

**Arkansas Northeastern College  
Institutional Assessment**

**2008-2010 Report**

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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 refine and advance programs and services and to support resource decisions.

This document represents the first report generated since process revisions were implemented in the fall of 2008. As a result of the shift to a two-year reporting cycle, the assessment activities of designated areas are included in this record. Both academic and administrative departments and divisions are represented.

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

Committee for the Assessment of Student Learning:

Allen Allison, Occupational Programs  
Gene Bennett, Occupational Programs  
Ginger Berry, Arts and Sciences  
Cindy Clark, Assessment Specialist/Chair  
Mary Dement, Instruction  
Barbara Greene, Allied Health  
Dennis Hay, Arts and Sciences  
Brenda Hollifield, Allied Health  
Bronwyn Morgan, Academic Services  
Bonnie Nichols, Arts and Sciences  
Deborah Parker, Arts and Sciences  
Layne Rayder, Arts and Sciences  
Dr. Blanche Sanders, College Preparatory and Learning Assistance Center  
Dr. Jim Shemwell, Technical Programs and Training  
Robin Singleton, Technical Programs and Training  
Murray Therrell, Technical Programs and Training  
June Walters, Administration  
Dr. Paula Williams, Technical Programs and Training  
Pauline Whaley, College Preparatory  
Laura Yarbrough, Student Services

## **Assessment Calendar**

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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.

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

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## **Academic Programs**

## Arts and Sciences

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

## Arts and Sciences

### Expanded Statement of Institutional Purpose

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

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

### Intended General Education Learning Outcomes

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

## General Education Program Level Assessment

1. General Education Outcome: Speak, listen, write and read competently in a critical and organized manner.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 70% of those who successfully complete one class in the writing program (Fundamentals of Composition, English Composition I, and English Composition II) and then enroll in the next class will also successfully complete that class. Successful completion of a class is defined as receiving a C or better in the class, which is required for enrollment at the next level.
    - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Results were obtained for the 2008-09 year. 57% (53) of the 93 students who successfully completed Fundamentals of Composition (EN10003) and then enrolled in English Composition I (EN12003) successfully completed English Composition I. 72% (190) of the 264 students who successfully completed English Composition I (EN 12003) successfully completed English Composition II (EN 12013).
    - 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: One of the use of results in a previous assessment cycle was to plan a meeting each spring for instructors in Fundamentals of Composition and English Composition I since this is the transition point between remedial and credit-bearing classes. Through these annual meetings we began to recognize the importance of curriculum alignment and asked the question: *Are our students moving successfully through our writing program?* In order to find the answer to our question, we added a transition report to our assessment program. We found the results interesting and the following year added a transition English Composition I to English Composition II report. We meet each spring to review our assessment results, curriculum changes, etc.

In our last reporting cycle (2006-07), 70% of the 113 students who successfully completed Fundamentals of Composition also successfully completed English Composition I; therefore, this cycle's successful completion rate of 57% of 93 students is thirteen percentage points lower. We also have only one assessment cycle's results for the transition English Composition I to English Composition II report. As a result, we think we need to have one more assessment cycle's results before we make any major changes. One step we will take, however, is to try to involve adjunct instructors by inviting them to the annual transition meeting and by putting the transition meeting agenda & minutes into the English Assessment group space we will have on the myANC portal.



- 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: All sections of each writing level course will participate fully in the assessment program.
  - 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: For this assessment cycle, only students taught by full-time instructors were included in the data.
  - 1.2b Describe How Assessment Results Were Used to Improve Instructional Program: At the beginning of the Fall 2010 semester, meetings will be held with adjunct instructors led by full-time instructors to better coordinate assessment. This should lead to better communication between all instructors.

## General Biology Course Level Assessment

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

The population for this assessment cycle was 67 (Willard n=31, Morris n=36). For the first means of assessment, 64 (95.52%) had success in reading the graduated cylinder and accurately determining the volume of liquid. However, properly making the conversion factor within the metric system had less success. Of the total population, 18 (26.87%) were successful in correctly making a conversion within the metric system
    - 1.2b Describe How Assessment Results Were Used to Improve Instructional Program: This semester (Spring 2010), there are three instructors for General Biology (Morris, Rayder, Willard). We will collectively meet and discuss the items that need to be addressed for this assessment. For example, we need to be consistent on the specific graduated cylinder and the conversion factor needs to be identical: "All sections of General Biology Lab will accurately determine the volume of liquid

in the same graduated cylinder and will make the same conversion (kL, uL, etc).”

2. Intended Student Learning Outcome: Students will differentiate prokaryotic organisms from eukaryotic organisms.
  - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Given a list of organisms on a General Biology Lecture Exam, 50% of the student population will properly classify organisms as either prokaryotic or eukaryotic.
    - 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The students were given a list of cell organelles and were asked to identify the function of those organelles. The students were also asked to identify the organelles from a cell diagram. The students were also asked to determine if the cells were prokaryotic or eukaryotic cells and were asked to differentiate between the two. Of the population, 27 (40.30%) properly identified the 5 organelles on a diagram and 5 (7.46%) properly identified the function of those organelles. We projected that 50% of the population could successfully identify the 5 organelles and their functions.
  - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: When given a specific eukaryotic organism, 50% of the students will properly identify the 5 organelles and their general functions within that organism.
    - 2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: See 2.1a above.
    - 2.2b Describe How Assessment Results Were Used to Improve Instructional Program: The same questions concerning prokaryotic and eukaryotic cells can be embedded into all instructors' exams and analyzed. For eukaryotic cells, the questions could be a matching of 5 specific organelles (the same for all instructors) to their respective functions. Also, the diagram used to determine the identification of the specific 5 organelles would be from the textbook, considering that the book is all they truly use to study. For prokaryotic cells, students could be given a set of images and asked to choose those that are prokaryotic or eukaryotic.

## Microbiology Course Level Assessment

1. Intended Student Learning Outcome: Students will demonstrate the proper aseptic techniques in the isolation and identification of a biochemical unknown.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: At the end of the semester, each student will be called at random and asked to transfer bacteria from one form of media to another. The student will choose the type of transfer. 100% of the students in Microbiology Lab will demonstrate proper aseptic (no contamination) techniques in a bacterial transfer according to the Microbiology Aseptic Transfer Rubric.
    - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The student population was 82. Of the 82 students, all students demonstrated proper aseptic technique in a bacterial transfer. There were three options that the students could choose from: broth-to-broth, broth-to-plate (T-streak) or plate-to-broth. Each student made his or her decision and the transfer was performed.
    - 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: Students are required to practice an aseptic transfer technique every lab session. Throughout the semester, each student is monitored both from a distance and one-on-one as transfers are performed. Regardless of the media used in the technique, there is more than enough practice for each student. Therefore, there will be no change in the instruction for aseptic technique at this time.
  - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Throughout the semester, Microbiology students are taught a variety of methods to stain bacteria and aseptic (no contamination) techniques that will give them the knowledge and instruction for identifying any bacterium given to them. As the end of lab final, the Biochemical Unknown is a mixed broth of 2 bacterial species. The student will apply aseptic techniques to separate the mixed cultures and grow two pure cultures.
 

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

75% of the students in Microbiology Lab will successfully isolate and identify one of the two unknown species within a mixed broth of the Biochemical Unknown.

    - 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The second means of assessment for Microbiology was 75% of the total population in Microbiology Lab would successfully isolate and identify one of the two unknown species within a mixed broth of the Biochemical unknown. The biochemical portion of microbiology lab requires students to demonstrate skills and

techniques learned and practiced throughout the course of the semester. Students are not allowed to ask the instructor any questions, but are to rely on their own personal knowledge and skills. They are allowed to use textbooks, other reference books, and fellow classmates to aid in the isolation and identification, but it is essentially up to the individual student to isolate and identify. It is a technique-based operation and if the student has not mastered the technique to isolate the species, the unknown cannot be identified. Of the 82 students, 57 (69.51%) students properly isolated and identified one of the two unknowns of a mixed broth culture. Twelve (14.63%) of the students chose the alternate unknown. This alternative eliminates the mixed broth culture and gives the students a pure culture. Isolation is not required because it is already a pure culture. Only analysis of the tests performed on the culture is required. The 12 students that chose the alternate unknown successfully identified the pure culture. The other 13 (15.85%) students chose not to take the alternate unknown and were unsuccessful in isolation and identification of the original mixed broth.

- 1.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* Biochemical unknowns are a challenge for many students. Transferring from one media to another is not a difficult task, but preventing contamination from one medium to another is. Students must be able to rely on staining procedures, T-streaks, and aseptic techniques to properly identify the unknown. Many times, it is contamination that causes students to follow the wrong path of an unknown. Nutrient agar plates are more likely to become contaminated. Agar plates are plastic petri dishes that have solid nutrient agar in the bottom. They are not sealed as tightly as test tubes and are not capable of being 'flamed' like the tubes to prevent contamination. Flaming of a test tube heats the glass to prevent any unwanted bacteria or mold to enter the tube. If any contamination occurs on the plates, students may obtain mixed results in tests. These mixed results prevent students from making a proper decision.

Future labs will demonstrate the ease of contamination of plates by allowing plates that are initially poured and sterile to be tested for a specific period of time to see if contamination occurs. Students will be given 4 sterile nutrient agar plates. One of the plates will remain closed at all times; this will be the control agar plate. The other three plates will not be inoculated (introduction of bacteria) but will be opened and closed various times as though they were being inoculated. As the students open and close the plates, potential contamination can occur. The students will determine the results if any for these three plates and will compare them to other students' results and their own control plates.

## Fundamentals of Composition Course Level Assessment

1. Intended Student Learning Outcome: Students who complete Fundamentals of Composition will be able to write logical, relatively error-free paragraphs.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 60% of the students in Fundamentals of Composition will pass the mid-term writing assignment. The mid-term writing assignment is a timed in-class paragraph on a topic assigned by the instructor. In order to pass the mid-term assignment, students must write a paragraph that conforms to the paragraph structure checklist. In addition, the paragraph will contain no more than four major grammar errors.
  - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 70% of the students who complete Fundamentals of Composition will pass the competency final, averaging 3.5 or above on a 5.0 scale on all parts of the Fundamentals of Composition rubric. The competency final is a timed in-class paragraph on a topic assigned by the instructor. In order to pass the competency final, students must write a paragraph that conforms to the paragraph structure checklist and contains no more than two major grammar errors.
    - 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The competency final is given at the end of each semester. Results were obtained for the 2008-09 cycle. In this cycle, 85% (49 of 58) 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
    - 1.2b Describe How Assessment Results Were Used to Improve Instructional Program: The passing percentage exceeded our goal by fifteen percentage points. In 2005-06, the passing percentage of 60% was exceeded by twenty percentage points. As a result, we increased our passing percentage goal to 70%. In 2005-07, the passing percentage of 70% was also exceeded by twenty percentage points. We decided to maintain the goal of 70% to see if the 2006-07 result was predictive of future result patterns. This cycle's result shows that it is. Therefore, we will increase our goal to 80% and watch this result pattern closely to see if other changes need to be made. We believe the increased passing percentage has been caused by our basing our results only on the students who actually completed the competency final instead of basing it on the number of students receiving a grade for the class.

Next, in order to obtain more complete results, we have developed a new detailed paragraph structure checklist that we will use in the next assessment cycle in place of the rubric used in this cycle.

Finally, we will also work hard to include data from classes taught by adjunct instructors to make sure our results are representative of our program as a whole. In order to do this, we will help to create an English Assessment group space on the MyANC portal which will contain assessment goals, grading rubrics, result forms, and any other material we think would be helpful or pertinent to teachers in our area.

2. Intended Student Learning Outcome: Students in Fundamentals of Composition will demonstrate proficiency in writing effective topic sentences.
  - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Fundamentals of Composition students will be given a quiz after instruction and practice in writing topic sentences. 70% of the students will score a C or above on the quiz.
  - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 80% of the students who take the competency final will write an effective topic sentence. The competency final is a timed in-class paragraph on a topic assigned by the instructor.

Data is now being collected for this outcome.

## English Composition I Course Level Assessment

1. Intended Student Learning Outcome: Students in English Composition I will be able to write logical, relatively error-free essays.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 80% of the students who complete English Composition I will pass the competency final. The competency final is a timed in-class essay on a topic assigned by the instructor. In order to pass the competency final, students must write an essay that conforms to the 1-3-1 composition checklist and contains no more than five major grammar errors. Major grammar errors include the following:
    - a. comma splice
    - b. fragment
    - c. failure in subject-verb agreement
    - d. failure in pronoun-antecedent agreement
    - e. shift in tense
    - f. shift in point of view
    - g. shift in voice
    - h. the use of you for generalization
    - i. run-on or fused sentences
  - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The competency final is given at the end of each semester. Results were obtained for the 2007-09 cycle. In this cycle, 88% (359) of 406 students passed the competency final.
  - 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: We exceeded our goal in this cycle by eight percentage points and may consider raising the goal in the next cycle if results continue to exceed our goal. We will also work hard to include data from classes taught by adjunct instructors to make sure our results are representative of our program as a whole. In order to do this, we will help to create an English Assessment group space on the MyANC portal which will contain assessment goals, grading rubrics, result forms, and any other material we think would be helpful or pertinent to teachers in our area.
- 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: English Composition I students will take a grammar, usage, and mechanics post-test at the end of the semester. The average score on the test will be 70% or above.
  - 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: In the 2007-09 cycle, the average score for the 376 students who took the test was 67%. In order to determine the areas needing the most remediation, the following skill report was compiled:



<b>Skill Report</b>				
<b>Problem Areas</b>	<b>Percentage Correct</b>			
	<b>Fall 2007</b>	<b>Spring 2008</b>	<b>Fall 2008</b>	<b>Spring 2009</b>
Comma splice	60%	56%	64%	55%
Sentence fragment	56%	50%	51%	52%
Run-on sentence	63%	54%	59%	56%
Subject-verb agreement	70%	49%	51%	48%

- 1.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* The table shows that we are making little progress in this area. We decided to address the problem by placing greater emphasis on instruction and testing dealing specifically with sentence structure (comma splice, sentence fragment, run-on sentence), the area in which assessment results have consistently been low. In order to do so, we added a new student learning outcome (see #2 below) to our plan for the next assessment cycle.

In addition, we have moved this post-test from a website maintained by one of our instructors into the MyANC class portal. This will require no additional password and sign-in for instructors and may help increase participation in the assessment process by adjunct instructors.

2. *Intended Student Learning Outcome:* Students in English Composition I will demonstrate proficiency in avoiding the three major sentence structure errors (run-on sentences, sentence fragments, and comma splices).
- 2.1 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* English Composition I students will be given a quiz after instruction and practice in recognition and correction of the three major sentence structure errors (run-on sentences, sentence fragments, and comma splices). 70% of the students will score a C or above on the quiz.
- 2.2 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* 80% of English Composition I students who take the competency final will have no more than two major sentence structure errors (run-on sentences, sentence fragments, and comma splices). The competency final is a timed in-class essay on a topic assigned by the instructor. Data is now being collected for this learning outcome.

## English Composition II Course Level Assessment

1. Intended Student Learning Outcome: Students in English Composition II will understand MLA Style and will be able to incorporate outside sources into an argumentative research paper.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy percent of the students who complete English Composition II will make a C or better on the final research paper. The grading rubric for the final paper will consist of two main areas: form and content. These two areas will be broken into specific criteria for assessing the student's success with basic grammar and usage skills, persuasive writing, use of outside sources, and MLA style.
    - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: 113 students received a grade for English Composition II. Of these 113 students, 102 turned in a final research paper. 102 students received a grade of C or better.
    - 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: From these statistics, MLA style proves to be a weak point for the students. They struggle with implementing sources and discussing these sources in relation to their own ideas. Therefore, more time will be spent with hands on source activities. It also turns out that a handful of students in Composition II are sometimes overwhelmed when it is time to write a longer paper, and they either quit coming to class or turn in an inadequate paper. We are constantly trying to find ways to make the research paper less intimidating, and one thing we decided to do is have students work on an annotated bibliography rather than just a works cited page. We also require that they do the research paper in small stages that are worth a certain amount of points. We feel this encourages most of them to stay with the process and ask for help if they have a problem. We work closely with students on these papers, guiding them to the completed project.
    - 1.1c Describe How Assessment Results Were Shared with Constituencies: English Composition II students receive ample written feedback on and concerning their research papers. These comments and concerns stress proper MLA style, good research, and successful processes.
  
2. Intended Student Learning Outcome: Students in English Composition II will be able to write logical, relatively error-free compositions.
  - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students in English Composition II will be asked for a timed writing sample focusing on a specific topic chosen by the instructor. 70 percent of the students who complete this essay will make a C or better. This sample will test the student's ability to write a basic essay, expressing his or her ideas about the topic and demonstrating the ability to write a relatively

error-free essay in a short amount of time.

- 2.1a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* 126 students received a grade for English Composition II. 94 students received a grade for writing the exit essay. 90 students received a C or better on the exit essay.

The biggest error for this assignment is the clarity of expressing original thought. Considering the constraints of a timed writing, the success rate seems to be on track.

- 2.1b *Describe How Assessment Results Were Used to Improve Instructional Program:* Since the students seem to struggle with timed writing, instructors should ensure that the exit essay isn't the only timed writing opportunity. Also, in addition to research, the class should review basic grammar and usage and the importance of focusing early in the essay and providing adequate support for the focus.

- 2.1c *Describe How Assessment Results Were Shared with Constituencies:* Students know immediately how successful that they are on the exit essay. Reviewing the essays with students after this assignment allows us to stress the importance of focus and support and clear expression of that support.

## Art Appreciation Course Level Assessment

1. Intended Student Outcomes: In Art Appreciation, students will be able to identify selected works of various artists.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 70% of the students who complete Art Appreciation will score 80 or above on test questions related to identifying specific works of art. The assessment instruments will be 4 tests and a final statement. The number of questions specific to the outcome topic will be 50 (or more).
    - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Data was collected over a 2 year period of time, beginning spring 2008 through fall 2009. A total of 21 Art Appreciation courses were assessed, including 11 INET sections and 10 Attendance sections. The preliminary data included 367 students, the total number who earned course credit during the assessment time period. This number was reduced by 47, the number of students who did not complete the assessment instruments. Therefore, the data analyzed reflects the work of 320 students.

<b>Type of Art Appreciation Courses Assessed</b>			
Semester	Number of Seated Sections	Number of Internet Sections	Total Number of Sections
Spring 2008	3	2	5
Summer I 2008	0	1	1
Fall 2008	3	3	6
Spring 2009	2	2	4
Summer I 2009	0	1	1
Fall 2009	2	2	4
Totals	10	11	21

<b>Students Included in Data Analysis</b>		
<i>Data Parameters</i>	<i>Number</i>	<i>Percent</i>
Did Not Complete Assessment Instruments	47	15%
Completed Instruments	320	85%
Earned Course Credit	367	100%

The assessment instruments used consist of the image sections of 3 Unit Tests. Each of these image sections contain 5 “matching” questions related to identifying specific works of art. Another Unit Test, the 4<sup>th</sup> is comprised solely of 40 images of works of art by various artists. Students are required to match these with the correct identifying answer. The total number of test questions in which students are required to identify works of art is 55. Each correctly answered question in tests I, II, and III earns 4 points each; in test IV, each earns 2.5. For assessment, the Total Test Points (160) represents 100%. An *Assessment Rubric* was created. The rubric components are Tests, Number of Questions, Question Points, and Total Test Points.

<b>Assessment Rubric for Tests</b>			
<b>Test</b>	<b>Number of Questions</b>	<b>Question Points</b>	<b>Total Test Points</b>
Unit I	5	4 points each	20
Unit II	5	4 points each	20
Unit III	5	4 points each	20
Unit IV	40	2.5 points each	100
Total	55		160

An exceedingly high amount of data was collected for the assessment. Scores were collected for all 55 test questions for approximately 320 students. The total number of question scores equaled a staggering number above 7,500. The number would have been much higher had all the students completed all of the tests. Some students completed some Unit Tests and not others. The number of students earning credit for each varied as did the individual question scores. The data collected was difficult to quantify and analyze since it was spread over so many different instruments and was spread among so many students. A Score Data Chart was not successfully created. Any attempt to fit the data into a cohesive and concise structure was not possible. Furthermore, there seemed to be no pattern regarding which works of art students were unable to identify. Generally, questions not answered correctly were randomly scattered among the test instruments. This was most obvious with the first 3 Unit Tests. It was impossible to discern which questions posed the most difficulty for students. This was true with the Unit IV test also. However, the data does show that almost all of the questions answered incorrectly were on the Unit IV test. The level of difficulty of this particular instrument is not considered problematic. Conversely, this may indicate that the image sections on the Units I, II and III Tests are not sufficiently challenging. The Test Scores support this. Many students scored well

above the Performance Standard as set forth in the criteria for success. Actually, 78% achieved relevant cumulative scores of 80 or above.

In addition to tests, the Final Statement was used as an assessment instrument. The Final Statement is an assignment in essay format. The statement is comprised of two essay sections worth 50 points each. The section related to identifying a work of art requires students to select any one work studied anytime during the semester. The portion of the Statement included for assessment has several score components including Writing, Identification, Description, and Meaning. An Assessment - Grading Rubric was created for the Final Statement. The rubric reflects the requirements of the assignment. The 50 Total Points represents 100%.

<b>Grading Rubric for the Final Statement</b>		
<b>Item</b>	<b>Item Points</b>	<b>Item Points</b>
Writing Ability		10
Grammar	4	
Punctuation	3	
Spelling	3	
Artwork Identification		12
Artist or Culture	3	
Title	3	
Form	3	
Style	3	
Description of Artwork	12	12
Discussion of Meaning	16	16
<b>Total Points</b>		<b>50</b>

The data results for the Final Statement are significantly instructive. Only the Artwork Identification component had notable student errors. These were almost always related to Form. The Writing Component proved problematic for most students who did not meet the Performance Standard. Low scores for the Description of an artwork resulted not from errors but from lack of adequate content. All students who wrote a *Final Statement* were successful in discussing how the artwork had meaning for them. Of the 320 students who completed all of the assessment instruments, 92% achieved the

Performance Standard and scored 80 or above on the Statement. Although the assignment is an interesting assignment which affords students an opportunity to express opinions, the data collection results suggest that the Statement is not an ideal assessment tool.

- 1.1b *Describe How Assessment Results Were Used to Improve Instructional Program:* The conclusions derived from the assessment data are instructive regarding possible Instructional Improvements for the Art Appreciation course. The *Final Statement* has been repurposed and is now part of a much larger Comprehensive Final Exam. The specific parameters for the essay are the same but the points contributed toward the overall assessment document have been decreased from 50 to 10. The value of the *Statement* for the expression of student opinions has been retained. Also, it continues to provide students an opportunity to develop their writing skills. The *Final Statement* as it has transitioned to a new use exemplifies how the assessment process improves instruction. Students have been given more opportunities for self expression by daily in-class discussions. 40 additional Discussion Questions have been added to the INET course content. To improve instruction, the Units I, II and II tests have been expanded and the number of image questions on each has been doubled from 5 to 10. The overall number of questions per test has increased to 50. The answers are still matching, true-false or multiple-choice, but the content knowledge required for success has been elevated. The “Mystery Image” content included in the online course content available to all Art Appreciation students is continuing to be expanded as a learning tool. These encourage students to look at works of art and identify them by title and style. I am now creating “Mystery Images” that are instructive regarding the names of artists.
2. *Intended Student Outcome:* Students will be able to analyze an original work of art using terminology appropriate to the course.
- 2.1 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* 70% of the students who complete Art Appreciation will score 70 or above on a short analysis based on an original work of art. The assessment instrument will be a written Critique of Modern Art in essay format. The appropriate terminology which must be used by students includes the terms representational, nonrepresentational, naturalistic, stylized, abstract, line, shape, value, texture, color, mass, space, depth, harmony, balance, contrast, dominance and movement. Students should use at least 10 of the terms appropriately.
- 2.1a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* Data was collected over a 2 year period of time, beginning spring 2008 through fall 2009. A total of 21 Art Appreciation courses were assessed, including 11 INET sections and 10 Attendance sections. The preliminary data included 367 students, the total number who earned course credit during the assessment time period. This number was reduced by 64, the number of students who did not complete the assessment instrument. Therefore, the data

analyzed reflects the work of 303 students. Two Assessment charts are included in order to present the Course and Student data in a simple and easily understood format. The Courses Assessed chart displays both the number of Art Appreciation courses taught and when they were taught. The Student Data chart is concise and displays the parameters for student inclusion in the assessment and provides information by numbers and percentages. The same number of courses were assessed as described in item 1.1a above.

<b>Students Included in Data Analysis</b>		
<b>Data Parameters</b>	<b>Number</b>	<b>Percent</b>
Did Not Complete Assessment Instruments	64	17%
Completed Instruments	303	83%
Earned Course Credit	367	100%

The assessment instrument used is a written Critique of Modern Art, in essay format. The assignment has specific guidelines and requirements. A rubric was created with score components that measure a variety of skills and knowledge. The components are Writing Ability, Identification, Description, Visual Characteristics, the Elements of Art, and the Principles of Art. Certain terminology as specified in 2.1, Means of Assessment, must be used by students in the Visual Characteristics, Elements of Art and Principles of Art components.

The 303 individual Critique Rubric scores earned by students were specifically itemized and analyzed. A Score Data Chart was then developed. This chart has 23 Scores by Points components ranging from a low of 40 to a high of 100 and includes data for the Number of Scores (by points). A point spread was applied to show the Scores by *Range*. The Number of Scores (by range) were calculated and entered into the Chart. The score of 80 is displayed in bold since it is the Performance Standard for the Criteria for Success for this Intended Student Outcome. The scores which fall below 80 are also in bold. The number of scores below the Performance Standard total 87.



<b>Grading Rubric for the Critique of Modern Art</b>		
<b>Components</b>	<b>Item Points</b>	<b>Component Points</b>
Writing Ability		12
Grammar	4	
Punctuation	4	
Spelling	4	
Correct Art Work Identification		16
Artist	4	
Title	4	
Form	4	
Style	4	
Detailed Descriptive Content		12
Subject matter	3	
Media	3	
Historical Context, etc.	3	
Correct use of one of the Categories of Visual Characteristics		6
Representational	5	
Naturalistic	1	
Total	6	
Representational	5	
Stylized	1	
Total	6	
Representational	5	
Abstract	1	
Total	6	
---- or use ----		
Nonrepresentational (Nonobjective)		
Correct use of The Elements of Art as tools for analysis(All 6 required)		36
Line	6	
Shape	6	
Texture	6	
Value	6	
Color	6	
Mass	6	
Correct use of The Principles of Art as tools for analysis (Any 3 required)		18
Harmony	6	
Contrast	6	
Balance	6	
Dominance	6	
Movement	6	
Total Points		100

<b>Critique Rubric Scores (Performance Standard is 80)</b>			
<b>Raw Scores</b>	<b>Number of Scores (by points)</b>	<b>Scores by Range (5 point spread)</b>	<b>Number of Scores (by range)</b>
40	1	40 - 45	2
42	1		
50	13	50-54	13
55	4	55-59	4
60	4	60-64	7
63	3		
65	25	65-69	25
70	18	70-74	22
72	2		
74	2		
75	13	75-79	14
76	1		
Scores below the Performance Standard			(87)
80	48	80-84	51
82	1		
84	2		
85	21	85-89	27
88	6		
90	70	90-94	75
94	5		
95	12	95-100	53
96	7		
98	13		
100	31		
<b>Total Scores</b>	<b>303</b>		<b>303</b>

Analysis of the Rubric data is instructive. For example, since 87 scores fell below the Performance Standard of 80 on the *Grading Rubric*, we can conclude that 87 students were unsuccessful in completing the Critique assignment. Further analysis shows that number to represent 29% of the students who earned credit for the course. Therefore, 216 students, or 71% completed the assignment successfully. This is surprising close to the performance standard that had been established for the assessment. There is definitely room for improvement in creating a wider margin between the expected performance level and the actual performance level of students. The current level of performance leaves virtually no room for error.

Other conclusions related to instruction can be drawn from a careful consideration of the Rubric. Significantly, some components of the Critique assignment are not as well understood by students as other components. Most students were highly successful in Writing, Describing the work of art and Identifying two pertinent facts such as artist and title. A few less students were able to identify the form and style of the work of art. The concepts related to the Categories of Visual Characteristics posed more problems. Many students who did not complete the assignment successfully, completely skipped this component. The Elements and Principles of Art components fared no better. Many students used only 2 or 3, possibly 4, of the Elements although all 6 were required. Sometimes, the use of these was not explicit and was only implied in the writing. Value especially, and surprising, shape seemed to be misunderstood by students. Many students avoided mass altogether, an indication that students did not understand the concept sufficiently to use it in text that they created. Color is clearly the best understood of all of the elements. It appeared most frequently and was most often used correctly. The use of line and texture was unremarkable. Students were required to use only 3 of the 5 Principles of Art. Most students met this requirement. Harmony and contrast were most often used correctly. Balance was not used in a significantly incorrect manner but was used somewhat broadly, even vaguely at times. According to the data from the Critique Rubric, students do not have a clear understanding of how to use the concepts of dominance and especially movement when writing about art.

- 2.1b *Describe How Assessment Results Were Used to Improve Instructional Program:* These findings have clear implications for how Instruction can be improved. During the assessment time period, there were 5 handouts and course documents related to the assignment. Two of these were straightforward and concise; 2 others contained relevant information that had to be extracted from 5 to 6 pages of irrelevant information. The 5<sup>th</sup> document titled “Lecture Notes and Instructions for Writing a Critique of Modern Art” was so thoroughly extensive and lengthy that few students probably read it in its entirety. A new simplified summary of the *Lecture Notes*... has been created to compliment the original document. The Critique Grading Rubric used for assessment will be provided to students along with a brief narrative summary. The *Instructions* for the assignment will be clarified so that

students better understand the difference between an Analytical Critique based on the Elements and Principles of Art and an Interpretive Critique, concerned more with the opinions of expert historians and theorists. The relevant information that previously was only contained amidst extensive text has been copied and edited for clarity into a simple document.

Furthermore, all necessary documents and handouts will be accessible in a single Online course portal. All current Art Appreciation students who attend class have an online course that corresponds exactly to their in-class materials. Both INET and Attendance students will be able to find and access all of the information that is necessary to complete the Critique assignment successfully. Perhaps, future assessment will indicate that instruction has been improved and the Performance Standard for the Intended Student Outcome can be elevated. It is likely that as the assessment process continues, more conclusions can be drawn from the current collection of data and additional instructional improvements can be made.

## Introduction to Speech Communications Course Level Assessment

1. Intended Student Outcome: Students in Introduction to Speech Communication will be able to prepare, outline, and deliver a quality prepared speech.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students' speeches will be graded using a common rubric. The mean score on the Attention Step of the rubric for the final individual speech will be 75% or higher.
    - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: This Assessment has not taken place due to two factors. 1) There is a conflict with the new software that we using to evaluate student speeches. 2) This assessment could not take place until the last speech as it is structured for the "final" speech.
    - 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: The software conflict is being worked out with the vendor now. Once the issues are resolved, results will be gathered and reported for next year's assessment period.
  - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: On the written outline for the final individual speech, 75% of the students will indicate transition statements between the introduction and body of the speech, between points in the body, and between the body and conclusion of the speech.
    - 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: See 1.1a above.
    - 1.2b Describe How Assessment Results Were Used to Improve Instructional Program: The software conflict is being worked out with the vendor now. Once the issues are resolved, results will be gathered and reported for next year's assessment period.
2. Intended Student Outcome: Students in Introduction to Speech Communication will be able to define and give examples of the intrapersonal context.
  - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will be able to draw, give examples, and explain Johari's Window. After the lecture, students will be paired up and asked to go through the process needed to fill in Johari's Window. The instructor will monitor the process and progress made by the student groups. 75% of the students will be able to correctly draw and label Johari's Window at the conclusion of this process.
    - 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: This process, even before it was used, was found to be flawed. The question arose as to how the instructor could determine

passage and understanding with consistency when including part-time faculty. A new data collection plan was implemented. Instructions and rubrics were given to all faculty to ensure proper understanding of data collecting procedures.

- 2.1b *Describe How Assessment Results Were Used to Improve Instructional Program:* This process, even before it was used, was found to be flawed. The question arose as to how the instructor could determine passage and understanding with consistency when including part-time faculty. A new data collection plan was implemented. Instructions and rubrics were given to all faculty to ensure proper understanding of data collecting procedures.

Each student was given a sheet of paper with the instructions to “Draw Label, Define, and Explain and give Examples from your life of the Johari Window.

Faculty was to use the grading rubric with the scale shown below.

- 3 = Knows the concept
- 2 = Has Idea of concept
- 1 = Somewhat idea of concept
- 0 = No idea of concept

Even this was faulty, as we found that grading the drawings seemed to be subjective. To remove subjectivity from the rubric, we will change the assessment structure from a picture drawing to a question / answer format and once the material has been covered designated faculty will administer the assessment. This will also help to administer the assessment to the online class. There are six Introductions to Speech Communication classes and the online class was missed.

From the assessments reported students do not have an understanding of Johari Window overall. Eleven students of the 58 answering the quiz received 3's on all questions. This is a 19% overall and our goal was 75%. This would indicate that overall that we have some work to do. However; as earlier stated there are flaws in the assessment and this has possibly changed the outcome data. For future assessments we will adjust the assessment to a question/answer format.

- 2.2 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* On the unit exam covering the intrapersonal context, 75% of the Students will answer those questions correctly.
- 2.2a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* Unit exam would have several questions covering the intrapersonal context of Johari Window. This was covered differently by each of the 3 Instructors. Instructor One used the criteria used in Assessment 1 to gather data. Instructor Two relied on the test bank provided with the text to report data. Instructor Three reported no data for this assessment.

Of the information gathered there is no clear way to report user results. For Instructor One's class the results were 1 student out of 6 total students answered all questions correctly on the Unit exam. The Instructions were to "Draw, Label, Explain, and Give Examples from your life representing the Johari Window." Instructor Two, who used the test bank which contained five questions relating to Johari Window. The test was set for random to eliminate the possibility for cheating. Of the five questions one question was posted for Johari Window. This question was a "True/False" question. All students answered this question correctly. While the results show 100% this is not an accurate assessment for the overall goal.

- 2.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* Results of the Assessment indicate a need for change in outcome process. A questionnaire for continuity would/could greatly increase the outcome. Understanding the breakdown is not with the students but with instructional staff who set up the assessment plan. There is need to train part-time staff and to come up with a better evaluation process.

Timeliness in issuing the assessment is a problem as well. Full-time faculty should see that part-time faculty have material early enough to plan and implement into their teaching process. Full-time faculty should meet with part-time faculty to train or at least go over assessment material to be sure part-time faculty know the concepts as well.

## Survey of Early Childhood Education Course Level Assessment

1. Intended Student Outcome: (Survey of Early Childhood Education) The students will be able to identify the levels of Bloom's Taxonomy.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Given an example of a classroom learning outcome, 70% of the students will be able to identify at what level of Bloom's Taxonomy the lesson is written.
    - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: 60 percent of the students were able to identify at what level of Bloom's Taxonomy the lesson is written. The students that were able to accurately identify were those in the 2 + 2 P-4 program. Those in the AAS in Early Childhood Education had more difficulty.
    - 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: Due to the sizes of our classes, we are unable to separate the two degree plans (AAS and AA with P-4 Emphasis) making it necessary to take the Elementary Education classes together. Therefore, statistics are drawn from both populations. Because writing goals that encompass Bloom's Taxonomy is critical, I must teach this application to both groups. The students in the AAS program will also be writing lesson plans while teaching in Head Start and they also need the skills to write goals.
  - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Given six disciplines of learning (math, reading, language arts, computer, science, & social studies), the students will research and locate lesson plans and identify at what level of Bloom's Taxonomy it is taught. Within the six disciplines, at least two lesson plans will use the top four levels of the taxonomy (Higher Order Thinking Skills).
    - 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Of the 60 percent of student that were able to identify the levels of Bloom's Taxonomy in a written lesson plan, 85 percent were able to locate lesson plans using the top four levels of the taxonomy which includes the Higher Order Thinking Skills activities.
    - 1.2b Describe How Assessment Results Were Used to Improve Instructional Program: Given that 75% of goals are written in the bottom two Levels of Bloom's Taxonomy (Knowledge and Comprehension), prospective teachers should be able to identify goals written for the top four levels, which are Higher Order Thinking Skills activities.
2. Intended Student Outcome: Students will be able to present a specific topic that is appropriately designed for the audience.



- 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 75% of the students will score at least eight out of ten on the presentation organization component of the grading rubric of the assignment.
- 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: 75 percent of the students scored eight out of ten on the presentation organization component of the grading rubric of the assignment.
- 2.1b Describe How Assessment Results Were Used to Improve Instructional Program: Due to the results, I am advising the students to take Introduction to Educational Technology prior to Survey of Early Childhood Education. The skills learned in Educational Technology prepares them for presentations and written work required in Survey of ECE.
- 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 75% of the students will score at least eight out of ten on the written appearance component of the grading rubric of the assignment.
- 2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: 73 percent of the students scored eight out of ten on the written appearance component of the grading rubric of the assignment. Given the population of the class for fall 2009, the students are learning the correct techniques of writing and following written instructions.
- 2.2b Describe How Assessment Results Were Used to Improve Instructional Program: In Introduction to Educational Technology, the students are introduced to Arkansas frameworks and the techniques for writing thematic units, in addition to the websites that are beneficial to completing the assignments. Survey of Early Childhood Education is an umbrella class for all the other classes in the BSE degree. Students are required to do six project that introduce them to a variety of activities that are again interjected into the BSE program.

## Developmental Education

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

## **Developmental Education**

### **Expanded Statement of Institutional Purpose**

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

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

The Developmental Education Division was forced to revisit its Assessment Plan when the Arkansas Legislature passed Act 971 of 2009, requiring the state to establish common exit standards for all developmental education courses at public colleges and universities. The Act stipulates that the state must work with public institutions to develop standards that are comparable to the equivalent ACT or SAT score indicating college readiness in English composition, reading, and mathematics by the fall semester of 2010. According Dr. Jim Purcell, Director of Arkansas Department of Higher Education, Act 971 is a critical step in Arkansas's student success policy agenda. It builds on previous legislation requiring that students be assessed for college readiness using a common test and placed in developmental education should they fail to meet a common statewide cut off score indicating academic proficiency. Act 971 also requires the state to collaborate with two- and four-year institutions to develop alternative methods of delivering developmental education, and to provide professional opportunities so that faculty can improve their pedagogical skills in this area.

The Developmental Education Division faculty/staff and Coordinator attended several fact finding sessions and professional development workshops. Currently, the division is undergoing a redirection of its Assessment Program and will resubmit an amended Assessment Plan for fall 2010.

**Allied Health**

<b>Allied Health</b>	
<i>Instructional Program</i>	<i>Degree Level</i>
Associate Degree Nursing Program	Associate in Applied Science
Practical Nursing Program	Certificate
Dental Assisting Program	Certificate

**Associate Degree Nursing Program  
Class of 2008-2009**

**Expanded Statement of Institutional Purpose:**

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

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

**Intended Student Learning Outcomes:**

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

- 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 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 and 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.

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.

- 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The May 2009 HESI Exit Exam results were as follows: Overall aggregate score of 802 or 80.2%. The NLNAC sub-areas/results of the HESI Exit Exam were: Critical Thinking, 803 or 80.3%, Therapeutic Nursing Interventions, 799 or 79.9%, and Therapeutic Communications, 851 or 85.1%. Results of the student's HESI scores were grouped into eight (8) categories as follows:

<b>Distribution of HESI Scores by Category</b>			
<b>Category</b>	<b>Description</b>	<b>Number</b>	<b>Percent</b>
A. 950 >	Outstanding probability of passing	4	8.00%
B. 900 - 945	Excellent probability of passing	1	2.00%
C. 850 - 899	Average probability of passing	10	20.00%
D. 800 - 849	Below average probability of passing	10	20.00%
E. 750 - 799	Additional preparation needed	14	27.00%
F. 700 - 749	Serious preparation needed	6	12.00%
G. 650 - 699	Grave danger of failing	4	8.00%
H. < 649	Poor performance expected	2	4.00%

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.). 5 of 51 students (9.8%) 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 (836 or 83.6%), Health Promotion and Maintenance (781 or 78.1%), Psychosocial Integrity (851 or 85.1%), and Physiological Integrity (788 or 78.8%). The HURST Review course was completed by 100% of the graduates in May 2009.

- 1.1b *Describe How Assessment Results Were Used to Improve Instructional Program:* Results of the HESI Exit Exam reflected an overall prediction that 80.2% of the May graduates 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. Item writing/testing have and continue to be revised to meet the new testing methodologies by the NCLEX.
- 1.1c *Describe How Assessment Results Were Shared with Constituencies:* Results were shared with the 2009 PN Class, Nursing Advisory Committee, CASL Members; Assessment Report 2010 was submitted to the Assessment Committee and shared in the 2010 Strategic Plan Narrative Report both of which is annually submitted to the ANC Board of Trustees for review and approval.
- 1.2 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* Eighty-five percent (85%) of graduates of Associate Degree Nursing Program will be successful on the NCLEX-RN as a first time writer, with no less than a 75% pass rate to meet the ASBN standard. 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.



- 1.2a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* The NCLEX-RN is the official test established by the National Council 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.
- 1.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* The official pass results from the Arkansas State Board of Nursing for 2009 based on a twelve month calendar are 88.4%. The pass rates based on the total number of May 2009 graduates who have tested (51 of 51) in the 2009 class is 82.0%. The pass rate for generic students is currently 82.0% (41 out of 51 students) and the pass rate for returning students is 20.0% (1 out of 6 students). Refer to Table 2 HESI/ ATI/State Board Pass Rate/ Student Demographics.
- The 88.4% pass rate meets the goal of 85% or better. The 20.0% 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. Also, 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 fourth year at the ANC Main Campus.
- 1.2c *Describe How Assessment Results Were Shared with Constituencies:* Results were shared with the 2009 PN Class, Nursing Advisory Committee, CASL Members; Assessment Report 2010 was submitted to the Assessment Committee and shared in the 2010 Strategic Plan Narrative Report both of which is annually submitted to the ANC Board of Trustees for review and approval.

<b>Table 2</b> <b>Comparison of HESI and ATI Scores to</b> <b>State Board Pass Rates and Student Demographics</b>					
Year	HESI	ATI Comprehensive RN Predictor	State Board Pass Rate (Total Number of Graduates )	State Board Pass Rate (State Board 12 Month Report)	Pass Rate Demographics Generic/ Returning Students
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%
2008 May	83.1%	73.0%	87.3%	78.8%	93.1% 63.6%
2008 Dec	85.1%	83.3%	92.0%	88.4%	92%
2009 May	82.0%	86.3%	82.0%	88.4%	82.0 20%

- 1.3 State Means of Assessment, Describe Data Collection Plan, and Define 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.

- 1.3a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* 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 (PAX-RN testing scores and GPA) and student outcomes (student graduation, successful NCLEX, withdrew from program, and course failures) were trended for the 2007-2009 nursing class.

<b>Graduation Year</b>	<b>Graduation Rates</b>
2004	66%
2005	49%
2006	66%
2007	73%
2008	76%
2009	86%

A total of 59 generic students were admitted into the 2007-2009 nursing class. Thirty three (33) LPN Transition students joined the class of 59 in the Spring semester of 2009 giving a total of 92 generic and LPN first time students. In 2009, 79 students graduated of which 51 were of the original class of 53 and 6 were returning students. This gives the graduating class of 2009 a 85.9% graduation rate. Admission criteria were compared to student outcomes, refer to: Table 3 Admission Criteria Comparison.

<b>Table 3 Admission Criteria Comparison 2008-20097 Nursing Class</b>					
<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:</i>	*51	100-145	**117.1	2.0-4.0	3.45
<i>First Time:</i>	*45		**119.8		3.08
<i>Returning:</i>	*6		**115.8		2.94
<i>Graduated and passed NCLEX:</i>	*41	109-135	**117.1	2.0-4.0	3.45
<i>First Time:</i>	*40		**119.8		3.08
<i>Returning:</i>	*1		**student was LPN/RN transition		2.94
<i>Withdrew/failed program</i>	*8	100-115	**113.2	2.58-3.85	3.0
<p>Total Students at beginning of class (includes generic and LPN students): 92            Total number of students graduating as returning students: 6</p> <p>* Total number included generic (PAX-RN required) and LPN to RN Transition students who are excluded from the average PAX scores</p> <p>** Excludes LPN to RN Transition students who are excluded from taking the PAX-RN.</p> <p>Admission Criteria: PAX-RN &gt; 100 prior to March 30<sup>th</sup> admission deadline for following fall program. GPA &gt; 2.5 on admission into program.</p>					

- 1.3b *Describe How Assessment Results Were Used 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 2008 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.

1.3c Describe How Assessment Results Were Shared with Constituencies: Results were shared with the 2009 PN Class, Nursing Advisory Committee, CASL Members; Assessment Report 2010 was submitted to the Assessment Committee and shared in the 2010 Strategic Plan Narrative Report both of which is annually submitted to the ANC Board of Trustees for review and approval.

1.4 State Means of Assessment, Describe Data Collection Plan, and Define 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.

1.4a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: ATI (Assessment Technologies Incorporated) provides testing results for both the ATI RN Comprehensive Predictor Exam and individual nursing course comprehensive tests. The progressive testing policy began with the graduating class of 2003 and is outlined in the ADN Student Handbook. The ATI progressive testing is administered at the end of each nursing course. Students must meet the established accepted levels of 31% on the individual ATI Progressive Exam before progressing to the next nursing course. If they do not meet the accepted level the student must remediate and retest before progressing to the next course. ATI Progressive Testing Results on all Nursing Courses: 100% of students passed each nursing course ATI Progressive test, meeting the accepted level score of 31%. Refer to Table 4 for ATI Scores. Refer to Table 5 Quality Improvement Timeline

<i>Test Title</i>	<i>Group Mean Score</i>					
	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>
Fundamentals	66.6%	71.2%	72.3%	72.8%	74.8%	73.7%
Maternal and Newborn	66.6%	71.9%	71.4%	71.1%	73.2%	71.4%
Nursing Care of Children	67.8%	59.1%	57.5%	69.3%	70.3%	72.7%
Mental Health	78.3%	63.3%	64.8%	69.5%	71.2%	69.6%
Medical-Surgical Nursing Care	55.3%	54.8%	66.1%	69.2%	69.4%	72.7%
Leadership	57.7%	56.1%	69.0%	68.6%	69.5%	72.0%
Critical Thinking	73.6%	69.4%	72.4%	64.7%	68.3%	70.7%
RN Comprehensive Predictor	62.3%	69.9%	71.3%	66.0%	73.0%	72.2%

<b>Table 5 Department of Nursing Quality Improvement Time Line</b>			
<b>Year</b>	<b>NCLEX Pass Rate *Cohort Pass Rate</b>	<b>Implementation Date</b>	<b>Quality Intervention</b>
2000	63.2%	11/00	Consider replacing comprehensive with progressive testing.
		02/01	Adopted Comprehensive Medical/Surgical Test (ATI) for piloting.
		04/01	Pilot dates established for first and second level for progressive and comprehensive testing
		04/01	Faculty discussed the piloting of progressive and comprehensive testing. Policy established.
2001	71.4%	08/01	Test plan & testing strategies reviewed after attending Item writing workshop. Discussed hiring a tutor – opted to continue 1:1 tutoring, opted to provide practice questions. Change test blue print to include 85% of all test questions are based on clinical reasoning: prioritizing, delegation, critical thinking, etc.
		11/01	Areas of weakness noted from test results, curriculum reviewed.
		01/02	Test scores reviewed areas of strengths and weakness reviewed.
		04/02	ATI GN Predictors reviewed.
2002	77.2%	10/02	Comprehensive and progressive testing adopted after reviewing pilot findings 14% improvement over two years in NCLEX pass rate.
2003	100%	09/03	NCLEX pass rate 100% - progressive and comprehensive testing continued.
2004	80%	9/04	Progressive and comprehensive testing continued. Three students yet to write the NCLEX-RN. Further evaluation pending their results.
		5/05	Update: All students completed NCLEX-RN exam.
2005	94%	9/05	31 Students graduated. Two students failed NCLEX-RN (returning students). All first-time admission students passed at 100%. Continue progressive testing for returning students.
2006	89%	5/06	A total of 55 Graduates from both the Burdette and Paragould campus. The first class to utilize distance learning via compressed video.
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.
2008	78.6% 87.3%*	8/07	A total number of 55 graduates from both the Burdette and Paragould campus. The third class to utilize distance learning via compressed video and progressive testing continues to be part of the grading criteria.
2009	88.4% 92%*	8/04	A total number of 51 graduates from both the Burdette and Paragould campus. The fourth class to utilize distance learning via compressed video and progressive testing continues to be part of the grading criteria.

1.4b *Describe How Assessment Results Were Used 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 less than a 31% on the ATI exams were, in general, those with low passing course averages in the content being tested. In 2008, ATI recommended changes in establishing student competency. ATI recommendation is that students will score a level 2 or greater on individual ATI progressive exams. This recommendation has been adopted and will be reflected in the following year's assessment data.

1.4c *Describe How Assessment Results Were Shared with Constituencies:* Results were shared with the 2009 PN Class, Nursing Advisory Committee, CASL Members; Assessment Report 2010 was submitted to the Assessment Committee and shared in the 2010 Strategic Plan Narrative Report both of which is annually submitted to the ANC Board of Trustees for review and approval.

1.5 *State Means of Assessment, Describe Data Collection Plan, and Define 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.

1.5a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* 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. Changes implemented in the NCLEX-RN test blueprint requires students in the 2009 class to earn 50% or greater on the ATI-RN Comprehensive Predictor Exam.

ATI Comprehensive Predictor Exam: 100% of the students met the 70% or higher on the Comprehensive Predictor Exam. Refer to previous Table 4 for ATI Scores. Refer to previous Table 5 Quality Improvement Timeline.

1.5b *Describe How Assessment Results Were Used to Improve Instructional Program:* The class of 2009 was also required to make a satisfactory score on the RN Comprehensive Predictor Exam. There seems to be a direct relationship in the 2009 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. In 2008 ATI changed the student predicted probability scoring standard. Students earning 70% or greater on the RN Comprehensive Predictor have a 90% or greater probability of passing the NCLEX-RN. The standard of 70% of greater will be adopted and reflected in the following year's assessment report.

- 1.5c Describe How Assessment Results Were Shared with Constituencies: Results were shared with the 2009 PN Class, Nursing Advisory Committee, CASL Members; Assessment Report 2010 was submitted to the Assessment Committee and shared in the 2010 Strategic Plan Narrative Report both of which is annually submitted to the ANC Board of Trustees for review and approval.
2. Intended Student Learning Outcome: Employed graduates will indicate through graduate survey that the Arkansas Northeastern College Associate Degree Nursing curriculum has prepared them to practice as a registered nurse.
- 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Ninety percent (90%) of graduates will be employed in the hospital or long-term care setting with the additional 10% of graduates employed in their health care settings as determined by the graduate survey six months post graduation.
- 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: 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.
- 2.1b Describe How Assessment Results Were Used to Improve Instructional Program: Results: 82.6% of May 2009 graduates are employed in hospital settings; 13.0% are employed in other health care settings; 13.0% are unemployed. Results are based on 47% of mailed surveys being returned.



<b>Table 6</b>						
<b>Graduate Survey Summary 2009</b>						
<i>EMPLOYMENT EXPERIENCE</i>						
Employed		YES: 20		NO: 3		
<i>FACTORS RELATED TO EMPLOYMENT</i>						
	1 Poor	2 Below Average	3 Average	4 Above Average	5 Excellent	No Response
Prepared			3	11	10	
Confidence			4	10	10	
Comparison			1	11	12	
Agency Orientation			7	8	9	
<i>PROFESSIONAL DEVELOPMENT ACTIVITIES</i>						
					YES	NO
Completed hours toward a higher degree						24
If no, anticipating BSN						24
Made application						24
If yes, accepted						
Professional organizations						24
Nursing journals						22
<b>Post Graduation Evaluation of Nursing Program</b>						
	1 Poor	2 Below Average	3 Average	4 Above Average	5 Excellent	No Response
Basic essentials to pass NCLEX-RN		1	5	10	5	3
Review course of value	1	2	2	6	10	3
Adequately prepared to enter work force	1	1	6		4	3
Overall satisfaction with Nursing Program	1		8	6	6	3
Total 2005 nursing graduates:	51					
Total graduate survey responses:	24					
Total percentage of response:	47%					

Results from the survey are useful but the 47% 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 2010 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.

2.1c Describe How Assessment Results Were Shared with Constituencies: Results were shared with the 2009 PN Class, Nursing Advisory Committee, CASL Members; Assessment Report 2010 was submitted to the Assessment Committee and shared in the 2010 Strategic Plan Narrative Report both of which is annually submitted to the ANC Board of Trustees for review and approval.

2.2 State Means of Assessment, Describe Data Collection Plan, and Define 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.

2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: 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).

Results: Results: 95.6% of May 2009 graduates rated program satisfaction 3 or higher on a 1 to 5 scale. Results are based on 45% of mailed surveys being returned.

2.2b Describe How Assessment Results Were Used to Improve Instructional Program: Student comments on the surveys indicate recommendations by students to enhance overall program organization and to improve some of the clinical rotation sites to gain a more beneficial experience. Instructors will be developing a more detailed evaluation of clinical experiences to provide more data for analysis of specific clinical rotations.

2.2c Describe How Assessment Results Were Shared with Constituencies: Results were shared with the 2009 ADN Class, Nursing Advisory Committee, CASL Members; Assessment Report 2010 was submitted to the Assessment Committee and shared in the 2010 Strategic Plan Narrative Report both of which is annually submitted to the ANC Board of Trustees for review and approval.

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

3.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Ninety five percent (95%) of all employers of ANC graduates returning the agency/employer survey will rate job performance

satisfaction with the beginning registered nurse at a 3 or higher on a scale of 1 to 5 with 1 being the lowest and 5 being the highest.

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. Results are unavailable. Refer to Table 7 Agency Evaluation Summary.

<b>Table 7</b> <b>Agency Evaluation Summary</b> <b>Agency Evaluation 2005</b>						
Criteria	1 Poor	2 Below Average	3 Average	4 Above Average	5 Excellent	No Response
Firm grasp of nursing practice						
Professional Behavior						
Responsible and accountable						
Solve problems and seeks help						
Communication skills						
Identifies needs and care plans						
Fosters personal and professional growth						
Comparison to other ADN programs						
Total agency evaluations distributed/mailed: Total agency evaluations returned: Total percentage of response:						

- 3.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Results are pending.
- 3.1b Describe How Assessment Results Were Used to Improve Instructional Program: Pending
- 3.1c Describe How Assessment Results Were Shared with Constituencies: Pending
4. Intended Student Learning 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.

4.1 State Means of Assessment, Describe Data Collection Plan, and Define 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 indicated by the end of course student survey.

4.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: 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. 59 students completed the end of course survey for the Introduction to Nursing Interventions. In Psychosocial Adaptation 57 students completed the end of course student survey.

Of the 59 student responses in the Introduction of Nursing Interventions course 55 (93%) indicated they had met the course objectives and outcomes. Of the 57 students completing the end of course student survey in Psychosocial Adaptation 49 (86%) stated they had met the course objectives and outcomes.

4.1b Describe How Assessment Results Were Used to Improve Instructional Program: Results of students surveyed indicate students felt course specific objectives and outcomes were achieved in the Introduction to Nursing Interventions. Results of students surveyed in the Psychosocial Adaptation course were not achieved. Discussion among faculty indicated related to the survey tool indicates that a survey tool with broad outcome statements does not adequately identify which course objectives or outcomes have not been achieved. Beginning with the class of 2009-2010 specific course outcomes will be evaluated. In the Introduction to Nursing Interventions Course, 90% of students will demonstrate "satisfactory" competency in the clinical skills laboratory during the first check-off attempt in the following skills: naso-gastric insertion and tube feeding, tracheal care and suctioning, urinary catheter insertion and care, vital signs, and medication administration. In the Introduction to Nursing Intervention course, 80% of students will demonstrate satisfactory knowledge of the Nursing Math content by scoring 90% or greater on the first attempt of the Math Competency Exam. In Psychosocial Adaptation, 90% of students will demonstrate competency in therapeutic communications as reflected in a "satisfactory" evaluation of all assigned clinical IPAs. Students in the Psychosocial Adaptation course will demonstrate "satisfactory" knowledge of medications used to treat psychological illness.

4.1c Describe How Assessment Results Were Shared with Constituencies: Results were shared with the 2009 ADN Class, Nursing Advisory Committee, CASL Members; Assessment Report 2010 was submitted to the Assessment Committee and shared in the 2010 Strategic Plan Narrative Report both of which is annually submitted to the ANC Board of Trustees for review and approval.

**Practical Nursing Program  
Class of 2008 - 2009**

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

- 1.1 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: One hundred percent of the Practical Nursing (PN) graduates will obtain the minimum score (80%) required on the Assessment Technologies Institute's (ATI) Outcome Predictor Examination for predicting success on the NCLEX – PN required at the end of the PN Program.

The exit exam administered before graduation is considered an indicator of how the individual student and the class as a whole will perform on the NCLEX - PN. Assessment Technologies Institute's (ATI) Comprehensive Review Plan (CARP) is used throughout the year to evaluate the student's basic comprehension and mastery of the fundamental principles of nursing practice in each of the content areas that are taught within the PN program. The CARP PN Comprehensive Predictor Examination is administered to all potential graduates to determine their readiness for the NCLEX – PN. ATI provides faculty with class and individual scores on this predictor exam. 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

ATI also provides students specific recommendations for study and preparation for the NCLEX-PN depending on the level of probability in which they score on the exam.

ATI recommends that students perform at or above 80% predicted probability of passing the NCLEX - PN on the ATI PN Comprehensive Predictor Examination.

- 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The ATI Comprehensive Predictor results for the 2009 PN Class are shown below:

- Individual Mean National Score 63.7%
- ANC Students' Mean National Score
- Burdette Center = 70.0%
- Paragould Center = 71.1%
- Group Performance

Predicted Probability of Passing the NCLEX-PN	Number of Students at Probability of Passing	PN Comprehensive Predictor Individual Score
99%	3	> 79.3%
98%	2	76 – 78.7%
96 - 97%	7	72.7 – 75.3%
94 – 95%	5	70 – 72%
91 - 93%	6	68 – 69.3%
89 – 90%	0	66.7– 67.3%
85 – 88%	5	64.7 – 66%
82 - 84%	2	63.3 – 64%
76 – 80%	2	61.3 – 62.7%
64 – 74%	0	58 – 60.7%
36 – 62%	0	51.3 – 57.3%
1 – 34%	0	0 – 50.7%
<b>TOTAL</b>	32	

ATI Comprehensive Predictor Exam results indicate that 32 of 32 of the PN students or 100% met the criteria for success with an 80% predicted probability of passing the NCLEX – PN.

- 1.1b *Describe How Assessment Results Were Used to Improve Instructional Program:* Students were provided with information on the identified areas requiring improvement. Individual counseling was provided to all students by 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 2008 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 has continued to structure all exams within the curriculum to focus on application questions, with an emphasis on prioritization and critical thinking.

The first time pass rate for the NCLEX – PN for 2009 graduates was 90.6%.

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 2009 – 2010 class.

Faculty have received feed-back from some 2008 graduates indicating that although they disliked the ATI testing throughout the year, they benefited from the testing and remediation that was required with the CARP testing system and that it assisted in preparation for NCLEX.

1.1c Describe How Assessment Results were Shared with Constituencies: Results were shared with the 2009 PN Class, Nursing Advisory Committee, CASL Members; Assessment Report 2010 was submitted to the Assessment Committee and shared in the 2010 Strategic Plan Narrative Report both of which is annually submitted to the ANC Board of Trustees for review and approval.

1.2 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: Eighty-five percent (85%) of all graduates (32) will be successful in passing the NCLEX – PN on the first attempt.

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.

1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The 90.6% pass rate exceeds the goal of 85% or better. The Arkansas Average Year-to-Date pass rate is 94.73% and the National Average Year-to-Date pass rate is 88.03% for 2009. Data for the Arkansas Northeastern College 2009 PN Class is presented in the table below



<b>NCLEX – PN Results 2009 Graduates</b>	
<u>Burdette and Paragould Centers:</u>	
Number of Graduates	32
Number Tested	32
Number Passing Exam First Attempt	29
Percentage Passing First Attempt	90.6%
<u>Burdette Center:</u>	
Number of Graduates	15
Number Passing 1 <sup>st</sup> attempt	13
Percentage Passing 1 <sup>st</sup> Attempt	86.7%
<u>Paragould Center:</u>	
Number of Graduates	17
Number Passing 1 <sup>st</sup> Attempt	16
Percentage Passing 1 <sup>st</sup> Attempt	94.1%

1.2b Describe How Assessment Results Were Used to Improve Instructional Program: Any areas of the NCLEX – PN Test Plan that are shown to need improvement are evaluated and instructional changes 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) to assist in improving instruction and keeping updated in Nursing Practice. A NCLEX-PN review course will continue to be offered each year to assist in preparing graduates for the NCLEX – PN.

1.2c Describe How Assessment Results were Shared with Constituencies: Results were shared with the 2009 PN Class, Nursing Advisory Committee, CASL Members; Assessment Report 2010 was submitted to the Assessment Committee and shared in the 2010 Strategic Plan Narrative Report both of which is annually submitted to the ANC Board of Trustees for review and approval.

1.3 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: Selective admission criteria will serve to admit students who are successful in achieving the program objectives with at least a seventy-five percent (75%) retention and graduation rate. 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.

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. As a result of this study, for the class of 2006 – 2007, we began using the PAX –PN for selecting admission into the class. Requirement for admission into the PN program is 100 out of 160 (63%).

- 1.3a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* As documented in previous Assessment Reports, 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. 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.

For the 2008 – 2009 Class, PAX-PN scores were lower, but remained steady for Paragould. At Burdette, every applicant who scored 100 or greater was accepted into the program. The applicants at the bottom of the score list at Paragould was also accepted at Burdette (5 students) as were 3 applicants who did not score the minimum of 100 on the PAX=PN. They scored 95, 96, and 98. Of these 3, one was not successful and returned into the program for the 2009 – 2010 Class. The other 2 were successful in the program and on the NCLEX-PN (1<sup>st</sup> attempt).

Of the 46 students accepted into the 2008 – 2009 class, 3 dropped for personal reasons, 14 were dismissed due to academic reasons and 2 were dismissed for disciplinary reasons – there were 5 returning students. The PAX – PN scores for those that failed due to academics ranged from 101 – 115. Those that scored higher performed better in the classroom.

In looking ahead, the PAX – PN scores for the 2009 – 2010 class, specifically for both the Burdette and Paragould Centers, are higher. The outcome and success of these students are being trended and results will be reported in the 2010 Assessment Report.

- 1.3b *Describe How Assessment Results Were Used to Improve Instructional Program:* The PN faculty will continue to trend the PAX-PN scores and their correlation to success in the PN program and NCLEX-PN Exam. Other selection criteria, such as other college credit and GPA will be evaluated as secondary criteria in the 2010 to ensure student success in the PN Program.
- 1.3c *Describe How Assessment Results were Shared with Constituencies:* Results were shared with the 2009 PN Class, Nursing Advisory Committee, CASL Members; Assessment Report 2010 was submitted to the Assessment Committee and shared in the 2010 Strategic Plan Narrative Report both of which is annually submitted to the ANC Board of Trustees for review and approval.

2. Intended Student Learning 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.
- 2.1 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success Ninety five percent (95%) of graduates (32) will be employed in health care settings within six (6) months of graduation as determined by graduate surveys. 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.
- 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Results are pending for the 2009 Class. Graduate surveys were mailed in March 2010. Results for the 2009 Class will be reported in the Assessment Report for 2010. 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 2009 Class: Of the 32 graduates, 29 passed the NCLEX on the first attempt and the (3) other graduates were successful on second attempts for a total of 32 who have successfully passed the NCLEX – PN.
- 2.1b Describe How Assessment Results Were Used to Improve Instructional Program: The job market for practical nurses is abundant in this area, especially in long-term care. There has never been a concern for our PN graduates being employed after graduation from the program. This will continue to be monitored annually.
- 2.1c Describe How Assessment Results were Shared with Constituencies: Results were shared with the 2009 PN Class, Nursing Advisory Committee, CASL Members; Assessment Report 2010 was submitted to the Assessment Committee and shared in the 2010 Strategic Plan Narrative Report both of which is annually submitted to the ANC Board of Trustees for review and approval.
- 2.2 State Means of Assessment, Describe Data Collection Plan and Define 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 score possible.

A graduate questionnaire is sent to all graduates six months after graduation, with subject areas focused on graduate's preparedness, feeling of confidence, and comparison with other PN graduates, along with perception of nursing at this time. The graduates are asked to rank these items on a scale of one (poor) to five (excellent).

- 2.2a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* 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.

Results are pending for the 2009 graduating class. Surveys were mailed in March 2010 and results will be reported in the 2010 Assessment report. However, assessment results for the graduating class of June 2008 are being provided:

12 of the 32 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% (12/12) 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

Students have consistently suggested more hands-on clinical time and to be able to work alongside a nurse in the clinical settings. The ability to communicate effectively with physicians seems to be an issue with some students. They feel intimidated and “get nervous”.

- 2.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* Results are pending for the graduating class of June 2009. However information below is being provided for the results of the graduating class of 2008.

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 a result of comments and suggestions made from students and graduates for areas of improvement in the PN program, beginning in the Summer II 2008 Term we began a PN Clinical III Preceptorship Program for students in their last term. This allows the students to work alongside an LPN or RN of their choosing in the clinical settings in which they plan to go to work. Very specific guidelines and criteria have been established to help us regulate this process. The outcome of this process has been exceptional. Positive comments were received

from students as well as preceptors. No problems were encountered during the second year of utilizing Preceptorship. 100% of the 32 students were placed with a preceptor for a total of 120 hours during the last Summer I term prior to graduation.

An Advisory Committee Meeting made up of members from both the Practical Nursing Program and the Associate Degree Program was developed. A meeting was scheduled with this committee on April 28, 2010. All program related information, including information from this report, will be shared and discussed.

2.2c Describe How Assessment Results were Shared with Constituencies: Results were shared with the 2009 PN Class, Nursing Advisory Committee, CASL Members; Assessment Report 2010 was submitted to the Assessment Committee and shared in the 2010 Strategic Plan Narrative Report both of which is annually submitted to the ANC Board of Trustees for review and approval.

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.

3.1 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: Ninety five percent (95%) of all employers of Arkansas Northeastern College Practical Nursing graduates returning the agency/employer survey will rate job performance satisfaction with the beginning licensed practical nurse at a 3 or higher on a scale of 1 – 5 with 1 being the lowest and 5 being the highest score possible.

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.

3.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Results are pending for the graduating class of June 2009. Employer/Agency surveys were mailed in March 2010. However, results from the 2008 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. Nine (9) agency evaluations were returned completed.

Comments obtained from administrators are as follows:

- I would like to see team leading and more med pass instruction in the long term care settings. More discussion in class on how regulations are different than other medical settings.”
- “I love that they are taught IV skills. Also, the precepting program which we participated in this past year. I hop we can again. The nurse we hired does a great job. Maybe an area where they observe CNA’s to learn supervisory duties.
- Some do not use their abilities to motivate others. Could show improvement in problem solving. I feel they have the knowledge; however they don’t feel competent enough to make some decisions on their own.”

3.1b *Describe How Assessment Results Were Used 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 with no scores less than “3” on an area of the evaluation. Agency comments and suggestions have been evaluated. Possible strategies include:

- Develop an action plan to allow more supervisory skills – maybe team leading one another or discussing with the CNA instructors about possibility of supervising CAN students.
- Discuss and develop motivational strategies to assist students in decision making process while in the clinical setting. .
- Coordinate with Pharmacy Consultant in LTC facilities regarding providing in-service education on LTC medication administration for both Burdette and Paragould students will be included.

3.1c *Describe How Assessment Results were Shared with Constituencies:* Results were shared with the 2009 PN Class, Nursing Advisory Committee, CASL Members; Assessment Report 2010 was submitted to the Assessment Committee and shared in the 2010 Strategic Plan Narrative Report both of which is annually submitted to the ANC Board of Trustees for review and approval.

**Dental Assisting Program  
Class of 2008-2009**

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

- 1.1 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: One hundred percent (100%) of Dental Assisting Students (12) 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.

During the student's clinical experiences, the supervising dentist completes an evaluation tool validating satisfactory demonstration of infection control procedures. The evaluation is graded on a scale of 0-5, 0 being the lowest and 5 being the highest level of competency. Each student must continuously score a 3-4 in order to prove competency. The instructor's evaluation of students in the infection control areas must be a three or higher on a five point scale. Students are required to perform various skills validating competency and incorporating required infection control standards during both fall and spring semesters. The students are required to evaluate each other on these skills, and then are evaluated by the instructor. The students must receive at least 80% to pass the competency.

- 1.1a Describe Data Collected, Data Analysis, and Data Analysis, and Relationship to Criteria for Success: Using the established criteria, all 12 students received 95% on all required infection control competencies during the fall and spring semesters for 2008-09. The supervising dentist's evaluations reflected all 12 students received at least a 4 on the 0-5 scale evaluation indicating 100% of all students met the requirements to validate competency in all infection control policies enforced by OSHA.
- 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: Results indicated that 100% of students met the infection control competencies as required. The data indicates that the process for teaching, demonstrating, and evaluating the infection control competencies are effective and meet the required standards as established by OSHA. The DA Instructor will continue to work on enhancing teaching and demonstration techniques (power point, Camtasia, guest presenters, etc.) to even further improve competency results.
- 1.1c Describe How Assessment Results Were Shared with Constituencies: Results were shared with the 2009 DA Class, Dental Assisting Advisory Committee, CASL Members; Assessment Report 2010 was submitted to the Assessment Committee and shared in the 2010 Strategic Plan Narrative Report both of which is annually submitted to the ANC Board of Trustees for review and approval.



- 1.2 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: One hundred (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.

The students and instructor utilize an evaluation tool with a 1 to 5 point scale. A percentage score is then calculated from the skill level obtained on a five point evaluation tool. Each of the 12 students completed the clinical evaluation competencies with a class aggregate score of 85%. One hundred percent (100%) of the class scored 90% or greater. 100% of the supervising dentist in the clinical setting, evaluated the student using the five point scale during the Clinical Experience I, II, III. This is not an expanded function in Arkansas so student evaluation was dependent on the student's ability to accurately set up for the fabrication and bridge restoration procedures and with assisting the Dentist with the procedures.

- 1.2a Describe Data Collected, Data Analysis, and Data Analysis, and Relationship to Criteria for Success: One hundred percent (100%) or all 12 students received at least a 4 on a five point scale or 90% or greater on both the peer and instructor evaluation meeting the required criteria for success in demonstrating competency in the fabrication of temporary crown and bridge restorations.

- 1.2b Describe How Assessment Results Were Used to Improve Instructional Program: The data indicates that the process for teaching, demonstrating, and evaluating competencies for fabricating crown and bridge are effective and meet the required standards as established by OSHA. Instructor will continue to work on enhancing teaching and demonstration techniques to even further improve competency results.

- 1.2c Describe How Assessment Results Were Shared with Constituencies: Results were shared with the 2009 DA Class, Dental Assisting Advisory Committee, CASL Members; Assessment Report 2010 was submitted to the Assessment Committee and shared in the 2010 Strategic Plan Narrative Report both of which is annually submitted to the ANC Board of Trustees for review and approval.

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

- 2.1 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: Eighty percent (80%) of the students accepted into the Dental Assisting Class will successfully complete and graduate from the program. 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.

- 2.1a Describe Data Collected, Data Analysis, and Data Analysis, and Relationship to Criteria for Success: An eighty percent (80%) retention rate was obtained or 12 out of 15 students completed the program for the 2008-2009 academic year. One student dropped the program due to health reasons. One student moved with her family during the summer I semester clinical rotation. One student dropped from the program due to financial reasons.
- 2.1b Describe How Assessment Results Were Used to Improve Instructional Program: Results indicated that the criteria for success were met with an 80% retention rate. Retention/graduation rates will continue to be monitored to assist in evaluating the program effectiveness. Students withdrawing from the DA program in the 2008-09 class were for non-academic reasons. Strategies to be implemented: 1) Re-evaluate the admission/enrollment criteria to enhance student enrollment. 2) Identify and pre-advise prospective DA students prior to Fall admission to identify barriers to success to include (academic, financial and personal) 3) Provide appropriate resources and services prior to entry into the program.
- 2.1c Describe How Assessment Results Were Shared with Constituencies: Results were shared with the 2009 DA Class, Dental Assisting Advisory Committee, CASL Members; Assessment Report 2010 was submitted to the Assessment Committee and shared in the 2010 Strategic Plan Narrative Report both of which is annually submitted to the ANC Board of Trustees for review and approval.
- 2.2 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: Eighty five percent (85%) of all students graduating and applying to take the certification exam through the Dental Assisting National Board will be successful the first time taking the exam.

The DANB certification exam is a national exam for graduate dental assisting students who have met the criteria for challenging the exam. This is a secured, computerized exam that is offered at numerous testing sites. It provides a mechanism of determining those graduates that meet the minimal competency standards to practice as a Certified Dental Assistant (CDA). Official results for their particular graduates are sent to each program. Programs are also provided with the results of all schools nation-wide. This result is used to determine the ultimate program outcome is achieved. The CDA certification is not required for DA to practice in Arkansas.

- 2.2a Describe Data Collected, Data Analysis, and Data Analysis, and Relationship to Criteria for Success: Only one student of the twelve initially applied to take the test. She passed the national certification and is working in a state that requires CDA.
- 2.2b Describe How Assessment Results Were Used to Improve Instructional Program: Since the CDA is not required in Arkansas and the cost of the exam is a deterrent for many graduates, the DA Program will focus future assessment on students successfully completing the process to obtain the RDA (Registered Dental Assisting licensure). The State

Dental Association requires Registered Dental Assistant (RDA) to practice in Arkansas. This additional means of assessment has been added to the 2010-2011 Assessment Plan. The DA Program will continue monitor and encourage students to become certified and also be incorporating the completion of the CDA within the curriculum. There are three components of the CDA and upon completion of each curriculum component near the end of program completion the students can test. This strategy will be implemented in the 2010-11 academic year.

2.2c Describe How Assessment Results Were Shared with Constituencies: Results were shared with the 2009 DA Class, Dental Assisting Advisory Committee, CASL Members; Assessment Report 2010 was submitted to the Assessment Committee and shared in the 2010 Strategic Plan Narrative Report both of which is annually submitted to the ANC Board of Trustees for review and approval.

2.3 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: One hundred percent (100%) of the graduates will be employed in a dental office six (6) months post-graduation as indicated by the post-graduate survey. 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 dental assisting program.

2.3a Describe Data Collected, Data Analysis, and Data Analysis, and Relationship to Criteria for Success: Results of the 2009 class indicated only four out of the twelve students who successfully completed the program returned the post graduate surveys for a 33.3% return rate. All four of the students who completed survey indicated they were employed in various dental offices in the area. The remaining eight students who did not return the surveys were contacted by phone: three of the students indicated they were not employed in DA but were full time students working on their Associate in Arts degree, two indicated they were working part time in a dental office, one was working full time in a Dental Office at eight months post graduation, one student moved to Texas, one student we could not contact.

Total graduates (4) working full time six months post graduation: 33%.

Total graduates (2) working part time six months post graduation: 17%

Total employed (6) six months post graduation in a DA office: 50%

2.3b Describe How Assessment Results Were Used to Improve Instructional Program: Results indicated that at six months post-graduation only 58% of graduates were employed in a Dental Assisting office. This does not meet the established criteria for success. Strategies to improved employment rates for DA student in the 2010 and the 2011 graduating class will include: 1) Working with Mr. Parchman for assisting with job placement activities 2) Providing assistance with resume writing and job interviewing skills 3) Expanding the clinical

affiliation list to include more sites in the Paragould, Jonesboro, and West Memphis area.

- 2.3c *Describe How Assessment Results Were Shared with Constituencies:* Results were shared with the 2009 DA Class, Dental Assisting Advisory Committee, CASL Members; Assessment Report 2010 was submitted to the Assessment Committee and shared in the 2010 Strategic Plan Narrative Report both of which is annually submitted to the ANC Board of Trustees for review and approval.
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.
- 3.1 *State Means of Assessment, Describe Data Collection Plan and Define 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. A graduate questionnaire is sent to all graduates six months after graduation, which focuses on preparedness, feeling of confidence, ability compared to other Dental Assistants and perception of dental assisting at the time of the survey.
- 3.1a *Describe Data Collected, Data Analysis, and Data Analysis, and Relationship to Criteria for Success:* Of the 4 employed graduates who returned the surveys, 100% of the graduates rated the program and the curriculum a (4). Graduates indicated they felt they were well prepared before entering the field. Another seven (7) graduates were contacted by phone. All 7 rated the program a (4). This is a total of 92% or (11 out of 12 graduates) who rated the program a 3 or higher. One student rated a (3) in her level of confidence. Digital radiographs were the one area that the students felt they needed more “hands on” in the clinical setting. Students also indicated they wanted to assume more responsibility in the clinical experience setting.
- 3.1b *Describe How Assessment Results Were Used to Improve Instructional Program:* Results indicate that the established criteria for the overall rating of the DA program and curriculum were met with a 92% rating of (4). Graduates comments and suggestions on the survey and indicated a need for enhancing the clinical experience in Clinical Experience II & III courses. These classes are completed in the last two months of the program and provide the opportunity for students to work alongside an RDA. As a result of student’s input, the DA Program has developed a Preceptor Program that will be implemented in Spring 2010 in the Clinical II & II courses. This program will provide a formalized process for the RDA in the affiliating offices to partner with the ANC DA Instructors in optimizing the student’s clinical experience. The Dental affiliates have been provided a copy of the Preceptor Packet and will assist in evaluating and providing input in perfecting the process for the next DA class.

- 3.1c *Describe How Assessment Results Were Shared with Constituencies:* Results were shared with the 2009 DA Class, Dental Assisting Advisory Committee, CASL Members; Assessment Report 2010 was submitted to the Assessment Committee and shared in the 2010 Strategic Plan Narrative Report both of which is annually submitted to the ANC Board of Trustees for review and approval.
- 3.2 *State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success:* One hundred (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. The Post Graduate Surveys and Telephone surveys are used to obtain the post graduation data.
- 3.2a *Describe Data Collected, Data Analysis, and Data Analysis, and Relationship to Criteria for Success:* Only four (4) employed graduates returned the surveys. Seven students were interviewed over the phone. Of the total students responding there was one who rated satisfaction with the program below 3.5 with a (3). Comments indicated her concern was inability to obtain a job in the local area. The other 10 rated satisfaction with the DA Program at a 3.5 or greater. Other concerns noted: process for completing the RDA at the end of the DA Program.
- 3.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* As a result of comments and suggestions made from the Post Graduate Surveys & Telephone interviews, areas of concern addressed were: 1) Inability to obtain a job in the local area 2) need for more hands on experience with digital radiograph and 3) Enhanced clinical experiences in the last two months of the program. The Preceptor Program that will be implemented in Spring 2010 in the Clinical II & III courses as stated will benefit the students and build partnerships with the clinical affiliates. This program will provide a formalized process for the RDA in the affiliating offices to partner with the ANC DA Instructors in optimizing the student's clinical experience. The Dental affiliates have been provided a copy of the Preceptor Packet and will assist in evaluating and providing input in perfecting the process for the next DA class.

An action plan and check off list have been established by the Program Director to be implemented with the 2010 graduating class. The check list ensures all requirements for the RDA certification and Testing for CDA certification will be correctly completed and mailed immediately after program completion by the Program Director.

- 3.2c *Describe How Assessment Results Were Shared with Constituencies:* Results were shared with the 2009 DA Class, Dental Assisting Advisory Committee, CASL Members; Assessment Report 2010 was submitted to the Assessment Committee and shared in the 2010 Strategic Plan Narrative Report both of which is annually submitted to the ANC Board of Trustees for review and approval.

4. Intended Student Outcome: Graduates employed by Dental Offices in the service area will meet expected outcomes for the beginning Dental Assistant as reflected by employer surveys.
- 4.1 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: One hundred percent (100%) of all employers (Dental Offices) of graduates returning the employer survey 6 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.

The Employer Follow-Up Telephone Survey is utilized to obtain information from the Dental Offices where graduates are employed. Results are obtained 6 months post-graduation, pending the return of student survey questionnaires.

- 4.1a Describe Data Collected, Data Analysis, and Data Analysis, and Relationship to Criteria for Success: Results for 2009 are pending. Results from the 2008 class are presented below.

Five Dental Offices that have hired DA graduates after their completion of clinical rotations in their offices. The five Dental Offices ranked the students at a 4 or greater. Areas of concern the Dental Offices provided as comments on the surveys were:

- Lack of responsibility to be on time
- Lack of motivation to stay busy
- Poor grammar/communication skills

- 4.1b Describe How Assessment Results Were Used to Improve Instructional Program: Results indicated need to further educate students in the professional behaviors of a Dental Assisting. Strategies to improve these concerns have been implemented in this current class of 2009-2010 and include:

- Role playing: Students role play in the clinical lab and classroom environment not only practical skills but effective communication skills both verbal and written and include telephone, office reception and patient communication.
- Guest speakers have presented to the DA Students importance of professional skills necessary in the workforce to include (attendance, motivation, initiative, etc).
- The new Preceptor Program will provide the RDA assigned to the students a direct process for communication and evaluation of their professional behavior. The Dentist and RDA will provide daily written evaluation.
- Site Visits to the Dental Offices on a regular scheduled basis will further follow up with the Preceptors and students to provide any on site counseling as necessary.

- 4.1c Describe How Assessment Results Were Shared with Constituencies: Results were shared with the 2009 DA Class, Dental Assisting Advisory Committee, CASL Members; Assessment Report 2010 was

submitted to the Assessment Committee and shared in the 2010 Strategic Plan Narrative Report both of which is annually submitted to the ANC Board of Trustees for review and approval.

## Technical Programs and Training

Technical Programs and Training	
Solutions Group	Industrial Training



## **Solutions Group**

### **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.

*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 student who wish to upgrade their skills for current or future employment.

### **Intended Administrative Objectives:**

1. Customers will be provided with high quality customer service.
2. Participants who complete customized training will demonstrate proficiency.

1. Intended Administrative Outcome: Customers will be provided with high quality customer service.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Develop a customer service survey. From the customers served, Solutions Group will convene a focus group to determine the aspects of "excellent" customer service customers expect. These criteria will comprise components of the customer service survey.
    - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:
    - 1.1b Describe How Assessment Results Were Used to Improve Unit Services:
    - 1.1c Describe How Assessment Results Were Shared with Constituencies:
  - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 100% of customers will rate customer service as (4) excellent or (3) very good. To determine the level of satisfaction, customers will complete a customer service survey. An item analysis will be performed to determine any areas of improvement needed.
    - 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:
    - 1.2b Describe How Assessment Results Were Used to Improve Unit Services:
    - 1.2c Describe How Assessment Results Were Shared with Constituencies:

Response:

Our customer base is quite small. Of seven firms we provided training for only five completed the survey that accompanies this form. Our survey says that 100% of our customer will rate The Solutions Group, we were only able to get 5 of 7 to respond. The Solutions Group relationship with its client based is extremely close. We contact these clients often, monthly or more often and over the years of working with these clients have established a close working relationship. I would not anticipate the two remaining clients, had they responded to the survey to have results different from the survey's data.

Evaluation:

Survey Question 1: Most of our work with clients is custom training. In other words we meet with clients on a regular basis and map out the content and what the client expects to yield from the training. Training is developed with meeting the clients needs. The response total of 5 for 5 indicates the appropriateness of the courses are meeting client expectations.

Survey Question 2: The credentials of the faculty members is well established in the industrial community and the region. We have never received any complaint on the credentials or performance of any instructor in the eight years I have been responsible for The Solutions Group performance.

Survey Question 3: Ninety percent or more of the training The Solutions Group provides is at the Crisp Center. We do provide training at the Osceola Chamber of Commerce for Evonik-Cyro but the facilities and equipment are rented and/or provided by E-C. The Crisp Center facilities have been upgraded within the last three years to state of the art audio/visual equipment. These upgrades have not only improved our delivery of training but has drawn the interest of several companies to rent our facilities to take advantage of the A/V equipment.

Survey Question 4: We have developed training for most of our clients at their request. Specifically we have prepared a machinery set up manual for American Greeting and conducted machine specific train the trainer courses for American Greeting and Evonik-Cyro. Our policy is to develop the training for our clients or assist them in locating a provider that can present the topic.

Survey Question 5: No comments necessary.

Survey Question 6: Our focus on customer service at all levels is extreme. It is talked about at all meeting, all faculty and staff know that the most important Job 1 is our client.

Survey Question 6: We maintain 100% repeat business with our top seven clients and have for over five years.

#### Action Plan:

I believe this assessment tool needs to be replaced. The Solutions Group management maintain a very frequent and close relationship with our clients. I find nothing actionable in the survey on the last page.

2. Intended Student Outcome: Participants who complete customized training will demonstrate proficiency.
  - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Tenaris employees who complete Solutions Group training will score 85% or higher on the exit exam. An exit exam that is part of the course requirement will be used to determine the participants' level of learning.
    - 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:
    - 2.1b Describe How Assessment Results Were Used to Improve Unit Services:
    - 2.1c Describe How Assessment Results Were Shared with Constituencies:
  - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Participants will improve their post- test score on the competency final by 35% or higher above the pre-test score. Participants will be pre- and post-tested on a competency final to determine their skill levels upon entering and exiting training courses. Students' pre-test score will be measured against their post-test score to determine their level of skill attainment.

- 2.2a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:*
- 2.2b *Describe How Assessment Results Were Used to Improve Unit Services:*
- 2.2c *Describe How Assessment Results Were Shared with Constituencies:*

Response:

The original intent of this assessment was to attempt to measure learning. Tenaris University conducted several courses that included a pre-assessment and post-assessment of the attendees. The test administered was the same for pre and post-assessment. The idea was to measure the amount of learning based on the score on the test.

Initial plans by Tenaris University were to use this methodology throughout their job skill training. However after three courses they discontinued the process and never compiled any data on the pre and post-assessment results.

The Solutions Group wished to utilize the data to determine whether or not you could detect learning and if the methodology was relevant. However, in light of Tenaris University's discontinuation of the practice the assessment has no data to evaluate.

Action Plan:

None. A new assessment plan will have to be developed.

<b>The Solutions Group Customer Service Evaluation</b>						
<b>Please use the following ratings:</b>						
	<b>How satisfied are you:</b>	<i>Very Satisfied</i>	<i>Satisfied</i>	<i>Neutral</i>	<i>Dissatisfied</i>	<i>Very Dissatisfied</i>
1	<i>With the appropriateness of courses to your needs?</i>	5				
2	<i>That The Solutions Group personnel are sufficiently knowledgeable and professional?</i>	5				
3	<i>With the location and quality of the ANC Crisp Center training facility?</i>	4	1			
4	<i>With The Solutions Group communication of the training packages available to your company?</i>	5				
5		5				
6	<i>Overall, how would you rate the quality of The Solutions Group customer service?</i>	5				
<b>Final Question:</b>						
7	<i>Would you recommend The Solutions Group services to colleagues or contacts within your industry?</i>	YES	NO			
		5				

## **Academic Services**

## **Adult Education**

### **Expanded Statement of Institutional Purpose**

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

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

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

### **Intended Student Outcomes**

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

1. Intended Student Outcome: To increase the number of contact hours of instruction for each student served.
  - 1.1 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: Identify the number of students with less than 12 hours of instruction. Using the AAERIS to identify the number of students with less than 12 hours of instruction in order to implement an intervention program to encourage students to remain enrolled in the Adult Education Program.
    - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:

Year	Served	Enrolled	Served Only
2007-08	1359	778 (57%)	581(43%)
2008-09	1261	792 (58%)	469 (37%)

- 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: The number of students seeking adult education services can fluctuate based on class availability and the economy. Therefore when utilizing data for program improvement the percentages of the statistical information is what is relied upon to see if the program is in fact meeting the goal it has set for itself. Using data comparisons from previous years shows that the program did indeed increase their number of students enrolled based.

- 1.2 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: At least 60% of the students receiving instruction will move from the status of served to the status of enrolled. Served status student receive less than 12 hours of instruction. Enrolled status students receive 12 or more hours of instruction.

Using the statewide data base system Arkansas Adult Education Reporting Information System (AAERIS) spell out the student's demographic information and hours of instruction are inputted. The data base will allow the Adult Education Program to track the student's progress and attendance to determine when they have moved beyond the "served" to "enrolled" status.

- 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Based on the last full year of data collected the program fell short of the goal of having 60% of the students move from served to enrolled by only 2%. The program will strive to continue to improve the number of enrolled versus served, since part of the funding formula of the program is based on productivity the future of the program is driven by contact hours.
- 1.2b Describe How Assessment Results Were Used to Improve Instructional Program: The program will strive to continue to improve the number



of enrolled versus served, since part of the funding formula of the program is based on productivity the future of the program is driven by contact hours.

2. Intended Student Outcome: Eighty-five percent of the students completing 60 or more hours will improve their TABE scale score by one educational functional level (EFL) in at least one of the areas tested. Areas Tested : Reading, Language, and Math

- 2.1 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: Students will be pretested to determine their deficiencies in Reading, Language and Math to create an Individual Education Plan (IEP). After the students take the pretest identify areas of weakness in order to develop their program of study toward improving their basic skills.

- 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The TABE test results help the instructor to determine the individual learning gaps of each enrolling student. An individualized course of study is developed for each enrolling student addressing the concepts they need to learn. After students have studied and based on the instructor's observation that the student can test prior to 60 hours of instruction. (They are given an exception.) The National Reporting System suggests that student attend 60 hours of class before retesting. These steps are used not only for individuals who are seeking a high school diploma but also those who maybe wishing to refresh their skills for college. While we did not reach our goal of 85% the department will use the information that has been extrapolated from the data base to develop future program planning.

One hundred percent of the students will be Pre-tested to identify their beginning educational functional level. Use the AAERIS data base to track students' pre and post test to determine their educational functional level gain

- 2.1b Describe How Assessment Results Were Used to Improve Instructional Program: Every student who reaches enrolled status for the program will take at least one portion of the TABE test to determine their beginning educational functional level. As stated prior this is important for the instructor to be able to develop a course of study.

Reports that have been created from the state data base were reviewed. In addition there are two reports that the state division of Adult Education runs to determine if our program is being efficient and effective.

## **Continuing and Community Education**

### **Expanded State of Institutional Purpose**

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

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

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

### **Intended Administrative Objectives**

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

1. Intended Administrative Objective: Provide programming to serve minority populations.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Continuing and Community Education course participation will indicate a 5 percent increase in minority populations as indicated on the course evaluation summary.
    - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: At the conclusion of each class the student completes a course evaluation and fills out the demographic information. The data is compiled at the conclusion of each semester during the calendar year. This report only reflects a comparison of spring 2009 to spring 2010 because summer and fall 2010 data is yet to be collected.
 

Information for 15 classes from the spring 2010 semester will not be available until May 2010. Preliminary results show a 28% decline.
    - 1.1b Describe How Assessment Results Were Used to Improve Unit Services: The evaluation forms completed by minority participants will be reviewed to identify future programming.
 

Plans are to create a data collection tool for use with events where a course evaluation is not appropriate.

Plans are to create a student registration form with information about ethnicity, age, future classes of interest, how they learned about the class along with personal information of address, phone, E-mail. This would be handed out by the instructor at the first class meeting and returned to the Continuing and Community Education office.
  - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Continuing and Community Education will add two courses in the Fall 09 that target participation of minority populations.
    - 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Diabetes education classes were offered at a local African American church with no participation.
 

Input was solicited from the Mississippi County EOC Headstart personnel during their in-service training. No questionnaires were returned.
    - 1.2b Describe How Assessment Results Were Used to Improve Unit Services: Plans are to make contact with the Director of Mississippi County EOC Headstart to request the opportunity to address the group this spring 2010 for their input into programming for future classes.
2. Intended Administrative Objective: Expand services to include programming at the ANC Osceola and ANC Paragould Centers.

- 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Continuing and Community Education will offer two educational opportunities at both ANC Osceola and ANC Paragould in Fall 2009.
- 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: During the fall 2009 semester, 2 classes were offered at ANC Paragould Center.
- In partnership with the Mississippi County Library Systems 5 classes were offered free of charge in Computer Basics and Conversational Spanish at the Osceola Public Library and additional classes were offered at the Wilson, Leachville, and Manila Public Libraries. The Continuing and Community Education Department offered 1 other class for a total of 6 classes to the Osceola community.
- During the Winter/Spring 2010 semester, 1 class was offered at Paragould Center and again in partnership with the Mississippi County Library Systems 5 classes were at Osceola Public Library and 5 other classes offered by the Department of Continuing and Community Education.
- 2.1b Describe How Assessment Results Were Used to Improve Unit Services: Programming will continue to be offered at Paragould and Osceola with assistance from the Center Coordinators offering suggestions for classes and suitable instructors. Partnership with the Mississippi Library Systems will also continue to offer free classes at the public library with the assistance of the Community Education Department marketing the classes.
- 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Educational offerings scheduled at the ANC Osceola and Paragould Centers will reflect course participation of 6 - 12 students.
- 2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Each Continuing and Community Education class is advertised as mentioned in the above statement. When registering a student, the student answers the question, "How did you hear about Community Education Classes?" Responses are summarized in the table below.
- 2.2b Describe How Assessment Results Were Used to Improve Unit Services: Programming will continue to be offered at Paragould and Osceola with assistance from the Center Coordinators offering suggestions for classes and suitable instructors. Partnership with the Mississippi Library Systems will also continue to offer free classes at the public library with the assistance of the Community Education Department marketing the classes.

<b>Fall - 2008</b>	<b>Winter-Spring 2009</b>
<i>Paragould</i>	<i>Paragould</i>
2 classes offered /cancelled	1 class offered/cancelled
<i>Osceola</i>	<i>Osceola</i>
6 classes offered/ 1 cancelled	10 classes offered/ 2 cancelled
54 - Enrolled	83 Enrolled
26 - Mailed schedule	13 - Mailed schedule
1 - E-mail	7 - E-mail
15 - News releases	24 - News releases
	40 - Word of mouth
	4 - Direct invitation to the school for recommendations

## University Center

### Expanded Statement of Institutional Purpose

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

*Institutional Purpose Reference:*

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

Purpose 7: To offer personalized counseling and support services.

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

### Intended Administrative Objectives

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

1. Intended Administrative Objective: The University Center will promote and market the four participating universities.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The University Center will promote and market the four universities by completing the following actions were scheduled and completed within the 2009-10 academic year:
    - Spotlight each of the four universities on the ANC University Center Website.
    - Feature University Center activities, students and university instructors and personnel on the University Center website.
    - Provide bulletin board features on each university degree throughout the ANC campuses.
    - Develop, publish and circulate University Center brochures in the ANC service area.
    - First time students will be the focus group surveyed as to how they found out about the University Center.
  - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: All of the five above plans were implemented with additional promotional activities included. They include creating the first Face Book site for the college with the ANC University Center Facebook page where all information is kept current. The University Center was also the first to Twitter University Center news of the week/day. The Coordinator also keeps the University Center blog current as well as the Open Door and College Times. The university schedules are all published with the ANC schedules twice a year.
 

Feature stories explaining the new degrees from Franklin University and University of Arkansas Fort Smith brought additional inquiries.

The University Center maintains a display on the main concourse during each semester since bulletin boards are no longer available to post information.

News is updated on campus scrolling marquees.

The University Center participated in campus activities such as the Job Fair and College Day as well as being included in campus tours for prospective and new ANC students.

University advisors are each spotlighted announcing their visits to the campus.
  - 1.1b Describe How Assessment Results Were Used to Improve Unit Services: Assessment results were shared with the Arkansas State University Center for Regional Programs Marketing, Recruitment and Retention Committee for Degree Centers as part of our effort to assist with their planning.

- 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: University Center student enrollment in course offerings for the 2009-2010 academic year will increase by two percent determined by semester 11<sup>th</sup> day enrollment comparisons of the four universities.
- 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The comparison was made using three not four universities because the degrees were not active from the fourth university until summer of 2009 for recruiting purposes.
- Enrollments for ASU increased to 438 in 2009-2010 from 372 in 2008-2009.  
 Enrollments for Franklin increased to 254 in 2009-2010 from 171 in 2008-2009.  
 Enrollments for University of Arkansas increased to 100 in 2009-2010 from 98 in 2008-2009.
- 1.2b Describe How Assessment Results Were Used to Improve Unit Services: The increase of 2% was exceeded by 21.5% since the total enrollment increase was 23.5%. The average enrollment for 2008-2009 is 213 and for 2009-2010 is 264 an increase of 51 enrollments. The enrollment increase is due in part to more promotional efforts as well as the down turn in the economic climate both locally and nationwide.
2. Intended Administrative Objective: The University Center will meet student expectations in areas of effectiveness and customer service.
- 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will rate the effectiveness of the University Center at the completion of each semester with an average of 3.5 or greater on a scale of 1 to 5 with 1 being the lowest and 5 being the highest in all designated areas in the student survey.
- 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: A total of 625 students in each compressed video and onsite class completed the ANC University Center Student Satisfaction questionnaire within the first 6 weeks of Fall 2008, Spring 2009, Fall 2009 and Spring 2010. Note the embedded report in chart format to quickly see that the assessed data meets the established criteria for success. After averaging the four semesters of satisfaction questionnaires, 31.95% were “satisfied” with services provided by the University Center and 63.67% were “most satisfied”. Only 4.38% evaluated the services at “least satisfied”.
- The ANC University Student Satisfaction Survey is distributed between the fifth and sixth weeks of each fall and spring semesters. Students are asked to answer each question rated 1 (least satisfaction or most negative response), 2, 3, 4 or 5 (greatest satisfaction or most positive response). Students have the opportunity to write comments



or suggestions for the improvement of services provided by the University Center.

<b>ANC UNIVERSITY CENTER STUDENT SATISFACTION EVALUATION RESULTS 2009-2010</b>				
<b>RATINGS</b>	<b>FALL 2008</b>	<b>SPRING 2009</b>	<b>FALL 2009</b>	<b>SPRING 2010</b>
1	2 / 0.94%	4 / 2.13%	5 / 3.68%	0 / 0.00%
2	8 / 3.76%	2 / 1.06%	5 / 3.68%	2 / 2.27%
3	19 / 8.92%	12 / 6.38%	10 / 7.35%	6 / 6.82%
4	50 / 23.47%	47 / 25%	23 / 16.91%	29 / 32.95%
5	134 / 62.91%	123 / 65.43%	93 / 68.38%	51 / 57.95%
Totals	213	188	136	88

<b>Rating</b>	<b>Description</b>	<b>Fall 2008</b>	<b>Spring 2009</b>	<b>Fall 2009</b>	<b>Spring 2010</b>
1 & 2	Least Satisfied	4.7%	3.1%	7.36%	2.27%
3 & 4	Satisfied	32.39%	31.38%	24.26%	39.77%
5	Most Satisfied	62.91%	65.43%	68.38%	57.95%

2.1b Describe How Assessment Results Were Used to Improve Unit Services: Students were asked to write comments and suggestions on each questionnaire which were carefully studied allowing the Center to improve in assisting students learn to use ASU's Blackboard by not only assisting them one on one when requested but also by providing each new student with an instructional handout on setting up their online student service accounts and how to access information as well as how to utilize Blackboard and their ASU email accounts.

2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will rate overall satisfaction with the University Center experience at the end of each semester at a 4 or greater on a scale of 1 to 5 with 1 being the lowest and 5 being the highest.

2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Overall satisfaction with the University Center experience at the end of was not rated on a paper evaluation but staff met with each class to discuss with students what could be improved

upon and what services they most appreciated. Staff determined that meeting personally allowed more interaction with students which was determined to be more important Spring 2009 and Fall 2009 because of discourse in the Early Childhood junior cohort amongst themselves.

## **Student Services**

## Student Support Services

### Expanded Statement of Institutional Purpose

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

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

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

### Intended Administrative Objectives:

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

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

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

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

- 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The results revealed that the program successfully met the criteria of the objective as the SSS Persistence Rate for 08-09 is as follows:

Enrolled Fall 2009	71%
Graduated or Transferred to a 4-Year College	23%
Not Enrolled/Did not Graduate or Transfer	6%.

- 1.1b Describe How Assessment Results Were Used to Improve Unit Services: No further action was taken.

- 1.1c Describe How Assessment Results Were Shared with Constituencies: The results of the Performance Report were important as three new staff members joined the SSS staff between July 2007 and July 2008. The results revealed that the program successfully met the criteria of the objective. No further action was taken.

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

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

Education yearly on the Annual Performance Report for Student Support Services.

- 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The results revealed that the program successfully met the criteria of the objective as the SSS Good Academic Standing Rate is for 08-09 is as follows:

Good Academic Standing	97%
Not in Good Academic Standing	3%

- 1.2b Describe How Assessment Results Were Used to Improve Unit Services: No further action was taken.

- 1.2c Describe How Assessment Results Were Shared with Constituencies: The results of the Performance Report were important as three new staff members joined the SSS staff between July 2007 and July 2008. The results revealed that the program successfully met the criteria of the objective. No further action was taken.

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

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

- 1.3a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Data will not be available until end of the 2010 - 2011 academic year.

- 1.3b Describe How Assessment Results Were Used to Improve Unit Services: Use of results is pending until data becomes available.

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

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

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

- 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Students are asked to complete an evaluation of each workshop they attend. The staff's knowledge of the information is measured as well as relevance of the information.

<b>Workshop</b>	<b>Presenter's Knowledge (Avg)</b>	<b>Relevance of Information (Avg)</b>
Notetaking	5	5
Math Test Anxiety	5	4.64
Reading & Marking Text	5	4.71
Test Taking Strategies	5	5
Find The Job You Want	4.86	4.86
Netiquette & Cell Phone Etiquette	5	4.6
Domestic Violence	5	5

- 2.1b Describe How Assessment Results Were Used to Improve Unit Services: The results of the survey were important as three new staff members joined the SSS staff between July 2007 and July 2008. The survey revealed that the staff were very knowledgeable of the information they are presenting and that the information is relevant and useful. No further action was taken.

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

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

- 2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The survey was conducted in the May of 2009; 29 students responded. The statements measured the staff's knowledge in counseling and advising. 86% ranked the services a "5," and 10% ranked the services a "4." 96% ranked the services as a "4" or above.

- 2.2b *Describe How Assessment Results Were Used to Improve Unit Services:* The results of the survey were important as three new staff members joined the SSS staff between July 2007 and July 2008. The survey revealed that the staff were very knowledgeable of the information presented and that the information presented was relevant. No further action was taken.



## **Educational Opportunity Center/Educational Talent Search**

### **Expanded Statement of Institutional Purpose**

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

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

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

### **Intended Administrative Objectives:**

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

1. Intended Administrative Objective: Increase awareness of the EOC and ETS Programs on the ANC campus.

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

Data Collection Plan: All ANC Faculty and Staff will complete a questionnaire and rate their awareness on a Likert Scale.

- 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: An email with an attached questionnaire was sent to 203 ANC employees. 134 responded (66% response rate). 77 or 57% responded with a 4 or a 5 (representing highest awareness). Success was not achieved.

- 1.1b Describe How Assessment Results Were Used to Improve Unit Services: The EOC/ETS Media Specialist will continue to publicize the programs in campus news media, electronic mail, the electronic message board, and with speaking engagements such as at ANC's Reconvening sessions each year. The Media Specialist will also send an email to all employees informing them of the ETS/EOC programs within 3 months. She will also personally visit personnel in various ANC departments in order to inform them during the coming two years. The ETS/EOC Director informed the assessment committee that she felt the questionnaire was flawed: even though the 70% was not reached, she felt that the Likert scale was too defining since she was measuring only awareness. Number 5 on the scale (representing highest awareness) stated that respondent was aware of the purpose, the criteria for acceptance into the programs, and the activities that were conducted. She plans to assess awareness of the programs again, but the questionnaire will be rewritten to more accurately reflect awareness.

- 1.1c Describe How Assessment Results Were Shared with Constituencies: The entire report on the assessment was sent to Laura Yarbrough, Vice President of Student Services. The report and results were shared with all staff members of both programs.

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

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

- 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: A letter with an attached questionnaire was sent to all 9 board members. 8 responded (88% response rate). 4 (57%) responded with a 4 or a 5 (representing highest awareness). Success was not achieved. (Note: one of the responses on the questionnaire was flawed;

only 7 of the 8 responses could be used). Success was not achieved.

- 1.2b *Describe How Assessment Results Were Used to Improve Unit Services:* The Media Specialist will arrange for a formal opportunity to speak to the Board of Trustees within the next year at which time she will inform them of the EOC/ETS Programs.
- 1.2c *Describe How Assessment Results Were Shared with Constituencies:* The entire report on the assessment was sent to Laura Yarbrough, Vice President of Student Services. The report and results were shared with all staff members of both programs.

## **Administrative Services**

## **Business Office**

### **Expanded Statement of Institutional Purpose**

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

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

### **Intended Administrative Objectives:**

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

1. Intended Administrative Objective: Students and staff will be satisfied with the services provided by the business office.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will rate the services provided by the business office on a point of contact survey. On a 5 point scale students will rate the service they receive at a mean of 3.5 or above on the second survey.
    - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: A point of contact survey was developed and administered to students who visited the business office during July and August 2009, November 2009, and January 2010. Students were asked to rate the service they receive on a scale of 1 to 5 with 5 being “Very Satisfied”. The surveys were reviewed and areas needing improvement identified. A comparison of the ratings was made to measure improvement.
 

The results for the Fall and Spring survey conducted for the students are as follows; we had thirty seven participants in the Fall Semester and forty seven participants in the Spring. In the Fall on question one we received a rating of 4.8, question two we received a rating of 5, and question three we received a rating of 5 also. In the Spring on question one we received a rating of a rating of 4.6, on question two we received a rating of 4.5, and on question three we received a rating of 4.3. These are the questions that were asked:

      - Were you served in a timely manner after you entered the Business Office?
      - Was the staff of the Business Office able to assist you?
      - Were you greeted and served in a customer friendly manner?
    - 1.1b Describe How Assessment Results Were Used to Improve Unit Services: The Business Office provided satisfactory service to our students as documented by the survey rating. The criteria was met. The Business Office will continue to conduct the survey and monitor results.
  - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Faculty and staff will rate the services they receive from the business office on a point of contact survey. On a 5 point scale faculty and staff will rate the service they receive at a mean of 3.5 or above on the second survey.
    - 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: A point of contact survey was developed and administered to the faculty and staff who utilize the business office services during September through December 2009. Faculty and staff were asked to rate the service they receive on a scale of 1 to 5 with 5 being “Very Satisfied”. The surveys were reviewed in December and areas needing improvement identified and addressed for improvement. The same survey was administered in February through April 2010. A comparison of the ratings was made to measure improvement.

The results for the Fall and Spring survey conducted for the staff are as follows; we had twenty three participants in the Fall Semester and eleven participants in the Spring. In the Fall on question one we received a rating of 4.9, question two we received a rating of 4.7, and question three we received a rating of 4.6. In the Spring on question one we received a rating of a rating of 5, on question two we received a rating of 4.8, and on question three we received a rating of 4.7. These are the questions that were asked:

- Were you served in a timely manner after you entered the Business Office?
- Was the staff of the Business Office able to assist you?
- Were you greeted and served in a customer friendly manner?

1.2b Describe How Assessment Results Were Used to Improve Unit Services: The Business Office provided satisfactory service to our staff as documented by the survey rating. The criteria was met. The Business Office will continue to conduct the survey and monitor results.

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

2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 100% of the students who early register through the Registrar's Office and do not make a payment or provide a deferment within 10 days will be identified and billed.

2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Students were identified by running a purge list. 100% of students identified were mailed a statement within 10 days.

2.1b Describe How Assessment Results Were Used to Improve Unit Services: The criteria was met. Results will continue to be monitored.

2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 100% of the students who register on the web and do not make a payment or provide a deferment will be identified and mailed a letter requesting payment.

2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Students who early registered on the web and did not clear the business office after 10 days were to be sent a letter explaining what must be done in order to complete the registration process. In order to meet this criterion we would have to prepare a list every day after the 10<sup>th</sup> day of web registration. This was not done.

2.2b Describe How Assessment Results Were Used to Improve Unit Services: At this time this is still a work in progress. Although the criteria was not met, we do send statements within 10 days after web registration closes.

## **Human Resources**

### **Expanded Statement of Institutional Purpose**

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

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

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

### **Intended Administrative Objectives:**

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



1. Intended Administrative Objective: Reduce time spent in evaluating Adjunct/Overload Faculty Agreements and Authorization for Extra Help, Part-time Employment.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Initial plans called for conducting training sessions for office personnel responsible for preparing Agreements/Authorizations explaining how to complete the forms and why information is needed. Instead, an email was sent on June 29, 2009, to all supervisors and staff responsible for preparing the Agreements/Authorizations with instructions on the proper completion of the forms. Samples of each form were attached with areas highlighted to correspond to the instructions. When the Agreements/Authorizations are received by Human Resources, the completed forms will be evaluated for the need for additional information. Seventy-five percent (75%) of the number of Agreements/Authorizations submitted each semester will not require additional information.
    - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: As the forms were received throughout the year, each was reviewed for accuracy of completion. Prior to the June 2009 email distribution, approximately 25% of the forms had to be corrected; after the email distribution, the rate was reduced to approximately 10%.
    - 1.1b Describe How Assessment Results Were Used to Improve Unit services: The improved rate reduced the amount of processing time upon receipt of forms in the Human Resources Office.
    - 1.1c Describe How Assessment Results Were Shared with Constituencies: The reduced processing rate in the Human Resources office allowed forms to be forwarded to Payroll in a more timely manner.
  
2. Intended Administrative Objective: Disseminate instructions on how to access fringe benefits information and forms online to all employees.
  - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Communicate by email to all current employees the steps involved in setting up online access to health insurance information and instructions on accessing medical/dependent day care reimbursement forms and Explanation of Benefits Forms for all employees. A count of requests for this information will be tallied. No more than 10 percent of the number of full-time employees will request assistance and/or forms by phone or in person during the academic year.
    - 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: An email was sent on April 27, 2009, and again on July 8, 2009, to all employees with step-by-step instructions on how to register for Login Access for J.P. Farley, how to do a Claims Inquiry, and how to read an Explanation of Benefits (EOB). The information was also added to all New Hire Enrollment Packets and given to new employees during the orientation sessions.

- 2.1b *Describe How Assessment Results Were Used to Improve Unit services:* Prior to the information being sent to employees, approximately six to eight requests were received each year for this information. Only one request for information was received after the information was provided to employees. Zero requests were received from the 20 New Hires during the 2009-2010 fiscal year.
- 2.1c *Describe How Assessment Results Were Shared with Constituencies:* The distribution of this information was prepared as a service for employees.

## **Management Information Technology Services**

### **Expanded Statement of Institutional Purpose**

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

### **Intended Administrative Objectives**

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

1. Intended Administrative Objective: Provide faculty and staff with ongoing professional development opportunities for acquiring skills needed to effectively integrate and use technology-based systems for instruction and administrative services.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 100 percent of approved training requests will be fulfilled by either in-house (MITS personnel) or through contracted services. Training request forms will be available to all faculty on staff through the portal.
    - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: On July 2, 2009 a Training Request Forum was established on the Resource and Training Zone tab (eRATZ) in the portal. No training requests have been received.

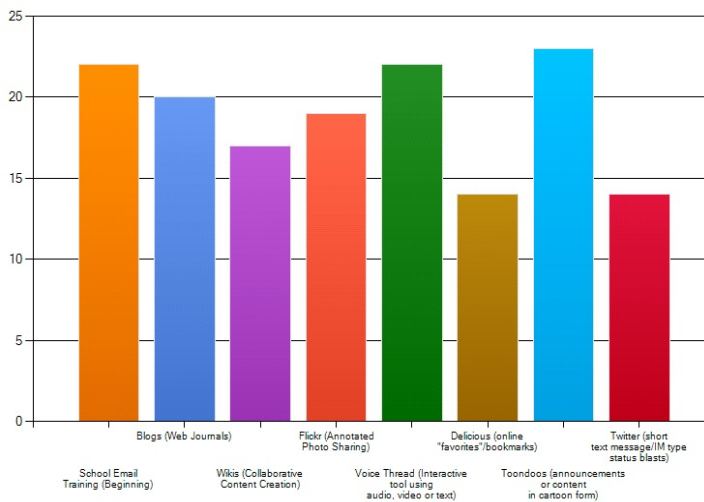
Forums			
Training Requests			
Name	Threads	Messages	Last Message
<a href="#">Make Training Requests Here</a> If you would like some special training, post a message on this monitored forum by clicking on the blue words above "Make Training Requests Here" and then clicking on the words "Add a Thread", which will appear in the upper righthand corner of the message screen. Explain the training need and save the message and someone will get back to you soon.	1	1	7/2/2009 6:14:25 PM

[Go to Main Screen](#)

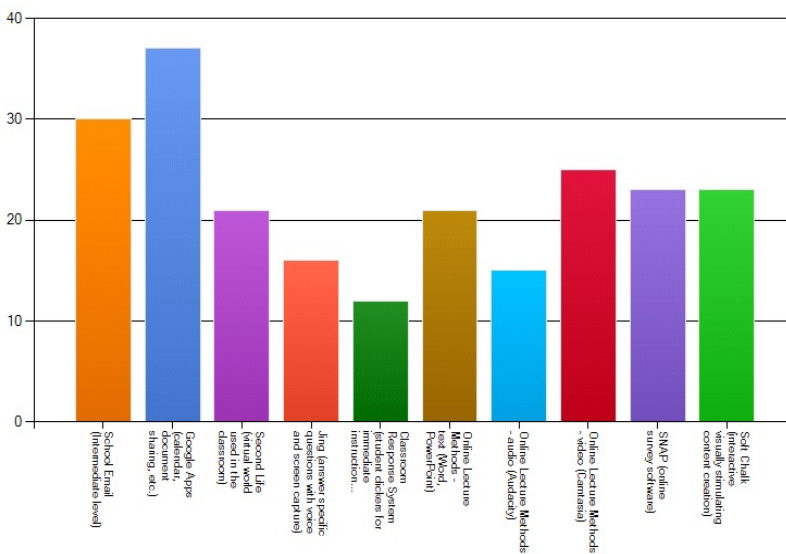
- 1.1b Describe How Assessment Results Were Used to Improve Unit Services: Although no special training requests were received, a schedule of professional development training sessions were established for the Fall 2009 semester called How-To Tuesdays. Topics covered in How-To Tuesdays included First Day Handout Template, Blogs, Wikis, Flickr, Delicious, Voice Thread and Toondos. A total of 44 training seats were occupied representing 28 unique individuals. In the Spring 2010 semester a survey was sent to all faculty and staff asking for topic input. 192 survey invitations were sent and 85 were returned for a 44% response rate. Topping the list of requested topics were repeat training in Toondos, blogs and VoiceThread, additional training in Google Apps and School email, and presentations and discussions on Student Satisfaction and Student Success. Survey results in table form follow on the next page.

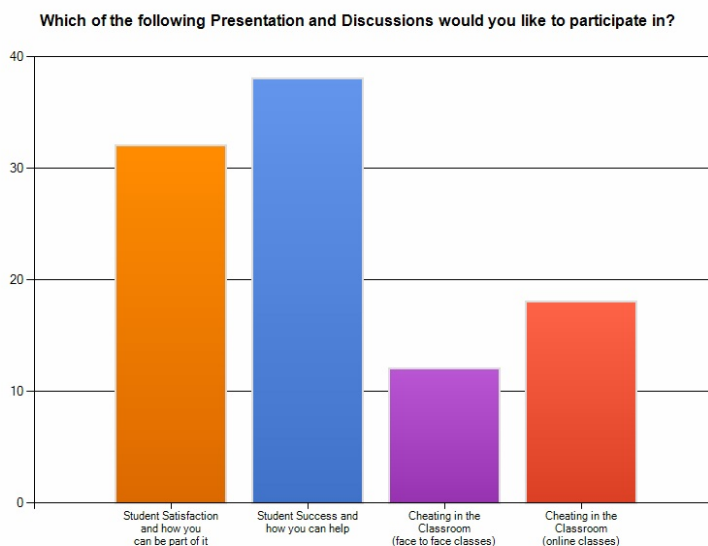
Using the Spring survey results, How-To Tuesday topics were selected and scheduled. Spring How-To Tuesdays included School email, Google Calendar, Toondos, SoftChalk and the myInfo button. 92 training seats were occupied with 57 of them representing unique individuals. Since there are more topics than available Tuesdays, these results will be used to plan future training sessions.

The following topics were taught in previous How-To Tuesdays. Please choose all of the following that you missed but would like to see taught again.



Which of the following hands-on topics would you like to participate in this Spring? (Choose all that apply)





- 1.1c Describe How Assessment Results Were Shared with Constituencies:  
A website for RATZ was created and linked to our homepage. The website lists and describes all training topics scheduled for the semester. It can be found in the A-Z index or you can go directly using [www.ancdata.anc.edu/ratz/ratz.html](http://www.ancdata.anc.edu/ratz/ratz.html)
- 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: On an evaluation conducted at the end of the training session, eighty percent of trainees of MITS provided training will rate the quality of the training at least a four on a scale five-point scale.
- 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Surveys have been prepared for each participant based on the particular training sessions attended. There are no results to report at this time as data collection is currently in progress.
- 1.2b Describe How Assessment Results Were Used to Improve Unit Services: Pending
2. Intended Administrative Objective: Provide exceptional customer service to faculty, staff, and students.
- 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Ninety percent of the requests for technical support through the Trouble Ticket System will receive a response within one business day.

Data Collection Plan: An excel spreadsheet that tracks the dates of monthly Trouble Ticket entries and MITS responses will be maintained by the departmental secretary. The percentage of responses made within one business day will be calculated. The spreadsheet will be submitted to the

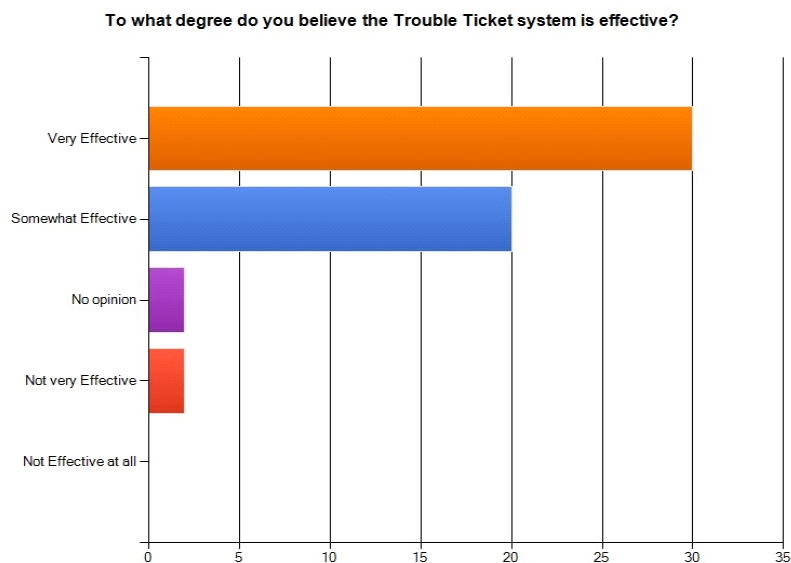
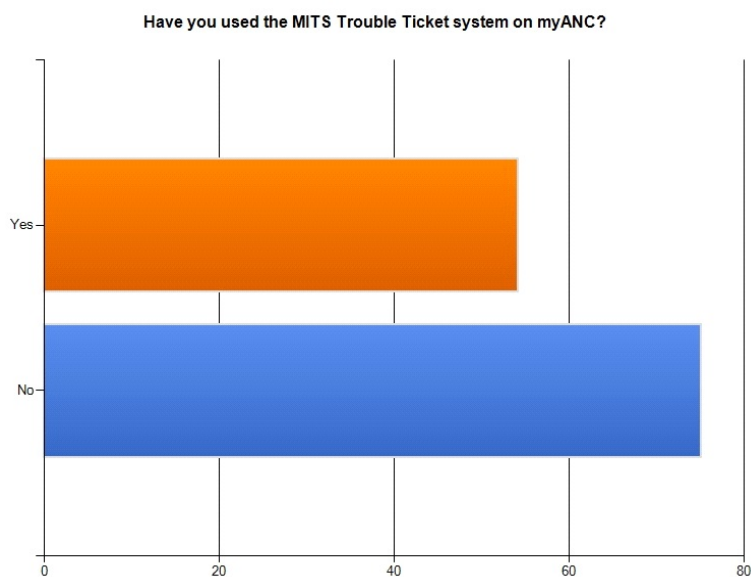
Director of Management Information Technology Services by the fifth working day of the following month

- 2.1a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* After analyzing the data collected via the Trouble Ticket system, the results revealed that 59% of the trouble tickets did receive a response per the Trouble Ticket system within one business day. However, while 59% is short of the stated goal of 90%, most were responded to within one business day but were not documented in the Trouble Ticket system as having been responded to within the allotted time. In addition, the online survey revealed that only 57 of 132 people who responded to the survey have ever used the Trouble Ticket system. Most requests for technical support were received by phone, email or drop in which takes the focus off the Trouble Ticket system as being the main trouble call tracking system for the department.
- 2.1b *Describe How Assessment Results Were Used to Improve Unit Services:* MITS staff has been informed of the results and reminded of the importance of documenting all responses within the Trouble Ticket system within one business day. To improve, collected data will be analyzed monthly and a report produced to monitor response times more closely. The monthly reports will be shared with all MITS staff during monthly meetings. Faculty and staff will be made aware of and encouraged to use the Trouble Ticket system to reduce the number of technical support requests that are submitted using methods other than the Trouble Ticket system.
- 2.2 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* On an online survey, eighty percent of respondents that have used the Trouble Ticket system will rate the overall effectiveness of the Trouble Ticket system at least a four on a five-point scale.

Data Collection Plan: An online survey of faculty and staff using the Trouble Ticket system will be conducted at the end of each semester. A list of faculty and staff using the Trouble Ticket system will be maintained by the departmental secretary. The list will include email addresses.

- 2.2a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* A satisfaction survey was sent to all faculty and staff in April 2010. 132 surveys were answered out of the 191 invitations sent for a return rate of 69%. Of the 132 answered surveys 57 employees have used the Trouble Ticket system; 75 have not used the Trouble Ticket system. Of the 57 employees that have used the Trouble Ticket system, 53 evaluated it to be effective.

The data collected indicates that more employees do not use the system than use the system, but for those that use the system it is effective.



2.2b *Describe How Assessment Results Were Used to Improve Unit Services:* To improve knowledge about the Trouble Ticket system, articles about the Trouble Ticket will be placed in the Open Door, the system will be featured in our ANC Tech Blog and periodic email reminders will be sent to all employees.

2.2c *Describe How Assessment Results Were Shared with Constituencies:* Based on survey results, a notice was placed on myANC sharing the effectiveness of the helpdesk and encouraging its continued use.



- 2.3 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Ninety percent of the requests for technical support through the Helpdesk System will receive a response within one business day.

An excel spreadsheet that tracks the dates of monthly Helpdesk entries and MITS responses will be maintained by the MITS Helpdesk designee. The percentage of responses made within one business day will be calculated. The spreadsheet will be submitted to the Director of Management Information Technology Services by the fifth working day of the following month.

- 2.3a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The Technical Support button on our homepage, the Admissions Ask Me button and several places on our myANC portal direct questions to our helpdesk email, ANCHelp@smail.anc.edu. During Fall 2009, 127 initiating email help requests were received and to date there have been 113 emails requesting help during Spring 2010. There are often follow-up emails that are not included in the count as the count only includes the email that starts the request. The following sample is representative of the number of emails that are typically involved with each request.

<input type="checkbox"/>	★	Monica, me (4)
<input type="checkbox"/>	★	anchelp, Gail, Angela, me (5)
<input type="checkbox"/>	★	Kristie, me (2)
<input type="checkbox"/>	★	Juanita, Rosemary, me (7)
<input type="checkbox"/>	★	Megan, me (6)
<input checked="" type="checkbox"/>	★	monica, me (2)
<input type="checkbox"/>	★	Carisma, me (4)
<input type="checkbox"/>	★	Adriel, me (2)
<input type="checkbox"/>	★	Scott, me (7)
<input type="checkbox"/>	★	aprilwh. .. Rosemary (8)
<input type="checkbox"/>	★	Candace Hensley
<input type="checkbox"/>	★	Leta, me (2)

100% of helpdesk requests were responded to within one business day. The helpdesk is monitored on weekends and holidays also, and 100% of all helpdesk requests were answered within one day, regardless of whether or not the college was open for business.

- 2.3b Describe How Assessment Results Were Used to Improve Department Services: During the past year all inquiries from our website and portal were directed to ANCHelp. The helpdesk email was monitored and technical requests were relayed to technical support and non-technical requests were directed to the appropriate persons. After

reviewing the types of help requests that are coming through the technical support link, the helpdesk function will be reviewed and changes made to better accommodate the types of help requests being received. The website will be reprogrammed to include direct email links to other departments thus reserving the technical support link for technical support issues only.

2.3c *Describe How Assessment Results Were Shared with Constituencies:* Based on survey results, a notice was placed on myANC sharing the effectiveness of the helpdesk and encouraging its continued use.

2.4 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* On an online survey, eighty percent of respondents will rate the overall effectiveness of the Helpdesk system at least a four on a five-point scale. An online survey will be conducted at the end of each month for users of the Helpdesk system during that month.

2.4a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* The original survey planned was modified to better reflect specific helpdesk areas. Instead of an overall effectiveness, the monthly survey asks for a Yes or No on ease of use, timeliness of response, resolution of question/problem and willingness to use the helpdesk again.

All four areas surveyed have received 80% percent or higher Yes responses on returned surveys.

2.4b *Describe How Assessment Results Were Used to Improve Unit Services:* Since the helpdesk emails have been monitored by one person, the surveys reflect a single level of commitment. The surveys will continue to be sent monthly as the email helpdesk responsibilities are distributed to monitor the effectiveness and satisfaction level of its users. If necessary, improvements will be made based on returned results.

2.4c *Describe How Assessment Results Were Shared with Constituencies:* Based on survey results, a notice was placed on myANC sharing the effectiveness of the helpdesk and encouraging its continued use.

## **Physical Plant**

### **Expanded Statement of Institutional Purpose**

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

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*Physical Plant Mission Statement:* To provide a safe, clean environment and well maintained buildings and equipment to promote a positive learning experience for students and faculty

### **Intended Administrative Objectives**

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

1. Intended Administrative Objective: Replace and upgrade the heating and cooling systems for the original buildings.
  - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Upgrade initial phase will be completed by 2011. Partial Funding approved and we are proceeding with hiring an architect.
  
2. Intended Administrative Objective: Upgrade electrical systems to support the use of modern lab, office and teaching equipment.
  - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Upgrade will be completed by 2011. Proceeding with hiring an architect and electrical engineer.
  
3. Intended Administrative Objective: Upgrade off-campus locations to bring facilities in compliance with Americans with Disabilities Act (ADA).
  - 3.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Berm and Nelson Buildings complete 2010.
  
4. Intended Administrative Objective: Install surveillance camera systems at the main campus and at major off-campus facilities.
  - 4.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Requested Funding in the 2010-2011 Budget.
  
5. Intended Administrative Objective: Transition current unarmed security officers to sworn Public Safety Officers with formal law enforcement training and certification.
  - 5.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Preliminary Discussions held during the 2010-2011 Budget Hearings.
  
6. Intended Administrative Objective: Merge the current photo identification system into the registrar's computer system and have a photograph on file of all students, faculty and staff.
  - 6.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Committee Formed 3/17/10 to Discuss Technical Issues.