

**Arkansas Northeastern College
Institutional Assessment**

**2009-2010
Report**

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

This document reports the assessment results of designated academic and administrative departments and divisions. The two-year reporting cycle covers the 2009 and 2010 calendar years.

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

Committee for the Assessment of Student Learning:

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

Assessment Calendar

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

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

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**Academic Programs
2009-2010**

Arts and Sciences

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

Arts and Sciences/General Education

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. Student Learning Outcome: Use mathematical skills appropriate to the task.
- 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students completing College Algebra will be able to perform mathematical tasks through the level of College Algebra. Thirty percent of the students completing College Algebra will test into Plane Trigonometry earning a 70 or higher in the Algebra domain on Compass or a 45 or higher in the College Algebra domain on Compass.

- 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The percent of students completing College Algebra and testing into Plane Trigonometry is show below. The criterion for success was not met.

Semester	Percent	Raw data
Fall, 2009	16	10 out of 61
Spring, 2010	7	4 out of 60
Summer, 2010	16	3 out of 19
Fall, 2010	7	7 out of 103

- 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: The Mathematics faculty has begun recording Camtasia videos for every course objective. Students can access these videos along with class notes and other teaching tools through the LMS. Students have access to tutorial assistance through MyMathLab and also through the Learning Assistance Center. The Compass scores will continue to be monitored.
- 1.1c Describe how assessment results were shared with constituencies: Those teaching College Algebra will meet and discuss strategies that will help students improve Compass scores.

- 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students completing College Algebra with a C or above will be successful in the next level of mathematics. Seventy-five percent of the students completing College Algebra at ANC with a C or above will pass Business Calculus at ANC with a C or above.

- 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: In the Fall of 2010, eight students completed Business Calculus after taking College Algebra at ANC. Of those eight, seven of them (87.5%) passed Business Calculus with a C or better and five of them (62.5%) earned the same letter grade in Business Calculus as they did in College Algebra. In the Summer II term of 2009, three out of four students (75%) passed Business Calculus with a C or above after successfully completing College Algebra at ANC (C or better). Fifty percent of them

received the same grade as they did in College Algebra. It appears as though the criterion for success was met.

- 1.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* Business Calculus is now the degree requirement for the AS in Business, so the number of students in this course will increase. Even though the sample size was small, the percentage of students earning the same letter grade in Business Calculus as in College Algebra was high. This trend (if indeed it is a trend) will be monitored over the next assessment cycle.
- 1.2c *Describe how assessment results were shared with constituencies:* Students at the level of Business Calculus or College Algebra might be interested in these findings. The Mathematics faculty will meet and discuss how to disseminate this information to our students when there is enough data to support any conclusions.

College Algebra Course Level Assessment

1. Intended Student Learning Outcome: College Algebra students will be able to graph quadratic functions. The students will be able to graph each function, label the vertex, the axis of symmetry, the x-intercepts and the y-intercepts of the graph.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: College Algebra students will be given a quiz at the end of the section which deals with graphing quadratic functions. A rubric will be used to grade the quizzes. Seventy percent of the students taking the quiz will score 3 or higher out of 5 on the rubric.
 - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The results were compiled by semester and are summarized in the table below. All instructors teaching College Algebra were included in the data.

Semester	Percent scoring 3 or above	Raw Data
Fall, 2009	20	9 out of 45
Spring, 2010	26	9 out of 35
Summer, 2010	37	7 out of 19
Fall, 2010	27	25 out of 93
Total	26	50 out of 192

The goal of seventy percent was not met for any of the semesters. To investigate the cause of this, the categories on the scoring rubric were then totaled. There were ten categories graded. The lowest scores were in the following categories: finding and plotting the vertex of the parabola, finding and plotting the x-intercepts, and finding and graphing the axis of symmetry. Students were successful in several categories, such as finding the y-intercept and knowing the correct orientation of the parabola.

- 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: Finding x-intercepts for the graph of a parabola requires that a student solve a quadratic equation having real solutions. Since solving quadratic equations is not reviewed in College Algebra (but it appears to be a weakness), the mathematics faculty will create Camtasia videos that review solving quadratics. Students will access these videos through the LMS, instructors will provide worksheets for students to complete, and then students will be required to complete online, multiple choice quizzes over that material. Instructors will also stress finding the vertex of a parabola. The same type of assessment tool will be used again, but only those categories which will be of greatest concern will be graded (finding and plotting the vertex, finding and plotting the x-intercepts, and finding and graphing the axis of symmetry).

1.1c Describe how assessment results were shared with constituencies: A meeting will be held to discuss the results and to formulate a new plan. The mathematics faculty will have input on the assessment tool and the grading rubric. The mechanics of grading and collecting those grades will be discussed at that time.

1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A common, comprehensive final exam is administered to all sections each semester. An item analysis will be performed on all questions concerning graphing quadratic functions. Forty percent of the students will answer those questions correctly.

1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The results were compiled by semester and are summarized in the table below. All instructors were included in the data. It appears as though this criterion has been met.

Semester	Percent of students successful	Raw data
Fall, 2009	24	18 out of 76
Spring, 2010	65	44 out of 68
Summer, 2010	89	17 out of 19
Fall, 2010	69	70 out of 102
Total	56	149 out of 26

1.2b Describe How Assessment Results Were Used to Improve Instructional Program: In the new plan for the next two years the final exam will contain three separate questions that require students to find the vertex of a parabola, find the x-intercepts of the graph of a parabola, and find the axis of symmetry of the graph of a parabola. This way, it will be easier to assess each topic on the final exam.

1.2c Describe how assessment results were shared with constituencies: A meeting with the mathematics faculty will be scheduled and the final exam will be discussed. A new version of the final exam will be compiled using the test bank from the textbook making sure to include those questions mentioned in 1.2b.

2. Intended Student Learning Outcome: College Algebra students will be able to solve logarithmic equations.

2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: College Algebra students will be given a quiz after the section dealing with solving logarithmic equations. A rubric will be developed to grade the quiz. Seventy percent of the students taking the quiz will score 3 or higher out of 5 on the rubric.

- 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The results were compiled by semester and are summarized in the table below. All instructors teaching College Algebra were included in the data.

Semester	Percent scoring 3 or above	Raw data
Spring, 2010	28	17 out of 60
Summer, 2010	53	10 out of 19
Fall, 2010	23	18 out of 80
Total	28	45 out of 159

The criterion for success was not met. There were five categories on the scoring rubric and each of the five was totaled. Students were weak overall, but solving this particular logarithmic equation required solving a quadratic equation. Only 27% of the students correctly solved that quadratic. Another low scoring category involved checking solutions and discarding extraneous roots with only 28% of the students being successful.

- 2.1b Describe How Assessment Results Were Used to Improve Instructional Program: Since solving a quadratic equation was a weak area on this quiz, too, the Camtasia video should help with that. Solving quadratic equations is one of those basic skills from the prerequisite course that is only the first step in some of the computations done in College Algebra. Along with the video, worksheets and online quizzes, the mathematics faculty will stress checking for extraneous solutions when solving logarithmic equations.

In the new assessment plan, a third assessment quiz will be added concerning finding zeros of a polynomial function. The last step on the quiz will require students to solve a quadratic with non-real complex solutions. Using the three assessment quizzes will allow faculty to track each student's progress on solving quadratics.

- 2.1c Describe how assessment results were shared with constituencies: A meeting will be held to discuss the results and to formulate a new plan. The mathematics faculty will have input on the assessment tool and the grading rubric. The mechanics of grading and collecting those grades will be discussed at that time.

- 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A common, comprehensive final exam is administered to all sections each semester. An item analysis will be performed on questions concerning solving logarithmic equations. Forty percent of the students will answer those questions correctly.

- 2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The results were compiled by semester and are summarized in the table below. All instructors teaching College Algebra were included in the data.

Semester	Percent of students successful	Raw data
Fall, 2009	50	38 out of 76
Spring, 2010	31	21 out of 68
Summer, 2010	47	9 out of 19
Fall, 2010	27	28 out of 102
Total	36	96 out of 265

The criterion for success was met for two out of the four semesters listed. Solving the log equation involved solving a quadratic equation, so the review of that basic skill should impact these percentages.

- 2.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* Because the objective was not met for two of the four semesters, the mathematics faculty will continue to monitor this. The final exam will be edited and will include solving a logarithmic equation that gives rise to a quadratic equation where one of the solutions is extraneous.
- 2.2c *Describe how assessment results were shared with constituencies:* A meeting with the mathematics faculty will be scheduled and the final exam will be discussed. A new version of the final exam will be compiled using the test bank from the textbook making sure to include those questions mentioned in 2.2b.

**Math for Health Sciences
Course Level Assessment**

1. Intended Student Learning Outcome: Students successfully completing Math for Health Science will demonstrate: 1) the ability to calculate pediatric/adult dosages, IV flow rates, apothecary/metric/household conversions

- 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A minimum of 60% of the student population will score a 70% or above on the comprehensive lecture final

- 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:

	Spring 2009	Summer I 2009	Summer II 2009	Fall 2009	Spring 2010	Summer I 2010	Summer II 2010	Fall 2010
60% or above	70%	81%	100%	51%	48%	60%	94%	62%
70% or above	18%	31%	75%	29%	25%	27%	63%	28%
n count	44	16	12	41	56	30	16	69

Results indicate that criteria's were met during Summer II 2010 and during Summer II 2009. However, as seen in the above diagram there is a significant increase in scores of students scoring a 60% or above on the comprehensive final exam. Overall, Fall 2010, Summer I 2009 & 2010, Summer II 2009 & 2010 and Spring 09 indicated that at least 60% of the student body passed the comprehensive final exam with a 60% or greater score.

- 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: In an effort to raise final exam scores and improve subject material retention, Camtasia online video tutorials have been distributed to the LAC at Arkansas Northeastern College. These tutorials follow a step by step video and audio example of each chapter covered in the course. This ensures that all tutors are delivering the material in the same manner as the instructor in an effort to provide the student's with a more effective tutoring session. This was implemented in Fall 2010 and final exam scores will be monitored each semester to track improvement.
- 1.1c Describe How Assessment Results Were Shared with Constituencies: Assessment data is posted on the portal for all students or faculty to view. In addition, assessment records are provided in hard copy at the ANC library and are available for viewing upon request. Students are encouraged by instructors to focus on particular subject matters that show up in our assessment as the "areas in need of improvement".
- 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A minimum of 70% average is scored on various subject matters sub

sectioned on the final exam each semester. The final exam is subdivided into category sections and analyzed each semester to illustrate areas of “strength” and “weakness”. Subsections are as follows: Basic Math, Abbreviations and Conversion Factors, Dosage Calculation, Body Surface Area, Recalculating IV Flow Rate, Flow Rate, Solutions, Temperature Conversions and Advanced Dosage Calculation.

- 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The final exam was sub sectioned. Average scores were collected each semester on each subsection. Results were analyzed and scores less than 70% on any particular section each semester are categorized as “areas in need of improvement” whereas areas greater than or equal to 70% are considered “areas of strength”.

	Summer I 2010 n=13	Summer I 2010 n=33	Spring 2010 n=67	Spring 2009 n= 56	Summer I 2009 n=15	Summer II 2009 n=13	Fall 2009 n=41
Basic Math Avg	86%	80%	68%	65%	79%	92%	65%
Abbreviations and Conv fact	74%	87%	76%	76%	88%	93%	77%
Basic Dosage Calculation	78%	83%	76%	77%	92%	86%	76%
BSA	41%	67%	58%	56%	51%	72%	54%
Recalculating IV Flow Rate	31%	63%	50%	52%	52%	72%	51%
Flow Rate	48%	61%	54%	54%	52%	67%	57%
Solutions	49%	52%	41%	40%	47%	64%	46%
Temp Conversions	77%	78%	62%	60%	62%	82%	63%
Advanced Dosage Calc	51%	59%	51%	49%	53%	64%	54%

Results indicated that areas such as Body Surface Area, Recalculating IV flow rate, tradition Flow rate and Advanced Dosage Calculation tested into the category of “areas in need of improvement”. Note that summer was originally sectioned into Summer I and II and has since (starting in 2010) sectioned into one category to analyze. This is due to the fact that summer sections consist of a smaller sample size and do not provide enough numbers to truly reflect a significant assessment. It is a more accurate means of assessment to pool the data from both summer sections.

- 1.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* Areas that fell into the “in need of improvement” category illustrated to the instructors that these areas needed more attention in and out of class to increase material retention. Video tutorials are provided for each area that showed scores less than 70%. Videos are not utilized for all sections due to the fact student attendance has lowered when all tutorials are posted on the portal. As an instructor these tutorials are intended to be utilized as a means of supplemental instruction, not as a replacement for in class lecture time.
- 1.2c *Describe How Assessment Results Were Shared with Constituencies:* Assessment data is posted on the portal for all students or faculty to view. In addition, assessment records are provided in hard copy at the ANC library and are available for viewing upon request. Students are encouraged by instructors to focus on particular subject matters that show up in our assessment as the “areas in need of improvement”.
2. *Intended Student Learning Outcome:* Students that complete Math for Health Science will be adequately prepared for entry level nursing math computations.
- 2.1 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* A minimum of 50% of the students that completed Math for Health Science at ANC will score a 90% or better on the first attempt of the math competency exam in the nursing program. This is a means to follow retention rates into the nursing program.
- 2.1a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* Math Competency requires a score of 90% to pass (which allows a miss of two questions). The students have 3 attempts to pass with 90%; only the first attempt is recorded in the assessment to follow retention rates directly from MHS. Results (n=31) indicated that 51.6% of the students scored a 90% or above on the first attempt of the entry level math competency exam.
- 2.1b *Describe How Assessment Results Were Used to Improve Instructional Program:* Tutorials are in place with the LAC as well as on the portal of each student’s MHS course page. Progress of entry level scores will be analyzed with each nursing entry level math score provided during the nursing school assessment cycle.
- 2.1c *Describe How Assessment Results Were Shared with Constituencies:* Assessment data is posted on the portal for all students or faculty to view. In addition, assessment records are provided in hard copy at the ANC library and are available for viewing upon request. Students are encouraged by instructors to focus on particular subject matters that show up in our assessment as the “areas in need of improvement”.

Survey of Chemistry Course Level Assessment

1. Intended Student Learning Outcome: Survey of Chemistry students will correctly work density calculations. These problems will include equation rearrangement, conversion of units, and calculation of volumes from appropriate information.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A quiz at the end of the chapter which deals with unit conversions and density. A rubric will be developed to grade the quizzes. Fifty percent of the students taking the quiz will score 3 or higher out of 5 on the rubric.
 - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: None. Data was not gathered from all instructors or from all campuses offering Survey of Chemistry. While all sections of Survey of Chemistry cover the entire syllabus, each instructor has the freedom to cover the material in the order of their choosing, making a coordinated quiz over all sections difficult. In order to address this, a portal-based quiz is currently being produced which each instructor can give at the appropriate time.
 - 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: N/A
 - 1.1c Describe How Assessment Results Were Shared with Constituencies: N/A
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: On the common, comprehensive final, an item analysis will be performed on all questions pertaining to density calculations, and fifty percent of the students completing the final will answer those questions correctly.
 - 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Four density questions were included on the final taken by all Survey of Chemistry students. Although on Q3 only 42% of all students answered correctly, an additional 40% completed the calculation correctly but had errors in rounding and significant digits. The qualitative situation presented in Q19 was quite complex, requiring a high degree of reading comprehension. (see table on the next page.
 - 1.2b Describe How Assessment Results Were Used to Improve Instructional Program: The results indicating a less than acceptable level of skill (Q3 and Q19), when examined closely, revealed a deficiency in determining the correct number of significant digits and reading comprehension rather than in density calculations. A series of online multiple choice quizzes have been implemented in which word problems and significant digits are prominent. (see 2.2b for further explanation)

Results of Density Questions on Final Exam				
	Fall 2009	Spring 2010	Summer & Fall 2010	Success Totals
Q9. Given density and volume, a mass is calculated. (equation rearrangement, no unit conversions, requires significant digits)	68%	75%	73%	72%
Q3. Given a mass and information leading to volume, density is calculated. (requires knowledge volume by displacement and significant digits)	35%	38%	52%	42%
Q4. Given a mass and a density, volume is calculated. (requires unit conversion, equation rearrangement, and significant digits)	71%	70%	74%	72%
Q19. Given a qualitative situation involving density, a conclusion must be drawn. (requires knowledge of behavior of materials based on density)	28%	27%	34%	30%

1.2c Describe How Assessment Results Were Shared with Constituencies: Several meetings involving Math and Science instructors have occurred in which these results have been discussed.

2. Intended Student Learning Outcome: Survey of Chemistry students will be able correctly balance chemical equations written out with formulas given.

2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A quiz will be given after the chapters pertaining to balancing chemical equations on which students will be required to balance chemical reactions (with formulas given). A rubric will be developed to grade the quizzes. Fifty percent of the students taking the quiz will score 3 or higher out of 5 on the rubric.

2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: None. Data was not gathered from all instructors or from all campuses offering Survey of Chemistry. While all sections of Survey of Chemistry cover the entire syllabus, each instructor has the freedom to cover the material in the order of their choosing, making a coordinated quiz over all sections difficult. In order to address this, a portal-based quiz is currently being produced which each instructor can give at the appropriate time.

2.1b Describe How Assessment Results Were Used to Improve Instructional Program: N/A

2.1c Describe How Assessment Results Were Shared with Constituencies: N/A

2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: On the common, comprehensive final, an item analysis will be performed on all questions pertaining to balancing chemical equations, and fifty percent of the students completing the final will answer those questions correctly.

2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Four questions on the final were offered covering increasingly complex requirements for balancing chemical equation. The goal of at least 50% success on the questions was attained for all but Q69. In this question, a difficult chemical equation has to be balanced, and then a follow-up molar ratio question is presented. (see table below)

Results of Balancing Chemical Equations on Final Exam				
	Fall 2009	Spring 2010	Summer & Fall 2010	Success Totals
Q73. Balance – formulas given. (level – basic)	68%	58%	71%	66%
Q66. Balance – formulas given (level - medium)	69%	68%	70%	69%
Q70. Given three chemical equations seemingly balanced, identify which are, in fact, balanced. (level – high medium)	71%	70%	74%	72%
Q69. Given a chemical equation to balance, determine how many moles of one reactant will react with a specific number of moles of another (molar relationships) (level – difficult)	24%	25%	20%	23%

2.2b Describe How Assessment Results Were Used to Improve Instructional Program: To prompt students to study early and often, two quizzes per week are posted on the ANC portal. These are required and count as part of the overall grade. These multiple choice quizzes are a repetitive reminder of some aspects of chemistry students often forget about, such as the importance of significant digits. In the results of this assessment report, there are misleading percentages inasmuch as a student might know how to work a density problem correctly, but if wrong numbers of significant digits are counted from the calculator, the answer is incorrect. The online quizzes are a great biweekly reminder that little skills are just as important as the major concepts in a chemistry class. For each unit, a set of worksheets has been developed and are posted on the

portal for the students to complete. One week after the material is covered in class, the key to the worksheet is posted so the student can monitor their own progress. This places the responsibility of whether or not to do the work on the student.

Video tutorials (Camtasia) are available to the student on the portal. These are added to and edited often, and they cover all the material from the class. Initially, these were 'suggested' material. At present, part of the assignment is to view these tutorials prior to lecture over the material so the student will be more in control of his/her learning.

- 2.2c *Describe How Assessment Results Were Shared with Constituencies:*
Several meetings involving Math and Science instructors have occurred in which these results have been discussed.

**General Chemistry I
Course Level Assessment**

1. Intended Student Learning Outcome: General Chemistry I students will correctly work density calculations. These problems will include equation rearrangement, conversion of units, and calculation of volumes from appropriate information (including volumes of spheres and cylinders).
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: At least one density problem will be included on each exam throughout the semester. Student progress will be tracked, and by the end of the semester, 100% of the students will be able to work density problems correctly.
 - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Each exam contained at least one density problem. These were not tracked during the Fall 2009 semester.

In order to simplify tracking student success during each semester, problem is still included on each exam, the assessment tool has been modified to the following: two quizzes dedicated to density problems will be given, one prior to midterm and one between midterm and the final, which will be collected and used for assessment data. The post-midterm quiz will be more challenging than the pre-midterm quiz, but the same criteria will be assessed on each quiz.

	Fall 2009	Spring 2010	Fall 2010	Totals
Pre – Midterm Quiz: Given mass and volume, find density.				
Quantities identified correctly	-	8/8	9/12	17/20 (85%)
*Unit conversions correct	-	5/8	5/12	10/20 (50%)
*Equation used correctly	-	5/8	5/12	10/20 (50%)
Calculation completed correctly	-	5/8	4/12	9/20 (45%)
*Significant Figures Correct	-	3/8	4/12	7/20 (35%)
Answer unit(s) correct	-	6/8	7/12	13/20 (65%)
% answers completely correct	-	3/8	4/12	7/20 (35%)

	Fall 2009	Spring 2010	Fall 2010	Totals
Post – Midterm Quiz: Given mass and volume, find density.				
Quantities identified correctly	-	5/5	7/7	12/12 (100%)
*Unit conversions correct	-	2/5	4/7	6/12 (50%)
*Equation used correctly	-	3/5	4/7	7/12 (58%)
Calculation completed correctly	-	2/5	3/7	5/12 (42%)
*Significant Figures Correct	-	4/5	6/7	10/12 (83%)
Answer unit(s) correct	-	5/5	6/7	11/12 (92%)
% answers completely correct	-	2/5	3/7	5/12 (42%)

1.1b Describe How Assessment Results Were Used to Improve Instructional Program: (see 1.2b)

1.1c Describe How Assessment Results Were Shared with Constituencies: Several meetings involving Math and Science instructors have occurred in which these results have been discussed.

1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: On the common, comprehensive final, an item analysis will be performed on all questions pertaining to density calculations, and 100% of the students completing the final will answer those questions correctly.

1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: On the common, comprehensive final, two separate density calculations were considered. See data the table on the next page.

1.2b Describe How Assessment Results Were Used to Improve Instructional Program: Students are exposed to many density calculations in both class and lab, although currently more attention is given to the areas indicated*. From the results, the areas which need attention are unit conversions, equation manipulation and significant digits. In order to practice these skills, ten online quizzes per semester have been prepared on the portal and will count as a portion of the overall grade in the class.

Note the higher level of success on the more difficult problem for both Spring and Fall 2010. The students in these semesters performed poorly on the less difficult calculation due to carelessness.

1.2c Describe How Assessment Results Were Shared with Constituencies: Several meetings involving Math and Science instructors have occurred in which these results have been discussed.

Calculation 1: The first was a relatively simple problem which did contain an equation rearrangement, but did not contain any unit conversions. Given density and mass, calculate volume				
	Fall 2009	Spring 2010	Fall 2010	Totals
Quantities identified correctly	6/6	6/6	5/7	17/19
*Unit conversions correct	N/A	N/A	N/A	N/A
*Equation used correctly	5/6	6/6	3/7	14/19
Calculation completed correctly	6/6	6/6	3/7	15/19
*Significant Figures Correct	5/6	2/6	2/7	9/19
Answer unit(s) correct	6/6	6/6	6/7	18/19
% answers completely correct	83%	33%	29%	9/19 (47%)

Calculation 2: The second density problem contained multiple unit conversions and a volume calculation.				
	Fall 2009	Spring 2010	Fall 2010	Totals
Quantities identified correctly	6/6	6/6	6/7	18/19
*Unit conversions correct	3/6	5/6	5/7	13/19
*Equation used correctly	5/6	6/6	6/7	17/19
Calculation completed correctly	5/6	5/6	5/7	15/19
*Significant Figures Correct	2/6	4/6	5/7	11/19
Answer unit(s) correct	5/6	6/6	6/7	17/19
% answers completely correct	33%	67%	71%	11/19 (58%)

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

- 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: This is a simple titration lab which stresses vocabulary and technique. The students are instructed on setting up, using, and cleaning a buret. Indicators and endpoints are discussed in order for the student to be able to visually identify when the acid-base reaction is complete.

	Fall 2009	Spring 2010	Fall 2010	Totals
Titration apparatus set up correctly	8/8	7/7	5/5	100%
Titrant (base) identified	8/8	7/7	5/5	100%
Titrant used correctly (buret volume read correctly)	8/8	7/7	5/5	100%
Acid identified and used correctly (graduated pipet used correct)	8/8	7/7	5/5	100%
Indicator identified and used correctly	8/8	7/7	5/5	100%
Correct endpoint color	5/8	5/7	5/5	75%
% HC ₂ H ₃ O ₂ correct (within 10% of true value)	7/8	5/7	5/5	85%

- 2.1b Describe How Assessment Results Were Used to Improve Instructional Program: This lab is a successful introduction to titrations. The reaction is a dilute base reacting with a dilute acid to produce water, and the endpoint is indicated by a faint pink color. If excess base is introduced into the reaction vessel, the color becomes a vibrant, hot pink. The students must do multiple trials until they successfully reach three (3) correct endpoints. There are no changes planned for this lab.

- 2.1c Describe How Assessment Results Were Shared with Constituencies: Several meetings involving Math and Science instructors have occurred in which these results have been discussed.

- 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A second titration lab will be completed, in which the student will be required to determine the molarity of the base by the titration of a primary standard. The student will then perform a subsequent titration with this base to determine the molarity of an acid. The student's calculated acid molarity will be compared to the known (correct) molarity, and seventy percent of the student's will be within 10% of the correct value.

- 2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The second titration lab is more complex. Students must prepare their own solutions, carry out a dilution and standardize the titrant (base). Standardization involves titrating a primary standard (oxalic acid dehydrate). The students calculate the approximate molarity and then

complete at least three successful titrations in order to obtain the data required to calculate the exact (to the thousandths place) molarity of the titrant. Once this is complete, the standardized base is then reacted with an acid in a subsequent titration in order to determine the molarity of the acid. In this lab, the titrant is much more concentrated than in the previous week's titration, so the faint pink endpoint is very difficult to obtain.

Standardization				
	Fall 2009	Spring 2010	Fall 2010	Totals
Base solution prepared correctly (dilution)	8/8	7/7	7/7	22/22 (100%)
Titration apparatus set up correctly	8/8	7/7	7/7	22/22 (100%)
Mass of oxalic acid dehydrate calculated correctly	7/8	7/7	5/7	19/22 (86%)
Titrant (NaOH) used correctly (volume on buret read correctly)	8/8	5/7	6/7	19/22 (86%)
Indicator identified and used correctly	8/8	7/7	7/7	22/22 (100%)
Correct endpoint color	4/8	4/7	5/7	13/22 (59%)
Molarity of NaOH calculated correctly from data	6/8	4/7	4/7	14/22 (64%)

Titration of Acid with standardized base:				
	Fall 2009	Spring 2010	Fall 2010	Totals
Titration apparatus set up correctly	8/8	6/6	6/6	20/20 (100%)
Volume of Acid (use of graduated pipet correct)	7/8	5/6	4/6	16/20 (80%)
Titrant (NaOH) used correctly (volume on buret read correctly)	8/8	6/6	5/6	19/20 (95%)
Indicator identified and used correctly	8/8	6/6	6/6	20/20 (100%)
Correct endpoint color	4/8	4/6	3/6	11/20 (55%)
Molarity of NaOH calculated correctly from data	6/8	3/6	2/6	11/20 (55%)

- 2.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* This is a successful lab which builds on skills students have previously gained (Titration Lab #1). There are no changes planned for this lab.
- 2.2c *Describe How Assessment Results Were Shared with Constituencies:* Several meetings involving Math and Science instructors have occurred in which these results have been discussed.

**Physical Science
Course Level Assessment**

1. Intended Student Learning Outcome: Physical Science students will correctly work density calculations. These problems will include equation rearrangement, conversion of units, and calculation of volumes from appropriate information.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Physical Science students will be given a quiz at the end of the chapter which deals with unit conversions and density. A rubric will be developed to grade the quizzes. Seventy percent of the students taking the quiz will score 3 or higher out of 5 on the rubric.
 - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: This particular assessment protocol does not include data from classes taught by adjunct instructors in Physical Science, nor does it include the online Physical Science (Fall 2010). The quiz is composed of five density questions in increasing levels of complexity. The goal of 70% of students completing the quiz scoring a 3 or higher was not attained.

Spring 2010	Summer 2010	Fall 2010
61%	60%	41%

A closer scrutiny of the information (Table 2) indicates that 76% of students answered Q1 correctly. This is a word problem in which the mass and volume are given, no conversions or equation rearrangement is required, but the student must choose the answer with the correct significant digits.

Subsequent questions, Q2 through Q5, were word problems with varying degrees of difficulty, including conversions, equation rearrangements, and volume calculations. The goal of 70% of students answering 3 of the 5 density questions was not accomplished. However, this quiz did indicate the areas of deficiencies.

- 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: see 1.2b. In order to expand this assessment tool to include all physical science students, it is planned to offer this quiz on the portal so each instructor can assign it at their own pace.
- 1.1c Describe How Assessment Results Were Shared with Constituencies: Several meetings involving Math and Science instructors have occurred in which these results have been discussed.

	Spring 2010 n=18	Summer 2010 n=5	Fall 2010 n=22	Success Totals
Q1. Given mass and volume, a density is calculated. (no equation rearrangement, no unit conversions, requires significant digits)	88	80	64	76%
Q2. Given a volume and identification of water as the substance, mass is calculated. (requires knowledge of the density of water, equation rearrangement and significant digits)	83	60	59	69%
Q3. Given a mass, in kilograms, and a density, volume is calculated. (requires unit conversion, equation rearrangement, and significant digits)	55	40	32	42%
Q4. Given the dimensions of a rectangular object, volume is calculated. (requires knowledge of volume calculations and cubed units)	50	60	36	44%
Q5. Given a density and using the previously mentioned rectangular object, the mass is calculated. (depends on Q4. correctness)	44	60	27	31%

1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: On the common, comprehensive final, an item analysis will be performed on all questions pertaining to density calculations, and fifty percent of the students completing the final will answer those questions correctly.

1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: This assessment protocol includes every student completing the Physical Science Final Exam (includes adjunct and online). There are four questions on the final dealing with density, each emphasizing specific areas of interest within this topic. As the final is a multiple choice exam, it is possible to assess components of each problem.

Question Q2: Given mass and density, calculate density. There are no unit conversions or equation rearrangements required for this problem. The results for QF.2 are recorded in Table 3. Of 126 students attempting this question, 59% were completely successful. An additional 36% completed the calculation successfully, but incorrectly reported the significant digits in the answer.

Table 3. PS – Q2: Calculate Density					
	Fall 2009 n=39	Spring 2010 n=42	Summer 2010 n=5	Fall 2010 n=40	Totals n=126
Correct calculation, significant digits and units	56%	45%	100%	70%	59%
Correct calculation, incorrect significant digits	44%	43%	-	25%	36%

Question Q8. Given a qualitative situation in which two liquids form into layers in a test tube, choose a true statement about the liquids. The results of Q8 are recorded in Table 4. Of 126 students attempting this question, 78% were completely successful.

Table 4. PS – Q8: Qualitative inquiry					
	Fall 2009 n=39	Spring 2010 n=42	Summer 2010 n=5	Fall 2010 n=40	Totals n=126
Correct conclusion about which liquid has the greatest density	85%	76%	100%	70%	78%

Question Q19: Given dimensions of a rectangular object in inches, find volume in cubic centimeters. The results of Q19 are recorded in Table 5. Of 126 students attempting this question, 28% were completely successful. The most prevalent error was omitting a necessary unit conversion.

Table 5. PS – Q19. Volume calculation with conversions					
	Fall 2009 n=39	Spring 2010 n=42	Summer 2010 n=5	Fall 2010 n=40	Totals n=126
Correct calculation, significant digits and units	28%	45%	40%	25%	28%
Incorrect answer: failed to convert inches to centimeters, but did use equation properly	33%	43%	40%	48%	38%

Question Q20: Given the volume calculated from Q19, and the density of water, calculate the mass of water to fill the object (answer in kilograms). In order to calculate the correct answer to this problem, #Q19 must be correct. The results of Q20 are recorded in Table 6. Of 126 students attempting this question, 35% were completely successful. (Note 7% of students answered Q20 correctly without having Q19 correct. This indicates at least 7% of the students completing these problems are lucky –

highlighting the uncertainty of a multiple choice exam.)

Table 6: PS – Q20. (depends on Q19) calculate volume, given density, determine mass in kilograms.					
	Fall 2009 n=39	Spring 2010 n=42	Summer 2010 n=5	Fall 2010 n=40	Totals n=126
Correct calculation, significant digits and units	39%	36%	40%	30%	35%

- 1.2b Describe How Assessment Results Were Used to Improve Instructional Program: Two online quizzes per week have been implemented in which density problems are included throughout the semester. In these multiple choice quizzes, the student must get every part correct (equation rearrangement, conversions and significant digits). These quizzes are included in the final grade.

For each chapter, a series of worksheets have been posted on the portal. The key to these worksheets is posted approximately one week later so the students can check their work.

In addition, the Camtasia video tutorials available on the portal have been expanded. The students can access and watch these multiple times if necessary. These tutorials include lecture material, problem solving, and specific problems from the worksheets available for each chapter.

- 1.2c Describe How Assessment Results Were Shared with Constituencies: Several meetings involving Math and Science instructors have occurred in which these results have been discussed.

2. Intended Student Learning Outcome: Physical Science students will be able to graph data collected (or given) in lab, identify the dependent and independent variables, identify linear and parabolic relationships from those graphs and interpret what information is presented in said graphs.

- 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Physical Science students will perform 2 or more labs in which data will be collected and graphed, both with the use of a computer and by hand. The students will determine the equation that represents the graph and identify the information shown (i.e. constant speed, acceleration, etc.). A quiz will be given directing the student to create and interpret a graph of given data. A rubric will be developed to grade the quiz, and fifty percent of the students taking the quiz will score 3 or higher out of 5 on the rubric.

- 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: No results – this assessment protocol was omitted. While the labs which included graphing were completed, the quiz independent of these labs was not given.

2.1b Describe How Assessment Results Were Used to Improve Instructional Program: N/A

2.1c Describe How Assessment Results Were Shared with Constituencies: N/A

2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: On the lab final, an item analysis will be performed on all questions pertaining to graphing and interpretation of graphs, and fifty percent of the students completing the lab final will answer those questions correctly.

2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: This assessment protocol includes data from each instructor of Physical Science (full-time and adjunct). The results are recorded in Table 7. The one area in which students fell below a 50% success rate was in the calculation of slope for a set of data with a linear relationship. During the semester, computers are used for graphing and slopes are determined with a 'click of a button'. The data presented in Table 7 refer to a problem in which students are required to calculate a slope by hand.

	Fall 2009 n=20	Spring 2010 n=19	Summer 2010 n=5	Fall 2010 n=40	Totals n=84
Relationship between data from a graph recognized and named.	60%	58%	80%	48%	55%
The slope of a linear graph calculated.	40%	26%	60%	45%	41%
Correct units for slope.	80%	42%	60%	70%	65%
Application of information derived from a graph.	60%	68%	40%	58%	60%

2.2b Describe How Assessment Results Were Used to Improve Instructional Program: The initial lab in Physical Science is a graphing lab in which the students are required to graph a linear relationship by hand, and then determine the slope of this line (by hand). After that, for the remainder of that initial lab and all other labs in which graphs are included, the students use EXCEL to graph and determine slopes. In order to make sure the students know how to complete this skill (rather than knowing which menu items to click) another graphing lab will be inserted into the schedule (preferably after midterm).

2.2c Describe How Assessment Results Were Shared with Constituencies: Several meetings involving Math and Science instructors have occurred in which these results have been discussed.

Physical Geology Course Level Assessment

1. Intended Student Learning Outcome: Students will use an online website to locate the epicenter coordinates of an earthquake event.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The geographical area surrounding the ANC campus is an active seismic zone, named the New Madrid Fault. The ability to locate the exact position of a nearby earthquake is an extremely useful skill, both from a geological point, and as a safety technique. Students will be assigned the task of determining the geographical coordinates of a recent earthquake event, they will be required to do this in an allotted period of time and will then be required to present it to the instructor. Students will be asked to locate the exact coordinates (Latitude and Longitude) utilizing the “*CERI site. Students will be supplied with certain data relating to the earthquake. With this data 80% of the students should be able to correctly determine the exact Latitude and Longitude of the “event” by using the Center for Earthquake Resource Information (CERI) site. CERI is a public domain site cosponsored by The University of Memphis Geology Department (*CERI) and the United States Department of Geological Survey)
 - 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 Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: With any type of coordinate system used in geology or any other of the sciences it is meaningless to have coordinates unless these coordinates are actually applied to a map, a land grid, or even a scaled photograph representing an actual land surface area. Students will have to be able to apply an x, y type coordinate system to an actual purpose that is used in many geologic applications.
 - 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria For Success: Students will be required to use a given set of geographical coordinates and apply them to an actual satellite scaled photograph of the earth’s surface, this will be overlain with a terrain map that will enable the students to not only locate a given point of the coordinates provided but will also provide the elevation of this particular point. Students will use the coordinates of a local earthquake and the website tool “Google Earth” to locate the satellite image and elevation of the epicenter obtained from previously determining this point by using the CERI website. The students will be required to turn in an actual printed photograph of the earth’s surface. This photo will be marked at the exact point of an earth quake epicenter, complete with the elevation of this point. It is expected that 60% of the students will be able to take a vague broadcast description of a recent earthquake and to produce a produce a satellite photo marked with the exact epicenter.

The number of geology students completing these lab was 12 in the fall of

2010, for the first means of assessment 10/12 (82.7%) successfully determined the exact epicenter coordinates using rough news media information and the CERI website. In the spring of 2011 of the 17 students completing the lab, 16 arrived at the correct coordinates. 16/17 (94.1%) The expected 80% success rate was surpassed in both groups, although the spring 2011 lab had a higher success rate 94.1% vs. 82.7%.

- 1.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* The point of both lab procedures was to use local media coverage, of an earth quake report, to convert approximate report information to usable information. This information could then be applied to a standard coordinate point system. The next step was to use this data to actually locate the map point. The map point obtained could be used on a satellite survey map (Google earth) to view an actual photograph of the area.

This data helps students to understand the actual place (with an aerial photo included) relative to surrounding buildings, fields, bridges, etc. The results of this assessment data, in doing this two step laboratory procedure pinpointed the discrepancy between my explanation and their results.

(1) I used the information collected to make the decision to add a 30 minute additional section on the standard mapping system, used worldwide. I offered a more explanation of the latitude, longitude coordinate system, with additional terminology, Prime Meridian, Equator, Northern Hemisphere, etc. This provided the background history of how and why this system came into use in world navigation.

(2) Additionally I devoted more time (another 45 minutes) to demonstrating the functional use of the “free Google earth download”. These changes should improve the labs ability to enable the student to locate an epicenter.

I found that telling students that a 3.3 occurred 2 miles North East of Blytheville was not nearly as effective as for them to perform this lab and determine from the satellite imagery that the epicenter was “across the field from the local Wal-Mart parking lot. To actually “see” the ground photograph brought much more meaning to the information. . In many instance students took the initiative to determine, using these tools, to locate epicenters that were relatively close to their own homes. When living on a major seismic zone this is not only a good scientific technique to master, but at some point in time, it may help students avoid a life threatening situation.

World Literature I and II Course Level Assessment

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

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

- 1.2 Means of Program Assessment and Criteria for Success: Eighty percent of the students who complete World Literature I or II will make 75% or above on an analytical essay based on some aspect of the works studied or similar works. This paper will be 3-5 pages long and will require citations from primary and secondary sources. The paper will be assessed using the following rubric:
 1. Clearly state the focus of the paper in a thesis sentence in the introductory paragraph of the paper. The introduction will include at least 5 sentences.
 2. Use at least two outside sources and cite them in the paper and on a Works Cited page, using the Modern Language Association (MLA) style of documentation.
 3. Write body paragraphs to support primary points in the paper. Each body paragraph will have a clear topic sentence and contain at least 7 sentences of support.
 4. Use specific details from the primary work(s) of literature they are writing

- about. This will include quotations, lines of poetry, short passages, etc.
5. Use outside source materials to illustrate the thesis and primary points of the paper.
 6. Write an appropriate conclusion for the analytical paper. The conclusion must be at least 5 sentences long.

Student work will be assessed on content, structure, mechanics and format with 100 points possible. Eighty percent of the students will earn 75% or above on this paper.

- 1.2a *Description of Data Collected and Assessment Results:* The paper is due near the end of each semester, but students know about it and may work on it and bring in rough drafts for help well before the due date. In both World Literature I and II, for the Fall 2009, Spring 2010, and Fall 2010 semesters, a total of 193 students received a grade for the course, and a total of 157 students turned in an analytical essay. Of the 157 students who turned in a paper, 136 earned a grade of 75 or better on the paper. About 86 % of the students met the goal of scoring 75% or better on the essay. Our goal was that at least 80% of students would make 75% or better
- 1.2b *Use of Results to Improve Instructional Program:* The percentage of students who made a grade of 75% or better, exceeded our goal of 80% , though we did see some consistent weaknesses in the papers. We noted that most students, even with a score of 75% or higher, still had some fundamental difficulties in analyzing literature in writing. Documentation is a weak spot, and this could be because Composition I is the only prerequisite for students in World Literature classes. Because of this, many of the students have not had a college class which teaches or reviews how to cite and document outside sources. One way we have addressed this is to take more time in World Literature to review the basic conventions of research, and in the future, we should make better use of modeling good analytical writing and documenting sources. We might also consider raising our goal of 80% of students making 75% or better to 85% of students making 75% or better. We must also make the incentive to turn the paper in more urgent by making the paper count for more of the final grade in the class. We are also beginning to collect data from adjunct instructors of World Literature I and II, and these should add to our overall picture of success in these two courses.

Humanities Through the Arts Course Level Assessment

1. Intended Student Outcome: In Humanities Through the Arts, students will be able to critically assess a work of art based on its content, context, and subtext.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A two page writing assignment on a work of art from a given list. For the subtext portion of the assignment, students must have at least a developed paragraph discussing if any hidden meaning exists or a comment from the artist is evident, and there must be a personal reaction to this and the work as a whole. The mean score for the subtext portion of the rubric will be 10/15 points.
 - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Out of 54 students who completed the short composition, 8.75 was the average for the subtext portion of the rubric.
 - 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: The lack of success to achieve 10/15 for the average of this portion of the assignment is directly related to weak critical thinking skills. Students more direction analyzing and responding to works they study. More activities to increase critical thinking skills will greatly benefit students. Also, the instructor will stress that students must analyze and effectively respond to the work when discussing the instructions for the assignment.
 - 1.1c Describe How Assessment Results Were Shared with Constituencies: Students receive feedback concerning their short composition. When covering their compositions, the instructor evaluates and discusses if they are successful responding to the work of art they chose. Since Humanities Through the Arts Online has been an Online course this past year, the portal has proved to immediately show students know their individual and overall grades.
2. Intended Student Outcome: Students in Humanities Through the Arts will be able to explicate a Shakespearian sonnet.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One question on exam three requires students to discuss both the form and content of a sonnet. For the form portion of the question, students should mention that the sonnet follows a closed form pattern, explain what iambic pentameter is, and discuss how Shakespeare divides the poem into four parts. Students must recognize that the last two lines of the fourteen lined poem make up a couplet and usually provide a moral message from the writer. The mean score for the format portion of the rubric will be 5/5 points.
 - 2.1a Describe Data Collected, Data Analyzed, and Relationship Criteria for Success: Out of 50 students who completed the explication of the Shakespearean sonnet, the mean score for the format portion was 4.95.

- 2.1b *Describe How Assessment Results Were Used to Improve Instructional:*
The analysis of the test question proved helpful, since the degree of difficulty for this question was high. The students still struggle with the idea of explicating and with poetry, but the results are encouraging. Rephrasing the test question should help students better understand that they need to spend more time with this question and provide as much information as possible.
- 2.1c *Describe How Assessment Results Were Shared with Constituencies:*
Students know immediately how successful that they are on the exit. For this essay question in particular, the instructor provides feedback to discuss how successful students were with discussing the format of the sonnet. If they were unsuccessful, the instructor explains the exact characteristics they should have mentioned within the explication. The portal helps students see their grades immediately.

Music Appreciation Course Level Assessment

1. Intended Student Learning Outcome: Students in Music Appreciation will have the ability to recall the four families of the orchestra and four examples of each.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: At least 70 percent of the students will score 80 percent or better on the orchestra section of the first unit exam.
 - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Of the students taking the final exam, 127 out 140, or 91 percent of the students scored 70% or higher.
 - 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: Because the goal was met at such a high percentage, no action was needed. At the second testing, the scores were lower. This is probably because the material was originally taught in the early part of the semester and it was not recalled as easily. The INET classes took their first exam on line and there is concern that because the test was not proctored, some of the students probably used their notes or study guide for the answers. This gave them a higher score the first time. Since the final was on campus, they could not use their notes, thus their grades were lower.
 - 1.1c Describe How Assessment Results Were Shared with Constituencies: Information was shared with colleagues and departmental leadership.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: At least 80% of the students will score 80 % or better on the orchestra section of the final exam.
 - 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Of the students taking the final, 103 out of 127 or 81 percent scored 80 percent or better.
 - 1.2b Describe How Assessment Results Were Used to Improve Instructional Program: Because the goal was obtained no action was taken. However, the scores were lower on the final because the material had been taught at an earlier time in the on campus classes and the students did not remember the material as well. The INET classes took their first exam on line and there is concern that since the exam is not proctored, some of the students probably used their notes or study guide to help. This gave them a higher grade the first time. Since the final was on campus, they could not use their notes, thus their grades were lower.

The next assessment cycle will include aural identification of several Classical selections.
 - 1.2c Describe How Assessment Results Were Shared with Constituencies: Information was shared with colleagues and departmental leadership.

2. Intended Student Learning Outcome: Students in Music Appreciation will list the major style periods in music.
- 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: At least 70 % of the students will score 70 percent or above on the major style periods section of the first unit exam.
- 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Of the students taking the exam 118 out of 138, or 86 percent of the students scored 70% or better.
- 2.1b Describe How Assessment Results Were Used to Improve Instructional Program: Since the goal was met no action was taken. However, the scores were lower on the final because the material had been taught at an earlier time in the on campus classes and the students did not remember the material as well. The INET classes took their first exam online and there is concern that some of the students probably used notes or study guide to help. This gave them a higher grade the first time. Since the final was on campus, they could not use their notes, thus their grades were lower.
- 2.1c Describe How Assessment Results Were Shared with Constituencies: Information was shared with colleagues and departmental leadership.
- 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: At least 80 percent of the students will score 70 percent or above on the major style periods section on the first unit exam.
- 2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Of the students taking the test 101 out of 127, or 81 percent of the students made 80 percent or higher.
- 2.2b Describe How Assessment Results Were Used to Improve Instructional Program: Since the goal was met, no action was needed. However, the scores were lower on the final because the material had been taught at an earlier time in the on campus classes and the students did not remember the material as well. The INET classes took their first exam online and there is concerned that some of the students probably used notes or study guide to help. This gave them a higher grade the first time. Since the final was on campus, they could not use their notes, thus their grades were lower.
- The student's understanding of stylistic characteristics from the Baroque, Classical and Romantic periods will be assessed in the next cycle.
- 2.2c Describe How Assessment Results Were Shared with Constituencies: Information was shared with colleagues and departmental leadership.

**World Civilization to 1600 and U.S. History to 1876
Course Level Assessment**

1. Intended Student Learning Outcome: Students who complete World Civilization to 1600 will demonstrate an understanding of historical cause and effect of a pair of key topics at two points during the course. They will furthermore illustrate the understanding in a cogent and well-organized essay that makes use of specific examples. An evaluation of the two essay questions will chart student development over the duration of the course.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: At least 30% of students will score a three or higher on the scoring rubric for this question.
 - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Data came from four courses, two taught in the fall and two in the spring 2010. Instructors scored the first exam essay using an essay rubric. The average of all courses was 52% scoring a three or better.
 - 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: The data suggests that students were able to write on the expected level for this portion of the course. It is also a reflection on early instruction in these classes, which includes guidance for writing essays. It also indicates that previous English instruction was satisfactory for this level of course. The data suggests that the percentage of students may need to be raised higher than 30%.
 - 1.1c Describe How Assessment Results Were Shared with Constituencies: Shared information with colleagues and departmental leadership.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Final Exam Essay – At least 50% of students will score a three or higher on the scoring rubric for this question.
 - 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Using the same courses and the established rubric, 62% of students scored at least a three or higher.
 - 1.2b Describe How Assessment Results Were Used to Improve Instructional Program: These results are encouraging, suggesting that students possess the ability to construct a meaningful historical essay by the time they exit our classes. Ten percent of the students scored higher on the final essay and the classes exceeded expectations. The data suggests that we may need to raise the standards for essays on our rubric or the percentage of students who will perform on this level.
 - 1.2c Describe How Assessment Results Were Shared with Constituencies: Shared information with colleagues and departmental leadership. In addition, the high results indicated that catalog changes made in the spring 2010 for history courses are adequate. The prerequisite of Fundamentals of Composition or a writing score of 19 or above on the ACT (75 or above on

the COMPASS) indicates that students are better prepared to write essay.

2. Intended Student Learning Outcome: Students who complete U.S. history to 1876 will demonstrate an understanding of historical cause and effect of a pair of topics at two points during the course. They will furthermore illustrate this understanding in a cogent and well-organized essay that makes use of specific examples. An evaluation of the two essay questions will chart student development over the duration of the course.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: First essay – At least 30 % of students will score a three or higher on the attached scoring rubric for this question.
 - 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Data came from three sections of this course offered in the spring and fall of 2010. Instructors scored the first exam essay using an essay rubric. Fifty-five percent scored a three or better.
 - 2.1b Describe How Assessment Results Were Used to Improve Instructional Program: The data suggests that students were able to write on the expected level for this portion of the course. It is also a reflection on early instruction in these classes, which includes guidance for writing essays. It also indicates that previous English instruction was satisfactory for this level of course. The data suggests that the percentage of students may need to be raised higher than 30%.
 - 2.1c Describe How Assessment Results Were Shared with Constituencies: Shared information with colleagues and departmental leadership.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Final exam essay – At least 50% of students will score a three or higher on the attached scoring rubric for this question.
 - 2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Using the same courses and the established rubric, 74% of students scored at least a three or higher.
 - 2.2b Describe How Assessment Results Were Used to Improve Instructional Program: The data suggests that students were able to exceed the expectations by a large margin. Students are also more familiar with U.S. history topics as opposed to world history, which may account for the higher percentages in U.S. history courses. The amount of students who were able to write a standard essay, according to the rubric, increased by nineteen percent throughout the semester. The data suggests that we may need to raise the standards for essays on our rubric or the percentage of students who will perform on this level. It also indicates that the standard for assessment should differ in world civilization and U.S history courses, with a higher standard being applied to U.S. history essays.
 - 2.2c Describe How Assessment Results Were Shared with Constituencies: Shared information with colleagues and departmental leadership.

Macroeconomics Course Level Assessment

1. Intended Student Outcome: Students who complete EC 21003, Macroeconomics, will be able to analyze the effect that changes in the determinants of supply and demand have on supply and demand.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will be administered the Test of Understanding in College Economics Macroeconomics (TUCE Macroeconomics 4th Edition) at the end of each of the semester. Questions related to supply and demand will be identified and an item analysis performed on those questions. At least 70 percent of students completing the TUCE exam will answer 75 percent of supply and demand questions correctly.
 - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Students were administered the Test of Understanding in College Economics Macroeconomics (TUCE Macroeconomics 4th Edition) at the end of each of the following semesters: Spring 2009, Fall, 2009, Spring 2010, and Fall 2010. Questions related to supply and demand were identified and an item analysis performed on those questions. At least 70 percent of students completing the TUCE exam will answer 75 percent of supply and demand questions correctly. Results are shown in the table below.

Analysis of the data indicates that 67.7 percent of students answered 75 percent of the questions correctly. The outcome was not met, however, it was achieved in three of the four semesters tracked.

TUCE Supply and Demand Questions Percent Answering Questions Correctly				
<i>Semester</i>	<i>One Question 25%</i>	<i>Two Questions 50%</i>	<i>Three Questions 75%</i>	<i>Four Questions 100%</i>
Spring 2009	100	100	77.8	33.3
Fall 2009 (INET)	100	87.5	25.0	12.5
Spring 2010	100	85.7	71.4	57.1
Fall 2010 (INET)	100	100	100	71.4
All Semesters	100.0%	93.5%	67.7%	41.9%

- 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: To improve results in the seated sections, an inverted classroom model was introduced in the spring of 2010. Lecture material is available through Camtasia videos for review before the content is covered in class. During class the focus is on the application of the subject matter through exercises and discussion questions. At the beginning of each class session,

students are asked to identify “muddiest points” which the instructor addresses through the activities or mini lectures. Because this approach is only in its second semester of implementation, it needs to be tracked over time to determine the impact of the model on improving student learning. The exercises need to be incorporated into the online section in a more structured format to provide these students the same application practice. The Academic Technology Coordinator will be consulted to identify the best means of delivery of these problems. Additional items will be developed for content not adequately covered by the instructional material included with the text.

1.1c Describe How Assessment Results Were Shared with Constituencies: The results were reviewed by the Committee for the Assessment of Student Learning (CASL). They are also included in the annual assessment report presented to the Board of Trustees. The assessment report is available to students and staff through the myANC portal and the College library. Copies are also distributed to the Cabinet and members of CASL.

1.2 State Means of Assessment, Describe Data Collected, and Define Criteria for Success: In the Spring of 2009, Aplia was adopted for the Macroeconomics course. Aplia is a web-based interactive learning platform that includes tutorials and auto-graded assignments. The problem set related to supply and demand will be assigned. The class average on the problem set will be at least 75 percent.

1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: In the current text adopted for the course, chapter three covers supply and demand. The chapter three Aplia problem set was assigned as homework each semester. Results are shown in the table below. The overall average for all four semesters was 75 percent. The outcome was achieved.

Aplia Results Chapter 3					
	<i>Spring 2009</i>	<i>Fall 2009 (INET)</i>	<i>Spring 2010</i>	<i>Fall 2010 (INET)</i>	<i>Average of All Semesters</i>
Points Possible	27	27	27	65	
Class Average	18.9	20.0	21.2	49.1	
Percent	70%	74%	78%	76%	75%

It should be noted that with the eighth edition of the text adopted in the fall of 2010, certain aspects of Aplia were changed. The number of questions, the availability of a practice problem set, and the number of attempts on a graded problem set were modified. Each problem set now has more questions. In the previous version, the students had a practice problem set with unlimited attempts and a graded problem set with one attempt. With the current edition, the practice problem set was eliminated. Now there is one graded problem set that has three attempts that are averaged together to determine the final score. Because of these changes, there is not a totally consistent comparison of scores for fall 2010 results to the previous semesters. The fact that these scores are an average of three attempts may

account for the slight downturn. However, it appears that student performance on Aplia is improving.

- 1.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* Aplia will continue to be used because it provides immediate feedback to students and supplemental instruction. The student is able to identify areas in need of more study as well as those that are understood. The software includes an explanation of each question or problem after the problem set is completed. The student can review the instructional material on the questions that are missed before attempting the problem set again. In addition, the questions within the problem set will be reviewed to ensure alignment with the course curriculum.
- 1.2c *Describe How Assessment Results Were Shared with Constituencies:* The results were reviewed by the Committee for the Assessment of Student Learning (CASL). They are also included in the annual assessment report presented to the Board of Trustees. The assessment report is available to students and staff through the myANC portal and the College library. Copies are also distributed to the Cabinet and members of CASL.
2. *Intended Student Outcome:* Students who complete EC 21003, Macroeconomics, will be able to analyze the effect that fiscal policy decisions will have on real gross domestic product (GDP).
- 2.1 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* Students will be administered the Test of Understanding in College Economics Macroeconomics (TUCE Macroeconomics 4th Edition) at the end of the semester. Questions concerning fiscal policy will be identified and an item analysis performed on those questions. At least 70 percent of students completing the TUCE exam will answer 75 percent of fiscal policy questions correctly.
- 2.1a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* Results are shown in the table on the next page. Analysis of the data indicates that 38.7 percent of students answered 71 percent of the questions correctly. Seventy-one percent was used for comparison because 75 percent of the seven questions equaled 5.25 questions. The outcome was not met.
- 2.1b *Describe How Assessment Results Were Used to Improve Instructional Program:* To improve results in the seated section, an inverted classroom model was introduced in the spring of 2010. Lecture material is available through Camtasia videos for review before the content is covered in class. During class the focus is on the application of the subject matter through exercises and discussion questions. At the beginning of each class session, students are asked to identify “muddiest points” which the instructor addresses through the activities or mini lectures. The increase in student performance from spring 2009 to spring 2010 suggests the model may be effective and should be further developed to determine if the improvement continues.

The exercises need to be incorporated into the online section in a more

structured format to provide these students the same application practice. The Academic Technology Coordinator will be consulted to identify the best means of delivery of these problems. Additional items will be developed for content not adequately covered by the instructional material included with the text.

TUCE Fiscal Policy Questions Percent Answering Questions Correctly							
<i>Semester</i>	<i>One Question 14%</i>	<i>Two Questions 29%</i>	<i>Three Questions 43%</i>	<i>Four Questions 57%</i>	<i>Five Questions 71%</i>	<i>Six Questions 86%</i>	<i>Seven Questions 100%</i>
Spring 2009	100.0	100.0	88.9	66.7	33.3	11.1	0.0
Fall 2009 (INET)	87.5	87.5	50.0	37.5	25.0	12.5	12.5
Spring 2010	100.0	85.7	85.7	71.4	57.1	42.9	14.3
Fall 2010 (INET)	100.0	100.0	100.0	57.1	42.9	28.6	0.0
All Semesters	96.8%	93.5%	80.6%	58.1%	38.7%	22.6%	6.5%

2.1c Describe How Assessment Results Were Shared with Constituencies: The results were reviewed by the Committee for the Assessment of Student Learning (CASL). They are also included in the annual assessment report presented to the Board of Trustees. The assessment report is available to students and staff through the myANC portal and the College library. Copies are also distributed to the Cabinet and members of CASL.

2.2 State Means of Assessment, Describe Data Collected, and Define Criteria for Success: In the Spring of 2009, Aplia, was adopted for the Macroeconomics course. Aplia is a web-based interactive learning platform that includes tutorials and auto-graded assignments. The problem set related to fiscal policy will be assigned. The class average on the problem set will be at least 75 percent.

2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Results are shown in the table below. The overall average was seventy-three percent. The outcome was not achieved.

Aplia Results Chapter 12 (Spring2009, Fall 2009, Spring 2010)/Chapter 11 (Fall 2010)					
	<i>Spring 2009</i>	<i>Fall 2009 (INET)</i>	<i>Spring 2010</i>	<i>Fall 2010 (INET)</i>	<i>Average of All Semesters</i>
Points Possible	19	19	19	49	
Class Average	13	13	14	39	
Percent	69%	70%	72%	79%	73%

2.2b Describe How Assessment Results Were Used to Improve Instructional Program: Although the outcome was not achieved, the overall average

increased each semester with a ten percent improvement over the course of the assessment period. More than likely, the substantial increase in the number of questions had a positive influence on student performance. Therefore, Aplia will continue to be used. It provides immediate feedback to students and supplemental instruction. The student is able to identify areas in need of more study as well as those that are understood. The software includes an explanation of each question or problem after the problem set is completed. The student can review the instructional material on the questions that are missed before attempting the problem set again. In addition, the questions within the problem set will be reviewed to ensure alignment with the course curriculum.

- 2.2c *Describe How Assessment Results Were Shared with Constituencies:* The results were reviewed by the Committee for the Assessment of Student Learning (CASL). They are also included in the annual assessment report presented to the Board of Trustees. The assessment report is available to students and staff through the myANC portal and the College library. Copies are also distributed to the Cabinet and members of CASL.

General Psychology Course Level Assessment

1. Intended Student Outcome: General Psychology students will be able to demonstrate basic knowledge of the psychodynamic approach to explaining human behavior.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will be given a ten question multiple choice quiz at the end of the lesson covering the psychodynamic approach. The questions will be designed to measure both recognition and application of knowledge. Seventy percent of those who take the quiz will score 7 or higher out of a possible ten points.
 - 1.1a Description of Data Collection and Assessment Results: Data was collected from the multiple choice quiz covering the psychodynamic approach was given to 312 General Psychology students enrolled in the 2010 spring and fall semesters. The quiz results showed that 66% of those tested scored 7 or higher out of 10 points possible.
 - 1.1b Use of Results to Improve the Instructional Program: Since 66% did score a 7 or above, the assessment method will remain basically the same. Data will continue to be collected to determine if there is improvement.
 - 1.1c Describe How Assessment Results Were Shared with Constituencies: Assessment results were shared with the Committee for the Assessment of Student Learning, department leadership, the Cabinet, and the Board of Trustee.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students who took the quiz over the psychodynamic approach will miss fewer questions on this section of Exam #One (which covers the five major approaches) than on the sections covering the other four approaches.
 - 1.2a Description of Data Collected and Assessment Results: Data was collected from the 50 question multiple choice exam (Exam #One), which covered the five major approaches, that was given to 315 General Psychology students enrolled in the 2010 spring and fall semesters. A majority (72%) of the students missed fewer questions relating to the psychodynamic approach than those questions relating to the other approaches.
 - 1.2b Use of Results to Improve the Instructional Program: A ten question multiple choice quiz will be given at the end of each lesson covering the five major approaches. An analysis of the data collected indicates that taking the quiz and receiving feedback provided by the quiz enhances the learning process.
 - 1.2c Describe How Assessment Results Were Shared with Constituencies: Assessment results were shared with the Committee for the Assessment of Student Learning, department leadership, the Cabinet, and the Board of Trustee.

**Introduction to Sociology
Course Level Assessment**

1. Intended Student Learning Outcome: Students in Introduction to Sociology will be able to define and provide one example of institutional discrimination.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: On the unit exam covering institutional discrimination, 50 percent or more of the students will be able to define and provide one example of institutional discrimination.
 - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Data has been obtained from Spring 2010, Summer 2010, and Fall 2010 semesters. All sections of Introduction to Sociology taught by the full-time instructor are represented in the data. This includes traditional “live” classes, as well as inet versions of the course.

Specific questions on the 3rd unit exam of each semester were used to assess student comprehension of institutional discrimination. For the traditional “live” sections, students answered one multiple choice question and one short answer question on institutional discrimination. For the inet sections, students answered one multiple choice question on institutional discrimination.

Test items used in traditional, “live” sections:

- 1) Which of the following is a characteristic of institutional discrimination?
(Correct answer is C)
 - A. it is always easy to detect.
 - B. the people who engage in it always know that they are engaging in discrimination.
 - C. it is often justified as tradition.
- 2) Define institutional discrimination, and then briefly describe one example of it.
Correct answer: bias built into operation of society’s institutions. Students had several examples from which to choose for this question.

Test item used in “inet” sections:

- 1) The practice of banks and insurance companies denying services to “high risk” areas is known as: (Correct answer is B)
 - A. deterrence
 - B. redlining
 - C. segregation

Analysis of Data:

	SPRING 2010	SUMMER 2010	FALL 2010
Traditional, “live” sections	N=56 Both questions answered correctly=11 (19.6%) Multiple choice question only answered correctly=21 (37.5%) Short answer question only answered correctly=1 student	N=14 Both questions answered correctly=0 Multiple choice question only answered correctly=12 (85.7%) Short answer question only answered correctly=0	N=97 Both questions answered correctly=64 (66%) Multiple choice question only answered correctly=26 (26.8%) Short answer question only answered correctly=5 (5%)
Inet sections	N=25 Multiple choice question answered correctly=20 (80%)	N=23 Multiple choice question answered correctly=23 (76.7%)	N=30 Multiple choice question answered correctly=25 (83.3%)

The students in Fall 2010 “live” sections were the only group to fully achieve the criteria for success. 66% were able to answer both test items on institutional discrimination correctly. It must be noted that time constraints during this point of the semester forced the instructor to administer this unit exam as a take-home, in which students were permitted to use their book and notes.

Students in the “live” sections consistently performed better on the multiple choice question versus the short answer question. Two possibilities exist for this phenomenon. The first is that students did not know the material and were simply successful in guessing the correct answer from a list of three choices. The alternative conclusion is that students knew the material but were uncomfortable with proving their knowledge on short answer questions.

The one test item used for assessment in the inet sections dealt only indirectly with institutional discrimination. It did not specifically mention this key term but asked students to correctly identify redlining, an example of institutional discrimination, when given its definition. Students met the criteria for success for this particular test item in all semesters measured.

- 1.1b *Describe How Assessment Results Were Used to Improve Instructional Program:* Prior to this assessment period, students were expected to comprehend an extensive list of key terms in this course. The instructor did not identify which of these terms were the true “core” of an introductory course and would therefore be the most likely to appear on tests. Beginning with the Spring 2011 semester, the instructor is helping students to focus their energies on a more manageable list of key terms. The instructor

expects students to understand institutional discrimination and will do more to emphasize its importance to them.

- 1.1c *Describe How Assessment Results Were Shared with Constituencies:* In “live” sessions, students received test results in the class session that immediately followed the one in which the test was administered. Instructor used class time to go over the correct answers, with particular attention focused on what constituted acceptable answers for the short answer questions.

In the “inet” sessions, students were able to access their test results no later than one week following the deadline. The online test system displayed for the student their answer on the multiple choice question, as well as the correct answer.

- 1.2 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* When prompted by a short answer question on the Introduction to Sociology final exam, 70 percent of students will be able to define and then provide one example of institutional discrimination.

- 1.2a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* Data has been obtained from Summer 2010 and Fall 2010 semesters. Final exams for Spring 2010 were erroneously disposed of before the data could be collected and therefore are not included in this report.

All sections of Introduction to Sociology taught by the full-time instructor are represented in the data. This includes traditional “live” classes, as well as inet versions of the course.

Test item used on final exam

1) Define institutional discrimination, and then describe one example of it. Correct answer: bias built into operation of society’s institutions. Students had several examples from which to choose for this question.

The criteria for success of 70% or more for both parts of the question was never met. However, combining the numbers for both parts being answered correctly with the numbers for only the definition part being answered correctly yields some more promising data. The lowest percentage of students exiting this course comprehending at least the definition of institutional discrimination was 35.3% for those enrolled in the “live” sections in Fall 2010. In the “live” section for Summer 2010, 78.4% of the students exited this course comprehending the definition of the term.

Analysis of Data:

	SUMMER 2010	FALL 2010*
Traditional, "live" sections	<p>N=14</p> <p>Both parts of question answered correctly=3 (21.4%) Only the definition part of question answered correctly=8 (57%)</p> <p>Only the example part of question answered correctly=2 (14.2%)</p>	<p>N=99</p> <p>Both parts of question answered correctly=14 (14.1%) Only the definition part of question answered correctly= 21 (21.2%)</p> <p>Only the example part of question answered correctly=3 (3%)</p>
Inet sections	<p>N=29</p> <p>Both parts of question answered correctly=5 (17.2%)</p> <p>Only the definition part of question answered correctly = 10 (34.4%)</p> <p>Only the example part of question answered correctly=0 (0%)</p>	<p>N=29</p> <p>Both parts of question answered correctly=6 (20.7%)</p> <p>Only the definition part of question answered correctly=7 (24.1%) Only the example part of question answered correctly=0 (0%)</p>

1.2b Describe How Assessment Results Were Used to Improve Instructional Program: The noticeable decline in performance between the Summer and Fall "live" sections is of particular concern when considering changes in the instructional program. The instructor has used these assessment results as an opportunity to develop a strategy for replicating the more intimate environment in larger classes in regular semesters that is often much easier to produce with smaller enrollments in the Summer. It is thought that doing this will allow the instructor to monitor individual student performance and comprehension better.

1.2c Describe How Assessment Results Were Shared with Constituencies: Test scores for the final exam were posted to the Gradebook tab in the ANC portal system. Instructor invited any student who wished to review his/her final exam to come to the instructor's office. Instructor informed students that the exams would be available for review for the entire semester that immediately followed their completion the course.

2. Intended Student Learning Outcome: Student in Introduction to Sociology will be able to list the elements of the sociological perspective and then relate them to a contemporary social issue.

- 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: When asked on the unit exam covering the sociological perspective, 50 percent or more of the students will be able to list the elements of the sociological perspective and then relate them to a contemporary social issue.
- 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Data has been obtained from Spring 2010, Summer 2010, and Fall 2010 semesters. All sections of Introduction to Sociology taught by the full-time instructor are represented in the data. This includes traditional “live” classes, as well as inet versions of the course.

Specific questions on the 1st unit exam of each semester were used to assess student comprehension of the sociological perspective. For the traditional “live” sections, students answered one multiple choice question and one short answer question on the sociological perspective. For the inet sections, students answered one multiple choice question on the sociological perspective.

Test items used in traditional, “live” sections:

- 1) Which of the following is part of the sociological perspective, as described by Peter Berger. (correct answer is B)
- A. see familiar explanations in strange events.
 - B. see general patterns in particular cases.
 - C. see common sense as the only truth.

- 2) What are the two parts of the sociological perspective?

Correct answer: See general patterns in particular cases, and see strange explanations in familiar events.

Test item used in “inet” sections:

- 1) Which of the following is part of the sociological perspective, as described by Peter Berger? (correct answer is B)
- A. see familiar explanations in strange events.
 - B. see general patterns in particular cases.
 - C. see common sense as the only truth.

Analysis of Data:

	SPRING 2010	SUMMER 2010	FALL 2010
Traditional, "live" sections	N=64 Both questions answered correctly=40 (62.5%) Multiple choice question only answered correctly=8 (12.5%) Short answer question only answered correctly=9 (14%)	N=15 Both questions answered correctly=3 (20%) Multiple choice question only answered correctly=9 (60%) Short answer question only answered correctly=1 student	N=126 Both questions answered correctly=56 (44.4%) Multiple choice question only answered correctly=31 (24.6%) Short answer question only answered correctly=9 (7%)
Inet sections	N=33 Multiple choice question answered correctly=26 (78.8%)	N=30 Multiple choice question answered correctly=24 (80%)	N=33 Multiple choice question answered correctly=29 (87.8%)

Students did particularly well in the Spring 2010 and Fall 2010 semesters. In the case of the Spring 2010, this is largely explained by the fact that inclement weather forced the instructor to administer this test online and permit the students to use their book and notes to complete it. In the Fall 2010 semester, the instructor took significant steps to emphasize the key terms on which the students should focus their energies. Students took practice tests that included the sociological perspective, and instructor was sure to mention that this term was likely to appear on the exam.

Students in the "live" sections consistently performed better on the multiple choice question versus the short answer question. Two possibilities exist for this phenomenon. The first is that students did not know the material and were simply successful in guessing the correct answer from a list of three choices. The alternative conclusion is that students knew the material but were uncomfortable with proving their knowledge on short answer questions.

The criteria for success for this learning outcome could not be accurately measured, due to a weakness in test item design. Students did not have to adequately demonstrate their ability to apply the sociological perspective to a social issue, but instead only had to identify the two parts of the sociological perspective.

- 2.1b *Describe How Assessment Results Were Used to Improve Instructional Program.* Prior to this assessment period, students were expected to comprehend an extensive list of key terms in this course. The instructor did not identify which of these terms were the true "core" of an introductory

course and would therefore be the most likely to appear on tests. Beginning with the Spring 2011 semester, the instructor is helping students to focus their energies on a more manageable list of key terms. The instructor expects students to understand the sociological perspective and will do more to emphasize its importance to them.

- 2.1c *Describe How Assessment Results Were Shared with Constituencies:* In “live” sessions, students received test results in the class session that immediately followed the one in which the test was administered. Instructor used class time to go over the correct answers, with particular attention focused on what constituted acceptable answers for the short answer questions.

In the “inet” sessions, students were able to access their test results no later than one week following the deadline. The online test system displayed for the student their answer on the multiple choice question, as well as the correct answer.

- 2.2 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* When asked on the Introduction to Sociology final exam, 70 percent of students will be able to list the elements of the sociological perspective and then relate them to a contemporary social issue.

- 2.2a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* Data has been obtained from Summer 2010 and Fall 2010 semesters. Final exams for Spring 2010 were erroneously disposed of before the data could be collected and therefore are not included in this report.

All sections of Introduction to Sociology taught by the full-time instructor are represented in the data. This includes traditional “live” classes, as well as inet versions of the course.

Test item used on final exam

1) What are the two parts of the sociological perspective, according to Peter Berger?

Correct answer: See the general patterns in particular cases, and see the strange explanations in familiar events.

Analysis of Data:

	SUMMER 2010	FALL 2010
Traditional, “live” sections	N=14 8 (57.1%) answered the question correctly.	N=99 64 (64.7%) answered the question correctly.
Inet sections	N=29 9 (31%) answered the question correctly.	N=29 10 (35.5%) answered the question correctly.

The criteria for success for this learning outcome could not be accurately measured, due to a weakness in test item design. Students did not have to adequately demonstrate their ability to apply the sociological perspective to a social issue, but instead only had to identify the two parts of the sociological perspective.

Students in the inet sections consistently underperformed those enrolled in the “live” sections on this learning outcome. This might be indicative of a tendency of online students to use their book or notes while completing online unit exams in the comfort and privacy of their homes. When they are required to complete their final exam in person and to recall information from much earlier in the semester, they seem ill prepared to do so. Further data analysis, including longitudinal tracking of individual inet student performance, is needed to test this suspicion.

- 2.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* In comparing the data for 1.2 and 2.2, it is obvious that the instructor has been more successful in getting students to retain important information from the beginning of the semester. This suggest that perhaps the material on the 3rd unit exam, including terms like institutional discrimination, are presented in a manner that is too rushed and not conducive to learning. It is also possible that other assignments traditionally part of the course are bearing down on the students at later point in the semester and preventing them from learning the core ideas. Beginning with the Spring 2011 semester, the instructor has simplified the course requirements to allow a more focused presentation of key ideas throughout the semester.
- 2.2c *Describe How Assessment Results Were Shared with Constituencies:* Test scores for the final exam were posted to the Gradebook tab in the ANC portal system. Instructor invited any student who wished to review his/her final exam to come to the instructor’s office. Instructor informed students that the exams would be available for review for the entire semester that immediately followed their completion the course.

Fitness for Life Course Level Assessment

1. Intended Student Outcome: Students will be involved in interactive environments that contribute to their physical, mental, and emotional well being.
 - 1.1 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: One hundred percent (100%) of all students enrolled in the Fitness for Life Course will identify three unhealthy behaviors and develop a personal action plan to improve or maintain health enhancing physical fitness during the first two weeks of the course.
 - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: There were 194 students in the Fitness for Life classes that completed the assignment (identify three unhealthy behaviors and develop a personal action plan). These students also completed the Fitness for Life Survey to provide evaluation of meeting the course objectives including their personal health plan. Results are as follows:

Total Responding	194	
Identified 3 unhealthy behaviors	194	100%
Developed Personal Action Plan	194	100%
Meet Goals in Plan		
1 = did not meet goals	0	
2 = partially met goals	12	6%
3 = met 50% of goals	19	10%
4 = met 75% of goals	81	42%
5 = met 100% of goals	82	42%

Results indicate that the Assessment methods were implemented in the Fall of 2010 and will continue to be measured over the next two years to include a greater volume of participants. Of the 194 participants, there were 100% who identified three unhealthy behaviors and developed a personal action plan within the first two weeks of class. The Fitness for Life Survey indicated that 163 or 84% responded they met 75% to 100% of their goals. Only 31 or 16% of the students indicated they met 50% or less of their goals. .

- 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: The intent of the measurement was met, but further data is needed to provide complete analysis to the extent of the personal goals met and those not met to determine how the data can be used to improve the instructional quality of the course. An assignment developed in the Fitness for Life Course will ask students to categorize their personal action goals to address: 1) Physical Activity, 2) Weight Control, 3) Well being.
- 1.1c Describe How Assessment Results Were Shared with Constituencies: Assessment Results will be shared with the Wellness Center Advisory Committee, the CASL Committee and then submitted to the ANC Board of Trustees.

1.2 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: Seventy five (75%) of all students completing the Fitness for Life Course will rate they met the course and their individual objectives as reflected in the end of course survey by rating they met course objectives with a 4 or greater on a scale of 1-5 with 1 being the lowest and 5 being the highest.

1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The Fitness for Life Course Evaluation Form was used to collect data from classes offered in the Spring 2010 and Fall 2010. There were a total of 194 students responding. The evaluation tool uses a 1-5 Likert scale with 1 being the lowest and 5 being the highest score. The question under the Course satisfaction component of the evaluation asks “Overall I feel I met the course objectives for the Fitness for Life Course was used to evaluate student’s perception of meeting course objectives. Overall Course Objectives for “Fitness for Life” course were met Results of the 194 students completing the survey are as follows:

Survey Options	Total Student Responses	Total Student Percentage
Strongly Disagree (1)	0	0%
Disagree (2)	6	3%
Undecided (3)	8	4%
Agree (4)	87	45%
Strongly Agree (5)	93	48%
Met Objectives at 4 or >	180	93%

1.2b Describe How Assessment Results Were Used to Improve Instructional Program: The results indicated that 14 students or 7% of the respondents did not rate meeting course objectives with a score of 4 or greater on the Likert scale. Meeting Course objectives is fundamental in providing direction to instructors in the effectiveness of the course. The current measurement tool does not provide evaluation of achieving specific Fitness Behaviors. As a result, a more intense evaluation tool and assessment method will transpire over the next assessment collection period to provide students an opportunity to complete an early assignment in the Fitness for Life Course identifying 3 unhealthy behaviors they would like to change over the span of the course. Three questions will be added to the Student survey that will provide students opportunity to evaluate their progress in meeting their action plan to attain 3 healthy behaviors. A pre and post test will also be provided to students at the beginning and end of each course that will provide a framework in assisting students recognizing the outcomes of meeting healthy behavior goals. Instructors will assist students in future classes to set 2 to 3 realistic fitness goals to meet during the course and will incorporate into the FDH. Evaluation of those individual goals will be reviewed in conjunction with next year’s data to assist in analyzing the complete evaluation tool and meeting assessment benchmarks. (Refer to revised Surveys for future data collection). The new assessment measure will be as follows:

Eighty five percent (85%) of students will indicate an improvement in mental and emotional health as reflected in the pre and post course physical

evaluation tool by increasing one point on a scale of 1 to 5 with 1 being the lowest and 5 the highest in the following areas:

- Increased motivation to participate in various scheduled activities
- Decreased stress levels
- Increased self-confidence from accomplishing tasks
- Increased satisfaction with quality of life on campus

1.2c *Describe How Assessment Results Were Shared with Constituencies:*
Assessment Results will be shared with the Wellness Center Advisory Committee, the CASL Committee and then submitted to the ANC Board of Trustees.

Developmental Education

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

Developmental Education

Expanded Statement of Institutional Purpose

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

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

Intended Student Outcomes

1. Students who successfully complete the requirements for College Reading Skills will improve their reading comprehension skills.
2. Students who successfully complete the requirements for Advanced Reading Techniques will be prepared to read at the college level.
3. Students who complete the College Writing Skills course will demonstrate increased skill in performing the writing tasks necessary to place in Fundamentals of Composition.
4. Students who complete the Basic Math Skills course will demonstrate increased knowledge in the basic skill areas of math fundamentals.
5. Students who pass Beginning Algebra will demonstrate increased knowledge in algebra skills sufficiently to place in Intermediate Algebra.
6. Students who pass Intermediate Algebra will demonstrate increased knowledge in algebra skills sufficiently to place in College Algebra.

College Reading Skills Course Level Assessments

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

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

- 1.1a Description of Data Collection and Assessment Results: Forty-two (42) students took the diagnostic posttest in MyReadingLab in the 14th week of the Fall and Spring semesters. (MyReadingLab has not been used in the past during the Summer semesters because of the lack of time.) The following table shows the number of students who improved in the three areas:

	Vocabulary	Main Idea	Supporting Details
Number	28	19	11
Percentage	67%	45%	26%

The only criterion for success that was met was in the area of Vocabulary.

- 1.1b Use of Results to Improve Instructional Program: MyReadingLab is a supplemental resource that has been researched and proven to be successful with improving students' reading skills; however, there are logistic issues that need to be resolved to make the use of the program more effective. First, not all adjunct instructors are making assignments and/or taking grades in MyReadingLab. They were simply using it as a recommended additional resource. Starting in Fall 2011, all instructors are required to make at least three MyReadingLab assignments (Vocabulary, Main Idea, and Supporting Details) and take grades on these assignments. A second issue is the lack of accessibility for students at the Osceola campus. Instructors did not have access to a computer lab at the times of their classes for the pre and post testing. This issue has also been resolved. Although the instructors of the summer sessions are challenged with a narrow time frame, they have agreed to implement MyReadingLab into the summer coursework by making it an out of class assignment. Finally, because College Prep students are required to take the COMPASS at the end of the semester, the computer lab on the main campus is not available after the 14th week of classes. The Supporting Details chapter is the last in the textbook, so the students may have not had adequate time to master the skills taught. The course calendar needs to be adjusted.

1.1c *Describe How Assessment Results Were Shared with Constituencies:* Assessment results were shared with the Committee for the Assessment of Student Learning, department leadership, the Cabinet, and the Board of Trustee.

1.2 *Means of Assessment and Criterion for Success:* Sixty percent (60%) of College Reading Skills students will master the course final. Mastery is 80%.

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

1.2a *Description of Data Collection and Assessment Results:* The course final was administered to 35 students during the last week of the semester. Only 14 (40%) of the students mastered the final. The criterion for success was not met.

1.2b *Use of Results to Improve Instructional Program:* The use of a course final for College Reading Skills is a work in progress with many opportunities for improvement. First, data collection and organization needs to be more organized and systematic. It would be more beneficial to make curricular decisions to have the final organized into distinct sections (Vocabulary, Main Idea, and Supporting Details). Also, the final was administered to a portion of the CRS students with no make-up policy. In other words, it was treated as "just another assignment" and was not given proper or adequate attention to truly reflect mastery of skills. It needs to be a greater percentage to have more weight and significance for the student. Finally, attrition is a big issue in the College Reading Skills classes. It is not uncommon for the members to stop attending or to attend irregularly. This explains the extremely low number of posttest given. Almost twice as many pretests were taken. Retention in CRS continues to be a problem; therefore, an early alert system will be implemented in Fall 2011 to address retention issues.

1.2c *Describe How Assessment Results Were Shared with Constituencies:* Assessment results were shared with the Committee for the Assessment of Student Learning, department leadership, the Cabinet, and the Board of Trustee.

2. *Intended Student Outcome:* College Reading Skills students will be prepared for Advanced Reading Techniques.

2.1 *Means of Assessment, Data Collection Plan, and Criteria for Success:* All College Reading Skills students (100%) who complete College Reading Skills will increase the number of reading strategies used.

At the beginning of the semester, instructors will assign a reading passage similar to the College Reading Skills final. Students will also receive a 25 item Strategy

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

- 2.1a *Description of Data Collection and Assessment Results:* Students were given the Strategy Checklist with the final test during the last week of the semester. In order to keep the data manageable and confidential, the checklists were summarized and percentages were used to report class averages. Unfortunately, that makes the Criteria for Success impossible to evaluate since individual checklists were not compared. However, valuable information was collected. The table on the next page shows the percentage of responses for the pre and post Strategy Checklists. There were improvement in six areas including previewing and vocabulary development.
- 2.1b *Use of Results to Improve Instructional Program:* The plan is that more students increase their use of the strategies over the course of the semester; however, there is the problem of self-reporting. Students often have an inflated opinion of the preparation for exams; however, they may not fully understand to what extent they have gone to prepare or truly understand the strategies especially on the pretest. The students are more familiar with the strategies listed when they take the posttest so they may be more accurate in their self-reporting of their preparation.

The Reading Strategies Checklist is a worthy means of assessment because one of the goals of the course is to guide the students to become independent, self-motivated learners. The implementation and organization of the Checklist needs work. First, there needs to be a comparison from pre to post by student, not by class. In order for that to be manageable, the checklist needs to be condensed to fifteen or less primary strategies. With the input of the adjunct reading instructors, the lead instructor will narrow the list. Additionally, there needs to be a standardized method of administration so students understand what the statements mean. This too can be developed with the assistance of the adjunct instructors. Finally, there is a plan for data organization so it is useful and manageable. Adjunct faculty have an assessment summary sheet they must complete. Additionally, the adjunct faculty members are trained using a College Prep Adjunct Faculty Handbook that outlines the assessment tools and the proper means of collecting and reporting the data along with additional important information.

- 2.1c *Describe How Assessment Results Were Shared with Constituencies:* Assessment results were shared with the Committee for the Assessment of Student Learning, department leadership, the Cabinet, and the Board of Trustee.

Strategy Checklist Comparison				
		Y (Pre)	Y (Post)	+/-
1	I quizzed myself by thinking up and answering questions.	42%	68%	+
2	I made predictions about what the author would say next or what would happen next.	55%	52%	-
3	I connected ideas from my own experience to what I read.	65%	57%	-
4	I reviewed the passage after reading to make sure I understood.	75%	68%	-
5	I visualized what the author was writing about.	53%	22%	-
6	I figured out new words by the ones around them.	55%	76%	+
7	I read and then reread.	48%	36%	-
8	I summarized ideas after reading each section.	62%	55%	-
9	I previewed the passage before reading.	57%	65%	+
10	I separated the main ideas from the details.	64%	42%	-
11	I looked for the organization of ideas such as cause and effect or comparison.	47%	37%	-
12	I memorized key terms.	72%	68%	-
13	I created examples from my own experience to help my understanding.	54%	45%	-
14	I questioned the author's ideas as to their credibility.	44%	42%	-
15	I reviewed my notes, my outline or map after reading	58%	52%	-
16	I read section by section and tried to really understand important ideas and details in each.	61%	57%	-
17	I worked through parts I didn't understand rather than skipping them.	51%	46%	-
18	I tried to put the important ideas in my own words.	44%	48%	+
19	I marked confusing passages to return to later.	38%	37%	-
20	I sounded out words I didn't recognize.	62%	58%	-
21	I read the introductory material carefully to get a clear idea of what the rest of the reading would be about.	44%	40%	-
22	I thought about what I already knew related to the topic before I began reading.	35%	32%	-
23	I looked up unknown words.	30%	55%	+
24	I looked up information related to the reading from another source.	27%	25%	-
25	I considered the title and how it related to the rest of the reading.	32%	60%	+

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

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

- 2.2a Description of Data Collection and Assessment Results: Eighty (80) students enrolled in College Reading Skills. Of the 80, 49 students (61%) made a C or better in the course. Of those who made a C or better, only 26 (53%) took Advanced Reading Techniques. The following table shows their performance.

Successful CRS Students Who Took ART						
	A's	B's	C's	D's	F's	W's
#	3	2	7	5	5	4
%	11.5%	7.7%	26.9%	19.2%	19.2%	15.4%
Total	46.1%			53.8%		

The pass rate has been 17-22% for the past five years; therefore, the 46.1% pass rate is a great improvement. It is a step toward the criteria for success.

Of those who did not take ART, 19 took other courses and 4 did not re-enroll at all.

- 2.2b Use of Results to Improve Instructional Program: Students who begin in College Reading Skills read at the 9th grade reading level or below. It is very difficult to improve to the post high school reading level in just two semesters. These high risk students need additional support to succeed. Students who have a C or lower at midterm will be advised to attend weekly tutoring to receive additional assistance with vocabulary development and comprehension skills.

Also, there is a problem with the number of students who should be taking Advanced Reading Techniques. Students who pass College Reading Skills either do not take the next course or do not re-enroll at all. There were 19 students who did not take the required Advanced Reading Techniques. Although this is not an instructional issue, it is an advising issue that will be addressed. This issue will be referred to the Advising Committee. Additionally, there is a percentage of the 19 students who tested out of Advanced Reading Techniques. These students must be identified in our data management system. This issue will be referred to the MITS department.

- 2.2c Describe How Assessment Results Were Shared with Constituencies: Assessment results were shared with the Committee for the Assessment of Student Learning, department leadership, the Cabinet, and the Board of Trustee.

Advanced Reading Techniques Course Level Assessment

1. Intended Student Outcome: Students who successfully complete the requirements for Advanced Reading Techniques will be prepared to read at the college level.
 - 1.1 Means of Assessment, Data Collection Plan, and Criteria for Success: Sixty percent (60%) of the Advanced Reading Techniques students will improve from the pretest to the posttest scores in the areas of Inference, Purpose and Tone, and Critical Thinking in MyReadingLab.

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

- 1.1a Description of Data Collection and Assessment Results: Seventy-eight (78) students took the diagnostic posttest in MyReadingLab in the 14th week of the Fall and Spring semesters. (MyReadingLab has not been used in the past during the Summer semesters because of the lack of time.) The following table shows the number of students who improved in the three areas:

	Inference	Critical Thinking	Purpose and Tone
Number	48	22	51
Percentage	62%	28%	65%

The criteria for success that were met were Inference and Purpose and Tone.

- 1.1b Use of Results to Improve Instructional Program: MyReadingLab is a supplemental resource that has been researched and proven to be successful with improving students' reading skills; however, there are logistic issues that need to be resolved to make the use of the program more effective. First, not all adjunct instructors are making assignments and/or taking grades in MyReadingLab. They were simply using it as a recommended additional resource. Starting in Fall 2011, all instructors are required to make at least three MyReadingLab assignments (Inference, Critical Thinking, and Purpose and Tone) and take grades on these assignments. A second issue is the lack of accessibility for students at the Osceola campus. Instructors did not have access to a computer lab at the times of their classes for the pre and post testing. This issue has also been resolved. Although the instructors of the summer sessions are challenged with a narrow time frame, they have agreed to implement MyReadingLab into the summer coursework by making it an out of class assignment. Finally, the higher level thinking skills are extremely difficult for the students to master with only 16 weeks of class. There needs to be even more opportunities to improve these skills so students gain confidence and understanding of critical thinking skills.

The lead instructor will work with the adjunct instructors along with reading instructors across the state to develop appropriate activities that immerse students into critical thinking skills development.

1.1c *Describe How Assessment Results Were Shared with Constituencies:* Assessment results were shared with the Committee for the Assessment of Student Learning, department leadership, the Cabinet, and the Board of Trustee.

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

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

1.2a *Description of Data Collection and Assessment Results:* The course final was administered to 89 students during the last week of the semester. Only 51 (57%) of the students mastered the final. The criterion for success was not met.

1.2b *Use of Results to Improve Instructional Program:* The use of a course final for Advanced Reading Techniques is a work in progress with many opportunities for improvement. First, data collection and dissemination needs to be more organized and systematic. It would be more beneficial to make curricular decisions to have the final organized into distinct sections (Literal and Inferential/Critical Thinking). Also, the final was administered to a portion of the ART students with no make-up policy. In other words, it was treated as “just another assignment” and was not given proper or adequate attention to truly reflect mastery of skills. It needs to be a greater percentage to have more weight and significance for the student. The lead instructor along with the adjunct faculty and reading instructors across the state will work on this issue.

1.2c *Describe How Assessment Results Were Shared with Constituencies:* Assessment results were shared with the Committee for the Assessment of Student Learning, department leadership, the Cabinet, and the Board of Trustee.

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

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

At the beginning of the semester, instructors will assign a reading similar to the Advanced Reading Techniques final. Students will also receive a 30 item Strategy Checklist to fill out to get a sense of how they can better prepare for the pretest.

After the pretests have been graded, students will receive the test results as well as their Strategy Checklist to discuss performance. The Strategy Checklist will be given along with the final at the end of the semester to gauge the student's progress in the use of reading strategies.

- 2.1a *Description of Data Collection and Assessment Results:* Students were given the Strategy Checklist with the final test during the last week of the semester. In order to keep the data manageable and confidential, the checklists were summarized and percentages were used. Unfortunately, that makes the Criteria for Success impossible to evaluate since individual checklists were not compared. However, valuable information was collected. The table on the next page shows the percentage of responses for the pre and post Strategy Checklists.

There were improvements in eight areas including annotating, test preparation, and self-monitoring.

- 2.1b *Use of Results to Improve Instructional Program:* The plan is that more students increase their use of the strategies over the course of the semester; however, there is the problem of self-reporting. Students often inflate their preparation for exams because they are studying; however, they may not fully understand to what extent they have gone to prepare or truly understand the statements especially on the pretest. The students are more familiar with the strategies listed so they may be more accurate in their self-reporting of their preparation on the posttest. Also, there is an extreme difference in the percentages of strategies used on the post test. This may be due to the better understanding of the strategies as well as personal preference for use of the strategies listed.

The Reading Strategies Checklist is a worthy means of assessment because one of the goals of the course is to guide the students to become independent, self-motivated learners. The implementation and organization of the Checklist needs work. First, there needs to be a comparison from pre to post by student, not by class. In order for that to be manageable, the checklist needs to be condensed to fifteen or so primary competencies. With the input of the adjunct reading instructors, the lead instructor will narrow the list. Additionally, there needs to be a standardized method of administration so students understand what the statements mean. This too can be developed with the assistance of the adjunct instructors. Finally, there is a plan for data organization so it is useful and manageable. Adjunct faculty have an assessment summary sheet they must complete. Additionally, the adjunct faculty members are trained using a College Prep Adjunct Faculty Handbook that outlines the assessment tools and the proper means of collecting and reporting the data along with additional important information.

- 2.1c *Describe How Assessment Results Were Shared with Constituencies:* Assessment results were shared with the Committee for the Assessment of Student Learning, department leadership, the Cabinet, and the Board of Trustee.

	Strategy Checklist	Y -Pre	Y -Post	+/-
1	I quizzed myself by thinking up and answering questions	47%	71%	+
2	I made predictions about what the author would say next or what would happen next	45%	43%	-
3	I connected ideas from my own experience to what I read	37%	67%	+
4	I outlined the reading material.	11%	24%	-
5	I took notes (in the margin or on paper) as I read	31%	88%	+
6	I reviewed the passage after reading to make sure I understood	47%	44%	-
7	I identified the purpose the author had for writing	32%	22%	-
8	I visualized what the author was writing about	22%	20%	-
9	I figured out new words by the ones around them	40%	77%	+
10	I created a concept map or web of the ideas from the reading.	21%	7%	-
11	I read and then reread	77%	44%	-
12	I summarized ideas after reading each section.	44%	41%	-
13	I highlighted or underlined important ideas.	31%	89%	+
14	I previewed the passage before reading	47%	44%	-
15	I separated the main ideas from the details	35%	18%	-
16	I looked for the organization of ideas such as cause and effect or comparison	39%	22%	-
17	I memorized key terms	60%	58%	-
18	I created examples from my own experience to help my understanding	55%	49%	-
19	I questioned the author's ideas as to their credibility	34%	22%	-
20	I reviewed my notes, my outline or map after reading	48%	72%	+
21	I read section by section and tried to really understand important ideas and details in each.	60%	54%	-
22	I worked through parts I didn't understand rather than skipping them.	59%	48%	+
23	I tried to put the important ideas in my own words	48%	48%	-
24	I marked confusing passages to return to later.	46%	45%	-
25	I sounded out words I didn't recognize.	58%	48%	-
26	I read the introductory material carefully to get a clear idea of what the rest of the reading would be about.	51%	47%	-
27	I thought about what I already knew related to the topic before I began reading.	37%	22%	-
28	I looked up unknown words.	40%	62%	+
29	I looked up information related to the reading from another source.	18%	15%	-
30	I considered the title and how it related to the rest of the reading.	57%	51%	-

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

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

- 2.2a Description of Data Collection and Assessment Results: One hundred twenty-nine (129) students enrolled in Advanced Reading Techniques (ART). The following table illustrates the progress of the ART students.

	Number	Percent
Made a C or better in ART	91	70.5%
Enrolled in identified courses	58	63.7%
Made a C or better in identified courses	38	65.5%

The Criteria for Success were met.

Of those who did not enroll in one of your selected courses, 25 took other courses and 8 did not re-enroll at all

- 2.2b Use of Results to Improve Instructional Program: This success rate has improved over the semesters so that tells me that Advanced Reading Techniques is preparing the students for college credit courses. The lead reading instructor will continue to work with instructors at the College to ensure that the Advanced Reading Techniques activities are aligned with credit course activities.
- 2.2c Describe How Assessment Results Were Shared with Constituencies: Assessment results were shared with the Committee for the Assessment of Student Learning, department leadership, the Cabinet, and the Board of Trustee.

**College Writing Skills
Course Level Assessment**

1. *Intended Student Outcome*: Students who complete the College Writing Skills course will demonstrate proficiency in performing required writing tasks.
 - 1.1 *Means of Assessment and Criteria for Success*: Seventy-five percent (75%) of the students who complete College Writing Skills will improve their post-test score on the competency final by 20 points or higher above the pre-test score.
 - 1.1a *Description of Data Collection and Assessment Results*: One hundred thirty two (132) students pre-tested on a competency final; one hundred one (101) students post-tested on a competency final during fall and spring semesters. The following table shows the number of students who participated.

	Post-Tested 20 Points Higher	Post-Tested 2-18 Points Higher	Did Not Improve Test Scores
Number	15	79	7
Percentage	14%	78%	7%

- 1.1b *Use of Results to Improve Instruction*: The criterion for success was not met, but 92% of those who post-tested improved their scores earned on the pre-test. The diagnostic capability of the COMPASS exam will be utilized to pin-point student deficiencies; then grammar modules will be used to help increase students' scores.
- 1.1c *Describe How Assessment Results Were Shared with Constituencies*: Assessment results were shared with the Committee for the Assessment of Student Learning, department leadership, the Cabinet, and the Board of Trustee.
- 1.2 *Means of Program Assessment and Criteria for Success*: Seventy-five percent (75%) of the students who complete College Writing Skills will be able to write ten (10) journal assignments that conform to the College Writing Skills checklist with fewer than three major errors on each.
 - 1.2a *Description of Data Collection and Assessment Results*: Students write 10 journal entries per semester. The journal entries are graded by the instructor utilizing the College Writing Skills Rubric that uses a Likert scale type rating from 1-5 (major weaknesses – no problems). Seventy-nine (79) student journals were received and graded. Sixty-five (65) (82%) student journals assignments conformed to the College. Writing Skills Rubric checklist with fewer than three major errors. The following table shows the number of participants with results.

	Fewer Than Three Major Errors	More Than Three Major Errors
Number	65	14
Percentage	82%	17%

- 1.2b *Use of Results to Improve Instruction:* The criterion for success was met in the area of journal writing. Students will be required to spend more in-class time writing journal entries in paragraph format that conform to the College Writing Skills Checklist. The journal entries will be closely monitored and critiqued by the instructor.
- 1.2c *Describe How Assessment Results Were Shared with Constituencies:* Assessment results were shared with the Committee for the Assessment of Student Learning, department leadership, the Cabinet, and the Board of Trustee.
2. Intended Student Outcome: Students will demonstrate proficiency based on My Skills Tutor requirements in grammar usage and mechanics skills.
- 2.1 Means of Assessment and Criteria for Success: Seventy-five percent (75% of the students will score 80% © or above on the grammar usage and mechanics exit exam.
- 2.1a *Description of Data Collection and Assessment Results:* 101 students took the exit exam. The following table shows the results for those who participated.

	Scored 80% or Above	Scored Below 80%
Number	14	87
Percentage	13%	86%

Criterion for success was not met. (In future, statistics will be listed individually for grammar usage and mechanics skills on exit exam).

- 2.1b *Use of Results to Improve Instruction:* Individual My Skills Tutor grammar modules will be utilized to improve instruction and students' scores.
- 2.1c *Describe How Assessment Results Were Shared with Constituencies:* Assessment results were shared with the Committee for the Assessment of Student Learning, department leadership, the Cabinet, and the Board of Trustee.
- 2.2 Means of Assessment and Criteria for Success: Seventy-five (75%) of the students will be able to complete My Skills Tutor modules with a minimum proficiency level of 80%.

The My Skills Tutor modules were pilot-tested during fall 2009, and based on those results, My Skills Tutor will be adopted for fall 2011.

**Basic Math Skills
Course Level Assessment**

1. Intended Student Learning Outcome: Basic Math Skills students will be able to perform all operations on integers without usage of calculators. The students will be able to add, subtract, multiply, and divide integers.
 - 1.1 Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Basic Math Skills students will be given a departmental quiz at the end of the sections covering the operations on integers. A rubric will be used to grade the quiz. Seventy percent (70%) of the students taking the quiz will score 10 or higher out of 15 on the rubric.
 - 1.1a Description of Data Collection and Assessment Results: A rubric was used to grade a quiz administered after the operations on integers was covered in class. One-hundred two students took the test over integers. Eighty-three of these students made 10 or higher on the test. Therefore, eighty-one percent (81%) of the students scored at least 10 out of 15 on the rubric quiz.
 - 1.1b Use of Results to Improve the Instructional Program: The criteria for success was met. However, more data is needed before making a change in the percentage of expectancy. The students do homework on MyMathLab, but more practice is needed. Since speed and accuracy is important while doing operations on integers, brief drills (mental math) will be incorporated in classroom activities.
 - 1.1c Describe How Assessment Results Were Shared with Constituencies: Assessment results were shared with the Committee for the Assessment of Student Learning, department leadership, the Cabinet, and the Board of Trustee.
 - 1.2 Means of Assessment, Data Collection, and Criteria for Success: A common comprehensive final exam is administered to all Basic Math Skills sections each semester. An item analysis will be performed on a selection of questions pertaining to operations on integers. Eighty percent (80%) of the students taking the final exam will answer those questions correctly.
 - 1.2a Description of Data Collection and Assessment Results: Seventy-one students took the final exam. Thirteen of the students who took the exam answered all the selected questions correctly. Eighteen percent (18%) of the students who took the final exam answered all the selected questions correctly.
 - 1.2b Use of Results to Improve the Instructional Program: The criteria was not met. The fact that the student had to correctly answer all the selected problems on the final caused the percentage to be low. Many students only missed one of the selected problems. A new final exam will be necessary in the future with an emphasis on the operations on integers. Instructors will put integer problems in assignments throughout the rest of the semester.
 - 1.2c Describe How Assessment Results Were Shared with Constituencies:

Assessment results were shared with the Committee for the Assessment of Student Learning, department leadership, the Cabinet, and the Board of Trustee.

2. Intended Student Learning Outcome: Basic Math Skills students will be able to perform all operations on fractions and mixed numbers with answers in simplest form, with no improper fractions, and without usage of calculators. The students will be able to add, subtract, multiply, and divide fractions and mixed numbers by knowing when to use least common denominators and to change mixed numbers to improper fractions and vice versa, how to cancel, how to write equivalent fractions, and how to write the answers in simplest form.
 - 2.1 Means of Assessment, Data Collection, and Criteria for Success: Basic Math Skills students will be given a departmental quiz at the end of the section covering subtraction of mixed numbers. A rubric will be used to grade the quiz. Sixty percent (60%) of the students taking the quiz will score 3 or higher out of 5 on the rubric.
 - 2.1a Description of Data Collection and Assessment Results: Forty-three percent (43%) of the students who took the rubric quiz scored 3 or higher out of 5. Seventy-five students took the test over mixed numbers. Thirty-two of the seventy-five students scored a three or higher on the test.
 - 2.1b Use of Results to Improve the Instructional Program: The criteria for success was not met. The quiz consists of subtraction of mixed numbers. This type of problem requires most of fraction concepts. The percentage of accuracy was set low, because fractions are the most difficult and least liked by students in Basic Math. The assignments on MyMathLab are good for the students, but some hands-on and in-class practice and group activities will be included by the instructors. More data will need to be collected for assessment accuracy.
 - 2.1c Describe How Assessment Results Were Shared with Constituencies: Assessment results were shared with the Committee for the Assessment of Student Learning, department leadership, the Cabinet, and the Board of Trustee.
 - 2.2 Means of Assessment, Data Collection, and Criteria for Success: A common comprehensive final exam is administered to all Basic Math Skills sections each semester. An item analysis will be performed on a selection of questions pertaining to operations on fractions and mixed numbers. Fifty percent (50%) of the students taking the final exam will answer those questions correctly.
 - 2.2a Description of Data Collection and Assessment Results: Sixty-one percent (61%) of the students who took the final exam answered the selected question (only one) correctly that pertained to mixed numbers. Seventy-one students took the final exam. Forty-three of the seventy-one students that took the final exam answered the selected question correctly.
 - 2.2b Use of Results to Improve the Instructional Program: The criteria for success was not met. This percentage was higher than expected. The

problem on the final did not require as many steps as the problem on the rubric quiz. Again, the final exam will be changed to align with the rubric. Instructors will put fraction problems into assignments throughout the semester.

- 2.2c *Describe How Assessment Results Were Shared with Constituencies:*
Assessment results were shared with the Committee for the Assessment of Student Learning, department leadership, the Cabinet, and the Board of Trustee.

**Beginning Algebra
Course Level Assessment**

1. Intended Student Learning Outcome: Beginning Algebra students will be able to graph linear equations by plotting points. The students will be able to solve an equation for y, determine the number of ordered pairs needed to graph the equation, find the ordered pairs that are solutions to the equation by using an x-y chart, draw coordinate grid and plot ordered pairs with proper labeling, and graph the equation.
 - 1.1 Means of Assessment, Data Collection, and Criteria for Success: Beginning Algebra students will be given a departmental quiz at the end of the sections covering graphing by plotting points. A rubric will be used to grade the quiz. Eighty percent (80%) of the students taking the quiz will score 4 or higher out of 6 on the rubric.
 - 1.1a Description of Data Collection and Assessment Results: At the end of the units on graphing the instructors administered a quiz to the students. This quiz was graded using a rubric with a scale from 0-6. The instructors determined a score that falls within the range of 4-6 would indicate mastery of graphing for the students. Seventy-four students took the test over graphing. Forty seven of these students made mastery on the test. Therefore, sixty-four (64%) of the students who took the quiz made mastery on the quiz.
 - 1.1b Use of Results to Improve the Instructional Program: The criteria for success was not met. The students work their homework on a computer using the MyMathLab program. The instructors believe the students do not comprehend all the concepts of graphing because of the format of the program. The program does not give enough repetition on some of the concepts. Therefore, the instructors will give worksheets as extra homework during the chapter on graphing. This will give the students repeated exposure to all the concepts of graphing. The instructors will grade the worksheets and give them back to the students before the quiz is administered.
 - 1.1c Describe How Assessment Results Were Shared with Constituencies: Assessment results were shared with the Committee for the Assessment of Student Learning, department leadership, the Cabinet, and the Board of Trustee.
 - 1.2 Means of Assessment, Data Collection, and Criteria for Success: A common comprehensive final exam is administered to all Beginning Algebra sections each semester. An item analysis will be performed on a selection of questions pertaining to graphing by plotting points. Seventy percent (70%) of the students taking the final exam will answer those questions correctly.
 - 1.2a Description of Data Collection and Assessment Results: The instructors selected five questions on the final exam pertaining to graphing. The instructors reviewed these questions on sixty-nine final exams and determined six of these students got all the questions correct. Therefore, nine percent (9%) of the students that were reviewed showed mastery of

graphing.

- 1.2b *Use of Results to Improve the Instructional Program:* The criteria for success was not met. The instructors believe the final exam may be the cause of such a low percentage. Therefore, the instructors will review the final to assure that the selected questions are pertinent to graphing. The instructors believe the questions may be the reason for the low percentage. The instructors will look at the final exam to determine whether or not to restructure for clarity or accuracy.
- 1.2c *Describe How Assessment Results Were Shared with Constituencies:* Assessment results were shared with the Committee for the Assessment of Student Learning, department leadership, the Cabinet, and the Board of Trustee.
2. *Intended Student Learning Outcome:* Beginning Algebra students will be able to factor out any existing greatest common factors of trinomials written in standard form ax^2+bx+c and factor the remaining trinomial (where $a=1$ after greatest common factor is factored out) completely using the steps of factoring. The students will be able to write trinomials in standard form, factor out any existing greatest common factors, factor the trinomial completely, to use correct signs and integers in the binomials, and write the answer as a product of all the factors.
- 2.1 *Means of Assessment, Data Collection, and Criteria for Success:* Beginning Algebra students will be given a departmental quiz at the end of the sections covering factoring out greatest common factors and trinomials of the standard form ax^2+bx+c (where $a=1$) completely. Seventy percent (70%) of the students taking the quiz will score 4 or higher out of 6 on the rubric.
- 2.1a *Description of Data Collection and Assessment Results:* At the end of the units on factoring, the instructors administered a quiz to the students. This quiz was graded using a rubric with a scale from 0-6. The instructors determined a score that falls within the range of 4-6 would indicate mastery of factoring for the students. Seventy-four students took the test over factoring. Forty seven of these students made mastery on the test. Therefore, sixty-four percent (64%) of these students who took the quiz made mastery on the quiz.
- 2.1b *Use of Results to Improve the Instructional Program:* The criteria for success was not met. The instructors believe that extra work is needed to help the students retain the rules of factoring. Therefore, the instructors will give extra worksheets for homework during the chapter on factoring. The instructor will grade the worksheets and give them back to the students before they take the factoring quiz.
- 2.1c *Describe How Assessment Results Were Shared with Constituencies:* Assessment results were shared with the Committee for the Assessment of Student Learning, department leadership, the Cabinet, and the Board of Trustee.

- 2.2 Means of Assessment, Data Collection, and Criteria for Success: A common comprehensive final exam is administered to all Beginning Algebra sections each semester. An item analysis will be performed on a selection of questions pertaining to factoring trinomials completely. Eighty percent (80%) of the students taking the final exam will answer those questions correctly.
- 2.2a Description of Data Collection and Assessment Results: The instructors selected five questions on the final exam pertaining to factoring. The instructors reviewed these questions on sixty-nine final exams and determined fourteen of these students got all the questions correct. Therefore, twenty percent (20%) of the students that were reviewed showed mastery of factoring.
- 2.2b Use of Results to Improve the Instructional Program: The criteria for success was not met. The instructors believe the final exam may be the cause of such a low percentage. Therefore, the instructors will review the final to assure that the selected questions are pertinent to factoring. The instructors will look at the final exam to determine whether or not to restructure for clarity or accuracy.
- 2.2c Describe How Assessment Results Were Shared with Constituencies: Assessment results were shared with the Committee for the Assessment of Student Learning, department leadership, the Cabinet, and the Board of Trustee.

**Intermediate Algebra
Course Level Assessment**

1. Intended Student Learning Outcome: Intermediate Algebra students will be able to graph quadratic equations by plotting points. Students will be able to write the equation in the standard form, $y=ax^2+bx+c$ (where a is not 1), determine the number of ordered pairs needed to graph the equation, find the ordered pairs that are solutions of the equation using an x-y chart, plot ordered pairs and graph the quadratic equation.
 - 1.1 Means of Assessment, Data Collection, and Criteria for Success: Intermediate Algebra students will be given a departmental quiz at the end of the section covering graphing quadratic equations by plotting points. A rubric will be used to grade the quiz. Eighty percent (80%) of the students taking the quiz will score 4 or higher out of 6 on the rubric.
 - 1.1a Description of Data Collection and Assessment Results: At the end of the units on graphing the instructors administered a quiz to the students. This quiz was graded using a rubric with a scale from 0 – 6. The instructors determined a score that falls within the range of 4-6 would indicate mastery of graphing for the students. Eighty-four students took the test over graphing. Sixty seven of these students made mastery on the test. Therefore, eighty percent (80%) of the students who took the quiz made mastery on the quiz.
 - 1.1b Use of Results to Improve the Instructional Program: The criterion for success was met. The students work their homework on a computer using the Course Compass program. Even though the goal was reached, the instructors believe the students do not get all the concepts of graphing given to them repetitively because of the format of the program. Therefore, the instructors will give worksheets as extra homework during the chapter on graphing. This will give the students repeated exposure to all the concepts of graphing. The instructors will grade the worksheets and give them back to the students before the quiz is administered. This extra work on the concepts of graphing will increase the percent of people making mastery on the quiz.
 - 1.1c Describe How Assessment Results Were Shared with Constituencies: Assessment results were shared with the Committee for the Assessment of Student Learning, department leadership, the Cabinet, and the Board of Trustee.
 - 1.2 Means of Assessment, Data Collection, and Criteria for Success: A common comprehensive final exam is administered to all Intermediate Algebra sections each semester. An item analysis will be performed on a selection of questions pertaining to graphing by plotting points. Eighty percent (80%) of the students taking the final exam will answer those questions correctly.
 - 1.2a Description of Data Collection and Assessment Results: The instructors selected five questions on the final exam pertaining to graphing. The instructors reviewed these questions on one hundred thirteen final exams and determined twenty-five of these students got all the questions correct. Therefore, twenty-two percent (22%) of the students that were reviewed

showed mastery of graphing.

- 1.2b *Use of Results to Improve the Instructional Program:* The criterion for success was not met. The instructors believe the final exam may be the cause of such a low percentage. Therefore, the instructors will review the final to assure that the selected questions are pertinent to graphing. The instructors believe the selected questions may be the reason for the low percentage. Therefore, the instructors will review to assure that the selected questions are pertinent to graphing. The instructors will look at the final exam to determine whether or not to restructure for clarity or accuracy.
- 1.2c *Describe How Assessment Results Were Shared with Constituencies:* Assessment results were shared with the Committee for the Assessment of Student Learning, department leadership, the Cabinet, and the Board of Trustee.
2. *Intended Student Learning Outcome:* Intermediate Algebra students will be able to factor trinomials of the form ax^2+bx+c completely. The students will be able to write trinomials in descending order, factor out a greatest common factor, factor the remaining trinomial factor using the steps of factoring with the correct signs and integers, and write the answer as a product of all the factors.
- 2.1 *Means of Assessment, Data Collection, and Criteria for Success:* Intermediate Algebra students will be given a departmental quiz at the end of the sections covering factoring trinomials completely. A rubric will be used to grade the quiz. Seventy percent (70%) of the students taking the quiz will score 4 or higher out of 6 on the rubric.
- 2.1a *Description of Data Collection and Assessment Results:* At the end of the units on factoring the instructors administered a quiz to the students. This quiz was graded using a rubric with a scale from 0 – 6. The instructors determined a score that falls within the range of 4-6 would indicate mastery of factoring for the students. Eighty-two students took the test over factoring. Forty-five of these students made mastery on the test. Therefore, fifty-five percent (55%) of the students who took the quiz made mastery on the quiz.
- 2.1b *Use of Results to Improve the Instructional Program:* The criterion for success was not met. The instructors believe that extra work is needed to help the students retain the rules of factoring. Therefore, the instructors will give extra worksheets for homework during the chapter on factoring. The instructor will grade the worksheets and give them back to the students before they take the factoring quiz.
- 2.1c *Describe How Assessment Results Were Shared with Constituencies:* Assessment results were shared with the Committee for the Assessment of Student Learning, department leadership, the Cabinet, and the Board of Trustee.
- 2.2 *Means of Assessment, Data Collection, and Criteria for Success:* A common comprehensive final exam is administered to all Intermediate Algebra sections

each semester. An item analysis will be performed on a selection of questions pertaining to factoring trinomials completely. Eighty percent (80%) of the students taking the final exam will answer those questions correctly.

2.2a *Description of Data Collection and Assessment Results:* The instructors selected three questions on the final exam pertaining to factoring. The instructors reviewed these questions on one hundred nine final exams and determined thirty-one of these students got all the questions correct. Therefore, twenty-eight (28%) of the students that were reviewed showed mastery of factoring.

2.2b *Use of Results to Improve the Instructional Program:* The criterion for success was not met. The instructors believe the final exam may be the cause of such a low percentage. Therefore, the instructors will review the final to assure that the selected questions are pertinent to factoring. The instructors will look at the final exam to determine whether or not to restructure for clarity or accuracy.

2.2c *Describe How Assessment Results Were Shared with Constituencies:* Assessment results were shared with the Committee for the Assessment of Student Learning, department leadership, the Cabinet, and the Board of Trustee.

Allied Health

Allied Health	
<i>Instructional Program</i>	<i>Degree Level</i>
Dental Assisting Program	Technical Certificate
Nursing Assistance Program	Certificate of Proficiency
Wellness Center	

**Dental Assisting Program
Class of 2009-2010**

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

Dental Assisting Program

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

- 1.1 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: One hundred percent (100%) of Dental Assisting Students will demonstrate competency in infection control procedures enforced by OSHA by achieving a 3 or greater on a 1 to 4 scale with 1 being the lowest and 4 being the highest on clinical evaluations completed by the instructor and supervisors in the dental offices.

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 in the pre-clinical lab to be eligible for clinical rotations in the dental 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 1-4, 1 being the lowest and 4 being the highest level of competency. Each Clinical Experience course provides the opportunity to progressively demonstrating improvement as they continue through the clinical courses. Achievement of the target score indicates the student has met competency.

The instructor's evaluation of students in the infection control areas must be a three or higher on a four point scale.

- 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The supervising dentist's evaluations reflected all 9 students received at least a 3 or on the 1-4 scale evaluation indicating 100% of all students met the requirements validating competency in all infection control policies enforced by OSHA in all three Clinical Experiences. Using the established criteria, all 9 students received 100% on all required infection control competencies required prior to entering clinical rotations during the fall and spring semesters for 2009-10.

- 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.

The Clinical Experience Evaluation Tool was reviewed and revised based on input from the Dental Offices to better reflect the student's progression throughout the Dental Clinical Experience. The tool now includes target scores for each Clinical Experience Course that indicates the student demonstrates progressive improvement throughout the clinical courses. The tool will be submitted for approval in the Spring 2011 DA Advisory Committee Meeting. The 2010-2011 Assessment Plan will reflect the revision in the outcome measurement of the plan.

- 1.1c *Describe How Assessment Results Were Shared with Constituencies:* Results of the 2009 DA Class were shared with the 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.

The 2010 Assessment Results noted in this report will be shared utilizing the same process during the Spring Semester of 2011 Assessment Plan Schedule.

- 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 4 scale with 1 being the lowest and 4 the highest, on the supervising dentist's evaluation.

The students and instructor utilize an evaluation tool with a 1 to 3 point scale. A percentage score is then calculated from the skill level obtained on a three point evaluation tool. Each of the 9 students completed the pre-clinical evaluation competencies with a class aggregate score of 95%. 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 four 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 Relationship to Criteria for Success:* One hundred percent (100%) or all 9 students received at least a 3 on a four 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 and using new materials to even further improve competency results. The Clinical Experience Evaluation Tool was reviewed and revised based on input from the Dental Offices to better reflect the student's progression throughout the Dental Clinical Experience. The tool now includes target

scores for each Clinical Experience Course that indicates the student demonstrates progressive improvement throughout the clinical courses. The tool will be submitted for approval in the Spring 2011 DA Advisory Committee Meeting. The 2010-2011 Assessment Plan will reflect the revision in the outcome measurement of the plan.

- 1.2c Describe How Assessment Results Were Shared with Constituencies: Results of the 2009 DA Class were shared with the 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.

The 2010 Assessment Results noted in this report will be shared utilizing the same process during the Spring Semester of 2011 Assessment Plan Schedule.

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 Relationship to Criteria for Success: A seventy five (75%) retention rate was obtained or 9 out of 12 students completed the program for the 2009-2010 academic year. One student dropped the program due to health reasons. One student dropped from the program due to family emergency. One student dropped from the program because she realized she was not interested in being a dental assistant. Two of these students withdrew from the program during the first semester. The third student completed the first semester, but did not continue the program.
- 2.1b Describe How Assessment Results Were Used to Improve Instructional Program: Results indicated that the criteria for success were not met with an 80% (75%) 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 2009-10 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 of the 2009 DA Class were shared with the 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.

The 2010 Assessment Results noted in this report will be shared utilizing the same process during the Spring Semester of 2011 Assessment Plan Schedule.

- 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 Relationship to Criteria for Success: Only one student is planning to take the exam in the Spring 2011.

- 2.2b Describe How Assessment Results Were Used to Improve Instructional Program: Based on the same analysis of the 2008 and 2009 Assessment results, it was determined that 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 was added to the 2010-2011 Assessment Plan.

The DA Program will continue monitor and encourage students to become certified by incorporating the opportunity to complete components of CDA as appropriate within the second and third semester of the DA program. This strategy will be implemented as a pilot in the 2010-11 Dental Assisting Class.

- 2.2c Describe How Assessment Results Were Shared with Constituencies: Results of the 2009 DA Class were shared with the 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.

The 2010 Assessment Results noted in this report will be shared utilizing the same process during the Spring Semester of 2011 Assessment Plan Schedule.

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 Relationship to Criteria for Success: A total of (6) out of (9) or 67% of Dental Assisting graduates were employed in a Dental Office six months post graduation.

Seven (7) out of (9) students returned the post graduate surveys and two completed telephone surveys for a response rate of 100%. Six (6) indicated they were employed in various dental offices in the area. One (1) student returning the survey indicated she could not find a local job in a dental office but was working full time in another field. One student indicated they were not employed in Dental Assisting but was a full time student working on their AA degree. The other student stated she was a stay at home mom.

2.3b Describe How Assessment Results Were Used to Improve Instructional Program: Results indicated that at six months post-graduation only 67% of graduates were employed in a Dental Assisting office. Strategies to improve employment rates for DA student in the 2010-2011 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 of the 2009 DA Class were shared with the 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.

The 2010 Assessment Results noted in this report will be shared utilizing the same process during the Spring Semester of 2011 Assessment Plan Schedule.

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: One hundred percent (100%) of graduates returning the Post-Graduation survey will rate the Dental Assisting Program at a 3 or higher on a 1 to 5 scale with 1 being the lowest and 5 being the highest related to educational experience and preparedness for the DA workforce.

A Post-graduate questionnaire is sent to all graduates six months after graduation,

which focuses on educational experience, 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 Relationship to Criteria for Success: Eight (8) out of (9) or 89% of graduates rated their ANC educational experience and preparedness for the DA workforce at (3) or higher with an average score of 3.6. Five (5) of the (6) employed graduates rated their experience and preparedness at 3 or greater. One student rated their educational experience and preparedness at a (1). Overall graduates indicated they were well prepared to enter the DA field. Two students stated they wanted to see the program encourage or mandate CDA exam as a component of program completion.
- 3.1b Describe How Assessment Results Were Used to Improve Instructional Program: Results indicated that the established criteria for the overall rating of the DA educational experience and preparedness for the workforce were met with a rating of (3) or higher with a average rate of 3.6. Results indicate that there is a concern with employment opportunities locally in Dental Assisting along with a request to provide a more structured system for students to complete the CDA Exam while in the program.
- 3.1c Describe How Assessment Results Were Shared with Constituencies: Results of the 2009 DA Class were shared with the 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.

The 2010 Assessment Results noted in this report will be shared utilizing the same process during the Spring Semester of 2011 Assessment Plan Schedule.

- 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 Relationship to Criteria for Success: Eight (8) out of (9) or 89% of graduates rated satisfaction with the DA program at 3.5 with or higher with a average score of 4.25. One (1) rated satisfaction with the DA Program at a one. Comments indicated her concern was with inability to obtain a job in the local area.
- 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 concerns addressed were: 1) Inability to obtain a job in the local area in Dental Assisting and 2) Process for students to complete the CDA prior to program completion. Action plans will be further developed and presented to the DA Advisory Committee in the Spring 2011.

As a result of the 2009 Dental Assisting Assessment Results, an action plan and check off list was developed by the Program Director and implemented with the 2010 graduating class. The check list ensures all requirements for the RDA certification and Testing for CDA certification would be completed and submitted in structured and timely manner. The 2011 Class will be encouraged to set for the Infection Control component of the CDA in Spring 2011 and the Radiology component of the CDA in the Summer 2011.

The 2009 Assessment Results from graduate comments and suggestions on the survey 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 developed a Preceptor Program that was implemented in Spring 2010 in the Clinical II & II courses. This program provides 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 are provided a copy of the Preceptor Packet assist in evaluating and providing input in the Preceptor process at the end of Clinical Experience II and III to improve for the next DA class.

- 3.2c Describe How Assessment Results Were Shared with Constituencies: Results of the 2009 DA Class were shared with the 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.

The 2010 Assessment Results noted in this report will be shared utilizing the same process during the Spring Semester of 2011 Assessment Plan Schedule.

4. Intended Student Outcomes: Graduates employed by Dental Offices in the service area will meet expected outcomes for the beginning Dental Assistant as reflected by employer surveys.
- 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 an average of 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 approximately 6 months post-graduation.

- 4.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Results from the 2010 class:

Six (7) Dental Offices completed the Telephone Survey. Results indicated that Dental Office Employers rated the ANC DA graduates at an average of

3.0 or greater with an total average score of 4.46. Although the criteria was met, surveys from two Dental Offices reflected individual scores on three questions on the surveys at less than 3. Areas of concern noted were in 1) Interpersonal/People Skills, 2) Problem Solving and 3) Work Attitude/Habits.

Action plans will be developed for input and approval at the Spring 2011 DA Advisory Committee meeting.

- 4.1b *Describe How Assessment Results Were Used to Improve Instructional Program:* Results indicated need to assist graduates with employment placement and to explore local and regional Dental Assisting employment opportunities. Results will be shared with the DA Advisory Committee for suggestions and strategies regarding employment opportunities. Last year's assessment results indicated a need on improving the clinical experience in the Dental Office rotations. A action plan was developed and a Preceptor Program developed for the Clinical Experience II & III. The 2009 class piloted the program and Dental Offices partnered to provide a structured learning and evaluation process for students assigned to their office. This program has been evaluated and revised and will be implemented as a continuous component of the DA program to enhance the clinical experience.
- 4.1c *Describe How Assessment Results Were Shared with Constituencies:* Results of the 2009 DA Class were shared with the 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.

The 2010 Assessment Results noted in this report will be shared utilizing the same process during the Spring Semester of 2011 Assessment Plan Schedule.

Nursing Assistant Course

Expanded Statement of Institutional Purpose

Institutional Mission Statement:

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

Division/Department Mission Statement:

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

Intended Student Outcomes:

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

Nursing Assistant Course

1. Intended Student Learning Outcome: Students will meet established objectives and outcomes in the clinical laboratory and long term care clinical component of the Nursing Assistant Course.

- 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One hundred percent (100%) of NA students will demonstrate competency in the clinical lab with a “pass” on a pass/fail evaluation scale in the following required skills within the first 16 hours of the nursing assistant course as required by the Office of Long Term Care:

- Hand washing
- Isolation techniques
- Bed making
- Meal Service
- Heimlich Maneuver
- Postmortem Care

- 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Students are provided classroom lecture, clinical skill demonstration, observed practice of the skill and instructor skill validation in the nursing assistant course.

The six core nursing assistant skills: hand washing, isolation techniques, bed making, meal service, Heimlich maneuver, and postmortem care are essential for the completion within the first 16 hours of the nursing assistant course as required the established curriculum of the Office of Long Term Care (OLTC). Student’s successful completion of the core skills validates the foundational skills required before entering a clinical long term care facility.

Results indicated that all 80 (100%) students enrolled in the Nursing Assistant Courses successfully completed and validated the required core skills within the first 16 hours of the NA course.

- 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: Faculty will continue the progress of core skills within the first 16 hours of the NA course. Due to the time constraints with validating successfully demonstrations of the core skills, instructors are providing close observation and one-on-one assistance during the initial hours of the course. This provides opportunity to identify and assist students struggling with a particular skill. Based on assessment results, instructors have been successful in meeting skill competency in the first 16 hours of the NA curriculum. Instructors will use results to continue to refine the skill validation process providing extended practice time to those students having difficulty.
- 1.1c Describe How Assessment Results Were Shared with Constituencies: Assessment Results will be shared with the Nursing Assistant Advisory Committee in April 2011. Results are shared with the CASL Committee and then submitted to the ANC Board of Trustees.

1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One hundred percent (100%) of the NA students will demonstrate competency in the long term care practicum in all areas of clinical performance as evidenced by a “pass” on a pass/fail scale of the faculty clinical evaluation form.

1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Students in the ANC Nursing Assistant Course are provided Classroom and Clinical instruction. The clinical instruction may begin once the core skills are validated as previously noted. Instructors may choose to begin the required 16 clinical hours immediately after the core skills are validated or wait until the end of the course. Once in the Clinical setting the NA instructors is available in the Long Term Care facility to observe, supervise and validate skills as presented (didactic, demonstration and validation) throughout the course. A Pass/Fail Evaluation Form is used to document skill validation and ultimately success or failure of the Clinical component of the course.

Results indicated that of the 72 students who completed the NA 71 (98.6%) were successful in completing the clinical component of the course indicating a “pass” in all areas of clinical competencies. The one student who was not successful did not attend clinicals to complete the clinical objectives of the course.

1.2b Describe How Assessment Results Were Used to Improve Instructional Program: Faculty will continue utilizing the current process and clinical evaluation tools for measuring clinical competency in the Long Term Care Facility. One concern noted early on in teaching the NA classes was in the area of students completing the clinical and classroom required hours due to an excused absence. A \$3000.00 amount is allocated in the part-time line item of the NA budget to provide for additional make-up instruction when students are unable to attend class or clinical. This has provided students the opportunity to complete the course successfully without failure and having to repeating the course. This practice has provided the NA students a high completion rate in both the classroom and clinical area.

Based on assessment results, students have been successful in meeting clinical skill competency in the Long Term Care Facility. Instructors will use results to continue to refine the clinical skill validation process in LTC and provide opportunities for students to meet clinical objectives.

1.2c Describe How Assessment Results Were Shared with Constituencies: Assessment Results will be shared with the Nursing Assistant Advisory Committee in April 2011. Results are shared with the CASL Committee and then submitted to the ANC Board of Trustees.

2. Intended Student Learning Outcome: Students will meet course retention and certification pass rates established for the Nursing Assistant Course.

2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria

for Success: Nursing Assistant students will complete the ANC Nursing Assistant Course with a 75% or greater retention/completion rate.

- 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Course rosters from the 8 Nursing Assistant Courses evaluated provided the total number of students who enrolled in the NA courses. The end of course roster provided the grade for the course and the total of students from the original roster that completed the course.

Successful completion of the NA program is the first step in providing employability to these students. The next step requires successful completion of the NA written and clinical exam and the last step is securing employment.

Results indicated that of the eight courses (5 at Paragould, 3 at Burdette) there were a total of 80 students who enrolled in the courses and a total of 72 who completed for a retention/completion rate of (90%) exceeding the goal of 75%.

- 2.1b Describe How Assessment Results Were Used to Improve Instructional Program: The successful retention rate of the NA program has been improved over the last several years by implementing the following strategies:

- 1) Selection Criteria into the program depends on a 60 or greater in reading component of the COMPASS.
- 2) Pathway students must now complete the Work Keys modules prior to being approved for funding. Students making this time and academic commitment have proven to be more successful in not just completing the NA course, but passing the CNA exam and gaining employment.
- 3) Part-time instructors available for course or clinical make-up work.

Faculty will continue to monitor and develop and implement other strategies for improved retention.

- 2.1c Describe How Assessment Results Were Shared with Constituencies: Assessment Results will be shared with the Nursing Assistant Advisory Committee in April 2011. Results are shared with the CASL Committee and then submitted to the ANC Board of Trustees.

- 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Eighty percent (80%) of all nursing assisting students will be successful on the certification/competency exam within 12 months of course completion administered by the Office of Long Term Care to become a Certified Nursing Assistant.

- 2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: To describe data collected in regards to pass rates the following table provides the most accurate reflection of how the rates are determined and the challenge of one of major contributing factors to pass rates which is “students successfully completing the course but not taking the exam”.

ANC Campus	Total NA Course Completion	Total Taking CNA Exam	Number Passing	Pass Rate from Completers	Pass Rate from Test Takers
Burdette	51	41	35	69%	85%
Paragould	21	16	13	62%	81%
Totals	72	57	48	67%	84%

Results indicated that 48 students or (67%) passed the CNA Exam out of 72 students completing the NA course. Because the measurement of success was to accomplish a pass rate of 80% or great from the total number of students completing the course the target goal was not met. However, the pass rate of 84% was obtained from the total number of students passing the exam (48) from the total of those students who took the exam (57). This percentage best reflects data that students were prepared for the CNA Exam and identifies that 15 students who meet the qualifications to set for the exam choose not to test or 79% of students competing the NA Course set for the CNA Exam.

Analysis of data results indicate a need to revise the assessment method from one into two different areas of that accurately provides data to reflect preparation for the exam and setting for the exam. The following will be monitored in the next academic year:

Eighty percent (80%) of all nursing assisting setting for the CNA Exam will be successful on the certification/competency exam within 12 months of course completion administered by the Office of Long Term Care.

Eighty five percent (85%) of all students completing the NA course will set for the CNA Exam within one year of completion.

- 2.2b 2.2b Describe How Assessment Results Were Used to Improve Instructional Program: Results provided data that indicated the means of assessment needed to be revised to provide two different data collection methods and analysis. The current data indicates a need to work with NA students to determine potential obstacles in setting for the CNA Exam once successful completion of the course.

NA instructors will evaluate if possible refresher courses can be provided for those completers who have an extended gap between course completion and setting for the CNA Exam.

- 2.2c Describe How Assessment Results Were Shared with Constituencies: Assessment Results will be shared with the Nursing Assistant Advisory Committee in April 2011. Results are shared with the CASL Committee and then submitted to the ANC Board of Trustees.

3. Intended Student Learning Outcome: Students completing the Nursing Assistant Course will indicate through surveys that they were overall satisfied with the nursing assistant

course and met established learning objectives.

- 3.1 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* Ninety percent (90%) of all Nursing Assistants completing the Post Completion Nursing Assistant Survey will rate satisfaction with the course at a 3.5 or higher on a scale of 1 to 5 with 1 being the lowest and 5 being the highest.
 - 3.1a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* Data was inconclusive due to miscommunication on collection methods. As a result, a standard data collection tool will be utilized for both the ANC Burdette and Paragould Campuses and will be administered to students by a non-faculty member prior to completion of each NA course. Results will be sent to the Director of Allied Health for data analysis.
 - 3.1b *Describe How Assessment Results Were Used to Improve Instructional Program:* Future data will be used to determine student satisfaction with the NA course with any subsequent improvement strategies implemented.
 - 3.1c *Describe How Assessment Results Were Shared with Constituencies:* Assessment Results will be shared with the Nursing Assistant Advisory Committee in April 2011. Results are shared with the CASL Committee and then submitted to the ANC Board of Trustees.
- 3.2 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* Ninety percent (90%) of all Nursing Assistants completing the Post Completion Nursing Assistant Survey will rate they met course objectives at a 3.5 or higher on a scale of 1 to 5 with 1 being the lowest and 5 being the highest.
 - 3.2a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* Data was inconclusive due to miscommunication on collection methods. As a result, a standard data collection tool will be utilized for both the ANC Burdette and Paragould Campuses and will be administered to students by a non-faculty member prior to completion of each NA course. Results will be sent to the Director of Allied Health for data analysis.
 - 3.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* Future data will be used to determine the degree students met their course objectives with any subsequent improvement strategies implemented.
 - 3.2c *Describe How Assessment Results Were Shared with Constituencies:* Assessment Results will be shared with the Nursing Assistant Advisory Committee in April 2011. Results are shared with the CASL Committee and then submitted to the ANC Board of Trustees.
4. *Intended Student Learning Outcome:* Students completing the Nursing Assistant Course will meet established employment goals in the areas of job attainment and employer satisfaction.
 - 4.1 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* Ninety percent (90%) of employers of ANC Nursing Assistants

returning the Employer Survey will rate job performance satisfaction with the beginning Nursing Assistant at a 3.5 or higher on a scale of 1 to 5 with 1 being the lowest and 5 the highest.

- 4.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Telephone surveys and one-on-one contact with regional Healthcare Facilities provided data regarding employer satisfaction of successful completers in the ANC NA course.

Of the 18 facilities surveyed all 18 rated the ANC CNA's who were employed in the area of "satisfactory job performance" at a 3.5 or higher. Results indicate Healthcare employers find the ANC Nursing Assistant program completers prepared and performing their duties in a satisfactory manner.

- 4.1b Describe How Assessment Results Were Used to Improve Instructional Program: Results provide positive feedback for the instructional quality in the ANC Nursing Assistant Programs. However, the survey needs to provide opportunity for employers to provide feedback addressing areas that they may have identified as potential areas for improvement. The survey questions will be revised to elicit more employer information.

- 4.1c Describe How Assessment Results Were Shared with Constituencies: Assessment Results will be shared with the Nursing Assistant Advisory Committee in April 2011. Results are shared with the CASL Committee and then submitted to the ANC Board of Trustees.

- 4.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Ninety percent (90%) of Nursing Assistants successful on the certification exam will be employed in a healthcare setting within 1 year of course completion.

- 4.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The method of assessment will need to be added to the Means of Assessment to include the same survey used for employer satisfaction. The survey may need to be revised to ask for a list of the ANC employees hired from the last year. This is a very difficult indicator to measure. Many NA's once completing the program and passing the CNA exam are employed at more than one place or change jobs frequently. This makes tracking very difficult.

Results indicated out of the 18 Healthcare facilities, there were a total of 39 out of 48 passing the exam or (81%) that employed within one year of NA completion. Since the most recent class evaluated was Spring 2010, some of those students may be captured in the next assessment cycle for employment. The 90% employment goal was not met but the complexity of tracking employed students in Healthcare is definitely a factor. The results will be shared at the next NA Advisory Committee Meeting for suggestions on how to improve data collection methods and analysis.

- 4.2b Describe How Assessment Results Were Used to Improve Instructional Program: Review Means of Assessment with focus on the indicator and

tracking methods to validate reliability of data before determining impact on instructional components of the NA program.

- 4.2c *Describe How Assessment Results Were Shared with Constituencies:*
Assessment Results will be shared with the Nursing Assistant Advisory Committee in April 2011. Results are shared with the CASL Committee and then submitted to the ANC Board of Trustees

Wellness Center

Expanded Statement of Institutional Purpose

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

Division/Department Mission Statement: Arkansas Northeastern College Briggs/Seabough Wellness Center is committed to providing activities and programs that enhance and sustain health and wellness, promote social interaction, and encourage leadership development.

Intended Administrative Objective:

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

Wellness Center

1. Intended Administrative Objective: Students, faculty and staff utilizing the Wellness Center will validate they can safely begin a physical fitness program.
 - 1.1 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: Ninety five percent (95%) of all students, faculty and staff utilizing the Wellness Center will be asked to complete the Physical Activity Readiness Questionnaire (PAR-Q) on an ongoing basis.
 - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The Modified Physical Activity Readiness Questionnaire (PAR-Q) was the tool devised for all participants using the Wellness Center in any capacity to complete. An attempt to capture all participants of the Wellness Center has taken place over the last year to capture as many students, faculty (spouses and dependents) and Community members. The tool used to collect data as noted and has been completed by a total of 525 participants. This is an improvement from two years ago when only 144 completed the form. The member categories completing the PAR-Q form are as follows: Faculty (27), Students (452) and Community (46). Comparing sign in sheets at the front desk provides comparison data to determine who utilizes the facilities and who has completed a PAR-Q. This method may not be 100% accurate but the estimate is that at least 95% of all Wellness Center participants have completed the PAR-Q.
 - 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: All faculty, students and community members utilizing the Wellness Center must complete the PAR-Q. Those individuals answering yes to any of the questions, who are over the age of 40 and have been inactive, or have concerns regarding their health status, is encouraged to speak with their physician before beginning a fitness program. This process is a health safety component of utilizing the Wellness Center and provides HPER faculty and Wellness Center Staff an awareness of the importance of all members indicated completing the forms and encouraging those with health problems to seek approval before beginning physical activity.
 - 1.1c Describe How Assessment Results Were Shared with Constituencies: Assessment Results will be shared with the Wellness Center Advisory Committee, the CASL Committee and then submitted to the ANC Board of Trustees.
 - 1.2 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: One hundred percent (100%) of students, faculty, and staff who complete and answer yes to any of the questions in the PAR-Q evaluation will be asked to see their physician before participating in a fitness program.
 - 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The PAR-Q form (attached) was developed to determine activity readiness of all individuals utilizing the Wellness Center. The Wellness Center Sign in Form was used to determine Wellness Center users. Of the 525 respondents, 27 were faculty and staff, 452 were students and 46 were

community members. The following results provide a summary of the Wellness Center participant's aggregate response to the questions on the PAR-Q. By signing the PAR-Q, participants are reminded to seek medical approval prior to beginning physical activity.

- 1.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* The action plan developed to assist in identifying all users of the Wellness Center and a process for PAR-Q completion will continue and will expand to include a more concise method of capturing the Community Members. The Wellness Center Coordinator will now include the PAR-Q form to the Community Education Department and will ask that new members and when current members renew their membership to complete the PAR-Q on the front end to capture 100% of that participant category. Two areas of improvement are noted. 1) The data collected is not analyzed by age (those over 40) and 2) There is no proof of notice to participants when indicated regarding request to seek medical approval prior to beginning physical activity. The Wellness Center Coordinator will develop a method to document notice has been provided to appropriate participants at the time of completion of the PAR-Q. Future Data will be categorized by age and response to the PAR-Q.
- 1.2c *Describe How Assessment Results Were Shared with Constituencies:* Assessment Results will be shared with the Wellness Center Advisory Committee, the CASL Committee and then submitted to the ANC Board of Trustees.

PAR-Q Summary				
Yes	Faculty	Students	Community	Question
7	1	4	2	Has your physician ever said you have a heart condition and you should only do physical activity recommended by a physician?
16	0	14	2	Have you ever experiences pains in your chest especially during physical activity?
9	0	5	4	Do you often feel faint or have spells of severe dizziness?
5	1	1	3	Has a physician ever told you that you have a bone or joint problem such as arthritis that has been aggravated by exercise?
26	6	12	8	Is a physician currently prescribing medications for your blood pressure or heart condition?
9	0	8	1	Is there a physical reason not mentioned here why you should not participate in a physical activity program?
2	0	2	0	Are you over the age of 65 and not accustomed to vigorous exercise?

Business and Technical Division

Business and Technical Division	
<i>Instructional Program</i>	<i>Degree Level</i>
Business Technology – Business Administration	Associate in Applied Science
Business Technology – Business Enterprise	Associate in Applied Science
Computer Information Systems	Associate in Applied Science
Office Technology	Associate in Applied Science
Placement Services	

Business and Technical Division

Expanded Statement of Institutional Purpose

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

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

Intended Student Outcomes

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

Associate in Applied Science Program Level Assessment

1. Intended Student Outcome: Associate in Applied Science degree candidates will demonstrate technical knowledge and proficiency in their respective fields of study.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: AAS Office Technology students are administered the Office Proficiency and Assessment Certificate Examination at the end of the Office Procedures capstone course. At least Seventy percent will pass the following sections: Proofreading 1, Proofreading 2, Bank Deposit, Petty Cash, Bank Reconciliation, and Customer Service. The OPAC standard for passing is seventy percent.
 - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Candidates for the Associate of Applied Science degree in Office Technology take a variety of MOS and OPAC Assessments. The results are presented in the following table.

Office Technology OPAC¹ Assessment Results			
Testing Area	Number Tested	Number Passing	Percent Passing
Office Procedures (OPAC)			
Proofreading 1	12	4	33
Proofreading 2	12	7	58
Bank Deposit	12	12	100
Bank Reconciliation	12	12	100
Petty Cash	12	10	83
¹ OPAC standard is 70% to pass test unless stated otherwise			

- 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: Proofreading 1 and 2 tests continue to be difficult to pass at 70 percent. During Spring 2010, I found a proofreading text and used selected material in class. I adopted that text for use in Spring 2011.
 - 1.1c Describe How Assessment Results Were Shared with Constituencies: The results were shared with the members of the Business and Technical Division and the Committee for the Assessment of Student Learning.
- 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: AAS Computer Information students are administered the comprehensive CIS Exit Exam (internally developed) during the final semester of enrollment prior to graduation. At least seventy percent will score 70 percent or higher on the exam.

- 1.2a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* The data was not collected for 2010 and is in process for 2011.
- 1.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* Although the assessment plan was written in the spring of 2009, a procedure to implement the testing was not developed until the spring of 2011. The exams will be given on April 27, 2011, and, therefore, results are not available at the time of this report. Scores from the 2011 graduates will be reviewed by the division faculty once they are received and the results included in the next reporting cycle.
- 1.2c *Describe How Assessment Results Were Shared with Constituencies:* The results were shared with the members of the Business and Technical Division and the Committee for the Assessment of Student Learning.
- 1.3 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* AAS Business Technology students are administered the National Occupational Competency Testing Institute - Retail Trades Examination during the final semester of enrollment prior to graduation. At least seventy percent will score above the national average on each section of the examination.
- 1.3a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* The data was not collected for 2010 and is in process for 2011.
- 1.3b *Describe How Assessment Results Were Used to Improve Instructional Program:* Although the assessment plan was written in the spring of 2009, a procedure to implement the testing was not developed until the spring of 2011. The exams will be given on April 27, 2011, and, therefore, results are not available at the time of this report. Scores from the 2011 graduates will be reviewed by the division faculty once they are received and the results included in the next reporting cycle.
- 1.3c *Describe How Assessment Results Were Shared with Constituencies:* The results were shared with the members of the Business and Technical Division and the Committee for the Assessment of Student Learning.
- 1.4 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* AAS Criminal Justice students are administered the Area Concentration Achievement Test - Criminal Justice Examination during the final semester of enrollment prior to graduation. At least seventy percent will score above the national average on each section of the examination.
- 1.4a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* The data was not collected for 2010 and is in process for 2011.
- 1.4b *Describe How Assessment Results Were Used to Improve Instructional Program:* Although the assessment plan was written in the spring of 2009, a procedure to implement the testing was not developed until the spring of 2011. The exams will be given on April 27, 2011, and, therefore, results are not available at the time of this report. Scores from the 2011 graduates will be reviewed by the division faculty once they are received and the results included in the next reporting cycle.

- 1.4c *Describe How Assessment Results Were Shared with Constituencies:* The results were shared with the members of the Business and Technical Division and the Committee for the Assessment of Student Learning.

**Accounting I
Course Level Assessment**

1. Intended Student Learning Outcome: Students in Accounting I will correctly prepare financial statements from an adjusted trial balance.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will score 75% or above on income statement preparation.
 - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The financial statements exam was administered during fall 2009, spring 2010, and fall 2010 semesters. The exam measured proper income statement formatting and correct computations to determine net income or loss. Seventy-four percent of students scored 75% or above on Income Statement preparation indicating the pass rate was not achieved.

Financial Statement Preparation Exam Completers			
	Total Enrollment	Students Meeting the 75% Minimum	Percent of Students
Income Statement	96	71	74%

- 1.1b Describe How Assessment Results Will Be Used to Improve Instructional Program: To improve results, paper/pencil problems will be added to the representative chapters for additional exam practice. Provide the correct solution to students for comparison. Students will correct their problems which will be collected to determine income statement preparation accuracy.
- 1.1c Describe How Assessment Results Will Be Shared with Constituencies: Students will be able to view scored work immediately, giving them feedback on their results along with comparisons detailing correct and proper problem review and assessment. Aggregate results will be shared with the division and assessment committee.
- 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will correctly prepare a Statement of Owner's Equity using CONNECT™ web-based assessment platform and score 75% or above on the exam.
 - 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The financial statements exam was administered during fall 2009, spring 2010, and fall 2010 semesters. The exam measured proper owner's equity statement formatting and correct computations to determine ending owner's capital. Data was not collected for one section resulting in a different total enrollment for this means of assessment. Fifty-four percent of students scored 75% or above on owner equity statement preparation indicating the pass rate was not achieved.

- 1.2b Describe How Assessment Results Will Be Used to Improve Instructional Program: To improve results, paper/pencil problems will be added to the representative chapters for additional exam practice. Provide the correct solution to students for comparison. Students will correct their problems which will be collected to determine owner equity statement preparation accuracy.
- 1.2c Describe How Assessment Results Will Be Shared with Constituencies: Students will be able to view scored work immediately, giving them feedback on their results along with comparisons detailing correct and proper problem review and assessment. Aggregate results will be shared with the division and assessment committee.
- 1.3 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will correctly prepare a Balance Sheet using CONNECT™ web-based assessment platform and score 75% or above on the exam.
- 1.3a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The financial statements exam was administered during fall 2009, spring 2010, and fall 2010 semesters. The exam measured proper balance sheet statement formatting and correct computations to prove the accuracy of the accounting equation. Fifty-two percent of students scored 75% or above on balance sheet preparation indicating the pass rate was not achieved.

Financial Statement Preparation Exam Completers			
	Total Enrollment	Students Meeting the 75% Minimum	Percent of Students
Balance Sheet	96	50	52%

- 1.3b Describe How Assessment Results Will Be Used to Improve Instructional Program: To improve results, paper/pencil problems will be added to the representative chapters for additional exam practice. Provide the correct solution to students for comparison. Students will correct their problems which will be collected to determine balance sheet preparation accuracy.
- 1.3c Describe How Assessment Results Were Shared with Constituencies: Students will be able to view scored work immediately, giving them feedback on their results along with comparisons detailing correct and proper problem review and assessment. Aggregate results will be shared with the division and assessment committee.
2. Intended Student Learning Outcome: Students in Accounting I will correctly prepare closing entries.

2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will score 75% or above on preparation of closing entries.

2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The closing entry textbook problem was administered during fall 2009, spring 2010, and fall 2010 semesters. The homework problem measured proper journal entry formatting required in the closing process, correct computations to update the ending capital account and close temporary accounts. Seventy-two percent of students scored 75% or above on closing entry preparation indicating the pass rate was not achieved.

Closing Entry Preparation Textbook Problem Completers			
	Total Enrollment	Students Meeting the 75% Minimum	Percent of Students
Closing Entries	99	71	72%

2.1b Describe How Assessment Results Will Be Used to Improve Instructional Program: Currently, students work problems using the CONNECT web-based software. To improve results, an additional problem will be assigned that does not have the check-as-you-go feature available. A rubric will be created to identify which of the four parts of the closing process students do not understand.

2.1c Describe How Assessment Results Will Be Shared with Constituencies: Students are able to view scored work immediately, giving them feedback on their results along with comparisons detailing correct and proper problem review and assessment. Aggregate results will be shared with the division and assessment committee.

2.2 Means of Assessment and Criteria for Success: Students will correctly prepare closing entries using CONNECT™ web-based assessment platform and score 75% or above on the exam.

2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The closing entries exam was administered during fall 2009, spring 2010, and fall 2010 semesters. The exam measured proper journal entry formatting required in the closing process, correct computations to update the ending capital account and close temporary accounts. Fifty-two percent of students scored 75% or above on closing entry preparation indicating the pass rate was not achieved.

2.2b Describe How Assessment Results Will Be Used to Improve Instructional Program: Currently, students work problems using the CONNECT web-based software. To improve results, an additional problem will be assigned

that does not have the check-as-you-go feature available. A rubric will be created to identify which of the four parts of the closing process students do not understand.

Financial Statement Preparation Exam Completers			
	Total Enrollment	Students Meeting the 75% Minimum	Percent of Students
Closing Entries	96	50	52%

- 2.2c Describe How Assessment Results Will Be Shared with Constituencies:
 Students were able to view scored work immediately, giving them feedback on their results along with comparisons detailing correct and proper problem review and assessment. Aggregate results will be shared with the division and assessment committee.

**Business Communication
Course Level Assessment**

1. Intended Student Learning Outcome: Students enrolled in OT 21003 Business Communications will demonstrate writing proficiency.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: When given a routine message situation from Chapter 8, Positive Letters and Messages, students will demonstrate appropriate and competent writing skill which includes content that frontloads the opening, explains necessary details in the body and closes with an appropriate paragraph with a minimum 70 percent. Copies of each message written along with the graded rubric will be saved and analyzed for competency.
 - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The rubric used to score Chapter 8 messages has a total 35 possible points. Of those 35 points, 15 are possible for content, 10 for style, 5 for grammar/mechanics, and 5 for format. Only the content portion is assessed. Of the 112 student letters analyzed, 93 percent (104 student letters) achieved 70 percent on the frontloads opening, explains necessary details in the body and closes with an appropriate paragraph.
 - 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: More in-class practice is being given to reinforce the opening guidelines for positive letters and messages.
 - 1.1c Describe How Assessment Results Were Shared with Constituencies: The results were reviewed by the Committee for the Assessment of Student Learning (CASL). They are also included in the annual assessment report presented to the Board of Trustees. The assessment report is available to students and staff through the myANC portal and the College library. Copies are also distributed to the Cabinet and members of CASL.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: When given homework in Aplia (a web-based interactive learning platform) on Chapter 8, Positive Letters and Messages, students will demonstrate knowledge in how to write these documents by scoring 100 percent on these sections, Understanding the Power of Business Letters and the Process of Writing, Analyzing the Structure and Characteristics of Good Business Letters, Direct Request for Information or Action, and Adjustments and Goodwill Messages.
 - 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Six sections of business communications provided 86 students whose responses were collected. As shown in Table 1, students did not meet the demonstrated knowledge criteria of scoring 100 percent on these sections.

Students scored in the 80-90 percentages on all four areas. Analyzing the Structure and Characteristics of Good Business Letters had some average scores in the 80 percent range and one score in the high 70 percentage range. Direct Requests for Information or Action had some average scores

in the mid to upper 80 percentages. Adjustments and Goodwill Messages had average scores in the upper 80 and 90 percentage.

**Table 1 Chapter 8, Positive Letters and Messages
Aplia Homework Results**

	Fall Day 2009	Fall INET 2009	Spring Day 2010	Spring INET 2010	Fall Day 2010	Fall INET 2010	Average
Understanding the Power of Business Letters and the Process	100	96.9	96.2	95.8	89.6	95.2	95.62
Analyzing the Structure and Characteristics of Good Business Letters	86.4	96.9	90.4	85.4	79.7	89.3	88.02
Direct Requests for Information or Action	90.9	95.8	87.2	88.9	88.1	92.9	90.63
Adjustments and Goodwill Messages	99	96.5	90.6	93.5	88.1	96.8	94.08

1.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* The Aplia homework software has been used by students and appears helpful in understanding the chapter concepts as shown by their scores. I will continue to use the Aplia as homework because such use increases the probability that students will read the chapters and will answer questions that reinforce the chapter content.

1.2c *Describe How Assessment Results Were Shared with Constituencies:* The results were reviewed by the Committee for the Assessment of Student Learning (CASL). They are also included in the annual assessment report presented to the Board of Trustees. The assessment report is available to students and staff through the myANC portal and the College library. Copies are also distributed to the Cabinet and members of CASL.

2. *Intended Student Learning Outcome:* Students enrolled in OT 21003 Business Communications will demonstrate grammar and mechanics proficiency.

2.1 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* When given the Grammar Tutorial in Aplia a web-based interactive learning platform, students will demonstrate English grammar proficiency with a minimum 70 percent in each area. The Grammar Tutorial has seven areas—sentence structure, parts of speech, punctuation, capitalization/numbers, and common misspelled and confusing words. The average scores for each area will be analyzed and areas without a minimum 70 percent identified.

2.1a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* The Aplia product provides analysis for all chapter assignments and tutorials. Eighty-six students completed the Grammar Tutorial for 2009-2010. Table 2 provides the analysis.

All areas analyzed met the minimum 70 percent average. The lowest understanding levels were Verbs, Pronouns and Punctuation.

	Fall Day 2009	Fall INET 2009	Spring Day 2010	Spring INET 2010	Fall 2010 Day	Fall 2010 INET	Average
Sentence Structure	89.3	87.3	84.1	84.5	82.1	85.3	85.43
Parts of Speech Verbs	75.6	77.5	72.4	76	74.9	76.8	75.53
Parts of Speech Pronouns	72.5	74.8	70.3	71.4	69.5	70.5	71.50
Parts of Speech Adjectives/Adverbs	100	94.1	94.2	91.7	95	96.7	95.28
Comma Usage	91.3	91.2	92.3	90.6	94.2	91.7	91.88
Punctuation	79.7	77.3	76.4	81.5	76.2	75.7	77.80
Capitalization/Numbers	84.6	86.5	86.2	85	90	86.7	86.50
Confusing Words	94.2	97.1	90.4	91.7	91.7	95	93.35
Commonly Misspelled	86.5	89.7	82.7	83.3	91.7	90	87.32

2.1b *Describe How Assessment Results Were Used to Improve Instructional Program:* We will continue to use the Grammar Tutorial because the practice provides students the opportunity to check their current grammar skills. And since grammar is a graded component of all writing assignments in the course, review is beneficial.

2.1c *Describe How Assessment Results Were Shared with Constituencies:* Student can see their scores at any time. The results were reviewed by the Committee for the Assessment of Student Learning (CASL). They are also included in the annual assessment report presented to the Board of Trustees. The assessment report is available to students and staff through the myANC portal and the College library. Copies are also distributed to the Cabinet and members of CASL.

2.2 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* When given the Writing Tutorial in Aplia a web-based interactive learning platform, students will demonstrate writing proficiency with a minimum 70 percent. The Writing Tutorial has three areas—two of which are most applicable to a focus on English grammar and mechanics knowledge. The two applicable areas are sentence level and paragraph level. The average scores for each area was analyzed and areas without a minimum 70 percent identified.

2.2a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* Eighty-six students completed the Writing Tutorial for 2009-2010. All areas analyzed met the minimum 70 percent average; however, the Paragraph Level had more scores in the 70th percentage range.

Table 3, Writing Tutorial Aplia Homework Results							
	Fall Day 2009	Fall INET 2009	Spring Day 2010	Spring INET 2010	Fall 2010 Day	Fall 2010 INET	Average
Sentence Level	89.7	85.1	81.7	87.2	86.7	80.5	85.15
Paragraph Level	74.2	82.4	73.5	77.7	78.2	71.5	76.25

- 2.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* Since paragraph level results were in the 70th range, I will emphasize paragraph structure more in each writing assignment. Also, I will continue to use the Writing Tutorial because the practice provides students the opportunity to check their current writing skills. The review is beneficial.
- 2.2c *Describe How Assessment Results Were Shared with Constituencies:* The results were reviewed by the Committee for the Assessment of Student Learning (CASL). They are also included in the annual assessment report presented to the Board of Trustees. The assessment report is available to students and staff through the myANC portal and the College library. Copies are also distributed to the Cabinet and members of CASL.

Computer Fundamentals Course Level Assessment

1. Intended Student Learning Outcome: Students enrolled in CS 11033 Computer Fundamentals will be able to create, format and edit personal and business documents using Microsoft Word 2007.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy-five percent (75%) of students will be able to perform selected formatting and editing skills with 100 percent accuracy.
 - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Students in Computer Fundamentals during the Fall 2009 through Fall 2010 semesters completed the Word Chapter 6 Skill-Based Exam utilizing the myitlab™ simulation software program. An item analysis of the results was completed in order to determine students' accuracy in setting margins, aligning text, changing line spacing, moving text, and copying text. Results are presented below.

Total Students	Activity 6.01 Setting Margins	Activity 6.02 Aligning Text	Activity 6.03 Changing Line Spacing	Activity 6.07 Cutting, Copying, and Pasting Text	Activity 6.08 Moving Text to a New Location
438	431	433	430	390	259
	98%	99%	98%	89%	59%

The criteria for success were met or exceeded in four of the five skills evaluated. Ninety-eight percent of students were able to set margins within a document with 100% accuracy. Ninety-nine percent were able to align text in a document with 100% accuracy. Ninety-eight percent were able to change the line spacing of a document with 100% accuracy. Eighty-nine percent of the students were able to cut, copy, and paste text within a document with 100% accuracy. On the last skill, moving text to a new location, fifty-nine percent were able to perform this skill with 100% accuracy.

- 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: The only word processing skill which needs improvement is moving text to a new location. Students will be assigned the skill-based training so they can practice this editing feature. The instructors will emphasize the method of moving text in classroom demonstrations when covering the Word unit of study and a Camtasia video will be developed.
- 1.1c Describe How Assessment Results Were Shared with Constituencies: Each student has access to a grade book found within the myitlab™ simulation software. They are able to find out their scores on the graded quizzes and see what skills gave them problems. Results of the assessment were shared

with members of the Business and Technical Division.

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

1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Students in Computer Fundamentals during the Fall 2009 through Fall 2010 semesters completed the Word Chapter 6 Skill-Based Exam utilizing the myitlab™ simulation software program. An item analysis of the results was completed in order to determine students' accuracy with reference features including inserting footnotes, entering citations, and creating reference pages. Results are presented below.

Total Students	Activity 6. 20 Inserting Footnotes	Activity 6.22 Adding Citations	Activity 6.23 Creating a Reference Page
438	363	230	323
	83%	53%	74%

Eighty-three percent of the students were able to insert footnotes within a Word document with 100% accuracy. This skill meets or exceeds the criterion for success which was established. Fifty-three percent of the students were able to add citations with 100% accuracy. This skill does not meet the criterion for success which was stated. Seventy-four percent were able to create a reference page within a document with 100% accuracy. This skill did not quite meet the criterion for success that was defined.

1.2b Describe How Assessment Results Were Used to Improve Instructional Program: The word processing skill which needs improvement is adding citations in a Word document. Students will be assigned the skill-based training so they can practice this referencing feature. The instructors will emphasize the method of adding citations in classroom demonstrations when covering the Word unit of study. Camtasia videos will be created to demonstrate this skill to students.

1.2c Describe How Assessment Results Were Shared with Constituencies: Each student has access to a grade book found within the myitlab™ simulation software. They are able to find out their scores on the graded quizzes and see what skills gave them problems. Results of the assessment were also shared with members of the Business and Technical Division.

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

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

- 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Students in Computer Fundamentals during the Fall 2009 through Fall 2010 semesters completed the PowerPoint Chapter 15 Skill-Based Exam utilizing the myitlab™ simulation software program. An item analysis of the results will be completed in order to determine students' accuracy with editing slide text, inserting new slides, increasing and decreasing list levels, modifying slide layouts, and changing presentation themes. Results are presented below.

Total Students	Activity 15.05 Editing Slide Text	Activity 15.06 Inserting a New Slide	Activity 15.07 Increasing and Decreasing List Levels	Activity 15.14 Modifying Slide Layout	Activity 15.15 Changing the Presentation Theme
328	321	306	309	323	317
	98%	93%	94%	98%	97%

Ninety-eight percent of the students were able to edit slide text within a PowerPoint presentation with 100% accuracy. Ninety-three percent of the students were able to insert a new slide into a PowerPoint presentation with 100% accuracy. Ninety-four percent were able to increase or decrease indent levels within a bulleted list in a PowerPoint presentation with 100% accuracy. Ninety-eight percent of the students were able to modify a slide's layout within a PowerPoint presentation with 100% accuracy. Ninety-seven percent of the students were able to change a PowerPoint presentation's theme with 100% accuracy. All of the basic editing and formatting skills assessed met or exceeded the criteria for success which were established.

- 2.1b Describe How Assessment Results Were Used to Improve Instructional Program: Since the criteria for success were met in all skills, no additional steps need to be taken to improve the instructional program in these areas.
- 2.1c Describe How Assessment Results Were Shared with Constituencies: Each student has access to a grade book found within the myitlab™ simulation software. They are able to find out their scores on the graded quizzes and see what skills gave them problems. Results of the assessment were also shared with members of the Business and Technical Division.
- 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy-five percent (75%) of students will be able to perform selected advanced formatting skills with 100 percent accuracy.
- 2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Students in Computer Fundamentals during the Fall 2009 through Fall 2010 semesters completed the PowerPoint Chapter 16 Project 16A Skill-Based Exam utilizing the myitlab™ simulation software program. An item analysis of the results will be completed in order to determine students' accuracy in inserting pictures; changing the size and shape of a picture; inserting, sizing and positioning shapes; inserting and positioning text boxes; and applying slide transitions. Results are presented below.

Total Students	Activity 16.06 Inserting a Picture Using a Content Layout	Activity 16.07 Changing the Size and Shape of a Picture	Activity 16.08 Inserting and Positioning a Text Box	Activity 16.09 Inserting, Sizing, and Positioning Shapes	Activity 16.13 Applying Slide Transitions to a Presentation
328	321	321	285	273	303
	98%	98%	87%	83%	92%

Ninety-eight percent of the students were able to insert a picture using a content layout within a PowerPoint presentation with 100% accuracy. Ninety-eight percent of the students were able to change the size and shape of a picture within a PowerPoint presentation with 100% accuracy. Eighty-seven percent were able to insert and position a text box in a PowerPoint presentation with 100% accuracy. Eighty-three percent of the students were able to insert, size, and position shapes in a PowerPoint presentation with 100% accuracy. Ninety-two percent of the students were able to apply slide transitions to a PowerPoint presentation with 100% accuracy. All of the advanced formatting skills assessed met or exceeded the criteria for success which were established.

- 2.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* Since the criteria for success were met in all skills, no additional steps need to be taken to improve the instructional program in these areas.
- 2.2c *Describe How Assessment Results Were Shared with Constituencies:* Each student has access to a grade book found within the myitlab™ simulation software. They are able to find out their scores on the graded quizzes and see what skills gave them problems. Results of the assessment were also shared with members of the Business and Technical Division.

**Customer Service
Course Level Assessment**

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

Each student will be assigned a case study to role play the customer. He/she will portray the issues evident in the case from the customer point of view. The rubric will rate the student on the use of verbal and nonverbal communication and how well the issues were conveyed.

- 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The students will be able to understand verbal and nonverbal communication. The students were assigned a case from the Customer Service text. They were assigned roles to play and the class and instructor would then discuss and analyze the actions and methods used concerning verbal and nonverbal communication. The students were observed using verbal and nonverbal communication in three categories; presentation, comprehension, and relevant content. The data collected did not match the measurement that was presented. The instructor used a three point schedule instead of the four point schedule. Therefore a rating of two was considered the acceptable range.

Verbal Communication:

- A. Presentation: 100 % of the students met the acceptable range of 80% minimum.
- B. Comprehension: 100 % of the students met the acceptable range of 80% minimum.
- C. Relevant Contact: 100 % of the students met the acceptable range of 80% minimum.

Nonverbal Communication:

- A. Presentation: 100 % of the students met the acceptable range of 80% minimum.
- B. Comprehension: 100 % of the students met the acceptable range of 80% minimum.
- C. Relevant Content: 100 % of the students met the acceptable range of 80% minimum.

Verbal and Nonverbal Communication Student Ratings			
	# of Students Receiving Excellent	# of Students Receiving Acceptable	# of Students Receiving Poor
Verbal Communication			
Presentation	3	7	0
Comprehension	5	5	0
Relevant Content	7	3	0
Nonverbal Communication			
Presentation	4	6	0
Comprehension	8	2	0
Relevant Content	7	3	0

1.1b Describe How Assessments Results Were Used To Improve Instructional Program: The students developed an understanding and competence of the importance of communicating with a customer that use both nonverbal and verbal techniques. This is valuable in creating a relationship with the customer in order to identify and take care of the appropriate needs. I do not plan to change the intended learning outcome. The process was productive and the students learned by role playing.

1.1c Describe How the Assessment Results were shared With Constituencies: Feedback given to the students was immediate. I reviewed and highlighted their strengths and weaknesses of the role playing and personal observations. Using the students as the example we discussed how to improve communication through identifying behaviors and improving communication. The evaluation was rated on a Excellent, Acceptable and Poor scale. Though this did not align with the original rating scale, it was found to more than acceptable. It has been recommended to use a five point scale and this will be in the new plan. This will allow me to develop a more accurate measurement.

1.2 State Means of Assessment, Describe Data Collected Plan, and Define Criteria for Success: Given a case study, students will role play the employee. Eighty percent of students will be rated at least 3 on a 4 point scale on each component of the grading rubric. The data collected did not match the measurement that was presented. The instructor used a three point schedule instead of the four point schedule. Therefore a rating of two was considered the acceptable range.

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

1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The measurements involved Eye contact, attentiveness, empathy, identifying communication obstacles and the ability to explain those obstacles. 80% of the students should reach an acceptable level of competence. All of measurements refer to the student understanding the

relevant content of the case. The students were observed for eye contact, attentiveness and empathy.

Listening Techniques:

- A. Eye contact: 100 % of the students met the acceptable range of 80% minimum.
- B. Attentiveness: 100 % of the students met the acceptable range of 80% minimum.
- C. Empathy: 100 % of the students met the acceptable range of 80% minimum.

Identify communication obstacles:

- A. Recognize communication obstacles: 100 % of the students met the acceptable range of 80% minimum.
- B. Ability to explain obstacles: 100 % of the students met the acceptable range of 80% minimum.

Listening Techniques and Identifying Obstacles			
Student Ratings			
	# of Students Receiving Excellent	# of Students Receiving Acceptable	# of Students Receiving Poor
Listening Techniques			
Eye contact	4	6	0
Attentiveness	6	4	0
Empathy	10	0	0
Identify Obstacles			
Recognize Obstacles	2	8	0
Ability to Explain Obstacles	10	0	0

- 1.2b Describe How Assessments Results Were Used To Improve Instructional Program: This method of teaching allowed the instructor to see the effectiveness of role playing and how it engaged the students. They were able to grasp the relevant aspects of eye contact, attentiveness and empathy and how important they are to communication with the customer.
- 1.2c Describe How the Assessment Results were shared With Constituencies: Feedback given to the students was immediate. I reviewed and highlighted their strengths and weaknesses of the role playing and personal observations. Using the students as the example we discussed how to improve communication through identifying listening techniques and obstacles that prevent them from good communication .The evaluation was rated on a Excellent, Acceptable and Poor scale. Though this did not align with the original rating scale, it was found to more than acceptable. It has been recommended to use a 5 point scale and this will be in the new plan. This will allow me to develop a more accurate measurement.

2. Intended Student Learning Outcome: Students will demonstrate how to communicate with different behavioral styles in a customer service setting. They will also be able to

recognize and adapt to the pace and structure of a customer in order to increase communication.

- 2.1 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* Given a case study, students will role play the customer. Eighty percent of students will be rated at least a three on a four point scale on each component of the grading rubric.

Each student will be assigned a case study to role play the customer. A student will portray a behavioral style from the customer's point of view. The student will then demonstrate different strategies in identifying different styles. I will rate the students on their ability to adapt and communicate with the customer. The students were required to meet an 80% competency rate in order to be successful.

- 2.1a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* Given a case study, students will role play the customer. The students will be rated at least acceptable on a three point scale on each component of the grading rubric. Each student will be assigned a case study to role play the customer. A student will portray a behavioral style from the customer's point of view. The student will then demonstrate different strategies in identifying different styles. The data collected did not match the measurement that was presented. The instructor used a three point schedule instead of the four point schedule. Therefore a rating of two was considered the acceptable range.

Identify the Ability to identify behavioral styles: 100 % of the students met the acceptable range of 80% minimum.

Identifying Behavioral Styles Student Ratings			
	# of Students Receiving Excellent	# of Students Receiving Acceptable	# of Students Receiving Poor
Identify Behavioral Styles	5	5	0

- 2.1b *Describe How Assessments Results Were Used To Improve Instructional Program:* This method of teaching allowed the instructor to see the effectiveness of role playing and how it engaged the students. They were able to understand the importance of identifying behavioral styles in order to communicate with the customer.
- 2.1c *Describe How the Assessment Results were shared With Constituencies:* Feedback given to the students was immediate. I reviewed and highlighted their strengths and weaknesses of the role playing and personal observations. Using the students as the example we discussed how to improve communication through identifying behaviors and improving communication. The evaluation was rated on a Excellent, Acceptable and Poor scale. Though this did not align with the original rating scale, it was found to more than acceptable. It has been recommended to use a 5 point

scale and this will be in the new plan. This will allow me to develop a more accurate measurement.

- 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The students will learn the importance of pace and structure when communicating with the customer. The student will be given a case study and rated on how well they can demonstrate and adapt to the customer's pace, structure, of the message being received. Eighty percent of the students will be rated at least a three on a four point scale on each component of the grading Rubric.

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

- 2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Given a case study, students will role play the customer. The students will be rated at least acceptable on a three point scale on each component of the grading rubric. Each student will be assigned a case study to role play the customer. The students were observed for pace adaptability, structure adaptability and presentation. The presentation involved three additional observations; verbal techniques, nonverbal techniques and relevant content of their message. The following table shows that 100% students the acceptable range of 80%. The data collected did not match the measurement that was presented. The instructor used a three point schedule instead of the four point schedule. Therefore a rating of two was considered the acceptable range.

- A. Pace Adaptability: 100 % of the students met the acceptable range of 80% minimum.
- B. Structure Adaptability: 100 % of the students met the acceptable range of 80% minimum.
- C. Presentation: 100% of the students met the acceptable range of 80% minimum.

Techniques to Adapt to Behavioral Style Student Ratings			
	# of Students Receiving Excellent	# of Students Receiving Acceptable	# of Students Receiving Poor
Pace	4	6	0
Structure	4	6	0
Presentation			
Verbal	2	8	0
Nonverbal	6	4	0
Content	6	4	0

- 2.2b Describe How Assessments Results Were Used To Improve Instructional Program: This method of teaching allowed the professor to see the effectiveness of role playing and how it engaged the students. The students

were able understand the value of adapting to the pace and structure of the customer during their presentation, using good communication and relevant content.

- 2.2c *Describe How the Assessment Results were shared With Constituencies:*
Feedback given to the students was immediate. I reviewed and highlighted their strengths and weaknesses of the role playing and personal observations. Using the students as the example we discussed how to improve communication by adapting to the customers pace and structure. They were also expected to demonstrate good communication techniques that were learned in the intended outcome above. The evaluation was rated on a Excellent, Acceptable and Poor scale. Though this did not align with the original rating scale, it was found to more than acceptable. It has been recommended to use a 5 point scale and this will be in the new plan. This will allow me to develop a more accurate measurement.

Internet Applications I Course Level Assessment Report

1. Intended Student Learning Outcome: Students enrolled in CS 21383 Internet Applications I will be able to search for and find information using the Internet.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy-five percent of the students will demonstrate Internet search strategies to locate specific information about people, places, and events by scoring 75% or higher on the assignment.
 - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Students were given a list of twenty items to find using different Internet search strategies. They captured the information found by creating a screen shot of the results and pasting each screen capture into a Word document. One hundred percent of the students demonstrated Internet search strategies to locate specific information about people, places, and events efficiently and effectively by scoring 75% or higher on the Internet Searches assignment. This exceeds the intended student learning outcome criteria for success. The rubric for scoring the students is attached. Results are presented below.

	Internet Searches
Total Students	27
Average Score	95.5%
Percentage Scoring 75% or Higher	100.0%

- 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: The criteria for success was met for this learning outcome. The students' results showed that they were adept at finding information utilizing the Internet. The exercise demonstrated that the students were able to arrive at useful information in a variety of ways.
- 1.1c Describe How Assessment Results Were Shared with Constituencies: The students were asked to complete this assignment during the latter part of the semester and were not able to see the results on the grading rubric which was used. They had access to their scores which were posted on the portal. Results of the assessment were shared with members of the Business and Technical Division.
- 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy-five percent of the students will conduct research using Internet search engines dedicated to scholarly information by scoring 75 percent or higher on the research assignment.
 - 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: This means of assessment was only measured during the fall semester of 2010. Students were given a topic and asked to use any Internet search tools available to arrive at information about the topic. They were not limited to any specific search engines. The students used the search results

to produce a research paper in which they documented their sources with footnotes and works cited page. Students did their research outside of class then uploaded their research paper on the myANC web portal. One hundred percent of the students conducted research using Internet search engines dedicated to scholarly information by scoring 75% or higher on the research assignment. The criteria for success for this task were met. Results are presented below.

	Online Research
Total Students	8
Average Score	97.5%
Percentage Scoring 75% or Higher	100.0%

1.2b Describe How Assessment Results Were Used to Improve Instructional Program: By doing this assessment, it was determined that students need to exercise research tools and search strategies throughout the semester instead of utilizing them at the end of the semester on one project. Students in future classes will be asked to search the Internet more frequently by doing smaller, shorter research projects, possibly on topics that are being covered at that particular time in the course. Also, students will be required to conduct the searches during class instead of outside of class.

1.2c Describe How Assessment Results Were Shared with Constituencies: Students received a final score on their research projects posted on the portal. Again this was due to having the project assigned late in the semester. Assessment results were also shared with members of the Business and Technical Division.

2. Intended Student Learning Outcome: Students enrolled in CS 21383 Internet Applications I will be able to design and create a Web page.

2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy-five percent of the students will use the HTML translator tools found in current business application software to convert existing files into HTML format with 100 percent accuracy.

2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Students in all three semesters were asked to complete this assessment. Twenty-four of the thirty-eight students used the HTML translator tools found in current business application software such as Word, Excel, and PowerPoint to convert existing files into HTML code. 95.8% of these students met the criteria by scoring 100% on the assessment. This exceeds the intended student learning outcome criteria for success. The rubric for scoring the students is attached. Results are presented on the next page.

	HTML Translation
Total Students	24
Average Score	99.2%
Percentage Scoring 75% or Higher	95.8%

- 2.1b *Describe How Assessment Results Were Used to Improve Instructional Program:* It was determined that this assessment strategy was not very useful to students' understanding of HTML code. In the future, students will be required to implement changes to the HTML source code which is created by the HTML translator tools. They will observe and document the effects these changes have on the Web pages' appearance.
- 2.1c *Describe How Assessment Results Were Shared with Constituencies:* Again students were asked to complete this assessment during the final exam week so they did not see the results of the grading rubric applied to their submitted work. Web page creation was not introduced until late in the semester and was not given the depth needed by the students. Results of the assessment were shared with members of the Business and Technical Division.
- 2.2 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* Seventy-five percent of the students will create the basic elements of a Web page within the document to include paragraphs, lists, pictures, background, named anchors, and links to named anchors by scoring 75 percent or higher on the resulting Web page document.
- 2.2a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* Students in the Fall 2009, Spring 2010, and Fall 2010 were asked to use twenty basic web page elements in creating a Web page document. Eighty percent of the students enrolled in the class created a Web page which included paragraphs, lists, graphics, backgrounds, anchors, and links by scoring 75% or higher on the resulting Web page document. The design of the web page was left to the student's creativity. This exceeds the intended student learning outcome criteria for success. The rubric for scoring the students is attached. Results are presented below.

	Web Page Creation
Total Students	20
Average Score	85.0%
Percentage Scoring 75% or Higher	80.0%

- 2.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* This assessment tool is very valuable. It just needs to be done earlier in the semester. The student can learn immensely from seeing how other students used the HTML tags and how they can improve on their own Web page design.
- 2.2c *Describe How Assessment Results Were Shared with Constituencies:* Students were asked to complete this assessment during the final exam week so they did not see the results of the grading rubric applied to their submitted work. Web page creation was not introduced until late in the semester and was not given the depth needed by the students. In the future, students will cover the chapter on Web page design a couple of weeks earlier in the semester in order for them to have more exposure to web page creation with HTML. Results of the assessment were shared with members of the Business and Technical Division.

Word Processing Course Level Assessment

1. Intended Student Learning Outcome: Students enrolled in OT 21083 Word Processing—MS Word will demonstrate proficiency in **creating and customizing documents** using Microsoft Word software.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will pass the Basic Word test in Office Proficiency and Assessment Certification (OPAC®) with a minimum 70 percent.
 - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The Basic Word test was administered at midterm in spring semester 2009, spring 2010, and fall 2010. Course was not offered fall 2009 due to enrollment. Currently course will only be offered during fall semester. Of the 36 students who tested, 23 students, 64 percent, passed with a minimum 70 percent.

The test covers content from the first 15 chapters of the text which prepares students for the MOS certification test. The Basic Word test in OPAC® has 25 questions which were matched with categories corresponding with the MOS exam. Nine questions on Basic Word test were matched with the skills “creating and customizing content.” Of those 9 questions, 5 were answered with a minimum 70 percent.
 - 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: Although more specific analysis was not done with the spring 2009 students and scores, the spring 2010 and fall 2010 scores for Basic Word were analyzed to see how many achieved each skill tested. The spring 2010 class was online and each student received specific information on what skills were missed. In fall 2010 class time was used to review the Basic Word skills tested. Additionally, the spring 2010 class was given instructions on how to use the In-Demand Test Prep software in the college computer labs for extra practice in a realistic setting.
 - 1.1c Describe How Assessment Results Were Shared with Constituencies: The results were reviewed by the Committee for the Assessment of Student Learning (CASL). They are also included in the annual assessment report presented to the Board of Trustees. The assessment report is available to students and staff through the myANC portal and the College library. Copies are also distributed to the Cabinet and members of CASL.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students enrolled in OT 21083 Word Processing—MS Word will complete the Microsoft Office Specialist exam. Students were tested in spring 2009, spring 2010 and fall 2010. In prior semesters, the MOS was given toward end of semester. In 2008 we began to test soon after midterm. We have continued this practice and some students did retest.

- 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: A total 31 students completed the MOS test; students passed and were certified as MS Word Specialist. When analyzing *creating and customizing documents questions*, six students who tested passed with 70 percent or above for a 19 percent pass rate.
- 1.2b Describe How Assessment Results Were Used to Improve Instructional Program: More opportunities to practice test are being provided. The SNAP software provides testing opportunities that simulate the MOS test and both MS Word tests simulate the MOS test. Additionally, the college purchased In-Demand Test Prep software that simulates the MOS test. Students may improve chances at passing the MOS test if more realistic opportunities are provided.
- 1.2c Describe How Assessment Results Were Shared with Constituencies: The results were reviewed by the Committee for the Assessment of Student Learning (CASL). They are also included in the annual assessment report presented to the Board of Trustees. The assessment report is available to students and staff through the myANC portal and the College library. Copies are also distributed to the Cabinet and members of CASL.
2. Intended Student Learning Outcome: Students enrolled in OT 21083 Word Processing—MS Word will demonstrate proficiency in *formatting content* using Microsoft Word software.
- 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students enrolled in OT 21083 Word Processing—MS Word will pass the Intermediate Word test in OPAC® with a minimum 70 percent.
- 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The Intermediate Word test was administered as a final exam for spring semester 2009, spring 2010, and fall 2010. Of the 36 students who tested, 21, 61 percent, passed with a minimum 70 percent.
- The Intermediate Word test in OPAC® has 25 questions which were matched with categories corresponding with the MOS exam. Nine of the 12 questions matched with “formatting content” categories were answered with a minimum 70 percent.
- 2.1b Describe How Assessment Results Were Used to Improve Instructional Program: Because these were administered at semester’s end, students only saw their percentage score. Next fall, when Word Processing—MS Word is taught again, the instructor can emphasize these skills as being important to know. Making the student aware of tested skills may help prepare for attaining 70 percent on the Intermediate Word OPAC.
- 2.1c Describe How Assessment Results Were Shared with Constituencies: The results were reviewed by the Committee for the Assessment of Student Learning (CASL). They are also included in the annual assessment report presented to the Board of Trustees. The assessment report is available to

students and staff through the myANC portal and the College library. Copies are also distributed to the Cabinet and members of CASL.

- 2.2 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* Students enrolled in OT 21083 Word Processing—MS Word will complete the Microsoft Office Specialist exam.
- 2.2a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* Data was gathered and analyzed using questions on *formatting content* to determine proficiency. A total 31 students completed the MOS test. Eight students who tested passed *formatting content* questions with 70 percent or above for a 26 percent pass rate.
- 2.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* More opportunities to practice test are being provided. The SNAP software provides testing opportunities that simulate the MOS test and both MS Word tests simulate the MOS test. Additionally, the college purchased In-Demand Test Prep software that simulates the MOS test.
- 2.2c *Describe How Assessment Results Were Shared with Constituencies:* Students can see scores immediately after testing. The results were reviewed by the Committee for the Assessment of Student Learning (CASL). They are also included in the annual assessment report presented to the Board of Trustees. The assessment report is available to students and staff through the myANC portal and the College library. Copies are also distributed to the Cabinet and members of CASL.

Placement Services

1. Intended Student Outcome: Graduates of Associate in Applied Science degree programs and Technical Certificate programs will attain employment in their respective career fields.

- 1.1 State Means of Assessment, Define Criteria for Success, and Describe Data Collection Plan: The Career Center conducts a graduate follow-up survey of Associate in Applied Science graduates six months after the May graduation. An eight question survey is mailed to each graduate in November. Eighty percent of Associate in Applied Science graduates will report employment in their respective career fields of study.

- 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: An eight question survey was emailed in November 2009 to the May 2009 Associate in Applied Science graduates. Early Childhood Education and Nursing Graduates were excluded. Graduates with no email address were also excluded. Eighteen surveys were emailed and eleven responses were received. Question 6 of the survey relates to this outcome. "Is your present job related to the course work you completed at ANC?" Two responders did not answer this question making the total responses nine.

Responses	Number	Percent
Yes, directly related	4	44.5
Yes, somewhat related	3	33.3
No, not related	2	22.2
Total	9	100.0

- 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: Division faculty will continue to seek input from program advisory councils to ensure that the curriculum meets the needs of employers in the area.

To increase the number of responses, this survey will be joined with a graduate survey sent from Student Services, where the response rate is high. Additionally, no programs or graduates will be excluded.

- 1.1c Describe How Assessment Results Were Shared with Constituencies: The results were shared with the members of the Business and Technical Division and the Committee for the Assessment of Student Learning.

- 1.2 State Means of Assessment, Define Criteria for Success, and Describe Data Collection Plan: The Career Center conducts a graduate follow-up survey of Technical Certificate graduates six months after the May graduation. An eight question survey is mailed to each graduate in November. Eighty percent of Technical Certificate graduates will report employment in their respective career fields of study.

- 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: An eight question survey was emailed in November 2009 to the May 2009 Technical Certificate graduates. Dental Assisting Technology, Paramedic, and Practical Nursing graduates were excluded. Graduates with no email address were also excluded. Eleven surveys were emailed and three responses were received. Question 6 of the survey relates to this outcome. “Is your present job related to the course work you completed at ANC?”

Responses	Number	Percent
Yes, directly related	0	0
Yes, somewhat related	0	0
No, not related	3	100
Total	3	100

- 1.2b Describe How Assessment Results Were Used to Improve Instructional Program: Division faculty will continue to seek input from program advisory councils to ensure the curriculum meets the needs of employers in the area.

To increase the number of responses, this survey will be joined with a graduate survey sent from Student Services, where the response rate is high. Additionally, no programs or graduates will be excluded.

- 1.2c Describe How Assessment Results Were Shared with Constituencies: The results were shared with the members of the Business and Technical Division and the Committee for the Assessment of Student Learning.

Occupational Programs

Occupational Programs	
<i>Instructional Program</i>	<i>Degree Level</i>
Automotive Service Technology	Technical Certificate
Heat, Ventilation, Air Conditioning, and Refrigeration	Technical Certificate

Occupational Programs

Expanded Statement of Institutional Purpose

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

Intended Students Outcomes

Automotive Technology Services:

1. Students will demonstrate competencies in the basic knowledge of alternative fuel vehicles and related areas of On Board Diagnostics Second Generation (OBDII diagnostics).
2. Students will demonstrate competencies in the area of customer service in the automotive industry.

Heat, Ventilation, Air Conditioning, and Refrigeration:

1. Students enrolled in the HVAC program will gain knowledge and demonstrate the technical competencies necessary to troubleshoot, diagnose, and repair residential air conditioning and heating equipment.
2. Students enrolled in the HVAC program will be required to take the United States Environmental Protection Agency, otherwise known as the EPA Certification exam to conform to the Clean Air Act (section 608) that is administrated by the HVAC Excellence (ESCO) Corporation.

Automotive Technology Services

1. Intended Student Outcome: Students will demonstrate competencies in the basic knowledge of alternative fuels and related OBDII diagnostics.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Each student has a file and contained in this file is a list of task the students is required to complete. These task sheets have a grading scale of 0 to 4, with 0 being the lowest level and 4 being the highest level. A class average of level 3 obtained by 95% of the class will be required for this outcome to be considered a success.
 - 1.1a Describe Data Collected Data Analysis, and Relationships to Criteria for Success. The Data collected represents all students that completed the Engine Performance course for the school years 2009 and 2010. This was a total of 18 students. This part of the course was titled “Alternative Fuels Vehicles and had two areas of study Hybrid Vehicle Technology and Electric Vehicle Technology.

The course was limited in content due to the availability of training materials.

**Level 0 is not represented here because all students achieved at least a level 1. The Numbers in the chart below represent students.*

Competency	Level 1	Level 2	Level 3	Level 4
Hybrid Drives Introduction 89% achieved Level 3	0	2	13	3
Hybrid/Electric Safety Practices 100% achieved level 3	0	0	17	1
Hybrids And OBB II 89% achieved Level 3	0	2	12	4
Introduction to Alternative Fuel Batteries 89% achieved Level 3	0	2	10	6

Even though 95% was not achieved in all categories this will still be considered a success because the two students that received a level 2 missed 40% of classes with the exception of the Safety Practices Class.

- 1.1b Describe How Assessment Results Were Used To Improve Instructional Program. These results confirmed the need to add Hybrid/Electric (alternative fuels) and to increase emphasis on Customer Service to the automotive program as during the course many automotive businesses in the community were consulted for information pertaining to these subjects. It was found that none of the automotive shops in the school service area had much knowledge of these systems. The Automotive Program was awarded a grant by the state of Arkansas to improve/Implement new programs in the field of Automotive Repair. As a result of these finding we decided to offer these courses in the existing program as well as expand these courses as

standalone options for Existing technicians and anyone that may be interested.

- 1.1c Describe How Assessment Results Were Shared With Constituencies: Results were shared with the class as the topic areas were completed. Also the results were communicated to the Automotive Service Technology advisory committee and Mr. Gene Bennett Dean of Occupational Programs by way of the November 2010 Advisory committee meeting.

2. Intended Student Outcome: Students will demonstrate competencies in the area of customer service as an automotive technician.

- 2.1 State Means of Assessment, Describe Data Collection Plan, And Define Criteria for Success: Each Students has in their file a list of required task and contained in this file is a list of task the students is to be completed concerning this outcome. These tasks sheets have a grading scale of 0 to 4 with 0 being the lowest measure of competency and 4 being the highest level of competency. A level 3 or 4 will be required for a student to be considered competent in this area. A 95% class average of level three will be required for this outcome to be a success.

- 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria For success: 18 Students participated in this outcome. Of the Eighteen students 16 scored a level three or above in the below areas. This was not at the level to be considered a success but taking into consideration the two students that scored level 2 were not present for most of the task evaluation this outcome is will be viewed as a success.

Competency	Level 1	Level 2	Level 3	Level 4
Listening to the customer 89% achieved level 3	---	*-2-	3	13
Understanding Customer Concerns 89% achieved level 3	---	*-2-	4	12
Honesty and integrity 89% achieved level 3	---	*-2-	2	14

*students with excessive absence
Although 95% level 3 was not achieved this outcome was still Considered a success due to the fact that two students had excessive absence.

- 2.1b Describe How Assessment Results Were Used to Improve Program: The outcome was a success and the need for customer service in all aspects of the automotive industry is sufficient evidence to permanently add these studies to the curriculum.
- 2.1c Describe how assessment Results Were Shared With Constituencies: These results were shared with the Automotive Service Technology Advisory Committee. The Committee agreed that this should be a part of the curriculum as it is now a certifiable area in the A.S.E. (automotive service excellence) program..

Heat, Ventilation, Air Conditioning, and Refrigeration

1. Intended Student Learning Outcome: Students enrolled in the HVAC program will gain knowledge and demonstrate the technical competencies necessary to troubleshoot, diagnose, and repair residential air conditioning and heating equipment.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Classroom theory concepts will be measured by the student ability to take periodic exams based on the material presented in the classroom using, lecture, textbooks, power-point lessons, and programmable software. This will include computer-simulated HVAC equipment. These exams will be used to compute student scores. Along with these scores will be a separate lab score and the final score will be the average of the two. This will provide a fair judgment for students who may excel in one area (Lab or Classroom), but not both.
 - 1.1a Describe How Assessment Results Were Used to Improve Instructional Program: There is a performance chart, listing all the lab competencies that students must accomplish, with the instructor's supervision and proof of completion. The instructor will maintain a separate form on each individual student and store these records in electronic form using Microsoft Excel software and also a hard copy form will be included in each individual student file folder. Also a class summary form will show overall class performance. The instructor will use this data to change and adjust classroom and lab procedures to increase the percentages listed in the course summary. However, things like poor attendance will be factored out of the changes necessary to increase instructional classroom and laboratory time.

	Students Enrolled	Students Completed	Class Percentage
Task		*	
Demonstrate liquid & vapor refrigerant charging methods	17	12	71%
Demonstrate systems vacuuming procedures	17	12	71%
Demonstrate refrigerant recovery procedures	17	9	53%
Demonstrate the above with heat pump systems.	17	6	35%

The above chart shows there needs to be improvement in the amount of lab time, to increase the percentages that are under 70 percent. With more actual hands on experience the students have in these areas the results should improve. This is based on the 2010 spring graduates, the procedure mention will be implemented in spring in 2011.

- 1.1b Describe How Assessment Results Were Shared with Constituencies: The describe individual student and classroom summary will be used to show student, their strengths and weaknesses and will also be used for making good referral to employers and to aid in the instructor's recommendation to employers for individual students.

- 1.1c Describe How Assessment Results Were Shared with Constituencies: Assessment results were shared with the Committee for the Assessment of Student Learning, department leadership, the Cabinet, and the Board of Trustee.
2. Intended Student Learning Outcome: Students enrolled in the HVAC program will be required to take the United States Environmental Protection Agency, otherwise known as the EPA Certification exam to conform to the Clean Air Act (section 608) that is administrated by the HVAC Excellence (ESCO) Corporation.
- 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Taking and passing the EPA (Section 608) exam will ensure students an enhanced opportunity to get a foot in the door when applying for employment in the HVAC fields. All HVAC companies must conform to this requirement. If a student does not have this certification when exiting the HVAC program and the company hires him or her without it, the student will have to obtain this certification on his or her own, in a short period of time. This is a lifelong achievement for the students and gives them the ability to buy, sell, service and handle refrigeration products. Data will be collected by the instructor who has access to the HVAC Excellence website, with a proctor access code. This will give the instructor data for class and individual achievement data.
- 2.1a Describe How Assessment Results Were Used To Improve The Instructional Program: Also, a class summary form will show the performance for each individual student. The instructor will use this data to change and adjust the classroom to increase the percentages listed in order to change and adjust the training and testing procedure related to this national exam. The list of students who took the exam in 2010 gives an overview of the preparation for this exam, and if it was effective for the students to have the necessary information to pass the exam.

	Students Enrolled	Students Completed	Class Percentage
Task		*	
Take HVAC Excellence Core exam	17	11	65%
Take HVAC Excellence Type I exam	17	8	47%
Take HVAC Excellence Type II exam	17	9	53%
Take HVAC Excellence Type II exam	17	5	29%

The above chart shows there needs to be a total revamping of the material used to prepare students for the E.P.A. exams. The time taken and the material will be reorganized to help bring these percentages up to at least 70 percent or above. This is based on the 2010 spring graduates, the procedure mention will be implemented in spring in 2011.

- 2.1b *Describe How Assessment Results Were Shared with Constituencies:*
Individual student scores will be used to show students their strengths and weaknesses and will also be use for making good referrals to employers and to aid in the instructor’s recommendation to employers for individual students. Also, this is a lifetime achievement for the student which will give the student a “foot in the door” for entering the HVAC field in any capacity.
- 2.1c *Describe How Assessment Results Were Shared with Constituencies:*
Assessment results were shared with the Committee for the Assessment of Student Learning, department leadership, the Cabinet, and the Board of Trustee.

**Academic Services
2009-2010**

Adams Vines Library

Expanded Statement of Institutional Purpose

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

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

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

Intended Administrative Outcomes

1. To provide the students with the necessary skills to successfully find information and materials in the library.
2. To determine if student use of the current free collection of E-books is great enough to purchase additional titles from the library's budget.

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

- 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The library provides orientation tours for a variety of classes each semester. The students will be asked to complete a short survey about the library orientation tour they have taken.

The students were asked to rate the tour from Strongly Agree to Strongly Disagree that the tour was helpful and informative. 75% of the students will Agree or Strongly Agree that the tour was informative and the information introduced to them during the orientation will be helpful to them when using the library to search for materials in the future.

The students will also be asked for suggestions for making the tour more effective.

The answers will be tabulated to determine if changes need to be made to the tour and assignment.

- 1.1a Describe Data Collected Data Analysis, and Relationships to Criteria for Success. Between Fall 2009 and Spring 2011, 562 students were given a tour of the library and completed a survey. Of those students, 94% or 528 Agreed or Strongly Agreed that the tour was helpful.
- 1.1b Describe How Assessment Results Were Used to Improve Unit Services: No changes will be made to the format of the library orientation tour as it appears the current format is working well.
- 1.1c Describe How Assessment Results Were Shared with Constituencies: As this particular assessment was primarily for the librarian's knowledge, it will only be published in the completed report document.

- 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The students are given a tour during their class period and at the end of the tour, they are given an assignment to complete using the information and skills provided during the tour. 75% of the students taking the tour will be able to correctly answer the questions on the assignment..

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

- 1.2a Describe Data Collected Data Analysis, and Relationships to Criteria for Success: Beginning the Fall 2009 Semester, the targeted Personal Development classes were not scheduled in the library to take a tour and complete the library assignment as had been done in the past. Therefore

this part of the assessment plan was not conducted.

In recent semesters, the librarian has conducted tours and given out the library exercise to various classes. The class instructor has had the completed assignment returned to them rather than to the librarian. The librarian has not had any feedback from instructors that the assignment was not being completed correctly.

- 1.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* No changes will be made to the format of the library orientation tour as it appears the current format is working well.
- 1.2c *Describe How Assessment Results Were Shared with Constituencies:* As this particular assessment was primarily for the librarian's knowledge, it will only be published in the completed report document.
2. *Intended Administrative Objective:* To determine if student use of the current free collection of E-books is great enough to purchase additional titles from the library's budget.
- 2.1 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* The library currently has access to a free collection of E-books from the Arkansas State Library. The logons and passwords have been made available to students. This information is located on the portal and in the library which allows them to access this collection.
- Statistics will be gathered from NetLibrary, the company supplying the E-books, to determine the number of logons and usage. The usage will determine if budgeted funds should be spent on this particular electronic resource. If there has been little or no usage, more information will be gathered before the purchase of titles is recommended.
- 2.1a *Describe Data Collected Data Analysis, and Relationships to Criteria for Success:* Statistics were gathered from the NetLibrary web site. From July through December 2009, there were 49 accesses to the site. There were 100 accesses to the site during 2010. Compared to the library's other electronic resources, this number is extremely low.
- 2.1b *Describe How Assessment Results Were Used to Improve Instructional Program:* It is the opinion of the librarian to continue access to the free collection, but to not spend budgeted funds on additional titles at this time.
- 2.1c *Describe How Assessment Results Were Shared with Constituencies:* This particular assessment was primarily for the librarian's knowledge, but this information will be used during the budget process and will be shared with the budget committee.
- 2.2 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* The students will be made aware of the E-books collection from the Arkansas State Library during orientation tours and in general reference interviews in hopes that the material will be accessed.

- 2.2a *Describe Data Collected Data Analysis, and Relationships to Criteria for Success* All 562 students who have had orientation tours during the last 4 semesters were made aware of this electronic resource. Other groups including the allied health students and Composition II students have also been made aware of this resource.
- 2.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* Students have been surveyed informally over the course of the last 4 semesters about their use of this collection. The librarian has suggested to students to use this collection when other topical resources were not readily available in the library.
- 2.2c *Describe How Assessment Results Were Shared with Constituencies:* This particular assessment was primarily for the librarian's knowledge, but this information will be used during the budget process and will be shared with the budget committee.

**Student Services
2009-2010**

Student 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:

Intended Administrative Objectives:

Financial Aid:

1. Develop and implement a new Business Office/Bookstore Report/Deferment
2. Determine students' preference of delivery for refund checks.

Testing Center:

1. The objective is to acquire online scheduling software to facilitate student access to the Testing Center.
2. Expand eCOMPASS testing at ANC Crisp Center, ANC Osceola Campus, and target schools Gosnell and Armored.
3. Determine the student or potential student demand for expanded Testing Center hours of operation.

Financial Aid

1. Intended Administrative Objective: Develop and implement a new Business Office/Bookstore Report/Deferment
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: For returning students the financial aid office will implement a deferment that will flow to both the business office and the bookstore for students receiving funding to cover tuition, fees and books. This deferment will be for students completing required applications/forms eliminating the need for them to visit financial aid or the business office. The number of students requiring Financial Aid Office contact will be reduced by 50%. The number of returning students visiting the business office/financial aid office was reduced by approximately 75%. There were a total of 1330 deferments written. However, less than 400 of those deferments were for students who physically visited the Financial Aid Office to obtain a deferment. The number of students requiring Financial Aid Office contact will be reduced by 50%.
 - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Track the number of students applying and completing applications/forms 15 days prior to the registration period. The number of students requiring Financial Aid Office contact will be reduced by 50%.
 - 1.1b Describe How Assessment Results Were Used to Improve Administrative Program: The number of returning students visiting the business office/financial aid office was reduced by approximately 75%. There were a total of 1330 deferments written. However, less than 400 of those deferments were for students who physically visited the Financial Aid Office to obtain a deferment. The deferment process as developed will continue and be monitored for success.
 - 1.1c Describe How Assessment Results Were Shared with Constituencies: Students will receive information via e-mail and ANC portal. Information gathered will be shared with the Assessment Committee, Board, and Cabinet.
2. Intended Administrative Objective: Determine students' preference of delivery for refund checks.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The Financial Aid Office will provide a survey to students receiving a refund check for the first payment of Pell during the Fall 2010 semester. The survey will ask the students to give their preference of delivery of refund checks; pick-up, mail or direct deposit. While picking up refund checks in the Business Office, students will complete a survey indicating their delivery preference. At least 50 % or more will respond by completing the survey.
 - 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Of the 836 students with a refund check the first Pell payment of the Fall 2010 semester, 632 responded. This is a 75.5 % response rate. Of

the 632 students responding, 70% (442) preferred to pick-up their refund check, 4.7% (30) preferred that their refund check be mailed, and 23.5% (149) preferred direct deposit of their refund. Of the students responding, 1.8% (11) marked more than one answer.

- 2.1b *Describe How Assessment Results Were Used to Improve Administrative Program:* Based on the survey results student refund checks will continue to be disbursed in the same manner.
- 2.1c *Describe How Assessment Results Were Shared with Constituencies:* Students will receive information via e-mail and ANC portal that refund checks will continue to be disbursed in the same manner. Information will also be shared with the Assessment Committee, Board, and Cabinet.

Testing Center

1. Intended Administrative Objective: The objective is to acquire online scheduling software to facilitate student access to the Testing Center.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Availability of on-line test scheduling software will be researched via the internet and sister-college contacts. The software will be evaluated for initial cost, system compatibility, ease of student use, and maintenance costs. If software is available and compatible, then software will be acquired, installed, and implemented for use.
 - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Test scheduling software was researched by both the internet and contacting similar sized colleges to determine the availability of software. Once various programs were identified, the MITS department reviewed software specifications for ANC system compatibility. In addition the start-up and maintenance costs were assessed for feasibility. Appropriate software was identified, purchased, installed, and utilized during the 2009-2010 academic year.
 - 1.1b Describe How Assessment Results Were Used to Improve Unit Services: From November 1, 2009 – January 31, 2010, software was reviewed. The software was purchased and installed in February 2010. Between March 1, 2010 to June 30, 2010, 868 appointments were scheduled, cancelled, and/or rescheduled via the on-test Test Scheduling software. The availability of this service provides expanded options to students and potential students for scheduling and changing appointments outside the regular office hours of 8:00 a.m. to 4:30 p.m. The Test Scheduling software is both cost effective and student service oriented. Therefore the license for renewal will be continued.
 - 1.1c Describe How Assessment Results Were Shared with Constituencies: Results of the acquisition and use of the Test Scheduling software were shared with the Budget Committee, MITS Department, Assessment Committee, Student Services, and auxiliary student programs such as TRIO.

2. Intended Administrative Objective: Expand eCOMPASS testing at ANC Crisp Center, ANC Osceola Campus, and target schools Gosnell and Armorel.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: At the request of target schools Gosnell and Armorel and for functionality and flexibility at the ANC Osceola Campus and Crisp Centers, installation possibilities of eCOMPASS will be reviewed. Network capabilities will be assessed for capability. By June 30th, the software will be loaded at each location.
 - 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: All four locations computer networks were assessed for installation, expansion, and/or up-grade capability by the ANC MITS

Department. It was determined that only the ANC Crisp Center and Osceola campuses had sufficient bandwidth to accommodate the eCOMPASS version of the software. ECOMPASS was loaded on 12 stations at the Osceola campus and 24 stations at the Crisp Center.

2.1b Describe How Assessment Results Were Used to Improve Unit Services:

Installation of eCOMPASS affords students the opportunity to test at additional locations and times convenient to the schedule. In addition, the eCOMPASS allows for immediate access of test scores at the main campus making the testing, data gathering, and registration process more efficient. Both the Gosnell and Armored locations could only support one CPU assessing the software at a time. Therefore the schools have opted to continue to bus their students to ANC to utilize our Testing Center. Gosnell and Armored will be reviewed periodically for increased functionality and additional computer stations will be loaded as their computer networks expand.

2.1c Describe How Assessment Results Were Shared with Constituencies:

Results of the system assessments were shared with Armored and Gosnell. In addition to the Blytheville Testing Center, testing capabilities at the Osceola and Crisp Centers are shared with target schools industries, and the community.

3. Intended Administrative Objective: Determine the student or potential student demand for expanded Testing Center hours of operation.

3.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:

Current Testing Center students, potential students, and third-party students will complete a paper survey to evaluate the need for expanding Testing Center hours based on the current type of tests being administered including eCOMPASS, ASSET, ANC Internet Computer-based course tests, ANC Internet on-line course tests, CLEP, PAX PN, PAX RN, and other third-party tests. Tests were administered during day, evening, and weekend hours. Surveys began during the late Spring 2010 semester and completed June 30, 2010.

3.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:

Students will complete surveys during the Spring 2010 semester. These students will reflect a diversity of type of test, day of test, and time of tests. The data collected will be tallied to determine if hours of operation meet student needs or if additional hours need to be considered. 186 students were surveyed. Eighty-five (85%) preferred testing between 8:00 a.m. and 4:30 p.m., 15% preferred evening hours of 5:00 p.m. to 7:00 p.m. and less than 1% preferred Saturdays between 8 a.m. and 12 noon.

3.1b Describe How Assessment Results Were Used to Improve Program: It was therefore determined that current hours of operation met 85% (158 students) of the student need. Additional surveys will be conducted during the 2011-12 academic year to determine the need for additional hours, staff, and feasibility.

- 3.1c *Describe How Assessment Results Were Shared with Constituencies:*
Results of the hours of operation survey were shared with the Assessment Committee and Student Services.

**Administrative Services
2009-2010**

Career Pathways

Expanded Statement of Institutional Purpose

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

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

Administrative or Educational Support Unit Mission Statement: The mission of the Career Pathways Program (CPI) at Arkansas Northeastern College is to assist eligible adults in meeting education and employment training goals in order to acquire and maintain a self-sustaining job and career pathway.

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

Intended Administrative Objectives:

1. Career Pathways students will gain an Employment Certificate in order to address the stated yearly augmented employment goals for employment.
2. Students identified with poor academic records or enrolled in short term programs will complete an Employment Certificate as a strategy for improving student persistence.

Career Pathways

1. Intended Administrative Objective: Career Pathways students will gain an Employment Certificate in order to address the stated yearly augmented employment goals for employment.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The Career Pathways Program will meet the stated yearly augmented employment goals of 55 percent employment for all CPI completers. Eighty percent of these individuals are to be employed six months later; 80% of those individuals are to remain employed for an entire 12 month period.
 - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: To monitor progress, monthly reports will be gathered on completers concerning their employment status. The monthly target will be to have 90% of the completers enter employment in hopes of reaching the yearly goal of 55% employed.

The monthly target of 90% applies to those student enrolled in the 2010-2011 school year. ANC Career Pathways had very few completers before December. Currently, we have a 78.26% employment status. Unfortunately, some students have moved out of state and cannot be counted as a positive result. The state is allowing students who live in Arkansas and work in other state to be counted as employed with proper documentation. Furthermore, there are students who are not seeking employment at this time. Our Career Services Facilitator is also concentrating more time and effort into helping those individuals who are unemployed find employment.

The Arkansas Department of Higher Education in conjunction with the Department of Workforce Services collects the UI wage data on Career Pathways students having completed their goal or educational program and entered or maintained employment. The data is distributed in April and October of each year and shows information one year behind the current calendar year. As Career Pathways in an Employment Program, success is evaluated by the number of individuals who enter employment and stay employed.

- 1.1b Describe How Assessment Results Were Used to Improve Unit Services: In April and October, CPI will evaluate official reports from the state using the UI wage data to assess employment goals in order to meet state employment standards.

Staff analyzed the data in order to modify and adjust efforts to help students find employment. By analyzing the data on CPI completers, it became evident that students finishing short term program were less likely to find employment or stay employed. Therefore, staff decided to put more emphasized on guiding and assisting these students at the beginning of their enrollment in Pathways. Students in short-term programs or student with poor academic transcripts are required to enroll in Teaching Ourselves Options for Living Successfully or the TOOLS Program. This program has

given students a better assessment of their *strengths, weaknesses, aptitudes, career preferences, plus all kinds of information* that could assist the students through school and employment because this assistance includes many areas of personal development and academic preparation.

Performance Objectives															
	Enrollment			TEA			Awards			Entered Employment		6 Months Employment		12 Month Employment	
	Goal	Yield		Goal	Yield		Goal	Yield		Goal	Yield	Goal	Yield		Yield
2005 2006 (FY06)		257		97	97			128							
2006 2007 (FY07)	270	330	60	70	111	41	70	108	38	55%	66.67%	80%	80.88%	80%	88.89%
2007 2008 (FY08)	350	382	32		125		175	237	62	55%	62.75%	80%	77.78%	80%	81.25%
2008 2009 (FY09)	423	427	4	38	45	7	212	295	83	55%	57.25%	80%	88%	80%	89.23%
2009 2010 (FY10)	429	445	16	55	55	0	215	237	22	55%	63.21%	*			
2010 2011 (FY11)	394	361	-33	40	53	13	197	106	-71	55%	***				
*Data not available at this time															

1.1c Describe How Assessment Results Were Shared with Constituencies: The CPI director sent UI Wage data results to all CPI staff members, and it was reviewed thoroughly at the weekly meetings. Additionally, the CPI director had assembled and distributed an employment notebook for each staff member so that she can have all this data organized and updated as these report come in from the state department.

2. Intended Administrative Objective: Students identified with poor academic records or enrolled in short term programs will complete an Employment Certificate as a strategy for improving student persistence.

2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: 80% of those required to take the Employability Certificate will complete this certificate.

2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Data was collected by each counselor at all CPI sites and summarized by the director. As this policy mandates that students must complete TOOLS to become a Pathways student, many never make it that far. This policy is not a roadblock; it is a measure to help student commit and become prepared for the financial and academic responsibilities of

college. Being committed and ready has kept students from experiencing a failure and has kept the door to College open. Pathways counselors can continue to help students prepare successfully for College.

Because many students enrolling in TOOLS never become CPI students, this determination has been difficult to make. Results are given below. This year being the first year for this mandate, CPI has not been able to verify all these statistics. However, the charts below seem to show a favorable trend.

- 2.1b *Describe How Assessment Results Were Used to Improve Unit Services:* At CPI meetings, counselors continually have given feedback on this new policy. The results seem to support our initial supposition that students needed more help on the front-end of the program even if the students are entering short-terms programs or considering work options.

This change in policy and procedures came about as a combined effort of our entire staff to have a better Bridge program for our students. Our Career Staff Support Facilitator led the way in creating the TOOLS program, and during our weekly staff meetings we have analyzed and discussed the program. Most staff members have been extremely pleased with the results, and the staff has noticed a better employment rate for some of our short term programs already.

- 2.1c *Describe How Assessment Results Were Shared with Constituencies:* Results are shared at our weekly meeting, in the meeting notes, and through emails.

Assessment of Employability/TOOLS Certificate Blytheville		
Participants	Students Required to Enroll in TOOLS	Clarification
Number Started	102 <i>(Students with poor history were required to complete TOOLS before enrolling in CPI.)</i>	<i>(Blytheville) # includes applicants as well as those who went on to enroll in CPI. Of the students who did not enroll in CPI we do not know who continued on in a program of study at ANC.</i>
Number completed as Bridge ONLY	18	<i>This group enrolled as an entry into Career Pathways and all are currently enrolled in CPI while in another program of Study at ANC and are <u>not</u> required to complete Workkeys until they are near graduation and ready to enter employment.</i>
Completed TOOLS	12	
Enrolled in Program of Study	36	<i>This number includes students who have completed as Bridge ONLY and those who are still working on the bridge while enrolled in a program of study.</i>

Assessment of Employability/TOOLS Certificate Paragould		
Participants	Students Required to Enroll in TOOLS	Students Earning TOOLS Certificate
Number Started	42	
Number Still Enrolled	10	
Completed TOOLS	27	
Completed Program of Study	See Below Numbers	
Percentage	84%	

Assessment of Employability/TOOLS Certificate Paragould		
Participants		
42		
-10 enrolled now	3 are dually enrolled in C.N.A.	
32	27 Completed (14 Non Degree Seeking)	84% Completed 4 GED 26 CRC
5	Never completed	6.25%
1	ASU	
26	Remained and Completed TOOLS	19 Working or 73%
13	Completed C.N.A. Training 5 Taking R.N. pre-requisites	12 or 92% Working Huge difference