Arkansas Northeastern College
Institutional Assessment

2005-2006

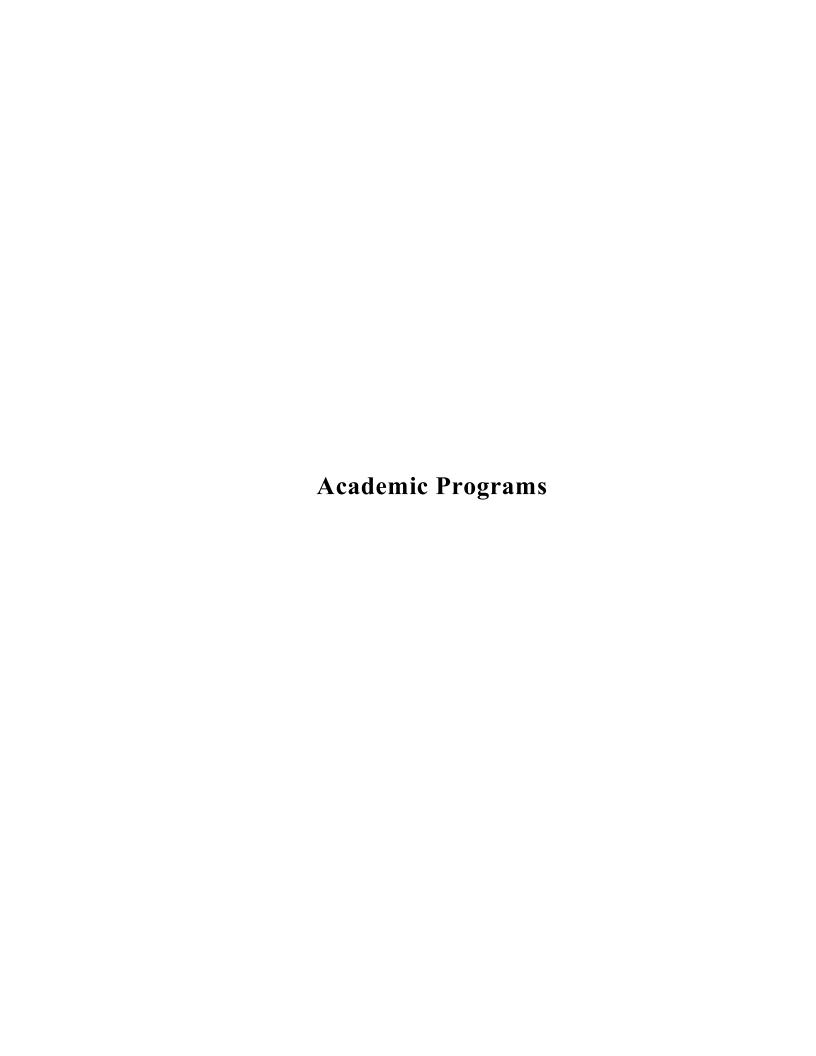# CONTENTS

Arkansas Northeastern College
Institutional Assessment Report
2005-2006

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

This report describes the assessment activities implemented by the faculty and staff to improve the learning process and the delivery of support unit services.   A standing college committee made up of Faculty, Division Chairs, Coordinators, and representatives from Academic, Student, and Administrative Services provides leadership and guidance. The process of institutional assessment allows ANC to document its successes and to identify its challenges. The resulting strategies and plans create a blueprint from which changes are implemented that will generate the desired outcomes. This report reflects the efforts of the faculty and staff to assess student academic achievement and institutional effectiveness during the 2005-2006 academic year.

The following committee members have provided expertise and given generously of their time to ensure that Arkansas Northeastern College continues to develop a college-wide, comprehensive assessment of student achievement and support services: Allen Allison, Connie Ash, Gene Bennett, Sherri Bennett, Ginger Berry, Anita Brackin, Cindy Clark, Mary Dement, Paula Gragg, Barbara Greene, Dennis Hay, Brenda Hollifield, Judy, Hubble, Bronwyn Morgan, Bonnie Nichols, Deborah Parker, Layne Rayder, Dr. Blanche Sanders, Jim Shemwell, June Walters, and Dr. Paula Williams.

Academic Programs

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General Education
Associate in Arts/Associate in Science
2005-2006

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Expanded Statement of Institutional Purpose

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

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

Intended Students Outcomes

1. Students who complete the general education core at ANC will demonstrate competency in the Advanced Learning Skills of Writing. Students who complete English Composition I and English Composition II and/or Technical Writing will be able to write logical, relatively error free compositions.

2. Students who complete the general education core at ANC will demonstrate competency in the Advanced Learning Skills of Mathematics. Students successfully completing College Algebra will demonstrate the ability to accomplish basic mathematical tasks through the level of College Algebra.

3. Students who complete the general education core at ANC will demonstrate competency in the concepts and practices of the physical and life sciences. Students will develop abilities of acute observation, experimentation, and hypotheses development into logical conclusions based on the tenets of these sciences.

1. *Intended Student Outcome:* Students will demonstrate competency in the Advanced Learning Skills of Writing. Students who complete Fundamentals of Composition, English Composition I and English Composition II will be able to write logical, relatively error-free essays.

   1a. *Means of Assessment and Criteria for Success:* 60 percent of the students who complete Fundamentals of Composition will pass the competency final. Students will score 3.5 or above on every part of the Fundamentals of Composition rubric.

   1a. *Description of Data Collection and Assessment Results:* 80 percent of the students passed the competency final in Fundamentals of Composition. Students scored 3.5 or above on all parts of the rubric.

   1a. *Use of Results to Improve Instructional Program:* Since we exceeded our goal by 20 percent on the competency final, we will raise the goal to 70 percent for next year. In addition, in order to work more closely together to ensure better transition from course to course, Fundamentals of Composition instructors and English Composition I instructors will meet once each spring semester. Finally, we will begin to track the number of students who make a C or better in Fundamentals of Composition and go on to make a C or better in English Composition I. If this tracking proves helpful, we will add it as an assessment method next year.

   1b. *Means of Assessment and Criteria for Success:* 80 percent of the students who complete English Composition I will pass the competency final. Students will score 3.5 or above on every part of the composition rubric.

   1b. *Description of Data Collection and Assessment Results:* 79 percent of the students passed the competency final in English Composition I. This figure represents a 6 percent decline from last year's scores; in addition, it also falls 1 percent short of our goal. The results indicated that one area, that of pronoun/antecedent agreement, fell from 3.5 level to 3.1 on the 5.0 scale used; therefore, we only reached our goal for 9 of the 10 areas we assessed in the competency final.

   1b. *Use of Results to Improve Instructional Program:* We began our work on the grammar, usage and mechanics pre/post test in 2003 using standard test development guidelines. We identified the skills to be tested, determined the number of questions necessary to accurately measure these skills (including the number of items to include for each skill), and developed the questions to be included. We used the ParSystem to evaluate the results and revised the test each semester. The last results run through the ParSystem in the Spring 2006 semester showed the pre/post test had a reliability coefficient of .81 and .79 (.80 is considered good reliability). The number of non-distractor answers had been reduced from over 100 in our early efforts to 4 (pretest) and 13 (post test). The test questions' Point Biserial Correlation Coefficient (PBCC), considered the best measure of a test item's effectiveness, was as follows:

Point Biserial Correlation Coefficient Range	Description of PBBC Range	Pre-test: Number of Questions in Range	Post-test: Number of Questions in Range
.30 & above	Very good	32	27
.20 - .29	Reasonably good	12	14
.09 - .19	Marginal	4	6
Below .09	Poor	2	3

We believe that it now is a reliable assessment instrument and will add it to our assessment program for next year.

The next step was to make the test results more useful to instructors. The first challenge was to decrease the time needed to get the results from the tests so that changes to address weaknesses could be made more quickly. In addition, we wanted to pinpoint more exactly the areas in which our students were having problems. We decided to put the test online and use a database which would give us the types of reports that we needed and to use this in the 2006-2007 school year so that we could evaluate its effectiveness in meeting these needs.

If the online test proves effective, we also wish to make some structural changes, such as streamlining the login process, making scores available by section, and randomizing the questions. We will also need to add test measurements like the ones above so that we can continue to improve the test's reliability and effectiveness. We project a cost of $650 for this.

We also contacted the Pearson/Longman representative for our English Composition II textbook and received free access for our students to the MyCompLab website for the Spring 2006 semester. We wanted to see if this resource could help our students continue to improve their grammar, usage and mechanics skills. The site also had a Works Cited tool and essay collaboration tool we felt could be of benefit. Unfortunately, the web site was confusing and unwieldy and did not meet our students' needs so we decided not to adopt the site. However, the idea of a Works Cited learning tool for our students was intriguing, especially because we decided to put more emphasis on a small research component to our English Composition I classes to meet or exceed the requirements of the Arkansas Course Transfer System. Therefore, we created our own tool to use in our 2006-2007 English Composition I and II classes. In addition, in order to continue to improve student research skills, we adopted a research handbook for English Composition II.

Finally, we continued our search for more tools to help improve our students' essay scores. Having learned that the Compass e-Write essays were scored electronically, we decided to look for a tool we could use to score in-class essays electronically so that our students could have more practice in essay

writing. We discovered *Criterion*, an online writing evaluation tool developed by Educational Testing Service (ETS). One of our faculty members participated in an ETS "webinar" about the use of *Criterion* in November, 2005, and was granted evaluation access to the *Criterion* site. Two problems occurred. One was that the website was extremely slow; however, we were not able to determine if that was a problem of the website or a problem with our server. Whatever caused the problem, it simply did not work efficiently enough for us to use in our classes. The other problem was that the electronic grading was not up to the standard that we require. We have not given up in our search for an electronic scoring engine because we know a lot of research is being done in this area and because we have such a need for this tool.

1c.   *Means of Assessment and Criteria for Success:* 50 percent of the students who take the Writing Skills portion of the CAAP exam will score at or above the national mean. The local mean of the Writing Skills portion of the CAAP exam will be no less than one-half standard deviation below the National Community College mean. The essay portion of the exam will reflect an improvement of .1 over the previous year's score.

1c.   *Description of Data Collection and Assessment Results:* We surpassed our goals for the mean score and standard deviation. CAAP scores for 2005-2006 indicate that 55.3 percent of the students taking the Writing Skills portion of the CAAP exam scored at or above the national mean, which means that we exceeded our goal by 5.3 percent, an increase of 6.4 percent over last year's results. Our overall local mean was 0.4 above the national mean, a 1.1 improvement over last year's local mean.

Writing Skills	Mean	Standard Deviation
ANC	62.7	5.2
National	62.3	4.7

Our usage/mechanics and rhetorical scores improved this year, and the rhetorical scores improved significantly. Our essay writing scores, however, remained the same (Essay 1) or declined slightly (Essay 2) so we did not meet our goal of 0.1 improvement over last year. Results are listed below:

	2003-2004	2004-2005	2005-2006	Change from 2004-2005
Writing Skills				
Usage/Mechanics	16.3	15.9	16.1	+ 0.2
Rhetorical	16.1	15.8	16.6	+ 0.8
Essay				
Essay 1	2.8	2.8	2.8	0.0
Essay 2	2.8	2.9	2.8	- 0.1

We noted some significant improvement in the 0 to 24 quartile range of the Usage/Mechanics CAAP results. Last year 27 percent of our students scored in the 0 to 24 group in Usage/Mechanics.

CAAP Test	Quartile Distribution (Percent of Students)			
	0 to 24	25 to 49	50 to 74	75 to 99
Writing Skills				
Usage/Mechanics	17%	28%	22%	35%
Rhetorical	23%	18%	29%	29%
Essay	24%	17%	39%	20%

1c. *Use of Results to Improve Instructional Program:* We will continue to monitor our progress. Relying on the results included in the the ACT <u>Content Diagnostics Report</u>, we will continue to encourage proficiency in usage and mechanics and rhetorical skills and work to help students transfer these skills to the actual essay writing experience in order to increase our students' essay writing scores. Since we believe that emphasis on the pre/post test in grammar, usage and mechanics may have contributed to the upward movement in the 0 to 24 quartile, we plan to track quartile changes next year. In addition, another tool, the Smarthinking website made available through the Learning Assistance Center, will be tested in an English Composition I class to see if it can help improve our students' essay writing skills.

1d. *Means of Assessment and Criteria for Success:* 60 percent of the students who take the COMPASS e-Write exam will score a 5 out of an 8 point scale in the Technical Programs and Training exit exam.

1d. *Description of Data Collection and Assessment Results:* Incomplete data. Despite repeated attempts last spring semester, during the summer, and this fall semester to retrieve results from the COMPASS e-Write test, no data was submitted. The Technical Writing class in which the students have traditionally taken the test was discontinued last year. Faculty from the Communications and Humanities and the Technical Programs and Training met, and a decision was made to encourage students to go to the testing center voluntarily and take the test. Though we have received no results, we have been told that fewer students took the test this time. There were also problems with computers in the testing center during the administration of the test.

1d. *Use of Results to Improve Instructional Program:* In order to improve our instructional program, we will consider the following two options:

Option 1: Retain the Compass e-Write exam. If we are to continue to use the Compass e-Write exam in our assessment, some changes must be made. First, the computers and software in the testing center needed to administer the test must work properly. We recommend that the test administrator run a check

each time <u>before</u> the test is given to make sure everything is working properly and if it is not, take steps to ensure that the test can be given. Next, results from the test must be submitted in a timely, professional manner. We recommend that the test administrator address all factors which caused delays in the dissemination of the results this year and make necessary changes so that we will have the data needed for the assessment. In addition, an alternate way to give the exam must be found since asking students to take the exam voluntarily did not produce the intended result. One possible solution is to require all students who complete Business Communications to take the Compass e-Write.

Option 2: Discontinue use of the Compass e-Write. We have used the e-Write exam in the past as a kind of "exit exam" for students in A.A. degree programs. However, all students in these programs are required to take English Composition I, and English Composition I assessment is already a large part of our total assessment. Therefore, is it really necessary to require students to take the Compass e-Write exam?

2. *Intended Student Outcome:* Students successfully completing College Algebra will demonstrate the ability to accomplish basic mathematical tasks through the level of College Algebra.

    2a. *Means of Assessment and Criteria for Success*: The local mean of the college algebra portion of the CAAP exam will be at or above the national community college mean. Of those tested, 50 percent will score at or above the national fiftieth percentile on the college algebra portion of the CAAP math exam.

    2a. *Assessment Results and Use of Results:* The local mean for ANC on the college algebra portion of the CAAP exam was 14.0 (last year it was 13.7) and the national college algebra mean was also 14.0. This meets our criteria for success.

    Eighty percent of those tested at ANC scored at or above the national fiftieth percentile on the college algebra portion of the CAAP exam. Last year, 72 percent of those tested were at or above the fiftieth percentile. This exceeds the criteria for success, and is a great improvement over the last assessment cycle.

    2b. *Means of Assessment and Criteria for Success:* The mean score on the Compass Placement Test used as a pre-test and post-test will show an increase of 30 percent over the pre-test. Fifty percent of the students who pre and post-test will score at or above 59 on the Compass post-test.

    2b. *Assessment Results and Use of Results:* For the 2005-2006 reporting year, the percent change in the average Compass algebra score was 19 percent. This is down from 24 percent reported for the last assessment cycle. This does not meet the criterion for success outlined above. When the average post-test score was compared to that of the last assessment cycle, though, there was an increase. The average post-test score for 2005-2006 was 46.87. This is up 0.37 points from last year.

For the 2004-2005 cycle, 23 percent of the post-test scores were at or above 59 on Compass. For the 2005-2006 cycle, 25.3 percent of those post-testing scored at or above 59 on the Compass test. This does not meet the criterion for success outlined above (50 percent), but it is an improvement over the last assessment cycle. We are making strides at improving the post-test average, but it is slow.

2c. *Means of Assessment and Criteria for Success:* The mean score on the common comprehensive final exam will be 60 percent or above.

2c. *Assessment Results and Use of Results:* The mean score on the common final for the assessment cycle 2005-2006 is 45.7 percent. The mathematics faculty will meet to discuss items on the exam and how we can, as a department, help students score higher on the final. Also, the department must adopt measures that will aid students in organizing, studying, and taking a comprehensive final exam.

3. *Intended Student Outcome:* Students who complete the general education core at ANC will demonstrate competency in the concepts and practices of the physical and life sciences. Students will develop abilities of acute observation, experimentation, and hypothesis development into logical conclusions based on the tenets of these sciences.

3a. *Means of Assessment and Criteria for Success*: At least 50 percent of those tested will have scores above the national 50th percentile on the Science Reasoning portion of the CAAP exam.

3a. *Description of Data Collection and Assessment Results:* Of the total population of 141 students, 45.4 percent achieved a score of at least 50 percent on the Science Reasoning portion of CAAP. This indicates an increase in 9.1 percent from the previous test year in the upper 50th percentile and a decrease of 9.1 in the lower 50th percentile.

3a. *Use of Results to Improve Instructional Program:* It was required that all students register for the same instructor for lecture and lab. Also, all instructors use the same worksheets in lab. This gave students consistency in learning styles. The faculty created a General Chemistry Lab manual to help students by using labs designed for ANC. This allows students to understand the exact experiment performed for ANC labs.

3b. *Means of Assessment and Criteria for Success*: At least 50 percent of those tested will achieve scores at or above 60 percent on the General Biology Departmental Comprehensive Final Exam

3b. *Description of Data Collection and Assessment Results:* Of the total population of 123 students, 52 (42 percent) achieved a 60 percent or greater on the General Biology Departmental Comprehensive Final Exam

3b. *Use of Results to Improve Instruction Program:* An itemized final exam indicated that materials covered in the last four weeks of class are most difficult to understand. A more detailed lecture covering the material will be

presented earlier in the semester to introduce students to this challenging information. This could potentially increase recognition of the terms / techniques to help them better understand it later in the semester.

3c. *Means of Assessment and Criteria for Success:* At least 50 percent of those that are both pre-tested and post-tested will achieve an increase in post-test scores of 25 percent or greater.

3c. *Description of Data Collection and Assessment Results:* Of the total population of 123 students that were both pre and post tested, 60 (49 percent) achieved a post-exam score increase of 25 percent or greater.

3c. *Use of Results to Improve Instruction Program:* WebCT will be used in future classes of Biology for both Lecture and Lab. Students will take online quizzes and will have online assignments to prep students for labs and lecture material. Supplemental material may re-enforce the lecture and lab and try to add some cohesion to lecture and lab. Also, by allowing online supplements, students may access this at their leisure. They will still have testing deadlines to meet.

3d. *Means of Assessment and Criteria for Success:* At least 50% of the students tested at the completion of APII will score at or above the 50th percentile in the categories of anatomy, physiology, and the overall score on the NLN AP exam.

3d. *Description of Data Collection and Assessment Results:*

Students Scoring at 50th Percentile or Higher									
	Anatomy			Physiology			Overall		
Semester	*Number*	*Total*	*Percent*	*Number*	*Total*	*Percent*	*Number*	*Total*	*Percent*
Fall 2005	16	23	69.5%	15	23	65.2%	14	23	60.8%
Spring 2006	22	29	75.8%	20	29	68.9%	21	29	72.4%
Total	38	52	73.0%	35	52	67.3%	35	52	67.3%

At least 50% of all the students scored above the 50% percentile in the categories of anatomy, physiology, and overall in each semester. These were great! In all categories, 60% or more of the students scored above the 50th percentile anatomy, physiology, and overall.

The NLN AP exam results include an itemized list of item descriptors for the exam and an itemized list of questions students answered right or wrong. Using this information I have compiled a list of item descriptors that were missed by 50% of the students in all three semesters used for this assessment cycle. I then categorized the topics into body systems; they are as follows:

COURSE	CHAPTER TOPIC OR BODY SYSTEM	ITEM DESCRIPTOR	PERCENT
API	Chapter 3: cellular	Small non-polar molecule/cell entry	50
	Chapter 5: integumentary	Meissner's corpuscles/location	56
	Chapter 9: muscular	Isometric contraction	65
API & APII	Chapters 1, 3, 4, 9, 23	Metabolism/anabolic	65
APII	Chapter 18: heart	Electrocardiogram	58
	Chapter 18: heart	Heart circulation	67
	Chapter 19: blood vessels	Capillary permeability regulator	77
	Chapter 20: lymphatic	Lymphatic system function	62
	Chapter 17: blood	Erythropoietin /source	62
	Chapter 22: respiratory	Diaphragm function	56
	Chapter 23: digestive	Digestion/small intestine	79
	Chapter 16: endocrine	Pituitary hormone	60
	Chapters 12, 13, 14:	Reflex arc	54
	Chapters 12, 13, 14:	Neuron/type	62
	Chapters 12, 13, 14:	Precentral gyrus function	54
	Chapters 12, 13, 14:	Blood osmolarity/brain structure	73

Since the fall semester 2004, students were required to complete supplemental work with online materials available with our textbook. These supplemental exercises are being continued. For incentive, the online supplemental work is averaged and counts as one lecture exam grade. I also implemented supplemental materials on WebCT this fall 2005. The students are able to use the Math & Science Multimedia computers in C-106 to complete these assignments.

Like last year, virtually all of the item descriptors that were missed by more than 50% of the students were topics from APII. Since concepts learned in API are foundations for APII and are continually reviewed this is not a surprise. However, it would be helpful if APII could begin in a later chapter. AP is a continual push to complete all systems of the human body. At least 2-3 weeks or more are used in API for review of concepts and background material that most students simply have not been exposed to or do not understand because of the limited background in science. Most high schools require only a sophomore biology class and for many of our students that was five to ten years ago. It is encouraging that the percentages of the item descriptors were overall lower than last year.

3d.   *Use of Results to Improve Instructional Program:* Beginning the fall 2005 semester, Survey of Chemistry and/or General Biology are prerequisites for students taking Anatomy & Physiology I. This action will insure that students have been exposed to concepts in chemistry that are the foundation for the physiological processes discussed in AP. This semester, fall 2006, I have noticed that more students seemed to have general knowledge about chemistry and biology. I am continuing the supplemental online assignments that are provided with our text. I have launched WebCT sites for API and APII to help facilitate more detailed supplemental work specifically designed to better meet the needs of my students. I am targeting the item descriptors listed above in both lecture, lab and WebCT.

3e.   *Means of Program Assessment and Criteria for Success:* 50% of the students completing the AP sequence and entering the ANC nursing program will successfully complete the ANC Associate Degree in Nursing.

3e.   *Description of Data Collection and Assessment Results:* Of the 65 students enrolled in the first semester of the nursing program in the fall of 2004, 40 (61.5%) successfully graduated in May 2006. This is an increase of 11.5% from the previous year. These students did not repeat any nursing course or sequence and completed all four semesters sequentially. (This does not include the students that also graduated in May 2006 that repeated nursing courses or were LPN's and were not an original member of the fall 2004 class.)

Of these 65 students, 42 (64.6%) completed the AP sequence before enrolling in the nursing program (9 of these students completed the AP sequence somewhere other than ANC and 2 of these students completed only part of the AP sequence at ANC).

Of these 65 students, 31 (47.7%) completed the AP sequence at ANC.

3e.   *Use of Results to Improve Instructional Program:*   The AP course sequence is a major support course for any health science career. The numbers overwhelmingly show that students that complete the AP sequence before enrolling in the nursing courses are successful. Better prepared students can only produce better students in the ANC nursing program or other health careers our students choose to pursue. Students repeating any nursing course sequence run the risk of performing poorly on the state board exams and even are at risk of failing to graduate. Instead of filling a first year nursing class with students that are not prepared and have not completed the AP sequence of coursework, we would better serve both the students and the ANC nursing program if these students were at a lower risk of repeating the curriculum. To increase retention rates of students and improve their performance, beginning with the fall 2006 semester, API will be a prerequisite to the nursing program.

3f.   *Means of Assessment and Criteria for Success*: At least 50% of those tested will have scores above the national 50th percentile on the Science Reasoning portion of the CAAP exam.

3f. *Description of Data Collection and Assessment Results:* Of the total population of 141 students, 45.4% achieved a score of at least 50% on the Science Reasoning portion of CAAP. This indicates an increase of 9.1% from the previous test year in the upper 50th percentile..

3f. *Use of Results to Improve Instructional Program:* (see below)

3g. *Means of Assessment and Criteria for Success*: At least 50% of the students completing the Physical Science course will have scores above 60% on the comprehensive Physical Science final exam.

3g. *Description of Data Collection and Assessment Results:* As indicated in Table 1, 46% of the students completing the Physical Science final examination met or exceeded the desired score for the 2005-2006 reporting year. Note the increase of students approaching the target score. The median score on the post-exam was 58 (an increase of 5% from the 2004-2005 assessment cycle).

Table 1		
Score on Final Exam	**% of Students scoring at or higher (2004-2005)**	**% of Students scoring at or higher (2005-2006)**
60	35%	46%
55	43%	**57%**
50	55%	74%

3g. *Use of Results to Improve Instructional Program:* (see below)

3h. *Means of Assessment and Criteria for Success:* At least 50% of students taking both the pretest and post-test will show an individual increase of 25% from the pre- to post test score.

3h. *Description of Data Collection and Assessment Results:* There results of the pre- to post-test score variation are shown in Table 2. Fifty percent of the students completing the Physical Science pre-and post test sequence increased their score 21% or more. The number of students attaining the targeted improvement score dramatically increased from the previous assessment cycle, although not yet reaching our desired number. A more careful check of completed prerequisites (intermediate algebra) has been done this assessment cycle prior to each class.

Table 2		
% points increased	% of students at or higher	% of students at or higher
25	19%	34%
20	39%	54%
15	57%	66%

3h. *Use of Results to Improve Instructional Program:* The students involved in the physical sciences assessment this cycle seemed to be exceptional – hopefully it is the beginning of a trend. As indicated in a prior assessment document (2004-2005 report), the development of a comprehensive final examination test bank is continuing. The exam is composed of several questions per topic, each question having a different level of difficulty. With this tool, it will be possible to gauge the level of understanding and skill our students exhibit. However, this is not something that will be determined in one or two semesters due to the wide variation in the preparedness of our students. As more information is gathered in this fashion, the curriculum will be adjusted appropriately.

In order to serve the needs of the students more exactly, the math and science division has developed an in-house laboratory manual in which the experiments follow the lecture very closely. (This is also being done in General Chemistry I and II). These lab manuals were put into use Fall '06. Prior to each new semester, the instructors meet and discuss any changes and/or additions to the manuals (including adding questions the students have asked and providing detailed explanations where necessary).

Expanded Statement of Institutional Purpose

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

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

Intended Student Outcomes

1. Students who successfully complete the requirements for College Reading Skills will improve their reading comprehension skills.

2. Students who successfully complete the requirements for Advanced Reading Techniques will be prepared to read at the college level.

3. Students who complete the College Writing Skills course will demonstrate increased skill in performing the writing tasks necessary to place in Fundamentals of Composition.

4. Students who complete the Basic Math Skills course will demonstrate increased knowledge in the basic skill areas of math fundamentals.

5. Students who pass Beginning Algebra will demonstrate increased knowledge in algebra skills sufficiently to place in Intermediate Algebra.

6. Students who pass Intermediate Algebra will demonstrate increased knowledge in algebra skills sufficiently to place in College Algebra.

7. Students enrolled in Personal Development courses will develop a life plan to help them reach their education and career goals.

1. *Intended Student Outcome:* Students who successfully complete the requirements for College Reading Skills will improve their reading comprehension skills.

    1a. *Means of Assessment and Criteria for Success:* Sixty percent (60%) of the students will score 10.0 or higher on the Nelson-Denny post-test. One hundred percent (100%) of the students will improve their score by two (2) grade levels.

    1a. *Description of Data Collection and Assessment Results:* Thirty-seven percent (37 %) of the students who completed College Reading Skills scored a 10.0 or higher on the Nelson-Denny exit assessment. This is a 17% improvement from last year. Only the students who completed the course were included. Students who withdrew or stopped attending were excluded.

    Seventy-one percent (71%) of the College Reading Skills students improved; however, only 34% of the students improved by two (2) grade levels. Only the students who had both a pretest and post-test score were included.

    1a. *Use of Results to Improve Instructional Program:* Although the recommended post-test score is 10.0, any grade improvement during the 16-week semester is superb. There was a 6% increase in improved scores from last year. The textbook used for this course now has free access to additional practice of basic reading skills. We also have access to MySkillsTutor.com for additional practice. These resources will be implemented in addition to the PLATO lab modules to allow for further practice.

    The College Prep Coordinator has initiated discussion with the Mississippi County Literacy Council to develop alternative ways to teach those who have a low reading level (below 6th grade). More one-on-one tutoring must take place to improve the skills and confidence of a low-level reader.

    1b. *Means of Assessment and Criteria for Success:* Sixty percent (60%) of students who complete College Reading Skills will earn a final grade of 80% or higher on course assignment. Eighty percent (80%) is considered a passing grade (C) in the College Preparatory Department.

    1b. *Description of Data Collection and Assessment Results:* Seventy-seven percent (77%) of students who completed College Reading Skills earned a final grade of 80% or higher on course assignments. Only the students who completed the course were included. Students who withdrew or stopped attending were excluded.

    1b. *Use of Results to Improve Instructional Program:* Although the criteria for success had been surpassed, there are still unknown reasons why 23% of the students are failing College Reading Skills. There are students who are enrolled in the class, attend regularly, and attempt every assignment, but are not able to be successful. Most of these students are not going to complete the reading program due to lack of motivation, lack of reading skills, or unclear goals. In order to try and meet each of these students' needs, the instructor has begun meeting regularly with each individual student to determine what the appropriate program would be. Recommendations for the Skills Toward Employment Program (STEP), Technical Certificates, Mississippi County

Literacy Council, etc. might be a more suitable track for these students than the college preparatory track.

1c.   *Means of Assessment and Criteria for Success:* Students who pass (A, B, or C) College Reading Skills will be tracked to determine if they are successful (A, B, or C) in Advanced Reading Techniques. Sixty percent (60%) of the students who pass College Reading Skills will pass Advanced Reading Techniques.

1c.   *Description of Data Collection and Assessment Results:* Of the 60 students who were enrolled in College Reading Skills in Fall 2005, 28 passed (this number does not match b. because this included everyone enrolled in CRS). Of the 28 students who passed College Reading Skills, 13 were successful in Advanced Reading Techniques in the spring. This results in a 22% success rate.

Of the 25 students who were enrolled in College Reading Skills in Spring 2006, 12 passed. Of the 12 students who passed CRS, 0 enrolled in Advanced Reading Techniques in the summer. This results in a 0% success rate. The following table shows the data.

	Summer II 2005	Fall 2005	Spring 2006	Summer I 2006
Total number of CP01003 students	0	60	25	
Number of successful CP01003 students	0	28	12	
Percent successful CP01003 students	0%	37%	48%	
Number of successful CP01113 students			13	0
Percent of successful students completing reading program			22%	0%

1c.   *Use of Results to Improve Instructional Program:* The question that needs to be answered is: "Where did these students go?" Did they enroll in a later semester, did they test out of the advanced course, or did they leave the college completely? Also, with the proposed developmental advising component being implemented with all College Reading Skills students, these students may be involved in a different, more appropriate program. These students need to be tracked to determine whether or not they were successful in the reading program, or if they chose a different path for success.

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

   2a. *Means of Assessment and Criteria for Success:* Sixty-five percent (65%) of the students will score 12.9 or higher on the Nelson-Denny post-test. One hundred percent (100%) of the students will improve their score by two (2) grade levels.

   2a. *Description of Data Collection and Assessment Results:* Only 22% of the Advanced Reading Techniques students scored a 12.9 or higher on the Nelson-Denny post-test. Only the students who completed the course were included. Students who withdrew or stopped attending were excluded.

   Eighty-six percent (86%) of the Advanced Reading Techniques students improved; however, only 27% improved by two (2) grade levels. Only the students who had both a pretest and post-test score were included.

   2a. *Use of Results to Improve Instructional Program:* The Nelson-Denny is a vocabulary driven test, and the Advanced Reading Techniques course does not focus much on vocabulary development. It primarily centers on reading strategies for college-level reading. More emphasis on word analysis (prefixes, suffixes, and roots), use of context clues, and content area vocabulary will be included within existing units.

   2b. *Means of Assessment and Criteria for Success:* Seventy-five percent (75%) of students who complete Advanced Reading Techniques will earn a final grade of 80% or higher on course assignment. Eighty percent (80%) is considered a passing grade (C) in the College Preparatory Division.

   2b. *Description of Data Collection and Assessment Results:* Ninety-two percent (92%) of students who completed Advanced Reading Techniques earned a final grade of 80% or higher on course assignments. Only the students who completed the course were included. Students who withdrew or stopped attending were excluded.

   2b. *Use of Results to Improve Instructional Program:* The Advanced Reading Techniques students need to leave the course prepared for all courses offered at Arkansas Northeastern College. Instructors in the various departments will be surveyed about their textbook readability, the amount of reading assigned, and other reading responsibilities of the student. This information will be used to determine if changes need to be made to the Advanced Reading Techniques curriculum in order to better prepare students.

   2c. *Means of Assessment and Criteria for Success:* Students who successfully complete (A, B, or C) Advanced Reading Techniques will be tracked to check their performance in Psychology, Biology, and Decision Strategies. Sixty percent (60%) of the students who pass Advanced Reading Techniques will earn a C or better in the specified courses.

   2c. *Description of Data Collection and Assessment Results:* Of the students who passed Advanced Reading Techniques in Fall 2005, 37 students took Psychology (PY 23003) the following spring semester. Of the 37 students, 23

made an A, B, or C. This results in a 62% passing rate.

Of the students who passed Advanced Reading Techniques in Fall 2005, three (3) students took Biology (BI14033) the following spring semester. Of the three (3) students, 0 made an A, B, or C. This results in a 0% passing rate.

Of the students who passed Advanced Reading Techniques in Fall 2005, seven (7) students took Decision Strategies (BU11023) the following spring semester. Of the seven (7) students, six (6) made an A, B, or C. This results in an 86% passing rate. The following table shows the data.

Student Success Rates in Courses Following Advanced Reading Techniques					
	Number passing CP01113	Number earning an A, B, or C	Percent earning an A, B, or C	Number earning a D, F, or W	Percent earning a D or F
Psychology PY 23003	37	23	62%	14	38%
Biology BI 14033	3	0	0%	3	100%
Decision Strategies BU 11023	7	6	86%	1	14%

    2c.   *Use of Results to Improve Instructional Program:* There have been some informal discussions between the lead reading instructor and some of the instructors in the science department about how the Advanced Reading Techniques class can better prepare students for the science courses. More discussions between other departments must take place to determine what skills are essential for students to be successful in the various courses across the campus. Further exploration into this data is necessary.

3.   *Intended Student Outcome:* Students who complete the College Writing Skills course will demonstrate increased skill in performing the writing tasks necessary to place in Fundamentals of Composition.

    3a.   *Means of Assessment and Criteria for Success:* Seventy-five percent (75%) of the students who complete College Writing Skills will score 80% (C) or above on the final exit exam.

    3a.   *Description of Data Collection and Assessment Results:* Eighty-three (83%) of the students who completed the course scored 80% or higher on the post-test.

    3a.   *Use of Results to Improve Instruction:* Instructors will continue to focus instructional time on punctuation, grammar and usage, sentence structure, and focused journal writing. The means of assessment will be raised from 75% to 85%.

3b. *Means of Assessment and Criteria for Success:* Seventy-five percent (75%) of the students who complete College Writing Skills will improve the post- test score by 20 points over the pre-test.

3b. *Description of Data Collection and Assessment Results:* After examining the pre-tests and the post-tests, it was determined that 42% of the students made a 20% gain in their scores from pre-to post-test.

3b. *Use of Results to Improve Instruction:* College Writing Skills instructional time will continue to be focused primarily on punctuation, grammar and usage, sentence structure, and journal writing activities. The means of assessment will stay the same; however, students will be Compass tested at the end of the course to determine the number of students who place into the next level course, Fundamentals of Composition.

4. *Intended Student Outcome:* Students who complete the Basic Math Skills course will demonstrate knowledge in the basic skill areas of math fundamental.

4a. *Means of Assessment and Criteria for Success:* Fifty percent (50%) of the students who complete Basic Math will score at least 80% on the departmental comprehensive final exam.

4a. *Description of Data Collection and Assessment Results:* The data from the departmental comprehensive final exam showed that 39% of the students scored at least eighty percent on the final exam.

4a. *Use of Results to Improve the Instructional Program:* Since only thirty-nine percent (39%) scored at least 80% on the final exam, the means of assessment will stay the same. However, there was an 8% increase over last year. This could be due to that fact that all the instructors were given a tentative schedule to use for their class. A new computerized homework program is presently being piloted. Data will be collected and compared to the existing course. The final exam data is consistent with Compass post-test data (39% and 41%).

4b. *Means of Assessment and Criteria for Success:* Fifty percent (50%) of the students who complete the Basic Math Skills course will post test on Compass and place into the next level of mathematics which will be a score of at least 39 in the pre-algebra domain (Type P) or any score in the algebra domain (Type A).

4b. *Description of Data Collection and Assessment Results:* Forty-one percent (41%) of the students who completed Basic Math Skills post-tested on the Compass Test placed into the next level of mathematics. This data is the initial data of this kind for Basic Math Skills.

4b. *Use of Results to Improve Instructional Program:* Hawkes, a new computerized homework program is presently being piloted. Data will be collected and compared to the existing course success rate. Decisions will be made on what is best fit for our students and programs. The instructors have observed that some students' literacy level is so low that they do not seem capable of passing the course. For such students, STEP has been developed to

offer them alternative placement into a job placement program. Individual conferences with these students will be a key factor to correctly place them into other programs such as STEP, WAGE, or other programs.

5. *Intended Student Outcome:* Students who pass Beginning Algebra will demonstrate increased knowledge in algebra skills sufficiently to place in Intermediate Algebra.

    5a. *Means of Assessment and Criteria for Success:* Fifty percent (50%) of the students who complete Beginning Algebra will score at least 80% on the departmental comprehensive final exam.

    5a. *Description of Data Collection and Assessment Results:* The data from the departmental comprehensive final exam showed that 44 percent of the students scored at least 80 percent on the final exam.

    5a. *Use of Results to Improve the Instructional Program:* This is the first data collected of this kind for Beginning Algebra. Since the goal was not reached, the means of assessment will remain for the next year. In the use of results in 6b of this document, it is recommended to change the Compass placement score in Intermediate Algebra. Therefore the curriculum for Beginning Algebra may need to be adjusted.

    5b. *Means of Assessment and Criteria for Success:* Forty percent (40%) of the students who complete Beginning Algebra will post test on Compass with a score of at least 28 in the algebra domain (Type A).

    5b. *Description of Data Collection and Assessment Results:* The students were administered the pre-test during the first week of the semester, and the post-test was administered during the last week of the semester prior to final exams. Sixty-one percent (61%) of the students who completed the Beginning Algebra course tested into the Intermediate level.

    5b. *Use of Results to Improve Instructional Program:* Although we surpassed our goal, math instructors have determined that extra help is needed to assist the students with specific strengths/weaknesses. Therefore all beginning algebra instructors will require the students who fail any test during the semester to sign up for tutoring. The student can attend one-on-one tutoring, a math lab set up by the Assistant LAC Coordinator or document time spent on HM3, a supplemental computerized program. Any of these programs are offered at the LAC and has a method of verifying the student's attendance and progress.

    HM3 tutoring was set up on the Learning Assistance Center's computers so that the beginning algebra students could drop in at their convenience to practice their math skills. This is another way of helping improve students' proficiency levels and to improve Compass scores.

6. *Intended Student Outcome:* Students who pass Intermediate Algebra will demonstrate increased knowledge in algebra skills sufficiently to place in College Algebra.

6a. *Means of Assessment and Criteria for Success:* Fifty percent (50%) of the students who complete Intermediate Algebra will score at least 80% on the departmental comprehensive final exam.

6a. *Description of Data Collection and Assessment Results:* The data from the departmental comprehensive final exam showed that 26% of the students scored at least 80% on the final exam.

6a. *Use of Results to Improve the Instructional Program:* This is the first data collected of this kind for Intermediate Algebra. Since the goal was not reached, this means of assessment will remain the same for the next year. In the use of results in 6b of this document, it is recommended to change the Compass placement score in Intermediate Algebra. Therefore the curriculum for Intermediate Algebra may need to be adjusted.

6b. *Means of Assessment and Criteria for Success:* Forty percent (40%) of the students who complete Intermediate Algebra will post test on Compass with a score of at least 48 in the algebra domain (Type A).

6b. *Description of Data Collection and Assessment Results:* The students were administered the pre-test during the first week of the semester and the post-test was administered during the last week of the semester prior to final exams. Twenty- six percent (26%) of the students who completed the Intermediate Algebra course tested into the College Algebra level.

6b. *Use of Results to Improve Instructional Program:* We did not reach our goal of 40%. The math instructors believe this might be the result of some students Compass testing into the Intermediate Algebra course even though they are not ready. The math instructors will go through the proper channels, submit information to the proper committees to change the Compass score separating Beginning Algebra and Intermediate Algebra. We believe if we raise the cut-off score from a 28 to a 32, then the students who are not prepared for Intermediate Algebra will have to take Beginning Algebra, thus making them stronger students. By strengthening the criteria to get into Intermediate algebra, more students should be prepared to do Intermediate work and be able to reach the level of proficiency needed for College Algebra.

HM3 tutoring was set up on the Learning Assistance Center's computers so the students could drop in at their convenience to practice their math skills. This is another way of helping improve students' proficiency levels and to improve Compass scores.

7. *Intended Student Outcome:* Students who are enrolled in Personal Development will develop a life plan that will assist them in developing an education action plan to establish their education and career goals.

7a. *Means of Assessment and Criteria for Success:* Eighty-five percent (85%) of students enrolled in the Personal Development course will develop their life plan to include their education plan and career goals.

7a.   *Description of Data Collection and Assessment Results:* Personal Development students with two or more College Prep courses will be monitored to ensure the students have developed their life plan to include an education and career plan.

7a.   *Use of Results to Improve Instruction:* Personal Development faculty and College Prep faculty will collaborate with a Career Counselor to develop a developmental advising component within the Personal Development course, which assists the students in developing a life plan to include an education and career plan.

7b.   *Means of Assessment and Criteria for Success:* All Personal Development students who have two or more college prep courses will be assigned a mentor from the College Prep division. The mentors will meet with the students at least twice per semester to monitor the students' academic progress and to ensure the life plan is completed.

7b.   *Description of Data Collection and Assessment Results:* The mentors will meet with the students at least twice per semester to monitor the students' academic progress and to ensure the life plan is completed. Over a period of time, the students will be tracked to determine the number of students who successfully reached their education and career goals.

7b.   *Use of Results to Improve Instruction:* The Personal Development course will eventually become linked with the College-wide developmental advising component to ensure that all students develop an education and career plan.

Allied Health
2005-2006

Allied Health	
Instructional Program	*Degree Level*
Associate Degree Nursing Program	Associate in Applied Science
Practical Nursing Program	Certificate
Dental Assisting Program	Certificate
Emergency Medical Technician – Paramedic Program	Certificate

Associate Degree Nursing Program
2005-2006

Expanded Statement of Institutional Purpose

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

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

Intended Student Outcomes

1. Graduates will meet the Arkansas State Board of Nursing and the National League for Nursing Accrediting Commission (NLNAC) standards.

2. Employed graduates will indicate through surveys that the Arkansas Northeastern College Associate Degree Nursing curriculum has prepared them to practice as competent registered nurses.

3. 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.

1. *Intended Student Outcome:* Graduates will meet the Arkansas State Board of Nursing and the National League for Nursing Accrediting Commission (NLNAC) standards.

   1a. *Means of Assessment and Criteria for Success:* Graduates will obtain an average score of 800 or 80% on the Health Education System, Inc. (HESI) Exit Exam for predicting outcomes for NCLEX-RN. Graduates will obtain a score of 800 or 80% on the NLNAC component of the HESI Exam in the sub areas of Critical Thinking, Communication, and Therapeutic Interventions.

   1a. *Description of Data Collection and Assessment Results:* The HESI Exit Exam is administered at the end of the program but before graduation and is an indicator of how the individual student and class will perform on the NCLEX-RN exam. Faculty received individual and class aggregate scores from HESI. The NCLEX-RN review course (HESI) is offered on site and is required for all graduates from the program. Students are administered the HESI course comprehensive exam at the completion of the course that provides an overall evaluation of individual performance to the students.

   The 2005 HESI Exit Exam results were as follows: Overall aggregate score of 765or 76.5%. The NLNAC sub-areas/results of the HESI Exit Exam were: Critical Thinking, 764 or 76.4%, Therapeutic Nursing Interventions, 764 or 76.4%, and Therapeutic Communications, 762 or 76.2%.

   Results of the student's HESI scores were grouped into eight (8) categories as follows:

Distribution of HESI Scores by Category			
Category	*Description*	*Number*	*Percent*
A. 950 >	Outstanding probability of passing	0	0
B. 900 - 945	Excellent probability of passing	6	11
C. 850 - 899	Average probability of passing	8	15
D. 800 - 849	Below average probability of passing	8	15
E. 750 - 799	Additional preparation needed	7	13
F 700 - 749	Serious preparation needed	11	20
G. 650 - 699	Grave danger of failing	4	7
H. < 649	Poor performance expected	11	20

   Students whose scores are Categories C-H require varying degrees of preparation to ensure success on the NCLEX-RN. Students with scores in Categories A and B can expect to pass the NCLEX-RN (barring any interpersonal variable such as a death in the family, excessive test anxiety, etc.). Six of 55 students (11.00%) received scored in Categories A and B.

   The Sub-Specialty Detail Report of the HESI Exit Exam reflects student scores

in the following areas: Fundamentals, Maternity, Professional Issues, Psychiatric/Mental Health and Clinical Concepts and Med-Surg/Pedi/Geri. Scores can reach 1500 based on the difficulty level of the exam and items answered correctly. The NCLEX Categories of the HESI indicated the following results: Safe/Effective Environment (842 or 84.2%), Health Promotion and Maintenance (758 or 75.8%), Psychosocial Integrity (733 or 73.3%), and Physiological Integrity (743 or 74.3%). The HURST Review course was completed by 100% of the graduates in May 2006. The comprehensive final was given but results were not tracked for assessment purposes. Refer to **Table 1 HESI Results.**

Table 1 **Department of Nursing** **HESI RESULTS 2005**	
Aggregate HESI Score	
Overall Score	765 (76.5%)
Sub-Specialty Detail	
Fundamentals	
Med Administration	747
Math	574
Basic Nursing Skills	781
Maternity	
Antepartum	776
Intrapartum	812
Newborn	790
Postpartum	566
Professional Issues	
Cultural/Spiritual	671
Documentation	786
Leadership	817
Legal/Ethical	789
Research/Theory	554
Teaching	778
Psychiatric/Mental Health	
Abuse	616
Anxiety/Communications	712
Depression/Grief	798
Psychoses	792

Table 1 **Department of Nursing** **HESI RESULTS 2005**	
*Aggregate HESI **Score***	
Overall Score	765 (76.5%)
Clinical Concepts: Med-Surg/Pedi/Geri	
Cardiovascular	663
Endocrine	597
GI/Hepatic	752
Growth & Development	782
Immune/Hematology	763
Integumentary	879
Musculoskeletal	729
Neurological	751
Oncology	981
Operative	923
Physical Assessment	719
Renal	849
Respiratory	820
Reproductive	728
Sensory	579
Trauma/Emergency	842

NCLEX CATEGORIES	
Safe/Effective Environment	842
Management of Care	838
Safety & Infection Control	869
Health Promotion & Maintenance	758
Psychosocial Integrity	733
Physiological Integrity	743
Basic Care/Comfort	778
Pharmacology Parenteral Treatment	717
Reduce Risk Potential	842
Physiological Adaptation	680

NLNAC CATEGORIES	
Critical Thinking	764
Therapeutic Communication	762
Therapeutic Nursing Intervention	764

1a. *Use of Results to Improve Instructional Program:* Results of the HESI Exit Exam reflected an overall prediction that 76.5% of the students would pass the NCLEX-RN exam. Subject areas will continue to be analyzed based on the

changes within the HESI reporting system. Course content and curriculum restructuring continues on an ongoing bases to meet changes/recommendations from the ASBN & NLNAC. Faculty continues to support the use of both the HURST Review Course along with the final ATI comprehensive exam which provides students a review and preparation for the NCLEX. Faculty agree the HESI Exit Exam continues to be an adequate predictor of passing NCLEX while providing students direction within those areas that need remediation prior to sitting for the NCLEX-RN. Faculty agreed to continue this assessment tool for the next academic year and to begin trending results on a yearly basis. Faculty will continue to enhance test writing skills and to include a majority of test format as application and analysis type questions. The approved NCLEX-RN testing blueprint continues to be a tool for review and revision of nursing course curriculum to appropriately include and distribute content based on blueprint revisions. Item writing/testing have and continue to be revised to meet the new testing methodologies by the NCLEX.

1b. *Means of Assessment and 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. Pass rates will be monitored for both the generic (first time admission) students and for the returning (second or more admission) students to determine any correlation.

1b. *Description of Data Collection and Assessment Results:* The NCLEX-RN is the official test established by the National Counsel of State Boards of Nursing for graduate nurses. The same test is administered at various test sites across the United States and is available for qualified candidates to write. The computerized test is secured and provides a mechanism and standard for the profession of nursing to confer the RN (register nurse) license to those who successfully complete the exam and thus meet at least the minimum requirements to practice as a nurse. Upon passing the NCLEX-RN, the state in which the candidate applies for licensure is the state that nurse will be licensed to practice. Official results of the NCLEX-RN are sent to each school of nursing. This data is used to determine if the ultimate program outcome is obtained.

The official pass results from the Arkansas State Board of Nursing for 2005 are 89%. The pass rate for generic students is currently 90% (45 out of 50students) and the pass rate for returning students is 80% (4 out of 5 students). Refer to Table 2 HESI / ATI/ State Board Pass Rate / Student Demographics.

		ATI Comprehensive RN Predictor	State Board Pass Rate	Pass Rate Demographics Generic / Returning Students
Student Demographics by State Board Pass Rate Predictor Exams (HESI and ATI)				
Year	**HESI**			
1997	92%		96%	100% / 50%
1998	77%		76.9%	100% / 40%
1999	74%		90.9%	100% / 40%
2000	76%		63.2%	73.3% / 25%
2001	82.46%		71.4%	77.8% / <0% (1 returning student)
2002	84.82%		77.2%	88.8% / 40%
2003	89.80%		100%	100% / 100%
2004	84.0%	62.3%	80%	77%* / 100**
2005	82.1%	68.5%	94%	100% / 71%
2006	76.5%	68.5%	89%	90% / 80%

1b. *Use of Results to Improve Instructional Program:* The 89% pass rate meets the goal of 85% or better. The 80% pass rate for returning students continue to support the use of Assessment Technology Exams. ATI course exams are now required for nursing courses in which a "C" or better was earned in a previous enrollment. Additionally, each returning student is required to complete a Clinical Skills Computer Assistance Instruction (CAI) and all generic students complete the CAI as they progress through each individual course. Additional software is currently being evaluated that will contribute to the success of both the generic and returning student.

Evaluation surveys completed after the HESI review course have historically been evaluated to identify the value of the review systems. This year based on student responses from previous years the HURST review course was offered in place of the HESI review. The Hurst Review was offered on the main campus of ANC. The volunteer post NCLEX-RN survey from graduates identified that 61% of the 23 returned surveys found the HURST review as above average. The instructors continue to attend workshops that focus on increasing critical thinking abilities in nursing students and to research available methods to increase retention of knowledge for the returning student.

1c. *Means of Assessment and Criteria for Success:* The selective admission criteria will serve to admit students who are successful in achieving the program objectives with a 75% graduation rate. Admission criteria (PAX scores and GPA) for the students graduating will be compared to the NCLEX-RN pass rates to determine any correlation.

1c. *Description of Data Collection and Assessment Results:* Student graduation rates are based on the total number of students admitted into the nursing program based on selected admission criteria and the total number of those students who are successful in completing and graduating from the program. A

comparison between admission criteria (PAC-RN testing scores & GPA) and student outcomes (student graduation, successful NCLEX, withdrew from program, and course failures) were trended for the 2004-2006 nursing class.

Graduation Rates						
Year	2001	2002	2003	2004	2005	2006
Graduation Rate	65	58	67	66	49 (66)	66 (69.6)

A total of 59 generic students were admitted into the 2004-2006 nursing class and 16 LPN Transition students joined the class in the Spring semester of 2005 giving a total of 75 generic and LPN first time students. In May of 2006, 55 students graduated of which 50 were of the original class of 75 and 5 were returning students. This gives the graduating class of 2006 a 66% graduation rate (excluding the 5 returning students). When returning students are included the total number the graduation rate is 69.6%. Admission criteria were compared to student outcomes. Refer to Table 3 Admission Criteria Comparison.

Table 3 Admission Criteria Comparison 2003-2005 Nursing Class					
Student Outcomes	**Total Students**	**PAX-RN Score Range**	**Average PAX-RN Score**	**GPA Range**	**Average GPA**
Graduated: *First Time:* *Returning:*	*55 *50 5	100-147	116.8 115.1 106.	2.5-4.0	3.21 3.20 3.27
Graduated and passed NCLEX: *First Time:* *Returning:*	*49 *45 4	100-147	118.5 119.9 107.7	2.5-4.0	3.15 3.13 3.39
Withdrew/failed program	25	100-150	113.36	2.58-3.85	3.14
Total Students at beginning of class (includes generic and LPN students): 75 Total number of students graduating as returning students: 5 * Total number included generic and LPN to RN Transition students who are excluded from the average PAX scores Admission Criteria: PAX-RN > 100 prior to March 30th admission deadline for following fall program. GPA > 2.5 on admission into program.					

1c.   *Use of Results to Improve Instructional Program:* Graduation rates in the

program continue to be an ongoing concern among faculty members. Strategies to ensure that the graduation rate is at or above the identified outcome of 75% are frequently discussed. Admission criteria were reviewed for the class of 2006 to determine if data were available that would indicate any correlation between student success in completing the nursing program and successfully passing the NCLEX. Results indicated that there was a higher average GPA for students who graduated from the program than those who dropped or failed a course. PAX scores and the GPA were also higher for students who graduated and passed the NCLEX than those who dropped or failed a nursing course. Results support the continued use of the GPA and PAX-RN as criteria for admission. Faculty agreed to continue assessment in this area and to begin analysis of when students complete science courses along with GPA as possible further indicators of student success in the nursing program and with passing the NCLEX-RN. Teaching & testing techniques along with results of program evaluations continue to be used and recommendations implemented in an attempt to increase graduation rates without compromising NCLEX-RN pass rates.

1d.   *Means of Assessment and Criteria for Success:* Students will perform at or above 31% on the individual Assessment Technology Institute (ATI) Progressive Testing Exams before progressing to the next nursing course.

1d.   *Description of Data Collection and Assessments Results:* ATI (Assessment Technologies Incorporated) provides testing results for both the ATI RN Comprehensive Predictor Exam and individual nursing course comprehensive tests. The progressive testing policy began with the graduating class of 2003 and is outlined in the ADN Student Handbook. The ATI progressive testing is administered at the end of each nursing course. Students must meet the established accepted levels of 31% on the individual ATI Progressive Exam before progressing to the next nursing course. If they do not meet the accepted level the student must remediate and retest before progressing to the next course. ATI Progressive Testing on All nursing courses: 100% of students (55 students) passed each nursing course ATI Progressive test, meeting the accepted level score of 31%.

Table 4 ATI Scores			
Test Title	**Group Mean Score**		
	2004	**2005**	**2006**
Fundamentals	66.6%	71.2%	72.3%
Maternal and Newborn	66.6%	71.9%	71.4%
Nursing Care of Children	67.8%	59.1%	57.5%
Mental Health	78.3%	63.3%	64.8%
Medical-Surgical Nursing Care	55.3%	54.8%	66.1%
Leadership	57.7%	56.1%	69.0%
Critical Thinking	73.6%	69.4%	72.4%
RN Comprehensive Predictor	62.3%	69.9%	71.3%

Table 5			
Department of Nursing			
Quality Improvement Timeline			
Year	**NCLEX Pass Rate**	**Implementation Date**	**Quality Intervention**
2000	63.2%	11/00	Consider replacing comprehensive with progressive testing.
		02/01	Adopted Comprehensive Medical/Surgical Test (ATI) for piloting.
		04/01	Pilot dates established for first and second level for progressive and comprehensive testing
		04/01	Faculty discussed the piloting of progressive and comprehensive testing. Policy established.
2001	71.4%	08/01	Test plan & testing strategies reviewed after attending Item writing workshop. Discussed hiring a tutor – opted to continue 1:1 tutoring, opted to provide practice questions. Change test blue print to include 85% of all test questions are based on clinical reasoning: prioritizing, delegation, critical thinking, etc.
		11/01	Areas of weakness noted from test results, curriculum reviewed.
		01/02	Test scores reviewed areas of strengths and weakness reviewed.
		04/02	ATI GN Predictors reviewed.
2002	77.2%	10/02	Comprehensive and progressive testing adopted after reviewing pilot findings 14% improvement over two years in NCLEX pass rate.
2003	100%	09/03	NCLEX pass rate 100% - progressive and comprehensive testing continued.
2004	80%	9/04	Progressive and comprehensive testing continued. Three students yet to write the NCLEX-RN. Further evaluation pending their results.
		5/05	Update: All students completed NCLEX-RN exam.
2005	94%	9/05	31 Students graduated. Two students failed NCLEX-RN (returning students). All first-time admission students passed at 100%. Continue progressive testing for returning students.
2006	89%	5/06	A total of 55 Graduates from both the Burdette and Paragould campus. The first class to utilize distance learning via compressed video.

1d. _Use of Results to Improve Instructional Program:_ The ATI progressive testing proved to provide both students and faculty detailed information regarding student performance on the exams and targeting students in need of additional preparation and remediation. Students scoring low (below 31%) on the ATI

exams were, in general, those with low passing course averages in the content being tested.

1e. *Means of Assessment and Criteria for Success:* Students will perform at or above 55% on the ATI RN Comprehensive Predictor Exam before receiving a certificate of graduation from the nursing program.

1e. *Description of Data Collection and Assessment Results:* ATI (Assessment Technologies Incorporated) provides testing results for both the ATI-RN Comprehensive Predictor Exam and individual nursing course comprehensive tests. The ATI RN Comprehensive Predictor Exam was first administered to the graduating class of 2003 and requires the student to perform at or above 55% before receiving a certificate of graduation from the nursing program.

ATI Comprehensive Predictor Exam: A total of 31 students completed the ATI Comprehensive Predictor Exam. National Group Mean: 68.5 %. One hundred percent of the students met the 55% or higher on the Comprehensive Predictor Exam.

1e. *Use of Results to Improve Instructional Program:* The class of 2006 was also required to make a satisfactory score on the RN Comprehensive Predictor Exam. There seems to be a direct relationship in the 2006 NCLEX-RN success and the use of the ATI system. An ongoing analysis of the ATI and NCLEX results will continue to determine if the ATI is an adequate predictor of NCLEX success and a successful tool for student remediation in preparing for the NCLEX. Beginning with the 2005 – 2007 class, the ATI individual exam scores will be utilized in calculation of course grades.

2. *Intended Student 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.

2a. *Means of Assessment and 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 their health care-settings as determined by the graduate survey six months post graduation.

2a. *Description of Data Collection and Assessment Results:* A graduate questionnaire is sent to all graduates six months after graduation, with an area focused on employment experience. The revised questionnaire inquires as to present employment status and future nursing plans along with graduate satisfaction with the nursing program.

A total of 55 students graduated from the nursing program in May of 2006. All Graduates mailed a graduate survey 6 months post graduation (November 2006). Of the 55 graduates, 23 completed and returned the survey (42% return rate). Out of the 23 students that returned the survey, 19 are currently employed in an acute care facility (hospital). Results of the graduate survey indicates that the goal of 90% of graduates will be employed in the hospital or long term care setting and 10% in other health care settings has been met. 83% or 19 out of 23 graduates are employed in an acute care hospital setting. The

graduates are working as follows: Great River Medical Center (4) Blytheville, AR; Methodist Hospital, Paragould, AR (3); St. Bernard's Hospital, Jonesboro (3); Methodist Healthcare, Memphis, TN (2); Twin Rivers Regional, Kennett, MO (1); Pemiscot County Hospital, Hayti MO (2); First Health/Moore Regional Hospital, Pinehurst, NC (1), Select Hospital, Memphis, TN (1); AR. Health Department / Home Health (1); Heritage Square Nursing Home, Blytheville, AR. (1); Manila Nursing Home, Manila, AR. (1); and Health South Rehabilitation Hospital, Jonesboro, AR. (1). Two of the returned surveys failed to list their employer.

In Factors Related to Employment: 22 of the 23 students rated 3 or above in the areas of Prepared, Confidence, Comparison to Other Graduates. One graduate rated Agency Orientation a 2 (below average) or 4%.

In Professional Development: 2 graduates have completed hours toward a higher degree. There were 20 students that indicated they are planning to seek a BSN in the near future. Only 1 student has joined a professional organization and 9 have subscribed to professional journals.

Table 6 details the responses received from the Graduate Surveys. There were fifty-five nursing graduates in 2005. Twenty three graduates responded to the survey for a response rate of 42%.

Table 6 Graduate Survey Summary 2005						
EMPLOYMENT EXPERIENCE						
Employed			YES 23		NO 0	
FACTORS RELATED TO EMPLOYMENT						
	1 Poor	2 Below Average	3 Average	4 Above Average	5 Excellent	No Response
Prepared		4% (1)	39% (9)	35% (8)	22% (5)	0
Confidence		9% (2)	35% (8)	43% (10)	13% (3)	0
Comparison		4% (1)	22% (5)	57% (13)	17% (4)	0
Agency Orientation		4% (1)	22% (5)	39% (9)	35% (8)	0
PROFESSIONAL DEVELOPMENT ACTIVITIES						
			YES		NO	
Completed hours toward a higher degree			3		0	
If no, anticipating BSN			18		5	
Made application			3		5	
If yes, accepted			2		1	
Professional organizations			1		22	
Nursing journals			9		14	

Post Graduation Evaluation of Nursing Program						
	1 Poor	2 Below Average	3 Average	4 Above Average	5 Excellent	No Response
Basic essentials to pass NCLEX-RN			35% (8)	39% (9)	26% (6)	0
Review course of value	14% (3)	9% (2)	17% (4)	30% (7)	30% (7)	0
Adequately prepared to enter work force		4% (1)	17% (4)	61% (14)	17% (4)	0
Overall satisfaction with Nursing Program		9% (2)	43% (10)	22% (5)	26% (6)	0
Feel about Nursing at this time		4% (1)	17% (4)	35% (8)	43% (10)	0

2a.   *Use of Results to Improve Instructional Program:* Results from the survey are useful but the 42% response rate is lower than needed to provide a global view of where graduates are practicing and other requested information on the survey. Recommendations include revising the survey to a shorter form with concise, easy questions to answer and to follow-up with a telephone interview from outside the nursing department. This process will be discussed and developed before the 2007 nursing students graduate. These students will be asked to evaluate the survey that will be sent to them in November and input gathered as to how to improve graduate responses to the survey.

2b.   *Means of Assessment and Criteria for Success:* Ninety five (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.

2b.   *Description of Data Collection and Assessment Results:* A graduate questionnaire is sent to all graduates six months after graduation, with areas focused on preparedness, feeling of confidence, comparison with other ADN graduates, and perception of nursing at this time. The graduates are asked to rank these items on a scale of one (poor) to five (excellent). Surveys for the 2006 class will be mailed and results available by January 12, 2007.

One of the 23 responses to the survey 6 rated the Associate Degree Nursing Program at a 2 (below average). The total of 23 who completed this portion of the survey calculates to an 95% satisfaction rate with (score of 3 or above). Other areas of concern from the Post Graduation Evaluation of the Program are: The value of the HURST Review Course, 14% rated the course a 1 or poor and 9% rated the course a 2 or below average. One student (4%) rated a 2 or below average in being adequately prepared to enter the workforce.

2b.   *Use of Results to Improve Instructional Program:* Results from previous years indicate that the HESI review course is not considered of value to the graduates. The HURST Review Course was given this year. Based on the fact

that in previous years 67% of the students rated the HESI review as 2 (below average) or less and this year 23% rated the HESI review as 2 (below average) or less. The following recommendations are will be considered: *Continue the HURST Review course.

3. *Indented Student 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.

 3a. *Means of Assessment and 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.

 3a. *Description of Data Collection and Assessment Results:* Agency evaluation surveys are sent to all agencies in the college's service area with whom our ADN graduates might be employed. The agencies are asked to rank their level of satisfaction with ANC graduates in relation to grasp of nursing practice, accountability and responsibility of actions, ability to problem solve, use of communication skills, educational needs and care plan abilities, participation in health care activities and overall rating of our graduates as compared to other graduates. The rating is a 1 to 5 scale, with 1 being the lowest level of satisfaction and 5 being the highest level of satisfaction.

 Out of the twenty five agency surveys mailed, 10 were returned giving a 40% return rate. Response rates were poor compared to last year (2006) response rate of 72%. It is noted that 3 responses were only informing the nursing department that there were no graduates working in there facilities. There are 7 respondents that completed the surveys and there results are included in the report. Agency Evaluation of the ADN Program indicated that 86% of agencies surveyed rated ANC graduates at a 3 or greater in all areas.

 Table 7 presents the Agency Evaluation Summary. Twenty-five agency evaluations were distributed/mailed. Ten agency evaluations were returned for a response rate of 40%.

 Three surveys returned noted there were no graduates in their facilities and surveys were not completed. Responses were calculated on only the 7 facilities that actually completed the surveys.

 3a. *Use of Results to Improve Instructional Program:* Response rates from the agency surveys are poor and further encouragement of participating agencies to complete the surveys will continue. Of those 7 survey's returned 72% rated 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.

 The Advisory Board for the associate degree nursing program will be the mechanism to communicate survey results and to ask for suggestions or recommendations on how to further enhance the quality of associate degree nurses employed in their facilities. Faculty would like to see a greater % of results in the 4 (above average) and 5 (excellent) categories indicating that

employers recognize ANC graduates at or above average. The survey formed will be revised to ask specific questions to the agencies as to how may graduates from the year being surveyed is currently employed. Hopefully this will assist in any confusion as to the graduates being evaluated by the agency.

	Table 7 Agency Evaluation Summary Agency Evaluation 2005					
Criteria	1 Poor	2 Below Average	3 Average	4 Above Average	5 Excellent	No Response
Firm grasp of nursing practice		14% (1)	29% (2)	43% (3)	14% (1)	0
Professional Behavior			29% (2)	57% (4)	14% (1)	0
Responsible and accountable			43% (3)	29% (2)	29% (2)	0
Solve problems and seeks help		43% (3)	0%	29% (2)	29% (2)	0
Communication skills		14% (1)	29% (2)	29% (2)	29% (2)	0
Identifies needs & care plans		14% (1)	29% (2)	43% (3)	14% (1)	0
Fosters personal & professional growth	14% (1)	0%	29% (2)	57% (4)	0%	0
Comparison to other ADN programs			33% (2)	17% (1)	50% (3)	1

Expanded Statement of Institutional Purpose

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

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

Intended Student Outcomes

1. Graduates will meet the Arkansas State Board of Nursing (ArSBN) standards.

2. Employed graduates will indicate through surveys that the Arkansas Northeastern College Practical Nursing curriculum has prepared them to practice as competent licensed practical nurses.

3. Graduates employed by healthcare agencies in the Arkansas Northeastern College service area will meet expected outcomes for the beginning licensed practical nurse as reflected by employer surveys.

1. *Intended Student Outcome:* Graduates will meet the Arkansas State Board of Nursing (ArSBN) standards.

   1a. *Means of Assessment and Criteria for Success:* Graduates will obtain an average score of 80% on the exit exam for predicting outcome success for the NCLEX – PN.

   1a. *Description of Data Collection and Assessment Results:* The exit exam administered before graduation is considered an indicator of how the student and class as a whole will perform on the NCLEX - PN. Faculty are provided with class and individual scores obtained from the testing company. Specific analysis is performed on the data obtained. Each of the following areas of the NCLEX – PN test plan is assessed:

   • Safe and Effective Care Environment
   • Health Promotion and Maintenance
   • Psychosocial Integrity
   • Physiological Integrity

   Post Test Scores revealed a total of 10 of the 35 students (8 from the Paragould Center and 2 from the Burdette Center) that made scores below the expected competency level for challenging the NCLEX – PN. These students were identified as being "at risk" for failing the exam.

   1a. *Use of Results to Improve Instructional Program:* Students were provided with information on the identified areas requiring improvement. Individual counseling was provided to all students by the testing company representatives as well as faculty. Those students who were identified as "at risk" for failing the NCLEX – PN was given a study and preparation plans that they were expected to complete prior to scheduling a test date for the NCLEX – PN. Students were also asked to complete 1,500 NCLEX test questions prior to graduation. This was done to provide practice in answering NCLEX type questions as well as a comprehensive review of content. Faculty have attended multiple choice item – writing workshops and have been structuring all exams within the curriculum to focus on application questions, with an emphasis on prioritization and critical thinking. Mrs. Greene has made application to the National Council for State Boards of Nursing (NCSBN) to be a member of a panel of expert nurses who will write items for the NCLEX – PN. She received notification of her approval by the NCSBN and the ArSBN to be a part of this panel in Chicago, IL December 5 through December 8, 2006. This should prove to be a benefit to not only her but to the PN Program.

   As a result of the hard work by faculty and students, the pass rate for the NCLEX – PN for 2006 graduates is 94.3%

   1b. *Means of Assessment and Criteria for Success:* Eighty-five percent of the generic (first-time admission) graduates will be successful in passing the NCLEX – PN on the first attempt. Seventy-five (75%) of returning (second or more admission) graduates will be successful in passing the NCLEX – PN on the first attempt.

1b.   *Description of Data Collection and Assessment Results:* The NCLEX – PN is the official exam established by the NCSBN for graduate nurses who have met criteria for challenging the exam. This exam is a secured, computerized exam that is offered at numerous testing sites. It provides a mechanism of determining those graduates who meet the minimal competency standards to practice as a licensed practical nurse (LPN). Official results for their particular graduates are sent to each school of nursing. Programs are also provided with the testing results of all schools in the state of Arkansas. Also provided is the state – by - state pass rates. This data is used to determine if the ultimate program outcome is achieved. It allows nursing programs to compare their individual pass rates with the National and overall State averages.

The official results from the Arkansas State Board of Nursing NCLEX – PN exams will be evaluated and trends noted in order to determine areas needing improvement. Pass rates will be monitored for both generic students and for the returning students to determine any correlation.

Results for 2006 Graduates Both Burdette and Paragould Centers	
Number of Graduates	35
Number Passing Exam First Attempt	33
Percentage Passing First Attempt	94.3 %

Results for 2006 Graduates Burdette Center	
Number of Graduates	16
Number Passing Exam First Attempt	16
Percentage Passing First Attempt	100%

Results for 2006 Graduates Paragould Center	
Number of Graduates	19
Number Passing Exam First Attempt	17
Percentage Passing First Attempt	89.5%

There were three returning students – one at the Burdette Center and two at the Paragould Center. Two of the three passed the NCLEX – PN upon first attempt or 67 percent.

1b.   *Use of Results to Improve Instructional Program:* The 94.3% pass rate exceeds the goal of 85% or better. It also exceeds the Arkansas Average pass rate of 91.8% and the National Average pass rate of 88.2%% for 2006. 2 of 3

of the returning students passing upon first attempt is the best that could be done unless it was 100%. Faculty will continue to research available methods to increase retention of knowledge for the returning student.

Any areas of the NCLEX – PN Test Plan that are shown to need improvement are evaluated and changes will be made in those areas as needed. Faculty will continue to attend continuing education workshops, especially those provided by the Arkansas State Board of Nursing and the National Council for State Boards of Nursing (NCSBN) in order to improve instruction and keep up with the ever-changing world of health care. A review will be offered each year to assist in preparing the graduates for the NCLEX – PN.

1c. *Means of Assessment and Criteria for Success:* Selective admission criteria will serve to admit students who are successful in achieving the program objectives with a seventy-five percent (75%) retention and graduation rate.

Admission criteria – ASSET and PAX – PN (pre-admission exam for practical nurses by the National League of Nurses) scores for the students graduating will be compared to the NCLEX - PN pass rates to determine any correlation.

1c. *Description of Data Collection and Assessment Results:* Student graduation rates is based on the total number of students admitted into the practical nursing program based on selected admission criteria and the total number of those students who successfully completed the program and graduated. A comparison between admission criteria and student outcomes were trended for the years of 2000 – 2003. During these years, the ASSET and the Nurse Entrance Test (NET) were used as admission criteria. This study revealed no correlation in the success of the student as compared to scores on the admission exams.

1c. *Use of Results to Improve Instructional Program:* As a result of the study of the correlation between admission testing results and success within the practical nursing program, the admission exam was changed from the NET to the PAX – PN for the 2006 – 2007 class. The class admitted in June 2006 is the first class to use the new admission criteria. Therefore, we will not be able to determine the correlation until the next assessment period.

With the PAX - PN scores, the number of qualified applicants for the current class declined dramatically. This will be carefully assessed.

1d. *Means of Assessment and Criteria for Success:* Students will perform at or above 31% on the individual Assessment Technology Institute (ATI) Progressive Testing Examinations prior to progressing into the next nursing courses.

1d. *Description of Data Collection and Assessment Results:* At the beginning of the 2005 – 2006 school year, the faculty agreed that the ATI Progressive Testing was too time consuming for the practical nursing program. The program was already extended to 13 months for the current school year. Due to mandated hour requirements established by the ArSBN, time taken from classroom or clinical for the testing would require an additional time added to the program.

Since the ANC PN Program has exceeded both the State and National Averages and all standards set forth by the ArSBN as related to success on the NCLEX - PN, it was decided not to pursue this testing.

1d. *Use of Results to Improve Instructional Program:* Faculty will continue to assess NCLEX – PN pass rates and success of graduates. If at any time, it appears that there is a decline in either, the ATI Progressive Testing Examinations will be reconsidered.

1e. *Means of Assessment and Criteria for Success:* Students will perform at or above 55% on the ATI PN Comprehensive Predictor Examination prior to receiving certificate of completion from the program and being approved by the Program Chair to challenge the NCLEX – PN.

1e. *Description of Data Collection and Assessment Results:* The ATI Comprehensive Predictor was not used for the 2005 – 2006 graduates. Since the other aspects of the ATI testing program was not used, it was agreed not to use their Predictor Exam.

1e. *Use of Results to Improve Instructional Program:* It was agreed by the faculty to continue to use, Contemporary Health Systems, Inc., the Testing/Review Service who provided review for the 2005 graduating class. Students received excellent results from this testing service.

Faculty will continue to assess NCLEX – PN pass rates and success of graduates. If at any time, it appears that there is a decline in either, the ATI Comprehensive Predictor will be reconsidered.

2. *Intended Student Outcome:* Employed graduates will indicate through surveys that the Arkansas Northeastern College Practical Nursing Program curriculum has prepared them to practice as competent licensed practical nurses.

2a. *Means of Assessment and 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.

2a. *Description of Data Collection and Assessment Results:* A graduate survey is sent to all graduates six months after graduation, with an area focused on employment experience. The questionnaire inquires as to present employment status and future plans along with satisfaction with the practical nursing program.

Results are pending. Graduate surveys will be mailed in January 2007 with a deadline for returning by March 1, 2007. However, all graduates have been kept in contact by faculty. Graduates have notified faculty upon taking of the NCLEX - PN. Only one student out of the 35 has not pursued a job in the healthcare field. 97.1% of the graduates are employed in various healthcare settings.

2a. *Use of Results to Improve Instructional Program:* The job market for practical nurses is abundant in this area. There has never been a concern for our PN

graduates being employed after graduation from the program. The one 2006 graduate that has not pursued a nursing career is due to the fact that he is the only one that has not passed the NCLEX-PN. Five (5) of the graduates applied and were accepted into the ADN program beginning in August 2006. Feedback from the Director of the ADN program indicates that our recent graduates are doing well in the RN program.

2b. *Means of Assessment and Criteria for Success:* Ninety-five percent (95%) of graduates returning the graduate survey six (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.

2b. *Description of Data Collection and Assessment Results:* A graduate questionnaire is sent to all graduates six months after graduation, with areas focused on preparedness, feeling of confidence, comparison with other PN graduates, and perception of nursing at this time. The graduates are asked to rank these items on a scale of one (poor) to five (excellent).

Results are pending for the 2006 graduating class. Surveys will be mailed in January 2007 and results available after March 1, 2007. However, assessment results for the graduating class of June 2005 are being provided:

No one item on a five-point scale survey will be rated less than three when sent to graduates and employers six months after graduation, indicating preparedness for the role of an LPN in the chosen healthcare setting.

Twenty three of the twenty eight surveys that were mailed to graduates were returned. The survey focused on preparedness, feeling of confidence, comparison with other LPN graduates, and perception of nursing. One hundred percent of the graduates returning the survey rated themselves a three or better in their ability to perform in the areas listed below.

- apply basic nursing skills and scientific principles in nursing situations relatively free of complexity
- apply basic nursing skills and scientific principles in nursing situations to assist the registered nurse in complex nursing situations
- utilize the nursing process in the care of the client
- demonstrate personal responsibility for actions and recognition of legal implications involved in medical therapy
- recognize the fact that education is continuous and each nurse has the responsibility to utilize resources available to him/her

2b. *Use of Results to Improve Instructional Program:* Results are pending for the graduating class of June 2006. However information below is being provided for the results of the graduating class of 2005.

A complete report of assessment results will be provided to the advisory committees from both campuses. Suggestions, etc. will be utilized to further improve or enhance the program.

An Advisory Committee Meeting has not been held on either campus in this monitoring period. 4 of the 6 advisory members for the Burdette campus are no longer available. These members will be replaced and a meeting will be scheduled for both campuses or, as discussed with Brenda Holifield and Connie Ash, a joint Advisory Committee will be pursued for the PN and RN programs.

3. *Intended Student Outcome:* Graduates employed by healthcare agencies in the Arkansas Northeastern College service area will meet expected outcomes for the beginning licensed practical nurse as reflected by employer surveys.

   3a. *Means of Assessment and Criteria for Success:* Ninety five percent (95%) of all employers of ANC PN graduates returning the agency/employer survey will rate job performance satisfaction with the beginning licensed practical nurse (LPN) at a 3 or higher on a scale of 1 – 5 with 1 being lowest and 5 being the highest.

   3a. *Description of Data Collection and Assessment Results:* Agency evaluation/surveys are sent to all agencies in the ANC service area with whom our PN graduates might be employed, as well as, any other facilities of which are known to employ our graduates. The agencies are asked to rank their level of satisfaction with the ANC practical nursing graduates

   The rating is a 1 to 5 scale, with 1 being the lowest level of satisfaction and 5 being the highest level of satisfaction.

   Results are pending for the graduating class of June 2006. Employer/Agency surveys will be mailed in January 2007 with a deadline for returning by March 1, 2007. However results from the 2005 graduating class is being provided. Agencies were asked to rank the strengths and areas of improvement needed for our graduates in relation to:

   • grasp of nursing practice
   • ability to problem solve
   • accountability and responsibility of actions
   • educational needs and care plan abilities
   • use of communication skills
   • participation in healthcare activities
   • overall rating of our graduates as compared to other graduates from similar programs.

   The rating was from 1 (poor) to 5 (excellent). One hundred percent of the agency evaluations were positive in their comments with our graduates each rating 3 or greater on the 5 point scale. The only negative comment made was by a local hospital who indicated that tw0 (2) of the "new" nurses left employment at their facility only a short time after taking the job.

   3a. *Use of Results to Improve Instructional Program:* Agencies who employ ANC PN graduates are very complimentary of the quality of the nurses they receive from ANC. The negative comment made about "job hopping" will be used to educate students who are approaching graduation about the importance of

stability in a job. The job market for nurses is enormous. Many "new" nurses take the first job offered and find they are dissatisfied. Consideration will be given to having a guest speaker with expertise in human resource management come speak with the students.

Emergency Medical Technician-Paramedic Program
2005-2006

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. Graduates will demonstrate technical proficiency in all the skills necessary to fulfill the role of an entry level Paramedic.

2. Graduates will demonstrate the ability to comprehend, apply, and evaluate information relative to the role of an entry level Paramedic.

3. Graduates will demonstrate personal behaviors consistent with professional and employer expectations of the entry-level Paramedic.

4. EMT-P students will meet program objectives in areas of enrollment and attrition, along with job placement upon completion of the program.

1. *Intended Student Outcome:* Graduates will demonstrate technical proficiency in all the skills necessary to fulfill the role on an entry level Paramedic (Psychomotor Domain).

    1a. *Means of Assessment and Criteria for Success:* Students will obtain no less than Satisfactory or "Pass" on the EMT-P Comprehensive Practical Final Exam.

    1a. *Description of Data Collection and Assessment Results:* The Comprehensive Practical Final Exam is administered at the end of the program, prior to the National Registry Certification exam. Program Medical Director(s) and the Instructor are used to evaluate student's performance on all certification skills. Approved skill assessment sheets are used and the student does not perform any of the critical criteria listed on each skill sheet.

    Out of 11 graduates in the 2004-2005 Paramedic Program, 100% successfully passed the Comprehensive Practical Final Exam.

    1a. *Use of Results to Improve Instructional Program:* Successful completion of the Comprehensive Practical Exam indicated that the graduate student demonstrated technical proficiency in all of the skills necessary to challenge the Practical portion of the National Registry Certification Exam.

    1b. *Means of Assessment and Criteria for Success:* Graduates will successfully complete the State and/or National Registry Practical Exam with a "Pass" score.

    1b. *Description of Data Collection and Assessment Results:* The Practical portion of the Certification exam includes twelve (12) psychomotor skill stations that evaluates technical competency. The exam is administered by Section of EMS and Trauma Systems Specialists within the Arkansas Department of Health. Approved lay evaluators and Program Medical Director(s) are used to evaluate student performance on all certification skills. The skill assessment sheets used are furnished by the National Registry of EMT's (NREMT). Critical criteria are "automatic fail points" for the practical skill station and the student must not hit any in order to successfully pass the station.

    The Advanced Level Practical Examination consists of skills presented in a scenario-type format to approximate the abilities of the NREMT-Paramedic to function in the out-of-hospital setting. All skills have been developed in accordance with the 1994 EMT-Basic National Standard Curriculum, the behavioral and skill objectives of the 1999 EMT-Paramedic National Standard Curricula, and current American Heart Association guidelines for Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS) that are updated as necessary. The process is a formal verification of the candidate's "hands-on" abilities and knowledge, rather than a teaching, coaching, or remedial training session.

    Out of 11 graduates in the 2004-2005 Paramedic Program, 100% successfully passed the Practical Portion of the National Registry Certification Exam.

1b.   *Use of Results to Improve Instructional Program:* Successful completion of the Practical portion of the National Registry Certification Exam indicated that the graduate student demonstrated technical proficiency in all of the skills necessary to fulfill the role of an entry-level Paramedic and successfully passed the Practical portion of the National Registry Certification exam.

1c.   *Means of Assessment and Criteria for Success:* Six month post Graduate Surveys will be returned with at least a 50% return rate will be rate the psychomotor portion of the surveys with a 3 or greater on a 1-5 Likert Scale with 5 being strongly agree.

1c.   *Description of Data Collection and Assessment Results:* The Post Graduate Survey is designed to help the program faculty determine the strengths and areas for improvement for the psychomotor portion of the Arkansas Northeastern College Paramedic Program. The Graduate evaluates the Paramedic Program based on the following five components:

>   Knowledge Base (Cognitive Domain)
>   Clinical Proficiency (Psychomotor Domain)
>   Behavioral Skills (Affective Domain)
>   General Information
>   Additional Comments

On the Post Graduate Survey, students rate each item independently by circling the rating that indicates the extent to which the student agrees with each statement. A 1-5 Likert Scale is used with 1 being Strongly Disagree and 5 being Strongly Agree.

11 graduates were sent a Graduate Survey 7 surveys were returned with a 60% return rate exceeding the 50% goal. All responses on returned surveys were at a 3 or greater on the psychomotor portion using a Likert Scale the Graduate Survey.

1c.   *Use of Results to Improve Instructional Program:* The results of the Graduate Survey indicate that graduates felt Arkansas Northeastern College Paramedic Program prepared them to become a competent entry level Paramedic in the field of Emergency Medicine.

1d.   *Means of Assessment and Criteria for Success:* Six month post Employer Surveys will be returned with at least a 50% return rate will be rate the psychomotor portion of the surveys with a 3 or greater on a 1-5 Likert Scale with 5 being strongly agree.

1d.   *Description of Data Collection and Assessment Results:* The Employer Survey is designed to help the program faculty determine the strengths and areas for improvement for the Arkansas Northeastern College Paramedic Program. The Employer evaluates the Graduate based on the following four components:

>   Knowledge Base (Cognitive Domain)
>   Clinical Proficiency (Psychomotor Domain)
>   Behavioral Skills (Affective Domain)
>   Additional Comments

On the Employer Survey, employers rate each item independently by circling the rating that indicates the extent to which the Employer agrees with each statement. A 1-5 Likert Scale is used with 1 being Strongly Disagree and 5 being Strongly Agree.

Seven employer surveys were returned with a 78% return rate exceeding the 50% goal. All responses on returned surveys were at a 3 or greater on the psychomotor portion using a Likert Scale on the Employer Survey.

1d. *Use of Results to Improve Instructional Program:* The results of the Employer Survey indicated that the Employers of Graduates of the Arkansas Northeastern College Paramedic Program were satisfied that the program prepared the graduate to function as a competent entry level Paramedic in the field of Emergency Medicine.

2. *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).

   2a. *Means of Assessment and Criteria for Success:* Students will obtain no less than 75% on the EMT-P Comprehensive Final Written Exam.

   2a. *Description of Data Collection and Assessment Results:* The comprehensive Written Exam is administered to students at the end of the program, prior to the National Registry Certification exam. Students were tested over course work covering the entirety of course work during the program using the National Standard Curriculum Unit Objectives for the basis of the exams.

   100% of students who attempted the Comprehensive Written Exam were successful.

   2a. *Use of Results to Improve Instructional Program:* Successful completion of the Comprehensive Written Exam indicated that the graduate student demonstrated necessary competencies in the Cognitive Domain of learning to successfully complete the Paramedic Program and were prepared to challenge Certification exams at the National Level.

   2b. *Means of Assessment and Criteria for Success:* Students will maintain an overall 82% average in unit exams and written work.

   2b. *Description of Data Collection and Assessment Results:* In order for students to successfully complete the course, they must have maintained an 82% average over previous course work. The course work includes exam grades, homework grades and quiz scores.

   Out of 11 students 100% who attempted the Comprehensive Written Exam were successful.

   2b. *Use of Results to Improve Instructional Program:* Students who were able to maintain an 82% average throughout the course work were able to successfully pass the end of course competency exam.

2c.   *Means of Assessment and Criteria for Success:* 100% of Graduates will successfully complete the State and/or National Written Exam with at least a 75% as the final score.

2c.   *Description of Data Collection and Assessment Results:* Students who successfully completed the Arkansas Northeastern College Paramedic program challenged certification exams provided by the Arkansas Department of Health, Section of EMS and Trauma Systems using the National Registry of EMT's (NREMT) for certification purposes.

The NREMT written examination items are developed to measure the important tasks of practice as an emergency care provider. Items are drafted in relationship to tasks identified by a committee of national EMS experts that relate directly to the job of a provider. The domain of practice that limits therapy addressed in an item is based upon national standard curricula developed by the National Highway Traffic Safety Administration

Out of 11 graduates 91% who attempted the written portion of the Paramedic Certification Exam for the NREMT were successful.

Number Students Taking Certification Exams	11
Number Students Passing on 1st Attempt	9
ANC First Time Pass Rate	82%
National Registry First Time Pass Rate	64%
Number Students Passing on 2nd Attempt	1
Number Students Uncertified at this time	1

2c.   *Use of Results to Improve Instructional Program:* Successful completion of the State and/or National Written Exam indicated that the graduate student demonstrated necessary competencies in the Cognitive Domain of learning with the ability to comprehend apply and evaluate information necessary to become an entry level Paramedic.

3.   *Intended Student Outcome:* Employed graduates will demonstrate personal and professional behaviors consistent with employer expectations of the entry-level Paramedic (Affective Domain).

3a.   *Means of Assessment and Criteria for Success:* Six month post graduation Employer Surveys will be returned with at least a 50% return rate and will rate the Affective portion of the surveys a 3 or greater on a 1 - 5 Likert Scale with 5 being Strongly Agree.

3a.   *Description of Data Collection and Assessment Results:* Employer Survey is designed to help the program faculty determine the strengths and areas for improvement for the Arkansas Northeastern College Paramedic Program. The Employer evaluates the Graduate based on the following four components:

Knowledge Base (Cognitive Domain)
Clinical Proficiency (Psychomotor Domain)
Behavioral Skills (Affective Domain)
Additional Comments

On the Employer Survey, the employer rates each item independently by circling the rating that indicates the extent to which the Employer agrees with each statement, a 1-5 Likert Scale is used with 1 being Strongly Disagree and 5 being Strongly Agree.

Return rate for Employer Surveys was 82%, exceeding the 50% goal. All responses on returned surveys were at a 3 or greater on the Affective portion using a Likert Scale on both the Graduate Survey and the Employer Survey.

3a. *Use of Results to Improve Instructional Program:* The results of the Employer Survey indicate that the Employers of the Arkansas Northeastern College Paramedic Program were satisfied that the program prepared the graduate to function as a competent entry level Paramedic in the field of Emergency Medicine.

4. *Intended Student Outcome:* Students will meet program objectives in areas of enrollment and attrition, along with job placement upon completion of the program.

4a. *Means of Assessment and Criteria for Success:* The EMT-P program will enroll the maximum amount of students possible (15) for each class offered.

4a. *Description of Data Collection and Assessment Results:* A target goal for the initial enrollment has been set at 15, which is the allowable number per instructor. This Standard is set forth by Rules and Regulations of the Arkansas Department of Health, Section of EMS and Trauma Systems.

A total of 13 students (87% of target) were enrolled in this class with the beginning date August 2004 and ended December 2005.

4a. *Use of Results to Improve Instructional Program:* The total of students enrolling in the program for this term was below the target goal however, the enrollment numbers were significantly higher than enrollment numbers for prior classes. Will continue to monitor the enrollment numbers and will market to reach the target goal of 15 students.

4b. *Means of Assessment and Criteria for Success:* The EMT-P program will have no more than a 30% attrition rate for each class offered.

4b. *Description of Data Collection and Assessment Results:* Student attrition rates are based on the total number of students admitted into the Paramedic Program based on selected admission criteria and the total number of those students who did not successfully complete or graduate from the program.

Thirteen students were enrolled into the program, 2 students did not complete the program, and this represents a 15% attrition rate. Of the 2 students who did not complete the program, both students (100%) were due to academic failure.

One student has reentered the Paramedic Program and is expected to graduate in May 2007.

4b. *Use of Results to Improve Instructional Program:* Instructors currently offer one-on-one counseling/training sessions with students on an as needed basis. This practice will continue in the future. Financial aid is available for qualified student. The program director will continue to work with employers and students to keep current students enrolled in the program. Attrition rate is down from 44% to 15%, efforts need to continue to meet the target attrition rate.

4c. *Means of Assessment and Criteria for Success:* By six months post graduation, (70%) of the EMT-P graduates will be employed as full time practicing paramedics.

4c. *Description of Data Collection and Assessment Results:* Graduates of the program are contacted within six months of completing the program either by telephone interview or letter to assess their employment status.

Out of 11 students, 91% gained full time employment as practicing Paramedics within six months of graduating from the program.

4c. *Use of Results to Improve Instructional Program:* The Program Director will continue to monitor employment status of students and to work with job placement coordinator and employers to ensure gainful employment for all graduates of the program.

Paramedic Graduate Survey Results 2004-2005		
Evaluation Criteria	Rating Criteria	Results
Knowledge Base The program assisted and/or prepared the graduate to:	Likert 1-5	
Acquire the EMS knowledge necessary to function in a healthcare setting.	Strongly Agree Generally Agree Neutral Generally Disagree Strongly Disagree	57% 43% 0% 0% 0%
Acquire the general medical knowledge base necessary to function in a healthcare setting.	Strongly Agree Generally Agree Neutral Generally Disagree Strongly Disagree	29% 71% 0% 0% 0%
Collect data from charts and patients.	Strongly Agree Generally Agree Neutral Generally Disagree Strongly Disagree	29% 29% 43% 0% 0%
Interpret patient data.	Strongly Agree Generally Agree Neutral Generally Disagree Strongly Disagree	29% 43% 29% 0% 0%
Recommend appropriate diagnostic and therapeutic procedures.	Strongly Agree Generally Agree Neutral Generally Disagree Strongly Disagree	71% 14% 14% 0% 0%
Use sound judgment while functioning in a healthcare setting.	Strongly Agree Generally Agree Neutral Generally Disagree Strongly Disagree	86% 0% 14% 0% 0%
Clinical Proficiency The program assisted and/or prepared the graduate to:	Likert 1-5	Results
Perform a broad range of clinical skills	Strongly Agree Generally Agree Neutral Generally Disagree Strongly Disagree	71% 14% 14% 0% 0%

Paramedic Graduate Survey Results 2004-2005		
With the skills to perform patient assessment	Strongly Agree Generally Agree Neutral Generally Disagree Strongly Disagree	71% 14% 14% 0% 0%
To perform approved therapeutic procedures and modalities	Strongly Agree Generally Agree Neutral Generally Disagree Strongly Disagree	43% 43% 14% 0% 0%
To perform and interpret diagnostic procedures	Strongly Agree Generally Agree Neutral Generally Disagree Strongly Disagree	43% 57% 0% 0% 0%
Behavioral Skills The program assisted and/or prepared the graduate to:	Likert 1-5	Results
To communicate effectively within a healthcare setting.	Strongly Agree Generally Agree Neutral Generally Disagree Strongly Disagree	43% 57% 0% 0% 0%
To conduct myself in an ethical and professional manner.	Strongly Agree Generally Agree Neutral Generally Disagree Strongly Disagree	57% 29% 14% 0% 0%
To manage my time efficiently while functioning in a healthcare setting.	Strongly Agree Generally Agree Neutral Generally Disagree Strongly Disagree	29% 57% 14% 0% 0%
OVERALL RATING:	Likert 1-5	Results
Please rate and comment on the OVERALL quality of your preparation as a Paramedic:	Excellent Very Good Good Fair Poor	43% 43% 14% 0% 0%

Paramedic Graduate Employer Survey Results 2004-2005					
Criteria	*Rating Criteria Likert 1-5*				
Knowledge Base The graduate:	Strongly Agree	Generally Agree	Neutral	Generally Disagree	Strongly Disagree
Has acquired the EMS knowledge necessary to function in a healthcare setting.	43%	43%	14%	0%	0%
Has acquired the general medical knowledge base necessary to function in a healthcare setting.	43%	43%	14%	0%	0%
Is able to collect data from charts and patients.	14%	72%	14%	0%	0%
Is able to interpret patient data.	14%	72%	14%	0%	0%
Is able to recommend appropriate diagnostic and therapeutic procedures.	43%	29%	14%	0%	0%
Uses sound judgment while functioning in a healthcare setting.	43%	43%	14%	0%	0%
Clinical Proficiency The graduate:					
Effectively performs a broad range of clinical skills	29%	57%	14%	0%	0%
Possesses the skills to perform patient assessment	57%	29%	14%	0%	0%
Performs approved therapeutic procedures and modalities	14%	72%	14%	0%	0%
Perform and interprets diagnostic procedures	14%	72%	14%	0%	0%
Behavioral Skills The graduate:					
Communicates effectively within a healthcare setting.	43%	43%	14%	0%	0%
Conducts himself/herself in an ethical and professional manner	57%	29%	14%	0%	0%
Functions effectively as a member of the healthcare team	57%	29%	14%	0%	0%

Paramedic Graduate Employer Survey Results **2004-2005**					
Behavioral Skills The graduate:	Strongly Agree	Generally Agree	Neutral	Generally Disagree	Strongly Disagree
Accepts supervision and works effectively with supervisory personnel.	43%	43%	14%	0%	0%
Is self-directed and responsible for his/her actions.	43%	43%	14%	0%	0%
Arrives to work on time and is prepared to work.	43%	43%	14%	0%	0%
Contributes to a positive environment within the department.	43%	43%	14%	0%	0%
OVERALL RATING	43%	43%	14%	0%	0%

Dental Assisting Program
2005-2006

Expanded Statement of Institutional Purpose

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

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

Intended Student Outcomes

1. Students will meet established course objectives and outcomes in the areas of infection control practices (Dental Biomedical Science, Dental Clinical Science I, Chair Side Assisting I & II) and fabrication of temporary crown and bridge restoration (Dental Materials I) in both the laboratory and clinical setting (Clinical Experience I, II, & III).

2. Students will meet the retention/graduation and employment goals set for the Dental Assisting Program.

3. Employed graduates will indicate through graduate surveys that the Dental Assisting curriculum has prepared them to utilize the knowledge and skills needed to practice as Dental Assistants.

4. Graduates employed by Dental Offices in the service area will meet expected outcomes for the beginning Dental Assistant as reflected by employer surveys.

1. *Intended Student Outcome:* Students will meet established course objectives and outcomes in the areas of infection control practices (Dental Biomedical Science, Dental Clinical Science I, Chair Side Assisting I & II) and fabrication of temporary crown and bridge restoration (Dental Materials I) in both the laboratory and clinical setting (Clinical Experience I, II, & III).

   1a. *Means of Assessment and Criteria for Success:* One hundred percent of Dental Assisting Students (13) will demonstrate competency in infection control procedures enforced by OSHA as reflected by achieving a 3 or greater on a 0 to 5 scale with 0 being the lowest and 5 being the highest on clinical evaluations completed by the instructor and supervisors in the dental assisting offices.

   1a. *Description of Data Collection and Assessment Results:* During the student's clinical experiences, the supervising dentist must complete an evaluation tool validating satisfactory demonstration of infection control procedures. The evaluation is graded on a scale of 0-5, 0 being the lowest and 5 being the highest level of competency. Each student must continuously score a 3-4 in order to prove competency. The instructor's evaluation of students in the infection control areas must be a three or higher on a five point scale. Students are required to perform various competency evaluations concerning infection control during both fall and spring semesters. The students are required to evaluate each other on the tasks, and then are evaluated by the instructor. The students must receive at least 80 percent to pass the competency. Using the established criteria, all 13 students received 95 percent on all required infection control competencies during the fall and spring semesters. As for the supervising dentist's evaluations, all 13 students received at least a 4 on the 0-5 scale evaluation. This means that all students met the requirements to complete all infection control policies enforced by OSHA.

   1a. *Use of Results to Improve Instructional Program:* Results indicated that 95 percent of students met the infection control competencies, however the infection control evaluation tool did not reflect specific skills required by OSHA standards. The tool was revised in order to separate the infection control competencies from the general chair side competencies. This provides an emphasis on the importance of the infection control standards. The new tool will be utilized with the 06 class.

   1b *Means of Assessment and Criteria for Success:* One hundred percent of students will demonstrate competency in the fabrication of temporary crown and bridge restorations by achieving a 90 percent or greater on the instructor and peer evaluations, and a 3 or greater on a 1 to 5 scale with 1 being the lowest and 5 the highest, on the supervising dentist's evaluation.

   1b. *Description of Data Collection and Assessment Results:* The students and instructor use an evaluation tool which uses a 5 point scale. A percentage score is given by skill level obtained on a five point scale. Each of the 13 students completed the clinical evaluation competencies with a class aggregate score of 85 percent. 77 percent of the class scored 90 percent or greater, and 33 percent of the class scored less than 90 percent. One hundred percent of the supervising dentist in the clinical setting, evaluated the student using the five point scale during the Clinical Experience I, II, III. All of the 13 students

received at least a 4 on a five point scale.

1b.   *Use of Results to Improve Instructional Program:* Seventy-seven percent of the thirteen students scored 90 percent or greater on the instructor and peer evaluations, but 33 percent fell below the 90 percent goal. The three student's areas of concern were gumline margins, interproximal margins, and strength of temporaries. After review, it was determined that the purchase of crown and bridge prep models would be valuable in the clinical lab for students in this area. The approximate cost has been included in the next academic budget.

2.   *Intended Student Outcome:* Students will meet the retention/graduation and employment goals set for the Dental Assisting Program.

2a.   *Means of Assessment and Criteria for Success:* Eighty percent of the students accepted into the Dental Assisting Class will successfully complete and graduate from the program.

2a.   *Description of Data Collection and Assessment Results:* The final roster is used to determine the students graduating from the program and the initial roster is used to determine the number of students beginning the program. Thirteen out of fifteen students (86.7 percent retention) completed the program for the 2005-2006 academic year.

2a.   *Use of Results to Improve Instructional Program:* Retention/graduation rates will continue to be monitored to assist in evaluating the program effectiveness.

2b.   *Means of Assessment and Criteria for Success:*   Eighty five percent 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.

2b.   *Description of Data Collection and Assessment Results:* Certification results from DANB: 5 students initially applied to take the test. Results are pending.

2b.   *Use of Results to Improve Unit Services:* Results pending.

2c.   *Means of Assessment and Criteria for Success:* One hundred percent of the graduates will be employed in a dental office six months post-graduation as indicated on the post-graduate survey.

2c.   *Description of Data Collection and Assessment Results:* Post-graduate survey will determine the employment status of graduates. Results are pending and will be included in the final report.

2c.   *Use of Results to Improve Instructional Program:*   Twelve out of the fifteen (80 percent) students who successfully completed the program returned the post graduate surveys. All twelve of the students who completed survey indicated that all were employed in various dental offices in the area. The three students who did not return the surveys were contacted by phone and all have chosen not to work at this time due to staying home with their children.

3. *Intended Student 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.

    3a. *Means of Assessment and Criteria for Success:* Graduates will rate the Dental Assisting Program a 3 or higher on a 1 to 5 scale with 1 being the lowest and 5 being the highest on the Post-graduate survey. Criteria will include curriculum and program effectiveness.

    3a. *Description of Data Collection and Assessment Results:* Survey will be mailed by mid November to 2006 graduates.

    3a. *Use of Results to Improve Instructional Program:* The 12 employed graduates returned the surveys, 100 percent of the graduates rated the program and the curriculum a 4. They stated they felt they were well prepared before entering the field. The one area of concern with all graduates was oral evacuation. With the installation of the new vacuum pump in the clinical lab, this area should show great improvement. This area will continue to be monitored.

    3b. *Means of Assessment and Criteria for Success:* One hundred percent 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.

    3b. *Description of Data Collection and Assessment Results:* The Student Follow-Up Survey is mailed to students by the middle of November 2006. The survey and the results will be included in the final report.

    3b. *Use of Results to Improve Instructional Program:* Eleven of the twelve employers (92 percent) rated the graduates performance a 4, stating that they were very prepared, knowledgeable and skilled in all areas upon entering the offices. One of the twelve (10 percent) rated his graduate a 3, stating that while she possessed the knowledge and skills, she had a hard time keeping up with the fast-paced atmosphere of the office. He also stated she was very dedicated and made improvements.

4. *Intended Student Outcome:* Graduates employed by Dental Offices in the service area will meet expected outcomes for the beginning Dental Assistant as reflected by employer surveys.

    4a. *Means of Assessment and Criteria for Success:* One hundred percent of all employers returning the employer survey six months post graduation will rate job performance of the beginning Dental Assistant at a 3 or higher on a 1 to 5 scale with 1 being the lowest and 5 being the highest.

    4a. *Description of Data Collection and Assessment Results:* The Employer Follow-Up Telephone Survey is utilized to obtain information from the Dental Offices where graduates are employed. Results are obtained six months post-graduation. Results are pending.

    4a. *Use of Results to Improve Instructional Program:* Results pending.

Technical Programs and Training
2005-2006

Business and Technical Programs	
Instructional Program	*Degree Level*
Business Administration	Associate in Applied Science
Computer Information Systems	Associate in Applied Science
Criminal Justice	Associate in Applied Science
Horticulture	Associate in Applied Science
Office Technology	Associate in Applied Science

Technical Programs and Training
Associate in Applied Science
2005-2006

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 of Applied Science degree and Technical Certificate candidates will demonstrate technical knowledge and proficiency in their respective fields of study. (*Measurements separated by program/discipline*)

2. Graduates of Associate of Applied Science degree and Technical Certificate programs will attain employment in their respective career fields subsequent to graduation.

3. Successful completion of a course dealing with critical thinking will lead to retention rates greater than that of the institution in general.

4. Comparable assessment measures will indicate that student learning in online course work is substantially similar to student learning in live course work.

1. *Intended Student Outcome:* Associate of Applied Science degree and Technical Certificate candidates will demonstrate technical knowledge and proficiency in their respective fields of study.

    1a. *Means of Assessment and Criteria for Success:* Seventy percent of Business Administration AAS graduates will exceed national averages on selected portions of the NOCTI Retail Trades examination.

    1a. *Description of Data Collection and Assessment Results:* Candidates for the Associate in Applied Science Degree in Business Administration take the National Occupational Competency Testing Institute Retail Trades Test. The results are present in the table below.

National Occupational Competency Testing Institute Retail Trades Test			
Testing Area	*Number Tested*	*Number Exceeding National Average*	*Percent Exceeding National Average*
Communications	6	5	83
Marketing/Merchandising	6	5	83
Sales and Selling	6	4	67
Human Relations	6	5	83
Entrepreneurship	6	2	33
Employability	6	6	100

    1a. *Use of Results to Improve Instructional Program:* Standards achieved in four of six selected areas. The new Service and Retail Business AAS option should lead to proficiency increases in Sales & Selling and Entrepreneurship because its curriculum addresses these areas better than did the generalist Business Administration option.

    1b. *Means of Assessment and Criteria for Success:* Seventy percent of AAS and Technical Certificate students in the Office Technology Program will pass selected OPAC and MOS examinations.

    1b. *Description of Data Collection and Assessment Results:* Candidates for the Associate in Applied Science Degree in Office Technology take a variety of MOS and OPAC Assessments. The results are present in the table below.

Testing Area	Number Tested	Number Passing	Percent Passing
Office Technology **MOS and OPAC Assessment Results**			
Word Processing-MS Word			
MOS (Word 9)	9	5	56
OPAC (Intermediate Word)	13	9	69
Records Systems and Management			
OPAC Alphabetic Filing	14	14	100
OPAC Numeric Filing	13	13	100
Keyboarding Applications with Data Entry			
OPAC Advanced Editing/Formatting from a Rough Draft	12	11	92
OPAC Composing Minutes	13	13	100
OPAC Editing/Formatting from a Rough Draft	13	13	100
OPAC Formatting a Letter	13	12	92
OPAC Keyboarding with at least 40 wpm	11	9	82
Introduction to Multimedia			
MOS Testing in Microsoft PowerPoint	4	2	50
OPAC Testing in Microsoft PowerPoint	7	6	86
Other OPAC Assessments			
Proofreading 1	6	3	50
Proofreading 2	6	4	67
Bank Deposit	6	6	100
Petty Cash	6	6	100
Bank Reconciliation	6	6	100

1b.   *Use of Results to Improve Instructional Program:* Word Processing-MS Word – we changed textbooks to one that offers online tutorials and online concept and skill testing similar to the MOS tests. The DDC testing, while similar to MOS testing, did not provide enough variety or flexibility to match the objectives in the current text. The SNAP software provides the tutorials and online testing that matches the text. We will use the SNAP for one year and re-evaluate.

Additionally, the OPAC testing system has added a Basic Word test which can be given as a mid-term test and the Intermediate Word test can be used for the final exam. Both tests simulate the MOS tests.

Record Systems and Management – we will continue to use these tests.

Keyboarding Applications with Data Entry – students are better prepared for these OPAC tests and we will continue to use them. We are identifying other measures which will assess each unit taught in this course.

Introduction to Multimedia – we used the DDC testing to simulate the MOS testing but not extensively. Because it does not follow objectives of

the book, we are currently looking for a book with online tutorials either to match the objectives or to match the testing software.

We also used the OPAC test as practice. This test was another measuring tool that simulates MOS. We felt that the more practice that simulates MOS test will better prepare the students.

Proofreading continues to have a failing pass rate. While students are given much practice on grammar and mechanics through online testing and handouts of sentences for identifying errors, they are experiencing trouble passing. We will continue to emphasize the grammar and mechanics. We can have a couple of classes emphasizing proofreading and students take the Proofreading 1 and 2 after this emphasis rather than waiting until the end of the semester.

1c. *Means of Assessment and Criteria for Success:* Seventy percent of AAS in CIS graduates will score 70% on the comprehensive CIS Exit Exam.

1c. *Description of Data Collection and Assessment Results:* Candidates for the Associate in Applied Science Degree in Computer Information Systems take an internally developed exam. Passing requires a 70 percent score. The results are present in the table below.

Computer Information Systems Graduate Exit Exam (Internally Developed)					
Testing Area	*Number Tested*	*Number Exceeding 70%*	*Percent Exceeding 70%*	*2005-2006 Average*	*2004-2005 Average*
Overall	3	0	0	0	62
Computer Fundamentals	3	2	67	76	63
Networking I and II	3	0	0	33	40 (NWI)
Internet Applications I	3	0	0	61	64
PC Maintenance – Hardware	3	3	100	78	66

1c. *Use of Results to Improve Instructional Program:* Objective not met overall; objective achieved on two of four parts of the exam. Regarding the Internet Applications and Networking sections, each student's response to questions will be analyzed in relation to their responses on the same or similar questions while taking the applicable courses. Where feasible, alternate instructional techniques will be implemented to foster knowledge acquisition and retention in those specific areas.

1d.   *Means of Assessment and Criteria for Success:* Seventy percent of AAS graduates in Criminal Justice will exceed national averages on the ACAT examination.

1d.   *Description of Data Collection and Assessment Results:* Candidates for the Associate in Applied Science Degree in Criminal Justice take the Area Concentration Achievement Test. The results are present in the table below.

Criminal Justice Area Concentration Achievement Test			
Testing Area	*Number Tested*	*Number Exceeding National Average*	*Percent Exceeding National Average*
Correction Processes	12	3	25
Criminal Justice Systems	12	4	33
Criminal Law	12	3	25
Juvenile Justice	12	2	17
Law Enforcement	12	4	33
Administration	12	5	42
Overall Results	12	6	50

1d.   *Use of Results to Improve Instructional Program:* Standard not achieved. The ACAT examination represents a viable, valid assessment instrument for this program; however, this tool emphasizes archival knowledge, such as historical developments in the field, as opposed to applied knowledge. While archival knowledge is important, a de-emphasis of this aspect of learning in favor of emphasizing applied knowledge better serves divisional goals of producing career-ready students. Accordingly, new course level assessment measures have been identified to assess application knowledge at the course level and will be implemented in future years (the full-time faculty member in Criminal Justice, Tim Bragg, is currently deployed by the U. S. National Guard). The ACAT examination will be retained as an assessment tool, but treated as a secondary form of assessment.

1e.   *Means of Assessment and Criteria for Success:* Course level assessment strategies will measure the technical knowledge and proficiency of AAS and Technical Certificate students, along with various instructional methodologies, leading to improved levels of student performance.

1e.   *Description of Data Collection and Assessment Results:* Refer to Appendix containing course level assessments for each AAS program as listed below.

Business	Computer Information Systems	Horticulture
Introduction to Business Macroeconomics Leadership/Teamwork Decision Strategies	Computer Fundamentals PC Maintenance-Software PC Maintenance-Hardware Spreadsheet Applications Internet Applications I Networking I Networking II	Agricultural Chemicals II Landscape Design

      1b.   *Use of Results to Improve Instructional Program:* Refer to Appendix.

2.   *Intended Student Outcome:* Graduates of Associate of Applied Science Degree and Technical Certificate programs will attain employment in their respective career fields subsequent to graduation

      2a.   *Means of Assessment and Criteria for Success:* Eighty percent of AAS and TC graduates will report employment in their respective career fields 12 months after graduation.

      2a.   *Description of Data Collection and Assessment Results:* A Graduate Follow-Up Survey is mailed to all AAS and Certificate graduates six months after graduation. The Employment status of respondents is presented in the following table.

Associate in Applied Science Degree/Technical Certificate 2005 Graduate Survey Results				
Degree/Certificate **Major**	*Number Graduates*	*Number Responses*	*Number of Respondents Employed in Field*	*Percent of Respondents Employed in Field*
Associate in Applied Science				
Business Administration	15	11	9	82
Computer Information Systems	10	7	7	100
Criminal Justice	12	5	4	80
Horticulture	1	0	0	0
Industrial Management Systems	6	2	2	100
Industrial Technology	5	3	3	100
Office Technology	8	4	4	100
Steel Industry Technology	1	1	1	100
Technical Certificate				
Computerized Accounting	4	3	3	100
Computer Repair & Networking	1	1	1	100
Office Technology	9	7	4	57

2a.   *Use of Results to Improve Instructional Program:* Objective achieved overall and on all individual parts except for the Office Technology Technical Certificate. The Office Technology TC results may represent an anomaly because most of the 2005 graduates were from a cohort at the Paragould campus; some may have pursued the program for general interest purposes. Offering the program in Paragould was discontinued after the Fall 2005 enrollment due to lack of student interest. While the overall response rate was not bad, improvement in response rates would provide even better information. Improvement in response rates should occur in future years because of greater student involvement that is taking place in terms of students using the Career Placement office, including career interest exploration and resume-writing workshops. This higher level of contact should provide more reliable means of communication that do ANC's computer phone number records.

3.   *Intended Student Outcome:* Successful completion of a course dealing with critical thinking will lead to retention rates greater than that of the institution in general.

        3a.   *Means of Assessment and Criteria for Success:* Students making a grade of C or higher in BU 11023 Decision Strategies will demonstrate a retention rate from semester to semester of 0.5% greater than the average institutional retention rate.

        3a.   *Description of Data Collection and Assessment Results:* Of 81 students on the 11th day rosters in Fall 2005, 52 students (64.2%) earned grades of C or higher in Decision Strategies.

                Of 370 first-time, full-time freshmen enrolled on the 11th day in Fall 2005, 280 students (75.7%) earned GPAs of C or higher.

                Retention rates from Fall 2005 to Spring 2006:
                    1st time, full-time freshmen (231 of 280) = 82.5%
                    F05 Decision Strategies cohort (43 of 52) = 82.7%

        3a.   *Use of Results to Improve Instructional Program:* Condition not met. Results during this measurement period were almost identical for the Decision Strategies cohort and the institution overall from the Fall to Spring semesters. This information will continue to be tracked over time to determine if the Decision Strategies course influences student retention. Strategies to improve student performance in the Decision Strategies course itself will be considered to improve in-semester retention.

        3b.   *Means of Assessment and Criteria for Success:* Students making a grade of C or higher in BU 11023 Decision Strategies will demonstrate a retention rate from year to year of 0.5% greater than the average institutional retention rate.

        3b.   *Description of Data Collection and Assessment Results:* Of 81 students on the 11th day rosters in Fall 2005, 52 students (64.2%) earned grades of C or higher in Decision Strategies.

                Of 370 first-time, full-time freshmen enrolled on the 11th day in Fall 2005, 280 students (75.7%) earned GPAs of C or higher.

                Retention rates from Fall 2005 to Fall 2006:
                    1st time, full-time freshmen (141 of 280) = 50.4%
                    F05 Decision Strategies cohort (27 of 52) = 51.9%

        3b.   *Use of Results to Improve Instructional Program:* Condition met. The Decision Strategies cohort achieved a retention rate 1.5% greater than the institutional average when the measurement period extended from Fall to Fall as opposed to Fall to Spring. This information will continue to be tracked over time to determine if the Decision Strategies course influences student retention. Strategies to improve student performance in the Decision Strategies course itself will be considered to improve in-semester retention.

4. Comparable assessment measures will indicate that student learning in online course work is substantially similar to student learning in live course work.

    4a. *Means of Assessment and Criteria for Success:* Course level assessment measures will indicate a class average in an online course that is within two standard deviations of its live course counterpart.

    4a. *Description of Data Collection and Assessment Results:*

Business Communications: Spring 2006 **Comparison of Live to Online Assignment Results**					
Chapter 8 Writing Assignment	Live	Online	*Ch 10 Assignment*	Live	Online
Student Count	11	14		13	12
Average GPA	2.82	2.99		2.82	2.99
Grade Average	83.6	87.1		87.7	76.3
Standard Deviation (SD)	3.1			3.9	
Difference from Live Average		3.5			-11.4
Difference expressed in SD terms		**1.15**			**-2.9**
Variation explained by GPA (R^2)	21%	9%		21%	0%
Chapter 9 Writing Assignment	Live	Online	*Ch 11 Assignment*	Live	Online
Student Count	13	12		11	13
Average GPA	2.82	2.99		2.82	2.99
Grade Average	81.5	88.8		87.1	86.7
Standard Deviation (SD)	6.3			3.9	
Difference from Live Average		7.2			-0.3
Difference expressed in SD terms		**1.15**			**-0.1**
Variation explained by GPA (R^2)	62%	36%		47%	35%

Computer Fundamentals: Spring 2006 **Comparison of Live to Online Test Results**					
Test 1	Live	Online	*Test 3*	Live	Online
Student Count	12	9		12	8
Average GPA	2.74	2.54		2.74	2.54
Grade Average	90.8	76.9		93.5	96.5
Standard Deviation (SD)	4.9			8.5	
Difference from Live Average		-13.9			3.0
Difference expressed in SD terms		-2.8			0.4
Variation explained by GPA (R2)	3%	6%		27%	29%

Computer Fundamentals: Spring 2006 Comparison of Live to Online Test Results					
Test 2	Live	Online	*Test 4*	Live	Online
Student Count	13	9		10	8
Average GPA	2.74	2.54		2.74	2.54
Grade Average	76.0	75.1		86.6	88.6
Standard Deviation (SD)	24.2			5.8	
Difference from Live Average		-0.1			2.0
Difference expressed in SD terms		0.0			0.4
Variation explained by GPA (R2)	21%	47%		2%	26%

4a.   *Use of Results to Improve Instructional Program:*   Note: online and live students performed similar assignments in each instance.

Business Communications – Objective achieved in three of four cases. The results of the live course and the online course were very similar with differences of less than two standard deviations in all but the Chapter 10 assignment. Interestingly, student GPA explained a higher percentage of the variance of test scores in the live class as opposed to the online course in all four cases. This finding mirrors the results gathered last year in the Introduction to Business live/online assessment, suggesting that student GPA is less of a predictor of success in online courses. However, larger sample data is needed to establish this phenomenon as a significant association.

Computer Fundamentals – Objective achieved in three of four cases. The results of the live course and the online course were very similar with differences of less than two standard deviations in all but the Test 1 assignment. Interestingly, student GPA explained a higher percentage of the variance of test scores in the online class as opposed to the live course in all four cases. This finding is the opposite of the results gathered last year in the Introduction to Business live/online assessment, as well as the Business Communications assessment this year. The consistency of one means of instruction consistently explaining higher score variation within courses warrants further study with future assessments to discover whether such a pattern continues to reveal itself and, if so, what are the causes of this phenomenon.

APPENDIX

Clark: 2005-2006

Introduction to Business

Through one-page written papers, students will demonstrate the ability to synthesize information about assigned business related topics. The grading rubric for these papers will evaluate the students' writing in terms of content, effectiveness, and mechanics at the freshman college level.

The table below shows the average scores in the areas assessed for the three writing assignments on business related topics. The data represents fourteen to sixteen students from the Fall of 2005 depending on how many students actually completed the assignment. The content area scores indicate the students' ability to understand the assigned topic improved as the course progressed. I believe that, in part, the scores increased each time because the students took the feedback from each graded assignment and used that information to write a better paper on the next assignment. The effectiveness score was consistently above average, meaning that, overall, the students were able to write at the freshman college level. The rubric for this assignment focused on the content of the assignment and the effectiveness of the communication. Error-free mechanics and meeting stated format criteria were treated as minimum expectations and points were deducted for failing to meet these requirements. Therefore, a decline in the mechanics score actually indicates an improvement. With each assignment, the students missed fewer points for mechanics and format errors.

Average Score in Each Area Assessed			
	Content	*Effectiveness*	*Deduction for Mechanics*
Paper 1	72%	94%	44%
Paper 2	84%	89%	11%
Paper 3	93%	95%	8%

The writing assignments should continue to be a part of the Introduction to Business course. They provide opportunities for students to write in the discipline area they are studying and further develop thinking skills.

Macroeconomics

   Through one-page written papers, students will demonstrate the ability to summarize published articles about macroeconomic issues from current journals and periodicals. The grading rubric for these papers will evaluate the students' writing in terms of content, effectiveness, and mechanics at the sophomore college level.

   The table below shows the average scores in the areas assessed for the three article summaries. The data represents five to six students from the Fall of 2005 depending on how many students actually completed the assignment. The content grade declined. The issue of most concern was the students' inability to summarize in their own words. In some cases there seemed to be no appreciation of the importance of not plagiarizing and the requirement to communicate an understanding of the article. The effectiveness scores were average. Generally, the students were able to write at the sophomore college level. The rubric for this assignment focused on the content of the assignment and the effectiveness of the communication.   Error-free mechanics and meeting stated format criteria were treated as minimum expectations and points were deducted for failing to meet these requirements. Therefore, a decline in the mechanics score actually indicates an improvement. Initially the deduction for mechanics was relatively small and declined on the last summary.

Average Score in Each Area Assessed			
	Content	*Effectiveness*	*Deduction for Mechanics*
Article 1	82	82	20
Article 2	75	72	20
Article 3	70	82	7

   Due to the small number of students completing the assignment, reliable conclusions cannot be made. The instructor should emphasize the issue of plagiarism when the assignment is made.

Fieber: 2005-06

Leadership/Teamwork-MG21063A

The class started out struggling with the textbook because it was written as a collection of articles about leadership definitions, types of leadership qualities, theory trends, supervisory styles, and even investigated the theory of androgynous managers. I had the students start out by doing article summaries about current events that concerned the chapter that we were studying. The average homework grade was 74%. They were not preparing for the class that the content demanded. I then changed the homework format to having them write down three points of the assigned article that interested them. After that, the average went up to 84 %. Class discussion also increased noticeably.

The Test scores for three different exams scored as followed: 86%, 78% and 71% I had two students that scored a 27% and a 52% on the final and that pulled down the avg. Without those two students, the final avg. was 78% I had only four students below 90% on attendance. Class was very well attended. In future classes, I will place a higher percentage of credit on the homework and will use the three-point format, essay format, and assign specific questions that help the student prepare for this class.

Besharse 2005-2006

<u>Decision Strategies</u>

Performance Measurement--**A REFLECTIVE PRACTICE**

Reflection is an active process of witnessing one's own learning experience in order to take a closer look at it and explore it in greater depth. Positive experiences can offer powerful sources of learning. Reflective practice is fundamentally structured around asking questions pertaining to experiences. Therefore, this short activity provides the student an opportunity to assess their experiences related to **Decision Strategies**. *(Comments typed as written)*

On a scale of 1-5, with (1) being very important, (2) important (3) moderately important (4) of little importance and (5) unimportant, evaluate the effectiveness of <u>your participation</u> in Decision Strategies.   Explain your choice.

Response 1

I will give myself a three because I was fair. I participated. I just missed a lot of class which cut down on my participation but I was there for graded assignments needed for participation.	3

Response 2

With the exception of mechanical problems I experienced, I attempted to contribute to all discussions.	5

Response 3

I was active in all my group work.	1

Response 4

At first I didn't like the class, but after staying in it and getting use to it, I enjoyed it.	4

Response 5

The effectiveness of my participation has increased. Before this class, I really wasn't as talkative as now. I have learned knowledge to do with people in my everyday work place environment.	1

Response 6

When I came into this class, I didn't know the value of breaking down a situation or about thinking from so many different angles.	1

Response 7

I think I did my share of participating and asking questions to learn more in this class.	4

Response 8

I give myself a three because I only participate when I need to.	3

Response 8

The most effective because it was interesting.	1

Response 10

This class is mostly about participating. We do so much work as a group that if you didn't participate you wouldn't get the lesson at all.	2

Response 11

I could have talked more during group work.	2.5

Response 12

I haven't been here as often as I needed to be due to transportation problems. However, I have helped and participated in group activities as well as individual activities.	3

Response 13

Because I really haven't participated in class discussions. Mainly in groups I have shown participation.	3

Response 14

I chose this because I have participated well this spring and learned a lot of things.	1

Response 15

I feel I made a consertive effort to participate in every part of the class.	4

Response 16

I really enjoyed getting the chance to work with other individuals trying to solve problems, because it made me realize that even when it is obvious that there is a problem, everybody may not agree on the solution.	1

Response 17

No Comment	4

Response 18

I fill like I helped explain a lot of the criteria to the students to help them understand it. I always answered questions. I was a great leader of our group projects.	1

Average **2.47**

Results

Students viewed their effectiveness in participation/group activities moderately important to important.

Singleton: 2005-2006

<u>Computer Fundamentals</u>

Sam 2003 Assessment and Training software is used to measure each student's level of skill competency in Microsoft Word, Excel, and PowerPoint. This software presents hands-on, skill-based tasks for the student to complete.

Skill competency was measured for 25 skills in Microsoft Word. Eighteen of the 25 skills were completed by students with at least 70% accuracy.

Skill competency was measured for 25 skills in Microsoft Excel. Twelve of the 25 skills were completed by students with at least 70 %.

Skill competency was measured for 20 skills in Microsoft PowerPoint. Sixteen of the 20 skills were completed by students with at least 70% accuracy.

I can use these results to pinpoint skills that are troubling for students and then adjust my teaching efforts to focus more on these skills.

<u>PC Maintenance – Software</u>

LabSim Simulation Software allows the student to view and practice PC repair and troubleshooting. This is one tool that is used to measure the student's ability to complete various repair and troubleshooting tasks using different operating systems.

Using this simulation software, eight skill sets were measured. Seven of the eight were completed by students with at least 70% accuracy.

Again, I can use these results to pinpoint skills that are troubling for students and then adjust my teaching efforts to focus more on these skills.

<u>PC Maintenance – Hardware</u>

Hands-on lab experiences are utilized to measure the student's ability to install and configure various hardware components.

I have no concrete results to report in this category. In Fall 2005, I used these lab experiences as a means to observe the students and then to provide instant feedback on their performance. As a side note, of the thirteen students in the class, 9 completed the class with an overall grade of at least 70%. In Spring 2006, there was no PC Maintenance – Hardware class. Beginning with this semester, I have implemented a simulation software program in addition to the hands-on lab experiences. This will give me an additional way to measure the skills competency of students.

Hay: 2005-2006

Spreadsheet Applications

Students were given performance exams to determine if they were able to accomplish course objectives. They were introduced to the DDC Testing software which would allow them to prepare for the MOUS Excel Exam. Not all of the students took the MOUS certification exam and many that did take it failed. I plan to utilize the DDC testing software starting in the second half of the semester (Fall 2006) in order to get the students prepared to pass the MOUS exam at the end of the semester.

Internet Applications I

Students were given Web pages to create using HTML. They were also given performance exams to measure their competency in creating Web pages. Students lacked basic understanding of Internet-related applications so a new textbook was utilized in Spring 2006 and Fall 2006 semesters. This textbook covers a vast array of Internet applications and also introduces the students to basic HTML code. In the Fall 2006 semester I plan to have the students create more Web pages and spend more time on the computer.

Schaeffer: 2005-2006

Planned changes described in the 2005-2006 Assessment Plan that were implemented included:

Networking I:

Adding workbook and shifting quizzes to the end of the second day of coverage of each chapter.
Key concept emphasis and reinforcement.
Elimination, in general, of "Select all answers that apply" questions.
Providing review material.
One hundred
Use of the Virtual Machine software for lab work was used during the Fall 2005 semester. Computer response was slow and had a very artificial feel. Special user accounts with administrative rights for actual networking exercises were utilized in Spring 2006.

Networking II:

Lecture notes were converted to PowerPoint slides with learning objectives and key concepts emphasis.

The Virtual Machine software and special user accounts for networking exercises described in Networking I (above) apply to the Networking II and the time frame.

Course material, presentations, and lecture were, and are, continually reviewed and revised for each class to emphasize learning objectives and key concepts. Of the above courses taught in Fall 2005 and Spring 2006, grades were down across the board, from Fall to Spring. These courses require critical thinking and problem solving skills.

Nagy
2005-2006

Agriculture Chemicals II

 The students enrolled in Agriculture chemicals Part II will be able to correctly identify various agricultural chemical pesticides. These chemicals will be identified by chemical structure, trade name, chemical name, and formula. In assessing this information students will be given the name of a specific chemical, they will then be required to correctly identify the structure and or the formula.

Results- Student results indicated a lack of basic knowledge in chemistry.

Use of results- Although basic chemistry instruction was provided in this course, it obviously did not replace the background that would have been gained by previously taking a survey or general chemistry course. Students will be highly encouraged to take a chemistry course before enrolling, in the event that they enroll without this background I will supply them with additional chemistry related books or tutorial session.

Landscape Design

The landscape design students will be able to perform all necessary drawing procedures to produce a scale model design of a residential or commercial landscape design. Students will be able to correctly measure all necessary buildings, hardscapes, and plants in order to produce a scale replica of an actual physical real estate location. Students will modify the actual physical facility, as it appears on paper, to more closely meet the owner's desired appearance.

Results- The students had difficulty measuring, accurately, various real estate sites. It was a two-fold problem. They had problems performing the necessary mathematical computations, plus their use of the measuring equipment (tape measures and roller wheels) was questionable.

 Use of results- In the future, more attention will be given to instructing students in the proper use of the measuring devices. More sample problems and practice will be given in performing the various mathematical computations required.

Occupational Programs
2005-2006

Occupational Programs	
Instructional Program	*Degree Level*
Automotive Technology	Certificate
Heating, Ventilation, Air Conditioning, and Refrigeration	Certificate
Welding	Certificate

Automotive Service Technology
2005-2006

Expanded Statement of Institutional Purpose

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

Automotive Service Technology Mission Statement: Students will be provided the opportunity to train or re-train in the area of automotive repair. With this training the student will be competent in areas A-1 through A-8 of automotive repair which contains standards set by N.A.T.E.F. This training leads to employment as an automotive service technician.

Intended Student Outcomes

1.   Students will become competent in the use of Shop Key and Alldata computer based repair information.

2.   Students will become competent in the use of automotive repair manuals.

3.   Students will become certified in the area of refrigerant recovery and recycling.

4.   Students will become competent in basic knowledge of alternative fuel vehicles.

1.   *Intended Student Outcome*: Students will become competent in the use of Shop Key and Alldata computer based repair information.

    1a.   *Means of Assessment and Criteria for Success:* Each student has a progress chart listing required tasks and completed tasks. This chart will have a section for competency in this area. Scores range from 0-4 with 0 being the lowest level of competency and 4 being the highest level of competency. A score of 3 or 4 will be required to be considered competent in this task. Using the progress chart a class total of 95% being competent will mean the outcome was achieved.

    1a.   *Description of Data Collection and Assessment Results:* In the 2005-2006 spring/summer session there were eight students. Using the data from their progress charts it was found all eight received a level 3 competency resulting in a 100% goal achievement.

    1a.   *Use of Results to Improve Instructional Program:* Competency in the use of Shop Key: Being that the goal was met/exceeded this goal will continue to be a requirement of the course but will not be a part of the 2006-2007 assessment.

2.   *Intended Student Outcome:* Students will become competent in the use of various automotive repair manuals.

    2a.   *Means of Assessment and Criteria for Success:* Each student has progress chart listing required tasks and completed tasks. This chart will have a section foe competency in this area. Scores range from 0 to 4 with 0 being the lowest and 4 being the highest level of competency. A score of 3 or 4 will be required to be considered competent in this task. Using the progress chart a class total of 95% being competent will mean the outcome was achieved.

    2a.   *Description of Data Collection and Assessment Results:* In the 2005-2006 spring/summer class there were eight students all eight 100% received a level 3 competency. This exceeded the goal of 95% making for a successful outcome.

    2d.   *Use of Results to Improve Instructional Program:* Being that this was a successful outcome it will continue to be monitored but will not be part of the 2006-2007 assessment.

3.   *Intended Student Outcome:* Students will be certified in the area of refrigerant recovery and recycling.

    3a.   *Means of Assessment and Criteria for Success:* A written test will be administered by the Environmental Protection Agency and a pass/fail score will be given. A passing score will mean that the student is competent in this area. Using a progress chart to track individual student performance a 95% pass rate for the class will mean the objective was met.

3a.   *Description of Data Collection and Assessment Results:* In the 2005-2006 spring and summer classes there were eight students enrolled. The EPA test was administered by ESCO and all eight students 100 % passed exceeding the goal of 95%.

3a.   *Use of Results to Improve Instructional Program:* Being that the outcome was successful this area will be monitored but not assessed for the 06-07 year. Standards have been put in place to assure future students will be successful in this area.

4.   *Intended Student Outcome:* Students will become competent in basic knowledge of alternative fuel vehicles.

4a.   *Means of Assessment and Criteria for Success:* Each student has a progress chart listing required tasks and completed tasks. This chart will have a section for competency in this area. Scores range from 0 to 4 with 0 being the lowest level and 4 being the highest level of competency. A score of 3 or 4 will be required to be considered competent in this task. Using the progress chart a total of 95% competent will mean this outcome was successful.

4a.   *Description of Data Collection and Assessment Results:* There were eight students enrolled in the 2005-2006 school year. Zero of eight students 0%, received a level of 3 or 4.

4a.   *Use of Results to Improve Instructional Program:* The goal was not met due to the lack of training material available to the aftermarket industry. Steps have been taken to assure the future availability of training material. This assessment will continue for the 2006-2007 school year due to the advancement of technology and the need for competent technicians in this area.

Heat, Ventilation, Air Conditioning, and Refrigeration Program
2005-2006

Expanded Statement of Institutional Purpose

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

Heat, Ventilation, Air Conditioning, and Refrigeration Program Mission Statement: The HVACR program is dedicated to providing entry-level technicians for the HVACR industry. ANC's mission for the HVACR student is to provide them with sound training using up-to-date classroom materials and up-to-date lab equipment for hands on training.

Intended Student Outcomes

1.   Students will troubleshoot and repair residential air conditioning units, residential heating units, and domestic appliances.

2.   Graduates of the HVAC program will be employed in the field.

1. *Intended Student Outcome:* Students will troubleshoot and repair residential air conditioning units, residential heating units, and domestic appliances.

    1a. *Means of Assessment and Criteria for Success:* Students enrolled in the HVACR Program are required to take at least one of the HVAC Excellence Certification Exams during their second semester of classes. Students can choose which exam or exams to take. The exams are HVACR Electrical, Air Conditioning, Heat Pump, Gas Heat, and Electric Heat. 85% of the students should pass at least one of the exams with a score of 80% or higher. As of now these exams are provided at no costs to students, under a grant from Thomson/Delmar Publishing. These exams are required to be taken on-line.

    1a. *Description of data Collection and Assessment Results:* Within a few minutes after the exam, HVAC Excellence will provide to the instructor and the student a detailed report of student's scores and certifications successfully completed. This report will can be accessed online and will show the number of students that passed the certification with an 80% score to achieve the 85% goal.

HVAC Excellence Certification Exam			
Competency Area	*Number*	*Passed*	*Pass Rate*
Air Conditioning	7	2	29%
HVAC Electrical	7	5	71%
Gas Heat	7	2	29%

    1a. *Use of results to Improve Instructional Program:* The exam results are given in a matter that reflects how each student scores on each section of the test. By looking at the specific sections of the exam results, the instructor can adjust class and lab procedures to strengthen the area where students did not perform well. The goal was not achieved, a review of the individual test components indicates a need to further investigate student knowledge and course curriculum.

    1b. *Means of Assessment and Criteria or Success:* Eighty-five percent students enrolled in the last semester of the HVACR program will pass the ESCO EPA certification exam, (Section 608 of the Clean Air Act) with a score of seventy percent or higher.

    1b. *Description of Data Collection and Assessment Results:* Within a few minutes after the exam, ESCO Institute will provide the instructor and the student with a detailed report of student's scores and certifications successfully completed. This report is available on-line to the instructor and will show the number of students that passed the certification with a 70% score to achieve the 85% goal. The results for 2005-2006 are shown in the table below.

ESCO EPA Certification Exam Section 608 of the Clean Air Act		
Number	*Passed*	*Pass Rate*
7	3	43

1b   *Use of Results to Improve Instructional Program:* The exam results are given in a matter that reflects how each student scores on each section of the test. By looking at the specific sections of the exam results, the instructor can adjust class and lab procedures to strengthen the area where students did not perform well. The goal was not achieved; a review of the individual test components indicates a need to further investigate student knowledge and course curriculum.

2.   *Intended Student Outcome:* Graduates of the HVAC program will be employed in the field.

2a.   *Means of Assessment and Criteria or Success:* At least eighty percent of the graduates of the HVAC program will find employment within the field and at least eighty five percent will find some type of employment.

2a.   *Description of Data Collection and Assessment Results:* The Coordinator of Placement Services furnished the report that show graduation rates, employment rate within the field of education, and the overall employment rates of graduates in related fields.

HVAC Graduate Employment				
Year	In-Field Number	Placement Percentage	Total Number	Placement Percentage
2000-2001	9	69	12	92
2001-2002	7	70	10	100
2002-2003	11	92	12	100
2003-2004	3	60	5	100
2004-2005	6	86	7	

2a.   *Use of Results to Improve Instructional Program:* Not all of the above goals were achieved. One of the reason maybe the low students count for this term. The results of these statistics will help direct the efforts of the instructor to show the need for this program and to ensure that the college, are up to date in curriculum and hands on instruction. All efforts will be directed towards successful enrollment and completion of this program

and in helping students find employment. The program has the attitude for change if warranted. This may involve instructor training or course redesign. The instructor will maintain contact with area employers through the advisory board and individual contacts.

As noted of the program's 2005-2006 assessment plan, there was a mention of the HVACR program becoming accredited by a field related agency. We were looking at (PAHRA) or Partnership for Air Conditioning Heating Refrigeration Accreditation or HVAC Excellence Accreditation or (ESCO). At this time this has not been decided. Circulating information from Skills USA, the Department of Higher Education and the Department of Workforce Education, the state may adopt HVAC Excellence, as that accrediting agency. This has not been confirmed. I think this needs to be monitored for a time, in order to make decisions that will line of with the majority of the state institutions.

Expanded Statement of Institutional Purpose

Institutional Mission Statement: Arkansas Northeastern College is committed to providing accessible, quality educational programs, services, and lifelong   opportunities.
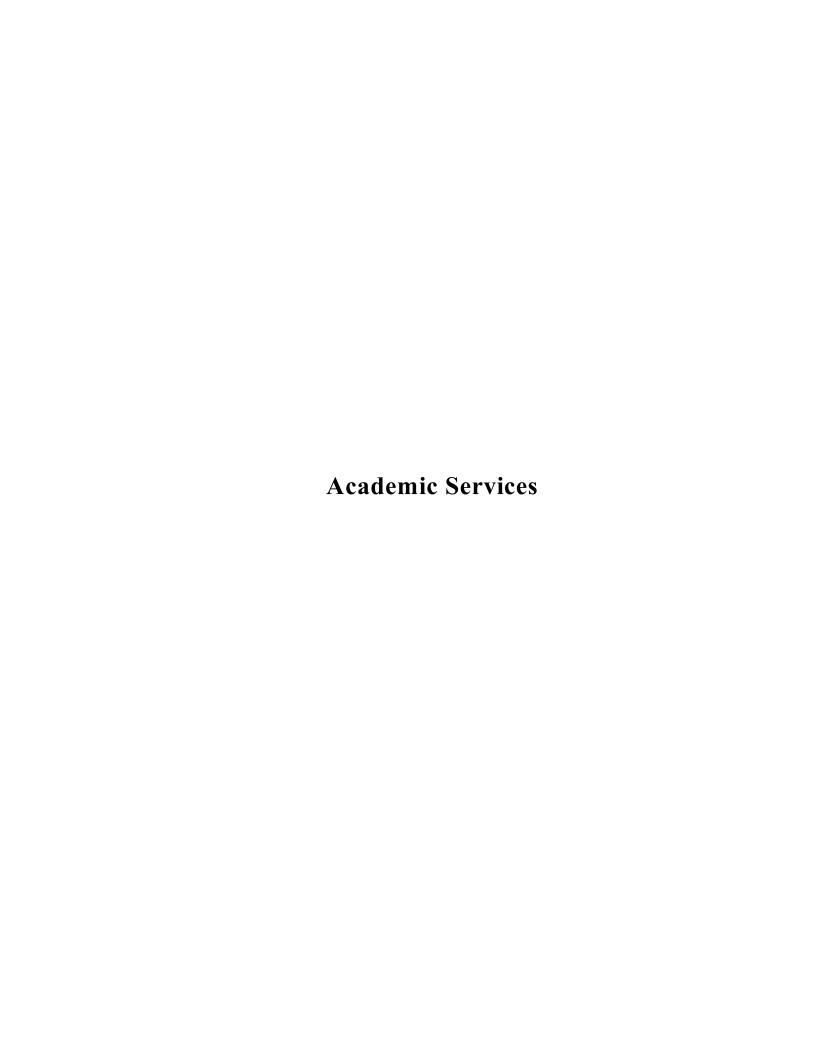
Welding Technology Mission Statement: To advance each individual student to   their potential. To provide industry with educated and skilled entry level welders.

Intended Student Outcomes

1.   Students will be proficient with SMAW process to the extent they can perform and pass weld tests in accordance with American Welding Society Structural Welding Code D1.1.

2.   Students will be proficient with the use of oxy-fuel cutting equipment, both manual and semi-automatic.

3.   Students will be able to visually inspect of structural welds in accordance with the AWS Structural Weld Code D1.1.

1.   *Intended Student Outcome:* Student will be proficient with SMAW process to the extent they can perform and pass weld tests in accordance with American Welding Society Structural Welding Code D1.1.

    1a.   *Means of Unit Assessment and Criteria for Success:* Each student has a progress card listing required tasks and completed tasks. The card has a section for competency at this task. Scores range from 0 to 4 with 0 being the lowest and 4 being the highest level of competency. A score of 3 or 4 is required to be considered competent. Using the progress cards a class total of 95% being competent will mean the outcome was achieved.

    1a   *Description of Data Collection and Assessment Results:* Data was collected from each student's progress card. All of the fifteen students achieved the score of three or four which is needed to be considered competent.

    1a.   *Use of results to Improve Instructional Program:* This goal was met.

2.   *Intended Student Outcome:* Students will be proficient with the use of oxy-fuel cutting equipment, both manual and semi-automatic.

    2a.   *Means of Assessment and Criteria for Success:* Each student has a progress card listing required tasks and completed tasks. The card has a section for competency at this task. Scores range from 0-4 with 0 being the lowest and 4 being the highest level of competency. A score of 3 or 4 is required to be considered competent. Using the progress cards a class total of 95% being competent will mean the outcome was achieved.

    2a.   *Description of Data Collection and Assessment Results:* Data was collected from each student's progress card. Of the fifteen students twelve of the students achieved the score of three or four which is needed to be considered competent. The success percentage was eighty percent

    2a.   *Use of results to Improve Instructional Program:* This goal was not met. To help the success percentage a more adequate cutting table has been provided. In addition more varieties of cuts have been added to the oxy/fuel progress card.

3.   *Intended Student Outcome:* Students will be able to visually inspect of structural welds in accordance with the AWS Structural Weld Code D1.1.

    3a.   *Means of Assessment and Criteria for Success:* Each student will inspect welds that's defects have been recorded. Each student will record his results on an individual progress card. In the competency section a score from 0-4 will be recorded. 0 will be the lowest and 4 will be the highest level of competency. A score of 3or 4 is required to be considered competent. Using the progress cards a class total of 90% being competent will mean the outcome was achieved.

3a.　　*Description of Sata Collection and Assessment Results:*　Data was collected from each student's progress card.　All of the fifteen students achieved the score of three or four which is needed to be considered competent.

3a.　　*Use of results to Improve Instructional Program:*　This goal was met.

Academic Services

Adams Vines Library
2005-2006

Expanded Statement of Institutional Purpose Linkage:

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 Adams Vines Library strives to enhance the learning environment of the college by providing access to a variety of information resources and services. The Library is committed to providing materials needed for the intellectual and professional development needs of the community.

Intended Administrative Objectives:

1.   The library will determine how library service at the Burdette Center can be improved.

2.   The library will provide access to new computers for the Adams Vines Library.

1. *Intended Administrative Objective*: The library will determine how library service at the Burdette Center can be improved

    1a. *Means of Unit Assessment and Criteria for Success*: The ANC librarian, with the help of library staff, will survey the Burdette library's collection. We will be looking at how current the materials are and how these materials relate to the programs being taught at that center.

    1a. *Description of Data Collection and Assessment Results*: The staff thoroughly examined the collection. The collection was filled with many outdated books and many that were not relevant to the courses taught at the center. The staff made the decision to weed the collection to get rid of old and irrelevant material and to make shelf space for new materials that are currently being ordered.

    1a. *Use of Results to Improve Unit Service:* The staff discarded materials that were out of date and not relevant to the courses being taught at the center. Space was made on the shelves for the new books that have been purchased in the past and will be purchased in the future for the Burdette Center library. All new books on book trucks and in boxes were placed in correct order on the shelves.

2. *Intended Administrative Objective*: The library will provide access to new computers for the Adams Vines Library.

    2a. *Means of Unit Assessment and Criteria for Success*: The librarian and staff continue to observe problems with the existing library computers. They will also talk with the students who use these computers daily. This information will continue to be noted to determine the need for newer, faster computers.

    2a. *Description of Data Collection and Assessment Results*: Seven of the 16 computers in the library are reported to be the oldest on campus. These seven are at least seven or eight years old. The staff has observed on a regular basis that students have major problems with these computers. These seven computers lock up on a regular basis sometimes causing students to lose the their work before it can be saved. These seven have had parts replaced on a regular basis just to keep them up and running. As technology continues to change, these older, slower computers have become dinosaurs. The students have valid complaints when a computer crashes causing them to lose their work. The software programs in the computer labs are not always compatible with the software programs running on the computers in the library. Students have had problems accessing their materials when switching between the lab and the library. New computers with updated versions of programs would help solve this problem.

    2a. *Use of Results to Improve Unit Services*: The library's budget for 2005-2006 requested funds to replace seven of the library's oldest computers. The library did receive these in this budget cycle and the seven new computers have been installed. The library will continue to request funds to replace all of the older computers in the next budget cycle.

Adult Education
2005-2006

Expanded Statement of Institutional Purpose

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

Adult Education Goal: To provide adult learners with the mechanisms to improve and refine their academic skills, to earn the Arkansas High School Diploma by passing the Tests of General Educational Development, and to attain the life skills which prepare adult citizens for self-sufficiency and improvement in the quality of life.

Intended Student Outcomes

1.   Those students who attempt the official GED Test will receive their Arkansas High School Diploma.

2.   Students who obtain their Arkansas High School Diploma will enter into a program of higher learning.

3.   Students who attend 12 or more hours of instruction will advance at least one educational functioning level (EFL).

1. *Intended Student Outcome:* Those students who attempt the official GED Test will receive their Arkansas High School Diploma.

    1a. *Means of Unit Assessment and Criteria for Success:* Of those individuals who complete the official GED test 75% will be successful on their first attempt.

    1a. *Description of Data collection and Assessment Results:* The Adult Education Program enrolled 341 students seeking a GED. Of the 342, 77% or 263 students completed the GED.

    1a. *Use of results to Improve Unit Services:* Followed up on those students who were unsuccessful and recruited them back to the program to successfully complete the GED Test. All students were successful in passing the GED Test.

    1b. *Means of Unit Assessment and Criteria for Success:* 85% of those who attempt the official GED Test a second time will be successful.

    1b. *Description of Data collection and Assessment Results:* The total number of students who attempted the official GED Test was 342; therefore, the overall GED pass rate is 76.9%.

    1b. *Use of Results to Improve Unit Services:* Look at previous years where the pass rate was less than 85% to research what may have impacted the reduction in the percentage of individuals passing the official GED Test. Data shows that some students were not post-tested before attempting the GED the first time. Have established guidelines to correct this problem.

2. *Intended Student Outcome:* Students who obtain their Arkansas High School Diploma will enter into a program of higher learning.

    2a. *Means of Unit Assessment and Criteria for Success:* Records maintained for the National Reporting System (NRS) will indicate that 20% of the graduates will continue their education by taking one or more higher level courses or will obtain employment. This is information will be conducted by the Adult Education Section Office through data matching. Local programs can request this information after January 1, 2007.

    2a. *Description of Data collection and Assessment Results:* Follow-up surveys indicate about 20% of the graduates entered higher education or became employed. This is information will be conducted by the Adult Education Section Office through data matching. Local programs can request this information after January 1, 2007.

    2a. *Use of Results to Improve Unit Service:* Review current system of follow-up and survey instruments to ensure the necessary information is being captured. This is information will be conducted by the Adult Education Section Office through data matching. Local programs can request this information after January 1, 2007.

2b. *Means of Unit Assessment and Criteria for Success:* Follow-up surveys done on graduates throughout the year will indicate those who have continued their education or gained employment and those who have that intent. This is information will be conducted by the Adult Education Section Office through data matching. Local programs can request this information after January 1, 2007.

2b. *Description of Data collection and Assessment Results:* Telephone surveys, email, mail outs, and surveys at graduation were attempted on all graduates. Sixty percent responded to the follow-survey.

2b. *Use of Results to Improve Unit Services:* Review current follow-up methods and determine what changes and/or adjustments are necessary to improve the current system.

3. *Intended Student Outcome:* Students who attend 12 or more hours of instructionwill advance at least one educational functioning level (EFL).

3a. *Means of Unit Assessment and Criteria for Success:* Adult Education records will show that at least 30% of those enrolled in the program will increase at least one educational functioning level in one of three areas: Reading, English, or Mathematics.

3a. *Description of Data collection and Assessment Results:* At least 30% of the students at all grade levels are reevaluated between 12 and 40 hours of instruction. Records show that 43% of the students advanced one EFL.

3a. *Use of Results to Improve Unit Services:* Determine how many students are being re-evaluated between 12 and 40 hours of instruction. Utilize information on those who do not show an EFL gain to determine which subject; Reading, English, or Mathematics, proves to be the most challenging. Evaluate what methods of instruction have proved to be successful.

3b. *Means of Unit Assessment and Criteria for Success:* Students who score under a 6.0 educational level when entering the program will be evaluated for potential learning disabilities.

3b. *Description of Data collection and Assessment Results:* Student whose evaluation show a potential for a learning disability are referred to a licensed LD evaluator. Approximately 43 students were referred.

3b. *Use of Results to Improve Unit Services:* Determine what accommodations are available to assist the academically challenged.

Continuing and Community Education
2005-2006

Expanded State of Institutional Purpose

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

Continuing and Community Education 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 Department of Continuing and Community Education will offer free personal enrichment classes for adults.

2.   The Department of Continuing and Community Education will create an Advisory Board to obtain community input for children's programming.

1. *Intended Administrative Objective:* The Department of Continuing and Community Education will offer free personal enrichment classes for adults.

   1a. *Means of Unit Assessment and Criteria for Success:* The number of free personal enrichment classes for adults will increase by 2 classes over the number of classes offered in 2004 – 2005.

   1a. *Description of Data Collection and Assessment Results:* The total number of classes offered was gathered from the Non-Contract Enrollment Report generated on May 30 of each year. The increase from 2004-2005 was calculated. During the 2004 – 2005 academic year there were 47 free classes as compared to 49 free classes in 2005-2006. This is an increase of 4%. The goal was met. This increase was due to the fact that the Department continued to co-sponsor with other agencies continuing education classes for their employees or the general public.

   1a. *Use of Results to Improve Unit Services:* Because of the success of the joint ventures, the Department of Continuing and Community Education will continue to pursue additional opportunities to partner with other agencies that offer continuing education classes to their employees or the general public. To ensure continued student participation the long-range goal of the Department is collect e-mail addresses from the students during registration of classes and e-market to students on a monthly basis of the upcoming classes.

2. *Intended Administrative Objective:* The Department of Continuing and Community Education will develop an Advisory Board to obtain community input for children's programming.

   2a. *Means of Unit Assessment and Criteria for Success:* To obtain community input an Advisory Board will be established for children and youth programs that will meet once a year in November and will be comprised of five to ten members. Their role will be to offer suggestions for programming and possible instructors.

   2a. *Description of Data Collection and Assessment Results:* The Advisory Board was selected from parents of children who take children's classes through the Department. Five parents met to review the previous Summer Fest schedule and after school offerings in November 2005. The board was complimentary of the current class offerings and made suggestions to continue to offer classes that involve music and movement, exercise, nutritional information, nature, foreign languages, and theater.

   2a. *Use of Results to Improve Unit Services:* The following classes were offered from the suggestions: A Summer Band Clinic (4 interested students, but not enough for a class), Budding Artists (11 students), "Acting Up" At ANC (15 students), Sing – Play – Create (11 students), Celebrate America (7 students), Play and Learn Spanish (16 students) were offered from the suggestions. Due to the number of students enrolling in the classes the classes will continue to be offered. The Advisory Board will continue to meet once a year

and offer suggestions that will provide educational opportunities to children and youth. To ensure continued student participation the long-range goal of the Department is to collect e-mail addresses from the students during registration of classes and e-market to students on a monthly basis of upcoming classes.

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: 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: Arkansas Northeastern College is committed to offer personalized counseling and support services.

University Center Mission Statement: The ANC University Center is committed to provide continuing education to area residents by bringing bachelor and masters level degrees from four year institutions.

Support provided will include technical for distance learning tools universities utilize to make degrees realities. Support will also include academic guidance and personal attention. These support services will be offered to both prospective and enrolled students in a manner that is courteous, professional, and consistent with provisions of the law and available resources.

Intended Administrative Objectives

1.   Increase public awareness of the web-based bachelor degree programs by promoting the Franklin University Community College Alliance available through the University Center.

2.   Students will rate the Arkansas Northeastern College University Center as effective.

3.   Retention rates in three university cohorts will be tracked from fall to spring semesters to determine rate of retention from one semester to the next.

1.   *Intended Administrative Objective:* Increase public awareness of the web-based bachelor degree programs by promoting the Franklin University Community College Alliance available through the University Center.

     1a.   *Means of Unit Assessment and Criteria for Success:* Articles promoting Franklin University were distributed to area newspapers five times as well as being included in every issue of News and Notes and one University Center newsletter. The degrees offered through Franklin are listed with other University Center degrees. Franklin University was presented as an integral part of programs presented by the University Center Coordinator to area civic groups. Franklin University degrees are included in the University Center information distribution points (bulletin board area and revolving rack).

     1a.   *Description of Data Collection and Assessment Results:* Franklin University reports 31 inquiries from ANC students. Franklin University reports 23 enrollments from ANC students which is the largest enrollment on an Arkansas campus with the second having 11, with 2's and 3's elsewhere. Franklin University Regional Director Joyce Upham reported the numbers from ANC indicate "awesome publicity efforts by ANC University Center continue to have extremely positive results" during her annual visit to the ANC campus.

     1a.   *Use of Results to Improve Unit Services:* ANC University Center will continue the same efforts with additional projects planned. Those projects include feature stories on ANC students enrolled with Franklin. The success of increased publicity efforts were measured by an increased active enrollment from 11 enrollments to 23.   Success of efforts to increase involvement of ANC faculty were to be measured by an increase of 3 additional faculty members participating to the original 3 but the number dropped to zero. More outreach efforts must be made to encourage faculty involvement. This will probably be ineffective since those interested in teaching via the internet have already participated or are now familiar with the techniques offered online by Franklin. A blanket invitation was issued for faculty to meet with Joyce Upham for her annual visit. Two attended.

           Continued attempts will be made by the Coordinator to have the ANC University Center included in television spots featuring the college as well as listed in all college publications as part of the complete "package" of educational opportunities provided by Arkansas Northeastern College.

2.   *Intended Administrative Objective:* Students will rate the Arkansas Northeastern College University Center as effective.

     2a.   *Means of Unit Assessment and Criteria for Success:* Forty students in twelve Arkansas State University classes evaluated the University Center the fifth week of Fall 2004 classes. Forty-six students in 12 Arkansas State University classes completed the evaluation of University Center effectiveness the fifth week of Fall 2005 in order to determine if satisfactory support is provided. There were eight questions each having five responses ranging from one (lowest approval) to five (highest approval). Criteria of

approval was set at 51 percent of students surveyed both semesters. A comparison of approval percentages showed that satisfaction rates were maintained from Fall 2004 to Fall 2005. Fall 2004 responses showed 94.55% were satisfied with 5.44% least satisfied. Fall 2005 responses showed 93.03% were satisfied with 6.97% least satisfied. There was a drop of 1.52 in rate of satisfaction between Fall 2004 and 2005 with an increase of 1.53 in the percentage of those least satisfied.

Upon researching the questions showing the greatest drop in approval, the result showed even more emphasis is required to notify students of visits by advisors. Signs are already posted in all compressed video classrooms, the University Center Information Center, University Center office doors and all campus bulletin boards. Telephone calls are also made to all who inquired about that particular degree. Advising appointments are scheduled in fifteen minute increments for each student to meet individually with the advisor.

2a. *Description of Data Collection and Assessment Results:* Questionnaires were distributed the fourth week of classes to each student in twelve ASU classes fall 2004 and were also distributed fall 2005. Information was gathered and statistical information was calculated for each one of the eight questions. Fall 2004 percentages of approval for the two highest responses (four and five) ranged from 70.59% for promotion of advising schedules to overall satisfaction with University Center experience at 86.27%. Median approval rating is 80.30%. Fall 2005 percentages for approval of the two highest responses (four and five) ranged from 59.61% for promotion of advising schedules to overall satisfaction with the University Center experience at 86.54%.

2a. *Use of Results to Improve Unit Services:* Fall 2004 percentages show that more information concerning policies and procedures regarding registration and course selection from the university (question 6) needs to be more clearly defined and publicized. Although 77.01% approve, 23.16% show concern. More printed information was requested from Arkansas State University and received. Percentages show that students need more information for example when advisors will be on campus. Although 70.59% approved, 29.41% show concern which is over the 25% margin set for disapproval rating. Calls and emails to students who had inquired about the degree were documented and made advising them of advisor visits. Three who scheduled appointments with the ASU College of Business advisor did not attend their advising time nor did they call. Signs were posted on campus bulletin boards announcing advisor visits. Schedules of student appointments were kept and e-mailed to advisors prior to advising date.

2b. *Means of Unit Assessment and Criteria for Success:* The Coordinator and Instructional Facilitator both meet with students in each compressed video class periodically during the first three weeks of classes in order to determine that student and faculty needs are dealt with in a satisfactory manner. Suggestions were recorded and needs are addressed with the appropriate department. University staff members meet on a daily basis with students and communicate with faculty at least weekly if not bi-weekly. Communication is essential in order to insure that a minimum of 70% of the students
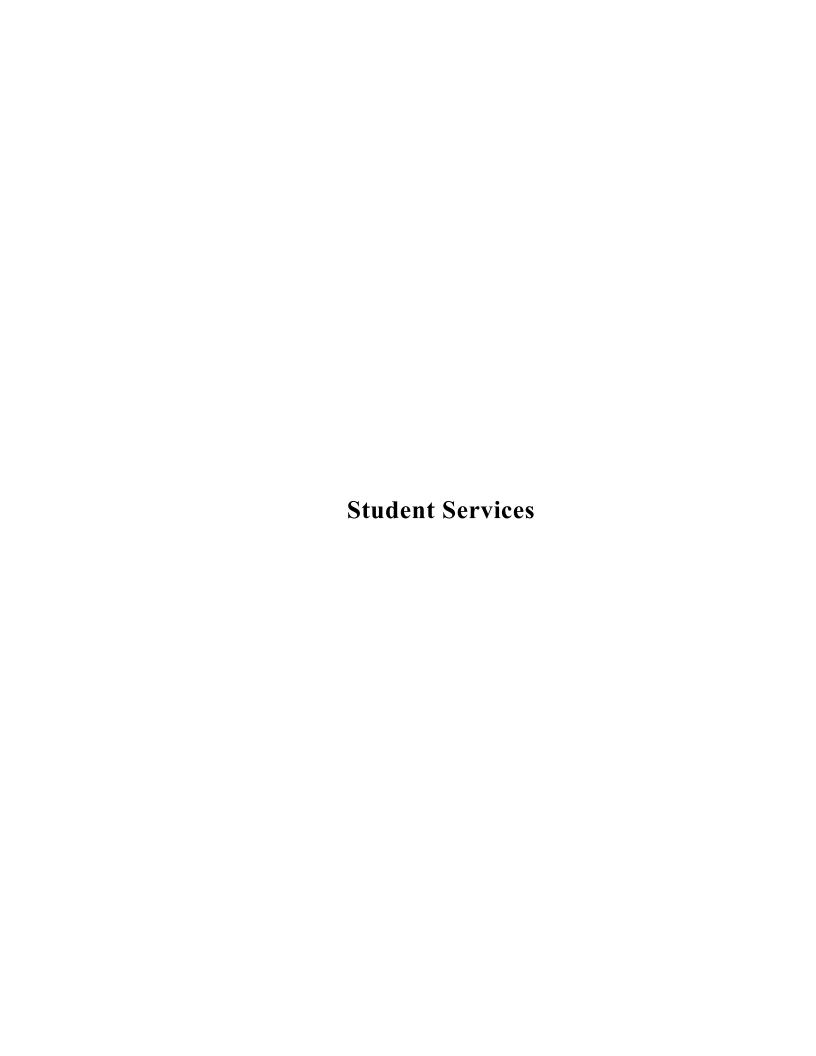
attending through the University Center are satisfied with service provided by University Center staff.

2b. *Description of Data Collection and Assessment Results:* Instructors verbally and via email reported satisfaction with facilitation and University Center procedures. The decision was made to not email instructor evaluation forms to all University instructors in order to determine specific rates of satisfaction of University Center support Fall 2005 and Spring 2006. 61.97% of students surveyed were satisfied with the ANC University Center Fall 2004 while 86.54% of students surveyed were satisfied with ANC University Center Fall 2005 showing an increase in satisfaction of 24.57and%.

2b. *Use of Results to Improve Unit Services:* Personal interaction by Coordinator and Instructional Facilitator is continued throughout the semester. Calls, questions and suggestions will be continued to be logged and addressed. Special emphasis will be placed on notifying students of visits by degree advisors. Students will also be encouraged to be more aware of posted information throughout the year.

3. *Intended Administrative Objective:* Retention rates in three university cohorts (University of Arkansas Human Resource, University of Arkansas Operations Management and Arkansas State University Early Childhood) will is tracked from fall to spring semesters to determine that rate of retention from one semester to the next remains above 70%.

3a. *Means of Unit Assessment and Criteria for Success:* Eleventh day rosters are entered into the University data base each semester to determine returning students from Fall 2005 to Spring 2006 is at least 70%.

3a. *Description of Data Collection and Assessment Results:* The number of returning students was expected to be above 70%. The results were 100% return for both Human Resource and Early Childhood cohorts. The Operations Management cohort is a master degree program and should not have been included because the degree is not set in a rigid cohort format. The assessment results show a 30% positive increase over the expected 70% return rate of cohort members. The database proved to need revising because the queries did not provide the anticipated information. It will be revised before 2006-2007.

3a. *Use of Results to Improve Unit Services:* If the returning number of students dropped below 70%, follow up communication was to be attempted with each non-returning student in order to see what services were lacking and/or should be initiated to increase the rate of retention. The University of Arkansas Human Resource cohort with nine remained with 100% return rate. The Arkansas State University Early Childhood cohort maintained a 100% return rate with all twelve cohort members returning.

3b. *Means of Unit Assessment and Criteria for Success:* Each University Center student was to be asked to complete an "end of the semester" questionnaire asking for a final evaluation of the University Center as well as an "Intent to Return" section of the questionnaire. Students were to be asked if they do

not intend to return to classes provided through the University Center, plan to attend classes on main campus, change degrees, return at a later semester (if so, when), and whether the support they received from University Center staff was adequate. A formal questionnaire was not necessary because of verbal communication with both cohorts confirming they were returning as well as their enthusiasm for the University Center support.

3b. *Description of Data Collection and Assessment Results:* Evaluation of the"end of semester" questionnaire to determine anticipated retention rates was thought to be helpful in knowing which student is in need of additional advising support and in which area (i.e: financial aid, academic). This was deemed unnecessary because of the University Center staff's close interaction with students and instructors. It was determined that a formal questionnaire was not necessary with this number of students. The University of Arkansas Master of Operations Management was determined to be too transient of a degree and is not set up in cohort format but rather in term format with students entering in various terms. Some students do not participate in consecutive terms due to anticipated employment work loads.

3b. *Use of Results to Improve Unit Services:* Contact will be made with each student indicating they will not return to the University Center for classes. A record will be kept of reasons and attempts to assist students if possible.

Hopefully, cohorts will continue to "hold together". From all indications, students taking classes in cohorts remain on track due to support from one another with natural team building dynamics in place. That support provides a greater opportunity for retention than in courses offered in non-cohort format.
Only two cohorts will be tracked in 2006-2007: Early Childhood and Human Resource Development.

Student Services

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 1: 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.

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.

The Student Services Division recognizes that a comprehensive education, in addition to academic instruction, includes cultural opportunities, student involvement, and group interactions. As a response to the avocational needs of enrolled students, opportunities will be provided for students to participate in civic and cultural activities on the campus and in the community.

Intended Administrative Objective

1.   ANC advisors will be provided with additional materials and support.

2.   Career and Placement services will be offered to ANC students.

3.   Academic transcripts produced prior to the implementation of the POISE system will be stored electronically.

1.   *Intended Administrative Objective:* ANC advisors will be provided with additional materials and support.

   1a.   *Means of Assessment and Criteria for Success:* An Advisor Handbook will be prepared and distributed to all (100 percent) academic advisors.

   1a.   *Description of Data Collection and Assessment Results:* Materials for the handbook will be collected during the June and July 2005. In addition to goals, objectives and general information about academic advising, each division will be asked to submit information specific their courses and programs. Notebooks will be purchased and materials will be collated by Student Services staff. At least 100 handbooks will be completed by August 1.

   The handbooks were completed and distributed at reconvening on August 15 and a mini-training session was conducted for all academic advisors. Additional materials will be added to the handbooks as they become available. Faculty will also be asked to make recommendations for additions and/or improvements to the document. Deans and department chairpersons were asked to submit updates to the handbook prior to the fall 2006 registration. A survey was conducted in October 2006 to provide the faculty the opportunity to assess the Advisor Handbook.

   The 71 full time faculty were surveyed during the fall 2006 semester to determine their use of and opinions of the handbook. Of the 35 who responded, 37 percent indicated they had used the handbook 1-10 times, 43 percent 15-30 times and 6 percent more than 30 times. Only 5 faculty or 14 percent indicated they had never used the handbook. Other factors were rated as follows:

   Useful – 97 percent rated the handbook as useful or very useful
   Organized – 93 percent rated the handbook as organized or very organized
   Format – 87 percent rated the three-ring binder as convenient or very convenient
   Overall Value – 100 percent rated the handbook as valuable or very valuable.

   Faculty were also asked to provide comments. Those comments are attached.

   1a.   *Use of Results to Improve Unit Services:* The handbook was determined to be a useful tool for faculty advisors. A complete listing of course pre and co-requisites was added to the handbook in fall 2006. The value of the handbook in the future will be determined the by willingness of each academic division to provide updated materials as needed.

   1b.   *Means of Assessment and Criteria for Success:* ANC advisors will be provided with additional computer access to student and course information.

   1b.   *Description of Data Collection and Assessment Results:* A module called "Faculty Access" will be purchased and installed in Fall 2005. This module will provide faculty more access to the student and course information. It will also allow instructors to access degree audit and key in grades on line.

Installation will occur on October 24, 2005, and experimental use of the program will begin immediately. A select number of faculty will begin to use the program in the fall and provide input as to how to best utilize the program.

Approximately 15 faculty entered grades through Faculty Access at the end of the Fall 2005 semester. With recommendations from those who participated, the instructions for utilizing Faculty Access were edited. Training sessions were provided in February and March of 2006, both on and off campus to instruct all faculty on the use of the program. All of the faculty, full-time and part-time, entered their grades in the spring 2006 both at mid-term and at the end of the term. There were no major problems. During reconvening in fall 2006 a second session of training was provided for part-time faculty.

In October 2006 part-time and full-time faculty were asked to complete a survey to determine their opinions and concerns with the Faculty Access program. There was a total of 69 responses which represented 33 or 46 percent of full-time faculty and 33 or 57 percent of part-time. Three faculty did not indicate their status.

A summary of the survey results is attached. The results revealed that 94 percent of the faculty felt the instructions were very adequate or very adequate, with only 2 percent needing more instruction. Fifty-seven faculty or 83 percent of those responding indicated the process was very convenient. Of those responding, 90 percent indicated they preferred to enter their grades on line and 81 percent experienced no technical problems.

1b. *Use of Results to Improve Unit Services:* The results indicated that the instructions and training provided were adequate. The faculty also find the process convenient and experienced very few problems.

The training sessions will continue to be provided during reconvening for the new and part-time faculty. New faculty hired during the summer will be trained on an individual basis.

Now that the faculty are comfortable with this process, other faculty options will be brought online in 2006-2007. These options include degree audit and online registration.

2. *Intended Administrative Objective:* Career and Placement services will be offered to ANC students.

2a. *Means of Assessment and Criteria for Success:* A full-time employee will be added to the Student Services division to provide career and job placement assistance to students.

2a. *Description of Data Collection and Assessment Results:* Beginning August 15, 2005, Pauline Linam was transferred to the Student Services Division and serves as the Career and Placement Coordinator. She will be responsible for offering career services to students from matriculation via the Personal

Development course through graduation.

Pauline Linam offered to meet with all of the Personal Development classes. She met with 88 students to address career awareness, career exploration, career counseling, and the employment and pre-employment services that are available. She also conducted several seminars in career development and career management, Career counseling workshops and Kuder Career Assessment were offered to the student body on the main campus and at the off campus sights.

2a.   *Use of Results to Improve Unit Services:* Although no formal assessments were conducted, the services were well received. The number of students in attendance needs to be improved. A variety of methods will be used to better inform students of the workshops in the future. Flyers will be posted at various locations round the campus, distributed to Personal Development classes and announced in the business and technical courses. The Kuder Career Assessment will become a requirement in the Personal Development course. These services will be continued and expanded in the future.

2b.   *Means of Assessment and Criteria for Success:* At least 50 students will complete a career assessment plan in 2005-2006.

2b.   *Description of Data Collection and Assessment Results:* All students enrolled in Personal Development will be invited to visit the Testing/Career Center to complete a career assessment. Flyers will also be posted at various locations on the campus announcing the availability of these services.

All services provided will be documented and students will be asked to evaluate the career services they receive. These records will be used to improve the services in the future.

The instrument selected for career assessment was the Kuder Career Assessment. One hundred twenty-two (122) students participated in the Internet activity. The number of students utilizing the service was documented; however no other assessment was done.

2b.   *Use of Results to Improve Unit Services:* Surveys will be developed to use in the future which will access the effectiveness of the career services and the students' satisfaction level. Students will also be surveyed to determine what services they would utilize.

2c.   *Means of Assessment and Criteria for Success:* At least 50 students will use the placement services in 2005-2006 and will be satisfied with the services they receive.

2c.   *Description of Data Collection and Assessment Results:* All placement services will be documented and students will evaluate the placement services they receive. These records will be used to improve and expand services in the future.

The students' response to the placement services was limited. The exact number was not recorded and it was difficult to define what utilizing the

services meant. In order to generate interest in the services, Pauline planned and implemented the first Arkansas Northeastern College Job Fair in April 2006. The event was open to the public as well as to students. There were 430 attendees and 40 employers were on hand to accept resumes and applications.

2c. *Use of Results to Improve Unit Service:* Individual surveys will be used in the future to assess the effectiveness of the placement services, Employers will also be surveyed to determine their satisfaction with the preparation ANC students in terms of resumes and interviews. The job fair will continue to be offered. Evaluations will also be developed to assess the value of the job fair.

3. *Intended Administrative Objective:* Academic transcripts produced prior to the implementation of the POISE system will be stored electronically.

3a. *Means of Assessment and Criteria for Success:* All (100 percent) academic transcripts produced prior to 1984 will be scanned onto computer disks.

3a. *Description of Data Collection and Assessment Results:* Transcripts produced prior to 1984 were recorded on permanent record cards. Presently the only back-up for theses records is microfilm. This technology is seriously outdated and microfilm readers are difficult to use and keep in working order. A student will be hired to scan the cards onto computer disks. The project was completed on July 3, 2006. Records prior to 1984 can now be accessed from the computer disks.

3a. *Use of Results to Improve Unit Services:* The quality of the records is very good and the convenience of printing from the disks has eliminated the need for the person processing the transcript to leave their workstation, pull a permanent card, copy the card and replace it in the file. Now the transcript can be accessed and printed from the desktop computer. Supervisor observation and employee comments verify that the computer disks increase the efficiency of processing transcript requests.

3b. *Means of Assessment and Criteria for Success:* The back-up disks will be stored at a location off the main campus in case of a disaster.

3b. *Description for Data Collection and Assessment Results:* A second set of the computer disks was burned. The second set will be stored in a secure location off the main campus. Gene Bennett was contacted about the possibility storing a set of the back-disks at the Burdette campus. He suggested that the disks be stored in the vault along with other back-up files. The vault is secure, fireproof and is located in an area that can easily be accessed if necessary. The disks have been stored at Burdette.

3b. *Use of Results to Improve Unit Services::* As of this date there has been no need to retrieve or access the disks stored on the Burdette campus.

Administrative Services

Expanded Statement of Institutional Purpose:

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

Business Office Division Mission Statement: Recognizing the importance of a financially sound institution and the need to assure financial stewardship to the community, the students, and other college constituencies, the Business Office Division is committed to providing accurate and timely financial services.

Intended Administrative Objectives:

1.   Conform to state regulations and generally accepted accounting principles.

2.   Recognize the need for the disposal of obsolete equipment.

1.   *Intended Administrative or Educational Support Objective:* Conform to state regulations and generally accepted accounting principles.

    1a.   *Means of Assessment and Criteria for Success:* Achieve zero comments on the annual audit performed by the Legislative Joint Audit Committee of the State of Arkansas.

    1a.   *Description of Data Collection & Assessment Results:* The 2004-2005 audit report stated "no findings noted".

    1a.   *Use of Results to Improve Unit Services:* No action required. Although this goal was achieved during the 2005 fiscal year, ongoing effort on the part of the Business Office is required to adhere to the legal and professional standards established by the Government Accounting Standards Board, the Accounting Principles Board, the Federal Government, and the state of Arkansas. Since regulations and guidelines are constantly changing, the Business Office must continue to revise its operations to conform to current requirements. The office will continue to review GASB and APB opinions as well as legislative action to identify areas affecting the fiscal management of the college. New policies, procedures, and guidelines will be implemented as needed to maintain compliance.

2.   *Intended Administrative or Educational Support Objective:* Develop a plan to dispose of obsolete equipment.

    2a.   *Means of Assessment and Criteria for Success:* Inspect storage areas at the Crisp Center. Develop a plan to dispose of obsolete equipment including an implementation schedule.

    2a.   *Description of Data Collection & Assessment Results:* Obsolete equipment is currently being stored at the Crisp Center awaiting disposition. It has been determined there are too many obsolete computers and other equipment at the Crisp Center. This equipment is still on the ledgers subject to being included in the sample during our annual audit. The storage area is hazardous and has reached capacity

    2a.   *Use of Results to Improve Unit Services:* Due to the many constraints imposed by Federal and State governments, a plan has not been finalized. Efforts will continue to resolve this problem and develop a viable plan. The next step is to create a system for the timely rotation of equipment from current use to final disposal.

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.
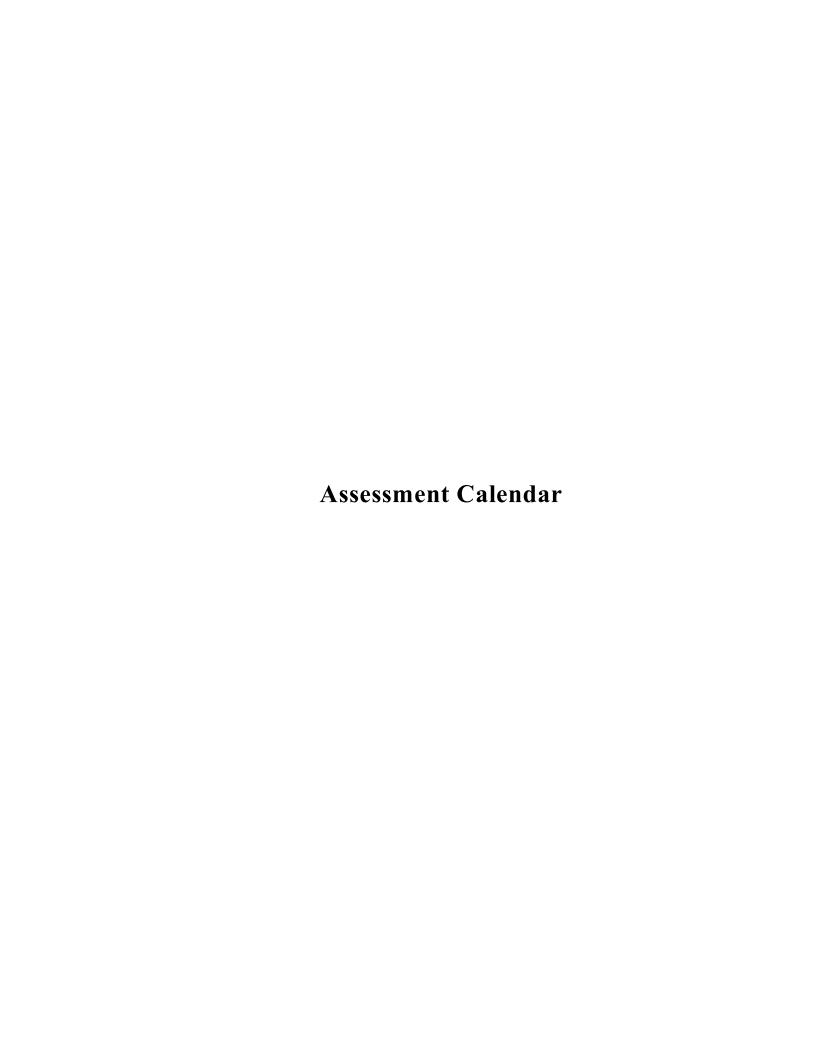
Marketing and Development Office Mission Statement: The Marketing and Development Office is committed to promoting a positive image and raising funds to assist the College in meeting its goals of: being recognized as an innovative leader in the area of educational training, retraining, and service to the businesses and industries of the service area; maintaining a reputation for academic excellence; having an image of a preeminent, future-focused, two-year college whose mission is understood and endorsed by the College's staff and citizenry; being recognized as maintaining a premier level of financial stewardship, academic integrity, and outcomes accountability throughout all facets of the institution; focusing on public relations, and marketing; and being recognized for its quality programs, relevant curricula, and flexible delivery of educational experiences and services.

Administrative Objectives

1.   Explore new advertising methods and strategies to maximize use of marketing funds in the promotion of the College and its programs and services and enhance the image of the College in the community.

2.   To promote College specific programs and services to both the internal and external community that will generate interest, encourage enrollment, and continue to cultivate positive employee morale.

1. *Intended Administrative Objective:* Explore new advertising methods and strategies to maximize use of marketing funds in the promotion of the College and its programs and services and enhance the image of the College in the community. A large banner was purchased to hang on the pedestals of the lighted sign of the main campus of the College to promote registration now. 100 yard signs were printed and placed throughout the region to promote College registration going on "now". The signs will be removed following each registration period and set out again for the next registration of the College. There are additional plans to work with a design professional on ideas for billboards as an alternative advertising approach.

   1a. *Means of Unit Assessment & Criteria for Success:* Previous student survey results provided evaluation data for current expenditures and determined the most effective means to reach current and potential students with pertinent information about registration periods and College activities. According to the surveyed students, word of mouth was the way that most students learned of ANC registration dates. Students also indicated a growing preference for Internet communication.

   1a. *Means of Unit Assessment & Criteria for Success:* Criteria for successful results should be measurable in increased enrollment and retention. Factoring in the population decline, just maintaining current enrollment numbers will actually reflect an increase in enrollment percentages.

   1a. *Description of Data Collection & Assessment Results:* Students were surveyed in 2004 and 2005 during main fall and spring registration periods to determine how students were informed about the registration and the best media to reach potential new students. "Word of mouth" advertising may be very credible, but it is also the slowest method of reaching students. New ads were created using the "word of mouth" campaign idea, i.e. "You've heard that ANC is a great place to start…"

   1a. *Use of Results to Improve Unit Services*: Previous survey results indicated an increased use of the ANC website as a primary medium for acquiring information about the College. All current and future advertising will provide the College's web address and direct students there for additional information. Ways to enhance the College's website will be researched in effort to maximize the effectiveness of the College website in disseminating information. The yard signs have been used for one registration period and will continue to be used to generate awareness.

2. *Intended Administrative Objective:* To promote College specific programs and services to both the internal and external community that will generate interest, encourage enrollment, and continue to cultivate positive employee morale.

   2a. *Means of Unit Assessment & Criteria for Success:* Expanded the College wide Information Fair to be held on the main campus at an earlier date, just prior to the early fall 2006 registration, with participation from all program and service areas/departments of the College. The event provided information about all aspects of the College from financial aid to specific program requirements.

2a.   *Means of Unit Assessment & Criteria for Success:* The College continues to participate in community events such as the Business and Industry Expo and Springtime on the mall to meet and greet the public, answer questions about the college and generate good will in the community. The measure of success is increased awareness of the programs available and an increase in future enrollment.

2a.   *Description of Data Collection & Assessment Results:* More than 4,000 invitations were mailed to target individuals as well as paper inserts and television commercials advertising the event.

2a.   *Use of Results to Improve Unit Services:* With less than 100 people attending, registration forms were filled out by fewer than 50 interested individuals. Surveys collected from attendees revealed a positive response to the event and indicated that those in attendance learned things about ANC and its programs and services that they did not already know. If any subsequent Information Fairs are scheduled, they will be held in August, just prior to the main fall registration when potential students are more receptive to thoughts of going back to school. The decline in attendance prompted a reversal of the previous concept that the event needed to be earlier in the summer. However, the event does not appear to be a cost-effective method of reaching new students.

Assessment Calendar

Assessment Calendar

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

September	Program faculty/staff analyze collected assessment data and begin preparation of annual Assessment Report.
October	Program faculty/staff complete final Assessment Report.
October 30	Report of assessment measures and results for the previous year due to Assessment Committee.
November 15	Assessment Committee reviews the Assessment Reports. Each area presents report to full committee. Committee provides suggestions for improvement.
December 1	Revised Assessment Reports are due to the Assessment Coordinator.
February	Annual Assessment Report for Arkansas Northeastern College presented to Board of Trustees. This report compiles all institutional student learning assessment activities and results as well as support area activities for continuous improvement.

January	
Assessment Activity	**Department/Division**
Compass Pretest (College Algebra)	Math and Science
COMPASS pretest (Beginning Algebra and Intermediate Algebra)	College Preparatory
Nelson-Denny reading pretest (College Reading Skills)	College Preparatory
Inter-departmental pretest (Basic Math Skills)	College Preparatory
Publisher developed pretest (College Writing Skills)	College Preparatory
Employer survey mailed	Technical Programs and Training
Analyze graduate survey data	Technical Programs and Training
Daily review of enrollment data to comparable registration periods -- identify adjustments to be made to the current marketing effort	Marketing/Development
Review overall enrollment data to comparable registration periods to determine the effectiveness of the marketing campaign and identify target markets for the next enrollment period	Marketing/Development
Point of Contact survey during main registration	Student Services
Point of Contact survey during New Student Orientation sessions	Student Services

February	
Assessment Activity	**Department/Division**
Analyze employer survey data	Technical Programs and Training
MCCC University Center student evaluations of all University Center classes	University Center
Assessment Report presented to Board of Trustees	Assessment Coordinator

March	
Assessment Activity	**Department/Division**
Progressive testing at end of eight-week courses: NLN exam	Nursing
Daily review of enrollment data to comparable registration periods -- identify adjustments to be made to the current marketing effort	Marketing/Development
Review overall enrollment data to comparable registration periods to determine the effectiveness of the marketing campaign and identify target markets for the next enrollment period	Marketing/Development
Review data from employer evaluation of interns.	Technical Programs and Training
Student Satisfaction Inventory	Student Services
Point of Contact survey during Eggstravaganza	Student Services
Audit exit conference	Business Office

April	
Assessment Activity	**Department/Division**
CAAP Exam	Communications and Humanities Math and Science
Exit exams	Technical Programs and Training
ASU evaluation of compressed video classes	University Center
Point of Contact survey during Spring Fling	Student Services
Point of Contact survey during Evening Student Appreciation	Student Services
Point of Contact survey during early summer registration	Student Services
Admissions Counselor/Recruiter surveys	Student Services
Point of Contact survey during Career Fair	Student Services
Point of Contact survey during early fall registration	Student Services

May	
Assessment Activity	**Department/Division**
Compass Posttest (College Algebra)	Math and Science
General Biology common comprehensive final	Math and Science
Progressive testing at end of eight-week courses: NLN exam	Nursing
NCLEX – RN review for exam	Nursing
NCLEX – RN exam	Nursing
HESI exit exam	Nursing
COMPASS posttest (Beginning Algebra and Intermediate Algebra)	College Preparatory
Nelson-Denny reading posttest (College Reading Skills)	College Preparatory
Inter-departmental posttest (Basic Math Skills)	College Preparatory
Publisher developed posttest (College Writing Skills)	College Preparatory
Analyze pass/fail exams in English Composition I	Communications and Humanities
Point of Contact survey during main registration	Student Services

June	
Assessment Activity	**Department/Division**
Compass Pretest (College Algebra)	Math and Science
Compass Posttest (College Algebra)	Math and Science
COMPASS pretest (Beginning Algebra and Intermediate Algebra)	College Preparatory
Nelson-Denny reading pretest (College Reading Skills)	College Preparatory
Inter-departmental pretest (Basic Math Skills)	College Preparatory
Publisher developed pretest (College Writing Skills)	College Preparatory
COMPASS posttest (Beginning Algebra and Intermediate Algebra)	College Preparatory
Nelson-Denny reading posttest (College Reading Skills)	College Preparatory
Inter-departmental posttest (Basic Math Skills)	College Preparatory
Publisher developed posttest (College Writing Skills)	College Preparatory
Daily review of enrollment data to comparable registration periods -- identify adjustments to be made to the current marketing effort	Marketing/Development
Review overall enrollment data to comparable registration periods to determine the effectiveness of the marketing campaign and identify target markets for the next enrollment period	Marketing/Development

July	
Assessment Activity	**Department/Division**
Compass Pretest (College Algebra)	Math and Science
Compass Posttest (College Algebra)	Math and Science
General Biology common comprehensive final	Math and Science
COMPASS pretest (Beginning Algebra and Intermediate Algebra)	College Preparatory
Nelson-Denny reading pretest (College Reading Skills)	College Preparatory
Inter-departmental pretest (Basic Math Skills)	College Preparatory
Publisher developed pretest (College Writing Skills)	College Preparatory
COMPASS posttest (Beginning Algebra and Intermediate Algebra)	College Preparatory
Nelson-Denny reading posttest (College Reading Skills)	College Preparatory
Inter-departmental posttest (Basic Math Skills)	College Preparatory
Publisher developed posttest (College Writing Skills)	College Preparatory
Performance data gathered, analyzed, and summarized	Solutions Group
Daily review of enrollment data to comparable registration period to identify adjustments to make to the current marketing effort	Marketing/Development
Review overall enrollment data to comparable registration period to determine the effectiveness of the marketing campaign and identify target markets for the next enrollment period	Marketing/Development
Point of Contact survey during early fall registration	Student Services

August	
Assessment Activity	**Department/Division**
Compass Pretest (College Algebra)	Math and Science
COMPASS pretest (Beginning Algebra and Intermediate Algebra)	College Preparatory
Nelson-Denny reading pretest (College Reading Skills)	College Preparatory
Inter-departmental pretest (Basic Math Skills)	College Preparatory
Publisher developed pretest (College Writing Skills)	College Preparatory
CAAP Exam	Communications and Humanities Math and Science
Articulation workshop: joint assessment of articulated curriculum by postsecondary and secondary instructors	College Now
Daily review of enrollment data to comparable registration period to identify adjustments to make to the current marketing effort	Marketing/Development
Review overall enrollment data to comparable registration period to determine the effectiveness of the marketing campaign and identify target markets for the next enrollment period	Marketing/Development
Point of Contact survey during main registration	Student Services
Point of Contact survey during New Student Orientation sessions	Student Services
Point of Contact survey during Club Rush	Student Services

September	
Assessment Activity	**Department/Division**
Analyze exit exam results	Technical Programs and Training
MCCC University Center student evaluations of all University Center classes	University Center
Review articulation agreements signed by superintendents at consortium schools. Identify additional schools for possible membership in consortium.	College Now
Review student registration data from consortium schools. Identify target schools for marketing activities to increase enrollment.	College Now
Point of Contact survey during Fall Fling	Student Services
Academic and administrative areas present preliminary reports to Assessment Committee	Area supervisor or coordinator

October	
Assessment Activity	**Department/Division**
Employer Survey	Nursing
Graduate Survey	Nursing
Analyze CAAP results	Communications and Humanities Math and Science
Point of Contact survey during College Fair	Student Services
Point of Contact survey during Fall Carnival	Student Services
Point of Contact survey during Monster Bash	Student Services
Legislative Audit field work begins	Business Office
Academic and administrative areas present preliminary reports to Assessment Committee	Area supervisor or coordinator

November	
Assessment Activity	**Department/Division**
CAAP Exam	Communications and Humanities Math and Science
Graduate survey mailed	Technical Programs and Training
ASU evaluation of compressed video classes	University Center
Daily review of enrollment data to comparable registration period to identify adjustments to make to the current marketing effort	Marketing/Development
Review overall enrollment data to comparable registration period to determine the effectiveness of the marketing campaign and identify target markets for the next enrollment period	Marketing/Development
Point of Contact survey during Evening Student Appreciation	Student Services
Point of Contact survey during early spring registration	Student Services
Final drafts of academic and administrative areas assessment reports	Area supervisor or coordinator

December	
Assessment Activity	**Department/Division**
Compass Posttest (College Algebra)	Math and Science
General Biology common comprehensive final	Math and Science
COMPASS posttest (Beginning Algebra and Intermediate Algebra)	College Preparatory
Nelson-Denny reading posttest (College Reading Skills)	College Preparatory
Inter-departmental posttest (Basic Math Skills)	College Preparatory
Publisher developed posttest (College Writing Skills)	College Preparatory
Analyze pass/fail exams in English Composition I	Communications and Humanities
Alumni Survey	Student Services
Legislative Audit field work ends	Business Office

Ongoing	
Assessment Activity	**Department/Division**
Assessment of students in clinical rotations. Must achieve 80 percent on all theory exams before progressing to next.	Nursing
After each fund raising event, compare specifics of current fund raiser to previously held event in terms of the number of participants and dollars generated. Pinpoint changes for the next time the event is scheduled. Evaluate success and identify new fund raising opportunities.	Marketing/Development
Course evaluations for adults and children at the end of the class	Continuing and Community Education
Tour evaluation at the conclusion of the trip	Continuing and Community Education