

**Arkansas Northeastern College
Institutional Assessment**

2006-2007

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**Arkansas Northeastern College
Institutional Assessment Report
2006-2007**

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 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 2006-2007 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, Gene Bennett, Sherri Bennett, Ginger Berry, Dr. Angela Blankenship, Anita Brackin, Cindy Clark, Mary Dement, Paula Gragg, Barbara Greene, Dennis Hay, Brenda Hollifield, Judy Hubble, Carol Mills, Bronwyn Morgan, Bonnie Nichols, Deborah Parker, Layne Rayder, Dr. Blanche Sanders, Dr. Jim Shemwell, June Walters, and Dr. Paula Williams.

Academic Programs

**General Education
Associate in Arts/Associate in Science
2006-2007**

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 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.
2. Students will demonstrate competency in the Advanced Learning Skills of Mathematics. Students successfully completing College Algebra will be able to accomplish basic mathematical tasks through the level of College Algebra. Students successfully completing Math for Health Science will demonstrate: 1) the ability to calculate pediatric/adult dosages, IV flow rates, apothecary/metric/household conversions 2) comprehension of entry level nursing course content.
3. Students will demonstrate competency in the concepts and practices of the physical and life sciences. Students successfully completing General Biology, Physical Science, and/or Anatomy and Physiology 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 Program Assessment and Criteria for Success: 70% of the students who complete Fundamentals of Composition will pass the competency final, averaging 3.5 or above on a 5.0 scale on all parts of the Fundamentals of Composition rubric.
 - 1a. Description of Data Collection and Assessment Results: The competency final is given at the end of each semester. In 2006-07, 90% of the students completing Fundamentals of Composition passed the competency final, averaging 3.5 or above on all parts of the rubric.

Scale description:

 - 1 = major weaknesses
 - 2 = weak
 - 3 = recurrent problems
 - 4 = slight problems
 - 5 = no problems
 - 1a. Use of Results to Improve Instructional Program: Because the passing percentage for the 2005-06 competency final was 80%, exceeding the performance goal by 20 points, the performance goal was raised to 70% for 2006-07. In 2006-07 the new goal was also exceeded by 20 points. This percentage will be looked at closely next year. However, the passing percentage goal of 70% will be kept until it can be seen if the 2006-07 result is predictive of future result patterns.
 - 1b. Means of Program Assessment and Criteria for Success: 70% of those who successfully complete Fundamentals of Composition and then enroll in and complete English Composition I will also successfully complete English Composition I. Successful completion is defined as receiving a grade of C or better, which is required for enrollment at the next level.
 - 1b. Description of Data Collection and Assessment Results: 113 students who had successfully completed Fundamentals of Composition in the last 2 ½ years completed English Composition I in the fall and spring semesters. 70% of these students successfully completed English Composition I.
 - 1b. Use of Results to Improve Instructional Program: Fundamentals of Composition instructors and English Composition I instructors will attend the annual transition meeting, begun in the Spring 2007 semester, to discuss issues relating to a successful transition between the two courses. In the next meeting, assessment methods will be looked at critically in order to see if revisions are needed, and textbook adoptions will be discussed.

- 1c. Means of Program Assessment and Criteria for Success: 80% of the students who complete English Composition I will pass the competency final, averaging 3.5 or above on a 5.0 scale on all parts of the English Composition I rubric.
- 1c. Description of Data Collection and Assessment Results: The competency final is given at the end of each semester. In 2006-07, 80% of the students completing English Composition I passed the competency final, averaging 3.5 or above on all parts of the rubric.

Scale description:

- 1 = major weaknesses
- 2 = weak
- 3 = recurrent problems
- 4 = slight problems
- 5 = no problems

- 1c. Use of Results to Improve Instructional Program: The evaluation tool for this data collection will be updated. In addition to assessing rhetorical skills, the composition rubric has been used to assess grammar, usage and mechanics skills. However, these skills are now assessed in the Grammar, Usage & Mechanics Post-Test. Therefore, a clean instrument to assess both areas is needed.

Since the current English Composition I textbook has been used for several semesters, instructors will discuss whether the textbook is still meeting instructional requirements. If the current textbook continues to be used, the new edition will be adopted. If a textbook change is necessary, a textbook search committee will be formed to find an appropriate text.

Students will also be encouraged, but not required, to use the *Smarthinking* online assistance which Dr. Blanche Sanders has made available to us. *Smarthinking* was tested in one class last year and a survey was done at the end of the class. Of the seventeen students in the class, nine found the *Smarthinking* feedback “very useful” and eight found it “somewhat useful.” None chose the “not useful” option. The main complaint of students was the length of time (1-3 days) needed to receive their response.

- 1d. Means of Program Assessment and Criteria for Success: The average score on the Grammar, Usage, & Mechanics Post-Test for English Composition I students will be 70% or above.
- 1d. Description of Data Collection and Assessment Results: Students averaged 69% on the post-test. In order to determine the areas needing the most remediation, the following skill report was compiled. As shown by the report, the most common problems were the comma splice, sentence fragment, run-on sentence, subject-verb agreement error, and pronoun/antecedent agreement error.

Grammar, Usage, and Mechanics Post-Test Skill Report			
<i>Problem Areas</i>	<i>Percentage Correct</i>		
	<i>Fall 2006</i>	<i>Spring 2007</i>	<i>Summer 2007</i>
Comma splice	58%	60%	60%
Sentence fragment	56%	44%	49%
Run-on sentence	52%	55%	53%
Subject-verb agreement	65%	66%	69%
Pronoun-antecedent agreement	44%	56%	63%
Use of you for generalization	65%	55%	72%
Shift in tense, person, voice and mood	61%	71%	81%
Punctuation	72%	69%	74%
Adjectives and adverbs	81%	77%	82%
Pronoun usage	69%	80%	84%
Parallelism	75%	75%	80%
Capitalization	77%	81%	79%
Other problem areas	80%	84%	78%

- 1d. *Use of Results to Improve Instructional Program:* Students will be required to complete the diagnostic test on the textbook's companion website in addition to the pre-test now required, and students will be shown how to make better use of this feedback by using other parts of the website to improve their skills. In addition, work will begin on adding practice tests which students can use throughout the semester to check their progress. These practice tests will target all skill areas but will target more specifically the most common problem areas pointed out in the skill report above.
- 1e. *Means of Program Assessment and Criteria for Success:* 50% 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.
- 1e. *Description of Data Collection and Assessment Results:* CAAP scores for 2006-2007 indicate that 46.7% of the students taking the Writing Skills portion of the CAAP exam scored at or above the national mean, an 8.6% decline from the 2005-2006 scores (55.3%) and 3.3% below the 50% goal.

One-half standard deviation below the national mean of 61.6 is 59.8. Therefore, the local mean of 61.6 meets the goal set.

Scores on the essay portion of the exam improved .05 over the previous year's scores, missing the goal set by .05.

- 1e. *Use of Results to Improve Instructional Program:* The decline in scores for usage/mechanics and rhetorical skills concerns us. However, we are not certain of the significance of these scores because considerably fewer students took the exam this time (141 students in 2005-06 and 60 in 2006-07). Nevertheless, we plan more extensive use of the textbook's companion website and the use of practice tests similar in format to those in the CAAP exam. In addition, more class time will be spent focusing on these areas.

We believe that the use of online essay scoring software, such as the Intelligent Essay Assessor™ used by Prentice Hall and Pearson, Vantage Learning's IntelliMetric®, or ETS's Criterion, would help improve our students' essay writing. Students could write more essays and receive immediate feedback on the essays written. However, when evaluation access to Criterion was given to us in November 2005, we found that we could not use it because the software often timed out. At that time we did not know if the problem was with the Criterion website or with our server. When our internet connection speed became increasingly slow last year, we concluded that our problem in using the software was caused by our slow access speeds and not by the Criterion site. If our internet connection speed improves this year, we will evaluate at least one of the online scoring engines.

2. *Intended Student Outcome:* Students will demonstrate competency in the Advanced Learning Skills of Mathematics. Students successfully completing College Algebra will be able to accomplish basic mathematical tasks through the level of College Algebra. Students successfully completing Math for Health Science will demonstrate: 1) the ability to calculate pediatric/adult dosages, IV flow rates, apothecary/metric/household conversions 2) comprehension of entry level nursing course content.
- 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 (ANC) on the college algebra portion of the CAAP exam was 14.2 while the national community college mean was 14.0. For the 2005-2006 assessment cycle, our mean and the national mean were equal. In 2004-2005, our mean was 13.7. Over the past three years, our local mean has been increasing steadily. This meets and exceeds our criteria for success.

Eighty-five percent of our students scored at or above the 50th percentile

on the college algebra portion of the CAAP. For the 2005-2006 assessment cycle, 80% of our students scored at or above the 50th percentile, and 72% were at or above the 50th percentile in 2004-2005. Again, the trend shows an increase in the numbers of our students scoring at or above the 50th percentile which exceeds our criteria for success.

- 2b. Means of Assessment and Criteria for Success: The mean score on the Compass Placement Test used as a pre-test and post-test in College Algebra 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. Description of Data Collection and Assessment Results: For the 2006-2007 assessment cycle, the average post-test score was 45.86, which was an increase of 18% over the average pretest score of 38.81. Twenty-two percent of the 224 students who both pre and post tested scored at or above 59 on the posttest.
- 2c. Means of Assessment and Criteria for Success: The mean score on the College Algebra common, comprehensive final exam will be 60 percent or above.
- 2c. Description of Data Collection and Assessment Results: The mean score on the common final for the 2006-2007 assessment cycle was 45.5%. Below is a table containing the percent of students answering questions correctly. Listed are only those questions where 40% or fewer of the students answered correctly.
- 2c. Use of Results to Improve Instructional Programs: From the items analysis of the common college algebra final, it is evident that many students are weak in the area of solving exponential and logarithmic equations. These topics are introduced late in the semester and a time factor could be one problem. The college algebra faculty will try to stress these topics more in the coming semesters.

A pilot test in College Algebra using My Math Lab software is being conducted this semester in one section. The response from the students has been very good. Students are required to do their homework online, so they are more likely to keep on track and the instructor has a good way to monitor this. The College Algebra faculty has decided to adopt the software for the spring semester. There is little data as of yet to support this decision. One exam has been given to this date, and the results were better than usual (18% scored below 60%). Below is a table comparing pass rates of students from previous fall semesters, taught by the same instructor.

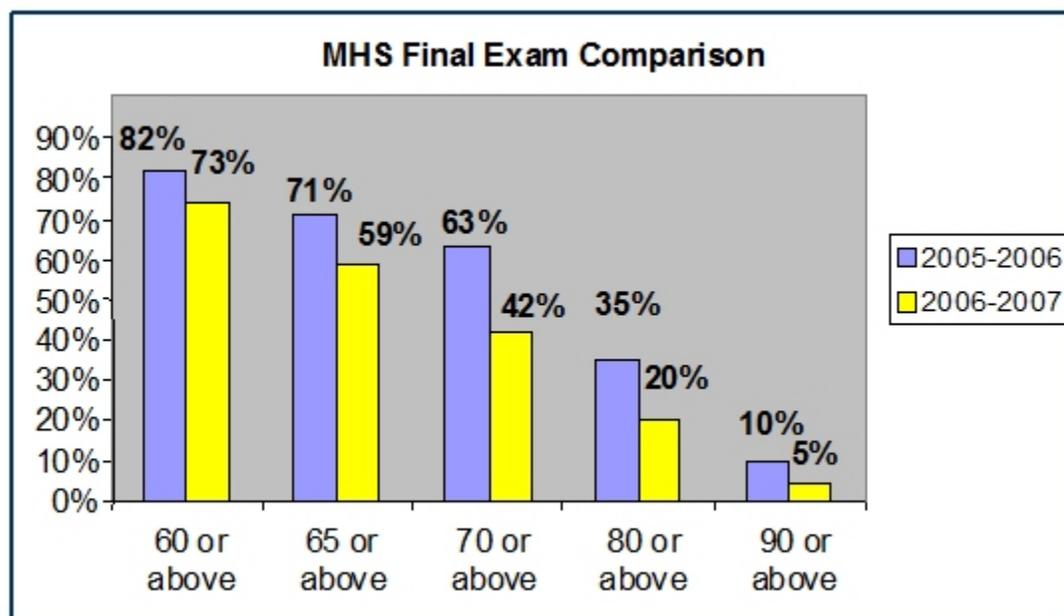
From the table and the data so far, the Mymathlab software is improving grades. At the end of this semester we will study retention rates as well.

Problems with Forty Percent or Fewer of Students Answering Correctly		
<i>Problem Number</i>	<i>Percent Answering Correctly</i>	<i>Topic</i>
10	27.73	Finding zeros
11	12.27	Even, odd, neither
14	26.82	Find f^{-1}
15	33.18	1 – 1 fcns
16	35.91	Graph $\log_b x$
20	33.64	Solve exp fcns
21	28.18	Solve log eq
22	22.73	Solve log eq
27	34.55	Find domain
28	29.55	Find f^{-1}
29	37.27	$f+g$, $f-g$, f/g
31	28.64	Symmetry
35	38.64	pH (logs)
38	37.27	domain-log fcn

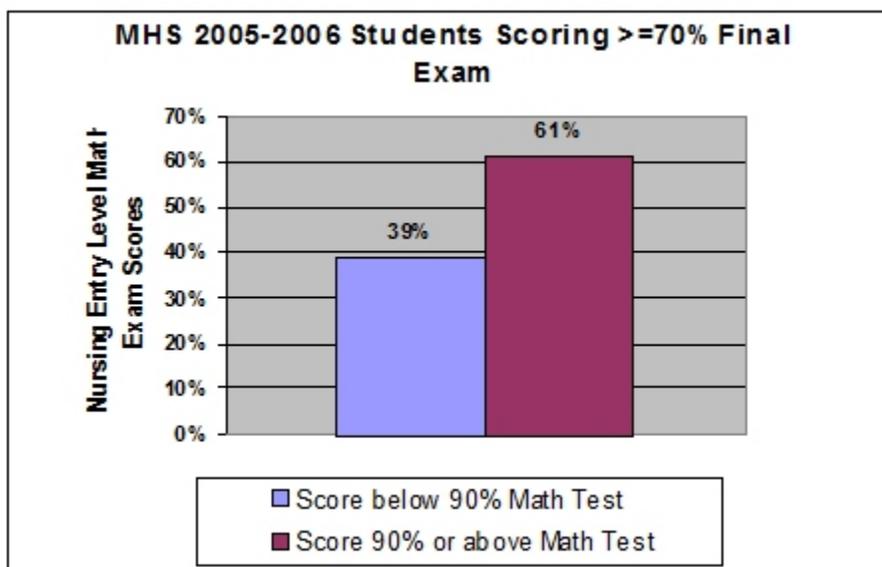
Pass Rates on First College Algebra Exam		
<i>Semester</i>	<i>Number Taking Exam</i>	<i>Percent Scoring 60% or above</i>
Fall, 2007	22	82%
Fall, 2006	24	58%
Fall, 2005	24	50%
Fall, 2004	24	75%

- 2d. Means of Assessment and Criteria for Success: In Math for Health Sciences, a minimum of 60% of the student population will score 70% or above on the comprehensive lecture final.

- 2d. Description of Data Collection and Assessment Results: Out of 139 students, 42% scored a 70% or above on the comprehensive final exam (See table below). This is a 21% decrease from the 2005-2006 assessment data (119 students). We increased the content and updated our final exam to better prepare for Nursing Entry Level math examination in 2006-2007 assessment year. There is an expected drop in final examination scores for this assessment year. However, correlations will be run to compare entry-level math scores in nursing to our comprehensive final to monitor our progress on entry level nursing preparation.



- 2e. Means of Assessment and Criteria for Success: A comparison between Math for Health Sciences comprehensive final exam scores and entry-level math test scoring with students that have entered the nursing program will be made. A minimum of 60% of the students that receive a 70% or above on the comprehensive lecture final are expected to pass (90% or above) the nursing entry-level mathematics examination on the first attempt.
- 2e. Description of Data Collection and Assessment Results: The student sample was small (n=18) due to the fact that this is the first year of data accessible (2005-2006) for entry level math scores taken. Out of the 18 students that scored 70% or above on the comprehensive final exam, 61% passed the entry-level math nursing examination on the first attempt scoring a 90% or above. Thus our criterion was met. A Pearson correlation was run between comprehensive final exam scores and entry level nursing math scores. Results indicated no significant correlation at this point (-0.06).



Content analysis on the entry-level math-nursing exam indicated the following:

1. 2 questions on metric conversions between the system
2. 3 questions on conversions between apothecary and metric system
3. 15 Dosage Calculation questions (some of which required conversion of units).

Total=20 questions

Content analysis on the ANC MHS comprehensive exam indicated the following:

1. 3 questions on basic math (fractions)
2. 13 questions on abbreviations / rights/ syringes/reading orders/routes
3. 3 questions on conversions b/w metric system and apothecary to metric conversions
4. 30 questions on gtt/min, mL/hr, units/hr, titrations
5. 21 questions dosage calculation (some require conversion of units), pediatric dosage calculation (Nomogram chart), concentration strengths when mixing solutions
6. 2 questions on conversion b/w military and traditional time
7. 3 questions on temperature conversions

Total= 75 questions (multiple choice)

- 2d. *Use of Results to Improve Instructional Programs:* The sample size (n=18) was not adequate to significantly test for a positive correlation. We will continue to collect data for future assessment analysis.

The entry level nursing exam material is covered in the first three units of our MHS textbook curriculum. The remaining comprehensive material

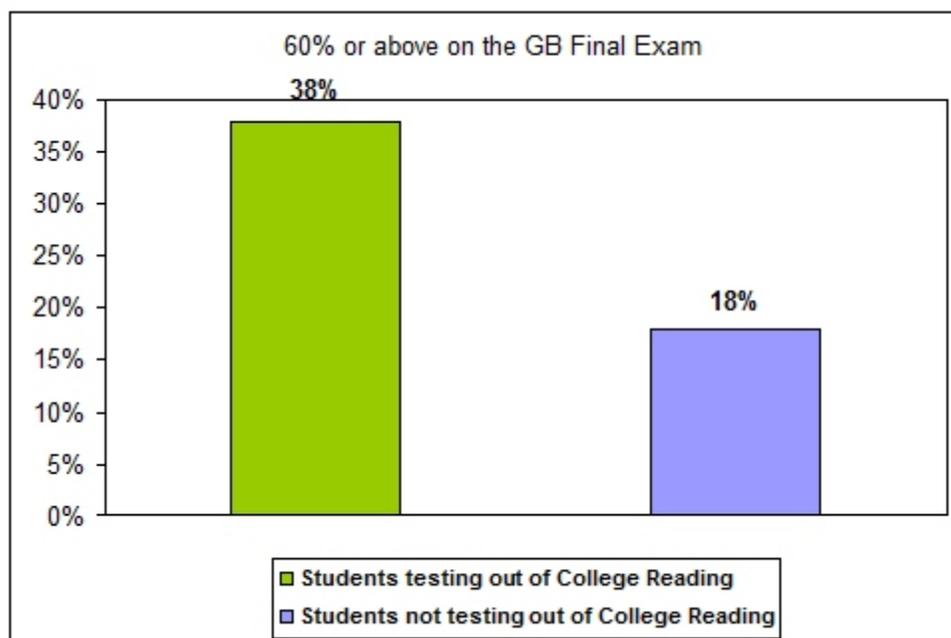
starts in Unit 3 and continues on to cover pediatric dosage calculation, IV flow rates, heparin and insulin administration, & titrations. These chapters are not included on the entry-level math-nursing exam, but are covered in the MHS curriculum. Thus, ~ 59% (44 out of 75 questions) of our MHS comprehensive final includes material not included on the entry-level math nursing examination. Thus, ~41% of our MHS comprehensive final examination is consistent with the material included on the entry-level math-nursing examination. Consequently, these numbers might affect our correlation values between the MHS comprehensive final exam and the entry-level math-nursing examination. A possible solution would be to analyze a correlation just using the 41% of questions on the MHS comprehensive final and the entry-level math-nursing examination scores.

3. *Intended Student Outcome:* Students will demonstrate competency in the concepts and practices of the physical and life sciences. Students successfully completing General Biology, Physical Science, and/or Anatomy and Physiology will develop abilities of acute observation, experimentation, and hypotheses 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 60 students, 41.7% achieved a score of at least 50% on the Science Reasoning portion of CAAP. This indicates a decrease of 3.7% from the previous test year in the upper 50th percentile. Note: The 2006-2007 population (60 students) is much less than the 2005-2006 population (141 students).
 - 3a. *Use of Results to Improve Instructional Program:* See below.
 - 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 92 individuals tested, 25 (26.88%) achieved a 60% or above on the final exam. That was down from the previous semester of 42.28%. The population of the previous assessment cycle was 123 so our percentages are lower possibly due to a lower testing population. In the last year, employment opportunities have increased and many of the students are not going to school as they were last year.
 - 3b. *Use of Results to Improve Instruction Program:* The science faculty have been working on many ideas to increase retention and improve scores overall. We have looked at high school entrance exams and considered creating a high school level exam as the pre-exam and the departmental comprehensive final exam as the post-exam to establish a base-line in where the students are when they enroll in a college-level biology course. We will itemize the final exam and adjust lecture according to the portions

of the final that are low in scores. We have considered teaching Personal Development in hopes that by meeting students early, they could get to know the faculty and potentially enroll in our science courses.

Due to continual low percentages on comprehensive final examination scores, we have considered implementing a prerequisite for General Biology. Our statistics support a theoretical increase in General Biology final examination scores in students that tested out of college preparatory reading skills. We are proposing that students must test out of college preparatory reading or are required to complete English Composition I before enrolling in ANC General Biology.

46 students tested out of college level reading
 17/45 or 38% scored a 60% or above on the final exam
 45 students did not test out of college reading
 8/45 or 18% scored a 60% or above on the final exam



- 3c. Means of Assessment and Criteria for Success: At least 50 percent of the General Biology students 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 92 individuals that were both pre and post tested, 39 (42.39%) had an increase of at least 25% or greater.
- 3c. Use of Results to Improve Instruction Program: See 3b above.
- 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 A & P exam.

3d. Description of Data Collection and Assessment Results:

National League of Nursing Anatomy and Physiology Exam Students Scoring at 50th Percentile or Higher				
	<i>Fall 2006</i>	<i>Spring 2007</i>	<i>Summer 2007</i>	<i>Annual Total</i>
<i>Anatomy</i>				
Number achieving criteria	16	11	8	38
Number in course	18	23	9	52
Percent achieving criteria	88.9%	47.8%	88.9%	73.0%
<i>Physiology</i>				
Number achieving criteria	15	15	6	35
Number in course	18	23	9	52
Percent achieving criteria	83.3%	65.2%	66.7%	67.3%
<i>Overall</i>				
Number achieving criteria	15	13	7	35
Number in course	18	23	9	52
Percent achieving criteria	83.3%	56.5%	77.8%	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 except the category of anatomy in spring 2007. Otherwise, these were great! I did find it odd that the students in the spring 2007 performed better in physiology than in anatomy.

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 transport	Small non-polar molecule/cell entry mechanism	64
	Chapter 9: muscular system	Isometric contraction	50
APII	Chapter 18: heart	Electrocardiogram	60
	Chapter 18: heart	Heart circulation	68
	Chapter 19: blood vessels	Capillary permeability regulator	80
	Chapter 20: lymphatic system	Lymphatic system function	60
	Chapter 17: blood	Erythropoietin /source	72
	Chapter 22: respiratory system	Diaphragm function	64
	Chapter 23: digestive system	Digestion/small intestine	56
	Chapter 16: endocrine system	Pituitary hormone	58
	Chapters 12, 13, 14: nervous system	Reflex arc	68
	Chapters 12, 13, 14: nervous system	Blood osmolarity/brain structure	54

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 the fall of 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 noteworthy that there are fewer item descriptors missed by 50% or more of the students.

- 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 2007, 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 A & P 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 51 students enrolled in the first semester of the nursing program in the fall of 2005, 31 (60.7%) successfully graduated in May 2007. This is a decrease of 0.8% 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.)
- 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 2007 semester, API will be a prerequisite to the nursing program.
- 3f. *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.

- 3f. Description of Data Collection and Assessment Results: The number of students completing Physical Science and taking the final exam (post-test) for this assessment cycle was ninety-six. As indicated in Table 1, 56% of those students met or exceeded the desired score for the 2005-2006 reporting year. The median score on the post-exam was 63 (an increase of 5% from the 2005-2006 assessment cycle). This is the first assessment cycle in which our goal has been met.

<i>Score on Final Exam</i>	<i>2004-2005</i>	<i>2005-2006</i>	<i>2006-2007</i>
60 or higher	35%	46%	56%
55 or higher	43%	57%	73%
50 or higher	55%	74%	80%
Average Score	53	58	63

- 3f. Use of Results to Improve Instructional Program: See below.
- 3g. 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.
- 3g. Description of Data Collection and Assessment Results: The number of students taking pre- and post exam was eighty-nine. The 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 26% or more. A comparison of the data over several assessment cycles shows a marked improvement, although this cycle is the first in which our students achieved the stated goal. We attribute this vast improvement to the enforcement of the prerequisite (C or better in Intermediate Algebra).
- 3g. Use of Results to Improve Instructional Program: The stated goals were met in the 2006-2007 assessment cycle. A new assessment tool is now under discussion. We will be using the same framework for this (07-08) cycle, but are considering a new form of pre-post exam.

<i>Percentage Point Increase from Pre- to Post-test</i>	2004-2005	2005-2006	2006-2007
25	19%	34%	56%
20	39%	54%	69%
15	57%	66%	84%

- 3h. Means of Assessment and Criteria for Success: At least 50% of the students completing the Survey of Chemistry course will have scores at or above 60% on the comprehensive Survey of Chemistry final exam.
- 3h. Description of Data Collection and Assessment Results: The During this assessment cycle, 127 students completed the comprehensive Survey of Chemistry final exam. As shown in Table 3, 39% of the students reached or exceeded the target score during the 2006-2007 cycle. Also shown are the immediate score categories below our target. Note the increase of the number of students approaching the target score. The median score on the post-exam was 58% (an increase of 3% from previous assessment cycle year (2005-2006)).

<i>Score On Final Exam</i>	2004-2005	2005-2006	2005-2006
60 or above	34%	38%	39%
55 or above	43%	47%	59%
50 or above	56%	63%	76%
Average Score	52	55	58

- 3h. Use of Results to Improve Instructional Program: (see below)
- 3i. 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 percentage points from the pre- to post test score.
- 3i. Description of Data Collection and Assessment Results: The During this assessment cycle, 119 students completed pre- and post-test regimen. As shown in Table 4, 45% of those students taking both the pre- and post-test (final exam) achieved the desired 25 percentage point increase. Of the entire sample, 50% of the students increased their pre- to post-test scores 24 percentage points or more.

Table 4 Survey of Chemistry Pre-test to Post-test Comparison Percent of Students Achieving Percentage Increase			
<i>Percentage Point Increase from Pre- to Post-test</i>	<i>2004-2005</i>	<i>2005-2006</i>	<i>2006-2007</i>
25	39%	46%	45%
20	50%	62%	61%
15	79%	73%	74%

- 3i. *Use of Results to Improve Instructional Program:* A series of Tegrity lectures on specific skill sets are being developed (significant digits, conversions, empirical and molecular formula calculations, etc.). Also, we are in the planning stages of modifying the assessment tool to align more closely with the form of the American Chemical Society exams (exam by topic). While still utilizing the pre-post test form of assessment, the pre-exam will consist of specific questions, which will be embedded in the post exam.

Developmental Education 2006-2007

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 an Academic 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:* Of the thirty-six (36) students that were post tested, eight (8) students or twenty-two percent (22%) scored a 10.0 or higher on the Nelson-Denny exit assessment.
- Of the thirty-six (36) students who had both a pretest and posttest score, twelve (12) students or thirty-three percent (33%) improved by at least two (2) grade levels.
- 1a. *Use of Results to Improve Instructional Program:* Because the students who enter College Reading Skills have such a wide range of reading levels (4.1 – 9.9), it is very challenging to meet the needs of each student in a group setting. More individualized learning and one-on-one tutoring must take place. The PLATO program will be aligned with the College Reading Skills textbook in order for students to have an opportunity for drill and practice after each concept has been taught.
- One-on-one tutoring will be required for the students whose pretest scores are less than 6.0 in order to meet their individual needs.
- 1b. *Means of Assessment and Criteria for Success:* Sixty percent (60%) of students who complete College Reading Skills will earn a final grade of eighty percent (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:* Sixty-seven percent (67%) of the students who were enrolled in College Reading Skills earned a final grade of eighty percent (80%) or higher on course assignments. All students were included.

Success Rate of College Reading Skills Students Based on Grades		
<i>Number Enrolled in CRS</i>	<i>Number with 80 Percent or Higher</i>	<i>Percent with 80 Percent or Higher</i>
52	35	67%

- 1b. *Use of Results to Improve Instructional Program:* Although sixty percent (60%) of the students earned a passing grade in College Reading Skills, there were seventeen (17) of the fifty-two (52) students or twenty-nine

percent (29%) who earned a D or F due to lack of attendance. However, the focus of the assessment should lie with reading and not retention. The retention rate will continue to be monitored; however, it will not be used as a means of assessment. Instead, the mastery of specific skills will be measured.

- 1c. Means of Assessment and Criteria for Success: Students who pass (A, B, or C) College Reading Skills will be tracked to see 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 fifty-two (52) students who were enrolled in College Reading Skills, fifteen (15) students enrolled in Advanced Reading Techniques. Nine (9) of these students were successful. This is only a seventeen percent (17%) success rate.
- 1c. Use of Results to Improve Instructional Program: College Reading Skills students are difficult students to serve based on their range of reading skills, writing skills, and even communicating skills. Students often had Individual Education Plans in high school and have special needs. Dr. Blanche Sanders is coordinating a Learning Strategies/Accommodations Committee to address the needs of our students with learning disabilities.

There is a learning path for WorkKeys on ePLATO. The Reading in the Workplace and Locating Information curricula will be researched to determine if it can be integrated into the College Reading Skills course. This would allow students on the vocational track, students on an academic track, as well as students who need their basic skills strengthened to work toward the Career Readiness Certificate endorsed by the governor.

- 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 grade levels.
 - 2a. Description of Data Collection and Assessment Results: Fifty-three percent (53%) of the Advanced Reading Techniques students scored a 12.9 or higher on the Nelson-Denny posttest. Ninety (90) students completed the posttest.

Forty-nine percent (49%) of the Advanced Reading Techniques students improved by two grade levels. The ninety students who had both a pretest and posttest score were included.

Advanced Reading Techniques Nelson-Denny Scores		
	<i>Frequency</i>	<i>Percent</i>
Scored 12.9 or higher	48	53%
Improved by at least 2 grade levels	44	49%

- 2a. *Use of Results to Improve Instructional Program:* Students are performing better on the Nelson-Denny. There was a thirty-one percent increase in the number of students who scored 12.9 or higher. There was a twenty-two percent increase in the number of students who improved their score by two or more grade levels.

A PLATO Learning Path will be created for students to have more practice with word analysis (prefixes, suffixes, and roots), use of context clues, and content area vocabulary. Also, instructors will track usage on the Plato program to determine if there is a correlation between time on task and Nelson-Denny scores.

- 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 eighty percent 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:* Fifty-seven percent (57%) of students who completed Advanced Reading Techniques earned a final grade of eighty percent or higher on course assignments. All students who were on the roster were included.
- 2b. *Use of Results to Improve Instructional Program:* In the past, only the students who completed the course were included. Now all students will be included in the data collection. Thirty-six (36) of the one hundred fifty students received a D or F due to lack of attendance. In order to improve the completion rate and success rate of Advanced Reading Strategies students, instructors will require students to complete a Student Information Sheet the first day of attendance. It will have updated contact information such as cell phone numbers and email addresses. Advanced Reading Techniques instructors will contact students after each missed class.
- 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, Survey of Chemistry, 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 2006, twenty-one

students took Psychology (PY 23003) the following spring semester. Of the twenty-one students, twelve made an A, B, or C. This results in a fifty-seven percent passing rate.

Of the students who passed Advanced Reading Techniques in Fall 2006, one student took Biology (BI14033) the following spring semester, and that student made a passing grade. This results in a one hundred percent (100%) passing rate.

Of the students who passed Advanced Reading Techniques in Fall 2006, five students took Survey of Chemistry (CH14003) the following spring semester. Of the five students, two made an A, B, or C. This results in a forty percent passing rate.

Of the students who passed Advanced Reading Techniques in Fall 2006, three students took Decision Strategies (BU11023) the following spring semester. Of the three students, two made an A, B, or C. This results in a sixty-seven percent passing rate. The following table shows the data.

Advanced Reading Techniques Success Rates in Selected Courses					
	<i>Number of students taking course that passed CP 01113</i>	<i>Number of A, B, or C grades</i>	<i>Percent A, B, or C grades</i>	<i>Number of D, F, or W grades</i>	<i>Percent D or F grades</i>
Psychology PY 23003	21	12	57%	9	43%
Biology BI 14033	1	1	100%	0	0%
Survey of Chemistry CH 14003	5	2	40%	3	60%
Decision Strategies BU 11023	3	2	67%	1	33%

2c. *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 were surveyed about their textbook readability, the amount of reading assigned, and other reading responsibilities of the student. There were a disappointing number of surveys returned; however, the information provided was valuable. Instructors listed the following to be barriers for students' learning:

- Lack of study skills
- Lack of work ethic/motivation
- Inadequate basic skills
- Unable to apply basic skills
- Unable to think critically

Some of the suggestions for Advanced Reading Techniques instructors included:

- More critical thinking and problem solving activities
- More practice with practical application of basic skills
- Practice with writing essay responses
- Test taking strategies

All of these barriers and suggestions are addressed in Advanced Reading Techniques; however, more opportunities will be required of the students to improve their study skills, to apply basic skills, to think critically, and to prepare for exams. This will be accomplished through the alignment of the PLATO program with the textbook to allow for more individual practice. PLATO Web, an Internet version of the previous program, is now available for students. This allows Osceola students to have access to the PLATO program as well.

Students will also be tracked in U.S. History.

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: Eighty-five percent (85%) 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: After examining the data, 64 (70%) of the 92 students who completed CWS courses scored 80% or higher on the post-test.
 - 3a. Use of Results to Improve Instructional Program: The goal was not reached for this assessment cycle, and the scores have declined since the previous assessment cycle. Several strategies will be implemented in an effort to improve student scores:
 1. Because College Writing Skills has been taught mainly by adjunct faculty for this entire assessment cycle, a full-time faculty facilitator will be assigned to teach the majority of these courses and will assist the College Prep Coordinator in guiding the rest of the CWS adjunct faculty.
 2. The faculty facilitator will meet regularly with the English department faculty to ensure curricular alignment.
 3. A new textbook will be adopted in Fall 2007 that provides the students and faculty additional supplemental practice exercises via Internet.
 4. The Means of Program Assessment and Criteria for Success will be changed to align with Fundamentals of Composition and English Comp I assessment criteria.

- 3b. Means of Program 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- and post-test scores, it was determined that 35% of the students made a 20% gain in their scores from pre-to post-test.

College Writing Skills Pre-test to Post-test Comparison			
	<i>Number of Students</i>	<i>Number of Students Post-tested</i>	<i>Percent</i>
Scored 80% or above on post-test	64	92	70%
20% gain from pre-to post-test	32	92	35%

- 3b. Use of Results to Improve Instructional Program: The goal was not reached for this assessment cycle, and the scores have declined since the previous assessment cycle. Several strategies are being implemented in an effort to improve student scores and success rates:
1. EPLATO modules (an Internet version of PLATO Learning Systems) will be aligned with the textbook for students to have access to practice course concepts from home.
 2. A new comprehensive final will be developed, and all CWS 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.
 3. In order to improve the completion and success rate of College Writing Skills students, instructors will require students to complete a Student Information Sheet the first day of attendance. It will have updated contact information such as cell phone numbers and email addresses. College Writing Skills instructors will contact students after each missed class.
 4. The Means of Program Assessment and Criteria for Success will be changed to align with Fundamentals of Composition and English Comp I assessment criteria.
4. Intended Student Outcome: Students who complete the Basic Math Skills course will demonstrate knowledge in the basic skill areas of fundamental math.
- 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 38% of the students scored at least eighty percent on the final exam.

	<i>Number Tested</i>	<i>Number Above 80 Percent</i>	<i>Percent Above 80 Percent</i>
Summer II 2006	6	5	83%
Fall 2006	87	27	31%
Spring 2007	22	10	45%
Summer I 2007	17	8	47%
Totals	132	50	38%

- 4a. *Use of Results to Improve the Instructional Program:* Since only thirty-eight percent (38%) scored at least 80% on the final exam, the means of assessment will stay the same. A new computerized homework program was piloted and the C.P. math instructors decided to adopt MyMathLab and the Pearson-Prentice Hall textbook. This program has many options for the students as they do their homework. Since making this change, the means of assessment do not need to change. However, a new final will be used that will contain the same concepts as the old final.
- 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-five percent (45%) of the students who completed Basic Math Skills post-tested on the Compass Test placed into the next level of mathematics.

	<i>Number Tested</i>	<i>Number Testing Into Next Level</i>	<i>Percent Testing Into Next Level</i>
Summer II 2006	6	4	67%
Fall 2006	90	42	47%
Spring 2007	23	10	43%
Summer I 2007	17	5	29%
Totals	136	61	45%

- 4b. Use of Results to Improve Instructional Program: Since the means of assessment was not reached, it will remain the same. After course pilots, the C.P. math instructors decided to use MyMathLab along with the Pearson-Prentice Hall textbook. 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 alternative programs are being devised. Individual conferences with these students will be the key factor to correctly placing them into alternative programs. After analyzing the data for Basic Math and Beginning Algebra, the cutoff scores for Compass and ACT were increased to ensure that each student was placed correctly and properly prepared for the next course.

Table 3: Approved New Cut-off Scores		
	<i>Current Score</i>	<i>Approved Score</i>
<i>Compass Pre-Algebra</i>		
Basic Math	0-38	0-39
Beginning Algebra	39-100	40 and above
<i>Compass Algebra</i>		
Basic Math	None	0-21
Beginning Algebra	0-27	22-33
Intermediate Algebra	28-47	34-53
<i>ACT</i>		
Basic Math	0-9	Below 16
Beginning Algebra	10-13	16-17
Intermediate Algebra	14-18	18
<i>Asset Numerical Skills</i>		
Basic Math	23-39	No Change
Beginning Algebra	40-45	No Change
Intermediate Algebra	46-55	No Change
<i>Asset Intermediate Algebra</i>		
Beginning Algebra	None	No Change
Intermediate Algebra	0-38	No Change

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 50% of the students scored at least 80% on the final exam.

	<i>Number Tested</i>	<i>Number Above 80 Percent</i>	<i>Percent Above 80 Percent</i>
Summer II 2006	NA	NA	NA
Fall 2006	59	34	58%
Spring 2007	34	12	35%
Summer I 2007	9	5	56%
Totals	102	51	50%

- 5a. Use of Results to Improve the Instructional Program: The means of assessment has been reached. A new computerized homework program was piloted and the C.P. math instructors decided to adopt MyMathLab and the Pearson-Prentice Hall textbook. This program has many options for the students as they do their homework. The students have 24-hour access to an infinite number of practice problems, explanations of the given problems, automatic feedback, and the ability to ask instructors questions while working on the homework. Since making this change, a new final will be used which will contain the same concepts as the old exam.
- 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. Fifty-five percent (55%) of the students who completed the Beginning Algebra course tested into the Intermediate Algebra. Since our goal was reached, the College Prep Department will raise the goal to 60 % for next year.

	<i>Number Tested</i>	<i>Number Testing Into Next Level</i>	<i>Percent Testing Into Next Level</i>
Summer II 2006	NA	NA	NA
Fall 2006	56	29	52%
Spring 2007	31	19	61%
Summer I 2007	9	5	56%
Totals	96	53	55%

- 5b. *Use of Results to Improve Instructional Program:* Although the goal of 40% was reached, the C.P. math instructors believe some students are Compass testing into Intermediate Algebra even though they are not prepared for the Intermediate Algebra Course. This was derived from the data reported in 6a and 6b. The math instructors proposed to the Academic Affairs Committee to change the cut off scores between Beginning Algebra and Basic Math according to Table 3 under 4b, so the students who are not prepared for Beginning Algebra will have to take Basic Math. By strengthening the criteria to get into Beginning Algebra, more students should be prepared to do intermediate work and be able to reach the level of proficiency needed for College Algebra. The Academic Affairs Committee accepted this proposal and changed the cut-off score between Beginning Algebra and Basic Math. These changes will take effect the following semesters.

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. HM3 is a program that goes along with a Houghton Mifflin published book. Several of the full time instructors piloted the My Math Lab program and realized it is much more user friendly than the HM3 program. They were impressed with the My Math Lab program giving the students twenty-four hour a day tutoring even at home. Therefore the College Prep division will adopt the My Math Lab program. The My Math Lab program is aligned with a Pearson-Prentice Hall textbook so the College Prep Division will change to this book in the following semesters. HM3 tutoring will not be used.

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 20% of the students scored at least 80% on the final exam.

	<i>Number Tested</i>	<i>Number Above 80 Percent</i>	<i>Percent Above 80 Percent</i>
Summer II 2006	NA	NA	NA
Fall 2006	81	16	20%
Spring 2007	52	8	15%
Summer I 2007	14	5	36%
Total	147	29	20%

- 6a. *Use of Results to Improve the Instructional Program:* Since only twenty percent (20%) scored at least 80% on the final exam, the means of assessment will stay the same. A new computerized homework program was piloted and the C.P. math instructors decided to adopt MyMathLab and the Pearson-Prentice Hall textbook. This program has many options for the students as they do their homework such as 24-hour access to an infinite number of practice problems, explanations of the given problems, automatic feedback, and the ability to ask instructors questions while working on the homework. Since making this change, the means of assessment do not need to change; however, a new final will be used that will contain the same concepts as the old final.
- 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-seven percent (27%) of the students who completed the Intermediate Algebra course tested into the College Algebra level. Since the goal was not reached this means of assessment will remain the same for next year.

	<i>Number Tested</i>	<i>Number Testing Into Next Level</i>	<i>Percent Testing Into Next Level</i>
Summer II 2006	NA	NA	NA
Fall 2006	77	19	25%
Spring 2007	54	12	22%
Summer I 2007	14	8	57%
Totals	145	39	27%

- 6b. *Use of Results to Improve Instructional Program:* Since the reach goal of 40% was not reached, 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 proposed to the Academic Affairs Committee to raise the cut-off score from a 28 to a 34, so 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 level work and be able to reach the level of proficiency needed for College Algebra. The Academic Affairs Committee accepted this proposal and changed the cut-off score between Beginning Algebra and Intermediate Algebra to a 34 on the Compass. The Committee also aligned the ACT scores with the Compass scores. These

changes will take effect the following semesters.

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. HM3 is a program that goes along with a Houghton Mifflin published book. Several of the full time instructors piloted the My Math Lab program and realized it is much more user friendly than the HM3 program. They were impressed with the My Math Lab program giving the students twenty-four hour a day tutoring even at home. Therefore the My Math Lab program is to be adopted by the College Prep division beginning Fall 2007. The My Math Lab program is aligned with a Pearson-Prentice Hall textbook so the College Prep Division will change adopt book the following semesters. HM3 will not be used.

**Allied Health
2006-2007**

Allied Health	
<i>Instructional Program</i>	<i>Degree Level</i>
Associate Degree Nursing Program	Associate in Applied Science
Practical Nursing Program	Certificate
Dental Assisting Program	Certificate
Health, Physical Education, and Recreation	Associate in Arts

Associate Degree Nursing Program 2006-2007

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.
4. Students will meet established course (Introduction to Nursing Interventions and Psychosocial Adaptation) objectives and outcomes in the Associate Degree Nursing Program.

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 765 or 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			
<i>Category</i>	<i>Description</i>	<i>Number</i>	<i>Percent</i>
A. 950 <	Outstanding probability of passing	6	9
B. 900 - 945	Excellent probability of passing	5	8
C. 850 - 899	Average probability of passing	8	12
D. 800 - 849	Below average probability of passing	9	14
E. 750 - 799	Additional preparation needed	9	14
F. 700 - 749	Serious preparation needed	8	12
G. 650 - 699	Grave danger of failing	8	12
H. < 649	Poor performance expected	12	19

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.). 11 of 65 students (17.00%) received scores in Categories A & 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 (809 or 80.9%), Health Promotion and Maintenance (805 or 80.5%), Psychosocial Integrity (757 or 75.7%), and Physiological Integrity (760 or 76.0%). The HURST Review course was completed by 100% of the graduates in May 2007. The comprehensive final was given but results were not tracked for assessment purposes. Refer to Table 1 HESI Results.

- 1a. *Use of Results to Improve Instructional Program:* Results of the HESI Exit Exam reflected an overall prediction that 77.3% 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 basis to meet changes and or 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 (revisions effective April 1, 2007). Item writing/testing have and continue to be revised to meet the new testing methodologies by the NCLEX.

Table 1 HESI RESULTS 2007			
<i>Aggregate HESI Score</i>			
Overall Score: 773 (73.3%)			
<i>Sub-Specialty Detail</i>		<i>NCLEX Categories</i>	
<u>Fundamentals</u>		<u>Safe/Effective Environment</u>	809
Med Administration	740	Management of Care	822
Math	713	Safety & Infection Control	795
Basic Nursing Skill	816		
<u>Maternity</u>		<u>Health Promotion & Maintenance</u>	805
Antepartum	809		
Intrapartum	797		
Newborn	709		
Postpartum	553		
<u>Professional Issues</u>		<u>Psychosocial Integrity</u>	757
Cultural/Spiritual	697		
Documentation	951		
Leadership	798		
Legal/Ethical	787		
Research/Theory	420		
Teaching	788		
<u>Psychiatric/Mental Health</u>		<u>Physiological Integrity</u>	760
Abuse	828	Basic Care/Comfort	715
Anxiety/Communications	772	Pharmacology Parenteral Treatment	731
Depression/Grief	617	Reduce Risk Potential	826
Psychoses	842	Physiological Adaptation	754
<u>Clinical Concepts: Med-Surg/ Pedi/Geri</u>		<i>NLNAC Categories</i>	
Cardiovascular	782	<u>Critical Thinking</u>	772
Endocrine	744		
GI/Hepatic	801	<u>Therapeutic Communication</u>	728
Growth & Development	771		
Immune/Hematology	744	<u>Therapeutic Nursing Intervention</u>	778
Integumentary	836		
Musculoskeletal	830		
Neurological	788		
Oncology	818		
Operative	869		
Physical Assessment	872		
Renal	778		
Respiratory	804		
Reproductive	777		
Sensory	647		
Trauma/Emergency	858		

- 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 2007 based on a twelve month calendar are 90.8%. The pass rates based on the total number of 2007 graduates who have tested (62 of 65) in the 2007 class is 82.3%. The pass rate for generic students is currently 88.5% (46 out of 52 students) and the pass rate for returning students is 50% (5 out of 10 students). Refer to Table 2 for HESI/ ATI/State Board Pass Rate/Student Demographics.

- 1b. Use of Results to Improve Instructional Program: The 90.8% pass rate meets the goal of 85% or better. The 50.0% 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 Validation and a Math Competency Assessment. All generic students complete the Skills Validation and Math Competency Assessments 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 end of course review program have historically been evaluated to identify the value of the review program. This year based on student responses from previous years the HURST review course was offered for the second year. The Hurst Review was offered on the main campus of ANC. The NCLEX volunteer post -RN survey from graduates identified that 13 of the 23 (56%) 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.

Table 2 Comparison of HESI and ATI Scores to State Board Pass Rates and Student Demographics					
<i>Year</i>	<i>HESI</i>	<i>ATI Comprehensive RN Predictor</i>	<i>State Board Pass Rate (Total Number of Graduates)</i>	<i>State Board Pass Rate (State Board 12 Month Report)</i>	<i>Pass Rate Demographics Generic/ Returning Students</i>
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%	83.3%	100% 71%
2006	76.5%	68.5%	89%	95.8%	90% 80%
2007	73.3%	66.0%	82.3%	90.8%	88.5% 50%

- 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 is 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 2005-2007 nursing class. Graduation rates for the last six years are shown in the table below.

Graduation Rates							
<i>Year</i>	<i>2001</i>	<i>2002</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>
<i>Graduation Rate</i>	65	58	67	66	49 (66)	66 (69.6)	73 (89)

A total of 51 generic students were admitted into the 2005-2007 nursing class. 6 students were unsuccessful in the fall semester Introduction to Nursing Interventions. 28 LPN Transition students joined the class of 45 in the Spring semester of 2006 giving a total of 73 generic and LPN first time students. In May of 2007, 65 students graduated of which 53 were of the original class of 73 and 12 were returning students. This gives the graduating class of 2007 a 63% graduation rate (excluding the 12 returning students). When returning students are included the total number the graduation rate is 71%. Admission criteria were compared to student outcomes. Refer to Table 3 Admission Criteria Comparison.

Table 3 Admission Criteria Comparison 2005-2007 Nursing Class					
<i>Student Outcomes</i>	<i>Total Number Students</i>	<i>PAX-RN Score Range</i>	<i>Average PAX-RN Score</i>	<i>GPA Range</i>	<i>Average GPA</i>
<i>Graduated: First Time: Returning:</i>	*65 *53 *12	101-149	**126.5 **113.2 **112.5	2.0-4.0	3.30 3.26 3.28
<i>Graduated and passed NCLEX: First Time: Returning:</i>	*51 *46 *5	101-149	**110.0 **122.0 **118.0	2.0-4.0	3.34 3.24 3.02
<i>Withdrew/failed program</i>	??	100-127	**112.36	2.58-3.85	3.07
Total Students at beginning of class (includes generic and LPN students): 79 Total number of students graduating as returning students: 12 * Total number included generic (PAX-RN required) and LPN to RN Transition students who are excluded from the average PAX scores ** Excludes LPN to RN Transition students who are excluded from taking the PAX-RN. Admission Criteria: PAX-RN > 100 prior to March 30 th 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 2007 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. Curriculum changes with the class of 2008 include adding Anatomy and Physiology I as a pre-requisite to admission to the nursing program. This will allow evaluation of science course completion with graduation rates. 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 Assessment 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.
- 1d. The results for the ATI Progressive Testing on All nursing courses are as follows: 100% of students (65 students) passed each nursing course ATI Progressive test. (Minimum accepted level score of 31%.) Table 4 contains the ATI Scores. Refer to previous Table 5 Quality Improvement Time Line.
- 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.

The results for the ATI Comprehensive Predictor Exam are as follows: 100% of the students met the 55% or higher on the Comprehensive Predictor Exam. Refer to previous Table 4 for ATI Scores. Refer to previous Table 5 Quality Improvement Time Line.

- 1e. *Use of Results to Improve Instructional Program:* The class of 2007 was also required to make a satisfactory score on the RN Comprehensive Predictor Exam. There seems to be a direct relationship in the 2007 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.

Table 4 ATI Scores				
<i>Test Title</i>	<i>Group Mean Score</i>			
	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>
Fundamentals	66.6%	71.2%	72.3%	72.8%
Maternal and Newborn	66.6%	71.9%	71.4%	71.1%
Nursing Care of Children	67.8%	59.1%	57.5%	69.3%
Mental Health	78.3%	63.3%	64.8%	69.5%
Medical-Surgical Nursing Care	55.3%	54.8%	66.1%	69.2%
Leadership	57.7%	56.1%	69.0%	68.6%
Critical Thinking	73.6%	69.4%	72.4%	64.7%
RN Comprehensive Predictor	62.3%	69.9%	71.3%	66.0%

Table 5 Department of Nursing Quality Improvement Time Line			
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 5/05	Progressive and comprehensive testing continued. Three students yet to write the NCLEX-RN. Further evaluation pending their results. 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.
2007	90.8	8/07	A total of 65 Graduates from both the Burdette and Paragould campus. The second class to utilize distance learning via compressed video and last summer LPN to RN Transition course. Progressive testing added to grading criteria.

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.
- 2a. Refer to Table 6 for the Graduate Survey Summary:

Table 6						
Graduate Survey Summary 2005						
<i>EMPLOYMENT EXPERIENCE</i>						
Employed	YES		NO			
	22		0			
<i>FACTORS RELATED TO EMPLOYMENT</i>						
	1 Poor	2 Below Average	3 Average	4 Above Average	5 Excellent	No Response
Prepared	0	0	9 (39%)	9 (39%)	6 (26%)	0
Confidence	1 (4%)	0	10 (44%)	7 (30%)	5 (22%)	0
Comparison	0	0	7 (30%)	8 (35%)	8 (35%)	0
Agency Orientation	0	2(9%)	3 (13%)	7 (30%)	11 (48%)	0
<i>PROFESSIONAL DEVELOPMENT ACTIVITIES</i>						
					YES	NO
Completed hours toward a higher degree					1 (4%)	22 (96%)
If no, anticipating BSN					16 (70%)	7 (30%)
Made application					2 (9%)	21 (91%)
If yes, accepted					0	2 (9%)
Professional organizations					5 (22%)	18 (78%)
Nursing journals					9 (39%)	14 (16%)

Table 6 (continued)						
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	0	0	5 (21%)	10 (44%)	8 (35%)	0
Review course of value	5 (21%)	1 (4%)	4 (17%)	5 (22%)	8 (35%)	0
Adequately prepared to enter work force	0	0	7 (30%)	11 (48%)	5 (22%)	0
Overall satisfaction with Nursing Program	0	1 (4%)	3 (13%)	12 (52%)	7 (30%)	0
Feel about Nursing at this time	0	0	2 (9%)	7 (30%)	14 (61%)	0
Total 2005 nursing graduates:		65				
Total graduate survey responses:		23				
Total percentage of response:		35.3%				

- 2a. Use of Results to Improve Unit Services: Results from the survey are useful but the 35.3% response rate is lower than needed to provide a global view of where graduates are practicing and other required 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 2008 nursing students graduate. These students will be asked to evaluate the survey that will be sent in November and input gathered as to how to improve graduate responses to surveys.
- 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 2008 class will be mailed and results available by Jan. 12, 2009.

Of the 23 responses to the survey 1 rated the Associate Degree Nursing Program at a 2 (below average). The total of 23 who completed the survey calculates to a 96% satisfaction rate (a score of 3 or above).

Graduation Evaluation of the Program are: The value of the HURST Review Course, 26% of the surveys returned rated the course a 2 or below average. Of the 23 returned surveys 100% of the class rated their preparation to enter the workforce at or above average. Refer to Table 6 for Graduate Survey Summary.

- 2b. Use of Results to Improve Instructional Program: Results from previous years indicated that the HESI review course is not considered of value to the graduates. The HURST review course was provided for the second year. Based on the fact that in previous years 23% of the students rated the HURST review as 2 or below and this year 26% rated the HURST review as a 2 or below average the following recommendations will be considered: 1) evaluate the HURST review in 2008 if the rate of students identifying the review as below average continues to increase; 2) research other options for review services.
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, 3 were returned giving a 12% return rate. Response rates were poor compared to the 2006 response rate of 72% and the 2007 response rate of 40%. It is noted that 6 surveys were returned only to informing the nursing department that there were no graduates working in the facility returning the survey. Agency evaluation of the ADN program indicated that 100% of agencies surveyed rated ANC graduates at a 3 or greater in all areas. Refer to Table 7 Agency Evaluation Summary.

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	0	0	0	3	0	0
Professional Behavior	0	0	1	1	1	0
Responsible and accountable	0	0	0	2	1	0
Solve problems and seeks help	0	0	1	2	0	0
Communication skills	0	0	0	2	1	0
Identifies needs & care plans	0	0	1	3	0	0
Fosters personal & professional growth	0	0	0	2	1	0
Comparison to other ADN programs	0	0	0	2	1	1
Total agency evaluations distributed/mailed: 25						
Total agency evaluations returned: 3						
Total percentage of response: 12%						

- 3a. *Use of Results to Improve Instructional Program:* Response rate from agency surveys are poor and further encouragement of participating agencies to complete the surveys will continue. Of those 3 surveys returned 100% rated the 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 / recommendations on how increase survey return rate, further enhance the quality of associate degree nurses employed in their facilities.
4. *Intended Student Outcome:* Students achieve established course objectives and outcomes in the (Introduction to Nursing Intervention and Psychosocial Adaptation) objectives and outcomes in the Associate Degree Nursing Program.
- 4a. *Means of Assessment and Criteria for Success:* Ninety percent (90%) of students will state achievement of established course objectives and outcomes in Introduction to Nursing Interventions and Psychosocial Adaptation as indicate by the end of course student survey.
- 4a. *Description of Data Collection and Assessment Results:* A survey tool was developed comprised of a yes or no response to indicate achievement of course specific objectives and outcomes. The survey was completed by

each student at the end of designated courses. 45 students completed the end of course survey for the Introduction of Nursing Interventions. In Psychosocial Adaptation 62 students complete the end of course student survey.

Of the 45 student responses in the Introduction of Nursing Interventions course 43 (96%) indicated they had meet the course objectives and outcomes. Of the 62 students completing the end of course student survey in Psychosocial Adaptation 59 (95%) stated they had met the course objectives and outcomes.

- 4a. *Use of Results to Improve Instructional Program:* Results of students surveyed indicate students felt course specific objectives and outcomes were achieved. Discussion among faculty indicated related to the survey tool indicates that a tool based on a yes or no response does not adequately identify which course objectives or outcomes have not been achieved. Beginning with the class of 2007 – 2009 a new survey tool will be developed outlining specific course objectives. The use of a Liker scale of 0 – 2 (0 = not met, 1= partially met, 2 = fully met) will also be implemented to assist faculty in indentifying which specific course objectives students are not achieving. In addition to the surveys, ATI testing results for these two courses will be used to determine student success in meeting course objectives. Faculty will also include clinical evaluations to determine if clinical objectives have been met in the courses.

**Practical Nursing Program
2006-2007**

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 earn 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, Contemporary Health Systems. 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 8 of the 32 students (4 from the Paragould Center and 4 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.

It was determined that, although the students did not participate in the Assessment Technologies (ATI) Comprehensive Review Program throughout the year, they would benefit from the opportunity to challenge the company’s PN Comprehensive Predictor Examination to determine readiness for the NCLEX – PN. This exam was administered to all 32 students. Results are listed in the table below.

It is recommended that the students will perform at or above 80% predicted probability of passing the NCLEX - PN 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. Specific recommendations for study and preparation are provided to students depending on the level of probability in which they score on the exam.

All 31 of 32 students scored at or above the 80% level of probability. Interestingly, the one student who scored in the 70 – 79% probability is the one that did not pass the NCLEX – PN on 1st attempt.

Assessment Technologies PN Comprehensive Predictor Examination		
<i>Predicted Probability of Passing the NCLEX-PN</i>	<i>Number of Students at Probability of Passing</i>	<i>PN Comprehensive Predictor Individual Score</i>
99%	7	> = 71.7%
98%	2	69.4 – 71.1%
97%	2	67.8 - 68.9%
94 – 96%	9	64.4 – 67.2%
90 - 93%	4	62.2 – 63.9%
85 – 89%	4	60.0 – 61. 7%
80 – 84%	3	58.03 – 59.7%
70 - 79%	1	55.9 – 58.1%
TOTAL	32	
Individual Mean National Score 63.6%		
ANC Students' Mean National Score 66.3%		

- 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 Contemporary Health System representatives as well as faculty. The students also received very specific and detailed instructions from Assessment Technologies. All recommendations for study and NCLEX preparation were directly related to the National Council of State Boards of Nursing 2006 Test Plan. Those students who were identified as “at risk” for failing the NCLEX – PN were given a study and preparations plan 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 continued to structure all exams within the curriculum to focus on application questions, with an emphasis on prioritization and critical thinking. As documented in the 2006 Assessment Report, Mrs. Greene was chosen, and did participate on the National Council for State Boards of Nursing’s (NCSBN) panel of expert nurses who write items for the NCLEX – PN. She was in Chicago, IL December 5 through December 8, 2006 serving on this panel. This proved to be a very beneficial learning experience for her and should also prove to be a benefit to the PN Program.

As a result of the hard work by faculty and students, the pass rate for the NCLEX – PN for 2007 graduates is 96.8% (1 student left to test as of October 1st).

Due to the correlation of ATI Comprehensive Predictor Exam results and the Pass Rate Percentage on NCLEX – PN, faculty have decided to continue with the total ATI Comprehensive Assessment and Review Program for the 2007 – 2008 class.

- 1b. *Means of Assessment and Criteria for Success:* Eighty-five percent (85%) of the generic (first-time 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 all graduates.

Results for 2007 Graduates – Burdette and Paragould Centers	
Number of Graduates	32
Number Tested	32
Number Passing Exam First Attempt	31
Percentage Passing First Attempt	96.9%

Results for 2006 Graduates Burdette Center	
Number of Graduates	13
Number Passing Exam First Attempt	12
Percentage Passing First Attempt	92.3%

Results for 2006 Graduates Paragould Center	
Number of Graduates	19
Number Passing Exam First Attempt	19
Percentage Passing First Attempt	100%

- 1b. *Use of Results to Improve Instructional Program:* The 96.8% pass rate exceeds the goal of 85% or better. It also exceeds the Arkansas Average pass rate of 92.04% and the National Average pass rate of 86.06% for 2007.

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 are 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 complete the program and graduate. 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. This reporting class, admitted in June 2006, is the first class to use the new admission criteria, specifically this admission examination.

As documented in the Assessment Report for 2006, with the PAX - PN scores, the number of qualified applicants for the 2006 – 2007 PN class declined dramatically and applicants who were admitted into the class of 2006 – 2007 actually fell below criteria. This will continue to be carefully assessed for trends. However, the applicants for the 2007 – 2008 PN class did score higher on the PAX – PN than in the previous year. As a result, there were more qualified applicants who met the admission guidelines.

2. *Intended Student Outcome:* Employed graduates will indicate through surveys that the Arkansas Northeastern College Practical Nursing Program curriculum

effectively 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 for the 2007 Class. Graduate surveys will be mailed in January 2008 with a deadline for returning by March 1, 2008. Results for the 2007 Class will be reported in the Assessment Report for 2008. However, all graduates have been kept in contact by faculty. Graduates have notified faculty upon taking of the NCLEX - PN. All 32 graduates have pursued a job in the healthcare field. 100% of the graduates are employed in various healthcare settings.

Results for the 2006 Class: Only one of the 35 graduates never pursued a career in healthcare. This graduate is one of the two graduates who were unsuccessful on the NCLEX – PN. As far as the Program Chair of the PN Program is aware, this graduate has never re-challenged the NCLEX – PN and has moved to a metropolitan area in Missouri pursuing a career in business.

- 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. This will continue to be monitored annually.
- 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 2007 graduating class. Surveys will be mailed in January 2008 and results available after March 1, 2008. However, assessment results for the graduating class of June 2006 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.

Assessment Results - 2006 Graduates: 15 of the 35 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. 100% of the graduates returning the survey rated themselves a three or better in their ability to:

- 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 2007. However information below is being provided for the results of the graduating class of 2006.

A complete report of assessment results will be provided to the advisory committees that represents both the Burdette and Paragould Centers. Suggestions, etc. will be utilized to further improve or enhance the program.

As reported in the 2006 Assessment Report, an Advisory Committee Meeting made up of members from both the Practical Nursing Program and the Associate Degree Program was developed. A meeting was held with this committee in this monitoring period and all program related information, including information from this report, was shared and discussed. No additional recommendations were provided by the committee.

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 score possible.
- 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 2007. Employer/Agency surveys will be mailed in January 2008 with a deadline for returning by March 1, 2008. However, results from the 2006 graduating class are 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). 100% of the agency evaluations were positive in their comments with our graduates each rating 3 or greater on the 5 point scale. No negative notations were made by employers.

14 agency evaluations were mailed and 7 were returned completed.

- 3a. *Use of Results to Improve Instructional Program:* Agencies that employ ANC PN graduates continue to be very complimentary of the quality of the nurses they receive from ANC. As documented on the 2006 Assessment Report, the negative comment made about “job hopping” with the 2005 graduates was 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 and “move on” to the next available job resulting in negative connotations from employers. I am aware that there are two 2007 graduates who have encountered the same – having had 3 positions in long-term care facilities from July 1 – October 1, 2007.

Dental Assisting Program 2006-2007

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 Outcomes: 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: 100% of Dental Assisting Students (8) 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 scale, with 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 conduct peer evaluations and then are evaluated by the instructor. The students must receive at least 80% to pass the competency. Using the established criteria, all 12 students received 95% on all required infection control competencies during the fall and spring semesters. In the last clinical course offered in the Summer Term only 8 students completed the course and subsequently the program. Of the 8 students completing the Dental Experience III, 100% received at least a 4 on the 0-5 scale evaluation indicating students met the requirements to complete all infection control policies enforced by OSHA in both the clinical lab and in the dental offices.
 - 1a. Use of Results to Improve Unit Services: Results indicated that 100% of students met the infection control competencies in the Fall and Spring semesters (12 of 12), and 100% of students evaluated in the dental office in the last clinical course (8 of 8). The infection control evaluation tool revised in 2004 will be evaluated and revised to meet new changes in the textbook and to reflect a more functional scoring method for the various categories of infection control standards.
 - 1b. Means of Assessment and Criteria for Success: 100% of students will demonstrate competency in the fabrication of temporary crown and bridge restorations by achieving a 90% 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 evaluation tool uses a 0- 5 scale with 0 being the lowest and 5 the highest. A percentage score is assigned to a given skill level obtained on the five point scale. It is assumed that each of the 8 students

completing the Dental Assisting Program met the clinical evaluation competencies in the clinical lab but evaluation forms could not be located. The assumption is made based on the satisfactory completion of students in the Dental Material I course. Of the 8 students completing the last course, Dental Experience III, all dental office evaluations were returned but the evaluation of the dental assisting student in the area of fabricating temporary crown and bridge restoration was noted as “NA” or not applicable. It is assumed that many practicing dentists do not allow their dental assistants to perform these high level functions in their office and therefore students are not permitted to assist and perform.

- 1b. Use of Results to Improve Unit Services: Results of this assessment area are inconclusive for the last year. Evaluations tools will be revised and implemented to reflect classroom and clinical lab instruction and actual evaluation results. Scope of practice for dental assistants in the state of AR will be confirmed, along with community practice in the affiliating agencies dentist office. Revised evaluation forms used in the dentist office will reflect confirmed scope of practice and community practice standards to accurately reflect student’s actual clinical experience.

2. Intended Student Outcomes: Students will meet the retention/graduation and employment goals set for the Dental Assisting Program.
 - 2a. Means of Assessment and Criteria for Success: 80% 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. 8 out of 15 students (53.3% retention) completed the program for the 2006-2007 academic year. It is noted that 4 of the 7 students who did not complete the program did so in the last course of the program.

 - 2a. Use of Results to Improve Unit Services: The dental assisting program is currently under the leadership of a new instructor and program chair. The retention/graduation rates indicate a need to continually evaluate student success in each course and especially during the last course when students are full time in the dental offices. A retention plan will be implemented with the 2008 class along with course evaluations to monitor student satisfaction.

 - 2b. Means of Assessment and Criteria for Success: 85% of all students graduating and applying to take the certification exam through the Dental Assisting National Board will be successful the first time taking the exam.

 - 2b. Description of Data Collection and Assessment Results: Certification results from DANB indicate that 5 of the 8 students completing the program initially applied to take the test. At this time it is confirmed that only three have tested with one passing the exam. Final results are

pending and will be reported the first week in January, 2008.

- 2b. *Use of Results to Improve Unit Services:* Results remain that only one student completed her CDA. The new instructor will stress importance throughout the program and provide review and assistance with the application process for CDA testing at the conclusion of the program. This is a difficult concept since most dental offices in Arkansas do not require dental assistants to be certified.
 - 2c. *Means of Assessment and Criteria for Success:* 100% 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. Surveys were not conducted this past year.
 - 2c. *Use of Results to Improve Unit Services:* The surveys have historically been generated through admissions. Due to personnel changes and a need to revise the survey, data has not been collected for this class. We will develop an assessment survey to be utilized with the 2008 class that will be initiated by the Dental Assisting Program and include questions directed toward satisfaction with the dental assisting program.
3. *Intended Student Outcomes:* Employed graduates will indicate through graduate surveys that the Dental Assisting curriculum has prepared them to utilize the knowledge and skills needed to practice as Dental Assistants.
- 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:* Surveys were not completed with this class. A survey will be completed and used with the 2008 class.
 - 3a. *Use of Results to Improve Unit Services:* A new survey will be developed that addresses all aspects of student satisfaction with the Dental Assisting Program and meeting course and program objectives to be used with the 2008 graduating class.
 - 3b. *Means of Assessment and Criteria for Success:* 100% of the students returning the post graduation survey will rate satisfaction of the Dental Assisting Program at a 3.5 or greater on a 1 to 5 scale with 1 being the lowest and 5 being the highest.
 - 3b. *Description of Data Collection and Assessment Results:* The Student Follow-Up Survey is currently being revised for mailing to students in the 2008 graduating class.

- 3b. *Use of Results to Improve Unit Services:* Results pending 2008 graduating class.
4. *Intended Student Outcomes:* 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:* 100% of all employers (Dental Offices) of graduates returning the employer survey 6 month 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. The new Dental Instructor made office visits in the fall and obtained information from participating dental office staff regarding our students. Results of 6 dental offices were obtained within 6 months post-graduation. Four offices indicated that students were not prepared for clinical (radiology was one example) and students in two of the offices had social skill issues and demonstrated lack of professionalism. There were 3 offices who reported excellent student rotations and these offices hired the students in their dental offices.
- 4a. *Use of Results to Improve Unit Services:* The Dental Assisting Instructor will make frequent visits to the dental offices during clinical rotations to check on students and evaluate their progress in the offices. Students will be evaluated on their clinical preparation, skills, and professionalism. The Dental Assisting Advisory Committee will participate in providing further feedback and suggestions to improve the dental assisting clinical rotation experience. A post graduated employer survey will also be developed to assist in gaining information from dental offices regarding preparation for practice of ANC's graduates in dental assisting.

**Health, Physical Education & Recreation (HPER)
2006 – 2007**

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 HPER Department is committed to providing activities and programs that enhance and sustain health and wellness, promote social interaction, and encourage leadership development.

Intended Student Outcomes

1. Students will meet established course objectives and outcomes in the Fitness for Life Courses offered at ANC.
2. Students, faculty and staff utilizing the Wellness Center will validate they can safely begin a physical fitness program.
3. Students, faculty and staff will participate in determining what courses are needed in planning future physical education classes and recreational activities.

1. Intended Student Outcomes: Students will meet established course objectives and outcomes in the Fitness for Life Courses offered at ANC.
- 1a. Means of Assessment and Criteria for Success: 75% of all students completing the Fitness for Life Course will rate they met the course and their individual objectives as reflected in the end of course survey by rating they met course objectives with a 3.5 or greater on a Likert scale of 1-5 with 1 being the lowest and 5 being the highest.
- 1a. Description of Data Collection and Assessment Results: The Fitness for Life Course Evaluation Form was used to collect data from classes offered in the Fall of 06 and Spring of 07. There were a total of 122 students responding out of the 5 classes. The evaluation tool uses a 1-5 Likert scale with 1 being the lowest and 5 being the highest score. The question regarding the Course satisfaction component of the evaluation asks “Overall I met the course objectives for Fitness for Life” was used to evaluate student’s perception of meeting course objectives.

The 122 respondents completed the course evaluations with 92.8% scoring a 4.0 or > on the meeting course objectives which more than meets the benchmark of at least a 75% at 3.5 or >. The following table summarizes the data collected in the 6 Fitness for Life Courses.

Fitness for Life Course Objectives Met						
<i>Course Section</i>	<i>Total Responses</i>	<i>1 Did not meet</i>	<i>2 Partially met</i>	<i>3 Meet ½</i>	<i>4 Met Most</i>	<i>5 Met all</i>
A	25				3	22
B	35				14	21
C	19			3	9	6
D	15			1	5	9
E	10			1	3	6
F	18		1	2	6	9
<i>Totals</i>	<i>122</i>	-	<i>1</i>	<i>7</i>	<i>40</i>	<i>73</i>
<i>Percent</i>		-	<i>.8%</i>	<i>6.5%</i>	<i>33%</i>	<i>59.8%</i>

- 1a. Use of Results to Improve Instructional Program: The results indicated that only 1 student or .8% of the respondents did not meet the benchmark of 3.5 or > with a score of (2, partially met) on the evaluation tool. Course objectives are dependent on the student setting and meeting individual goals and objectives for personal fitness. Instructors will require students in future classes to set 2 to 3 realistic fitness goals as part of course requirements and then evaluate meeting those goals at the end of the course. This may assist the student in determining if they have met course

objectives.

- 1b. *Means of Assessment and Criteria for Success:* 85% of students will rate their satisfaction with the Fitness for Life Course at a 3.5 or higher on a scale of 1 to 5 with 1 being the lowest and 5 the highest.
- 1b. *Description of Data Collection and Assessment Results:* The Fitness for Life Course Evaluation Form was used to collect data from classes offered in the Fall of 06 and Spring of 07. There were a total of 122 students responding out of the 5 classes. The evaluation tool uses a 1-5 Likert scale with 1 being the lowest and 5 being the highest score. The question under the Course satisfaction component of the evaluation asks “Overall I rate the Fitness for Life course as a good course” was used to evaluate student’s perception of course satisfaction

Survey results indicated that 95.9% evaluated their course satisfaction as a 4.0 or more than surpassing the benchmark of 85% at a 3.5 or greater. The 122 respondents rated course satisfaction as follows:

Fitness for Life Course Satisfaction						
<i>Course Section</i>	<i>Total Responses</i>	<i>1 Did not meet</i>	<i>2 Partially met</i>	<i>3 Meet ½</i>	<i>4 Met Most</i>	<i>5 Met all</i>
A	25				3	22
B	35				14	21
C	19			3	9	6
D	15			1	5	9
E	10			1	3	6
F	18		1	2	6	9
<i>Total</i>	<i>122</i>	<i>-</i>	<i>1</i>	<i>4</i>	<i>21</i>	<i>96</i>
<i>Percent</i>			<i>.8%</i>	<i>3.2%</i>	<i>17.2%</i>	<i>78.7%</i>

- 1b. *Use of Results to Improve Unit Services:* The results indicate that only 1 student or .8% of the respondents indicated they were not satisfied with the course and scored a (2, partially met) on the evaluation tool. Course satisfaction may be dependent on the student meeting individual goals and objectives for personal fitness. Instructors will assist students in future classes to set 2 to 3 realistic fitness goals to meet during the course. Evaluation of those individual goals will be reviewed in conjunction with next year’s data to assist in analyzing the complete evaluation tool and meeting assessment benchmarks.

2. Intended Student Outcomes: Students, faculty and staff utilizing the Wellness Center will validate they can safely begin a physical fitness program.
- 2a. Means of Assessment and Criteria for Success: 100% of current students, faculty and staff utilizing the Wellness Center will be asked to complete the Physical Activity Readiness Questionnaire (PAR-Q) before the end of the Fall Semester.
- 2a. Description of Data Collection and Assessment Results: The Modified Physical Activity Readiness Questionnaire (PAR-Q) was the tool devised for all participants using the Wellness Center in any capacity to complete. A tool to collect data for those students and ANC employees who use the Wellness Center was not developed. Data is not available on accurate number of those using the Wellness Center in comparison to those who completed the PAR-Q. Sign in sheets at the front desk provided data as to who signed in to use the facilities but has not been 100% accurate and did not distinguish between the types of user (student, faculty & staff, community facilities member). All students in the Fitness for Life Classes were given the PAR-Q to complete at the beginning of classes but other HPER classes did not complete the form.
- Results indicated that a total of 144 respondents completed the PAR-Q. Of the 144 respondents, 6 were faculty and staff and 138 were students. Of the 138 students, 122 were students in the Fitness for Life courses which mandated students complete the PAR-Q. This leaves only 14 students who used the Wellness Center but were not enrolled in a HPER class. The total number of students and faculty using the Wellness Center is inclusive and makes the data difficult to analyze. However, it can be assumed based on the sign in sheets that the 144 respondents do not meet the 100% benchmark established for assessment criteria.
- 2a. Use of Results to Improve Unit Services: The Wellness Center staff revised the sign in sheet to better reflect needed data. The Sign in sheet will be tallied each month to determine the classification of Wellness Center User and total number of users. Wellness Center Staff will be reviewing the PAR-Q and each HPER course will mandate the completion of the form as part of the course objectives. All faculty and students utilizing the Wellness Center must complete the PAR-Q. Those individuals answering yes to any of the questions, who are over the age of 40 and have been inactive, or have concerns regarding their health status, is encouraged to speak with their physician before beginning a fitness program.
- 2b. Means of Assessment and Criteria for Success: 100% of students, faculty, and staff who complete and answer yes to any of the questions in the PAR-Q will be asked to see their physician before participating in a fitness program.
- 2b. Description of Data Collection and Assessment Results: The PAR-Q form (attached) was developed to determine activity readiness of all individuals utilizing the Wellness Center. The Wellness Center Sign in Form was used to determine Wellness Center users.

Results indicated that a total of 144 respondents completed the PAR-Q. Of the 144 respondents, 6 were faculty and staff and 138 were students. Of the 138 students, 122 were students in the Fitness for Life courses which mandated students complete the PAR-Q and 14 students who used the Wellness Center but were not enrolled in a HPER class.

PAR-Q Summary		
Question	Yes	No
1. Has your physician ever said you have a heart condition and you should only do physical activity recommended by a physician?	3	141
2. Have you ever experiences pains in your chest especially during physical activity?	8	136
3. Do you often feel faint or have spells of severe dizziness?	8	136
4. Has a physician ever told you that you have a bone or joint problem such as arthritis that has been aggravated by exercise?	12	132
5. Is a physician currently prescribing medications for your blood pressure or heart condition?	17	127
6. Is there a physical reason not mentioned here why you should not participate in a physical activity program?	4	140
7. Are you over the age of 65 and not accustomed to vigorous exercise?	1	143

Of the 144 students responding, 3 out of 6 faculty/staff answered at least one question yes. Of the 138 students, 31 answered at least one question with a yes. By completing and signing the PAR-Q the Wellness Center has provided the recommendation to see a physician before beginning a fitness program. 100% of the respondents answering yes on the PAR-Q met the assessment criteria. It is those faculty, staff, students, and community users that have not completed the PAR-Q that staff needs to identify and asked to complete the form to be in compliance with the established criteria.

- 2b. *Use of Results to Improve Unit Services:* An action plan will be developed that will assist in identifying all users of the Wellness Center and a process for PAR-Q completion.
3. *Intended Student Outcomes:* Students, faculty and staff will participate in determining what courses are needed in planning future physical education classes and recreational activities.
- 3a. *Means of Assessment and Criteria for Success:* Results of the Wellness Center Survey will be analyzed to determine the establishment of one recreational activity in the Fall 06 semester, and two recreational activities

or additional courses in the Spring 07 semester.

- 3a. *Description of Data Collection and Assessment Results:* A facilities survey was developed for both students and for faculty and staff to determine future physical education classes and recreational activities. The surveys were conducted at the beginning of the Fall 06.

The following is the Report Summary of the Wellness Center Survey. The purpose of the survey was to determine the type of health, physical education and recreation activities and courses ANC students, faculty and staff find of interested.

HPER & Wellness Center Survey

Total # of survey respondents: 462

Male: Out of the 462, 135 were male.

Female: Out of the 462, 340 were female.

Age Range:

18-29: 303 participants were in this age range.

30-39: 58 participants were in this age range.

40-49: 46 participants were in this age range.

50-59: 34 participants were in this age range.

60+: 9 participants were in this age range.

Students interested in:

Men's physical activities: 65 participants were interested in men's physical activities.

Women's physical activities: 173 were interested in women's physical activities.

Coed: 95 participants were interested in coed physical activities.

No preference: 126 participants had no preference.

Activities students would be interested in:

Basketball: 180 participants were interested in basketball.

Bowling: 183 participants were interested in bowling.

Whiffleball: 54 participants were interested in whiffleball.

Volleyball: 186 participants were interested in volleyball.

Softball: 141 participants were interested in softball.

Golf activities: 71 participants were interested in golf activities.

Soccer: 47 participants were interested in soccer.

Flag football: 93 participants were interested in flag football.

Badminton: 68 participants were interested in badminton.

Kickball: 86 participants were interested in kickball.

Aerobics, Jogging, Strength training: 310 participants were interested in these activities.

Table tennis: 78 participants were interested in table tennis.

Days of the week one would be interested in participating in intramural activities:**Monday:** 303 participants were interested in Monday.**Tuesday:** 175 participants were interested in Tuesday.**Wednesday:** 194 participants were interested in Wednesday.**Thursday:** 173 participants were interested in Thursday.**Friday:** 197 participants were interested in Friday.**Saturday:** 149 participants were interested in Saturday.**Sunday:** 71 participants were interested in Sunday.**Times of the day one would be able to participate in intramural activities:****Mornings (6am-12pm):** 110 were interested in the mornings.**Afternoons (12pm-5pm):** 248 were interested in the afternoons.**Evenings (6pm-9pm):** 177 were interested in the Evenings.**Suggested courses or activities participants are interested in:**

Tennis	Women's Self defense	Kickboxing
Football	Personal training	Ballroom dancing
Baseball	Karate	Spinning
Yoga	Water aerobics	Rugby
Recreational sports	Pilates	Biggest loser
Racquetball	Archery	Track & field
Dance class	Jazz dance	Pole vaulting
Swimming	Weight loss class	Tai-Chi
Wrestling	Nutrition class	

- 3a. *Use of Results to Improve Unit Services:* Results were and continued to be used to determine new courses and recreational activities in the HPER department and Wellness Center. Basketball was identified by students as the number one requested activity. As a result, basketball intramurals was offered in both the Fall 06 and Spring 07 with good participation. An Aerobics class was added in the Spring 07 as well. The results will continue to be used along with other resources in planning courses and recreational activities.

**Arkansas Northeastern College
Wellness Center
Modified Physical Activity Readiness Questionnaire (PAR-Q)**

Name		Date
DOB	Age	Student _____ Faculty/Staff _____ Spouse/Dependent _____ Other _____

Regular exercise is associated with many health benefits, yet any change in your activity level may increase your risk of injury. By completing the following questionnaire you are beginning the first step in planning an increase in your physical activity level. Please read each question carefully and answer honestly.

Yes	No	1. Has your physician ever said you have a heart condition and you should only do physical activity recommended by a physician?
Yes	No	2. Have you ever experienced pains in your chest especially during physical activity?
Yes	No	3. Do you often feel faint or have spells of severe dizziness?
Yes	No	4. Has a physician ever told you that you have a bone or joint problem such as arthritis that has been aggravated by exercise?
Yes	No	5. Is a physician currently prescribing medications for your blood pressure or heart condition?
Yes	No	6. Is there any physical reason not mentioned here why you should not participate in a physical activity program?
Yes	No	7. Are you over the age of 65 and not accustomed to vigorous exercise?

If you have answered yes to any of the above questions, are over the age of 40 and have been inactive, or if you have concerns regarding your health status, talk with your doctor before you begin participating in a fitness program.

If you answered no to all questions you can be reasonable positive that you can safely increase your level of physical activity gradually.

If your health status changes after you begin physical activity and you answer yes to any of the above questions, seek medical advice from your physician before continuing your fitness program.

Signature:	Date:
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**Technical Programs and Training
2006-2007**

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

**Technical Programs and Training
Associate in Applied Science
2006-2007**

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 and trainees receiving training through The Solutions Group will demonstrate technical knowledge and proficiency in their respective fields of study.
2. Graduates of Associate of Applied Science degree and Technical Certificate programs will attain employment in their respective career fields subsequent to graduation.
3. Comparable assessment measures will indicate that student learning in online coursework is substantially similar to student learning in live coursework.

1. Intended Student Outcome: Associate of Applied Science degree and Technical Certificate candidates and trainees receiving training through The Solutions Group will demonstrate technical knowledge and proficiency in their respective fields of study.
 - 1a. Means of Assessment and Criteria for Success: Seventy percent of AAS and Technical Certificate graduates will pass or exceed national averages on national and/or internal assessment tests in their respective fields of study (*programmatic and course level assessments*). 70% of AAS and Technical Certificate Office Technology students will pass selected OPAC and MOS examinations.
 - 1a. Description of Data Collection and Assessment Results: Candidates for the Associate of Applied Science degree in Office Technology take a variety of MOS and OPAC Assessments. The results are presented in the Table 1.
 - 1a. Use of Results to Improve Instructional Program: Objectives achieved in all categories except MOS testing for Word, OPAC Formatting a Letter, and OPAC Proofreading.

Word Processing: MS Word – We have added OPAC’s Basic Word test as a midterm exam and will use the Intermediate Word test as the final exam. Using OPAC MS Word testing adds another computer assessment similar to the MOS testing and further adds more practice opportunity for students.

We will continue using SNAP tutorial and testing software and keep records to compare tutorial completion and unit test scores to establish if any correlation points to success with the two measurements.

Records Systems & Management—we will continue using these tests.

Keyboarding Applications—we will continue with OPAC and will stress more the exact skills being tested on these individual tests. We could use 70% as standard for all OPAC tests rather than the higher percentages for Formatting a Letter and Editing/Formatting from a Rough Draft.

General OT considerations—again, we will stress proofreading through more grammar and mechanics practice and administer the test in the class session following these practices.

Table 1 Office Technology MOS and OPAC Assessment Results			
<i>Testing Area</i>	<i>Number Tested</i>	<i>Number Passing</i>	<i>Percent Passing</i>
Word Processing-MS Word MOS in Word OPAC (Intermediate Word)	6 6	4 6	67 100
Records Systems and Management OPAC Alphabetic Filing OPAC Numeric Filing	6 6	6 6	100 100
Keyboarding Applications with Data Entry OPAC Formatting a Letter (The standard is 80%) OPAC Editing/Formatting from a Rough Draft (The standard is 80%) OPAC Advanced Editing/ Formatting from a Rough Draft OPAC Composing Minutes OPAC Keyboarding with at least 40 wam	4 4 4 4 4	3 4 4 4 3	75 100 100 100 75
Presentations with PowerPoint (course not offered)			
Machine Transcription (OPAC)	5	5	100
Other OT Assessments (OPAC) Proofreading 1 Proofreading 2 Bank Deposit Petty Cash Bank Reconciliation	6 5 6 5 6	4 4 6 5 5	67 80 100 100 83
The OPAC standard for passing is 70% unless otherwise stated.			

- 1b. Means of Assessment and Criteria for Success: 70% of Computer Information System AAS graduates will score 70% on the comprehensive CIS Exit Exam (internally developed).
- 1b. Description of Data Collection and Assessment Results: 50% (2 of 4) of students scored 70% on the comprehensive CIS Exit Exam. Overall average = 77% (last year = 60%). Subpart analysis:
- Computer Fundamentals: 100% (4 of 4) scored 70% or higher; overall average score = 83% (last year = 76%)
 - Networking I & II: 0% (0 of 4) scored 70% or higher; overall average score = 40% (last year = 33% for NW I)
 - Internet Applications I: 75% (3 of 4) scored 70% or higher; overall average score = 78% (last year = 61%)

- PC Maintenance-Hardware: 50% (2 of 4) scored 70% or higher; overall average score = 72% (last year = 78%)
- 1b. Use of Results to Improve Instructional Program: Objective not met overall; objective achieved on two of four parts of the exam. To increase student scores on the comprehensive CIS Exit Exam in the PC Maintenance category, more reinforcement activities will be made available to students and an increased number of testing trials will be utilized during each semester. Regarding the Networking results, consideration will be given to integrating more concept animation into lectures, similar to method used in the Cisco curriculum.
- 1c. Means of Assessment and Criteria for Success: 70% of Business Administration and Service and Retail Business AAS graduates will exceed national averages on selected portions of the NOCTI Retail Trades examination.
- 1c. Description of Data Collection and Assessment Results: At present, the NOCTI test results for 2006 cannot be located by the Testing Center; NOCTI does not show any results for ANC in 2006 online.
- 1c. Use of Results to Improve Instructional Program: Results will be evaluated when/if the test results are manually retrieved from NOCTI.
- 1d. Means of Assessment and Criteria for Success: 70% of AAS Criminal Justice graduates will exceed national averages on the ACAT examination.
- 1d. Description of Data Collection and Assessment Results: 11% (1 of 11) of students exceeded the national average on the Correction Processes portion of the ACAT examination; 4 others scored within one standard deviation of the national average
- 64% (7 of 11) of students exceeded the national average on the Criminal Justice Systems portion of the ACAT examination; 1 other scored within one standard deviation of the national average
 - 45% (5 of 11) of students exceeded the national average on the Criminal Law portion of the ACAT examination; 4 others scored within one standard deviation of the national average
 - 45% (5 of 11) of students exceeded the national average on the Juvenile Justice portion of the ACAT examination; 2 others scored within one standard deviation of the national average
 - 73% (8 of 11) of students exceeded the national average on the Law Enforcement portion of the ACAT examination; no others scored within one standard deviation of the national average
 - 36% (4 of 11) of students exceeded the national average on the Administration portion of the ACAT examination; 6 others scored within one standard deviation of the national average
 - 82% (9 of 11) of students exceeded the national average overall on the ACAT examination; no others scored within one standard deviation of the national average.
- 1d. Use of Results to Improve Instructional Program: Objective achieved for

overall exam; subcomponent standard also achieved for Law Enforcement component. Over 70% of students passed or scored within one standard deviation of the national averages on all components except for the Correction Processes and Juvenile Justice subparts. Although Introduction to Corrections is a required course, Community Corrections, as well as Juvenile Law and Procedure, are elective courses. The majority of the tested students did not take one or both of these elective courses. Considering the 82% pass rate of students on the national exam, the significant improvement of component scores versus prior years, and the continued military deployment of the full-time Criminal Justice instructor, Tim Bragg, no curricular or course-level changes are planned at present.

- 1e. Means of Assessment and Criteria for Success: 100% of trainees not performing at proficient levels after pre-testing in any of the applied industrial sciences skill modules offered through the Regional Skills Training Center (RSTC) will score at 85% proficient levels at the conclusion of the cognitive portion of training.
- 1e. Description of Data Collection and Assessment Results: Of four students completing entire modules, two did not pretest at 85% proficiency levels. After module completion, one of the two students tested at 85% proficiency.
- 1e. Use of Results to Improve Instructional Program: Objective not achieved; however, too little data exists at present to warrant changes. After budget flow/equipment purchase delays, the RSTC is currently up and running with several students working on modules but not many completers at the time of this writing. Waiting for sufficient broadband capability has also slowed the introduction and advancement of the RSTC into the industrial community; a new T-1 line is anticipated for the Crisp Center during the Fall 2007 semester. A large number of completion outcomes are anticipated during the 2007-07 academic year, providing data to inform future changes.
- 1f. Means of Assessment and Criteria for Success: 70% of Spreadsheet Applications students will score at least 70% on the Create Data and Content module of the DDC Testing Center software.
- 1f. Description of Data Collection and Assessment Results: Twenty-one students completed the assessment during 2006-2007. Twelve out of twenty-one students scored 70% or higher. In the Fall 2006 class, 57% of the students scored 70% or higher. The average score for the Fall 2006 class was 68%. Results were the same for the summer 2007 class with 57% scoring 70% or higher on this module. The average score for the Summer 2007 class was 74%. The class did not make the Spring 2007 semester.
- 1f. Use of Results to Improve Instructional Program: Objective not met. The average scores for the two classes indicate an improvement was made from the Fall 2006 to the Summer 2007 class. This was due to the students spending more time on the DDC Testing Center training modules. The DDC training will be introduced sooner, and students will be required to repeat the training until they achieve 70% or higher.

- 1g. Means of Assessment and Criteria for Success: 70% of Spreadsheet Applications students will score at least 70% on the Analyze Data module of the DDC Testing Center software.
- 1g. Description of Data Collection and Assessment Results: Twenty-one students completed the assessment during 2006-2007. Four out of twenty-one students (19%) scored 70% or higher. In the Fall 2006 class, 7% of the students scored 70% or higher. The average score for the Fall 2006 class was 29%. 43% of the students in the Summer 2007 class scored 70% or higher on this module. The average score for the Summer 2007 class was 60%.
- 1g. Use of Results to Improve Instructional Program: Objective not met. Significant improvement was made from the Fall 2006 to Summer 2007 class. This was due to the students spending more time on the DDC Testing Center training modules. The DDC training will be introduced sooner, and students will be required to repeat the training until they achieve 70% or higher.
- 1h. Means of Assessment and Criteria for Success: 70% of Spreadsheet Applications students will score at least 70 percent on the Format Data and Content module of the DDC Testing Center software.
- 1h. Description of Data Collection and Assessment Results: Twenty-one students completed the assessment during 2006-2007. Six out of twenty-one students (29%) scored 70% or higher. In the Fall 2006 class, none of the students scored 70% or higher. The average score for the Fall 2006 class was 14%. For the summer 2007 class, 86% of the class scored 70% or higher on this module. The average score for the Summer 2007 class was 74%.
- 1h. Use of Results to Improve Instructional Program: Objective not met. The average scores for the two classes indicate a drastic improvement was made from the Fall 2006 to the Summer 2007 class. This was due to the students spending more time on the DDC Testing Center training modules during a short period of time. The DDC training will be introduced sooner and students will be required to repeat the training until they achieve 70% or higher. They will keep a record of their training scores that can be printed out using the DDC Testing Center software.
- 1i. Means of Assessment and Criteria for Success: PC Maintenance-Hardware students will be able to identify various computer system components with at least 80% accuracy.
- 1i. Description of Data Collection and Assessment Results: The 8 students assessed were able to accurately identify various computer system components an average of 72% of the time.
- 1i. Use of Results to Improve Instructional Program: Objective not met. In order to improve the results in this category, it will be important to spend more lab time showing the students a variety of components and giving them more opportunity to see and touch them rather than relying on pictures in their books. It might also be beneficial to have them do more

Internet research on individual components so that they will have to focus more on the physical features and characteristics of each component.

- 1j. Means of Assessment and Criteria for Success: PC Maintenance-Hardware students will be able to explain the purpose of various computer system components with at least 70% accuracy.
- 1j. Description of Data Collection and Assessment Results: The 8 students assessed were able to accurately explain the purpose of various computer system components an average of 86% of the time.
- 1j. Use of Results to Improve Instructional Program: Objective achieved; no changes recommended.
- 1k. Means of Assessment and Criteria for Success: PC Maintenance-Hardware students will be able to describe the characteristics of various computer system components with at least 70% accuracy.
- 1k. Description of Data Collection and Assessment Results: The 8 students assessed were able to accurately describe the characteristics of various computer system components an average of 70% of the time.
- 1k. Use of Results to Improve Instructional Program: Objective achieved; no changes recommended.
- 1l. Means of Assessment and Criteria for Success: 70% of PC Maintenance-Hardware students will be able to add and configure a personal computer system component.
- 1l. Description of Data Collection and Assessment Results: 88% of students (7 of 8) were able to add and configure a personal computer system component.
- 1l. Use of Results to Improve Instructional Program: Objective achieved; no changes recommended.
- 1m. Means of Assessment and Criteria for Success: 70% of PC Maintenance-Hardware students will be able to apply basic diagnostic procedures and troubleshooting techniques to repair a personal computer system.
- 1m. Description of Data Collection and Assessment Results: 50% of students (4 of 8) were able to apply basic diagnostic procedures and troubleshooting techniques to repair a personal computer system.
- 1n. Use of Results to Improve Instructional Program: Objective not met. This is the part of the course that really requires higher order thinking skills and practice. To improve this result, students will be provided with more troubleshooting opportunities during lab time and more troubleshooting scenarios as homework assignments.
- 1o. Means of Assessment and Criteria for Success: Students will be able to determine the appropriate application of various repair/maintenance tools with at least 70% accuracy.

- 1o. Description of Data Collection and Assessment Results: The 8 students assessed were able to accurately determine the appropriate application of various repair/maintenance tools an average of 83% of the time.
- 1o. Use of Results to Improve Instructional Program: Objective achieved; no changes recommended.
- 1p. Means of Assessment and Criteria for Success: 70% of Accounting I students will demonstrate the ability to prepare a balance sheet from business transactions and score 75% or above when tested for skill mastery.
- 1p. Description of Data Collection and Assessment Results: 48% of students assessed (11 of 23) scored 75% or higher.
- 1p. Use of Results to Improve Instructional Program: Objective not met. Beginning Fall 2007, students will be required to work in small groups, utilize the online learning center to take practice quizzes, and complete accounting exercises to improve performance levels.
- 1q. Means of Assessment and Criteria for Success: 70% of Accounting I students will demonstrate the ability to prepare closing entries for a merchandising business and score 70% or above when tested for skill mastery.
- 1q. Description of Data Collection and Assessment Results: 63% of students assessed (10 of 16) scored 75% or higher.
- 1q. Use of Results to Improve Instructional Program: Objective not met. Beginning Fall 2007, students will be required to work in small groups, utilize the online learning center to take practice quizzes, and complete accounting exercises to improve performance levels.
- 1r. Means of Assessment and Criteria for Success: 70% of Accounting I students will demonstrate the ability to compute inventory in a perpetual system using the specific identification method and score 75 % or above when tested for skill mastery.
- 1r. Description of Data Collection and Assessment Results: 50% of students assessed (6 of 12) scored 75% or higher.
- 1r. Use of Results to Improve Instructional Program: Objective not met. Beginning Fall 2007, students will be required to work in small groups, utilize the online learning center to take practice quizzes, and complete accounting exercises to improve performance levels.
- 1s. Means of Assessment and Criteria for Success: Legal Environment of Business students will average 75% or more on each of the course component examinations and will exhibit knowledge retention by also scoring 75% or more on the portions of the final examination that correspond to each of the component examinations.

- 1s. Description of Data Collection and Assessment Results: Scores on the exams and the portions of the final covering the same material as the exams (identified in the tables as “On Final”) were averaged and the semester results are presented below:

Fall 2006 (25 students)				
<i>Exam 1</i>	<i>Exam 2</i>	<i>Exam 3</i>	<i>Exam 4</i>	
73%	72%	68%	48%	
<i>On Final</i>	<i>On Final</i>	<i>On Final</i>	<i>On Final</i>	<i>Final</i>
69%	70%	71%	86%	74%

Spring 2007 (10 students – 1 did not take final)				
<i>Exam1</i>	<i>Exam2</i>	<i>Exam3</i>	<i>Exam4</i>	
76%	77%	75%	64%	
<i>On Final</i>	<i>On Final</i>	<i>On Final</i>	<i>On Final</i>	<i>Final</i>
87%	82%	85%	85%	83%

- 1s. Use of Results to Improve Instructional Program: Objective not met in Fall 2006; Objective met on all but one component exam in Spring 2007. Student preparation prior to class is necessary for meaningful learning in Legal Environment of Business. In Fall 2006, one-half (1/2) the usual number of quizzes were given and quizzes were given after in-class coverage of the material. While students much preferred this “quiz after coverage” approach, 72% of the 18 students present during a survey responded that they spent 3 or less hours per week studying for the course and several of those who needed it, failed to attend reviews for exams. In Spring 2007, 25 quizzes were given in advance; and a quiz or exam was generally given for every class, including reviews. Two versions of quizzes and exams are given, due to close proximity of students. In the past, the order of questions were varied. As a best practice, in Spring 2007, questions were presented in the order material was covered and the answers were scrambled. Around mid-term, 36% of the students were studying 6 hours or more per week for the course and 27% 3 hours or less, which would seem to indicate additional studying from the quiz in advance method. Near the end of the semester, 60% were studying 3 hours or less. Nonetheless, performance on tested material was significantly better than post testing in the Fall. The results seem to indicate that the quiz/exam every day in Spring 2007 generally improved major exam scores, final exam scores, and retention of material covered on the final. An edition of “Professor in the Classroom” suggested that frequency of testing improved comprehension.

In the past, grade-point average has been shown to be strongly correlated with test scores in this course. However, GPAs of 3.12 for Fall 2006 and 2.90 for Spring 2007 would seem to negate that contention or make it less of a factor than testing in advance.

- 1t. Means of Assessment and Criteria for Success: Macroeconomics students will be administered the Test of Understanding in College Economics Macroeconomics (4th Edition) at the end of the semester. The class average will be no lower than one standard deviation from the national mean. The test will be piloted in the Spring of 2007.
- 1t. Description of Data Collection and Assessment Results: In the Spring of 2007, six of eight students enrolled in EC 21003 Macroeconomics were administered the Macroeconomics TUCE-4 Examination during the fourteenth week of classes. The class average was 18.50 compared to a national mean of 14.06 for unmatched posttest scores. The difference was 4.46 points above the national mean. The national standard deviation was 5.28.
- 1t. Use of Results to Improve Instructional Program: The outcome was achieved. Due to the small number of students in this first administration of the test, more data must be collected before curriculum changes could be recommended with any confidence. We will continue to administer the test to determine whether the results are consistent over time, tracking the data by semester, academic year, and cumulatively.
- 1u. Means of Assessment and Criteria for Success: Macroeconomics students will summarize articles about macroeconomic issues published in current journals and periodicals. The average score will be at least 70 percent on the grading rubric for this assignment.
- 1u. Description of Data Collection and Assessment Results: The assignment was to read and summarize two articles related to Macroeconomics and explain how the article was related to the course. The table below shows the average scores from the Fall of 2006 in each of the areas assessed. Seven students submitted the first summary, while only six submitted the second. The goal was met on the second article, but not the first.

Average Score in Each Area Assessed						
		<i>Content</i>	<i>Quality of Work</i>	<i>Critical Thinking</i>	<i>Mechanics</i>	<i>Total</i>
<i>Points Possible</i>		5	5	10	5	25
<i>Article 1</i>	<i>Raw Score</i>	2.9	3.3	7.1	3.6	16.9
	<i>Percent</i>	57%	66%	71%	71%	67%
<i>Article 2</i>	<i>Raw Score</i>	4.0	3.7	7.7	4.0	19.3
	<i>Percent</i>	80%	73%	77%	80%	77%

All areas assessed showed improvement from the first article to the second. The low average score for content on the first article was because two students selected articles that were not relevant to any Macroeconomic issue. On the second article the content score improved showing that more students were able to identify an article related to Macroeconomics. Most of the improvement was a result of the feedback received from the first article. Students were able to take the evaluation of their writing on the first summary and apply that to the second article.

Last year there was concern about plagiarism. In this year's handout, a statement was added cautioning students against plagiarizing. A definition of plagiarism was also included. The instructor emphasized the issue of plagiarism when the assignment is made. As a result, the students' effort to communicate an understanding of the article in their own words was much improved.

- 1u. *Use of Results to Improve Instructional Program:* Objective partially met. Planned changes for this assignment are to increase the number of summaries from two to four. This will provide students with more practice in reading and writing in the discipline area. The instructor will select the first article for all students to summarize. The requirement of an Internet source will also be added. Because the Internet has become such a ready source of information, students need practice in evaluating the reliability and validity of online information.
- 1v. *Means of Assessment and Criteria for Success:* Microeconomics students will be administered the Test of Understanding in College Economics Microeconomics (4th Edition) at the end of the semester. The class average will be no lower than one standard deviation from the national mean. The test will be piloted in the Spring of 2007.
- 1v. *Description of Data Collection and Assessment Results:* In the Spring of 2007, nineteen of twenty-one students enrolled in EC 21013 Microeconomics were administered the Microeconomics TUCE-4 Examination during the fourteenth week of classes. The class average was 9.42 compared to a national mean of 12.59 for unmatched posttest scores. The difference was 3.17 points below the national mean. The national standard deviation was 4.68.
- 1v. *Use of Results to Improve Instructional Program:* The outcome was achieved. Due to the small number of students in this first administration of the test, more data must be collected before curriculum changes could be recommended with any confidence. The Microeconomics course content will be compared to the topics on the test to verify alignment between the two. We will continue to administer the test to determine whether the results are consistent over time, tracking the data by semester, academic year, and cumulatively.
- 1w. *Means of Assessment and Criteria for Success:* Store Environment students will demonstrate the ability to write a Market Situation Analysis. 75% will achieve this goal with an 80% competency average on the eight

businesses that will be analyzed.

- 1w. *Description of Data Collection and Assessment Results:* The students completed a 4-page survey consisting of 4 sections (Marketing, Merchandising, Operations, & Human Relations). The students then wrote a report identifying four factors: Market Factors, Competitive Factors, Environmental Factors, & Target Market)

The students took this data and performed a SWOT Analysis in order understand what is driving the customer into the store. They also detected what kind of customers qualify to purchase and what the determining decisions they make when purchasing products. The students analyzed the following businesses: (McDonald's, Mark's Exxon, Wal-Mart, Fred's Discount Store, JC Penney, Sears, Huddle-House, & Subway). 66% (4 out of 6 students) demonstrated an 80% average of competency with the Market Situation Analysis.

- 1w. *Use of Results to Improve Instructional Program:* Objective not achieved. Due to the small number of students in the class, more data must be collected before curriculum changes could be recommended with any confidence. The business survey will continue to be compared with the diverse group of businesses in order to achieve better results.

- 1x. *Means of Assessment and Criteria for Success:* Store Environment students will be able to identify the business Target Market and determine both the qualifying dimensions and determining dimensions of the actual customer. 75% will achieve this goal with an 80% competency average of the eight businesses.

- 1x. *Description of Data Collection and Assessment Results:* The students completed a 4-page survey consisting of 4 sections (Marketing, Merchandising, Operations, & Human Relations). The students then wrote a report identifying four factors: Market Factors, Competitive Factors, Environmental Factors, & Target Market)

The students took this data and performed a SWOT Analysis in order understand what is driving the customer into the store. They also detected what kind of customers qualify to purchase and what the determining decisions they make when purchasing products.

The students analyzed the following businesses: (McDonald's, Mark's Exxon, Wal-Mart, Fred's Discount Store, JC Penney, Sears, Huddle-House, & Subway). 66% (4 out of 6 students) demonstrated an 80% average of competency with the determination of target market and customer.

- 1x. *Use of Results to Improve Instructional Program:* Objective not achieved. Due to the small number of students in the class, more data must be collected before curriculum changes could be recommended with any confidence. The business survey will continue to be compared with the

diverse group of businesses in order to achieve better results.

- 1y. *Means of Assessment and Criteria for Success:* General Horticulture students will be required to successfully perform three types of plant grafts. The students will be assessed on their ability to perform the grafts in a manner that will allow the top (scion tissue) to successfully fuse with the bottom (rootstock tissue). It is expected that 70% of the students should have at least one of his or her total of 6 to survive for the duration of the storage period. Additionally the students will be evaluated on the accuracy of the tissue placement, the choice of the type of graft used, and on the cleanliness of the equipment and the tissue selected.

- 1y. *Description of Data Collection and Assessment Results:* A total of 6 grafts were performed by each student. The grafted tissue was held in an appropriate environment for a period of 6 weeks. The grafts were then examined for acceptance of graft tissue and for any signs of dehydration or disease. The average survival rate was 50%; the leading cause of graft rejection was incorrect placement of the scion at the point where contact was made with the rootstock. Consideration was given to the students lack of experience and the fact that none of the participants had ever performed a graft before. In an ideal setting with an experienced grafter, a success rate of 95% would be expected. Of the 9 students enrolled, only one had a 100% failure rate. At the high end, two students had 5/6 of their grafts survive. 81% of the students had at least one of their grafts surviving the storage period.

- 1y. *Use of Results to Improve Instructional Program:* Objective achieved. In an analysis of the leading reason(s) for graft incompatibility, it would appear that placement of scion and rootstock was the most poorly understood student concept. This fact will be used to improve the future success of the grafting experiment, students will receive more instruction, and more supervised practice, in properly connecting the two pieces of tissue.

- 1z. *Means of Assessment and Criteria for Success:* Landscape Construction students will be required to develop a landscape construction project plan complete with an itemized materials list complete with cost per item utilized and a total cost. To do this successfully, all items must be individually described, priced, and accounted for in the total cost of the project. Additionally, the plan must be of a nature and level that would allow it to be constructed by someone of their means and level of experience. The plan will provide a complete itemized list of materials and the cost per item of each material. Seventy (70%) of the students should be able to perform this task without instructor supervision or intervention.

- 1z. *Description of Data Collection and Assessment Results:* The plans were evaluated on the correct use of design, choice of materials, and the accuracy of pricing and on their ability to determine the total cost for the project. Seven of the ten students assessed (70%) successfully completed all aspects of the project. Three of the students did not choose the correct

materials for exterior application; one of these students also arrived at an erroneous total due to mathematical errors in totaling items that were used in multiple amounts.

- 1z. *Use of Results to Improve Instructional Program:* Objective achieved. Thirty percent (30%) of the students selected incorrect material for exterior applications. This would indicate that more instructional time should be spent on material specifications and standards with regard to their ability to resist weathering. Also, an emphasis will be placed on the total cost of the project when multiple units of an item are used in construction. Nonetheless, 70% of the students correctly finished their lists independent of additional help from the instructor.
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:* 80% of Associate in Applied Science and Technical Certificate graduates will report employment in their respective career fields 12 months after graduation.
- 2a. *Description of Data Collection and Assessment Results:* 2006 graduates; AAS = Associate in Applied Science; TC = Technical Certificate.
- Business Administration AAS: 11 grads, 10 responses, 9 employed in field (90%)
 - Computerized Accounting TC: no grads
 - Computer Information Systems AAS: 6 grads, 5 responses, 4 employed in field (80%)
 - Computer Repair & Networking TC: no grads
 - Criminal Justice AAS: 11 grads, 5 responses, 2 employed in field (40%)
 - Horticulture AAS: 1 grad, 1 response, 1 employed in field (100%)
 - Industrial Management Systems AAS: 2 grads, 1 response, 1 employed in field (100%)
 - Industrial Technology AAS: 1 grad, 1 response, 1 employed in field (100%)
 - Office Technology AAS: 6 grads, 5 responses, 5 employed in field (100%)
 - Office Technology TC: 2 grads, 2 responses, 2 employed in field (100%)
 - Steel Industry Technology AAS: 1 grad, 1 response, 1 employed in field (100%)
- 2a. *Use of Results to Improve Instructional Program:* Objective achieved in all areas except Criminal Justice. Considering response results from the current and past year, the lowest response rate is among Criminal Justice

students at 43%. As a result, determining the exact status of CJ graduates is uncertain. Of the graduates responding as not employed in the field, 2 of the 3 respondents were employed in manufacturing; manufacturing wages are generally superior to wages available locally in law enforcement. Overall, AAS and TC graduates are reporting employment within the field subsequent to graduation. While the CJ employment success rate will continue to be monitored, no programmatic changes are recommended at the present time.

Crucial to graduates employment success is the existence of a Career Placement Office. Aside from the Criminal Justice students, response rates of graduates improved during the past year, as did employment success rates, with the availability of the Career Placement Office. However, the Career Placement Office position has been vacant since June 2007. Colleges of the same size and scope as ANC offer career placement services. Offering career placement services and building ongoing relationships with students/graduates is a vital component in facilitating student success, which does not end for career-based programs until the student acquires desirable employment. Filling the vacant Career Placement function needs to become an immediate priority.

3. Intended Student Outcome: Comparable assessment measures will indicate that student learning in online coursework is substantially similar to student learning in live coursework.
 - 3a. Means of Assessment and Criteria for Success: Course level assessment measures will indicate a class average in an online course that is within one standard deviation of its live course counterpart.
 - 3a. Description of Data Collection and Assessment Results: See Table 1 for Business Communications results and Table 2 for Computer Fundamentals results.
 - 3a. Use of Results to Improve Instructional Program: Note: The Business Communications online and live students performed similar assignments in each instance. Objective achieved. For the Fall of 2006 the results of the live course and the online course were very similar with differences of less than 0.27 standard deviations in all cases. 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 in the Spring 2006 Business Communication Spring sections, as well the 2006 Introduction to Business live/online assessment, suggesting that student GPA is less of a predictor of success in online courses. These findings defy the proposition that only students with good grade point averages are good candidates for online instruction. However, further sample data is needed to establish this phenomenon as a significant association.

Note: The Business Communications online and live students performed

similar assignments in each instance. Objective achieved. For the Spring of 2007 the results of the live course and the online course were very similar with differences of less than 0.68 standard deviations in all cases. 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 in the Fall 2006 Business Communications sections, the Spring 2006 Business Communication Spring sections, as well as the 2006 Introduction to Business live/online assessment, suggesting that student GPA is less of a predictor of success in online courses. These findings defy the proposition that only students with good grade point averages are good candidates for online instruction. However, further sample data is needed to establish this phenomenon as a significant association

Note: Computer Fundamentals online and live students performed similar assignments in each instance. Objective achieved in three of four cases; the difference from the live average on Test 3 was one standard deviation. No changes are recommended based on the overall consistency of findings. Unlike current and previous results for Business Communications and Introduction to Business, there was no standard pattern for the ability of student GPA to predict results in either the live or online sections. Student GPA was a stronger predictor in the online section in three of the four cases, similar to last years' findings for Computer Fundamentals in which all four cases found student GPA to be a stronger predictor in the online section than in the live section. However, except for Test 4 in the online section, student GPA was a relatively weak predictor of success in either section.

Table 1				
Business Communications				
Live Class to Online Class Comparison				
	<i>Fall 2006</i>		<i>Spring 2007</i>	
<u>Chapter 8 Assignment</u>	<i>Live</i>	<i>Online</i>	<i>Live</i>	<i>Online</i>
Student Count	17	8	10	10
Average GPA	2.87	2.68	3.07	2.99
Grade Average	89.9	84.4	85.7	83.7
Standard Deviation (SD)	11.2		8.8	
Difference from Live Average		-2.5		-2.0
Difference expressed in SD terms		-0.23		-0.23
Variation explained by GPA (R ²)	26%	0%	51%	3%
<u>Chapter 9 Assignment</u>	<i>Live</i>	<i>Online</i>	<i>Live</i>	<i>Online</i>
Student Count	16	8	9	10
Average GPA	2.87	2.68	3.07	2.99
Grade Average	83.0	85	83.2	86.3
Standard Deviation (SD)	9.3		7.8	
Difference from Live Average		2.0		3.1
Difference expressed in SD terms		.22		0.40
Variation explained by GPA (R ²)	24%	16%	33%	32%
	<i>Fall 2006</i>		<i>Spring 2007</i>	
<u>Chapter 10 Assignment</u>	<i>Live</i>	<i>Online</i>	<i>Live</i>	<i>Online</i>
Student Count	13	6	9	10
Average GPA	2.87	2.68	3.07	2.99
Grade Average	89.8	89.2	80.0	89.4
Standard Deviation (SD)	7.3		13.9	
Difference from Live Average		-0.6		9.4
Difference expressed in SD terms		-0.09		0.68
Variation explained by GPA (R ²)	25%	1%	20%	2%
<u>Chapter 11 Assignment</u>			<i>Live</i>	<i>Online</i>
Student Count	14	8	8	10
Average GPA	2.87	2.68	3.07	2.99
Grade Average	85.9	84.1	82.1	79.1
Standard Deviation (SD)	6.9		8.3	
Difference from Live Average		-1.8		-3.0
Difference expressed in SD terms		-0.27		-0.36

Table 2				
Computer Fundamentals				
Live Class to Online Class Comparison				
<i>Spring 2007</i>	<i>Test 1: Computer Concepts</i>		<i>Test 2: INET/WXP</i>	
	<i>Live</i>	<i>Online</i>	<i>Live</i>	<i>Online</i>
Student Count	13	10	13	8
Average GPA	2.37	2.75	2.37	2.75
Grade Average	71.4	74.0	75	66.7
Standard Deviation (SD)	17.4		10.1	
Difference from Live Average		2.6		-8.3
Difference expressed in SD terms		0.15		-0.82
Variation explained by GPA (R^2)	7%	15%	20%	5%
<i>Spring 2007</i>	<i>Test 3: Word</i>		<i>Test 4: Excel</i>	
	<i>Live</i>	<i>Online</i>	<i>Live</i>	<i>Online</i>
Student Count	12	7	10	8
Average GPA	2.37	2.75	2.37	2.75
Grade Average	84.2	75.7	86.1	77.1
Standard Deviation (SD)	8.4		9.5	
Difference from Live Average		-8.5		-9.0
Difference expressed in SD terms		-1.0		-0.95
Variation explained by GPA (R^2)	0%	12%	16%	65%

**Occupational Programs
2006-2007**

Occupational Programs	
<i>Instructional Program</i>	<i>Degree Level</i>
Automotive Technology	Certificate
Child Development Associate	Certificate
Secondary Center	

Automotive Service Technology
2006-2007

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 Outcome

1. Students will become competent in the basic knowledge of alternative fuel Vehicles.
2. Students will become competent in the area of On Board Diagnostics (OBD II).
3. Students will become competent in the area of customer service in the Automotive industry.

1. Intended Student Outcome: Students will become competent in basic knowledge of alternative fuel vehicles.
 - 1a. Means of Assessment and Criteria for Success. Each student has a Progress chart listing required task 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 and 4 being the highest level. A score Of 3 or 4 will be required to be considered competent in this task.
 - 1a. Description of Data Collection and Assessment Results: In the 06-07 Spring Semester training material on Alternative fuels was just starting To become available for post secondary students. With the implementation Of the computer based training “Melior Online” I was able to introduce to my curriculum the above-mentioned training. Thirteen students took part in the training and the results were as follows. Seven students scored better than 95%, four students scored between 84% & 92%, the remaining two students scored 79% & 81%. Being that this is not a task oriented study the progress chart score of level three or four couldn’t be established. Therefore, the percentiles listed are used to show competency in this area. Nine of the thirteen students scored a B. and this represents 69% of the class. The goal of 95% competency was not met.
 - 1a. Use of Results to Improve Instructional Program: *This* being a new area of Instruction new methods and material are being introduced on a regular basis In the 06-07 semesters it was apparent that this needs to be task-oriented to go along with the computer based instruction. I am looking into different trainers (simulated alternative fuel vehicles) as well as working with AC Delco, Ford Motor Company, and Honda of North America to further enhance the students hands on training. This should result in better retention of the course aiding in the goal of 95% competency.

2. Intended Student Outcome: Students will become competent in the area of on Board Diagnostics (OBD II).
 - 2a. Means of Assessment and Criteria for Success: Each student has a progress chart listing required tasks and completed tasks. A section of this chart in the area of Engine Performance will be used to monitor students progress in the task of OBDII. A level of 0-4 can be obtained. Level 4 being the highest and level 0 being the lowest a level 3 or 4 will be considered competent.
 - 2a. Description of Data Collection and Results: In the 06-07 spring semester there were 13 students enrolled in the Engine Performance (OBD II) class. Of these 13 students 11 achieved at least a level 3 on the progress chart with the remaining students achieving a level 2 resulting in an 84% competency of all students completing all tasks. The goal of 95% was not met.

- 2a. Use of Results to Improve Instructional Program: It was discovered that the two students not receiving at least a level three of all tasks on the progress chart failed to do so in the area of five gas analysis. The students could use the five gas analysis machine and record accurate readings but had difficulty in determining a cause for out of specification readings. This was attributed to their missing key classroom lectures in this area and not missing the task oriented instruction in the lab. Being that 11 of the thirteen students had no such attendance problems and didn't experience the same difficulty in understanding the information acquired I feel that the instruction both in the lab and classroom was adequate and no action needs to be taken to improve the scores other than stressing to the next class the importance of attendance. This area will continue to be monitored as part of the curriculum but doesn't need any special attention at this time.
3. Intended Student Outcome: Students will become competent in the area of customer service as an automotive technician.
- 3a. Means of Assessment and Criteria for Success: Each Student has a progress chart listing required and completed tasks. These tasks are graded level 0-4 with 0 being the lowest level and 4 being the highest level. Level 3 or 4 will be considered competent. 95% of the class must attain this goal for the outcome to be considered a success.
- 3a. Description of Data Collection and Assessment Results: There were 13 students In the 06-07 spring semester 0 of the 13 students received level three or four on The progress chart resulting in a 0% and the objective was not met.
- 3a. Use of results to Improve Instructional Program: The instructional material arrived in June 07 for this competency. The material will be added into the fall 2007 semester curriculum and will be part of the 2007-2008 assessment.

**Child Development Associate
2006-2007**

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: It is the purpose of the certificate of proficiency: Child Development Associate (CDA) to prepare the student for the final CDA Council Assessment to qualify for a Child Development Credential.

Intended Student Outcomes

1. Graduates of the one semester Early Childhood Certificate of Proficiency: Child Development Associate (CDA) will demonstrate proficiency in written, technical, and cognitive skills pertaining to child growth and development, foundations of early childhood, and environments for young children.

1. Graduates of the one semester Early Childhood Certificate of Proficiency: Child Development Associate (CDA) will demonstrate proficiency in written, technical, and cognitive skills pertaining to child growth and development, foundations of early childhood, and environments for young children

1a. Means of Assessment and Criteria for Success: 80% of graduates will receive scores of 3 in each of the 13 functional areas of the Child Development Associate Assessment Observation Instrument conducted by the advisor of the student and pass Child Care Practicum and Orientation with a B or better.

1a. Description of Data Collection and Assessment Results:

Task Area	Student Total	Percent Achieving Completion	Student Total	Percent Achieving Completion
	<i>Fall 2006</i>		<i>Spring 2007</i>	
1. Formal Observation	8/8	100%	8/8	100%
2. Practicum	8/8	100%	8/8	100%
3. Written Exam	7/8	87%	8/8	100%
4. Resource Collection	8/8	100%	8/8	100%
5. Competency Goal Writings	8/8	100%	8/8	100%

1a. Use of Results to Improve Instructional Program:

**Secondary Center Welding Technology
2006-2007**

Expanded Statement of Institutional Purpose

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

Secondary Welding Technology Program Mission Statement: Students in the welding curriculum will finish with different levels of expertise, due to the need for good vision, hand-eye coordination, and desire to secure skill. As the welding instructor I will strive to carry each individual to the extent of his potential. The ultimate goal is to provide each student with marketable skills.

Intended Student Outcomes

1. Seventy percent of students entering the secondary program shall continue their progression to become a completer as per the Department of Workforce Education, which requires Metal Fabrication, SMAW, and GMAW.
2. Eighty percent of the completers shall obtain marketable skills required by the steel industry and shall demonstrate their ability by performing the required qualification test selected by the superintendent or test supervisor mandated for employment

1. Intended Student Outcome: Seventy percent of students entering the secondary program shall continue their progression to become a completer as per the Department of Workforce Education, which requires Metal Fabrication, SMAW, and GMAW.
 - 1a. Means of Assessment and Criteria for Success: Success shall include a “C” average in all courses but not excluding work ethic, attendance, drug-free, and attitude.
 - 1a. Description of Data Collection and Assessment Results: 22% of Secondary students of the 2006-2007 class were completers, short of the goal of 70%. I believe several factors are responsible for the goal not being achieved. One is schedule conflicts with other classes. Two, students came into program as seniors. Finally, some of the welding students switched to other vocational programs or chose other electives.
 - 1a. Use of Results to Improve Instructional Program: The results were significantly short of the intended goal. The welding program will strive to obtain students as sophomores and juniors enabling the opportunity for completion. We will strive to promote an enjoyable and productive learning experience for the students, which in turn should encourage the motivation to stay with the welding program.

2. Intended Student Outcome: Eighty percent of the completers shall obtain marketable skills required by the steel industry and shall demonstrate their ability by performing the required qualification test selected by the superintendent or test supervisor mandated for employment
 - 2a. Means of Assessment and Criteria for Success: Marketable skills shall be assessed by potential employers which may include such processes as oxyacetylene cutting, SMAW, GMAW, GTAW, and FCAW welding. Potential employment for students may be fitters, blueprint readers, combination welders, or boilermakers. Each welder will have specific test qualifications per appropriate AWS code, based on competency pass-fail. Accomplishment of this goal would be a fifty percent pass ratio.
 - 2a. Description of Data Collection and Assessment Results:
 - 2a. Use of Results to Improve Instructional Program:

**Secondary Center Criminal Justice
2006-2007**

Expanded Statement of Institutional Purpose

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

Intended Student Outcomes

1. Program assessment through overall knowledge gained.

1. Intended Student Outcome: Program assessment through overall knowledge gained.
- 1a. Means of Assessment and Criteria for Success: Students were given a pre-exam during the first week of class. This pre-exam dealt with a wide range of criminal justice topics that would be explored throughout the year. The grades were recorded, and at the end of the semester, the same exam was given again. The grades were compared to the pre-exam grades to assess overall knowledge gained by the students.
- 1a. Description of Data Collection and Assessment Results: Twenty-nine total students were included in the assessment. According to the grade comparison, all students showed a significant increase in knowledge with regard to criminal justice. One weak area was observed, and had been noted in the previous semester. This area of concern, criminological theories of crime, was addressed in a different manner for these students after assessment had begun. So, the 2007-2008 assessment will in part be concerned with the results of that instructional modification to judge the effect of the change. Grades were as follows:

Pre-Exam	Post-Exam	Pre-Exam	Post-Exam
F	C	D	B
F	F	B	B
F	D	B	A
F	C	C	A
F	B	D	A
D	C	C	B
C	D	F	B
C	C	F	C
C	B	B	B
B	A	C	A
F	F	C	B
D	B	C	A
D	B	C	F
D	C	F	C
D	C		

- 1a. *Use of Results to Improve Instructional Program:* Judging by the comparison in grades, there appears to have been an improved general understanding of basic criminal justice concepts. The goal for the next academic year is already in motion. Simplification of difficult concepts is the key component of current instruction.

**Secondary Center Medical Professions Program
2006-2007**

Expanded Statement of Institutional Purpose

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

Intended Student Outcomes

1. Nursing Assistant students will demonstrate proficiency in written, technical and cognitive skills pertaining to nursing assisting.
2. Students completing the Medical Professions Education Program will demonstrate proficiency in written, technical and cognitive skills pertaining to all required courses.

1. Intended Student Outcome: Nursing Assistant students will demonstrate proficiency in written, technical and cognitive skills pertaining to nursing assisting.
 - 1a. Means of Assessment and Criteria for Success: 80% of students will pass the Nursing Assistant Course with a B or better and receive a certificate of completion.
 - 1a. Description of Data Collection and Assessment Results:

Secondary Center Results	Blytheville Charter School Results
4 students enrolled	9 students enrolled
2 students were expelled	
2 students passed with a B or better and received a certificate of completion	9 students passed with a B or better and received a certificate
= 100% passed with a B or better and received a certificate.	= 100% passed with a B or better and received a certificate.

- 1a. Use of Results to Improve Instructional Program:
 - 1b. Means of Assessment and Criteria for Success: 80% of students will pass the state certification /competency exam administered by the Office of Long Term Care and become a Certified Nursing Assistant.
 - 1b. Description of Data Collection and Assessment Results: Secondary Center: one student tested and one did not. 100% passed the state exam that tested. Blytheville Charter School: 9 students tested, 2 passed both skills and written exam, 1 passed skills and failed written, no information found on the remaining six students = incomplete data.
 - 1b. Use of Results to Improve Instructional Program:
2. Intended Student Outcome: Students completing the Medical Professions Education Program will demonstrate proficiency in written, technical and cognitive skills pertaining to all required courses.
 - 2a. Means of Assessment and Criteria for Success: 80% of students will pass the Student Competency Exams administered by the Department of Workforce Education.
 - 2a. Description of Data Collection and Assessment Results: Secondary Center: students did not test this year. Blytheville Charter School: Medical Professions – 13 students tested, 4 passed; Anatomy and

Physiology – 9 students tested, 1 passed; Medical Procedures – 8 students tested, 6 passed.

- 2a. *Use of Results to Improve Instructional Program:*
- 2b. *Means of Assessment and Criteria for Success:* 80% of students will pass the required courses with a B or better.
- 2b. *Description of Data Collection and Assessment Results:* Secondary Center: 73% passed with a B or better. Blytheville Charter School: 58 students enrolled in the Medical Professions Program; 50 passed with B or better. 86% passed with a B or better.
- 2b. *Use of Results to Improve Instructional Program:*

Academic Services

Adams Vines Library
2006-2007

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 provide an updated and expanded children's book collection to meet the needs of the courses taught on the ANC campus.
2. The library will provide remote access to the card catalog for the Adams/Vines Library collection by upgrading the current operating system.

1. Intended Administrative Objective: The library will provide an updated and expanded children's book collection to meet the needs of the courses taught on the ANC campus.
 - 1a. Means of Unit Assessment & Criteria for Success: The Library staff will take a physical count of the number of books in the children's book collection. The staff will also look at particular types of books that need to be added or replaced. The staff will enlarge the children's book collection by 25% during the 2006-2007 year.
 - 1a. Description of Data Collection & Assessment Results: Library staff did a count of the number of books added to the children's book collection each year for the past six years. For the first three years (2001-2002, 2002-2003, 2003-2004), the children's book collection grew an average of 25%. The following year (2004-2005) the collection grew by only 10%. The next year (2005-2006) the collection grew only 1%. The children's book collection currently contains 1,055 volumes.
 - 1a. Use of Results to Improve Unit Services: The children's book collection was enlarged by adding 328 new titles, an increase of 31%. The goal was met.
 - 1b. Means of Unit Assessment & Criteria for Success: The Library staff will meet with the instructors whose students use the children's book collection. These classes will include Children's Literature and Survey of Exceptional Children.
 - 1b. Description of Data Collection & Assessment Results: As instructors in education, Sonya Burnett and Peggy Hill were asked to make suggestions and submit lists of materials they would like to see added to the existing children's book collection. One list submitted was from the 2006 Core Knowledge Conference Picture Books for Older Readers.

Another area of concentration was the Newbery and Caldecott Medal winners books as these are used as resources in the education classes. The collection currently has 112 Newbery Medal and 108 Caldecott Medal winners.
 - 1b. Use of Results to Improve Unit Services: From the 2006 Core Knowledge Conference Picture Books for Older Readers, 118 titles were purchased.

There were 62 Newbery and 88 Caldecott Medal winners added to the collection for a total of 150 new titles. Approximately 60 other titles added to the collection included picture books on themes such as holidays, animals, parents, and nature. These books are typically used by the students who are working on projects or units in the education classes.

The goal was met.

2. Intended Administrative Objective: The library will provide remote access to the card catalog for the Adams/Vines Library collection by upgrading the current operating system.
 - 2a. Means of Unit Assessment & Criteria for Success: A request for \$36,000 was included in the library's 2007-2008 budget to purchase equipment and software to upgrade the current Gaylord Galaxy system which is almost 14 years old.
 - 2a. Description of Data Collection & Assessment Results: The upgrade was not funded in the 2007-2008 operating budget, but it will be funded from the savings bond money the college will be receiving.
 - 2a. Use of Results to Improve Unit Services: The upgrade did not take place by June 30. The request to upgrade the card catalog system will continue into the next fiscal year.

Adult Education
2006-2007

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. Increase the number of students enrolled (12 or more hours). Track the trends between served (less than 12 hours) and enrolled students.
3. Students who attend 12 or more hours of instruction will advance at least one educational functioning level.

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 201 students seeking a GED. Of the 201, 85 percent or 171 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 percent or 17 out of 20 of those who attempted 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 171; therefore, the overall GED pass rate is 85 percent.
 - 1b. Use of Results to Improve Unit Services: Look at previous years where the pass rate was less than 85 percent to research what may have impacted the reduction in the percentage of individuals passing the official GED Test. Data shows that improving post-testing before attempting the GED increased the passing rate.

2. Intended Student Outcome: Increase the number of students enrolled (12 or more hours). Track the trends between served (less than 12 hours) and enrolled students.
 - 2a. Means of Unit Assessment and Criteria for Success: To increase the number of enrolled students by improving the retention process. Track the trends of why served students do not stay in the program long enough to be enrolled by following up with students and referral agencies.
 - 2a. Description of Data collection and Assessment Results: Using the AR Adult Education Reporting Information System to determine the number of students with less than 12 hours. Run monthly phone list to conduct retention.
 - 2a. Use of Results to Improve Unit Service: Utilize retention results to determine why students do not stay in the program.

- 2b. Means of Unit Assessment and Criteria for Success: Over half of all students had less than 12 hours in 2006-2007 (730 out of 1406). This is up 10% from 2005-2006(585 out of 1509 or 39% served).
- 2b. Description of Data collection and Assessment Results: Follow-up indicates that 75% of those served are TABE testing only. These students are mainly from local agencies and employers.
- 2b. Use of Results to Improve Unit Services: Continued dialogue with referral agencies and local employers about adult education's requirements for enrollment to decrease the number of student's TABE testing only. Also, conduct a survey on each student immediately after the orientation process (enrollment form and testing) to determine potential problems in this process.
3. Intended Student Outcome: Students who attend 12 or more hours of instruction will advance at least one educational functioning level.
- 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 students in all grade levels are reevaluated between 12 and 60 hours of instruction. The data indicates that 50% or 335 students were post-tested. Of these 335, 280 or 41% advanced.
- 3a. Use of Results to Improve Unit Services: Determine how many students are being re-evaluated between 12 and 60 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 27 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 2006-2007

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 e-market to students a reminder of upcoming classes.
2. The Department of Continuing and Community Education will collect e-mail addresses of travelers to e-market upcoming day trips and tours.

1. Intended Administrative Objective: The Department of Continuing and Community Education will e-market to students a reminder of upcoming classes.
 - 1a. Means of Unit Assessment & Criteria for Success: At least 10 percent of the individuals receiving an e-mail will enroll in a class offered by the Department of Continuing & Community Education.
 - 1a. Description of Data Collection and Assessment Results: An E-Market Database was created by collecting email addresses from individuals that register for classes offered by the Department of Continuing & Community Education. Each time a press release was sent to area newspapers it was also emailed to each person in the E-Market database. When an individual registers for a class, they are asked, "how they heard about the class". In Spring 2007, seven out of 148 or 4.7 percent stated they heard about the class through an email.
 - 1a. Use of Results to Improve Unit Services: Because this E-Marketing program is new and has no cost involved other than time, we will continue to e-market classes to students.

2. Intended Administrative Objective: The Department of Continuing and Community Education will collect e-mail addresses of travelers to e-market upcoming day trips and tours.
 - 2a. Means of Unit Assessment & Criteria for Success: Individuals enrolling for trips are asked for their e-mail address when they register. If at least 25 percent of the individuals have email addresses, an e-market database will be created by the Department of Continuing & Community Education.
 - 2a. Description of Data Collection and Assessment Results: An E-market Database was created by collecting e-mail addresses from individuals that register for trips offered by the Department of Continuing & Community Education. In Spring 2007, 27 e-mail addresses were collected out of 90 travelers. Thirty percent of travelers have e-mail addresses.
 - 2a. Use of Results to Improve Unit Services: Because this program is new and has no cost involved other than time, we will continue to collect e-mail addresses of travelers and e-market the upcoming trips for Fall 2007.

**University Center
2006-2007**

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 will be distributed to all area newspapers at least four times a year as well as being included in News and Notes and any other University Center publication. The degrees offered through Franklin will be listed with other University Center degrees. Franklin University will be presented as an integral part of programs presented by the University Center Coordinator to area civic groups. Franklin University degrees will be 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 23 active enrollments Fall 2006. The number of inquiries were not included in this report. Franklin University Regional Director reports the numbers from ANC indicate tremendous publicity efforts by ANC University Center continues to have extremely positive results with ANC having the largest enrollment in Arkansas (Cossatot Technical College has 5, Mid-South Community College has 6, Northwest Arkansas Community College with 11, Ouachita Technical College has 4 and Southern Arkansas UT with 5.
 - 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. Success of increased publicity efforts will be measured by an increased active enrollment from 23 students to 25 and an increase of inquiries to 35 from 31 (as previously reported). Success of efforts to increase involvement of ANC faculty will be measured by an increase of 1 additional faculty member participating to the zero participating Fall 2006.

2. Intended Administrative Objective: Students will rate the Arkansas Northeastern College University Center as effective.
 - 2a. Means of Unit Assessment and Criteria for Success: Fifty-six students in twelve Arkansas State University classes evaluated the University Center the fifth week of Fall 2005 classes. The purpose of the evaluation was to determine which services provided by the University Center staff required attention in providing the best support possible for University Center students. There were five questions each having five responses ranging from one (lowest approval) to five (highest approval) which is different from the Fall 2005 and Spring 2006 evaluations which both had eight questions. It was determined that evaluations would be more useful to the University Center if all references to the universities were eliminated with questions focusing on strictly the University Center. Criteria of approval was set at 51 percent of students surveyed both Fall 2005 and Fall 2006 semesters. Satisfaction rates were not only maintained but improved by 4.11%. Fall 2005 student satisfaction was 93.03% while Fall 2006 was

97.14%. This result shows approval was 46.14% over the criteria of approval.

- 2a. Description of Data Collection & Assessment Results: Questionnaires were distributed the fourth week of classes to each student in twelve ASU classes fall 2005 and were also distributed fall 2006. Information was gathered and statistical information was calculated for each one of the eight questions. Fall 2005 percentages of approval for the two highest responses (four and five) ranged from 82.69% for promotion of advising schedules to overall satisfaction with University Center experience at 86.54%. Median approval rating is 84.62%. Because the format of the survey was changed from 8 Fall 2005 to five questions Fall 2006 the overall satisfaction rate of the University Center Fall 2006 is 82.14% an increase of 7.48%.
- 2a. Use of Results to Improve Unit Services: Fall 2005 percentages show that more information concerning advisors on campus, policies and procedures regarding registration and course selection from the university in question 4 needs to be more clearly defined and publicized. Although 82.01% approve, 15.23% show concern which is under the 25% margin set for disapproval rating. More printed information was requested from Arkansas State University and received. Calls to students who had inquired about the degree are made advising them of advisor visits. Signs are posted on campus bulletin boards announcing advisor visits as well as announcements made in class. Schedules of student appointments are kept and e-mailed to advisors prior to advising date.
- 2b. Means of Unit Assessment & Criteria for Success: The Coordinator and Instructional Facilitator both meet with students in each compressed video class periodically during the first three weeks of the classes in order to determine that student and faculty needs are dealt with in a satisfactory manner. Suggestions were recorded and needs were addressed with the appropriate department .
- 2b. Description of Data Collection & Assessment Results: Instructors verbally and via email reported satisfaction with facilitation and University Center procedures. They are also asked to inform University Center staff if students express concern about any problem they may have with on campus support at ANC. All express appreciation.
- 2b. Use of Results to Improve Unit Services: Continued personal interaction by Coordinator and Instructional Facilitator is continued throughout the semester. Calls, questions and suggestions will be continued to be logged.
3. Intended Administrative Objective: Retention rates in three university cohorts were to be tracked from fall to spring semesters to determine rate of retention from one semester to the next. That number of cohorts with retention counts is now two since it was determined Spring 2006 that the Masters in Operations Management should not be considered a true cohort causing the numbers to be

skewed.

- 3a. Means of Unit Assessment and Criteria for Success: Eleventh day rosters entered into the University data base each semester determine returning students from Fall 2006 to Spring 2007. An actual count through eleventh day rosters is more accurate than the database which needs to be enhanced to handle the query.
- 3a. Description of Data Collection and Assessment Results: The number of returning students is expected to be above 70%. The actual percentage of returning students in the Arkansas State University Early Childhood Cohort was 100% as was for the University of Arkansas Human Resource Development Cohort.
- 3a. Use of Results to Improve Unit Services: If the returning number of students drops below 70%, follow up communication will 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.
- 3b. Means of Unit Assessment and Criteria for Success: Each University Center student will 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 will 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.
- 3b. Description of Data Collection & Assessment Results: Evaluation of “end of semester” questionnaire to determine anticipated retention rates will be helpful in knowing which student is in need of additional advising support and in which area (i.e: financial aid, academic).
- 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.

Student Services

**Student Services Division
2006-2007**

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.

Intended Administrative Objectives:

1. Arkansas Northeastern College will provide online registration of students for classes through Faculty Access.
2. Arkansas Northeastern College will provide access to online career and placement resources.
3. Arkansas Northeastern College will offer Internet based placement testing to prospective students.
4. Concurrent enrollment at the ANC Secondary Center will increase.

1. Intended Administrative Objective: Arkansas Northeastern College will provide online registration of students for classes through Faculty Access.

1a. Means of Assessment and Criteria for Success: At least twenty (20) ANC advisors will be provided access and trained to register students via the internet.

1a. Description of Data Collection and Assessment Results: In early November 2006, instructors were offered the opportunity to attend a workshop to be trained to register students on the internet via Faculty ACCESS. Faculty advisors volunteered to attend the workshops and were cleared for internet registration. The training included the technical aspects of using the Faculty ACCESS program as well as the implications for the various holds that might prevent the registration of a student such as business office hold, academic hold, and pre-requisite courses, etc.

Eighteen (18) advisors registered one hundred twenty four (124) students on the internet during early spring registration. An additional six (6) instructors were trained in January and participated in online registration during main registration. Anecdotal data was collected via email from faculty who participated in the online registration process. Comments indicated that the training and the information provided was clear and easy to apply. Comments from advisors included the following:

“I loved registering my students on line here in my office. Knowing the holds and where to send them specifically was a tremendous help. Students loved the idea of online registration.”

“It’s one of the greatest things we have done on campus I am very thankful to your department. No prereq? No registration. It’s wonderful!”

“I was pleased with everything about the online registration process. It was much easier to register students with the system since it already looks for prerequisites and such. I think once the small kinks are worked out it will make everything much easier on the faculty.”

“While I didn’t see that many of my advisees, I am quite grateful to have participated in the registration process. The process was very smooth...”

“I loved the online registration. It is really easy to do, and it lets us know things we should know very quickly and accurately. The only little problem was the one you have probably already addressed concerning the usual prerequisites such as Comp I in progress and such. Everything worked really well and I enjoyed it. I think it was very impressive to the students and once it gets ironed out, I think it will be one of the best, most progressive steps we’ve taken.”

1a. Use of Results to Improve Unit Services: There were some problems with pre-requisites. A record was kept of the specific questions so that they

could be addressed individually. In some cases the prerequisites did not seem necessary and others were keyed into the system incorrectly. These issues were addressed immediately. During the spring 2007 semester, a review of prerequisites was conducted by each division and updates were completed in the computer files and the new college catalog. This resulted in a very small number of prerequisite issues during the fall registration. This process has caused academic staff to give careful consideration to the ramifications of prerequisites upon the registration process.

All full time faculty have now been cleared for web registration.

- 1b. *Means of Assessment and Criteria for Success:* New procedures will be developed to accommodate the registration of students online. These procedures will include the registrar's office, the financial aid office and the business office.
- 1b. *Description of Data Collection and Assessment Results:* It was anticipated that new policies would be needed to accommodate the completion of the registration process for students registered on the internet. Initial policies and procedures were drafted and distributed to those faculty who participated in the process. The major concern from the faculty revolved around the Business Office hold fields. Two specific areas were identified that needed to be addressed: 1) students clearing the Business Office and making arrangements for payment following registration and 2) the accuracy of the Business Office hold field.

Both of these issues were discussed with the Controller and the person responsible for student accounts. Their needs were identified and solutions were developed to address the problems. Students who were registered on the internet did not automatically have a statement printed which in turn generated charges. It was determined that a new procedure would have to be developed to identify these students in a timely manner in order to follow-up on them to insure the registration process had been completed. This new procedure was put into place for the early fall 2007 registration. With minor adjustments, the procedure worked very well.

It was discovered that additional codes for deferments were needed so that more students could be eliminated from the purge list. It was also critical that the deferment codes be entered immediately into the system by business office personnel so that an accurate purge list could be developed at any given time. Timeliness has become a critical factor with the new policy which requires students who have not paid or made arrangements to pay be dropped from their classes.

- 1b. *Use of Results to Improve Unit Services:* New deferment codes were added to the system and registrations received from off campus sites were required to be accompanied by a method of payment or identification of a method of payment. This greatly reduced the number of students whose names appear on a purge list. A new program was developed to update the Business Hold field on a daily basis. These changes have resulted in a purge list that is accurate and timely.

It became obvious that a master calendar was needed to insure that the activities of the business office, registrar's office, financial aid office and bookstore were coordinated. The registration into classes, generation of tuition and fees, distribution of deferments, and charging of books must be coordinated so these events occur in the proper order and do not cause students any avoidable stress or staff unnecessary work. The development of a master calendar will begin in July and continue throughout the year. All divisions/departments of the College will be encouraged to contribute to the compilation of the master calendar.

2. Intended Administrative Objective: ANC will provide access to online career and placement resources.

2a. Means of Assessment and Criteria for Success: At least fifty (50) ANC students will access the online career and placement website.

2a. Description of Data Collection and Assessment Results: ANC elected to participate in the Virtual Career Center (VCC) hosted by Northwest Arkansas Community College. The VCC is a collaborative state wide job placement system pilot project supported by the Arkansas Associations of Two Year Colleges. The VCC provide students with resources to explore career options, build a career development plan, research employers, write a resume, and improve job search skills.

The webmaster at NWACC was contacted to determine the requirements for accessing the VCC. Initially it was proposed that the ANC students' social security numbers be sent by electronic file to NWACC to be used as the students' password. The registrar was not comfortable in sending SSN electronically and without the student's permission. It was decided that the students would be informed about the VCC and given the opportunity to sign up and give permission for ANC to release their student identification number to NWACC.

2a. Use of Results to Improve Unit Services: The initial start-up date which was scheduled for the fall 2006 semester, did not take place until federal guide lines were met to ensure student confidentiality. Approval to proceed was received in the early spring 2007. Sixty-four (64) signed release forms to access the VCC in early April. Because the implementation came so late and because no federal funding was secured for 2007-2008 no data, in terms on hits on the web site was provided to the ANC host site which was Northwest Arkansas Community College. Therefore, we have no quantitative or qualitative data on this objective.

2b. Means of Assessment and Criteria for Success: At least ten employers in the service district will sign onto the VCC.

2b. Description of Data Collection and Assessment Results: The VCC offers employers the opportunity to post job and career opportunities, post employer profiles, and browse student resumes. Area employers were

contacted and informed about the services available on the VCC. Twenty employers were added to the site by the placement coordinator. These employers were added based upon their participation in the Job Fair in April as well as those employers who submitted job openings to the placement coordinator.

Again because of the late implementation date, informing employers of the benefits of the VCC site became futile.

- 2b. *Use of Results to Improve Unit Services:* No data was provided on this objective. This service has the potential to be of value to employers and prospective employees in the future. The College will continue to explore the concept of a Virtual Career Center for use by students and prospective employers via the ANC website.
3. *Intended Administrative Objective:* Arkansas Northeastern College will offer Internet based placement testing to prospective students.
- 3a. *Means of Assessment and Criteria for Success:* Internet based placement testing will be offered during the 2006-2007 school year in at least one county high school.
- 3a. *Description of data Collection and Assessment Results:* Many Mississippi County high school students do not take the ACT test and therefore do not have placement scores when they attempt to register for college classes. In some cases these students are still in high school and in other cases they are recent high school graduates. With the increase in interest in concurrent credit courses, students need a convenient and inexpensive method to obtain placement scores. Additionally, the College needs access to the scores in order to make the registration process as seamless as possible.

The ACT representative for our area was contacted to verify that our contract with ACT covered ECOMPASS and to obtain information needed to setup the program at off-site locations. During the 2006-2007 school year Blytheville High School began showing a great deal of interest in concurrent credit classes for their upcoming seniors. It was decided in the Spring of 2007, that the ECOMPASS offsite program would be piloted at Blytheville High School (BHS). The Arkansas Northeastern College Management Information Technology Services department contacted the Blytheville Public School computer department to discuss system requirements. Working together the ECOMPASS program was loaded on approximately 25 computers in the Math Lab at BHS. An account was setup to allow appointed personnel at BHS limited access to ECOMPASS. The privileges granted to BHS were setting a student up to test and printing scores. All other access is limited to the Coordinator for Enrollment Services at ANC. Students were tested on May 14th and 15th through the ECOMPASS system at BHS.

- 3a. *Use of Results to Improve Unit Services:* In theory providing the ECOMPASS system at our county high schools is a great idea. There were however some minor glitches that are in the process of being worked out. One problem that was discovered is that due to the volume of material when students are testing on all three portions of the test a significant amount of time was lost waiting for the test to be downloaded. It was recommended for future testing that the computers have the tests loaded and on the login screen when the students arrive, so testing can begin immediately. There were also problems with some of the computers having errors. Early loading would eliminate this issue as well. The main concern ANC is addressing is the fact that students were allowed to test multiple times in the same subject area. A policy is currently being written and will be presented to any offsite testing location regarding the ANC testing and retesting policies. The administrator of the ECOMPASS site at ANC can at any time access various reports to determine if repeat testing is occurring before the allowed time. Overall we were pleased with the results and feel confident in going further in offering ECOMPASS at other high school locations. We plan to offer ECOMPASS at two additional county high schools during the 2007-2008 school year.
- 3b. *Means of Assessment and Criteria for Success :* Internet placement testing will be offered at the ANC off campus centers including, Paragould, Osceola, Burdette, Leachville, and the Crisp Center.
- 3b. *Description of Data Collection and Assessment Results:* The ASSET test can be given at any off campus location. The ASSET test must be scanned and the results distributed by hand. The ASSET test can now be scored at the Paragould and Burdette campuses. Since these scores are not automatically entered into a student database they are not readily available to personnel on the main campus. This creates problems when a student has tested at an off campus site and attempts to register on the main campus. Many times the scores are not available to the counselor/advisor and this causes delays in the student's ability to register. The use of internet based testing at off campus sites would allow the testing administrator to have immediate access to any and all test scores.
- 3b. *Use of Results to Improve Unit Services:* Using what was learned in setting up the off-campus site at Blytheville High School, the MITS department was contacted and loaded the necessary materials to offer ECOMPASS at the ANC Burdette Center. Initially there were problems with downloading the test, the problem has since been fixed and the Burdette Campus is now ready to begin ECOMPASS testing. Carol Mills, Director, Technology Services Extended Campuses, is in the process of checking other campus locations to determine if ECOMPASS testing is an option. We will continue to follow-up on this to ensure completion at all possible locations.
4. *Intended Administrative Objective:* Concurrent enrollment at the ANC Secondary Center will increase.

- 4a. Means of Assessment and Criteria for Success: Concurrent enrollment of high school students at the ANC Secondary Center will increase by 20% from 2005-2006 to the 2006-2007 academic year.
- 4a. Description of Data Collection and Assessment Results: High school students in Mississippi County have a great opportunity to take concurrent classes at no charge at the ANC Secondary Center. Students at the Secondary Center have the option to enroll for concurrent credit. Not all students take advantage of this opportunity. In the Spring of 2006 the Admissions Office at ANC teamed with personnel from the ANC Secondary Center to present a workshop to all 10th and 11th grade students in all Mississippi County High Schools. The workshop was titled “On the Road to Your Future”; an overview of the Secondary Center was given as well as detailed information on each program offered to date. The Counselors at each school were also give additional information, flyers and handouts to have on hand for students who were interested or had questions. Numbers of students enrolled for concurrent credit during the Fall 2005 school year and the Fall 2006 school year will be used as a baseline for comparison purposes.
- 4a. Use of Results to Improve Unit Services: Because students can enroll in classes for concurrent credit at the beginning of the Fall and Spring semesters it was discovered that until the end of the Spring 2008 semester a true annual percentage could not be determined. Therefore our data was based solely on Fall to Fall comparisons. At the end of the Spring 2008 semester we will have a baseline for future comparisons.

Students enrolled for concurrent credit:	
Fall 2005	81
Fall 2006	98

- 4b. Means of Assessment and Criteria for Success: At least 20% of the juniors and sophomores enrolled at the ANC Secondary in 2006-2007 will return for the second year in 2007-2008.
- 4b. Description of Data Collection and Assessment Results: Completion rates and retention are an important part of measuring our success at the Secondary Center. Students were tracked from the 2005-2006 school year, 2006-2007 school year, and for the fall of the 2007-2008 school year. The number of seniors were subtracted from the total number for each year before the percentages were calculated.
- 4b. Use of Results to Improve Unit Services: As indicated in the previous measure because of the availability of enrolling in the Fall and Spring an accurate percentage can not be obtained until the end of the Spring 2008 semester. The Department of Workforce Education specifies by program what courses are required in order for students to become completers in

their specific programs. In an effort to improve the numbers of returning students for 2008-2009 the admissions office will begin working with the STEM counselor at the Secondary Center to promote completion of programs and student retention with those currently enrolled. Individual meetings with the students and communication with the high school counselors prior to students choosing their classes for the next school year will be included in our plan of action.

2005-2007	16% of students from 2005-2006 returned (Fall and Spring semesters)
2007-2008	14% of students from 2006-2007 returned (Fall semester only)

Administrative Services

**Marketing and Development Office
2006-2007**

Expanded Statement of Institutional Purpose

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

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

Marketing and Development Office Unit Mission Statement: 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. Develop new brochures for 2006-2007 that will include the expanded programs and services of the College provided by the Wellness Center facility projected to open in 2006.
2. Promote specific programs and services of the technical, occupational and workforce development areas of the College from Adult Education to The Solutions Group in a central, promotional publication that will better communicate the offerings of the College.

1. Administrative Objective: To develop new brochures for 2006-2007 that will include the expanded programs and services of the College provided by the Wellness Center facility projected to open in 2006. The brochure will provide updated program offerings and can be used as recruitment tools for Admissions, as well as information distribution at community events.
 - 1a. Means of Unit Assessment & Criteria for Success: The success of the marketing materials is directly proportionate to the response of the targeted audience for the material. If the material provides an attractive glimpse of life as a student on the College campus and motivates the reader to visit the College or call for more information, then the material has successfully fulfilled the intended purpose.
 - 1a. Means of Unit Assessment & Criteria for Success: Criteria for successful results should be measurable in increased enrollment and retention at the College.
 - 1a. Description of Data Collection & Assessment Results: New advertising materials were created for 2007-2008 recruitment continued with the theme of the College as a great place to start for tomorrow's opportunities. There were 5000 four-page brochures printed with updated information about the College's program offerings.
 - 1a. Use of Results to Improve Unit Services: Admissions counselors for the College are currently distributing these brochures in area high schools. Additional copies will be distributed by the area Chamber of Commerce and at community events such as the Chili Cook-off, Springtime on the Mall, and the Blytheville Business Expo. Results of the effectiveness of such materials are difficult to measure, but the absence of these materials would negatively impact the recruitment efforts of the College personnel.

2. Administrative Objective: Promote specific programs and services of the technical, occupational and workforce development areas of the College from Adult Education to The Solutions Group in a central, promotional publication that will better communicate the offerings of the College. Incorporate technical program ads in the cable advertising schedules for registration periods.
 - 2a. Means of Unit Assessment & Criteria for Success: Brochures were created that highlighted the Workforce development programs available at the College and the benefits of such programs to area businesses, job seekers, employees, and the community as a whole.
 - 2a. Means of Unit Assessment & Criteria for Success: Program specific brochures were created for the eight Business and Technical programs offered at the College. The brochures have a uniform look and design. They provide information about the job skills training of each program and outline job opportunities available those with the specific job training completed.

- 2a. *Description of Data Collection & Assessment Results:* Ten thousand brochures were printed for the Business and Technical Programs. Admissions counselors, and the Marketing Department will distribute the brochures. The brochures will also be available to the program instructors for their recruitment efforts. The response of area businesses, students, employees, and employers to the specific programs will be measurable in increased enrollment in these programs. As the brochures are currently being distributed, the measurable results will not be immediately known.
- 2a. *Use of Results to Improve Unit Services:* Response to the new brochures has been very positive. With more information available to help students choose the direction of their training, there are better opportunities to increase enrollment in programs that currently have low participation numbers. It is the goal of the Marketing Department to provide the tools needed to promote these programs to the public in such a way that they are seen as an attractive alternative to the General Education degree options and improve the enrollment in these programs.

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. Report of assessment measures, results for the previous year, and use of results due to Assessment Committee.
November	Assessment Committee reviews the Assessment Reports. Each area presents report to full committee. Committee provides suggestions for improvement.
December	Revised Assessment Reports due to the Assessment Coordinator.
February	Annual Institutional 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.

<i>January</i>	
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

<i>February</i>	
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

<i>March</i>	
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

<i>April</i>	
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

<i>May</i>	
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

<i>June</i>	
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

<i>July</i>	
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

<i>August</i>	
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

<i>September</i>	
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

<i>October</i>	
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

<i>November</i>	
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

<i>December</i>	
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

<i>Ongoing</i>	
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