement Services Center and to invite them to meet with the coordinator of the center for placement and counseling services. One hundred percent of the students will be contacted via email, the U.S. Postal service, or by telephone. Contacts will be tracked using an electronic spreadsheet.
  - 1.2 *State Means of Assessment, Define Criteria for Success, and Describe Data Collection Plan:* Students who have filed an intent to graduate for an Associate in Applied Science degree, Technical Certificate, or Certificate of Proficiency within the Business and Technical Division will meet with the Career Center Coordinator. At least 60% of the students will meet with the coordinator at least one time. Meetings will be tracked using an electronic spreadsheet.
  
2. *Intended Administrative Objective:* The Placement Services Center will design and deliver career development programs and services for students.
  - 2.1 *State Means of Assessment, Define Criteria for Success, and Describe Data Collection Plan:* The Coordinator of Placement Services will design and deliver career-related workshops on topics such as preparing/updating a resume, composing/updating an effective letter of application, and the basics of effective job interviewing. At least five workshops will be designed and delivered. The number of workshops will be tracked using an electronic spreadsheet.
  - 2.2 *State Means of Assessment, Define Criteria for Success, and Describe Data Collection Plan:* Students who attend workshops presented by the Coordinator of Placement Services will find that the workshops are useful in helping them prepare for employment. On a five-point scale, where five is excellent, at least 80% of attendees of each workshop will rate the workshop as excellent when asked about the usefulness of information presented. A survey will be developed that will be administered at the conclusion of each workshop. Results of the survey will be tabulated and tracked using an electronic spreadsheet.

## Occupational Programs/Secondary Center

<b>Occupational Programs</b>	
<i>Instructional Program</i>	<i>Degree Level</i>
Automotive Technology	Certificate

**Automotive Service Technology  
Assessment Plan  
2011-2012**

**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 area of Hybrid/Electric Technology Diagnostic and Repair as set forth by The Automotive Service Excellence Training Program
2. Students will demonstrate competencies in the area Automotive Electricity and Electronics.

1. Intended Student Outcome: Students will demonstrate competencies in the area of Hybrid/Electric Technology Diagnostic and Repair as set forth by The Automotive Service Excellence Training Program.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Each student has a file and contained in this file is a list of task the students is required to complete. These task sheets have a grading scale of 0 to 4, with 0 being the lowest level and 4 being the highest level. A Class average of level 3 along with A.S.E. certification of 75% of the class will be required for this outcome to be considered a success.
  
2. Intended Student Outcome: Students will demonstrate competencies in the area of Automotive Electricity and Electronics.
  - 2.1 State Means of Assessment, Describe Data Collection Plan, And Define Criteria for Success: Each Students has in their file a list of required task to be completed concerning this outcome. These tasks sheets have a grading scale of 0 to 4 with 0 being the lowest measure of competency and 4 being the highest level of competency. A level 3 or 4 will be required for a student to be considered competent in this area. A class average of level three will be required for this outcome to be a success.

**ADTEC Solutions Group  
Academic Programs Assessment Plan  
2011-2012**

<b>ADTEC Solutions Group</b>	
<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

**ADTEC Solutions Group  
Academic Programs Assessment Plan  
2011-2012**

1. Intended Student Outcome: Student Advisory Committees:
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Over 90% of our students are employed and take classes to improve their on-the-job skill and/or opportunity for advancement. Each semester, each instructor is to convene an advisory group of former students to discuss class/program effectiveness.
  - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A survey and discussion format will be used to gather information for the instructor to use to improve the course for student relevance. The survey is to assess the value of the course to the student, the relevance in the work place, the validity of the content in the workplace, and other questions to provide material for course improvement.
  
2. Intended Student Outcome: Track students beyond the completion of their degree:
  - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Over 90% of the students in our degree programs are already employed. The Division Industrial Coordinator is the sole advisor for these students. Therefore, we have a unique opportunity to track these students beyond graduation to follow their progress.
  - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: It is not normally difficult for us to maintain contact with the students because we have a good relationship with their employer. We will devise a follow-up survey to assess if the education they receive at ANC has value in their work life. The survey will ask questions such as:  
  
"Are you still employed with the employer you worked for when you took classes at ANC?"  
"Has your position improved with that employer? "  
"How effective do you feel your education at ANC played in improving your position?"  
"What can ANC do better to make your education more effective?"

**Academic Services  
2010-2011 Plans**



**Adult Education  
Assessment Plan  
2010-2011**

**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. Coordinate with Literacy Councils in our service area, ANC Developmental Education Department and the ANC Testing Center in order to implement a transition program for students who desire to embrace education as a life long process
2. Improve retention/completion of students being served by Adult Education.
3. Develop protocols for the matriculation of students into Arkansas Northeastern College.

1. Intended Student Outcome: To increase the number of contact hours of instruction for each student served.

- 1.1 Means of Assessment and Criteria for Success: Identify the number of students with less than 12 hours of instruction.

Data Collection: Using the AAERIS to identify the number of students with less than 12 hours of instruction in order to implement an intervention program to encourage students to remain enrolled in the Adult Education Program.

- 1.2 Means of Assessment and Criteria for Success: At least 60% of the students receiving instruction will move from the status of served to the status of enrolled.

"Served status student receive less than 12 hours of instruction."

"Enrolled status students receive 12 or more hours of instruction."

Data Collection: Using the statewide data base system Arkansas Adult Education Reporting Information System (AAERIS) spell out the 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: Eighty-five percent of the students completing 60 or more hours will improve their TABE scale score by one educational functional level (EFL) in at least one of the areas tested. Areas Tested : Reading, Language, and Math.

- 2.1 Means of Assessment and Criteria for Success: Students will be pretested to determine their deficiencies in Reading, Language and Math to create an Individual Education Plan (IEP).

Data Collection: After the students take the pretest identify areas of weakness in order to develop their program of study toward improving their basic skills.

- 2.2 Means of Assessment and 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 to determine their educational functional level gain.

**Continuing and Community Education  
Assessment Plan  
2010-2011**

**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. The Continuing and Community Education Department will identify the lifelong learning needs of the service area. .

1. Intended Student Learning Outcome: The Continuing and Community Education Department will identify the lifelong learning needs of the service area.

1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: An Adult Advisory Board will be established by May 2011.

Twelve members of the surrounding community will be invited to serve as board members. The purpose of the board is to provide input in determining lifelong learning opportunities for the service area.

1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A Children and Youth Advisory Board will be established by November 2011.

Twelve members of the surrounding community will be invited to serve as board members. The purpose of the board is to provide input in determining lifelong learning opportunities for children and youth of the service area.

1.3 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A Travel Advisory Board will be established by June 2011.

Twelve members of the surrounding community will be invited to serve as board members. The purpose of the board is to provide input in determining cultural and educational travel opportunities for the service area.

**ADTEC Solutions Group  
Industrial Training Assessment Plan  
2010-2011**

1. Intended Administrative Objective: Benchmark: ADTEC Solutions Group is recognized as one of the largest and most capable training groups among all institutions of higher education in the state of Arkansas. The primary document we utilize is a summary report of Existing Workforce Training Program (EWTP) grant activity published annually by the Arkansas Economic Development group that summarizes EWTP grant activity by institution for the entire state. Success will be achieving and maintaining a top five ranking among providers of business and industrial training for Arkansas institutions of higher learning.
  - 1.1 Means of Assessment, Data Collection Plan, and Criteria for Success: Annually, the summary document will be accumulated and sorted into an Excel spreadsheet by five criteria: total program dollars, total grants awarded, cost per program hour, percentage of program dollars covered, and grant performance efficiency. These five categories will be rated one through ten and, using the ranking as a score, a total score will be the performance measure used to determine success or need of improvement.
  
2. Intended Administrative Objective: Expand our service area to include Mid-South Community College's B & I area:
  - 2.1 Means of Assessment, Data Collection Plan, and Criteria for Success: The Solutions Group name has changed to ADTEC Solutions Group to reflect the ADTEC Consortium that ANC is part of including Mid-South Community College, West Memphis; EastArk Community College, Forest City; Phillips Community College, Stuttgart; and now Arkansas State University - Newport. These colleges comprise the Northeast Arkansas service area and recently ANC has been asked to begin providing Business and Industry training for MSCC in West Memphis. The idea is to have one service provider for the region.
 

MSCC is contributing \$50,000 for our additional service to their institution. Success is measured by achieving training revenue equal to their contribution in the first year of expansion.

Data will be gathered using Quick Books and published monthly in the form of a business report detailing monthly and year-to-date performance.

**University Center  
Assessment Plan  
2010-2011**

**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 promote and market the four participating universities.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The following actions will be taken:
    - a. Spotlight each of the four universities on the ANC University Center Website including class schedules, degree advisors, contact information and department news.
    - b. Feature University Center activities, students and university instructors and personnel on the University Center Web site updating the blog and web calendar.
    - c. Feature University Center activities on campus scrolling marquees.
    - d. Circulate University Center brochures in the ANC service area.
    - e. First time students will be the focus group surveyed as to how they found out about the University Center.
    - f. Maintain University Center Facebook and Twitter social networking sites with updated information.
  - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: University Center student enrollment in course offerings will increase by 1% determined by semester 11th day enrollment comparisons of the four universities.
2. Intended Administrative Objective: The University Center will 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: Students will rate the effectiveness of the University Center at the completion of each semester 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.

**Academic Services  
2011-2012 Plans**



**Adams Vines Library  
Assessment Plan  
2011-2012**

**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. To provide the foreign language programs taught at ANC an online resource to aid student learning.
2. To provide online accessible reference book materials to all students.

1. Intended Administrative Objective: To provide the foreign language programs taught at ANC an online resource to aid student learning.

- 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Judy Hubble, the ANC foreign language instructor has request the library purchase a subscription to the Mango Language Program. Mango is a language learning program teaching practical conversation and cultural awareness for the world's most popular languages. This online program will be accessible to students with logons and passwords. Ms Hubble has used this program, and as an instructor, thinks it will be of value to her students. The Library will budget for a limited edition of this program in the 2011-2012 budget.

Ms. Hubble will be asked to inform her students of the program once it is in place and to promote its use. She will be asked to verify periodically that her classes are aware of the program and if the students are using it. The librarian will ask Ms. Hubble to have her classes complete a short survey at the end of each semester pertaining to the program. Information will be gathered as to how helpful the students found the program to be.

- 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The library will also be monitoring the use of the Mango Program through web site statistics. These statistics will be useful in determining if the program is being used and how cost effective it is.

2. Intended Administrative Objective: To provide online accessible reference book materials to all students.

- 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The library will subscribe to the Credo Reference Collection to provide access to online reference books. With the increase of online students who may not have access to a traditional library, this will provide research materials. It will also enhance the research materials currently available to the traditional on-campus students.

This reference collection will be well publicized to students. Access will be given to students through the portal and in the library. The library will be monitoring its use through web site statistics. These statistics will be useful in determining if the program is being used and how cost effective it is.

- 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will be surveyed throughout the coming semesters to determine that they are aware of this online resource and what information is available on it. They will also be made aware of this resource during all library orientation tours by the librarian.

**Wellness Center  
Assessment Plan  
2011–2012**

**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 Briggs/Seabough Wellness Center is committed to providing activities and programs that enhance and sustain health and wellness, promote social interaction, and encourage leadership development.

*Goal:* Develop lifelong attitudinal and recreational skills for maintaining physical and mental fitness.

**Intended Administrative Objective:**

1. Students, faculty and staff utilizing the Wellness Center will validate they can safely begin a physical fitness program.

1. Intended Administrative Objectives: Students, faculty and staff utilizing the Wellness Center will validate they can safely begin a physical fitness program.
  - 1.1 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.
  - 1.2 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.

**Student Services  
2010-2011 Plans**

**Office of Admissions  
Assessment Plan  
2010-2011**

**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. Establish a link on the Arkansas Northeastern College website designed specifically for the use of parents of prospective students.
2. Establish a High School Counselor link on the ANC website specifically designed for high school counselors of the 18 target high schools.

**Office of Admissions  
Assessment Plan  
2010-2011**

1. Intended Administrative Objective: Establish a link on the Arkansas Northeastern College website designed specifically for the use of parents of prospective students.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A link will be developed that avails parents to important information needed regarding college admission to ANC. This information will include financial aid information, forms and documents needed to register, workshops, ANC Foundation Scholarships, information regarding FERPA, admission application, etc.

Data Collection: A counter will be linked to the site and will measure the number of hits that it receives. That information will be sent to an admissions representative on a weekly basis.

Criteria for Success: The Parent Link will get at least 200 hits by May 2011.

2. Intended Administrative Objective: Establish a High School Counselor link on the ANC website specifically designed for high school counselors of the 18 target high schools.
  - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A link will be developed that avails high school counselors to important information needed regarding admission to ANC. This information will include financial aid information, forms and documents needed to register, workshops presented in the schools and on our campus, ANC Foundation Scholarships, information regarding FERPA, admission application, etc.

Data Collection: A counter will be linked to the site and will measure the number of hits that it receives. That information will be sent to an admissions representative on a weekly basis. Also, a survey will be administered to the high school counselors asking them to rate the link, describe their use of the link, and make suggestions for other information they would like to see on the link.

Criteria for Success: The High School Counselor Link will be used for at least three services.

**Student Services  
2011-2012 Plans**



**Student Services  
Assessment Plan  
2011-2012**

**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: To provide an access to quality higher education opportunity for all individuals regardless of age, sex, or ancestry; economic, cultural or physical condition or previous educational attainment, within the provisions of law and resources available.

*Student Services 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**

Financial Aid Office

1. Maintain or reduce loan default rate
2. Determine student satisfaction with the Financial Aid process.

Registrar's Office

1. Create forms that can be digitally submitted via the myANC portal.
2. Determine student satisfaction with the graduation process.

Testing Center

1. Increase the number of current Testing Center Computer stations including additional furniture and required hardware.
2. Determine the student or potential student satisfaction with the quality of testing services and staff knowledge.

**Financial Aid  
Assessment Plan  
2011-2012**

1. Intended Administrative Objective: Maintain or reduce loan default rate.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A change in default rate formula beginning in FY 2011 will intrinsically increase default rates. The Financial Aid Office will provide on-line and/or campus based mandatory exit loan counseling workshops. The workshop will address all mandatory guidelines as outlined in the current student financial aid handbook. There will be no increase in the ANC default rate as a result of implementing the optional on-line/campus-based exit workshops.
  
2. Intended Administrative Objective: Determine student satisfaction with the Financial Aid process.
  - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: An electronic survey will be sent to all new students receiving Federal Financial Aid each Fall and Spring semester to determine student satisfaction and identify financial aid obstacles. The survey will incorporate a time-line based on dates of participation in registration/financial aid processes by the student

**Registrar's Office  
Assessment Plan  
2011-2012**

1. Intended Administrative Objective: Create forms that can be digitally submitted via the myANC portal.

- 1.1 State means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The Registrar's Office will expand services by developing forms to be submitted via the ANC website portal. The graduation application and official college transcript forms will be available for electronic submission.

Data Collection Plan: Instructions for electronic submission will be posted to guide students to a successful submission. Students will have the opportunity to complete and submit a graduation application and an official college transcript request form electronically. The electronic submission will be directed to the Assistant Registrar who will maintain the submission forms.

Criteria for Success: At least 50 graduation applications and 150 transcript request forms will be received for each graduating class. (2012 and 2013).

2. Intended Administrative Objective: Determine student satisfaction with the graduation process.

- 2.1 State means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Graduates will complete a survey to identify their level of satisfaction with the graduation process

Data Collection Plan: The survey will be distributed to the student at the time the diploma is obtained or mailed (with a self-addressed stamped envelope). Data collected will include: if attended the rehearsal, graduation process, staff's knowledge about rehearsal and commencement, and the reason for non-participation (if applicable). The Registrar's Office will collect, maintain, and assess the responses to make pertinent modifications to meet future graduate applicants expectations, determine if changes are realistic, and verify why students do not participate in the graduation ceremony.

Criteria for Success: 75% of participants and 25% of non-participating graduates will complete a survey and rate the graduation process satisfaction level at neutral, agree, or strongly agree. 25% of non-participating graduates surveyed will convey the basis for non-participation

**Testing Center  
Assessment Plan  
2011-2012**

1. Intended Administrative Objective: The objective is to increase the number of current Testing Center Computer stations including additional furniture and required hardware.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: There are currently seven reliable computers in the testing Center available for various on-line tests. Inquiry will be made to determine the availability of additional used systems and the current status of the Testing Center on the Computer Replacement Schedule. If systems are available (used or replacement), equipment, furniture, and hardware will increase the number of reliable stations by 25% by June 30, 2011 and 50% by June 30, 2012.
  
2. Intended Administrative Objective: The objective is to determine the student or potential student satisfaction with the quality of testing services and staff knowledge.
  - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Current Testing Center students, potential students, and third-party students will complete a paper survey to evaluate the quality of the Testing Center experience and knowledge of the Testing Center staff. Surveys will come from a diversity of students and include off-site campuses. Surveys will begin July 1, 2010 and continue through June 30, 2012.

**Administrative Services  
2010-2011 Plans**

**Marketing and Development Office  
Assessment Plan  
2010-2011**

**Expanded Statement of Institutional Purpose**

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

*Purpose 1:* To promote Arkansas Northeastern College throughout its service area and to serve as a linkage to the communities, businesses, industries, and the press allowing for total awareness of College activities and offerings.

*Marketing and Development Office Unit Mission Statement:* It is the mission of the ANC Marketing and Development Team to present the College and its many offerings in a positive, consistent, and advantageous manner, providing an interface between the internal college community and the outside world, with a specific focus on increased college enrollment and fund-raising efforts for the ANC Foundation

**Intended Administrative Objectives**

1. To provide efficient use of the Marketing Budget by targeting areas that will produce a greater return on the investment.
2. To reassess advertising expenditures of the Marketing and Development Department in a manner that will optimize financial resources, take advantage of today's technological advances, and align with the mission statement.

1. *Intended Administrative Objective:* To effectively integrate social media tools into the marketing communications arsenal thereby achieving unparalleled results and providing more effective use of the Marketing Budget by targeting specific demographics through Internet social media. Incorporate Internet marketing strategies to the existing communications mix.
  - 1.1 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* Evaluate the social network, Facebook, and design short-term advertising campaigns that promote specific programs of study and target specific demographics. Contract with the media to purchase the advertising based on the cost per thousand or cost per click for a specific demographic and within a 50-mile radius. After each advertising campaign, the Marketing and Development Department will evaluate the data provided by Facebook and other social media that are utilized to determine how many students have shown interest in the classes that are specifically targeted in the promotion. Link all Internet advertising to the ANC website.
  - 1.2 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* Meet with key personnel to develop a brief online survey for students to determine student interaction with social media and questions relating to where students get information about the College and other informational needs.
  
2. *Intended Administrative Objective:* To reevaluate current methods of marketing to reflect changes in technology that may dictate a more efficient use of the marketing budget. The continuation of current media may be so diluted as to prove inefficient.
  - 2.1 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* Meet with key personnel to develop a brief online survey for students to determine where students get information about the College and other informational needs. Include questions in the survey about home telephones, newspaper readership, and methods of acquiring information such as telephone listings.
  - 2.2 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* Analyze data to determine budget expenditures for the coming year. If the trend reflects a significant reduction in the use of land-line telephones, then Yellow Page advertising may not be effective. If the readership of area newspapers proves to have dramatic decline, then the online version of the newspaper may prove more efficient.

**Management Information Technology Services  
Assessment Plan  
2010-2011**

**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 training on the use of the electronic Distributive Purchasing System, the Zogotech reporting system, and the Early Alert module.
2. Provide exceptional customer service to faculty, staff, and students.



1. Intended Administrative Objective: Provide faculty and staff with training on the use of the electronic Distributive Purchasing module, the Zogotech reporting software, and the Early Alert module.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One hundred percent of the training on the above modules will be fulfilled within the first nine months of the 2011-2012 year by either MITS personnel or by ANC's Academic Technology Coordinator.
  - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: On an evaluation, eighty percent of the respondents will rate the quality of the training a four on a 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.

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 Associate Dean of Management Information Technology Services for review.
  - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: On evaluation, eighty percent of respondents will rate the effectiveness of the Trouble Ticket system a four or higher on a scale five-point scale.

**Human Resources  
Assessment Plan  
2010-2011**

**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. Prepare an individualized Benefits Statement for each employee.

1. Intended Administrative Objective: Prepare an individualized Benefits Statement for each employee.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Prepare an individualized Benefits Statement for each employee. The Statement will provide an overview of the benefits available to each employee and the participant's current status in the various benefit plans. The Statements will be prepared and distributed to employees in August 2011 and will provide employees an opportunity to review and update benefit information as needed.

**Business Office  
Assessment Plan  
2010-2011**

**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:* Purpose1: 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. Solutions Group billings will be incorporated into business office invoice ledger.

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

- 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will rate 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 2010. 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 2010 and again in January 2011. 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 2010. 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 2011. 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: Solutions Group billings will be incorporated into Business Office Invoice Ledger.

- 2.1 State means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: In January 2010, the business office started issuing invoice numbers to the Solutions Group for their billing. The invoices after that date requested that payment be made to the Business Manager.

- 2.2 State means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A log is kept by invoice number. As vendors pay their account documentation is posted (receipt# & date) to determine when invoices are paid. This is to provide an accurate balance of accounts receivable at year end for all financial reporting.

**Administrative Services  
2011-2012 Plans**

**Career Pathways Initiative  
Assessment Plan  
2011-2012**

**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 Career Pathways Program (CPI) at Arkansas Northeastern College is to assist eligible adults in meeting education and employment training goals in order to acquire and maintain a self-sustaining job and career pathway.

Stated Goal: "To end the dependency of needy parents on government benefits by promoting job preparation and work."

**Intended Administrative Objectives**

1. Career Pathways students will gain an Employment or TOOLS Certificate in order to address the state employment goals.
2. Student enrollment will reach 75% of the state mandated performance standard during the fall semester in order to increase participation of eligible students who could benefit from Pathways services.

1. *Intended Administrative Objective:* Career Pathways students will gain an Employment or TOOLS Certificate in order to address the state employment goals which mandate that 55% of all CPI completers enter into employment; 80% of these individuals are to be employed six months later; 80% of those individuals are to remain employed for an entire 12 month period.
  - 1.1 *State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success:* To monitor progress, monthly reports will be gathered on completers concerning their employment status. The monthly target will be to have 90% of the completers enter employment in hopes of reaching the yearly goal of 55% employed.
  - 1.2 *State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success:* In April and October, CPI will evaluate official reports from the state using the UI wage data to assess employment goals in order to meet state employment standards.
  
2. *Intended Administrative Objective:* Student enrollment will reach 75% of the state mandated performance standard during the fall semester in order to increase participation of eligible students who could benefit from Pathways services.
  - 2.1 *State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success:* 100% of the ANC students denoted as economically disadvantaged single parents by the school data base will be identified. If students are a feasible candidate, Pathways staff will contact these students about the Pathways Initiative. This process will be repeated in the spring to increase awareness and enrollment in Pathways.
  - 2.2 *State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success:* Student enrollment from the Aviation Maintenance and Steel Industrial Technology programs will increase by 10% as these students become aware of the Career Pathways Initiative.