

Institutional Assessment

2011-2012 Report



**Arkansas Northeastern College
Institutional Assessment**

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Introduction

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Assessment of student learning is fundamental to the progress and growth of Arkansas Northeastern College and an integral component of institutional effectiveness. 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.

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/Extended Campus Operations
Ginger Berry, Math and Science
Cindy Clark, Assessment Specialist/Chair
Chris, Cloninger, Management Information Technology Services
Paula Gragg, Solutions Group
Pat Ellis, College Preparatory and Learning Assistance Center
Deanita Hicks, Communications and Humanities
Brenda Hollifield, Allied Health, Physical Education/Recreation
Dr. Blanche Hunt, College Preparatory and Learning Assistance Center
Rosemary Lowe, Student Services
Renee Marshall, Administrative Services
Carol Mills, Academic Technology and Distance Education
Bronwyn Morgan, Academic Services
Tanya Pankey, Allied Health, Physical Education/Recreation
Deborah Parker, Arts and Sciences
Robin Singleton, Business and Technical Division
Beth Thompson, Advancement
Jaye Tipton, Extended Campus Operations
Dr. Paula Williams, Business and Technical Division
Dr. Gary Yarbrough, Communications and Humanities

Ex-Officio Members:

Mary Dement, Instruction
Laura Yarbrough, Student Services
June Walters, Administration

Report Submitted: June 19, 2013

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 reports and plans.
February	Program faculty/staff complete assessment reports and plans. Results are presented to the faculty/staff of the reporting area for a preliminary review.
February	Reports and plans due to the Committee for the Assessment of Student Learning (CASL).
March	Committee for Assessment of Student Learning reviews submitted reports and plans. The Committee provides feedback to each reporting area..
April	Finalized assessment reports and plans due to the Assessment Specialist.
June	Annual Institutional Assessment Report and Institutional Plan are presented to the Board of Trustees.

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**Academic Programs
2011-2012 Reports**

Arts and Sciences/General Education

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

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

Expanded Statement of Institutional Purpose:

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

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

General Education Outcomes:

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

**General Education
Program Level Assessment Report
2011-2012**

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

Semester	Students Testing into Plane Trigonometry
Summer, 2011	3 out of 43 = 11.6%
Fall, 2011	18 out of 95 = 18.9%
Spring, 2012	5 out of 84 = 5.9%
Summer, 2012	5 out of 43 = 11.6%
TOTAL	31 out of 275 = 11.3%

- 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: The criterion for success was not met.

For the Fall of 2012, homework assignments in My Labs Plus, a learning management system, will each contain a core of common problems in all sections in all courses.

Also, the Mathematics Department faculty is considering modularizing College Algebra. Every student will then receive the same instruction and study the same topics in every section. Content will be delivered using technology and the course will be mastery-based. This should raise the Compass exit scores. Discussions are under way to pilot test one modular section of College Algebra in the Fall of 2013.

- 1.1c Describe How Assessment Results Were Shared with Constituencies: Mathematics faculty from across the college have been meeting weekly to discuss issues arising from redesigning the developmental mathematics courses and the new Mathematical Applications course. Many good discussions concerning the teaching of mathematics have occurred at these meetings and that group of instructors has become a true "Math Department".

- 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: The data collected is in the following table.

Semester	Enrolled in Business Calculus and C or above in C Algebra at ANC	C or above in Business Calculus
Spring, '11	8	6 (75%)
Spring, '12	12	12 (100%)

From the data, it appears that students are successful in Business Calculus if they have passed College Algebra at ANC with a C or above. In the next assessment cycle, students enrolling in Math for Teachers I, Business Calculus, and Plane Trigonometry having passed (C or above) College Algebra at ANC will be tracked.

- 1.2b Describe How Assessment Results Were Used to Improve Instructional Program: College Algebra is the prerequisite for Business Calculus, so it is important to stress certain topics in College Algebra that will benefit those students in Business Calculus. In the Fall of 2012, the faculty decided to change from MyMathLab to MyLabsPlus through Pearson Publishing. With MyLabsPlus, there is more local control of the administrative aspects of this software package. Now, all College Algebra instructors are assigning the same core of homework problems and the data can be accessed by the administrator on our campus, making the course more uniform between sections and instructors.

- 1.2c Describe How Assessment Results Were Shared with Constituencies: This report will be shared with the instructors of all mathematics courses at ANC. It will also be published in the Assessment Report.

2. General Education Outcomes:

- Speak, listen, write and read competently in a critical and organized manner.
 - Use mathematical skills appropriate to the task.
 - Reason logically, develop independent thinking, use creative processes and scientific inquiry to analyze and make decisions.
- 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The ETS test, Proficiency Profile, has been administered to graduates receiving the AA and AS degrees for the last two years. The skills measured are grouped into proficiency levels, three levels for writing, three for mathematics and three for the combined set of skills

involved in reading and critical thinking. Data was received from ETS, classifying students as proficient, marginal, or not proficient at each proficiency level in the three areas. The two years of data will provide a baseline for further testing.

With only two testing cycles of data, it appears that the percent of students proficient in the highest level of each of the three areas is decreasing or remaining constant. Therefore, the criteria for success should be, "The percent of students scoring proficient on the highest level in each of the three areas will increase by at least one percent each in the next testing cycle."

2.1a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* The Proficiency Profile was administered to two cohorts of graduates in 2010-2011 and 2011-2012. The summary of scaled scores is listed in the table on the next page. With only two cohorts of data, no inferences can be made from this data. These two years will serve as a baseline of data.

The Proficiency Profile also categorizes students as Proficient, Marginal, or Not Proficient in three levels of reading, three levels of writing, and three levels of mathematics.

To be considered proficient at **Level 3 in Reading** (Critical Thinking in the table), a student should be able to:

- evaluate competing causal explanations
- evaluate hypotheses for consistency with known facts
- determine the relevance of information for evaluating an argument or conclusion
- determine whether an artistic interpretation is supported by evidence contained in a work
- recognize the salient features or themes in a work of art
- evaluate the appropriateness of procedures for investigating a question of causation
- evaluate data for consistency with known facts, hypotheses or methods

To be considered proficient at **Level 3 in Writing**, a student should be able to:

- discriminate between appropriate and inappropriate use of parallelism
- discriminate between appropriate and inappropriate use of idiomatic language
- recognize redundancy
- discriminate between correct and incorrect constructions
- recognize the most effective revision of a sentence

To be considered proficient at **Level 3 in Mathematics**, a student should be able to:

- solve word problems that would be unlikely to be solved by arithmetic; the answer choices are either algebraic expressions or are numbers that do not lend themselves to back-solving
- solve problems involving difficult arithmetic concepts such as exponents and roots other than squares and square roots and

- percent of increase or decrease
- generalize about numbers, e.g., identify the values of x for which an expression increases as x increases.
- solve problems requiring an understanding of the properties of integers, rational numbers, etc.
- interpret a graph in which the trends are to be expressed algebraically or in which one of the following is involved: exponents and roots other than squares and square roots, percent of increase or decrease
- solve problems requiring insight or logical reasoning.

ETS® Proficiency Profile				
Summary of Scaled Scores				
Abbreviated Form				
Test Description:				
Cohort year		2010-2011	2011-2012	Combined
Number of students tested:		94	78	172
Number of students included in statistics:		86	77	163
Number of students excluded:		8	1	9
		Mean Score		
	Possible Range	2010-2011	2011-2012	Combined
Total Score	400 to 500	440.72	438.77	439.8
Skill Subscores:				
Critical Thinking	100 to 130	110.91	110.08	110.52
Reading	100 to 130	117.99	117.09	117.56
Writing	100 to 130	113.34	113.47	113.4
Mathematics	100 to 130	111.81	111.86	111.83
Context-Based Subscores:				
Humanities	100 to 130	114.28	113.82	114.06
Social Sciences	100 to 130	112.92	112.53	112.74
Natural Sciences	100 to 130	115.22	113.71	114.51

- 2.1b *Describe How Assessment Results Were Used to Improve Instructional Program:* The data from the two cohorts of students will be used as a baseline for further study.
- 2.1c *Describe How Assessment Results Were Shared with Constituencies:* The data from ETS will be distributed to the General Education faculty. Discussions will be held concerning improving the percent of students scoring Proficient on Level 3 of each area.

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

1. Intended Student Learning Outcome: College Algebra students will be able to graph quadratic functions. The students will be able to graph each function, label the vertex, the axis of symmetry, the x-intercepts and the y-intercepts of the graph.
- 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: College Algebra students will be given a quiz at the end of the section which deals with graphing quadratic functions. Finding the x-intercepts will require students to solve a quadratic by factoring. A rubric will be used to grade the quizzes. Seventy percent of the students will successfully solve the quadratic equation to find the x-intercepts. Seventy percent of the students will be able to calculate the x and y coordinates of the vertex of the parabola.
- 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The data collected, by semester, is listed below.

Semester	Calculated vertex	Calculated x-intercepts
Summer, 2011	$16/45 = 36\%$	$14/45 = 31\%$
Fall, 2011	$30/100 = 30\%$	$32/100 = 32\%$
Spring, 2012	$8/66 = 12\%$	$19/66 = 29\%$
Summer, 2012	$21/40 = 53\%$	$19/40 = 48\%$
TOTALS	$75/251 = 30\%$	$84/251 = 33\%$

The criterion for success was not met.

- 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: The Mathematics Department has decided to use MyLabsPlus as the learning management software for College Algebra. Common homework assignments are being made in all sections beginning with the Fall of 2012. Quizzes are being given in one section and the items analysis from the system is being studied to see if instructors can benefit from it. Solving quadratic equations is an integral part of many of the operations in College Algebra and should be stressed in the prerequisite and also reviewed in the course.
- 1.1c Describe How Assessment Results Were Shared with Constituencies: Meetings of the Mathematics faculty are being held almost every Friday to discuss issues and this assessment report will be one of the topics presented.

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

- 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: That data collected, by semester, is in the table below.

Semester	Final Exam Question correct	
Summer, 2011	14/14 = 100%	
Fall, 2011	46/66 = 70%	
Spring, 2012	Vertex correct: 8/66 = 12%	x-int correct: 19/66 = 29%
Summer, 2012	Vertex correct: 21/40 = 53%	x-int correct: 19/40 = 48%

The criterion for success was not met.

- 1.2b Describe How Assessment Results Were Used to Improve Instructional Program: The Mathematics Department has decided to use MyLabsPlus as the learning management software for College Algebra. Common homework assignments are being made in all sections beginning with the Fall of 2012. Quizzes are being given in one section and the items analysis from the system is being studied to see if instructors can benefit from it. Solving quadratic equations is an integral part of many of the operations in College Algebra and should be stressed in the prerequisite and also reviewed in the course.

- 1.2c Describe How Assessment Results Were Shared with Constituencies: Meetings of the Mathematics faculty are being held almost every Friday to discuss issues and this assessment report will be one of the topics presented.

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

- 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: College Algebra students will be given a quiz after the section dealing with solving logarithmic equations. Solving the equation will require solving a quadratic equation by factoring. The logarithmic equation will also have an extraneous root. Seventy percent of the students will successfully solve the resulting quadratic equation. Additionally, seventy percent of the students will indicate that one of the roots is extraneous.

- 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The data collected is in the table below.

Semester	Solve for x	Discard extraneous solution
Summer, 2011	18/43 = 42%	22/43 = 51%
Fall, 2011	9/55 = 16%	7/55 = 13%
Spring, 2012	4/65 = 6%	2/65 = 3%
Summer, 2012	4/43 = 9%	1/43 = 2%
TOTALS	35/206 = 17%	32/206 = 16%

2.1b Describe How Assessment Results Were Used to Improve Instructional Program: The Mathematics Department has decided to use MyLabsPlus as the learning management software for College Algebra. Common homework assignments are being made in all sections beginning with the Fall of 2012. Quizzes are being given in one section and the items analysis from the system is being studied to see if instructors can benefit from it.

2.1c Describe How Assessment Results Were Shared with Constituencies: Meetings of the Mathematics faculty are being held almost every Friday to discuss issues and this assessment report will be one of the topics presented.

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

2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The data collected is in the table below.

Semester	Solve for x	Discard extraneous solutions
Summer, 2011	6/14 = 43%	
Fall, 2011	20/66 = 30%	
Spring, 2012	4/76 = 5%	2/76 = 3%
Summer, 2012	1/32 = 3%	1/32 = 3%

2.2b Describe How Assessment Results Were Used to Improve Instructional Program: The Mathematics Department faculty has decided to use MyLabsPlus as the learning management software for College Algebra, beginning with the Fall of 2012. Common homework assignments are being composed and assigned to every section, helping to standardize the curriculum. It is obvious from the data that we need to include more work on solving logarithmic equations and

stress the checking of results. Logarithms are covered during the last weeks of the course, and it seems likely that many instructors are finding it difficult to include the detail needed. Modularizing College Algebra is being considered and that would eliminate the problem of "course drift". All students in all sections would be required to complete exactly the same content.

2.2c Describe How Assessment Results Were Shared with Constituencies: Meetings of the Mathematics faculty are being held almost every Friday to discuss issues and this assessment report will be one of the topics presented.

3. Intended Student Learning Outcome: College Algebra students will be able to find the zeros of a polynomial function of degree three or higher.

3.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: College Algebra students will be given a quiz after completing the chapter on finding zeros of polynomial functions. The last two zeros will be found by using the quadratic formula and will be non-real, complex zeros. A scoring rubric will be used by all instructors. Seventy percent of the students will successfully solve the quadratic equation to find the final two zeros.

3.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The data collected is in the table below. The criterion for success was not met.

Semester	Quiz correct	Final Exam correct
Fall, 2011	21/47 = 45%	
Spring, 2011	23/69 = 33%	16/66 = 24%
Summer, 2012	20/41 = 49%	12/32 = 38%

3.1b Describe How Assessment Results Were Used to Improve Instructional Program: Although the criteria for success were not met, this data set is encouraging, compared to the previous data. By the end of the semester, students seem to be a little better at solving quadratic equations. Stressing this topic earlier in College Algebra may be helping students by the end of the semester. The use of MyLabsPlus should increase these scores in the next assessment cycle.

3.1c Describe How Assessment Results Were Shared with Constituencies: Meetings of the Mathematics faculty are being held almost every Friday to discuss issues and this assessment report will be one of the topics presented.

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

Note: In the Fall of 2012, Mathematics for Health Sciences was replaced by Mathematical Applications for Allied Health. The curriculum for Math Apps for Allied Health was developed with the aid of the ANC Nursing Faculty and a custom text was created through Pearson Publishing. The course is modular, mastery-based and technology driven. Students move to the next module only after mastering the previous module. Students have the opportunity to accelerate through the modules by skipping content if they prove mastery and also by working as fast as possible through the modules. The prerequisite content of basic math skills is contained within the course and problem-solving skills are also stressed beginning in Module 1.

Due to this major shift in the instructional delivery approach, no results are presented for the Math for Health Science course.

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

1. Intended Student Learning Outcome: The Music Appreciation students will be able to identify aurally five major musical compositions on the final.

1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: At least 70 percent of the students will score 80 percent or better on the listening portion of the final.

1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Of the students taking the exam, 40 out of 111, or 48 percent scored 80 percent or better on the listening portion of the final. This skill does not meet the criterion for success which was established.

	Listening Final Score
Number of Students with 80% or better	40
Number of Students with no score	27
Total Number of Students	111
Number of Students with Scores	84
Percentage of Students with 80% or Better	48%

1.1b Describe How Assessment Results Will Be Used to Improve Instructional Program: Musical pieces that are to be emphasized will be playing as the students enter the room. At the beginning of class, the students will be asked the names of the selections, the composers, and the characteristics of that period. The online classes will refer to the discussion board to get assignments dealing with the musical selections.

1.1c Describe How Assessment Results Were Shared with Constituencies: Each student has access to a grade book found on the ANC Portal. They are able to find out their scores on the graded quizzes and see what skills gave them problems. This information was shared with colleagues and departmental leadership.

2. Intended Student Learning Outcome: Students in Music Appreciation will be able to list three composers and at least three stylistic characteristics from the Baroque, Classical and Romantic style periods.

2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: At least 70 percent of the students will score 80 percent or above on the section of the unit tests covering stylistic characteristics.

- 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Of the students taking the exam, on the first attempt (unit exam), 39 out of 109, or 46 percent scored 80 percent or better on listing composers and characteristics from the Baroque, Classical, and Romantic periods. This skill does not meet the criterion for success which was established.

	Composers and Characteristics Unit Exam Results
Number of Students with 80% or better	39
Number of Students with no score	25
Total Number of Students	109
Number of Students with Scores	84
Percentage of Students with 80% or Better	46%

- 2.1b Describe How Assessment Results Will Be Used to Improve Instructional Program: Quizzes on the material will be administered to students during the semester and will emphasize the characteristic and composers of the three musical periods. Students will complete an activity in which they match composers and stylistic characteristics to the correct musical period.
- 2.1c Describe How Assessment Results Were Shared with Constituencies: Each student has access to a grade book found on the ANC Portal. They are able to find out their scores on the graded quizzes and see what skills gave them problems. This 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 who take the final, will score 80 percent or above on the section covering stylistic characteristics.

- 2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Of the students taking the exam, on the second attempt (final exam), 31 out of 107, or 39 percent scored 80 percent or better on listing composers and characteristics from the three musical periods. This skill does not meet the criterion for success which was established.

	Composers and Characteristics Final Exam Results
Number of Students with 80% or better	31
Number of Students with no score	27
Total Number of Students	107
Number of Students with Scores	80
Percentage of Students with 80% or Better	39%

- 2.2b *Describe How Assessment Results Will Be Used to Improve Instructional Program:* Quizzes on the material will be administered to students during the semester and will emphasize the characteristic and composers of the three musical periods. Students will complete an activity in which they match composers and stylistic characteristics to the correct musical period.
- 2.2c *Describe How Assessment Results Were Shared with Constituencies:* Each student has access to a grade book found on the ANC Portal. They are able to find out their scores on the final exam and see what skills gave them problems. This information was shared with colleagues and departmental leadership

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

1. Intended Student Outcome: Students who complete World Civilization to 1600 will demonstrate an understanding of historical cause and effect of a pair of key topics at two points during the course. They will furthermore illustrate this understanding in a cogent and well-organized essay that makes use of specific examples. An evaluation of the two essay questions will chart student development over the duration of the course.

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

At least 40% of students will score a three or higher on the scoring rubric for this question. Example topics for essay questions in World Civilization to 1600 may include early human origins and the cradle of civilization. Example topics for essay questions in World Civilization Since 1600 may include the Age of Exploration and the rise of modern China.

- 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The essays were evaluated using a five-point rubric. The essays were a component of the first exam. The results were compiled by semester and are summarized in the table below. World Civilization to 1600 and World Civilization Since 1600 are both included.

Semester	Percent Scoring 3 or Above	Raw Data
Spring 2011	53	14 out of 26
Fall 2011	65	21 out of 32
Spring 2012	75	24 out of 32
Total	65	59 out of 90

- 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: Students performed higher than expected. Students are having a difficult time with development, however, especially in regards to utilizing their critical thinking skills. Faculty will use the results to stress the importance of critical thinking and application of information.

- 1.1c Describe How Assessment Results Were Shared with Constituencies: A meeting will be held with the division to discuss the results.

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

Final Exam Essay - At least 60% of students will score a three or higher on the scoring rubric for this question. Example topics for final exam essay questions in World Civilization to 1600 may include the Middle Ages and the New World. Example topics for essay questions in World Civilization Since 1600 may include World War II and the Cold War.

- 1.2a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* The essays were evaluated using a five-point rubric. The essays were a component of the final exam. The results were compiled by semester and are summarized in the table below. World Civilization to 1600 and World Civilization Since 1600 are both included.

Semester	Percent Scoring 3 or Above	Raw Data
Spring 2011	93	27 out of 29
Fall 2011	87	21 out of 24
Spring 2012	78	28 out of 36
Total	86	76 out of 89

- 1.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* Students met the goal. It might be beneficial to focus on one survey class rather than all since the data combined both world civilization survey courses. This broad approach may be beneficial to assess writing skills and development of historic perspective, but a more acute approach may allow the instructors to address course specific issues. Members of the history faculty may also consider raising the requirement to 70%.
- 1.2c *Describe How Assessment Results Were Shared with Constituencies:* A meeting will be held with the division to discuss the results.

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

1. Intended Student Outcome: Students will demonstrate an understanding of historical cause and effect of a pair of key topics at two points during the course. They will furthermore illustrate this understanding in a cogent and well-organized essay that makes use of specific examples. An evaluation of the two essay questions will chart student development over the duration of the course.

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

First essay - At least 50 % of students will score a three or higher on the scoring rubric for this question. Example topics for essay questions in U.S. History to 1876 may include colonialism and the Revolutionary War. Example topics for essay questions in U.S. History Since 1876 may include Reconstruction and the Industrial Revolution.

- 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The essays were evaluated using a five-point rubric. The essays were a component of the first exam. The results were compiled by semester and are summarized in the table below. U.S. History to 1876 and U.S. Since 1876 are both included.

Semester	Percent Scoring 3 or Above	Raw Data
Spring 2011	65	21 out of 32
Fall 2011	70	21 out of 30
Spring 2012	68	19 out of 28
Total	68	61 out of 90

- 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: Students performed higher than expected. The faculty will continue to encourage the students to utilize their critical thinking and analytical skills, perhaps beyond predetermined expectations.

- 1.1c Describe How Assessment Results Were Shared with Constituencies: A meeting will be held with the division to discuss the results.

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

Final exam essay - At least 70% of students will score a three or higher on the scoring rubric for this question. Example topics for final exam essay questions in U.S. History to 1876 may include Manifest Destiny and the Civil

War. Example topics for essay questions in U.S. History Since 1876 may include Cold War and the energy crisis.

- 1.2a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* The essays were evaluated using a five-point rubric. The essays were a component of the final exam. The results were compiled by semester and are summarized in the table below. U.S. History to 1876 and U.S. Since 1876 are both included.

Semester	Percent Scoring 3 or Above	Raw Data
Spring 2011	77	33 out of 43
Fall 2011	79	22 out of 28
Spring 2012	78	28 out of 36
Total	78	83 out of 107

- 1.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* Students met the goal. It might be beneficial to focus on one survey class rather than all since the data combined both U.S. survey courses. This broad approach may be beneficial to assess writing skills and development of historic perspective, but a more acute approach may allow the instructors to address course specific issues. Members of the history faculty may also consider raising the requirement to 75%.
- 1.2c *Describe How Assessment Results Were Shared with Constituencies:* A meeting will be held with the division to discuss the results.

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

1. Intended Student Outcome: General Psychology students will be able to demonstrate basic knowledge of the psychoanalytic approach to explaining human behavior.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Students will be given a ten question multiple choice quiz at the end of the lesson covering the psychoanalytic approach. The questions will be designed to measure both recognition and application of knowledge. Seventy percent of those who take the quiz will score 7 or higher out of a possible ten.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A unit exam consisting of fifty multiple choice questions will be given covering the five major approaches to explaining human behavior. An item analysis will be conducted on those questions relating to the psychoanalytic approach. Seventy percent of the students taking the exam will answer those questions correctly.

Due to the retirement of the instructor who developed the assessment plan, data was not available for reporting. A new plan was created by the current instructor and the results will be reported in the next cycle.

**Introduction to Sociology
Course Level Assessment Report
2011-2012**

1. Intended Student Outcome: Students in Introduction to Sociology will be able to define and provide one example of institutional discrimination.
- 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: On the unit exam covering institutional discrimination, 50% or more of the students will be able to define and provide one example of institutional discrimination.
- 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Data has been obtained from Spring 2011, Fall 2011, and Spring 2012 semesters. All sections of Introduction to Sociology taught by the full-time instructor are represented in the data.

Specific multiple choice questions on the 3rd unit exam of each semester were used to assess student comprehension of institutional discrimination. One question asked students to correctly identify an example of institutional discrimination, while another asked them to correctly identify the definition.

Analysis of Data:

SPRING 2011	FALL 2011	SPRING 2012
N=57	N=95	N=66
Both questions answered correctly=28 (49%)	Both questions answered correctly=52 (55%)	Both questions answered correctly=48 (73%)
Only able to identify example=26 (46%)	Only able to identify example=30 (32%)	Only able to identify example=14 (21%)
Only able to identify definition=0	Only able to identify definition=4 (4%)	Only able to identify definition=4 (6%)
Not able to identify either= 3 (4.5%)	Not able to identify either= 9 (9%)	Not able to identify either=0

There was a linear improvement in performance on this measure from Spring 2011 to Spring 2012. Students met the criteria for success in Fall 2011 and Spring 2012, but missed it by one percentage point in Spring 2011. Taking into consideration that many of them were at least able to identify an example of institutional discrimination, the scores for this semester are still somewhat satisfactory.

- 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: Based on analysis of assessment data from 2010, the instructor changed the approach to covering key terms in the course. Students were given much more guidance with regard to the core terms that they should focus on in their preparation for the exams, with institutional discrimination being one of their terms. Considering that the criteria for success was met in 2 of the three semesters, and almost met in the 3rd, it would appear that the changes were fruitful.
- 1.1c Describe How Assessment Results Were Shared with Constituencies: Students received test results within one week from the time that the test was administered.
- 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: When prompted by a short answer question on the Introduction to Sociology final exam, 70% of students will be able to define and then provide one example of institutional discrimination.
- 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Data has been obtained from Spring 2011, Fall 2011, and Spring 2012 semesters. All sections of Introduction to Sociology taught by the full-time instructor are represented in the data.

Specific multiple choice questions on the 3rd unit exam of each semester were used to assess student comprehension of institutional discrimination. One question asked students to correctly identify an example of institutional discrimination, while another asked them to correctly identify the definition.

SPRING 2011	FALL 2011	SPRING 2012
N=78	N=79	N=94
Both questions answered correctly=51 (65%)	Both questions answered correctly=47 (59%)	Both questions answered correctly=55 (58%)
Only able to identify example=19 (24%)	Only able to identify example=28 (35%)	Only able to identify example=29 (31%)
Only able to identify definition=2 (3%)	Only able to identify definition=1 (1%)	Only able to identify definition=1 (1%)
Not able to identify either=6 (8%)	Not able to identify either=3 (4%)	Not able to identify either=9 (10%)

Spring 2011 came closest to meeting the criteria for success, with 65% being able to answer both parts of the semester. After that, there was a slight decline in performance each subsequent semester, with the one exception to this trend being a slight increase in the number of

students who could at least correctly identify the example.

- 1.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* Institutional discrimination is a difficult concept to process, but that doesn't explain the drop in performance with each semester. Instructor plans on making changes to the study guide for the final exam that he provides, in order to draw more attention of students to core concepts such as institutional discrimination.
- 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 Outcome:* Students in Introduction to Sociology will be able to list the elements of the sociological perspective and then relate them to a contemporary social issue.
- 2.1 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* When asked on the unit exam covering the sociological perspective, 50% or more of the students will be able to list the elements of the sociological perspective and then relate them to a contemporary issue.
- 2.1a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* Data has been obtained from Spring 2011, Fall 2011, and Spring 2012 semesters. All sections of Introduction to Sociology taught by the full-time instructor are represented in the data.

Specific multiple choice questions on the 1st unit exam of each semester were used to assess student comprehension of the sociological perspective. Two questions were used, with each one addressing one of the two elements of the sociological perspective. The first question students encountered dealt with "seeing general patterns in familiar events", while the 2nd question addressed "seeing strange explanations in familiar events".

Analysis of Data:

SPRING 2011	FALL 2011	SPRING 2012
N=69	N=104	N=75
Both questions answered correctly=29 (42%)	Both questions answered correctly=46 (44%)	Both questions answered correctly=26 (35%)
Only "general patterns" question answered correctly=27 (39%)	Only "general patterns" question answered correctly=41 (39%)	Only "general patterns" question answered correctly=46 (61%)
Only "strange explanations" question answered correctly=8 (12%)	Only "strange explanations" question answered correctly=8 (8%)	Only "strange explanations" question answered correctly=0 (0%)
Neither question answered correctly=5 (7%)	Neither question answered correctly=9 (9%)	Neither question answered correctly=3 (4%)

The criterion for success was never achieved. Students seem to be grasping the idea of "general patterns in particular cases" much better than "strange explanations in familiar events". This is understandable, since patterns in sociology can be observed using data and other visual representations. "Strange explanations", by contrast, requires abstract and critical reasoning skills.

- 2.1b Describe How Assessment Results Were Used to Improve Instructional Program: Beginning with the fall 2012 semester, instructor is providing practice questions for each unit exam. The practice questions for the first exam contain multiple items that deal with the sociological perspective. Bringing increased attention to this concept should result in an improvement in performance with regard to this assessment measure.
- 2.1c Describe How Assessment Results Were Shared with Constituencies: Students received test results within one week from the time that the test was administered.
- 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: When asked on the Introduction to Sociology final exam, 70% of students will be able to list the elements of the sociological perspective and then relate them to a contemporary social issue.
- 2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Data has been obtained from Spring 2011, Fall 2011, and Spring 2012 semesters. All sections of Introduction to Sociology taught by the full-time instructor are represented in the data. One specific question on the final exam dealt with "seeing general

patterns in particular cases". The 2nd part of the sociological perspective, "seeing strange explanations in familiar events" was not adequately addressed on the final. The instructor will correct this beginning with Fall 2012 semester.

Analysis of Data:

SPRING 2011	FALL 2011	SPRING 2012
N=78	N=79	N=94
Question answered correctly=63 (81%)	Question answered correctly=72 (91%)	Question answered correctly=80 (85%)

Students did quite well in being able to recognize that "seeing general patterns in particular cases" is an important part of the sociological perspective. However, no substantial conclusion can be reached regarding whether the criteria for success for this measure were obtained, since the final exam did not address "seeing strange explanations in familiar events". This oversight will be corrected beginning with the final exams for Fall 2012.

- 2.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* Instructor will ensure that final exams include questions for both parts of the sociological perspective.
- 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.

**Humanities Through the Arts
Course Level Assessment Report
2011-2012**

1. Intended Student Outcome: In Humanities Through the Arts, students will be able to critically assess a work of art based on its content, context, and subtext.

- 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A two page writing assignment on a work of art from a given list. For the subtext portion of the assignment, students must have at least a developed paragraph discussing if any hidden meaning exists or a comment from the artist is evident, and there must be a personal reaction to this and the work as a whole.

The mean score for the subtext portion of the rubric will be 10/15 points.

- 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The results are as follows:

21 students turned in the writing assignment

16 scored at least 10/15 points for the subtext portion of this assignment.

After reviewing the results from the subtext portion of this writing assignment, students do tend to grasp this assignment. While showing an understanding of the subtext of a piece of artwork is still a weak portion of their discussion, the weakest portion of this exercise is the MLA documentation of the information concerning the artist and time period. The weakest portion of this is the discussion of any hidden meaning, factoring in the time period and artist's background.

- 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: Because of these results, the instructor decided to ask about the subtext of a piece of artwork for future exams in order to receive more data in the future and to better see if the students grasp the concept. The instructor also plans to thoroughly discuss MLA and provide documentations supplements.

- 1.1c Describe How Assessment Results Were Shared with Constituencies: In order to share the information learned from this portion, the instructor provided written feedback to the individual students stressing the strengths and weaknesses regarding this assignment. Students saw immediate grades, via the portal, and comments within the feedback section.

2. Intended Student Outcome: Students in Humanities Through the Arts will be able to adequately explicate a Shakespearean sonnet.

- 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One question on exam three requires students to discuss

both the form and content of a sonnet. For the form portion of the question, students should mention that the sonnet follows a closed form pattern, explain what iambic pentameter is, and discuss how Shakespeare divides the poem into four parts. Students must recognize that the last two lines of the fourteen lined poem make up a couplet and usually provide a moral message from the writer.

The mean score for the format portion of the rubric will be 5/10 points.

2.1a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* The results are as follows:

48 students took the exam

36/48 scored at least a 5/10 for this question

The average scores for this assignment were 3.83, 5.15, and 5.3 for the three semesters I collected data.

The analysis of the test question was very helpful, showing me the degree of difficulty for the question. The students still struggle with this portion of the exam. After reviewing the results, I want to divide the existing question into two different questions. I think students would better understand what their goal is if I have one question asking about format and one question asking about content. Then, the data will be easier to assess and their intent should be clear.

2.1b *Describe How Assessment Results Were Used to Improve Instructional Program:* From the results, I need to make sure that students concentrate on the writing structure and fundamental poetic elements, including iambic pentameter and sonnet explanation. I will revise any notes and add supplemental material to the lecture notes covering the sonnet.

2.1c *Describe How Assessment Results Were Shared with Constituencies:* After evaluating the results of this assignment, the instructor provides individual students with written feedback, stressing the weaknesses and strengths of their written explications. Students know immediately how successful they are, since the portal allows the students to view the exam and view the grading of each exam question. For this test question, the instructor explains the exact characteristics they should have mentioned within the explication of the poem within the feedback section of the exam.

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

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

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

- 1.1a Description of Data Collected and Assessment Results: The paper described above 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 Spring 2011, Fall 2011, and Spring 2012 semesters, a total of 179 students turned in an analytical essay for assessment. Of the 179 students who turned in the paper, 131 students earned a grade of 75% or better on the paper. About 73% of the students scored 75% or better on the essay. Our goal was that at least 80% of students would make 75% or better on the essay.

- 1.1b *Use of Results to Improve Instructional Program:* The percentage of students who made a grade of 75% or better, fell below our goal of 80%. We are very concerned about this because it indicates that this group of students had great difficulty analyzing literature and using outside sources to do so. Most students, even with a grade of 75% or better, still had some fundamental difficulties in analyzing literature, especially in writing. This is an ongoing problem, along with documentation of sources. One way we have addressed this is to take more time in world literature classes to review basic conventions of research, and in the future, we will make better use of modeling good analytical writing and documenting sources. For future sections, we might also consider making the incentive to turn the paper in more urgent by making the paper count for more of the final grade in the class. Several students did not turn in papers, and many did not bring a rough draft in before the paper was due. We will make the rough draft mandatory for future sections, and this should somewhat improve the end product.
- 1.1c *Describe How Assessment Results Were Shared with Constituencies:*

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

1. Intended Student Outcome: students will be involved in interactive environments that contribute to their physical, mental, and emotional well being.
 - 1.1 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: One hundred percent (100%) of all students enrolled in the Fitness for Life Course will identify three unhealthy behaviors and develop a personal action plan to improve or maintain health enhancing physical fitness during the first two weeks of the course.
 - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: There were 176 students in the Fitness for Life classes that completed the assignment (identify three unhealthy behaviors & develop a personal action plan). These students complete the Fitness for Life Survey to provide evaluation of meeting the course objectives including their personal health plan. An additional assignment implemented in the Spring 2011 provided students the opportunity to evaluate by category how they met their personal goals to determine the area or category most challenging. The Personal Action Goals were categorized in the following three areas: 1) Physical Activity, 2) Weight Control, and 3) Well-being.

Results are reflected in the following tables:

Unhealthy Behaviors & Personal Action Goals: Assessment Results		
Total Responding 176		
Identified 3 unhealthy behaviors	176	100%
Developed Personal Action Plan	176	100%
Meet Goals in Plan		
1 = did not meet goals	3	2%
2 = partially met goals	4	2%
3 = met 50% of goals	4	2%
4 = met 75% of goals	84	48%
5 = met 100% of goal	81	46%

Of the 176 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 165 or 94% responded they met 75% to 100% of their goals. Only 11 or 6% of the students indicated they met 50% or less of their goals. The personal goal category that presented students the greatest challenge was "Weight control".

- 1.1b *Describe How Assessment Results Were Used to Improve Instructional Program:* The intent of the measurement was met. Results provide students the opportunity to establish their own personal goals and to assess their success at the end of the course. Results indicated that 94% of students were meeting their personal goals and by categorizing the personal goals faculty gained insight into the area that students find most challenging. Instructional improvement includes provision of additional instruction in the three category areas, personal training or wellness advising. Adding tangible assignments to the course that includes: weekly review and monitoring of the Student's Personal Action Plans; journaling of daily food and drink intake; complete a behavior change contract and a student stress scale that provides a rough indication of stress levels and health consequences for instructional purposes.
- 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 Fall 2011, Spring 2012, and Sum I & II 2012. There were a total of 176 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. Results of the 176 students completing the survey are in the table on the next page.

Overall Course Objectives for "Fitness for Life" course were met		
Survey Options	Total Student Responses	Total Student Percentage
Strongly Disagree (1)	3	2%
Disagree (2)	6	3%
Undecided (3)	12	7%
Agree (4)	84	48%
Strongly Agree (5)	71	40%
Met Objectives at 4 or >	155	88%

1.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* The results indicated that 19 students or 11% 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. Data is provided as a result of expanding the old measurement tool to include achieving specific Fitness Behaviors as noted in 1.1 of the Assessment Report. As a result, a more intense evaluation tool and assessment method was utilized over the last 3 terms 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 added to the Student survey provided students opportunity to evaluate their progress in meeting their action plan to attain 3 healthy behaviors. A pre and post-test also provided students a framework for recognizing the outcomes of meeting healthy behavior goals. Instructors will continue to assist students in future classes to set 2 to 3 realistic fitness goals to meet during the course. Evaluation of those individual goals will be reviewed in conjunction with future data to assist in further analyzing the complete evaluation tool and meeting assessment benchmarks.

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.

1.3 *State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success:* Eighty five percent (85%) of students will indicate an improvement in mental and emotional health as reflected in the pre and post course physical evaluation tool by increasing one point on an scale of 1 to 5 with 1 being the lowest and 5 the highest in the following areas:

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

1.3a The Wellness Behavior Pre and Post Fitness for Life Course Survey were used to determine student's self-evaluation of their Wellness Behaviors. The 4 question Pre Survey was developed to evaluate student's perception of their Wellness Behaviors at the beginning of the Fitness for Life Course. Results of the Pre Survey were utilized by students to develop a Wellness Plan to improve Wellness Behaviors that was re-evaluated at the conclusion of the course using the Post Survey which measured effectiveness of the individual Wellness Plans to improve both mental and emotional health.

Criteria for success was established at 85% of all students completing both Pre and Post Course Survey would indicate they had improved by 1 point on each of the four items of the survey. A likert scale was used to measure both the Pre and Post Course Survey using a 1-5 scale with 5 being the highest and 1 being the lowest level of meeting the

intended goals. The following two tables reflect the results of the Spring 2012 Fitness for Life Course Surveys with 102 participating in the Pre-Test and 90 students in the Post Test.

Fitness for Life Wellness Behaviors Pre Survey Results Total Students Participating: 102					
Wellness Behaviors/Level of Meeting Goals	5 Exceeds	4 Above Average	3 Average	2 Below Average	1 Not Met
Increased motivation to participate in various scheduled activities	31 or 30%	22 or 22%	33 or 32%	10 or 9.8%	6 or 5.8%
Decreased stress levels	25 or 25%	29 or 28%	28 or 27%	10 or 9.8%	10 or 9.8%
Increased self-confidence from accomplishing tasks	33 or 32%	39 or 38%	17 or 16.6%	7 or 6.8%	6 or 5.8%
Increased satisfaction with quality of life on campus	28 or 27%	31 or 30%	23 or 22.5%	10 or 9.8%	10 or 9.8%

Fitness for Life Wellness Behaviors Post Survey Results Total Students Participating:					
Wellness Behaviors/Level of Meeting Goals	5 Exceeds	4 Above Average	3 Average	2 Below Average	1 Not Met
Increased motivation to participate in various scheduled activities	48 or 53%	33or 36.6%	9 or 10%	0	0
Decreased stress levels	57 or 63%	15 or 16.6%	3or 3%	15or 16.6%	0
Increased self-confidence from accomplishing tasks	48 or 53%	30 or 33%	9 or 10%	3or 3%	0
Increased satisfaction with quality of life on campus	54 or 60%	24or 26.6%	9 or 10%	3or 3%	0

Increased 1 point from Pre to Post-Test (90 completing Post Test)			
Wellness Behaviors/Level of Meeting Goals	Yes	No	% Increased by 1 Point
Increased motivation to participate in various scheduled activities	84	6	93%
Decreased stress levels	80	10	89%
Increased self-confidence from accomplishing tasks	84	6	93%
Increased satisfaction with quality of life on campus	80	10	93%

Analysis of Data indicated that a total of 102 students in the Fitness for Life Course completed the Pre-test and of that 90 students completed the Post-test. Of the 90 students completing the Post-test in the four Wellness Behaviors, 89% - 93% of students indicated a one point improvement in each area exceeding the benchmark 85%. The variance in students completing the Post-test was due to course withdrawals by the end of the terms.

Of the 102 students completing the Pre-test and the 90 students completing the Post-test the following tables indicate those rated with a three or less in the Wellness behaviors.

Pre-Test Results with a 3 or less Wellness Behaviors		
Wellness Behaviors/Level of Meeting Goals	3 or Less on Pre-test	Percent
Increased motivation to participate in various scheduled activities	49	48%
Decreased stress levels	48	47%
Increased self-confidence from accomplishing tasks	30	29%
Increased satisfaction with quality of life on campus	43	42%

Post-Test Results with a 3 or less Wellness Behaviors		
Wellness Behaviors/Level of Meeting Goals	3 or Less on Pre-test	Percent
Increased motivation to participate in various scheduled activities	9	10%
Decreased stress levels	18	20%
Increased self-confidence from accomplishing tasks	12	11%
Increased satisfaction with quality of life on campus	12	11%

Percentage Points Improved from Pre to Post-Test by Wellness Behaviors			
Wellness Behaviors/Level of Meeting Goals Scored 3 or less on both the Pre and Post Test	Pre-test	Post-test	Percent Points Improved
Increased motivation to participate in various scheduled activities	48%	10%	38%
Decreased stress levels	47%	20%	27%
Increased self-confidence from accomplishing tasks	29%	11%	18%
Increased satisfaction with quality of life on campus	42%	11%	31%

Improvement was noted on the Post-test in all four Wellness Behaviors with the greatest improvement in "Increased satisfaction with quality of life on campus" and the least improvement in "Increased self-confidence from accomplishing tasks".

- 1.3b *Describe How Assessment Results Were Used to Improve Instructional Program:* The Pre and Post-Test in the Wellness Behaviors has provided instructors new and interesting data regarding student's self-perception of their Wellness Behaviors at the beginning and end of the Fitness for Life Course. Currently faculty are researching strategies to assist students in improving in their identified areas of Unhealthy Wellness Behaviors that is realistic, measurable and provides students frequent feedback throughout the Fitness for Life Course. Faculty have established a goal to assist students in establishing Life Changing Behaviors that will last beyond the completion of the course. Faculty have been challenged to implement two new strategies for the Spring 2013 Fitness for Life Course that has not been utilized in previous course.
- 1.3c *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
Assessment Report
2011-2012**

Expanded Statement of Institutional Purpose

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

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

Intended Student Outcomes

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

Note: In the Fall of 2012, the developmental education curriculum for reading, writing, and mathematics was redesigned. Basic Math Skills, Beginning Algebra, and Intermediate Algebra were combined and the content incorporated into the Fundamentals of Algebra course. The content of Basic Writing Skills, Fundamentals of Composition, College Reading Skills and Advanced Reading Techniques was integrated into the Fundamentals of Language course.

Due to this major shift in the instructional delivery approach, no results are presented for the developmental education courses that were in place prior to the redesign.

Allied Health

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

**Associate Degree Nursing Program
Assessment Report 2012
For Class of 2009-2011**

Expanded Statement of Institutional Purpose:

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

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

Intended Student Learning Outcomes:

1. Graduates will meet the Arkansas State Board of Nursing and the National League for Nursing Accrediting Commission (NLNAC) standards.
2. Graduates will meet the ANC Nursing goals for Progressive Testing Exams and student retention.
3. Employed graduates will indicate through surveys that the Arkansas Northeastern College Associate Degree Nursing curriculum has prepared them to practice as competent registered nurses.
4. Graduates employed by healthcare agencies in the Arkansas Northeastern College service area will meet expected outcomes for the beginning registered nurse as reflected by employer surveys.
5. Students will meet established course (Introduction to Nursing Interventions and Psychosocial Adaptation) objectives and outcomes in the Associate Degree Nursing Program.

1. Intended Student Learning Outcome: Graduates will meet the Arkansas State Board of Nursing and the National League for Nursing Accrediting Commission, Inc. (NLNAC) standards.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Eight five percent (85%) of graduates will obtain an average score of 850 or greater on the Health Education System, Inc. (HESI) Exit Exam for predicting outcomes NLNAC.

The HESI Exit Exam is comprehensive on-line examination purchased by the student in the last semester. The exam is proctored by Nursing faculty and is administered at the end of the program but before graduation and provides an indicator or predictor of how the individual students and the class as a whole will perform on the NCLEX-RN exam. Faculty receives individual results and a Summary of Aggregate Findings from HESI that provides data by content area compared to national average. Students are required to make a score of 850. However, students complete two end-of-program comprehensive Exams (ATI and HESI), and must score at or above the benchmark score on one of the required exams.

- 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The December 2010 HESI Exit Exam results were as follows: Overall aggregate score of 816. The NLNAC sub-areas/results of the HESI Exit Exam were: Critical Thinking 818, Therapeutic Nursing Interventions 836 and Therapeutic Communications 670.

The May 2011 HESI Exit Exam results were as follows: Overall aggregate score of 785. The NLNAC sub-areas/results of the HESI Exit Exam were: Critical Thinking 782, Therapeutic Nursing Interventions 779 and Therapeutic Communications 800.

Students whose scores are at Below Acceptable Performance and Needs Further Preparation require varying degrees of preparation/remediation to ensure success on the NCLEX-RN. Students with scores at the level of Recommended Performance and Acceptable Performance can expect to pass the NCLEX-RN (barring any interpersonal variable such as a death in the family, excessive test anxiety, etc.). The performance levels of the December 2010 and May 2011 classes are reported in the table above. Results of the HESI Exit Exam reflected an overall prediction that 36% of the December 2010 and 37% of May 2011 graduates would have an acceptable performance or greater to pass the NCLEX-RN exam. The Hurst Review Course was completed following the HESI Exit Exam by 100% of the December 2010 and May 2011 graduates.

HESI Exit Exam Scores: Prediction of Student NCLEX Success Table 1					
		December 2010		May 2011	
HESI Scoring Interval	Performance Level	# of Students	% of Students	# of Students	% of Students
950 >	Recommended Performance	2	8%	6	9.00%
900 - 949		4	16%	8	11.00%
850 - 899	Acceptable Performance	3	12%	12	17.00%
800 - 849	Below Acceptable Performance	4	16%	8	11.00%
750 - 799		6	24%	8	11.00%
700 - 749	Needs Further Preparation	2	8%	11	16.00%
650 - 699		3	12%	6	9.00%
< 649		1	4%	11	16.00%

- 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: Subject areas continue to be analyzed based on the changes within the HESI reporting system. Course content and curriculum restructuring continues on an ongoing bases to meet best practices and/or recommendations from the ASBN & NLNAC. Faculty continues to support the use of the HURST Review Course, along with the ATI Comprehensive Predictor exam, which provides students review and preparation for the NCLEX. Faculty agree the HESI Exit Exam continues to be an adequate predictor of passing NCLEX while providing students direction within those areas that need remediation prior to sitting for the NCLEX-RN. The HESI is recommended for continued use as an assessment tool for the next academic year. After faculty review results of the HESI, they work on enhancing lesson planning in the content areas that fall below national average. Faculty are also reviewing unit and final exams in all nursing courses to include a majority of test writing format at higher levels to challenge students in preparation for NCLEX success. The approved NCLEX-RN testing blueprint continues to be a tool utilized in review and revision of nursing course curriculum to appropriately include and distribute content based on blueprint revisions. Item writing/testing have and continue to be revised to meet the new testing methodologies by the NCLEX. Faculty will be completing an on-line course sponsored by the National Council of State Boards of Nursing on Item Writing and Test construction during the Summer of 2012.
- 1.1c Describe How Assessment Results Were Shared with Constituencies: Results are shared with nursing faculty, nursing students, and Nursing Advisory Committee members. Results are then submitted to the Committee for Assessment of Student Learning (CASL) Members. Results are published in the ANC Institutional Assessment Report and

submitted annually to the ANC Board of Trustees for review and approval.

- 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: The ADN Program graduates will meet the benchmark of 88% or National Average or higher on the NCLEX-RN as a first time writer as reported on the Arkansas State Board of Nursing Annual Pass Rate Report.

Pass rates are monitored for both the generic (first time admission) students and those returning from a previous admission in the ADN Program. Pass rate data is also collected by graduating class annually from each cohort in May and December. The official report is received each year from the Arkansas State Board of Nursing that aggregates the data from all individual students attempting the NCLEX-RN the first time and reports their success or failure. The Nursing School is given an annual percentage pass rate reported each July 1st and includes graduates who have tested from July 1 of the previous year through June 30 of the reporting year. The ASBN requires pass rates be above 75%. The NLNAC requires the pass rate to meet or exceed the national average pass rate for the reporting year.

- 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The official pass results from the Arkansas State Board of Nursing are based on collection of data over a twelve month fiscal year (July 1, 2010 - June 30, 2011). ANC Associate Degree Nursing Program pass rate for 2011: 73.8%. The results did not meet the ASBN, NLNAC or department benchmark for student success on the NCLEX.

- 1.2b Describe How Assessment Results Were Used to Improve Instructional Program: As a result of the low pass rate faculty continue to use Assessment Technology, Inc. (ATI) Exams as an instrument to evaluate student learning and as a resource for supplemental learning. In addition to testing student learning, ATI resources are used to support student learning through faculty assignments and test-taking tutorials. ATI exams are now required for returning nursing students to demonstrate continued validation of course content in any previous courses completed in the program from the previous enrollment. Each returning student is also required to complete a Clinical Skills Validation and a Math Competency Assessment. All generic students complete the Skills Validation, during the first year and Math Competency Assessments are completed in each course of the two year program. Additionally, Prep-U software was evaluated and implemented in the Spring 2011 to assist students in content preparation, review of skills, and test taking skills all that contribute to the success of both the generic and returning student. At the completion on each Nursing Course students complete a short course evaluation. The survey results assist to identify areas needing improvement. Based on these reviews and previous Post graduation survey results, an additional faculty driven comprehensive review was developed and implemented in December 2011. A comprehensive Action Plan was developed and implemented in the Fall 2010 as results of the 2010 graduate NCLEX results were

indicating a decline in the pass rates. A majority of student results were ultimately reported in July 2011 Arkansas State Board of Nursing Pass rate of 73.8%. The Spring 2011 Class results also reflect the same lower than benchmark pattern as noted with the 2010 class. The Action Plan has been further expanded to include strategies in all aspects of the program.

- 1.2c *Describe How Assessment Results Were Shared with Constituencies:*
Results are shared with nursing faculty, nursing students, and Nursing Advisory Committee members. Results are then submitted to the Committee for Assessment of Student Learning (CASL) Members. Results are published in the ANC Institutional Assessment Report and submitted annually to the ANC Board of Trustees for review and approval.

**Table 2
NCLEX Results and Action Plan/Quality Intervention**

Report Date	NCLEX Annual Pass Rate	Action Plan/Quality Intervention	Date Implemented
July 1, 2008	78.8%	ATI and HESI Testing continue. Faculty reviewed areas of low performance on ATI Progressive & Comprehensive Testing Results to incorporate changes to lesson plans	Fall 2008
July 1, 2009	88.4%	Improvement noted in NCLEX results. Continue with ATI Progressive and Comprehensive Testing along with HESI. Fall 2009 invited 92 students in Traditional class and turn-over in faculty.	Fall 2009
July 1, 2010	81.1%	<p>The following Action Plan was initiated in the Fall of 2009 with the 81.1% pass rate and then further developed when it became evident that the Spring 2010 Class was not performing well on the NCLEX.</p> <ol style="list-style-type: none"> 1. Revised Program Selection Criteria to enhance student success. <ol style="list-style-type: none"> a. Weighted selection criteria based on: PAX-RN pre-admission testing, GPA, and total number of general education courses completed per curriculum outline. b. Limited number of students accepted per academic year in each ADN program option. 2. Enhanced ATI progressive testing strategies for better utilization of available resources for students and faculty: <ol style="list-style-type: none"> a. Testing Criteria - Students required to score 80% on practice test with remediation b. ATI - Rep presented to faculty resources available to faculty and students c. ATI representative scheduled to present to student body d. ATI - webinar for faculty 3. Revised curriculum to improve NCLEX results: <ol style="list-style-type: none"> a. Review Book added to required text b. NCLEX test assignments c. Required number of questions to be completed weekly d. Added bundle to required Med-Surg textbook. The bundle includes NCLEX-RN review questions (prep-u component). e. Capstone course (Concepts) amended to include NCLEX prep f. All ADN nursing courses include a revised test plan with an enhanced Pharmacology section (NCLEX prep) g. Math Competency Exam added to each ADN course (NCLEX prep) 	<p>8/2009</p> <p>8/2009, 2/2010, & 2/2011</p> <p>8/2010</p>
July 1, 2011	73.8%	<ol style="list-style-type: none"> 4. Adopted an addition to the required Textbook list <ol style="list-style-type: none"> a. Added bundle to required Med-Surg textbook. The bundle includes NCLEX-RN review questions (prep-u component) 5. Book Representative scheduled to provide training for the student body and faculty. 6. Faculty developed a four day NCLEX Review for December 2011 graduates based on results of the ATI Comprehensive Exam # 1 with a focus review on content areas not meeting benchmark. ATI # 2 used as a post exam that indicated improvement. 7. Incorporated ATI Testing Policies as part of the FDH with focus on remediation when benchmark not met. 8. Faculty incorporated Test taking strategies as part of lecture content to 	<p>8/2010</p> <p>8/2011</p> <p>12/2011</p> <p>8/2011</p> <p>9/2011</p>

2. Intended Student Learning Outcome: Intended Student Learning Outcome: Graduates will meet the ANC Nursing goals for Progressive Testing exams and student retention.
- 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One hundred percent (100%) of students will perform at or above Level 2 on the Assessment Technology Institute (ATI) Progressive Testing Exams before progressing to the next nursing course.

ATI provides testing results for individual nursing course comprehensive tests used in progressive testing. The progressive testing policy is outlined in the ADN Student Handbook. The ATI progressive testing is administered at the end of each nursing course. Students must score a Level 2 on the individual ATI Progressive Exam before progressing to the next nursing course. If the benchmark score is not met, the student must remediate and retest until the benchmark is achieved before progressing to the next course.

- 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: ATI Progressive Testing Results on all Nursing Courses: 100% of students passed each ATI Progressive test, meeting the Level 2 score. It is noted that students repeat the ATI Progressive Testing until they meet the Level 2 benchmark. The first score however is recorded as a grade in the "other work" category. Faculty has determined this ongoing practice is not reflective of an accurate measurement of student learning and does not meet the intent of the Progressive testing.
- 2.1b Describe How Assessment Results Were Used to Improve Instructional Program: The ATI progressive testing provides both students and faculty detailed information regarding student performance on specific content areas along with targeting students in need of additional preparation and remediation. Students scoring less than a Level 2 on the first ATI exams are, in general, those with low passing course averages in the content being tested.

In 2011, ATI released/recommended additional resources that could be used to better enhance student outcomes. The faculty has chosen to use several of the new resources. All students and faculty have access to an electronic version of the ATI books. These are kept updated with any changes that are made to the printed versions of the books. Students have access to Test-taking tutorials that guide them through test taking strategies in correctly answering test questions. ATI also added two new programs that have an additional two (2) exams per subject/content area. Students can generate a Focused Review to assist with remediation. The Focused Review can be generated based on any of the results obtained and it will guide students in a focus review based on their specific area of need.

Faculty has implemented the use of ATI for additional test questions in alternative and traditional format. Faculty can assess these questions and use them for practice test questions in the classroom or as a test bank for unit exams. Faculty agreed to incorporate all the new resources provided, for both students and faculty, into current lecture material to assist students in preparing for the NCLEX-RN and unit

exams to improve both NCLEX pass rates and graduation rates.

The ATI Testing policy was revised and implemented in the Fall 2011 that requires the students to meet the required benchmark of Level 2 by the second proctored testing attempt. If unsuccessful the student receives an Incomplete for the course and must request a third attempt prior to the beginning of first day of class of the next course along with providing proof of remediation. After successful testing the Incomplete is removed and replaced with the earned grade for the course. This provides a more structured and monitored process and stresses the importance of progressive testing without the using the exams as "high stakes testing" to determine course/program failure.

2.1c Describe How Assessment Results Were Shared with Constituencies:

Results are shared with nursing faculty, nursing students, and Nursing Advisory Committee members. Results are then submitted to the Committee for Assessment of Student Learning (CASL) Members. Results are published in the ANC Institutional Assessment Report and Submitted annually to the ANC Board of Trustees for review and approval.

2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One hundred percent (100%) of students will perform at or above Level II on the ATI RN comprehensive Predictor Exam before receiving a certificate of graduation.

ATI provides testing results for the RN Comprehensive Predictor Exam used in progressive testing. The progressive testing policy is outlined in the ADN Student Handbook. The ATI progressive testing is administered at the end of each nursing course. The ATI RN Comprehensive Predictor Exam requires students in the 2011 class to earn 70.7% or greater (individual score) on the RN Comprehensive Predictor Exam to meet the benchmark of an 89% - 90% Probability of passing NCLEX on the First Attempt.

2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Nursing faculty analyzed the data collected from the RN Comprehensive Predictor Exam and determined a correlation between passing the exam on the first attempt and passing the NCLEX. Students must repeat the ATI until the benchmark has been met, but the results of the first exam have the most direct correlation to NCLEX pass rates. There were 34 of the 69 (49%) students who met the benchmark on the first ATI Comprehensive predictor exam. Remaining students met benchmark on the second and third attempts. Faculty will continue to monitor this correlation and collect data using the RN Comprehensive Predictor Exam provided by ATI.

ATI Comprehensive Predictor Exam: 100% of the students met the 70.7% or higher on the RN Comprehensive Predictor Exam.

2.2b Describe How Assessment Results Were Used to Improve Instructional Program: Faculty continues to analyze the value of the ATI system to include evaluation of student learning, predictor of NCLEX success and remediation strategies that impact program and NCLEX results. Faculty

as implemented an internal comprehensive review using the ATI system that provides an additional resource for preparing students for the NCLEX-RN. The review was implemented in December 2011 with the graduating students the week prior to the Final exam date. Student feedback was positive and the review will continue in May, 2012.

Faculty has implemented the use of ATI for additional test questions in alternative and traditional format. Faculty can assess these questions and use them for practice test questions in the classroom or as a test bank for unit exams. Faculty agreed to incorporate all the new resources provided, for both students and faculty, into current lecture material to assist students in preparing for the NCLEX-RN and unit exams to improve both NCLEX pass rates and graduation rates.

2.2c Describe How Assessment Results Were Shared with Constituencies: Results are shared with nursing faculty, nursing students, and Nursing Advisory Committee members. Results are then submitted to the Committee for Assessment of Student Learning (CASL) Members. Results are published in the ANC Institutional Assessment Report and submitted annually to the ANC Board of Trustees for review and approval.

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

2.3a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Student graduation rates is based on the total number of students admitted into the nursing program based on selected admission criteria and the total number of those students who are successful in completing and graduating from the program. Program completion rates are calculated based on the NLNAC's definition which is the number of students who complete program within 150% of the length of the program (3 years). A comparison between admission criteria (PAX-RN testing scores & GPA) and student outcomes (student graduation, successful NCLEX, withdrew from program, and course failures) were trended for the 2009-2011 nursing class.

Graduation Date	Total Students Enrolled	Total Students Completing	Completion or Graduation Rate
December 2010	28	25	89.3
May 2011	100	69	69%
Total	128	94	73.4

Annual Completion/Graduation Rates	
Graduation Year	Graduation Rates
2004	66%
2005	49%
2006	66%
2007	73%
2008	76%
2009	86%
2010	73.9%
2011	72.8

Eighty seven (87) generic students and 2 returning students for a total of eighty-nine (89) were admitted into the 2009-2011 Class with an additional 12 students joining the class during remaining of the program as returning students for a total of 100 students enrolled in the 2009-2011 Class. In May 2011, 69 students graduated of which fifty-nine (59) were of the original class and ten (10) were returning students. This gives the graduating class of May 2011 a 69% graduation rate which is below the 75% benchmark.

A total of twenty-eight (28) LPN to RN Accelerated option students began the January 2010 - December 2010 class. During the year, a total of six (6) students failed a course and two (3) returning students were added to end a total graduating class of twenty-five (25). The graduation/retention rate for the December 2010 class is 89.3% which meets the benchmark of 75%. Total annual completion rate for the December 2010 and May 2011 Classes were 73.4% slightly below the benchmark of 75%.

Admission criteria of the August 2009 - May 2011 class are compared in the following table. The LPN to RN Transition option students do not take an entrance exam, thus the PAX scores discussed does not include the students in this category.

Admission Criteria Comparison Graduation & NCLEX-RN Success Table 4 2009-2011 Nursing Class					
Student Outcomes	*Total Graduates	**PAX-RN Score Range	**Average PAX-RN	*GPA Range	*Average GPA
Graduated:	69	100-152	121	2.11-4.0	3.03
First Time:	59	103-152	123	2.11-4.0	3.07
Returning:	10	100-120	112	2.09-3.57	2.78
Graduated & passed NCLEX:	45	100-152	126	2.17-4.0	3.04
First Time:	38	103-152	127	2.17-4.0	3.08
Returning:	7	106-120	115	2.55-3.0	2.75
Graduated & failed NCLEX:	24	100-134	111	2.11-3.7	3.01
First Time:	20	100-134	112	2	3.05
Returning:	4	100-112	106	2.11-3.7	2.82
				3	
				2.09-3.5	
				7	
Admission Criteria: PAX-RN	<i>PAX-RN > 100 prior to March 31th admission deadline for following Fall program.</i>				
GPA	<i>GPA > 2.5 on all course work prior to admission into program.</i>				
* Total number include all students; generic and LPN/RN (first-time and returning).					
** Excludes LPN to RN Transition students who are excluded from taking the PAX-RN.					

Total Students at beginning of class (generic students only): 89
Total Students Completing Program (generic & returning) 69
Total Students Completing as generic (first time students) 59
Total number of students graduating as returning students: 10

Results indicate that PAX-RN ranges for those successful on the NCLEX at (100-152) with an average PAX score of (126) compared to the range for those not passing NCLEX at (100-134) with an average PAX score of (111). The PAX scores indicate a correlation between the higher PAX range and average score to success on the NCLEX. The GPA range for graduates successful on the NCLEX is from 2.17 - 4.0 with an average GPA of (3.04). Of the students not passing NCLEX the GPA the range was 2.11-3.72 with an average GPA of (3.01). It is noted that there were 8 students below the minimal 2.5 GPA requirement for acceptance into the program but who met all other requirements for admission into the program. Six (6) of the 8 passed and 2 failed the NCLEX. GPA correlation to NCLEX pass rates provides less an indicator than the PAX. Faculty recognizes the student's total GPA includes many variables such as: Of the 69 students graduating GPA was reviewed from transcripts representing 27 Colleges. GPA and PAX scores do not necessarily correlate. However, of the 18 students who graduated who had both PAX score above 120 and GPA greater than 2.85 there were a total of 16 or (89%) who passed

the NCLEX. Faculty will continue to monitor the PAX and GPA data in future graduating classes.

- 2.3b *Describe How Assessment Results Were Used to Improve Instructional Program:* Graduation rates in the program continue to be a concern among faculty members. However, strategies have been focused on increasing the NCLEX pass rates and as a result the graduation/retention rate has decreased. Faculty have discussed ideas to ensure that both the graduation rate is at or above the identified outcome of 75% without compromising the NCLEX pass rate. These strategies are focused on ensuring the admission criteria provide the strong basis for selecting a class that is better prepared for entering and being successful in the nursing program.

For the 2010-2012 class, the selection criteria will be entered into a spreadsheet and weighted by a percentage according to the priority or value of the criteria. Faculty decided the PAX would account for 50% of the criteria, the number of general education courses completed will be weighted at 25% and the GPA will be weighted at 25%. This will provide a concise method for determining applicants that have met admission criteria that will hopefully correlate with program and NCLEX success. Further monitoring will provide analysis and data to continue to implement strategies for student success.

Faculty recognized that the increased size of the 2009 -2011 Class has also been a factor in reviewing admission criteria. The Class of 2010-2012 will be selected using the selection criteria spreadsheet to accept no more than 60 students with plans to decreasing to no more than 50 admissions the next admission year 2011-2013.

Curriculum review, enhanced teaching & testing strategies continue to be recommended and implemented along results of program evaluations continue to increase graduation rates without compromising NCLEX-RN pass rates.

- 2.3c *Describe How Assessment Results Were Shared with Constituencies:* Results are shared with nursing faculty, nursing students, and Nursing Advisory Committee members. Results are then submitted to the Committee for Assessment of Student Learning (CASL) Members. Results are published in the ANC Institutional Assessment Report and submitted annually to the ANC Board of Trustees for review and approval.

3. *Intended Student Learning Outcome:* Employed graduates will indicate through graduate surveys that Arkansas Northeastern College Associate Degree Nursing curriculum has prepared them to practice as competent registered nurses.

- 3.1 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* Ninety percent (90%) of graduates will be employed in the hospital or long-term care setting with the additional ten percent (10%) of graduates employed in their health care-settings as determined by the six month post-graduate survey.

A graduate questionnaire is sent to all graduates six months after graduation, with an area focused on employment experience. The revised questionnaire inquires as to present employment status and future nursing plans along with graduate satisfaction with the nursing program.

- 3.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The data collected from the Graduate Survey Summary 2011 provided input from 30 graduates out of a class of 69 for a response rate (43.5%). Table 5 provides a summary of the complete survey results.

Survey results indicated that 29 out of 30 or (96.6%) respondents are employed in an acute care setting as full- or part-time practicing nurses. This exceeds the benchmark of 90%. One of the 29 is practicing as an LPN pending passing the NCLEX-RN. One graduate is unemployed but is enrolled in a BSN program.

Table 5: Graduate Survey Summary 2011						
Total 2011 nursing graduates: 69 Total graduate survey responses: 30 Total percentage of response: 43.5%						
Employed	YES (29)				NO (1)	
FACTORS RELATED TO EMPLOYMENT	1 Poor	2 Below Average	3 Average	4 Above Average	5 Excellent	No response
Agency orientation			5	8	16	1
Confidence			2	14	13	1
Comparison		1	2	14	11	2
PROFESSIONAL DEVELOPMENT ACTIVITIES	YES				NO	
Completed hours for higher degree	9				25	
Anticipating BSN	19				13	
If yes, have you applied?	10				10	
If yes, are you accepted?	5				1	
Professional organizations	6				24	
Nursing journals	16				14	
Post Graduation Evaluation of Nursing Program	1 Poor	2 Below Average	3 Average	4 Above Average	5 Excellent	No response
Basic essentials to pass NCLEX-RN	4	4	10	7	5	
Review course of value		4	5	4	15	
Satisfaction for adequate preparation to enter work force	1	4	9	11	5	
Overall satisfaction with Nursing Program	6	4	11	6	3	

- 3.1b Describe How Assessment Results Were Used to Improve Instructional Program: Meeting benchmarks in the employment rates is a NLNAC required program outcome measurement and reflects employability of

NC's ADN graduates as practicing Registered Nurses in the local and regional healthcare workforce.

The faculty will continue to encourage students to participate in Post-graduation surveys to increase response rates that in turn provide more accurate data for program evaluation and analysis. Recommendations include: (1) asking an Allied Health instructor, outside of nursing, to contact graduates for a follow-up telephone interviews about 4-6 weeks following the initial mailing of the surveys and (2) coordinate with a person in the IT department to set-up an online survey option so a link could be emailed to graduates. The online survey could be completed and tabulated by the survey company (such as Survey Monkey) with results emailed to the ADN Program Director. This process will be discussed and evaluated with the Accelerated December 2013 graduates in an effort to improve the response rate to enhance data reliability.

- 3.1c Describe How Assessment Results Were Shared with Constituencies: Results are shared with nursing faculty, nursing students, and Nursing Advisory Committee members. Results are then submitted to the Committee for Assessment of Student Learning (CASL) Members. Results are published in the ANC Institutional Assessment Report and submitted annually to the ANC Board of Trustees for review and approval.

- 3.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Ninety five percent (95%) of graduates returning the six month post-graduate survey will rate the satisfaction of adequate preparation of the Associate Degree Nursing Program at a 3 or higher on a scale of 1 to 5 with 1 being the lowest (poor) and 5 being the highest (excellent).

A graduate questionnaire is sent to all graduates six months after graduation. Areas included in the questionnaire ask the graduate to evaluate: their preparedness, feeling of confidence, and how they compare with other ADN graduates. The graduates are asked to rate these items on a scale of 1 (poor) to 5 (excellent). The graduate is also asked to rate the overall satisfaction of the Nursing Program using the same scale.

- 3.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Twenty five of the 30 responding graduates or (83%) indicated they were satisfied with adequate preparation provided by the ADN Program. However, (67.7%) rated their overall satisfaction of the nursing program at a 3 or greater. This does not meet the 95% benchmark and is concerning to all faculty even with the low response rate. Responses in other categories of the survey reflect areas needing improvement. Information is gathered from the survey to include any "comments" by the graduates. The survey asks graduates to note the most positive experience they had during their nursing education, with the majority of student indicating that the clinical experience was the most positive experience. The survey also requests graduates to indicate the least positive experience and to provide suggestions for improvement. The most common comment by graduates in the area of improvement needed focused on improving the organization of the

program; treating students in a consistent manor; and having fewer schedule changes.

- 3.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* Student comments on the surveys indicate recommendations by students to enhance overall program organization and to treat students and/or student concerns consistently.

Faculty members are implementing changes based on feedback provided by the graduates that did respond.

The need for more organization has been noted with the following strategies implemented: Increase in faculty meetings to enhance communications between all faculty, director and dean.

The use of the portal along with utilizing student e-mail have been further enhanced to improve and facilitate communication between student and faculty, to share changes in the course calendar, and to validate course assignments, and due dates. The elected student representative has been invited to represent class concerns at the beginning of one faculty meeting per semester. Implemented changes include a more organized calendar and clinical schedule, posting handouts to the LMS at least 3 days prior to lecture, posting all announcements made in class on the eRaser course webpage, and meeting with students more often to advise and discuss any risk factors that may impact student success.

- 3.2c *Describe How Assessment Results Were Shared with Constituencies:* Results are shared with nursing faculty, nursing students, and Nursing Advisory Committee members. Results are then submitted to the Committee for Assessment of Student Learning (CASL) Members. Results are published in the ANC Institutional Assessment Report and submitted annually to the ANC Board of Trustees for review and approval.

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

- 4.1 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* Ninety percent (90%) of graduates will be employed in the hospital or long-term care setting with the additional 10% of graduates employed in other health care-settings as determined by the graduate survey six months post graduation.

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

being the lowest level of satisfaction and 5 being the highest level of satisfaction.

- 4.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Results of agency evaluations are considered when faculty review/revise course content and discuss strategies for program improvement. Faculty were able to achieve a 100% response rate for the Agency Evaluation Summary. However, of the 11 agencies contacted there were 5 agencies that responded, but did not hire any May 2011 graduates resulting in a 55% response rate for the agencies that did hire a May 2011 graduate. The results are as follows in Table 6.

Table 6 Agency Evaluation Summary May 2011						
Criteria	1 Poor	2 Below Average	3 Average	4 Above Average	5 Excellent	No Response
Firm grasp of nursing practice			1	1	4	
Professional Behavior				2	4	
Responsible and accountable				2	4	
Solve problems and seeks help			1	2	4	
Communication skills				2	4	
Identifies needs & care plans				3	3	
Fosters personal & professional growth				1	5	
Comparison to other ADN programs		1		2	3	
Total agency evaluations distributed/mailed: 11 Total agency evaluations returned: 11 Total percentage of response: 100% Total agency response that did not hire May 2011 graduates: 5						

- 4.1b Describe How Assessment Results Were Used to Improve Instructional Program: Based on the analysis of May 2011 surveys, faculty identified three areas that scored at or below 3 on the survey: 1) Firm grasp of nursing practice, 2) Solves problems and seeks help, and 3) Is Comparable to other ADN programs. Faculty recommended and implemented incorporating the use of clinical scenarios in lecture to assist with problem solving/critical thinking skills and assist with grasping the art of nursing practice. The increase use of the clinical Simulation Labs to validate knowledge and enhance critical in the clinical lab has increased in an effort to assist in the application of nursing interventions. The Clinical Simulation Lab is now being utilized in the Pediatric Nursing, Medical Surgical Nursing, Advanced Medical Surgical Nursing I, and Advanced Medical Surgical Nursing II. Other suggestions that will be evaluated over the next year is the

incorporation of Critical Thinking activity assignments for the Clinical rotations to further expand the concept of implementing problem solving and critical thinking in practice.

- 4.1c *Describe How Assessment Results Were Shared with Constituencies:* Results are shared with nursing faculty, nursing students, and Nursing Advisory Committee members. Results are then submitted to the Committee for Assessment of Student Learning (CASL) Members. Results are published in the ANC Institutional Assessment Report and submitted annually to the ANC Board of Trustees for review and approval.

5. *Intended Student Learning Outcome:* Students achieve established course objectives and outcomes in the (Introduction to Nursing Intervention and Psychosocial Adaptation) objectives and outcomes in the Associate Degree Nursing Program.

- 5.1 *State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success:* Eighty percent (80%) of students in the first level Introduction to Nursing Intervention Course will demonstrate satisfactory knowledge of the Nursing Math content by scoring a 90% or greater on the first attempt of the Math Competency Exam.

Students in the Introduction to Nursing Intervention course are given a Math Competency Exam. The 20 question exam is used to validate knowledge of basic math skills and basic dosage calculations. Content covered on the exam ranges from simple conversions of medications to calculation of the amount of medication given based on the weight of a client. Student have three attempts to make the 90% benchmark but the first exam counts as the recorded grade for the exam.

- 5.1a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* A total of 78 students completed the Math Competency Exam in the Fall 2009. Thirty-nine (39) or 50% of the students scored a 90% or higher on the exam, which did not meet the 80% benchmark.

- 5.1b *Describe How Assessment Results Were Used to Improve Instructional Program:* Faculty discussed the results and has implemented strategies to improve Math Competency instruction and exam scores. Faculty has also added a Math Competency in each Nursing course along with adding math questions to each unit exam.

Strategies implemented to improve instruction and increase Math Competency Scores include: Offering structured workshops in the Introduction to Nursing Intervention Class and also adding Math workshops in each Nursing Course with more complex material being slowly introduced throughout the program. Students are provided additional math worksheets on the Class portal and provided a links for additional math review.

- 5.1c *Describe How Assessment Results Were Shared with Constituencies:* Results are shared with nursing faculty, nursing students, and Nursing Advisory Committee members. Results are then submitted to the

Committee for Assessment of Student Learning (CASL) Members. Results are published in the ANC Institutional Assessment Report and submitted annually to the ANC Board of Trustees for review and approval.

- 5.2 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: Ninety percent (90%) of students in the first level Introduction to Nursing Intervention Course will demonstrate "satisfactory" on a satisfactory or unsatisfactory competency evaluation scale in the Clinical Skills Laboratory by the third check-off attempt in the following skills: naso-gastric insertion and tube feedings, tracheal care and suctioning, urinary catheter insertion and care, vital signs, medication administration and physical assessment.

In the Introduction to Nursing Interventions course, skill validation in the clinical skills laboratory is evaluated based on a "Skills Validation Check List". This check list is provided to Nursing Students in the first Class and is kept by the student to log their skill validations in both the clinical laboratory and in the clinical setting. From the list, faculty has selected skills that have multiple components and require students to master complex steps to review for assessment purposes. Students must demonstrate satisfactory skills competency in the selected areas by the third attempt. Students who do not complete competency by the third attempt receive a clinical failure and cannot proceed in the nursing program.

- 5.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The following table reflects the selected skills for assessment and results for the May 2011 class. The physical assessment skill was the only skill selected for the December 2010 LPN/RN Transition Course.

Table 7: Skills Competence Results Validation Introduction to Nursing Interventions		
Standard Reviewed	December 2010	May 2011
NG insertion	N/A	100%
Tracheostomy care/suctioning	N/A	100%
Urinary catheter insertion/care	N/A	100%
Vital signs	N/A	100%
Medication administration	N/A	100%
Physical assessment	100%	100%

- 5.2b Describe How Assessment Results Were Used to Improve Instructional Program: Faculty continue to provide skills demonstration as a component of the lecture content, assign skills videos to review, provide skills practice time and encourage students to work in teams to provide student validation. Faculty are currently reviewing Fundamental

textbooks that offer bundle packages to include skills validation instructional software.

Faculty evaluated that students were able to "meet the third attempt" benchmark, however students wanted to encourage students to perform "satisfactory" on the first skill validation attempt. Thus faculty implemented a new benchmark of completing the skills validation on the first-attempt for the next class beginning 2012. Students in the LPN to RN Transition course will also be evaluated based on the same criteria including all 6 of the skills. The faculty will monitor and report in more detail to include data reflecting the number and percentage of students completing skills validation on the first attempt. This will assist the faculty in determining content/demonstration areas that may need improvement. Students will still be given three (3) attempts to perform at a "satisfactory" level on each skill validation. If an unsatisfactory performance is recorded on all three attempts students will not progress in the program.

- 5.2c Describe How Assessment Results Were Shared with Constituencies: Results are shared with nursing faculty, nursing students, and Nursing Advisory Committee members. Results are then submitted to the Committee for Assessment of Student Learning (CASL) Members. Results are published in the ANC Institutional Assessment Report and submitted annually to the ANC Board of Trustees for review and approval.

- 5.3 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: Ninety Percent (90%) of students in the second level nursing course Psychosocial Adaptation will demonstrate a satisfactory score of 80% or greater on the therapeutic communications competency assignment utilizing the Interaction Process Analysis (IPA) grading rubric.

Therapeutic communication is demonstrated by receiving a score of 80% or greater on the IPA assignment. The Interactive Process Analysis (IPA) is criteria based assignment students complete as part of the Psychosocial Adaptation Course. Students use a grading rubric to provide the criteria required in submitting a written analysis of student and client interaction conducted in the clinical setting. Students must score a satisfactory score of 80% or above to meet the required benchmark. All receive the earned grade on the assignment but students not meeting the benchmark must repeat the assignment until a satisfactory score is obtained.

- 5.3a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Results indicated that 22 out of 26 or (84%) of students met the benchmark score in the December 2010 Class. In May 2011, 58 out of 80 or (72%) met the benchmark score. The Class benchmark scores were not met for this competency.

Psychosocial Adaptation		
Standard Reviewed	December 2010	May 2011
IPA	(22 of 26) or 84%	(58 of 80) or 72%

5.3b Describe How Assessment Results Were Used to Improve Instructional Program: Based on the results above, students are given more instruction on therapeutic communication. Questions concerning therapeutic communication have been incorporated in each unit exam for the Psychosocial Adaptation course. The use of other assignments in the course (Movie Review, client chart review, etc) has been added to assist the student in recognizing other methods of therapeutic communication prior to submission of the IPA.

5.3c Describe How Assessment Results Were Shared with Constituencies: Results are shared with nursing faculty, nursing students, and Nursing Advisory Committee members. Results are then submitted to the Committee for Assessment of Student Learning (CASL) Members. Results are published in the ANC Institutional Assessment Report and submitted annually to the ANC Board of Trustees for review and approval.

5.4 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: Ninety Percent (90%) of students in the second level nursing course, Psychosocial Adaptation, will demonstrate a Level II benchmark on the "Medication Knowledge" sub-area of the Psychiatric ATI Exam competency in the knowledge of Psychotropic medications.

Knowledge in the Psychotropic medications, Pharmacological/parenteral therapies is a component of the Psychosocial Adaptation course with content integrated throughout the course. Students are required to demonstrate competency by scoring a Level II benchmark on the subarea of the Psychiatric ATI. Content is provided in the lecture and supported in the clinical areas the course.

5.4a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Results indicated that in December 2010, 16 out of 26 or (61.5%) and in May 2011 class 62 out of 80 or (77%) met the required score of Level II or higher. The benchmark of 90% of the class achieving Level II was not met.

Psychosocial Adaptation		
Standard Reviewed	December 2010	May 2011
Medication Knowledge	(16 of 26) or 64	(62 of 80) or 77%

5.4b Describe How Assessment Results Were Used to Improve Instructional Program: Based on the results above, psychosocial pharmacology and parenteral therapies have been further expanded into each lecture. The

medications that are discussed during lecture are used to treat the specific psychosocial disease that is being discussed in lecture. The incorporation of medications into lecture content will allow students to see the purpose of the medication as it relates to the disease - as opposed to learning the knowledge without application to a client.

A pharmacology section has also been added to two (2) assignments in the Psychosocial Adaptation Course. The pharmacology section asks students to evaluate the use of medications in relation to a psychosocial disease process, list the common side effects of the medications, and include an education topic to discuss with the client.

- 5.4c *Describe How Assessment Results Were Shared with Constituencies:* Results are shared with nursing faculty, nursing students, and Nursing Advisory Committee members. Results are then submitted to the Committee for Assessment of Student Learning (CASL) Members. Results are published in the ANC Institutional Assessment Report and submitted annually to the ANC Board of Trustees for review and approval.

**Practical Nursing Program
Assessment Report 2012
For Class of 2010 - 2011**

Expanded Statement of Institutional Purpose

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

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

Intended Student Outcomes

1. Graduates will meet the Arkansas State Board of Nursing (ASBN) standards as evidenced by NCLEX – PN results.
2. Employed graduates will indicate through surveys that the Arkansas Northeastern College Practical Nursing curriculum has prepared them to practice as competent licensed practical nurses.
3. Graduates employed by health care agencies in the Arkansas Northeastern College service area will meet expected outcomes for the beginning licensed practical nurse as reflected by employer surveys.
4. Students will meet established course (PN 16036 Basic Nursing Principles & Skills II and PN 16042 Pharmacology I) objectives and outcomes in the Practical Nursing Program.

1. Intended Student Learning Outcome: Graduates will meet the Arkansas State Board of Nursing standards.

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

The exit exam administered before graduation is considered an indicator of how the individual student and the class as a whole will perform on the NCLEX - PN. Assessment Technologies Institute's (ATI) Comprehensive Review Plan (CARP) is used throughout the year to evaluate the student's basic comprehension and mastery of the fundamental principles of nursing practice in each of the content areas that are taught within the PN program. The CARP PN Comprehensive Predictor Examination is administered to all potential graduates to determine their readiness for the NCLEX - PN. ATI provides faculty with class aggregate and individual scores on the predictor exam. Specific analysis is performed on the data obtained to include Safe and Effective Care Environment, Health Promotion and Maintenance, Psychosocial Integrity, Physiological Integrity.

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

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

- 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The following ATI Comprehensive Predictor results for the 2010 PN Class are as follows:

Individual Mean National Score 67.9%
 ANC Students' Mean National Score 68.5%
 Group Performance (see Probability Table)

- 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: Students were provided with information on the identified areas requiring improvement. Individual counseling was provided to all students by faculty. The students also received very specific and detailed instructions from Assessment Technologies. All recommendations for study and NCLEX preparation were directly related to the National Council of State Boards of Nursing 2011 Test Plan. Those students who were identified as "at risk" for failing the NCLEX – PN were given a study and preparations plan that they were expected to complete prior to scheduling a test date for the NCLEX – PN. Students were also asked to complete 1,500 NCLEX test questions prior to graduation. This was done to provide practice in answering NCLEX type questions as well as a comprehensive review of content. Faculty has continued to structure all exams within the curriculum to focus on application questions, with an emphasis on prioritization and

critical thinking.

The first time pass rate for the NCLEX – PN for 2011 graduates is 93.8%. Due to the correlation of ATI Comprehensive Predictor Exam results and the Pass Rate Percentage on NCLEX – PN, faculty have decided to continue with the total ATI Comprehensive Assessment and Review Program for the 2011 – 2012 class. Faculty have received feed-back from past graduates indicating that although they disliked the ATI testing throughout the year, they continue to feel as if they benefited from the testing and remediation that was required with the CARP testing system and that it assisted in preparation for NCLEX.

- 1.1c Describe How Assessment Results were Shared with Constituencies: Results are shared with the current PN Class, Nursing Advisory Committee, CASL Members; Assessment Reports are submitted to the Assessment Committee and shared in the Annual Strategic Plan Narrative Report. Both reports are annually submitted to the ANC Board of Trustees for review.

ATI Probability Table		
Predicted Probability of Passing the NCLEX-PN	Number of Students at Probability of Passing	PN Comprehensive Predictor Individual Score
99%	7	>= 79.3%
98%	2	76 – 78.7%
96 - 97%	12	72.7 – 75.3%
94 – 95%	8	70 – 72%
91 - 93%	4	68 – 69.3%
89 – 90%	6	66.7– 67.3%
85 – 88%	4	64.7 – 66%
82 - 84%	1	63.3 – 64%
76 – 80%	1	61.3 – 62.7%
64 – 74%	1	58 – 60.7%
36 – 62%	2	51.3 – 57.3%
1 – 34%	0	0 – 50.7%
TOTAL	48	

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

The NCLEX - PN is the official exam established by the National Council of State Boards of Nursing (NCSBN) for graduate nurses who have met criteria for challenging the exam. This exam is a secured, computerized exam that is offered at numerous testing sites. It provides a mechanism of determining those graduates who meet the minimal competency standards to practice as a licensed practical nurse (LPN). Official results for their particular graduates

are sent to each school of nursing. Programs are also provided with the testing results of all schools in the state of Arkansas. Also provided are the state-by-state pass rates. This data is used to determine if the ultimate program outcome is achieved. It allows nursing programs to compare their individual pass rates with the National and overall State averages.

The official results from the Arkansas State Board of Nursing NCLEX - PN exams will be evaluated and trends noted in order to determine areas needing improvement. Pass rates will be monitored for all graduates.

1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:

Results for 2011 Graduates	
<u>Burdette and Paragould Centers:</u>	
Number of Graduates	47/48 Tested
1 graduate has not tested due to criminal background history; 1 graduate from 2010 class finally tested during this reporting period. His result will count in with the ASBN results	
Number Passing Exam First Attempt	44 + 1 = 45/48 (93.8%)
Percentage Passing First Attempt	(44/47)= 93.6%
<u>Burdette Center:</u>	
Number of Graduates =	24
Number Passing 1st attempt =	21/23 (1 has not tested)
Percentage Passing 1st Attempt =	91.3%
<u>Paragould Center Day Program:</u>	
Number of Graduates =	17
Number Passing 1st Attempt =	16/17
Percentage Passing 1st Attempt =	94.1%
<u>Paragould Center Evening Program:</u>	
Number of Graduates =	7
Number Passing 1st Attempt =	7/7
Percentage Passing 1st Attempt =	100%
The 93.6% pass rate exceeds the goal of 85% or better. The Arkansas Average Year-to-Date pass rate is 92.6% and the National Average Year-to-Date pass rate is 86.4% for 2011.	

1.2b Describe How Assessment Results Were Used to Improve Instructional Program: Any areas of the NCLEX - PN Test Plan that are shown to need improvement are evaluated and instructional changes made in those areas as needed. Faculty will continue to attend continuing education workshops, especially those provided by the Arkansas State Board of Nursing and the National Council for State Boards of Nursing (NCSBN) to assist in improving instruction and keeping updated in Nursing Practice. A NCLEX-PN review course will continue to be offered each year to assist in preparing graduates for the NCLEX - PN.

1.2c Describe How Assessment Results were Shared with Constituencies: Results are shared with the current PN Class, Nursing Advisory Committee, CASL Members; Assessment Reports are submitted to the

Assessment Committee and shared in the Annual Strategic Plan Narrative Report. Both reports are annually submitted to the ANC Board of Trustees for review and approval.

- 1.3 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: Selective admission criteria will serve to admit students who are successful in achieving the program objectives with at least a seventy-five percent (75%) retention and graduation rate. PAX - PN (pre-admission exam for practical nurses by the National League of Nurses) scores for the students graduating will be compared to the NCLEX - PN pass rates to determine any correlation.

Student graduation rates (retention rates) are based on the total number of students admitted into the practical nursing program based on selected admission criteria and the total number of those students who successfully complete the program and graduate. The PAX -PN is used for selecting admission into the class. Requirement for admission into the PN program is 100 out of 160 (63%).

- 1.3a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Previously reported but remaining on this report for trending purposes: As documented in previous Assessment Reports, with the PAX - PN scores, the number of qualified applicants for the 2006 - 2007 PN class declined dramatically and applicants who were admitted into the class of 2006 - 2007 actually fell below criteria. However, the applicants for the 2007 - 2008 PN class did score higher on the PAX - PN than in the previous year. As a result, there were more qualified applicants who met the admission guidelines.

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

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

PAX - PN scores for the 2009 - 2010 class for both the Burdette and Paragould Centers were higher than the previous year. Of the 75 students accepted into the 2010 - 2011 class, 15 have failed courses and were dismissed academically, 3 sited no longer an interest in nursing, 5 "just quit coming", 5 indicated financial constraints/personal issues.

PAX - PN scores for the 2011 - 2012 class range from 151 to 99. One student who had completed Body Structure & Function in the Fall Semester as a prerequisite was given extra point for completing the course although the score of 100 was not met on the PAX-PN. There were a total of 88 applicants who scored 100 or greater on the PAX - PN and met other requirements needed for admission into the PN Program.

PAX - PN scores of those student selected for the 2012 - 2013 class range from 144 - 100. There were 71 PAX scores greater than 100. Some of the applicants with high PAX-PN scores were accepted in the ADN program, some declined the admission offer, etc.

Program completion rate is defined by the National League of Nursing as the number of students who complete the program within 150% of the time of the stated program length (the length of the program adjusted to begin with the first required nursing course). Included in this report are two tables reflecting graduation rates. TABLE 1 includes both generic and returning students. TABLE 2 does not include returning students.

TABLE 1: Program Completion Rate: Class of 2011 (Includes returning students)					
Campus	Cohort began with:	Attrition	Returning Students	Graduates (from original cohort)	Retention Rate
Burdette	24	-5	+5	24	100%
Paragould	45	-22	+1	24	53.3%
Total	69	-27	+6	48	69.6%

TABLE 2: Program Completion Rate: Class of 2011 (Does <u>NOT</u> Include returning students)					
Campus	Cohort began with:	Attrition	Returning Students	Graduates (from original cohort)	Retention Rate
Burdette	24	-5	NA	20	83.3%
Paragould	45	-22	NA	23	51.1%
Total	69	-27	NA	43	62.3%

- 1.3b Describe How Assessment Results Were Used to Improve Instructional Program: The PN faculty will continue to trend the PAX-PN scores and their correlation to success in the PN program and NCLEX-PN Exam. Other selection criteria, such as other college credit and GPA will be evaluated as secondary criteria to ensure student success in the PN Program.
- 1.3c Describe How Assessment Results were Shared with Constituencies: Results are shared with the current PN Class, Nursing Advisory Committee, CASL Members; Assessment Reports are submitted to the Assessment Committee and shared in the Annual Strategic Plan Narrative Report. Both reports are annually submitted to the ANC Board of Trustees for review and approval.
2. Intended Student Outcome: Employed graduates will indicate through surveys that the Arkansas Northeastern College (ANC) Practical Nursing curriculum has prepared them to practice as competent licensed practical nurses (LPN).
- 2.1 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: Ninety five percent (95%) of graduates will be employed in health care settings within 6 months of graduation as determined by graduate surveys.
- A graduate survey is sent to all graduates six months after graduation, with an area focused on employment experience. The questionnaire inquires as to present employment status and future plans along with satisfaction with the practical nursing program. NOTE: One graduate has not been allowed to test due to criminal background history.
- 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: 47 of the 48 graduates are employed as licensed practical nurses in the healthcare field. One graduate who had a delayed test date due to a criminal background history took a job at Nucor and chose not to pursue nursing at this time.
- 2.1b Describe How Assessment Results Were Used to Improve Instructional Program: The job market for practical nurses is good in this service area for employment in long-term care. However, there seems to be a decline in job openings for LPNs in acute care settings. There has never been a concern for our PN graduates being employed after graduation from the program, but this will continue to be monitored annually.
- 2.1c Describe How Assessment Results were Shared with Constituencies: Results are shared with the current PN Class, Nursing Advisory Committee, CASL Members. Assessment Reports are submitted to the Assessment Committee and shared in the Annual Strategic Plan Narrative Report. Both reports are annually submitted to the ANC Board of Trustees for review.
- 2.2 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: Ninety five percent (95%) of graduates returning the graduate survey 6 months post graduation will rate their satisfaction with the

Practical Nursing Program at a 3 or higher on a scale of 1 – 5 with 1 being the lowest and 5 being the highest score possible.

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

2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: No one item on a five-point scale survey will be rated less than three when sent to graduates and employers six months after graduation, indicating preparedness for the role of an LPN in the chosen healthcare setting. The survey focused on preparedness, feeling of confidence, comparison with other LPN graduates, and perception of nursing. Assessment results for the 2011 graduates are as follows:

Five (5) of the 48 surveys that were mailed to graduates were returned by the postal service. 100% (14/14) of the graduates returning the survey rated themselves a three or better in each of the following areas:

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

The ability to communicate effectively with physicians seems to still be an issue with some students. They feel intimidated. This is consistent with previous year's results. Students also have mentioned the need for training in electronic charting.

2.2b Describe How Assessment Results Were Used to Improve Instructional Program: Results of the 2011 class included comments and data to support the following strategies for improvement.

Faculty to incorporate "Role playing" into lessons plans to encourage and promote effective communication skills needed as a Licensed Practical Nurse (LPN) in the healthcare setting especially communicating with Physicians.

Incorporate electronic medical record (EMR) documentation in the clinical lab. We will evaluate the possible purchase of software and hardware necessary to provide this element of education in the PN Program. At the present time the local hospitals are providing education to the ANC PN faculty and students on EMR.

2.2c Describe How Assessment Results were Shared with Constituencies: Results are shared with the current PN Class, Nursing Advisory Committee, CASL Members. Assessment Reports are submitted to the Assessment Committee and shared in the Annual Strategic Plan Narrative Report. Both reports are annually submitted to the ANC Board of Trustees for review.

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

3.1 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: Ninety five percent (95%) of all employers of Arkansas Northeastern College Practical Nursing graduates returning the agency/employer surveys 6 months after graduation will rate job performance satisfaction with the beginning licensed practical nurse at a 3 or higher on a scale of 1 – 5 with 1 being the lowest and 5 being the highest score possible.

Agency evaluation/surveys are sent to all agencies in the ANC service area with whom our PN graduates might be employed, as well as, any other facilities of which are known to employ our graduates. The agencies are asked to rank their level of satisfaction with the ANC practical nursing graduates. The rating is a 1 to 5 scale, with 1 being the lowest level of satisfaction and 5 being the highest level of satisfaction.

3.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Employer/Agency surveys were provided to Advisory Members at the March 30, 2012 meeting in hopes expediting the return of agency surveys. The remaining agencies were mailed their survey.

Agencies were asked to rank the strengths and areas of improvement needed for our graduates in relation to:

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

The rating was from 1 (poor) to 5 (excellent). 100% of the agency evaluations were positive in their comments with our graduates each rating 3 or greater on the 5 point scale. Assessment Results:

Assessment Results:

Eleven (11) agency evaluations were returned. Ten of the eleven agency evaluations were positive in their comments with our graduates each rating 3 or greater on the 5 point scale.

Comments obtained from administrators are as follows:

"Although we have not currently hired from this class, we have enjoyed these students during clinical and recognize the high standards that you maintain".

"The graduate hired has good nursing skills and is motivated to continue to improve those skills".

"Confident in decision making skills".

"Well trained".

One long-term care (LTC) facility scored the hired graduates with scores ranging from 1 - 3 on the 1- 5 scale. The evaluator who hired three of these graduates made the following comments:

"Not a single one was stellar".

"Lack of concern about the quality of work they perform".

"Don't seem the least bit fazed by subpar performance".

"Do not demonstrate an eagerness to change".

"Lack ability to interact with peers".

"I realize that many of these issues are un-teachable aspects".

3.1b Describe How Assessment Results Were Used to Improve Instructional Program: Agencies that employ ANC PN graduates continue to be very complimentary of the quality of the nurses they receive from ANC with no scores less than "3" on an area of the evaluation.

- Add a Leadership and Management course in the last summer term just prior to graduation. This has been added to the Curriculum Plan to begin for the 2013 - 2014 Class.
- Incorporate more team leading on the medical surgical units

3.1c Describe How Assessment Results were Shared with Constituencies: Results are shared with the current PN Class, Nursing Advisory Committee, CASL Members. Assessment Reports are submitted to the Assessment Committee and shared in the Annual Strategic Plan Narrative Report. Both reports are annually submitted to the ANC Board of Trustees for review.

3.2 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: Ninety five percent (95%) of all employers of ANC Nursing graduates returning the agency /employer survey will rate "professional behavior" with the beginning practical nurse at a 3 or higher on a scale of 1 to 5 with 1 being the lowest and 5 being the highest.

4. Intended Student Outcome: Students will meet established course (PN 16036 Basic Nursing Principles & Skills II and PN 16042 Pharmacology I) objectives and outcomes in the Practical Nursing Program.

4.1 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: One hundred percent (100%) of students in Pharmacology I during the Fall Semester will demonstrate satisfactory knowledge of basic drug dosage calculation by scoring 95% on the Drug Dosage Calculation Competency Exam prior to being able to progress to Pharmacology II in the Spring Semester.

4.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: With acceptance letters to the PN Program, students are provided with study guides and informational sheets to begin studying for the Drug Dosage Calculation Competency Exam. The Pharmacology I instructor schedules early morning tutoring sessions prior to the first exam being taken. Students who are not successful on the first attempt are required to attend additional tutoring sessions scheduled by the instructor. Two additional exams are scheduled outside of regular classroom hours for those who were unsuccessful the first attempt.

Results: 100% of the students who progressed to the Spring Semester successfully completed the Drug Dosage Calculation Competency Exam with 95% accuracy.

4.1b Describe How Assessment Results Were Used to Improve Instructional Program: Prior to this year, students were required to score 100% on the Drug Dosage Calculation Competency Exam. The passing score was decreased to 95% due to so many students having to retake the exam numerous times. With out-of-class tutoring the number of attempts required by students has decreased. The faculty will continue to monitor and trend results to determine if there is any correlation between the type of Math (Algebra or the new Mathematical Applications course to be implemented in the Fall 2012) and success on the Math Competency. Faculty will also continue to evaluate the Pharmacology I Course to determine any need for revisions in course content and/or methods of delivery. Next year a more detailed data collection tool will be utilized to identify the number of students making benchmark on each three attempts of the Math competency along with an item analysis to reflect data that may assist faculty in identifying the specific content areas students are struggling and develop a action plan to address.

4.1c Describe How Assessment Results were Shared with Constituencies: Results are shared with the current PN Class, Nursing Advisory Committee, CASL Members. Assessment Reports are submitted to the Assessment Committee and shared in the Annual Strategic Plan Narrative Report. Both reports are annually submitted to the ANC Board of Trustees for review.

4.2 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: Ninety percent (90%) of students in Basic Nursing

Principles & Skills II during the Fall Semester will demonstrate “satisfactory” competency during the first check-off on Medication Administration.

- 4.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Students are provided lecture material and demonstration in medication administration along with a skills competency checklist that outlines every step of the medication administration process. The skill validation includes the "Six Rights" to medication administration and use of the "nursing process" integrated throughout the skill.

Students are given ample time to practice in the skills lab prior to actual 1:1 skills validation with the instructor. If the student requires prompting in the preparation or administration of the medications via the various routes he/she is required to remediate in the skills lab with use of manikins and return to validate the skill with the instructor.

Results: Burdette: 1 student of 24 was asked to practice and return in 3 days for retest. She satisfactorily demonstrated competency on 2nd attempt. 95.8% of the class demonstrated satisfactory competency during the first check-off on Medication Administration.

Paragould: 100% of the students demonstrated satisfactory competency during the first check-off on Medication Administration.

- 4.2b Describe How Assessment Results Were Used to Improve Instructional Program: Students have been allowed more time in the skills lab during scheduled classroom time. They are required to view MedCom Trainex videos and ATI DVDs on medication administration.

- 4.2c Describe How Assessment Results were Shared with Constituencies: Results are shared with the current PN Class, Nursing Advisory Committee, CASL Members. Assessment Reports are shared in the Annual Strategic Plan Narrative Report. Both reports are submitted to the ANC Board of Trustees for review.

- 4.3 State Means of Assessment, Describe Data Collection Plan and Define Criteria for Success: One hundred percent (100%) of students will demonstrate proficiency with a “satisfactory” in medication administration as noted on the Medication Administration Skills Validation Tool prior to administering medications in the clinical setting.

- 4.3a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The student demonstrates competency in administering medications by variety of routes including oral, nasogastric/PEG tube, intramuscular, subcutaneous, intradermal, intravenous, otic, ophthalmic, inhalation, etc.

Students are provided with mock physician's orders in which they are required to be able to interpret, read abbreviations and symbols, recognize errors, identify precautions and contraindications with the administration of certain medications in the orders when the patient has a known allergy, and many other important concepts.

All students are observed by an instructor when preparing any type of medication. They also have an instructor at their side up until the day of graduation when giving any type of intravenous medication.

Results: 100% of all students demonstrated proficiency in medication administration prior to administering medications in the clinical setting.

- 4.3b *Describe How Assessment Results Were Used to Improve Instructional Program:* Students have been provided more supervised practice time in the clinical lab with medication administration skills to include the various routes. Students are required to "stick" both the manikins and then a skills partner (peer) using the intradermal, subcutaneous, intramuscular, and intravenous routes.
- 4.3c *Describe How Assessment Results were Shared with Constituencies:* Results are shared with the current PN Class, Nursing Advisory Committee, CASL Members. Assessment results are shared in the Annual Strategic Plan Narrative Report. The report is submitted to the ANC Board of Trustees for review.

**Dental Assisting Program
Assessment Report
2011-2012
For Class of 2010-2011**

Expanded Statement of Institutional Purpose

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

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

Intended Student Outcomes

1. Students will meet established course objectives and outcomes in both the areas of infection control practices (Dental Science, Dental Radiology I, Chair Side Assisting I & II) and fabrication of temporary crown and bridge restoration (Dental Materials II) in both the laboratory and clinical setting (Clinical Experience I, II, & III).
2. Students will meet course objectives and outcomes in Processing, Developing and Mounting Radiographs (Radiology II) meeting the requirements of the Arkansas State Dental Association Standards for Registered Dental Assistant in both clinical lab and dental office setting.
3. Students will meet course objectives and outcomes in Preventative Dentistry Coronal Polish, meeting the requirements of the ASDA Standards for Registered Dental Assistants.
4. Students will meet the retention/graduation and employment goals set for the Dental Assisting Program.
5. Employed graduates will indicate through graduate surveys that the Dental Assisting curriculum has prepared them to utilize the knowledge and skills needed to practice as Dental Assistants.
6. Graduates employed by Dental Offices in the service area will meet expected outcomes for the beginning Dental Assistant as reflected by employer surveys.

1. Intended Student Learning Outcome: Students will meet established course objectives and outcomes in both the areas of infection control practices (Dental Biomedical Science, Dental Clinical Science I, Chair Side Assisting I & II) and fabrication of temporary crown and bridge restoration (Dental Materials I) in both the laboratory and clinical setting (Clinical Experience I, II, & III).
 - 1.1 State Means of Assessment, Describe Data collection Plan, and Define Criteria for Success: One hundred percent (100%) of students will demonstrate competency in the infection control procedures enforced by OSHA by achieving a 90% or greater on the instructor and peer competency pre clinical evaluations and by achieving the target score of (2.5) for Clinical Experience I, (2.75) for Clinical Experience II, and (3.0) for Clinical Experience III) or greater on a 1 to 4 scale with 1 being the lowest and 4 being the highest on clinical evaluations completed supervisors in the dental assisting offices.

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 Data Analysis, and Relationship to Criteria for Success: The supervising dentist's evaluations reflected all 13 of 13 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 13 students received 100% on all required infection control competencies required prior to entering clinical rotations during the fall and spring semesters for 2010-2011.

- 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: Results indicated that 100% of students met the infection control competencies as required. The data indicates that the process for teaching, demonstrating, and evaluating the infection control competencies are effective and meet the required standards as established by OSHA. The DA Instructor will continue to work on enhancing teaching and demonstration techniques (power point, Camtasia, guest presenters, etc.) to even further improve competency

results.

1.1c *Describe How Assessment Results Were Shared with Constituencies:* Results of the Assessment Report are shared with the current DA Class, Dental Assisting Advisory Committee, and CASL Members. The Assessment Report is submitted to the Assessment Committee and results included in the Annual Strategic Plan Narrative Report. Both are annually submitted to the ANC Board of Trustees for review and approval.

1.2 *State Means of Assessment, Describe Data collection Plan, and Define Criteria for Success:* One hundred percent (100%) of students will demonstrate competency in the fabrication of temporary crown and bridge restorations by achieving a 90% or greater on the pre clinical instructor and peer evaluations and by achieving the target score of (2.5) for Clinical Experience I, (2.75) for Clinical Experience II, and (3.0) for Clinical Experience III) or greater on a 1 to 4 scale with 1 being the lowest and 4 being the highest on clinical evaluations completed supervisors in the dental assisting offices.

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.

1.2a *Describe Data Collected, Data Analysis, and Data Analysis, and Relationship to Criteria for Success:* One hundred percent (100%) or all 13 students received at least a 3 on a four point scale 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.

Each of the 13 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.

1.2b *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.

1.2c *Describe How Assessment Results Were Shared with Constituencies:* Results of the Assessment Report are shared with the current DA Class, Dental Assisting Advisory Committee, and CASL Members. The results are included in the Annual Strategic Plan Narrative Report. The

report is submitted to the ANC Board of Trustees for review.

2. Intended Student Learning Outcome: Students will meet course objectives and outcomes in Processing, Developing and Mounting Radiographs (Radiology II) Meeting the requirements of the Arkansas State Dental Association Standards for Registered Dental Assistant in both clinical lab and dental office setting.

- 2.1 State Means of Assessment, Describe Data collection Plan, and Define Criteria for Success: One hundred percent (100%) of the students will score 90% or higher in clinical lab skills validation in Processing, developing, and mounting of full mouth radiograph (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 4 point scale. A percentage score is then calculated from the skill level obtained on a four point evaluation tool. Each of the 13 students completed the pre-clinical evaluation competencies.

- 2.1a Describe Data Collected, Data Analysis, and Data Analysis, and Relationship to Criteria for Success: The supervising dentist's evaluations reflected all 13 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 three Clinical Experiences.

One hundred percent (100%) of the class scored 90% or greater. One hundred percent (100%) of the supervising dentist in the clinical setting, evaluated the student using the four point scale during the Clinical

Using the established criteria, all 13 students received at least a 90% on all required radiographic competencies required prior to entering clinical rotations during the fall and spring semesters for 2010-11.

- 2.1b Describe How Assessment Results Were Used to Improve Instructional Program: Results indicated that 100% of students met the radiographic competencies as required. The data indicates that the process for teaching, demonstrating, and evaluating the radiographic competencies are effective and meet the required standards as established by CODA. 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.

- 2.1c Describe How Assessment Results Were Shared with Constituencies: Results of the Assessment Report are shared with the current DA Class, Dental Assisting Advisory Committee, and CASL Members. The Assessment Report is submitted to the Assessment Committee and results included in the Annual Strategic Plan Narrative Report. Both are annually submitted to the ANC Board of Trustees for review and approval.

- 2.2 State Means of Assessment, Describe Data collection Plan, and Define Criteria for Success: One hundred percent (100%) of the DA students will receive a 3.5 or greater on a 1 to 4 scale with 1 being the lowest and 4 the highest, on clinical skills #11 Processing Radiograph, #12 Develop Radiograph, #13 Mounting Radiograph as evaluated by the assigned Dental Office Preceptor.
3. Intended Student Learning Outcome: Students will meet course objectives and outcomes in Preventative Dentistry Coronal Polish, meeting the requirements of the ASDA Standards for Registered Dental Assistants.

- 3.1 State Means of Assessment, Describe Data collection Plan, and Define Criteria for Success: One hundred percent (100%) of the students will score 95% or higher in clinical skills validation in Coronal Polish on DEXTR.

One hundred (100%) of students will demonstrate competency in the Coronal Polish 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 4 point scale. A percentage score is then calculated from the skill level obtained on a four point evaluation tool.

- 3.1a Describe Data Collected, Data Analysis, and Data Analysis, and Relationship to Criteria for Success: Each of the 13 students completed the pre-clinical evaluation competencies. One hundred percent (100%) of the class scored 90% or greater. One hundred percent (100%) of the supervising dentist in the clinical setting evaluated the students using the four point scale. The supervising dentist's evaluations reflected all 13 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 three Clinical Experiences.

Using the established criteria, all 13 of 13 students or 100% received at least a 90% on all required Coronal Polish competencies required prior to entering clinical rotations during the fall and spring semesters for 2010-11.

- 3.1b Describe How Assessment Results Were Used to Improve Instructional Program: The data indicates that the process for teaching, demonstrating, and evaluating the Coronal Polish competencies are effective and meet the required standards as established by CODA. 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.
- 3.1c Describe How Assessment Results Were Shared with Constituencies: Results of the Assessment Report are shared with the current DA Class, Dental Assisting Advisory Committee, and CASL Members. The Assessment Report is submitted to the Assessment Committee and results included in the Annual Strategic Plan Narrative Report. Both are

annually submitted to the ANC Board of Trustees for review and approval.

- 3.2 State Means of Assessment, Describe Data collection Plan, and Define criteria for Success: One hundred percent (100%) of the students will be rated by the assigned Dental Office Preceptor at 3.5 or above on a 1 to 4 scale with 1 being the lowest and 4 the highest, on the coronal polish competency.
4. Intended Student Learning Outcome: Students will meet the retention/graduation and employment goals set for the Dental Assisting Program.
- 4.1 State Means of Assessment, Describe Data collection Plan, and Define Criteria for Success: Eighty percent (80%) of the students accepted into the Dental Assisting Class will successfully complete and graduate from the program. 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.
- 4.1a Describe Data Collected, Data Analysis, and Data Analysis, and Relationship to Criteria for Success: The initial is used to determine the number of students entering the program. The final roster is used to determine the number of students graduating from the program. An eighty six (86%) retention rate was obtained or 13 out of 15 students completed the program for the 2010-2011 academic year.
- 4.1b Describe How Assessment Results Were Used to Improve Instructional Program: Results indicated that the criteria for success were met with an 86% 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 2010-11 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.
- 4.1c Describe How Assessment Results Were Shared with Constituencies: Results of the Assessment Report are shared with the current DA Class, Dental Assisting Advisory Committee, and CASL Members. The Assessment Report is submitted to the Assessment Committee and results included in the Annual Strategic Plan Narrative Report. Both are annually submitted to the ANC Board of Trustees for review and approval.
- 4.2 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.

4.2a Describe Data Collected, Data Analysis, and Data Analysis, and Relationship to Criteria for Success: Seven students have applied to take portions of this exam in the spring and summer 2011. All seven passed the infection Control Component they test for. One student successfully completed the CDA certification exam. The exam is not required in Arkansas and the components are quite expensive as a result students that are hired without the credential of CDA, are encouraged to take the exam but choose not to.

4.2b Describe How Assessment Results Were Used to Improve Instructional Program: Based on the same analysis of the 2008 and 20013 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 was implemented as a pilot in the 2010-11 Dental Assisting Class.

4.2c Describe How Assessment Results Were Shared with Constituencies: Results of the Assessment Report are shared with the current DA Class, Dental Assisting Advisory Committee, and CASL Members. The Assessment Report is submitted to the Assessment Committee and results included in the Annual Strategic Plan Narrative Report. Both are submitted to the ANC Board of Trustees for review.

4.3 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 months post-graduation as indicated on 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.

- 4.3a Describe Data Collected, Data Analysis, and Data Analysis, and Relationship to Criteria for Success: A total of (6) out of (13) or 67% of Dental Assisting graduates were employed in a Dental Office six months post graduation. Seven (7) out of (13) 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".
- 4.3b Describe How Assessment Results Were Used to Improve Instructional Program: Strategies to improve employment rates for DA student in the 2011-2012 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) continue to expand the clinical affiliation list to include more sites in the Paragould, Jonesboro, and West Memphis area.
- 4.3c Describe How Assessment Results Were Shared with Constituencies: Results of the Assessment Report are shared with the current DA Class, Dental Assisting Advisory Committee, and CASL Members. The Assessment Report is submitted to the Assessment Committee and results included in the Annual Strategic Plan Narrative Report. Both are annually submitted to the ANC Board of Trustees for review and approval.
5. Intended Student Learning Outcome: Employed graduates will indicate through graduate surveys that the Dental Assisting curriculum has prepared them to utilize the knowledge and skills needed to practice as Dental Assistants.
- 5.1 State Means of Assessment, Describe Data collection Plan, and Define criteria for Success: One hundred percent (100%) of the students returning the post graduation survey will rate "satisfaction of the Dental Assisting Program" at a 3.5 or greater on a 1 to 5 scale with 1 being the lowest and 5 being the highest.
- The Post Graduate Surveys and Telephone surveys are used to obtain the post graduation data.
- 5.1a Describe Data Collected, Data Analysis, and Data Analysis, and Relationship to Criteria for Success: Thirteen (13) out of (13) or 100% of graduates rated satisfaction with the DA program at 3.5 with or higher with a average score of 4.5
- 5.1b 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. This is mainly due to the lack of Dentist in Mississippi County. The jobs obtained in the graduating class of 2011 have consisted of offices in Lepanto, Jonesboro, West Memphis, Southaven, Mississippi and a

rotating schedule in one office with a day in Blytheville.

5.1c *Describe How Assessment Results Were Shared with Constituencies:* Results of the Assessment Report are shared with the current DA Class, Dental Assisting Advisory Committee, and CASL Members. The Assessment Report is submitted to the Assessment Committee and results included in the Annual Strategic Plan Narrative Report. Both are annually submitted to the ANC Board of Trustees for review and approval.

5.2 *State Means of Assessment, Describe Data collection Plan, and Define Criteria for Success:* Ninety percent (90%) of the students returning the post graduation survey will rate the ANC Dental Assisting Program at a 3.5 or greater on a 1 to 5 scale with 1 being the lowest and 5 being the highest related to educational experience and preparedness for the DA workforce.

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.

5.2a *Describe Data Collected, Data Analysis, and Data Analysis, and Relationship to Criteria for Success:* A Post-graduate questionnaire is sent to all graduates six months after graduation, in December 2011, 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.

Thirteen (13) out of (13) or 100% of graduates rated their ANC educational experience and preparedness for the DA workforce at (3) or higher with an average score of 4.6. Ten (10) of the (10) employed graduates rated their experience and preparedness at 3 or greater. Overall graduates indicated they were well prepared to enter the DA field.

5.2b *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 4.1.

5.2c *Describe How Assessment Results Were Shared with Constituencies:* Results of the Assessment Report are shared with the current DA Class, Dental Assisting Advisory Committee, and CASL Members. The Assessment Report is submitted to the Assessment Committee and results included in the Annual Strategic Plan Narrative Report. Both are annually submitted to the ANC Board of Trustees for review and approval.

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

- 6.1 State Means of Assessment, Describe Data collection Plan, and Define Criteria for Success: One hundred percent (100%) of all employers (Dental Offices) of graduates returning the employer survey 6 month post graduation will rate all areas of the survey evaluating “job performance” of the beginning Dental Assistant at a 3 or higher on 1 to 5 scale with 1 being the lowest and 5 being the highest.
- 6.1a Describe Data Collected, Data Analysis, and Data Analysis, and Relationship to Criteria for Success: 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.
- Results from the 2011 class:
Nine (9) Dental Offices completed the Telephone Survey (One office hired two students. Results indicated that Dental Office Employers rated the ANC DA graduates at an average of 3.0 or greater with a total average score of 4.46.
- 6.1b Describe How Assessment Results Were Used to Improve Instructional Program: Results of the 2011 graduating class indicate less a need to assist graduates with employment placement and to explore local and regional Dental Assisting employment opportunities as a result of the action plan to include preceptors in the Clinical Experience II, II during the 2011 clinical. Results will be shared with the DA Advisory Committee for suggestions and strategies regarding employment opportunities. The 2010 assessment results indicated a need on improving the clinical experience in the Dental Office rotations. An action plan was developed and a Preceptor Program developed for the Clinical Experience II & III. The 2010 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.
- 6.1c Describe How Assessment Results Were Shared with Constituencies: Results of the Assessment Report are shared with the current DA Class, Dental Assisting Advisory Committee, and CASL Members. The Assessment Report is submitted to the Assessment Committee and results included in the Annual Strategic Plan Narrative Report. Both are annually submitted to the ANC Board of Trustees for review and approval.

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

Expanded Statement of Institutional Purpose

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

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

Intended Student Outcomes

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

1. Intended Student Learning Outcome: Students will meet established objectives and outcomes in the clinical laboratory and long term care clinical component of the Nursing Assistant Course.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: One hundred percent (100%) of students will demonstrate competency in the clinical lab with a “pass” on a pass/fail evaluation scale in the following required skills within the first 16 hours of the nursing assistant course as required by the Office of Long Term Care:
 - Hand washing
 - Isolation techniques
 - Bed making
 - Meal Service
 - Heimlich Maneuver
 - Postmortem Care

- 1.1a 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 of the total 114 Nursing Assistant Students enrolled in a total of 11 classes between ANC Burdette and Paragould Campuses 110 (97%) successfully completed and validated the required core skills within the first 16 hours of the NA course. Four students were absent during the first 16 hours of class, but made up the time prior to the beginning of clinical meeting the intent of the benchmark.

The results did not meet the benchmark of 100% which is required by the Office of Long Term Care.

- 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 were not successful in meeting skill competency in the first 16 hours for a total of 4 students due to absenteeism. Students who miss class in the first 16 hours will either make up the class before the next class meeting or will need to withdraw from classes and enroll in the next offered NA Course. Additional part-time instructors may be utilized to meet the benchmark within the required time frame. Instructors will use data results to

continue to refine the skill validation process providing extended practice time to those students having difficulty and a reasonable make-up time for those who missed class with an excused absence.

1.1c Describe How Assessment Results Were Shared with Constituencies: Assessment Results will be shared with the Nursing Assistant Advisory Committee in Spring 2013. 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 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 are 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 110 students who progressed to the clinical component of the course 105 (96%) were successful in completing the clinical component of the course indicating a "pass" in all areas of clinical competencies. Five students were not successful due to non-attendance to clinicals therefore did not meet 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.

The total classroom and clinical hours are mandatory and if a student is absent, there is very little time to make up the required contact hours. Instructors work to assist students in making up reasonable classroom time missed, but a full 8 hour clinical is very difficult to make up.

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 or requiring the student 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 2013. 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 Course rosters from the 11 Nursing Assistant Courses evaluated provided the total number of students (114) 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 Course is the first step in providing employability to these students. The next step requires successful completion of the official NA written and clinical exam to for certification as a Nursing Assistant (CNA). The last step is securing employment. Results indicated that of the 11 courses (6 at Paragould, 5 at Burdette) there were a total of 114 students who enrolled in the courses and a total of 105 who completed for a retention/completion rate of (92%) 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 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 2013. 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 five percent (85%) of all students completing the NA course will set for the CNA Exam within one year of completion.

- 2.3 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Eighty percent (80%) of all nursing assisting setting for the CNA Exam will be successful on the certification/competency exam within 12 months of course completion administered by the Office of Long Term Care.

2.3a 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".

2011 Results

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

2012 Results: Total NA Course Completers 105

ANC Campus	Total NA Course Completion	Total Taking CNA Exam	Number Passing	Pass Rate from Test Takers
Burdette	45	34	29	85%
Paragould	60	37	33	89%
Totals	105	71	62	87%

Results indicated that a total of 71 completers set for the NA Exam of which 62 passed within one year of completion for a total of 87% Pass Rate exceeding the benchmark of 80% . This percentage best reflects data that students were prepared for the CNA Exam and identifies that only 9 of the students had not passed at the time of this report. It is noted that many of the completers do not choose to set for the Nursing Assistant Exam because it is not required for employability in most acute care settings such as hospitals. Employment in Long Term Care Facilities does require the completion of the approved Nursing Assistant Course and the successful completion of the certification exam.

Analysis of data results indicate a need to continue monitoring the number of course completers, number of those setting for the NA Exam and the number employed. Certification pass rates will be evaluated based on the total number setting for the exam. Those completing but not testing will be monitored for employability to determine if they choose to work in a healthcare area that does not require the certification exam.

- 2.3b Describe How Assessment Results Were Used to Improve Instructional Program: Certification Pass rates exceed the benchmark and passed concerns regarding all NA Course Completing the certification exam will be monitored based on employment data to determine if there is a correlation to certification is necessary for job attainment. Instructors will continue to monitor student progression and encourage NA completers to determine potential obstacles in setting for the CNA Exam. 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.
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 End of Course Completion Survey will rate satisfaction with the course at a 3.5 or higher on a scale of 1 to 5 with 1 being the lowest and 5 being the highest.
- 3.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Data indicated that all 105 or (100%) of students completing the NA Courses rated their satisfaction with the course at 3.5 or higher. Class size and of a maximum of 12 students in the class provides the instructor opportunity to work closely with students. The Course is offered in 8 weeks and provides the student employability skills within a short period time. Students express appreciation for the opportunity to gain these skills within a reasonable time frame and with the instructors who work with them to meet course and clinical objectives.
- 3.1b Describe How Assessment Results Were Used to Improve Instructional Program: Future data will be monitored 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 2013. 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 End of Course Survey Completion Nursing Assistant Survey will rate they met course objectives at a 3.5 or higher on a scale of 1 to 5 with 1 being the lowest and 5 being the highest.
- 3.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Data indicated that all 105 or (100%) of students completing the NA Course Objective Survey rated they meet their course objectives at 3.5 or higher. Class size and of a maximum of 12 students in the class provides the instructor opportunity to work closely with students in meeting the required Office of Long Term Care Curriculum to include both

classroom and clinical objectives.

- 3.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* Course objectives in the first 16 hours of class were not met by 4 of the NA students in the required time frame. Instructors are preparing an action plan to assist students in meeting the required skills/objectives as outlined by the OLTC and implement improvement strategies.
- 3.2c *Describe How Assessment Results Were Shared with Constituencies:* Assessment Results will be shared with the Nursing Assistant Advisory Committee in April 2013. 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 employment goals in the areas of job attainment and employer satisfaction.
- 4.1 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* Ninety percent (90%) of employers of ANC Nursing Assistants responding to the Employer Survey will rate job performance satisfaction with the beginning Nursing Assistant at a 3.5 or higher on a scale of 1 to 5 with 1 being the lowest and 5 the highest.
- 4.1a *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 9 facilities surveyed all rated ANC CNA's who were employed in their facility for "satisfactory job performance" at a 3.5 or higher. 5 of the nine facilities rated our graduates at an average of 4.5, One facility at a 5.0 and four at a 4.0. Results indicate Healthcare employers find the ANC Nursing Assistant program completers prepared and performing their duties in a satisfactory manner. One acute care facility did suggest having more curricular and clinical objectives that were geared to working in hospitals.
- 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 2013. 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:* Data collected for this includes telephone surveys of graduates, data provided by agency interviews and data gathered by the Career Pathways department at ANC who also tracks employment of Pathway NA students.

Results indicated out of the 70 students surveyed, 66 were employed for a total of 90% employability. Results are based on those actually surveyed or data found through the agencies or Pathways. It is very difficult to locate and contact all 105 completers due to changes in address, phone numbers and changing jobs or even relocating within a 12 month period.

- 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 2013. Results are shared with the CASL Committee and then submitted to the ANC Board of Trustees

Business and Technical Division

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

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

Expanded Statement of Institutional Purpose

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

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

Intended Student Outcomes

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

**Associate in Applied Science
Program Level Assessment
2011-2012 Report**

1. Intended Student Learning Outcome: Associate in Applied Science degree candidates in the Business and Technical Division will demonstrate technical knowledge and proficiency in their respective fields of study.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: AAS Business Technology - Business Administration Option students are administered the National Occupational Competency Testing Institute (NOCTI) - General Management examination during the final semester of enrollment prior to graduation. At least seventy percent will score above the national average on each section of the examination.
 - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The table below presents the results of the National Occupational Competency Testing Institute (NOCTI) - General Management examination administered to students in the semester of graduation. All students who file an Intent to Graduate form with the Registrar's office are required to complete the exam.

National Occupational Competency Testing Institute General Management Exam					
Duty Description	2011 Criteria Met	2012 Criteria Met	Total Criteria Met	Percent Criteria Met	Criteria Not Met
Technical Skills	3.0	2.0	5.0	62.5%	*
Business Management	5.0	3.0	8.0	100.0%	
Academic Foundations	2.0	2.0	4.0	50.0%	*
Systems	4.0	2.0	6.0	75.0%	
Ethics and Legal Responsibilities	5.0	2.0	7.0	87.5%	
Communication	4.0	2.0	6.0	75.0%	
Information Technology Applications	4.0	2.0	6.0	75.0%	
Problem Solving, Critical Thinking, and Decision Making	2.0	3.0	5.0	62.5%	*
Leadership and Teamwork	4.0	3.0	7.0	87.5%	
Safety, Health, and Environmental	4.0	2.0	6.0	75.0%	
Employability and Career Development	3.0	2.0	5.0	62.5%	*
Total	4.0	2.0	6.0	75.0%	
National Cut Score	5.0	3.0	8.0	100%	
Number of Students:	<i>2011</i>	<i>2012</i>	<i>Total</i>		
	5	3	8		

1.1b Describe How Assessment Results Were Used to Improve Instructional Program:

- **Technical Skills**
Faculty will review the curriculum to identify courses in the major that teach the use of planning tools, marketing techniques, and financial resources to effectively manage a business. The review will determine if assignments within the major courses sufficiently cover this content. If not, faculty will be asked to incorporate these types of tasks in their courses. The business technology faculty will review the current degree requirements to determine if a capstone course can be incorporated into the curriculum.
- **Academic Foundations**
A Survey of Economics course was added to the Business Administration curriculum beginning with the fall 2012 catalog. This will address the need for instruction in the application of economic skills. Students need more exposure to reading, writing, and math skills used in a business environment in their major coursework. Major courses will be reviewed to determine if assignments related to this skill set are required. The business technology faculty will review the current degree requirements to determine if a capstone course can be incorporated into the curriculum.
- **Problem Solving, Critical Thinking, and Decision Making**
A Survey of Economics course was added to the Business Administration curriculum beginning with the fall 2012 catalog. The nature of the economics course contributes to the development of critical thinking skills. The Decision Strategies course addresses problem solving, critical thinking, and decision making skills and is currently under revision. The business technology faculty will review the current degree requirements to determine if a capstone course can be incorporated into the curriculum.
- **Employability and Career Development**
The Career Management course was added to the Business Administration curriculum beginning with the fall 2012 catalog. The class includes employability and career development skills.

1.1c Describe How Assessment Results Were Shared with Constituencies:
Assessment results were reviewed by the Business/Technical Programs faculty. Members of the Committee for the Assessment of Student Learning examined the report and made recommendations. The final version was presented to the Arkansas Northeastern College Board of Trustees and made available on the myANC portal.

1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: AAS Business Technology - Business Enterprise Option students are administered the Assessment of Skills and Knowledge for Business (A*S*K) - Concepts of Entrepreneurship and Management examination during the final semester of enrollment prior to graduation. At least seventy percent will score at least sixty percent on each section of the examination.

- 1.2a Describe Data Collected, Data Analysis and Relationship to Criteria for Success: The exam was given on an individual basis at the ANC Testing Center. The goal of 70% of students scoring at least 60% on each of the 18 sections of the test was not met. None of the students scored a 60% or better on all of the sections. There is an issue in this assessment design. There are 18 sections and even though each student did not attain a 60% or better on each section, the average score of the exam was 66.67%. The new assessment plan will adjust the measurement to reflect a more relevant view of the performance of the students. There were three sections that showed similar results that need to be addressed for improvement: Business Law, Emotional Intelligence, and Economics. 66% of the students had scores of below 60%.
- 1.2b Describe How the Assessment Results Were Used to Improve Instructional Program: The current Business Enterprise option degree program requires the course of Legal Environment of Business. The results of these specific questions were reviewed with the instructor of the class. The subject of Emotional Intelligence will be introduced into the Business Practicum class in the spring of 2013. The curriculum will be changed to cover this subject. The subject of Economics in the past was offered as an elective. The new program beginning in the fall of 2012 will have an economics class required in the degree.
- 1.2c Describe How the 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 Computer Information Systems students are administered the National Occupational Competency Testing Institute (NOCTI) – Computer Technology examination during the final semester of enrollment prior to graduation. At least seventy percent will score above the national average on each section of the examination.
- 1.3a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The table below presents the results of the National Occupational Competency Testing Institute (NOCTI) - Computer Technology examination administered to students in the semester of graduation. All students who file an Intent to Graduate form with the Registrar's office are required to complete the exam.
- The total criterion were not met in any of the six areas. Those areas particularly deficient are Professional Standards and Ethics and Networking and Data Communications.
- 1.3b Describe How Assessment Results Were Used to Improve Instructional Program: Faculty have identified PC Maintenance and Introduction to Computer Information Systems courses in the major that should specifically emphasize professional standards and ethics. The texts and course content in all three Networking courses will change in Spring 2013, which should yield higher scores in Networking and Data Communications. A review will be made of major courses to insure sufficient coverage of content. Faculty will be asked to emphasize and

clarify course material not meeting the criteria. A review the degree requirements will be made to determine if a capstone course can be incorporated into the curriculum.

- 1.3c Describe How Assessment Results Were Shared with Constituencies: Assessment results will be shared with the Business/Technical Programs faculty.

National Occupational Competency Testing Institute Computer Technology Exam					
Duty Description	2011 Criteria Met	2012 Criteria Met (No CIS Graduates)	Total Criteria Met	Percent Criteria Met	Criteria Not Met
Professional Standards and Ethics	1		1	10%	*
General Computer Knowledge/Concepts	3		3	60%	*
PC (Personal Computer) Hardware Knowledge	3		3	60%	*
PC (Personal Computer) Software Knowledge	3		3	60%	*
Networking and Data Communications	2		2	40%	*
Security	3		3	60%	*
Total	15		15	48%	*
National Cut Score	2		2	40%	*
	2011	2012	Total		
<i>Number of Students:</i>	5		2	40%	*

- 1.4 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: AAS Criminal Justice students are administered the Area Concentration Achievement Test (ACAT) – Criminal Justice examination during the final semester of enrollment prior to graduation. At least seventy percent of students who complete the exam will score above the national average on the examination.

- 1.4a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Data was collected using the student scores on the ACAT examination and determining what percentage of students scored above the

national average. The results were compiled by academic year and are summarized in the table below.

Semester	Percent Scoring Above National Average	Raw Data
Spring, 2011	66	10 out of 15
Spring, 2012	71	5 out of 7
Total	68	15 out of 22

The goal of 70 percent was not met overall for the two years assessed, however, on an individual basis 70 percent of the graduates tested from the 2012 academic year did in fact score above the national average.

- 1.4b Describe How Assessment Results Were Used to Improve Instructional Program: In reviewing the individual sections of material by student and then as a whole, no pattern of deficiency emerges. In order to have a pattern emerge (a two year cycle is not enough time to establish a pattern), I am going to look at all data after the next assessment cycle, and if a pattern has not emerged showing a particular deficiency, other avenues will be explored.
- 1.4c Describe How Assessment Results Were Shared with Constituencies: A meeting will be held with the division to discuss the results.
2. Intended Student Learning Outcome: AAS Office Technology students will demonstrate proficiency in spelling, punctuation, and grammar in business documents.
- 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy-five percent of the students enrolled in OT 21033 Office Procedures will pass the Proofreading 1 test in OPAC with a minimum 70 percent
- 2.1a Describe Data Collection Plan, and Define Criteria for Success: During spring 2011 and 2012 semesters, 24 students were enrolled in OT 21023 Office Procedures. Fifty-two percent of the students passed Proofreading 1 test in OPAC with a minimum 70 percent. Criteria not met.
- 2.1b Describe How Assessment Results were used to Improve Instructional Program: Proofreading has been difficult to teach to students. In spring 2011 a computer-based proofreading text was adopted and used. The textbook use did not appear to help improve student results and was not adopted for the next offering of Office Procedures in spring 2012. We are discussing other ways to assess this skill.
- 2.1c Describe How Assessment Results were shared with Constituencies: Students were allowed to review their test results because the printings show a student's changes and the key. Results were also shared with the division faculty.

- 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy-five percent of the students enrolled in OT 21033 Office Procedures will pass the Proofreading 2 test in OPAC with a minimum 70 percent.
- 2.2a Describe Data Collection Plan and Define Criteria for Success: During spring 2011 and 2012 semesters, 24 students were enrolled in OT 21023 Office Procedures. Of the 24 students tested in Proofreading 2, 16 students, 67 percent, passed the Proofreading 2 test in OPAC with a minimum of 70 percent. Criteria not met.
- 2.2b Describe How Assessment Results were used to Improve Instructional Program: Proofreading 2 is the same format but a different version of text and is a second way to test proofreading skills. The description in 2.1b applies here.
- 2.2c Describe How Assessment Results were shared with Constituencies: Students were allowed to review their test results because the printings show a student's changes and the key. Results were also shared with the division faculty.
3. Intended Student Learning Outcome: AAS Office Technology students will demonstrate filing proficiency.
- 3.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy-five percent of the students enrolled in OT 11043 Records and Information Management will pass the Alphabetic Filing test in OPAC with a minimum 70 percent.
- 3.1a Describe Data Collection Plan and Define Criteria for Success: Eighteen students passed the Alphabetic Filing test with a minimum of 70 percent or better. Criteria were met with 100 percent passing. Data was gathered fall 2011.
- 3.1b Describe How Assessment Results were used to Improve Instructional Program: These results show instruction is adequately presenting the alphabetic filing rules and no change is needed. Because students meet the criteria for filing in both alphabetic and numeric tests, no further assessment reporting is required.
- 3.1c Describe How Assessment Results were shared with Constituencies: Students were allowed to review their test results because the printings show a student's changes and the key. Results were also shared with the division faculty.
- 3.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy-five percent of the students enrolled in OT 11043 Records and Information Management will pass the Numeric Filing test in OPAC with a minimum 70 percent.
- 3.2a Describe Data Collection Plan and Define Criteria for Success: Eighteen students passed the Numeric Filing test with a minimum of 70 percent or

better. Criteria were met with 100 percent passing. Data was gathered fall 2011.

- 3.2b *Describe How Assessment Results were used to Improve Instructional Program:* These results show instruction is adequately presenting the numeric filing rules and no change is needed. Because students meet the criteria for filing in both alphabetic and numeric tests, no further assessment reporting will be done.
- 3.2c *Describe How Assessment Results were shared with Constituencies:* Students were allowed to review their test results because the printings show a student's changes and the key. Results were also shared with the division faculty.
- 3.3 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success.* Seventy-five percent of the students enrolled in OT 11043 Records and Information Management will research the steps in the life cycle of a record series of an organization. From that life cycle report, students will identify what system is being used, and one advantage and one disadvantage of that system with a minimum of 67 percent.
 - 3.3a *Describe Data Collection Plan and Define Criteria for Success:* During fall 2011, students created a Microsoft PowerPoint presentation that generally described the life cycle of a record but did not provide specific information about a records series, advantage, or disadvantage.
 - 3.3b *Describe How Assessment Results were used to Improve Instructional Program.* The life cycle report will be assigned in fall 2012 and fall 2013 appropriate data gathered.
 - 3.3c *Describe How Assessment Results were shared with Constituencies:* Students were allowed to review their test results because the printings show a student's changes and the key. Results were also shared with the division faculty.

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

1. Intended Student Learning Outcome: Students in Accounting I will correctly prepare financial statements from an adjusted trial balance.

1.1 State Means of Assessment and Define Criteria for Success: Seventy percent of students will correctly complete each part of an income statement on the unit exam.

The representative parts included correct listing of revenue accounts, expense accounts, and net income or net loss calculations.

Describe Data Collection Plan: A rubric will be designed that identifies the proper content and formatting of an income statement. The income statement section of the unit exam for each student will be evaluated to determine if the student completed each part correctly.

1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Data was collected from four classes and an assessment rubric was used to determine correct content for income statement preparation. Students used accompanying online course management software to complete assignments. Included in the original data plan was proper formatting. However, the formatting component was incorporated in each problem and therefore was not considered as part of the assessment. To determine proficiency, students must attain an accomplished or mastery score level based on an assessment rubric that includes parts for each financial statement. The results for the first financial statement are shown in the table below.

INCOME STATEMENT/CONTENT Unit Exam	Percent Scoring Accomplished/Mastery Level Per Part
Correct Revenue Accounts Listed	91
Correct Expense Accounts Listed	97
Correct Net Income/Net Loss Calculation	76

1.1b Describe How Assessment Results Were Used to Improve Instructional Program: The goal of 70 percent was met for each part of the income statement. Consequently, no additional steps will be needed to improve instruction in these areas.

1.1c Describe How Assessment Results Were Shared with Constituencies: Students were given results through online solutions and feedback on individual chapter exams that included the same types of problems given in the unit exam. However, no solutions were made available on the unit exam. The results were shared with the division.

- 1.2 State Means of Assessment and Define Criteria for Success: Seventy percent of students will correctly complete each part of an owner equity statement on the unit exam.

The representative parts included recognizing correct beginning capital amount, net income/net loss from the income statement, owner withdrawal, and ending capital amounts.

Describe Data Collection Plan: A rubric will be designed that identifies the proper content and formatting of an owner equity statement. The owner equity section of the unit exam for each student will be evaluated to determine if the student completed each part correctly.

- 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Data was collected from four sections and an assessment rubric was used to determine correct content for owner equity statement preparation. Students used accompanying online course management software to complete assignments. Included in the original data plan was proper formatting. However, the formatting component was incorporated in each problem and therefore was not considered as part of the assessment. To determine proficiency, students must attain an accomplished or mastery score level based on an assessment rubric that includes parts for each financial statement. The results for the second financial statement are shown in the following table.

OWNER EQUITY STATEMENT/CONTENT Unit Exam	Percent Scoring Accomplished/Mastery Level Per Part
Beginning Capital Amount	91
Correct Net Income/Net Loss from Income Statement	82
Less Owner Withdrawals	79
Correct Ending Capital Amount	70

- 1.2b Describe How Assessment Results Were Used to Improve Instructional Program: The goal of 70 percent was met for each part of the owner equity statement. Assessing the learning outcome will be repeated during the next cycle. Students have at their disposal, via the CONNECT™ website, a plethora of supplemental learning aids to include self-studies, sample quizzes, and study modules. Links on the course homepage provide access to the textbook website for interactive quizzes, Camtasia lectures, games, and other online accounting web links. In addition, an Excel review set will be assigned which emphasizes financial statement training. The instructor will use the spreadsheet to demonstrate proper owner equity statement preparation.

1.2c Describe How Assessment Results Were Shared with Constituencies: Students were provided online solutions and feedback on individual chapter exams that included the same types of problems given in the unit exam. However, no solutions were made available on the unit exam. The results were shared with the division.

1.3 State Means of Assessment and Define Criteria for Success: Seventy percent of students will correctly complete each part of a balance sheet on the unit exam.

The representative parts included correct listing of asset accounts, liability accounts, capital amount from owner equity statement, and proof of accounting equation ($A = L + OE$).

Describe Data Collection Plan: A rubric will be designed that identifies the proper content and formatting of a balance sheet. The balance sheet section of the unit exam for each student will be evaluated to determine if the student completed each part correctly.

1.3a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Data was collected from four sections and an assessment rubric was used to determine correct content for balance sheet preparation. Students used accompanying online course management software to complete assignments. Included in the original data plan was proper formatting. However, the formatting component was incorporated in each problem and therefore was not considered as part of the assessment. To determine proficiency, students must attain an accomplished or mastery score level based on an assessment rubric that includes parts for each financial statement. The results for the third financial statement are shown in the following table.

BALANCE SHEET/CONTENT Unit Exam	Percent Scoring Accomplished/Mastery Level Per Part
Correct Asset Accounts Listed	86
Correct Liability Accounts Listed	74
Correct Capital Amount from OE Statement (Link)	25
Proof of Accounting Equation $A=L+OE$	22

1.3b Describe How Assessment Results Were Used to Improve Instructional Program: The goal of 70 percent was met for two of four parts. However, the learning outcome to determine the correct capital amount from the owner equity statement and proving the accounting equation was abysmal and the assessment of the learning outcome will be repeated during the next cycle. The extremely poor scores indicate the increased level of complexity in balance sheet preparation. Students have at their disposal, via the CONNECT™ website, a plethora of supplemental learning aids to include self-studies, sample quizzes, and study modules. Links on the

course homepage provide access to the textbook website for interactive quizzes, Camtasia lectures, games and other online accounting web links. In addition, an Excel review set will be assigned which emphasizes financial statement training. The instructor will use the spreadsheet to demonstrate proper balance sheet preparation.

- 1.3c *Describe How Assessment Results Were Shared with Constituencies:* Students were provided online solutions and feedback on individual chapter exams that included the same types of problems given in the unit exam. However, no solutions were made available on the unit exam. The results were shared with the division.

2. *Intended Student Learning Outcome:* Students in Accounting I will correctly prepare closing entries.

- 2.1 *State Means of Assessment and Define Criteria for Success:* Seventy percent of students will correctly complete each step in the closing entry process on the designated homework problem.

The representative parts included proper debit/credit entries to the general journal, correct income statement credit balances closed to income summary, income statement debit balances closed to income summary, income summary account closed to capital account, drawing account closed to capital account.

Describe Data Collection Plan: A rubric will be designed that identifies proper content and formatting of the four-step closing process. Students will be assigned a homework problem using the CONNECT web-based platform without the aid of the check-as-you-go feature. Each problem will be evaluated to determine if the student completed each step correctly.

- 2.1a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* Data was collected from four sections and an assessment rubric was used to determine correct content and formatting for closing entry preparation. To determine proficiency, students must attain an accomplished or mastery score level based on five parts. The results are shown in the table on the next page.
- 2.1b *Describe How Assessment Results Were Used to Improve Instructional Program:* The goal of 70 percent was met for each part of the closing entries. Consequently, no additional steps will be needed to improve instruction in these areas.
- 2.1c *Describe How Assessment Results Were Shared with Constituencies:* Students were provided online solutions and feedback on the homework problem. The results were shared with the division.

CLOSING ENTRIES FORMATTING/CONTENT Homework Problem	Percent Scoring Accomplished/Mastery Level Per Part
FORMATTING	
Proper debit/credit entries to General Journal	94
CONTENT	
Income Statement Credit Balances Closed to Income Summary	87
Income Statement Debit Balances Closed to Income Summary	90
Close Income Summary Account to Capital Account	74
Close Drawing Account to Capital Account	87

- 2.2 State Means of Assessment and Define Criteria for Success: Seventy percent of students will correctly complete each part of the closing entry process on the unit exam.

The representative parts include proper debit/credit entries to the general journal, correct income statement credit balances closed to income summary, income statement debit balances closed to income summary, income summary account closed to capital account, drawing account closed to capital account.

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

- 2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Data was collected from four sections representing and an assessment rubric was used to determine correct content for closing entry preparation. To determine proficiency, students must attain an accomplished or mastery score level based on five parts. The results are shown in the table on the next page.
- 2.2b Describe How Assessment Results Were Used to Improve Instructional Program: The goal of 70 percent was met for each part of the closing entries. Consequently, no additional steps will be needed to improve instruction in these areas.
- 2.2c Describe How Assessment Results Were Shared with Constituencies: Students were given results through online solutions and feedback on individual chapter exams that included the same types of problems given in the unit exam. However, no solutions were made available on the unit exam. The results were shared with the division.

CLOSING ENTRIES FORMATTING/CONTENT Unit Exam	Percent Scoring Accomplished/Mastery Level Per Part
FORMATTING	
Proper debit/credit entries to General Journal	76
CONTENT	
Income Statement Credit Balances Closed to Income Summary	79
Income Statement Debit Balances Closed to Income Summary	94
Close Income Summary Account to Capital Account	63
Close Drawing Account to Capital Account	75

**Principles of Accounting II
Course Level Assessment Report
Spring 2011-Summer 2012**

1. Intended Student Learning Outcome: Students will be able to use relevant cost and pricing information to decide between alternative actions.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Given a scenario in which a decision must be made to scrap and sell or rework and sell a defective product, at least 80 percent of students will use relevant cost and pricing information to make the most profitable decision. Data will be collected from specific exam problems. An item analysis will be conducted in order to determine the percent of students making the correct decision.
 - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Data for this report was collected from the spring 2012 Principles of Accounting II class. The data that was available to analyze came from homework problems instead of exam problems as specified in the plan. Additionally, data needed to analyze this outcome was inadvertently omitted from the spring 2011 class. Data from the spring 2012 class was analyzed to determine if students could use relevant cost and pricing information to make the most profitable scrap and sell or rework and sell decision for a company with a defective product. Of the 11 students in this class, 10 or 91% of students were able to make the most profitable decision.
 - 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: The criterion for success was met. Consequently, no additional steps will be needed to improve instruction in these areas.
 - 1.1c Describe How Assessment Results Were Shared with Constituencies: Assessment results were reviewed by members of the Business and Technical Division and the members of the Committee for the Assessment of Student Learning.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Given a scenario in which a decision must be made to make or buy a product, at least 80 percent of students will use relevant cost and pricing information to make the most profitable decision. Data will be collected from specific exam problems. An item analysis will be conducted in order to determine the percent of students making the correct decision.
 - 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Data for this report was collected from the spring 2012 Principles of Accounting II class. The data that was available to analyze came from homework problems instead of exam problems as specified in the plan. Additionally, data needed to analyze this outcome was inadvertently omitted from the spring 2011 class. Data from the spring 2012 class was analyzed to determine if students could use relevant cost and pricing information to make the most profitable make or buy decision for a

company. All 11 of the students or 100% were able to make the most profitable decision

- 1.2b Describe How Assessment Results Were Used to Improve Instructional Program: The criterion for success was met. Consequently, no additional steps will be needed to improve instruction in these areas.
 - 1.2c Describe How Assessment Results Were Shared with Constituencies: Assessment results were reviewed by members of the Business and Technical Division and the members of the Committee for the Assessment of Student Learning.
2. Intended Student Learning Outcome: Students will be able to determine the level of sales needed for a company to break even.
- 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Given a scenario, 80% of students will use relevant information to calculate the unit sales volume that is required for a single-product company to break even. Data will be collected from specific exam problems. An item analysis will be conducted in order to determine the percent of students meeting the criteria for success.
 - 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Data for this report was collected from the spring 2011 and the spring 2012 Principles of Accounting II classes. Data for this analysis was obtained from specific quiz problems and homework problems instead of specific exam problems as specified in the plan. Of the 21 students in the two classes, 19 students were able to calculate the unit sales volume required for a single-product company to break even, which means that 90% of students were able to accomplish this task.
 - 2.1b Describe How Assessment Results Were Used to Improve Instructional Program: The criterion for success was met. Consequently, no additional steps will be needed to improve instruction in these areas.
 - 2.1c Describe How Assessment Results Were Shared with Constituencies: results were reviewed by members of the Business and Technical Division and the members of the Committee for the Assessment of Student Learning.
 - 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Given a scenario, 80% of students will use relevant information to calculate the unit sales volume per unit for a multi-product company that is required for the company to break even. Data will be collected from specific exam problems. An item analysis will be conducted in order to determine the percent of students meeting the criteria for success.
 - 2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Data for this report was collected from the spring 2011 and the spring 2012 Principles of Accounting II classes. Data for this analysis was obtained from homework problems instead of specific exam problems as stated in the plan. Of the 21 students in the two classes, 17 students were

able to calculate the unit sales volume required for a multi-product company to break even, which means that 81% of students were able to accomplish this task.

- 2.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* The criterion for success was met. Consequently, no additional steps will be needed to improve instruction in these areas.
- 2.2c *Describe How Assessment Results Were Shared with Constituencies:* Assessment results were reviewed by members of the Business and Technical Division and the members of the Committee for the Assessment of Student Learning.

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

1. Intended Student Learning Outcome: Students enrolled in OT 21002 Business communications will demonstrate writing proficiency.

- 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: When given a negative news message situation from Chapter 9, Negative Messages, 70 percent of the students will demonstrate appropriate and competent writing skills which includes content that presents an appropriate/effective buffer with a minimum of 3 out of 5 points. Copies of each message written and the grade rubric will be saved and analyzed for competency. Data will be collected during spring and fall 2011, spring and fall 2012.

When given a negative news message situation from Chapter 9, Negative Messages, 70 percent of the students will demonstrate appropriate and competent writing skills which include content that presents an appropriate/effective buffer, with a minimum of 70 percent.

- 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Copies of each message written and the graded rubric were saved and analyzed for competency. Data was collected during spring and fall 2011, summer 2011, spring 2012, and summer 2012. Over three semesters and two summers, 58 students completed Negative Messages as part of their coursework. When graded for an appropriate/effective buffer, 25 students, 43 percent, were able to write an appropriate buffer. Criteria not met.
- 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: Continued emphasis is being placed on the principles and actual writing of negative news messages by giving more applications questions and examples in class, and students write short parts of negative messages for immediate feedback.
- 1.1c Describe How Assessment Results Were Shared with Constituencies: Students receive marked documents with graded rubrics through campus portal. Results are also shared with division faculty.

Table 1, Chapter 9, Negative Messages Rubric and Results	
Rubric Content/Organization	Results
Begins indirectly -uses appropriate buffer -doesn't state bad news -doesn't lead reader to expect good news -doesn't make obvious statements	25 students, 43 % wrote an appropriate buffer
Explanation/supporting detail is sufficient -Focus on facts -Company policy explained	Not assessed
Bad news is given and -de-emphasized in a dependent clause; -passive voice used -indirect statement used	23 students, 40 % appropriate wrote statements that de-emphasized the bad news
Closing sentences are about something positive Such as an alternative, resale, or sales promotion	25 students, 43 %, wrote statements that ended with an appropriate close that did not further emphasize the negative news

- 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: When given a negative news message situation from Chapter 9, Negative Messages, 70 percent of the students will demonstrate appropriate and competent writing skills which includes content that **deemphasizes the negative news** with a minimum of 3 out of 5 points. Copies of each message written and the grade rubric will be saved and analyzed for competency. Data will be collected during spring and fall 2011, spring and fall 2012.

When given a negative news message situation from Chapter 9, Negative Messages, 70 percent of the students will demonstrate appropriate and competent writing skills which include content that deemphasizes the negative news with a minimum of 70 percent.

- 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Copies of each message written and the graded rubric were saved and analyzed for competency. Data was collected during spring and fall 2011, summer 2011, spring 2012, and summer 2012. Over three semesters and two summers, 58 students completed Negative Messages as part of their coursework. When graded for deemphasizes the negative news, 23 students, 40 percent, were able to deemphasize the negative news. Criteria not met.
- 1.2b Describe How Assessment Results Were Used to Improve Instructional Program: Continued emphasis is being placed on the principles and actual writing of negative news messages by giving more applications questions and examples in class, and students write short parts of negative messages for immediate feedback.

- 1.2c Describe How Assessment Results Were Shared with Constituencies: Students receive marked documents with graded rubrics through campus portal. Results are also shared with division faculty.
- 1.3 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: When given a negative news message situation from Chapter 9, Negative Messages, 70 percent of the students will demonstrate appropriate and competent writing skills which includes content that **ends with an appropriate close that does not further emphasize the negative** with a minimum of 3 out of 5 points. Copies of each message written and the grade rubric will be saved and analyzed for competency. Data will be collected during spring and fall 2011, spring and fall 2012.

When given a negative news message situation from Chapter 9, Negative Messages, 70 percent of the students will demonstrate appropriate and competent writing skills which include content that ends with an appropriate close that does not further emphasize the negative news with a minimum of 70 percent.

- 1.3a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Copies of each message written and the graded rubric were saved and analyzed for competency. Data was collected during spring and fall 2011, summer 2011, spring 2012, and summer 2012. Over three semesters and two summers, 58 students completed Negative Messages as part of their coursework. When graded for deemphasizes the negative news, 23 students, 40 percent, were able to deemphasize the negative news. Criteria not met.
- 1.3b Describe How Assessment Results Were Used to Improve Instructional Program: Continued emphasis is being placed on the principles and actual writing of negative news messages by giving more applications questions and examples in class, and students write short parts of negative messages for immediate feedback.
- 1.3c Describe How Assessment Results Were Shared with Constituencies: Students receive marked documents with graded rubrics through campus portal. Results are also shared with division faculty.
- 1.4 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: When given homework in Aplia (accessory homework software) on Chapter 9, Negative Messages, 70 percent of the students will demonstrate knowledge in how to write these documents by scoring a minimum 70 percent on each of these sections—Strategies for Delivering Bad news, Techniques for Delivering Bad News Sensitively, Refusing Typical Requests, Delivering Bad News to Customers, Delivering Bad News within Organizations, and Delivering Bad News in Other Cultures. Data will be collected during spring and fall 2011, spring and fall 2012.

When given homework in Aplia (accessory homework software) on the chapter Negative Messages, students will demonstrate knowledge in how to write these documents by scoring a minimum 70 percent on each of these sections-Conveying Negative News Effectively, Examining Negative News Strategies, Analyzing the Components of Effective Negative Messages, Refusing Typical Requests, Handling Bad News with Customers, and Delivering Bad

News within Organizations. While testing was completed, the instructor did not collect the information in a timely manner before the Aplia technical support purged scores. Actual data for spring 2012 is all that was available.

Table 2, Chapter 9, Negative Messages Aplia Homework Results	
	Spring 2012 Day and Internet Averages
Conveying Negative News Effectively	93
Examining Negative News Strategies	93
Analyzing the Components of Effective Negative Messages	89
Refusing Typical Requests	82
Handling Bad News with Customers	91
Delivering Bad News within Organizations	83

- 1.4a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Eleven students had scores for Chapter 9. The scores were averaged across sections and across semesters. The Aplia Homework scores show that students demonstrate knowledge of the principles of writing effective negative messages. All averages were above 70 percent. Criteria were met.
- 1.4b Describe How Assessment Results Were Used to Improve Instructional Program: The Aplia homework provides opportunity for students to study the concepts presented in each chapter. If completed, the homework provides foundation for successfully writing negative messages.
- 1.4c Describe How Assessment Results Were Shared with Constituencies: Students can see their results upon completion of the questions. Results were shared with division faculty
2. Intended Student Learning Outcome: Students enrolled in OT 21003 Business Communications will demonstrate grammar and mechanics proficiency.
- 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: When given the Grammar Tutorial in Aplia (accessory homework software), students will demonstrate English grammar proficiency with a minimum 70 percent in each area. The Grammar Tutorial has seven areas—sentence structure, parts of speech, punctuation, capitalization/numbers, and common misspelled and confusing words. The average scores for each area will be analyzed and areas without a minimum 70 percent identified. Data will be collected during spring and fall 2011, spring and fall 2012. While testing was completed, the instructor did not collect the information in a timely manner before the Aplia technical support purged scores. Actual data for spring 2012 is all that was available.

- 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Fourteen students had scores for the Grammar Tutorial. The scores were averaged across questions for spring 2012 only. The Aplia Homework scores show that students did not demonstrate grammar knowledge in three areas, verbs, pronouns, and punctuation. Criteria not met.

Table 3, Grammar Tutorial Aplia Homework Results	
Topic	Spring 2012 Day and Internet Averages
Sentence Structure	70
Parts of Speech-Verbs	44
Parts of Speech-Pronouns	56
Parts of Speech-Adjectives /Adverbs	79
Comma Usage	85
Punctuation	65
Capitalization/Numbers	76
Confusing Words/ Commonly Misspelled	71

- 2.1b Describe How Assessment Results Were Used to Improve Instructional Program: The Aplia homework provides opportunity for students to study the grammar and mechanics, but the challenge comes in getting the student to actually complete the tutorial. While all messages will continue to be graded on grammar and mechanics, the instructor has moved on to other accessory software for the course that could provide lectures for the online students. CengageNOW offered the text with supplements in that platform.
- 2.1c Describe How Assessment Results Were Shared with Constituencies: Students can see their results upon completion of the questions. Results were shared with division faculty.
- 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: When given a negative news message situation from Chapter 9, Negative Messages, 70 percent of the students will score a minimum of 7 out of 10 points on the grammar/mechanics section of the rubric.
- 2.3 When given the Writing Tutorial in Aplia (accessory homework software), students will demonstrate writing proficiency with a minimum 70 percent. The Writing Tutorial has three areas-two of which are most applicable to a focus on English grammar and mechanics knowledge. The two applicable areas are sentence level and paragraph level. The average scores for each area were analyzed and areas without a minimum 70 percent identified.

While testing was completed, the instructor did not collect the information in a timely manner before the Apla technical support purged scores. Actual data for spring 2012 is all that was available.

Table 4, Writing Tutorial Apla Homework Results	
Topic	Spring 2012 Day and Internet Average Scores
Sentence Level	75
Paragraph Level	46

- 2.3a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Twelve students had scores for the Writing Tutorial. The scores were averaged across questions for spring 2012 only. The Apla Homework scores show that students demonstrate sentence level writing knowledge at 75 percent, while paragraph level knowledge is not demonstrated with a 46 percent average. Criteria not met.
- 2.3b Describe How Assessment Results Were Used to Improve Instructional Program: The Apla homework provides opportunity for students to study the grammar and mechanics, but the challenge comes in getting the student to actually complete the tutorial. While all messages will continue to be graded on grammar and mechanics, the instructor has moved on to other accessory software for the course that could provide lectures for the online students. CengageNOW offered the text with supplements in that platform.
- 2.3c Describe How Assessment Results Were Shared with Constituencies: Students can see their results upon completion of the questions. Results were shared with division faculty.

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

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

Describe Data Collection Plan: Students will complete the Excel Chapter 1 Skills-Based Exam utilizing the myitlab™ simulation software program. An item analysis of the results will be completed in order to determine students' accuracy in aligning text, inserting and deleting rows and columns, formatting text, setting column widths, and formatting cells with the percent style.

- 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Students in Computer Fundamentals during the Fall 2011 through Summer 2012 completed the Excel Chapter 1 Skills-Based Exam utilizing the myitlab™ simulation software program. An item analysis of the results was completed in order to determine students' accuracy in aligning text, inserting and deleting rows and columns, formatting text, setting column widths, and formatting cells with the percent style. Results are presented below.

Students Tested	Activity 1.05 Aligning Text and Adjusting the Size of Columns	Activity 1.23 Inserting and Deleting Rows and Columns	Activity 1.10 Formatting Financial Numbers	Activity 1.24 Adjusting Column Widths and Wrapping Text	Activity 1.22 Formatting Cells with the Percent Style
Fall 2011 142	138	139	137	119	140
	97%	98%	96%	84%	99%
Spring 2012 96	91	88	93	75	89
	95%	92%	97%	78%	93%
Summer 2012 44	44	44	42	42	44
	100%	100%	95%	95%	100%

The criteria for success were exceeded in all five of the skills evaluated. Of these skills, students had some difficulty in adjusting column widths and wrapping text with 100% accuracy.

- 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: Adjusting column widths and wrapping text with 100% accuracy will receive more emphasis.
- 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 will be shared with members of the Business and Technical Division.
- 1.2 State Means of Assessment and Define Criteria for Success: Seventy-five percent of the students will be able to utilize Microsoft Excel to create and copy formulas with 100% accuracy.

Describe Data Collection Plan: Students will complete the Excel Chapter 1 Skills-Based Exam utilizing the myitlab™ simulation software program. An item analysis of the results will be completed in order to determine students' accuracy with constructing a formula, copying a formula using the fill handle, using arithmetic operators, and copying formulas containing absolute cell references.

- 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Students in Computer Fundamentals during the Fall 2011 through Summer 2012 completed the Excel Chapter 1 Skills-Based Exam utilizing the myitlab™ simulation software program. An item analysis of the results was completed in order to determine students' accuracy with constructing a formula, copying a formula using the fill handle, using arithmetic operators, and copying formulas containing absolute cell references. Results are presented below.

Students Tested	Activity 1.07 Constructing a Formula and Using the SUM Function	Activity 1.08 Copying a Formula by Using the Fill Handle	Activity 1.19 Using Arithmetic Operators	Activity 1.20 Copying Formulas Containing Absolute Cell References
Fall 2011 142	120	137	134	85
	85%	96%	94%	60%
Spring 2012 96	84	91	89	47
	88%	95%	93%	49%
Summer 2012 44	42	43	43	25
	95%	98%	98%	57%

Performance criteria were exceeded in all areas except copying formulas containing absolute cell references with 100% accuracy. This skill does not meet the criterion for success which was established.

- 1.2b Describe How Assessment Results Were Used to Improve Instructional Program: The skill which needs improvement is copying formulas containing absolute cell references in Excel. Students will be assigned the skill-based training so they can practice this copying feature. The instructors will emphasize the method of using absolute cell references in formulas during classroom demonstrations when covering the Excel unit of study.
- 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 will be 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 utilize functions found in Microsoft Excel.

- 2.1 State Means of Assessment and Define Criteria for Success: Seventy-five percent (75%) of the students will use selected statistical functions with 100% accuracy.

Describe Data Collection Plan: Students will complete the Excel Chapter 3 Skills-Based Exam utilizing the myitlab™ simulation software program. An item analysis of the results will be completed in order to determine students' accuracy with using the SUM, AVERAGE, MEDIAN, MIN, MAX, and COUNTIF functions.

- 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Students in Computer Fundamentals during the Fall 2011 through Fall 2012 semesters completed the Excel Chapter 2 Skills Based Exam utilizing the myitlab™ simulation software program. An item analysis of the results was completed in order to determine students' accuracy with using the SUM, AVERAGE, MEDIAN, MIN, MAX, and COUNTIF functions. Results are presented below.

Students Tested	Activity 2.01 Using the SUM and AVERAGE Functions	Activity 2.02 Using the MEDIAN Function	Activity 2.03 Using the MIN and MAX Functions	Activity 2.06 Using the COUNTIF Function
Fall 2011 142	101 80%	114 90%	114 90%	74 58%
Spring 2012 96	74 83%	82 92%	83 93%	53 60%
Summer 2012 44	37 88%	41 98%	41 98%	27 64%

The skill that did not meet the performance criteria is use of the COUNTIF function within an Excel worksheet with 100% accuracy.

- 2.1b Describe How Assessment Results Were Used to Improve Instructional Program: Students will be assigned the skill-based training so they can practice using the COUNTIF function. The instructors will emphasize the use of the COUNTIF function during classroom demonstrations when covering the Excel unit of study.
- 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 will be shared with members of the Business and Technical Division.
- 2.2 State Means of Assessment and Define Criteria for Success: Seventy-five percent (75%) of the students will use selected logical functions with 100% accuracy.

Describe Data Collection Plan: Students will complete the Excel Chapter 3 Skills-Based Exam utilizing the myitlab™ simulation software program. An item analysis of the results will be completed in order to determine students' accuracy in using the IF function.

- 2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Students in Computer Fundamentals during the Fall 2011 through Fall 2012 semesters completed the Excel Chapter 2 Skills Based Exam utilizing the myitlab™ simulation software program. An item analysis of the results was completed in order to determine students' accuracy with using the IF function. Results are presented below.

Students Tested	Activity 2.07 Using the IF Function
Fall 2011 127	95 75%
Spring 2012 89	71 80%
Summer 2012 44	39 89%

Performance criteria for use of the IF function within an Excel worksheet with 100% accuracy were met or exceeded.

- 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 will be shared with members of the Business and Technical Division.

**Customer Service
Course Level Assessment Report
Spring 2011-Summer 2012**

1. Intended Student Learning Outcome: Students enrolled in the MK 21043 Customer Service class will demonstrate positive two way communication in a customer service setting.
 - 1.1 State Means of Assessment and Define Criteria for Success: Given a case study, students will role play the business manager. Eighty percent of students will be rated at least a seven on a ten point scale on each component of the grading rubric. Each student will be assigned a case study and to role play the manager. He/she will portray the issues evident in the case from the business manager point of view. The student will demonstrate techniques involved in taking care of a dissatisfied customer. The rubric will rate the student on the use of positive communication and the techniques, questions and attitude in helping the customer. 80% of the students will have a 70% success rate.
 - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The case study was given to the students and they were assigned roles to play. There were three case studies that were distributed among the class. The students were rated on a scale of 1-10 on the following four attributes or questions that involved positive communication and the techniques that they use. The four attributes were:
 - Positive Communication
 - Understanding and demonstrating communication techniques
 - Types of questions used
 - Attitude

Semester	Percent scoring 70% or above Positive Communication	Percent scoring 70% or above Und. And Dem Tech.	Percent scoring 70% or above Types of Question	Percent scoring 70% or above Attitude
Fall, 2011	100.00	100.00	100.00	100.00
Spring , 2012	100.00	100.00	85.7	85.7
Total	100.00	100.00	92.8	92.8

The criteria were met.

- 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: The goal was met. No further action is required.
- 1.1c Describe How Assessment Results Were Shared with Constituencies: Describe How Assessment Results Were Shared with Constituencies: This information was shared with the students and at the Business and Technical Department meeting that reviewed the results on September 21st, 2012.

1.2 State Means of Assessment and Define Criteria for Success: State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Given a case study, students will role play the employee. Eighty percent of students will be need to be rated at least a seven on a ten point scale on each component of the grading rubric. Each student will be assigned a case study to role play the employee and respond to the "customer". The rubric will rate the student on the use of listening techniques. The student will be measured on eye content, attentiveness, and empathy. They will also be required to recognize obstacles concerning listening and the ability to overcome those obstacles. The student will be measured by how many obstacles they can identify and how their ability to overcome those obstacles.

1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The case study was given to the students and they were assigned roles to play. There were three case studies that were distributed among the class. The students were rated on a scale of 1-10 on the following five attributes or questions that involved the use of listening techniques. The five attributes were:

- Content
- Attentiveness
- Empathy
- Number of obstacles recognized
- Ability to overcome those obstacles

Semester	Percent scoring 70% or above Content	Percent scoring 70% or above Attentiveness	Percent scoring 70% or above Empathy	Percent scoring 70% or above # of Obstacles	Percent scoring 70% or above Ability To overcome Obstacles
Fall, 2011	100.00	100.00	85.71	100.00	100.00
Spring , 2012	85.57	85.71	85.71	71.42	71.42
Total	92.85	92.85	85.71	85.71	85.71

The criterion was met.

1.2b Describe How Assessment Results Were Used to Improve Instructional Program: Describe How Assessment Results Were Used to Improve e Instructional Program: The goal was met. No further action is required.

1.2c Describe How Assessment Results Were Shared with Constituencies: Describe How Assessment Results Were Shared with Constituencies: This information was shared with the students and at the Business and Technical Department meeting that reviewed the results on September 21st, 2012.

2. Intended Student Learning Outcome: Students will demonstrate how to communicate with different behavioral styles in a customer service setting.
 - 2.1 State Means of Assessment and Define Criteria for Success: The students will be measured using 5 questions from an exam that specifically address identifying customer behavior in order to enhance the customer communication. The students will be able to identify the four types of behavior. 80% of the students will have an 80% success rate.
 - 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The students were given an exam and on the exam there were five questions related to demonstrating and communicating customer behavior to enhance the customer communication. There were four types behavior identified in the questions. 100% of the students succeeded in answering correctly 80% of the questions.
 - 2.1b Describe How Assessment Results Were Used to Improve Instructional Program: The goal was met. No further action is required.
 - 2.1c Describe How Assessment Results Were Shared with Constituencies: This information was shared with the students and at the Business and Technical Department meeting that reviewed the results on September 21st, 2012.
 - 2.2 State Means of Assessment and Define Criteria for Success: The students will be measured using 5 questions from an exam that specifically address the students ability to adapt to customer behavior. The students will understand the importance of adapting to the pace and structure of the four different types of customer behavior. They will also be measured on the factors that need to be identified in adapting to the four types of behavior. 80% of the students will have an 80% success rate.
 - 2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The students were given an exam and on the exam there were five questions related to understanding the importance of adapting to the pace and structure of the four different types of behavior. 92.85% of the students succeeded in answering correctly 80% of the questions.
 - 2.2b Describe How Assessment Results Were Used to Improve Instructional Program: Describe How assessment Results Were Used to Improve Instructional Program: The goal was met. No further action is required.
 - 2.2c Describe How Assessment Results Were Shared with Constituencies: Describe How Assessment Results Were Shared with Constituencies: This information was shared with the students and at the Business and Technical Department meeting that reviewed the results on September 21st, 2012.

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

1. Intended Student Outcome: Students will demonstrate a conceptualized view of two fundamental topics from a Constitutional perspective at two points during the semester. An evaluation of the two essay questions will chart student development over the duration of the course.

- 1.1 State Means of Assessment and Define Criteria for Success: Fundamental topic number one: Historical Development of the Criminal Justice System - 70 percent of students will score proficient on an essay concerning this topic. Students will score a 3.5 or above according to the criminal justice essay rubric.

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

- 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Data was collected using a 5 point criminal justice rubric that identifies the proper criteria for success. The essays were a major part of unit exams and were assessed to determine student comprehension. The results were compiled by semester and are summarized in the table below. All sections of Introduction to Criminal Justice are included in the data.

Semester	Percent Scoring 3.5 or Above	Raw Data
Spring, 2011	75	9 out of 12
Fall, 2011	85	17 out of 20
Spring, 2011	80	17 out of 21
Summer, 2012	71	5 out of 7
Total	77	48 out of 60

The goal of 70 percent was slightly exceeded.

- 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: The goal was met. I believe no further action is required.
- 1.1c Describe How Assessment Results Were Shared with Constituencies: A meeting will be held with the division to discuss the results.
- 1.2 State Means of Assessment and Define Criteria for Success: Fundamental topic number two: Criminal Justice Policy Advocates - 70 percent of students will score proficient on an essay concerning this topic. Students will score a 3.5 or above according to the criminal justice essay rubric.

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

- 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Data was collected using a 5 point criminal justice rubric that identifies the proper criteria for success. The essays were a major part of unit exams and were assessed to determine student comprehension. The results were compiled by semester and are summarized in the table below. All sections of Introduction to Criminal Justice are included in the data.

Semester	Percent Scoring 3.5 or Above	Raw Data
Spring, 2011	88	8 out of 9
Fall, 2011	78	11 out of 14
Spring, 2011	86	13 out of 15
Summer, 2012	71	5 out of 7
Total	80	37 out of 45

The goal of 70 percent was exceeded. In addition, the total percent of students scoring 3.5 or above increased from 77 percent on fundamental topic one to 80 percent on fundamental topic two.

- 1.2b Describe How Assessment Results Were Used to Improve Instructional Program: The goal was met. I believe no further action is required.
- 1.2c Describe How Assessment Results Were Shared with Constituencies: A meeting will be held with the division to discuss the results.
2. Intended Student Outcome: Students will demonstrate an integrated view of two fundamental topics from an ethical perspective at two points during the semester. An evaluation of the two essay questions will chart student development over the duration of the course.
- 2.1 State Means of Assessment and Define Criteria for Success: Fundamental topic number one: Due Process - 70 percent of students will score proficient on an essay concerning this topic. Students will score a 3.5 or above according to the criminal justice essay rubric.
- Describe Data Collection Plan: Data will be collected using a 5 point criminal justice rubric that identifies the proper criteria for success. The essays will be a major part of unit exams and will be assessed to determine student comprehension.
- 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Data was collected using a 5 point criminal justice rubric that

identifies the proper criteria for success. The essays were a major part of unit exams and were assessed to determine student comprehension. The results were compiled by semester and are summarized in the table below. All sections of Introduction to Criminal Justice are included in the data.

Semester	Percent Scoring 3.5 or Above	Raw Data
Spring, 2011	77	7 out of 9
Fall, 2011	57	8 out of 14
Spring, 2011	42	6 out of 14
Summer, 2012	57	4 out of 7
Total	58	25 out of 44

The goal of 70 percent was not met.

- 2.1b Describe How Assessment Results Were Used to Improve Instructional Program: Clearly, due process is not understood well enough for students to be able to write an effective essay. More attention will be focused on understanding due process through the implementation of practice essays with immediate feedback and an even narrower approach in the break down of what due process is and how it is realized within the framework of the criminal justice system.

*This information will be the focal point of the next assessment cycle in order to see if the changes have affected the understanding of the subject matter.

- 2.1c Describe How Assessment Results Were Shared with Constituencies: A meeting will be held with the division to discuss the results.

- 2.2 State Means of Assessment and Define Criteria for Success: Fundamental topic number two: Sentencing Guidelines - 70 percent of students will score proficient on an essay concerning this topic. Students will score a 3.5 or above according to the criminal justice essay rubric.

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

- 2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Data was collected using a 5 point criminal justice rubric that identifies the proper criteria for success. The essays were a major part of unit exams and were assessed to determine student comprehension. The results were compiled by semester and are summarized in the table below. All sections of Introduction to Criminal Justice are included in the data.

Semester	Percent Scoring 3.5 or Above	Raw Data
Spring, 2011	87	7 out of 8
Fall, 2011	61	8 out of 13
Spring, 2011	76	10 out of 13
Summer, 2012	71	5 out of 7
Total	73	30 out of 41

The goal of 70 percent was slightly exceeded. Again, the total percent of students scoring 3.5 or above increased from 58 percent on fundamental topic one to 73 percent on fundamental topic two.

- 2.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* The goal was met. I believe no further action is required.
- 2.2c *Describe How Assessment Results Were Shared with Constituencies:* A meeting will be held with the division to discuss the results.

**Networking I
Course Level Assessment Report
Spring 2011-Summer 2012**

1. Intended Student Outcome: Students enrolled in CS 21123 Networking I will be able to explain data communication media and transmission modes.
 - 1.1 Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Seventy-five percent of the students will demonstrate knowledge of data communication media as it pertains to use and performance of computer networks with 75% accuracy.
 - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The Transmission Basics and Networking Media unit included multiple-choice test questions on characteristics and performance of common networking media. Results are presented below. The success threshold was not met on half the questions in Spring 2011 and 1 of the 4 questions from the most recent term.

Total Students	You are helping to install a cable broadband system in your friend's home. She wants to bring the signal from where the service provider's cable enters the house to a room on another floor, which means you have to attach a new cable to the existing one. What type of cable should this be?	Which of the following is a potential drawback to using fiber-optic cable for LANs?	What is the maximum distance specified in the structured cabling standard for a horizontal wiring subsystem?	Which type of cabling is immune to RFI and EMI?
Spring 2011 - 9	5 56%	6 67%	7 78%	8 89%
Spring 2012 - 11	8 73%	11 100%	9 82%	11 100%

- 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: More emphasis was given to networking fundamental concepts and comprehension and scores improved in 2012. At the time of text selection, the course text was selected based on treatment of some basic networking content and the excellent networking labs, which are difficult to find. However, the text is too esoteric and a more suitable text that provides sufficient breadth, but more emphasis on basic networking concepts, will be selected.
- 1.1c Describe How Assessment Results were Shared with Constituencies: Students reviewed test results immediately after submitting the test. Areas with low test performance were discussed and related principles

emphasized. Results of the assessment will be shared with 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 demonstrate knowledge of data communication media as it pertains to use and characteristics of transmission modes as they pertain to use in local and wide area networks with 75% accuracy.

- 1.2a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* The Transmission Basics and Networking Media unit included multiple-choice test questions on use and characteristics of transmission modes as they pertain to use in local and wide area networks. Results are presented below. Results are presented below. The success threshold was not met on two-thirds of the test questions in Spring 2011 and were met in Spring 2012.

Total Students	What is different about the method used to boost a digital signal's strength, compared with the method of boosting an analog signal's strength?	Which of the following can increase latency on a network?	With everything else being equal, which of the following transmission techniques is capable of the greatest throughput?
Spring 2011 - 9	4 44%	5 56%	9 100%
Spring 2012 - 11	9 82%	9 82%	10 91%

- 1.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* More emphasis was given to networking fundamental concepts and comprehension and scores generally improved in 2012. As stated in section 1.1.2, a more suitable text will be selected.

- 1.2c *Describe How Assessment Results were Shared with Constituencies:* Students reviewed test results immediately after submitting the test. Areas with low test performance were discussed and related principles emphasized. Results of the assessment will be shared with the Business and Technical Division.

2. *Intended Student Learning Outcome:* Associate of Applied Science degree and Technical Certificate candidates will be able to understand network topologies and Ethernet characteristics and standards.

- 2.1 *State Means of Assessment and Define Criteria for Success:* Seventy-five percent of students enrolled in CS 21123 Networking I will demonstrate knowledge of network topology characteristic with 75% accuracy.

- 2.1a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* The Topologies and Ethernet Standards unit included testing of

knowledge of network topology characteristics to include physical and logical configurations and data flow with such topologies. Results are presented below. The success threshold was not met on 2 of the 4 questions in Spring 2011 and 1 of the 4 questions in Spring 2012.

Total Students	You are asked to upgrade a bus topology LAN at a friend's house to a star topology LAN. Your friend wants to connect three computers and a printer and use the Ethernet access method. His computers do not contain wireless NICs. At minimum, which of the following devices must you add to his current networking hardware	What type of topology is required for use with a 100Base-TX network?	In which of the following examples do the workstations necessarily share a collision domain?	In a ring network, each workstation acts as a(n) _____ for the transmission.
Spring 2011 - 6 (active students)	6 100%	5 83%	5 (*1 student selected correct answer and a wrong answer) 71%*	4 (*1 student didn't answer the question) 66%*
Spring 2012 - 11	9 82%	9 82%	8 73%	11 100%

2.1b Describe How Assessment Results were Used to Improve Instructional Program: More emphasis was given to networking fundamental concepts and comprehension and scores generally improved in 2012. As stated in section 1.1.2, a more suitable text will be selected.

2.1c Describe How Assessment Results were Shared with Constituencies: Students reviewed test results immediately after submitting the test. Areas with low test performance were discussed and related principles emphasized. Results of the assessment will be shared with the Business and Technical Division.

2.2 State Means of Assessment and Define Criteria for Success: Seventy-five percent of students enrolled in CS 21123 Networking I will demonstrate knowledge of Ethernet characteristics and standards with 75% accuracy.

2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The Topologies and Ethernet Standards unit included testing of knowledge of the Ethernet characteristics and standards, including Carrier

Sense Multiple Access with Collision Detection (CSMA/CD) operation and standards and the relationship between Ethernet frames and network devices and distance limitations imposed by Ethernet. Results are presented below. The success threshold was not met on 3 of the 4 questions in Spring 2011 and 1 of the 4 questions in Spring 2012.

Total Students	What happens in CSMA/CD when a node detects that its data has suffered a collision?	Why are Ethernet II frames preferred over Ethernet 802.3 frames on contemporary LANs?	What is the purpose of padding in an Ethernet frame?	What are the minimum and maximum sizes for an Ethernet frame?	Within Ethernet frame types, the _____ signals to the receiving node that data is incoming and indicates when the data flow is about to begin.
Spring 2011 - 6 (active students)	6 100%	5 83%	3 (1 did not answer) 50%	3 (1 did not answer) 50%	5 71%
Spring 2012 - 11	9 82%	8 73%	11 100%	10 91%	10 91%

2.2b Describe How Assessment Results were Used to Improve Instructional Program: More emphasis was given to networking fundamental concepts and comprehension and scores generally improved in 2012. As stated in section 1.1.2, a more suitable text will be selected.

2.2c Describe How Assessment Results were Shared with Constituencies: Describe How Assessment Results were Shared with Constituencies: Students reviewed test results immediately after submitting the test. Areas with low test performance were discussed and related principles emphasized. Results of the assessment will be shared with the Business and Technical Division.

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

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

Describe Data Collection Plan: Students will complete the Excel Chapter 7 Skills-Based Exam utilizing the myitlab™ simulation software program. An item analysis of the results will be completed in order to determine students' accuracy in creating a PivotTable Report, adding fields to the report, filtering the report, rearranging the report, formatting the report, and updating the report data.

- 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Students in Spreadsheet Applications in the Fall 2011 semester through the Spring 2012 semester completed the Excel Chapter 7 Skills-Based Exam utilizing the myitlab™ simulation software program. An item analysis of the results was completed in order to determine students' accuracy in creating a PivotTable Report, adding fields to the report, filtering the report (using a Slicer), rearranging the report, formatting the report, and updating the report data. Results are presented below.

Students Tested	Activity 7.01 Creating a PivotTable Report	Activity 7.02 Adding Fields to a PivotTable Report	Activity 7.03 Using a Slicer to Filter a PivotTable	Activity 7.05 Rearranging a PivotTable Report	Activity 7.09 Formatting a PivotTable Report	Activity 7.10 Updating PivotTable Report Data
Fall 2011						
13	13	13	12	10	13	13
	100%	100%	92%	77%	100%	100%
Spring 2012						
10	10	10	10	9	10	10
	100%	100%	100%	90%	100%	100%

The criteria for success were met or exceeded in all six of the skills evaluated. While seventy-seven percent of students were able to rearrange a PivotTable Report with 100% accuracy in the Fall 2011 semester, performance improved to ninety percent in the Spring 2012 semester.

- 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: Skills for rearranging a PivotTable Report were given emphasis in the Spring 2012 semester.

- 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 and Define Criteria for Success: Seventy-five percent (75%) of the students will be able to use Microsoft Excel to graphically represent the data found in a PivotTable Report with 100% accuracy.

Describe Data Collection Plan: Students will complete the Excel Chapter 7 Skills-Based Exam utilizing the myitlab™ simulation software program. An item analysis of the results will be completed in order to determine students' accuracy in creating a PivotChart and modifying the PivotChart.

- 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Students in Spreadsheet Applications in the Fall 2011 semester through the Spring 2012 semester completed the Excel Chapter 7 Skills-Based Exam utilizing the myitlab™ simulation software program. An item analysis of the results was completed in order to determine students' accuracy with creating a PivotChart and modifying the PivotChart. Results are presented below.

Students Tested	Activity 7.11 Creating a PivotChart Report from and PivotTable Report	Activity 7.12 Modifying a PivotChart Report
Fall, 2011 13	12 92%	11 85%
Spring, 2012 10	9 90%	6 60%

At least ninety percent of the students were able to create a PivotChart from a PivotTable Report with 100% accuracy. This skill meets or exceeds the criterion for success which was established. Sixty percent of the students were able to modify a PivotChart Report with 100% accuracy in the Spring 2012 semester. This skill does not meet the criterion for success which was established.

- 1.2b Describe How Assessment Results Were Used to Improve Instructional Program: The skill which needs improvement is modifying a PivotChart Report in Excel. Students will be assigned the skill-based training so they can practice this graphical feature. The instructors will emphasize the method of modifying a PivotChart in classroom demonstrations when covering this unit of study.
- 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 shared with members of the Business and Technical Division.

2. Intended Student Learning Outcome: Students enrolled in CS 21003 Spreadsheet Applications will be able to perform data analysis using the what-if analysis tools found in Microsoft Excel.

2.1 State Means of Assessment and Define Criteria for Success: Seventy-five percent (75%) of the students will use the Solver and Scenario Manager tools to find solutions and make decisions with 100% accuracy.

Describe Data Collection Plan: Students will complete the Excel Chapter 8 Skills-Based Exam utilizing the myitlab™ simulation software program. An item analysis of the results will be completed in order to determine students' accuracy with using Solver, creating a scenario using Scenario Manager, creating a scenario using Solver, and creating a scenario summary.

2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Students in Spreadsheet Applications during the Fall 2011 through Spring 2012 semesters completed the Excel Chapter 8 Skills Based Exam utilizing the myitlab™ simulation software program. An item analysis of the results was completed in order to determine students' accuracy with using Solver, creating a scenario using Scenario Manager, creating a scenario using Solver, and creating a scenario summary. Results are presented below.

Students Tested	Activity 8.09 Using Solver	Activity 8.11 Creating a Scenario Using the Scenario Manager	Activity 8.13 Creating a Scenario Summary
Fall 2011 12	11 92%	12 100%	11 92%
Spring 2012 11	9 82%	11 100%	11 100%

At least eighty-two percent of the students were able to use the what-if analysis tool called Solver within an Excel worksheet with 100% accuracy. By Spring 2012, one hundred percent of the students were able to create a Scenario using the Scenario Manager tool within an Excel worksheet with 100% accuracy. There was not a performance activity to assess the student's ability to create a scenario using Solver. The other three what-if analysis tools in Excel which were 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 shared with members of the Business and Technical Division.

2.2 State Means of Assessment and Define Criteria for Success: Seventy-five percent (75%) of the students will use Goal Seek and data tables with 100% accuracy.

Describe Data Collection Plan: Students will complete the Excel Chapter 4 Skills-Based Exam utilizing the myitlab™ simulation software program. An item analysis of the results will be completed in order to determine students' accuracy in using Goal Seek to produce a desired result, using Goal Seek to find an increased period, designing a two-variable data table, and using a data table to calculate options.

2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Students in Spreadsheet Applications during the Fall 2011 through Spring 2012 semesters completed the Excel Chapter 4 Skills Based Exam utilizing the myitlab™ simulation software program. An item analysis of the results was completed in order to determine students' accuracy in using Goal Seek to produce a desired result, using Goal Seek to find an increased period, designing a two-variable data table, and using a data table to calculate options. Results are presented below.

Students Tested	Activity 4.02 Using Goal Seek to Produce a Desired Result	Activity 4.03 Using Goal Seek to Find an Increased Period	Activity 4.04 Designing a Two-Variable Data Table	Activity 4.05 Using a Data Table to Calculate Options
Fall 2011 13	13 100%	13 100%	13 100%	11 85%
Spring 2012 11	11 100%	11 100%	9 82%	9 82%

One hundred percent of the students were able to use Goal Seek to produce a desired result and to find an increased period within an Excel worksheet with 100% accuracy. At least eighty-two percent were able to design a two-variable data table within an Excel worksheet and to use a data table to calculate options within an Excel worksheet with 100% accuracy. All of objectives 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 shared with members of the Business and Technical Division.

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

1. Intended Student Learning Outcome: Students enrolled in OT 21083 Word Processing—MS Word will demonstrate proficiency in using Microsoft Word software.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy percent of the students will pass the Basic Word test in Office Proficiency and Assessment Certification (OPAC®) with a minimum 70 percent. The test will be administered at midterm of semester. Data will be collected fall 2011 and fall 2012; course is offered once a year, fall semester.
 - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The test was administered in the two weeks following midterm of the semester. Since the course is offered once a year, fall semester, only fall 2011 data is available. On the Basic Word test in OPAC®, 13 students were tested, and 12, 92 percent, passed the test with a minimum 70 percent. The criterion was met.
 - 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: While the test does simulate an environment similar to MOS testing, the Basic Word test can continue to be used as one measure of current MS Word 2010 knowledge. The criterion rate for next reporting cycle will be raised to 80 percent.
 - 1.1c Describe How Assessment Results were Shared with Constituencies: Students were allowed to see their score sheets and discuss where they might have made mistakes. Results were shared with division faculty.
 - 1.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy percent of the students will pass the Intermediate Word test in OPAC® with a minimum 70 percent. The test will be administered at end of semester. Data will be collected fall 2011 and fall 2012; course is offered once a year, fall semester.
 - 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The test was administered as the final semester exam and two students had dropped. Since the course is offered once a year, fall semester, only fall 2011 data is available. On the Intermediate Word test in OPAC, 11 students were tested and 10, 91 percent, passed the test with a minimum 70 percent. The criterion was met.
 - 1.2b Describe How Assessment Results Were Used to Improve Instructional Program: While the test does simulate an environment similar to MOS testing, the Intermediate Word test can continue to be used as one measure of current MS Word 2010 knowledge. The criterion rate for next reporting cycle will be raised to 80 percent.
 - 1.2c Describe How Assessment Results were Shared with Constituencies: Students were allowed to see their score sheets and discuss where they

might have made mistakes. Results were shared with division faculty.

- 1.3 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* Fifty percent of the students will demonstrate proficiency in MS Word by passing the Microsoft Office Specialist exam. The test will be given about the 10th week of semester and students will retake the test within 30 days for a second attempt at passing. Data will be collected after semester.
 - 1.3a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* Seventy percent of the students will demonstrate proficiency in MS Word by passing the Microsoft Office Specialist exam. The test was given about the 10th week of semester, and students were able to retake the test within 30 days for a second attempt at passing. Twelve students were tested and 5 (42 percent) passed the Microsoft Office Specialist exam with a minimum score. Of the five students who passed, two passed the first time and three passed on their second attempt. The criterion was not met.
 - 1.3b *Describe How Assessment Results Were Used to Improve Instructional Program:* More emphasis on getting ready to test was implemented by using the Gmetrix software. The software more closely simulates the actual MOS testing environments. We are looking into how much detail can be gleaned from the training and testing completed in the practices. If we can see more definitively what a student misses, we can continue use of the Gmetrix software to improve instruction.
 - 1.3c *Describe How Assessment Results were Shared with Constituencies:* Students could immediately see their score and pass/fail and receive a general breakdown of tested categories. Results were shared with division faculty.

2. *Intended Student Learning Outcome:* Students enrolled in OT 21083 Word Processing—MS Word will demonstrate proficiency in creating and customizing documents using Microsoft Word software.
 - 2.1 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* Seventy percent of the students will demonstrate proficiency in creating and customizing documents by passing the 9 questions on the Basic Word test in OPAC® with a minimum 70 percent.
 - 2.1a *Describe Data Collection Plan, and Define Criteria for Success:* of the 9 questions assessing creating and customizing documents on the Basic Word test in OPAC®, 6 questions were passed with a minimum of 70 percent. The criterion was not met.
 - 2.1b *Describe How Assessment Results Were Used to Improve Instructional Program:* Even though the current Basic Word test uses MS Word 2010, the skills tested are not matched or linked to the categories used in the MOS testing. This lack of matching to categories makes interpreting each skill tested difficult. For this reason, we will not use Basic Word in OPAC® as an assessment tool for creating and customizing documents after this reporting period.

- 2.1c Describe How Assessment Results were Shared with Constituencies: Students were allowed to see their score sheets and discuss where they might have made mistakes. Results were shared with division faculty.
- 2.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy percent of the students will demonstrate proficiency in creating and customizing documents by passing the 7 questions on the Intermediate Word test OPAC® with a minimum 70 percent.
- 2.2a Describe Data Collection Plan, and Define Criteria for Success: Of the 7 questions assessing creating and customizing documents on the Intermediate Word test OPAC®, 4 questions were passed with a minimum of 70 percent. The criterion was not met.
- 2.2b Describe How Assessment Results Were Used to Improve Instructional Program: Even though the current Immediate Word test uses MS Word 2010, the test does not match up with all the skills being tested in the MOS environment. The Intermediate Word test does not break out the skills tested in the same manner that the MOS testing does. For this reason, we will not use Intermediate Word in OPAC® as an assessment tool for creating and customizing documents after this reporting period.
- 2.2c Describe How Assessment Results were Shared with Constituencies: Students were allowed to see their score sheets and discuss where they might have made mistakes. Results were shared with division faculty
3. Intended Student Learning Outcome: Students enrolled in OT 21083 Word Processing—MS Word will demonstrate proficiency in **formatting content** using Microsoft Word software.
- 3.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy percent of the students will demonstrate proficiency in formatting content by passing the 9 questions on the Basic Word test in OPAC® with a minimum 70 percent. Data will be collected after semester to determine how many students passed formatting content with 70 percent.
- 3.1a Describe Data Collection Plan, and Define Criteria for Success: Of the 9 questions assessing formatting content on the Basic Word test in OPAC®, all 9 questions were passed with a minimum of 70 percent. The criterion was met.
- 3.1b Describe How Assessment Results Were Used to Improve Instructional Program: Even though the current Basic Word test uses MS Word 2010, the test does not match up with all the skills being tested in the MOS environment. The Intermediate Word test does not break out the skills tested in the same manner that the MOS testing does. For this reason, we will not use Intermediate Word in OPAC® as an assessment tool for formatting content after this reporting period.
- 3.1c Describe How Assessment Results were Shared with Constituencies: Students were allowed to see their score sheets and discuss where they might have made mistakes. Results were shared with division faculty

- 3.2 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Seventy percent of the students will demonstrate proficiency in formatting content by passing the 12 questions on the Intermediate Word test OPAC® with a minimum 70 percent. Data will be collected after semester to determine how many students passed formatting content with 70 percent.
- 3.2a Describe Data Collection Plan, and Define Criteria for Success: Of the 2 questions assessing formatting content on the Intermediate Word test in OPAC®, 9 questions were passed with a minimum of 70 percent. The criterion was met.
- 3.2b Describe How Assessment Results Were Used to Improve Instructional Program: Even though the current Intermediate Word test uses MS Word 2010, the test does not match up with all the skills being tested in the MOS environment. The Intermediate Word test does not break out the skills tested in the same manner that the MOS testing does. For this reason, we will not use Intermediate Word in OPAC® as an assessment tool for formatting content after this reporting period.
- 3.2c Describe How Assessment Results were Shared with Constituencies: Students were allowed to see their score sheets and discuss where they might have made mistakes. Results were shared with division faculty.

**Placement Services
Assessment Report
Spring 2011-Summer 2012**

1. Intended Student Learning Outcome: The Placement Services Center will provide job placement and career counseling to students and alumni.
- 1.1 State Means of Assessment, Define Criteria for Success, and Describe Data Collection Plan: The Coordinator of Placement Services will contact students who have filed an intent to graduate for an Associate in Applied Science degree, Technical Certificate, or Certificate of Proficiency within the Business and Technical Division. The purpose is to inform the students of the services provided by the Placement Services Center and to invite them to meet with the coordinator of the center for placement and counseling services. One hundred percent of the students will be contacted via email, the U.S. Postal service, or by telephone. Contacts will be tracked using an electronic spreadsheet.
- 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Contact attempts were utilized via the USPS, ANC email address, individual email address (if available) and telephone calls.

Business/Technical Division	May 2011	%	May 2012	%	Total	%
Graduates	41		26		67	
Contacted	41	100.0	26	100.0	67	100.0

- 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: The criteria was met.
- 1.1c Describe How Assessment Results Were Shared with Constituencies: Information was shared with the Business and Technical Division instructors and ANC staff in September 2012.
- 1.2 State Means of Assessment, Define Criteria for Success, and Describe Data Collection Plan: Students who have filed an intent to graduate for an Associate in Applied Science degree, Technical Certificate, or Certificate of Proficiency within the Business and Technical Division will meet with the Career Center Coordinator. At least 60% of the students will meet with the coordinator at least one time. Meetings will be tracked using an electronic spreadsheet.
- 1.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: 100% of the students in the Business and Technical Division were invited to attend a personal meeting. The meeting times were open during scheduled Career Placement Office hours. Meetings were offered in May 2011. No one showed. Students were contacted via ANC email, personal email (if available), and the USPS.

May 2012 pending graduates were offered individual meetings during

April 2nd thru April 10th and also during scheduled Career Placement office hours. Four of the 26 or 15.4% participated and met with the Coordinator of Career Placement.

- 1.2b Describe How Assessment Results Were Used to Improve Instructional Program: Describe How Assessment Results Were Used to Improve Unit Services: The criterion was not met. Due to the historical issue with participation of individuals, a more intrusive approach will be implemented. Plans are being discussed on how to determine the best method of meeting with students. Short classroom announcements to all the Business and Technical instructor classes will be used to promote and schedule the meetings.
 - 1.2c Describe How Assessment Results Were Shared with Constituencies: Information was shared with the Business and Technical Division staff and instructors.
2. Intended Administrative Objective: The Placement Services Center will design and deliver career development programs and services for students.
- 2.1 State Means of Assessment, Define Criteria for Success, and Describe Data Collection Plan: The Coordinator of Placement Services will design and deliver career-related workshops on topics such as preparing/updating a resume, composing/updating an effective letter of application, and the basics of effective job interviewing. At least five workshops will be designed and delivered. The number of workshops will be tracked using an electronic spreadsheet.
 - 2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: May 2011 and May 2012 Classroom Workshops: Nine workshops consisting of approximately an hour were conducted. Areas of discussion and presentation included preparing a resume, developing cover letters, interviewing techniques, and industry selection. In 2011 five workshops were held and in 2012 four workshops were held. The high number of scores of 4 and 5 out of 5 does suggest that the meetings were successful.
 - 2.1b Describe How Assessment Results Were Used to Improve Unit Services: The criterion was not met. 100% of the attendees scored the Overall Program at least a 4 or 5. A follow up discussion with the department will be conducted to schedule classroom workshops. Each attendee was requested to complete an Evaluation Form indicating two areas they learned at the workshop. They were also asked if they recommended any changes to the Workshop and also how do they planned on using this information.
 - 2.1c Describe How Assessment Results Were Shared with Constituencies: The information was shared with the staff and instructors of the Business and Technical Division.
 - 2.2 State Means of Assessment, Define Criteria for Success, and Describe Data Collection Plan: Students who attend workshops presented by the Coordinator of Placement Services will find that the workshops are useful in helping them

prepare for employment. On a five-point scale, where five is excellent, at least 80% of attendees of each workshop will rate the workshop as excellent when asked about the usefulness of information presented. A survey will be developed that will be administered at the conclusion of each workshop. Results of the survey will be tabulated and tracked using an electronic spreadsheet.

- 2.2a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: A survey was handed out at the completion of the workshops. On a scale of 1 to 5 with 5 being excellent the students were asked to rate three different components of usefulness of the workshop:

Rating	1	2	3	4	5	Score*
Speaker/trainer	0	0	1	26	39	61.9
Overall Program	0	0	0	32	40	55.5
Information	0	0	2	20	41	65.1
* # of students evaluations that scored the workshop a 5 divided by the number of student responses.						

	Responses	5 rating	(%)	Mean	Attainment*
Speaker/trainer	63	39	61.9	4.44	88.8%
Overall Program	72	40	55.6	4.56	91.2%
Information	63	41	65.1	4.62	92.4%
* Mean/ 5					

- 2.2b Describe How Assessment Results Were Used to Improve Instructional Program: The criteria were not met. Each student was asked to list two things that they learned at the workshop. The 14 most common comments were reviewed for inclusion in future workshops. Also, students were asked to recommend any changes and how do you plan to use this information? These results will also be reviewed in order to encompass the information in future workshops. A list of the most common areas of what students listed as things they learned has been compiled and will be incorporated in 2013 plans.
- 2.2c Describe How Assessment Results Were Shared with Constituencies: The information was distributed to the staff and instructors of the Business and Technical Division.

Occupational Programs/Secondary Center

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

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

Expanded Statement of Institutional Purpose

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

Intended Student Outcomes

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

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

- 1.1a The data below represents 21 students that have completed The Hybrid Electric portion of the engine performance and electrical class. This report covers two major areas of the classes.

The table below represents the number of students that achieved each level.

<i>Competency</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<u>Hybrid Electric Safety</u> 24% achieved level 3 or higher =class avg.	3	13	3	2
<u>Hybrid Electric Repair</u> 66% achieved level 3 or higher =class avg.	0	7	12	2

- 1.1b Describe How Assessment Results Were Used To Improve Instructional Program: The data collected is a reflection of a transitional period of implementing a new program as all resources were not yet in place. As of now all resources are in place and this data proves that I need to spend more time with the students "hands on" in the above two areas. We will now actually get to use the safety equipment in real life situations instead of just theory training. As for the repair area students are now taking a supplemental course on Hybrid Electrical repair. These above actions are the results of the outcomes of the report, and will also be used to further assess these areas in the 2012-2014 plans.
 - 1.1c Describe How Assessment Results Were Shared With Constituencies: On 10-10-12 the results were shared with the current class. It was also explained to them how the changes would be reflected in the upcoming Hybrid Electric class they will be taking as a supplement. The information was also shared and discussed with the automotive service technology advisory board during the last meeting.
2. Intended Student Outcome: Students will demonstrate competencies in the area of Automotive Electricity and Electronics.

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

2.1a Describe Data Collected, Data Analysis and Relationship to Criteria For Success: The data below represents 15 students that completed the Automotive Electricity and Electronics course. The areas in the chart below represent the parts of the course that didn't meet the level 3 requirement for success. The class as an average was at level three or above for all tasks, meeting the goal of the assessment.

Competency	Level 1	Level 2	Level 3	Level 4
<i>Using Diagnostic Flow Charts</i> Class average per task 20%	5	7	2	1
<i>Circuit Testing</i> Class average per task 47%	3	5	7	0

2.1b Describe How Assessment Results Were Used to Improve Program: As a whole the outcome was a success, and looking at the big picture there would be no need to implement changes. As you can see there are two areas that did not meet the criteria for success. These areas are key in troubleshooting electrical systems. I will allow more time in class for hands on instruction in these two areas. These areas will become part of the 2012-2014 assessment plans.

2.1c Describe How Assessment Results Were Shared With Constituencies: The results were not available in time to share with the advisory committee but will be available and discussed at the next meeting. The results were discussed with the current class to inform them of increased lab time for these tasks.

Support Units 2011-2012 Reports

Academic Services
Administrative Services
Student Services

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

Expanded Statement of Institutional Purpose Linkage:

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

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

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

Intended Administrative Objectives:

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

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

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

The criteria for success will be determined by using usage statistics and information gathered from the current language instructor to see if this database is cost effective for the number of students using it.

- 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: Mrs. Hubble retired at the end of the Spring 2012 semester. The only data collected by the instructor was sent to the Library Directory in an email. That email is as follows:

My Spanish I students had access to the Mango program for the first time in the Fall 2011 semester. They worked through the lessons at their own pace and were evaluated by the time spent in the program. (The program does "time out" when the user stops interacting.)

Since it was the first semester for the program, I asked students for feedback during the class and at the end of the semester. All students providing feedback found the program helpful and easy to use. There were only a couple of minor problems in accessing the program at the beginning of the semester. The only suggestion for change was from a student who said that the time that I required students use the program (7 hours) was a little demanding. In response to the class evaluation question "In what way did the technology help you learn the subject?", one student wrote, "The Mango site helped me with pronunciation. . . . It also made it more of a challenge by quizzing you as you do each lesson. It was kinda like your own personal Spanish tutor."

As a result of my students' feedback, I recommend continued use of the program.

The Library Director does not feel there is enough data to measure this successfully. The data gathered was from two semesters only which is not enough to determine how useful this database really is. Future data will be collected which will include usage statistics from the database website and information gathered from the current language instructor. This

information will be gathered and analyzed during the next assessment cycle

- 1.1b *Describe How Assessment Results Were Used to Improve Instructional Program:* This assessment will continue into the next cycle as there was not enough data collected to make a real judgement as to its value. There is now a new Spanish instructor who will be contacted about the database. Hopefully more data will be collected during the next cycle.
- 1.1c *Describe How Assessment Results Were Shared with Constituencies:* This particular assessment was primarily for the librarians's knowledge, but this information will be used during the budget process and will be published in the completed report document.
- 1.2 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* The library will also be monitoring the use of the Mango Program through web site statistics. These statistics will be useful in determining if the program is being used and how cost effective it is.

- 1.2a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* The students began using the Mango language database in August 2011. The contract for this database allowed for the selection of 6 languages. The language instructor Mrs. Hubble chose: Spanish, Arabic, French, German, Italian, and Japanese. Looking at the statistics gathered since August there were a total of 628 logins to the system. Spanish - 602, Arabic - 4, French - 3, German - 2, Italian - 6, Japanese - 11.

Obviously the Spanish component was used most as the instructor assigned lessons for the students to complete during the semester. Monitoring of this resource will continue into the next assessment cycle.

The criteria for success will be determined by using usage statistics and information gathered from the current language instructor to see if this database by the is cost effective for the number of students using it.

- 1.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* The new Spanish instructor will be contacted about the database to see if her students will find it of value.
- 1.2c *Describe How Assessment Results Were Shared with Constituencies:* This particular assessment was primarily for the librarians's knowledge, but this information will be used during the budget process and will be published in the completed report document.
2. *Intended Administrative Objective:* To provide online accessible reference book materials to all students.
- 2.1 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* The library will subscribe to the Credo Reference Collection to provide access to online reference books. With the increase of online students who may not have access to a traditional library, this will provide research materials. It will also enhance the research materials currently available to the

traditional on-campus students.

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

The criteria for success will be defined by the amount of usage. These numbers will be analyzed to determine if the database is cost effective in serving the students.

- 2.1a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* Usage statistics were gathered from the CREDO's administrative site. The Library Director was able to log in and look at the site usage for January 2011 through September 24, 2012.

The students are consistently using this online reference tool. During 2011 there were 994 searches with 2,249 page views. In looking at the title usage, the majority of these searches accessed health related information, and it seemed the allied health students were using this resource the most for this time period.

In looking at the statistics from January 2012 through September 2012, the students are again using the resource. For this time period, there were 311 searches with 622 page views. In looking at the title usage, the searches were more broad which shows that the resource is being more widely used by all students as opposed to the usage in 2011 which was mainly health related.

- 2.1b *Describe How Assessment Results Were Used to Improve Instructional Program:* This resource appears to be a valuable tool. The cost of the online resource is far less than purchasing of the same resources in paper form. The CREDO Reference Online database will continue to be monitored through the next assessment cycle. The data gathered during this cycle has been valuable but more data will be gathered to determine which students are using the tool. This information will help the Library Director market this resource to the students who are unaware of it or not using it.

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

The criteria for success will be defined by the amount of usage. These numbers will be analyzed to determine if the database is cost effective in serving the students.

- 2.2a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* From January 2011 through December 2011, the librarian gave 28 library orientation tours to various classes including Academic College Enrichment classes, College Reading, Composition II, and the orientation

for the nursing students. Approximately 750 students attended these orientations. Each student was given a sheet with the log-ons and passwords for the Credo Reference online resource. They were also instructed that this information could also be accessed on their portal page.

From January 2012 through September 2012, the library gave 24 orientation tours to the same classes and an orientation for the nursing students. Approximately 650 students attended these orientations. Again each student was given a sheet with the log-ons and passwords for the Credo Resource. They were also instructed as to how this information could be accessed on their portal page.

Students were informally surveyed as they used the library to ascertain if they were using the CREDO Reference online resource, and they were reminded how it could be of help to them. No statistics were kept of this informal information given to students.

The Library Director feels that the goal was met somewhat. There is enough data to prove the students are using this online resource, but further data will be collected during the next assessment cycle to determine if all students using it or is it limited to one group. The Library Director will continue to promote this resource during tours and when working with students.

- 2.2b *Describe How Assessment Results Were Used to Improve Instructional Program:* The CREDO Reference online resource's usage statistics prove the students are using the resource. Making this information available to every student who has an orientation tour also seems to be working. Having the log-on information for the database located on the resource tab on the portal is also helpful to all students.
- 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 published in the completed report document.

**Wellness Center
Assessment Report
2011–2012**

Expanded Statement of Institutional Purpose

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

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

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

Intended Administrative Objective:

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

1. Intended Student Learning Outcome: 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 422 participants. The member categories completing the PAR-Q form are as follows: Faculty (24), Students (336) and Community (62). 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 422 respondents, 24 were faculty and staff, 336 were students and 62 were community members. The following results provide a summary of the Wellness Center participant's aggregate response to those answering "Yes" to any of the questions on the PAR-Q. If participants answer "yes" to one or more of the PAR-Q Questions they are recommended and

reminded to seek medical approval prior to beginning physical activity as noted of the form. Out of the 422 respondents for the academic period, there were a total of 65 "yes" responses as noted in the Table below.

PAR-Q Summary of those Answering "Yes" by Member Category				
Yes	Faculty	Students	Community	Question
7	0	4	3	Has your physician ever said you have a heart condition and you should only do physical activity recommended by a physician?
14	0	13	1	Have you ever experienced pains in your chest especially during physical activity?
9	0	9	0	Do you often feel faint or have spells of severe dizziness?
9	0	8	1	Has a physician ever told you that you have a bone or joint problem such as arthritis that has been aggravated by exercise?
16	0	12	4	Is a physician currently prescribing medications for your blood pressure or heart condition?
4	0	4	0	Is there a physical reason not mentioned here why you should not participate in a physical activity program?
6	0	5	1	Are you over the age of 65 and not accustomed to vigorous exercise

- 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 expand to determine if those who answer yes contacted their health care provider regarding include a more concise method of capturing the Community Members. The Wellness Center Coordinator will now include a follow up survey two weeks after new or current members to determine if medical approval was obtained prior to beginning along with a copy of the notice that if they have answered "yes" to any of the questions on the PAR-Q, that it is encouraged they seek approval from their healthcare provider before beginning any physical activity. Future Data will be categorized by age.
- 1.2c *Describe How Assessment Results Were Shared with Constituencies:* Assessment Results will be shared with the Wellness Center Advisory Committee, CASL, and then submitted to the ANC Board of Trustees.

**Student Services
Assessment Report
2011-2012**

Expanded Statement of Institutional Purpose

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

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

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

Intended Administrative Objectives

Financial Aid Office

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

Registrar's Office

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

Testing Center

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

**Financial Aid
Assessment Report
2011-2012**

1. Intended Administrative Objective: Maintain or reduce loan default rate.
 - 1.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: A change in default rate formula beginning in FY 2011 will intrinsically increase default rates. The Financial Aid Office will provide on-line and/or campus based mandatory exit loan counseling workshops. The workshop will address all mandatory guidelines as outlined in the current student financial aid handbook. There will be no increase in the ANC default rate as a result of implementing the optional on-line/campus-based exit workshops.
 - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: A report will be generated to identify the exiting loan recipients. 100% of loan exit participants will receive the information as required by law electronically or in person. Mapping Your Future online resource will provide electronic completion of student responses to both ANC and the appropriate lenders. This tool will be used for all loan recipients.
 - 1.1b Describe How Assessment Results Were Used to Improve Instructional Program: There will be no increase in the ANC default rate as a result of implementing the optional on-line/campus-based exit workshops.

One hundred sixty-seven students received the exit workshop packet for the 2008-09 academic year with fifty-one students completing Mapping Your Future on-line exit session. Ninety-nine students received the exit workshop packet for the 2009-10 academic year with eighty-three students completing the Mapping Your Future on-line exit session. The results indicate that the exit loan counseling workshop is necessary and effective to maintain/decrease the ANC loan default rate.

The ANC official default rate for FY 2007 (Oct 1, 2006 through Sept 30, 2007) was 10.2%. This rate reflects the students who left ANC 2 years prior. There were 14 students who defaulted out of 137 who went into repayment.

The ANC official default rate for FY 2008 (Oct 1, 2007 through Sept 30, 2008) was 12.8%. This rate reflects the students who left ANC 2 years prior. There were 17 students who defaulted out of the 132 students who went into repayment.

The Higher Education Opportunities Act, enacted on 8/14/08, changed the time frame for calculation of cohort default rates. Beginning FY 2011 [September 2014], three year rates will be the official rate and schools will only be sanctioned on the 3 year rate. The same rates listed above on the new 3 year formula for 2007 would be 21.4% (10.2 % -2 yr formula) and 19.8% (12.8% -2 yr formula) for 2008.

Factors that led to the increased loan default rate were the increase of government loan amounts and economic recession. Based on this

information, it is imperative that the exit loan counseling sessions be continued in order to maintain/decrease the loan default rates for ANC.

The default rate published in 2011 will be the first to reflect the number of ANC students involved in the intervention process.

The loan default rate is expected to decrease due to information received from the on line exit process and awareness of repayment options. Default rates may fluctuate due to the economy.

- 1.1c *Describe How Assessment Results Were Shared with Constituencies:* The information gathered from the Mandatory Exit Loan Counseling Workshops will be shared with ANC administration, faculty, and staff.
2. *Intended Administrative Objective:* Determine student satisfaction with the Financial Aid process.
- 2.1 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* An electronic survey will be sent to all new students receiving Federal Financial Aid each Fall and Spring semester to determine student satisfaction and identify financial aid obstacles. The survey will incorporate a time-line based on dates of participation in registration/financial aid processes by the student.
- 2.1a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* An electronic survey will be sent to all new students receiving Federal Financial Aid each Fall and Spring semester to determine student satisfaction and identify financial aid obstacles. The survey will incorporate a time-line based on dates of participation in registration/financial aid processes by the student.
- 2.1b *Describe How Assessment Results Were Used to Improve Instructional Program:* Fifty percent of new students receiving Federal Financial Aid will respond to the electronic survey. Results will be used to monitor/implement any changes in the financial aid process if needed.
- 2.1c *Describe How Assessment Results Were Shared with Constituencies:* Students will be made aware of the results of the survey via e-mail and ANC portal.

NOTE: *Objective 2.1 was not addressed due to four staff changes during reporting time period of June 2010 through June 2012.*

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

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

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

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

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

Track the number of transcripts received via email. The number of email requests will increase each year by 75.

Track the number of graduation applications received via email. The number received via email will increase each year by 10.

- 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: The process started with reviewing the methods other colleges/universities used for an online transcript request form. In addition, FERPA regulations were reviewed and requirements met. The target date for the electronic transcript request form was fall 2010 and the first request was received via email on August 27, 2010.

- 1.1b Describe How Assessment Results Were Used to Improve Administrative Program: The number of transcripts increased each year: (1) 2010-151 requests received, (2) 2011-249 requests received, (3) 2012-401 requests received.

The Registrar's Office did not receive a graduation application via email in 2010 or 2011. To date the Registrar's Office has received four (4) applications via email in 2012.

The electronic forms improved: (1) process time, (2) reduced student frustration, (3) increased communication to almost instantaneous as well as communication with one staff, and (4) helped in reducing paper and postage cost.

- 1.1c Describe How Assessment Results Were Shared with Constituencies: Information gathered will be shared with the Assessment Committee.

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

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

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

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

2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: 2011: 181 graduates participated in the graduation ceremony and 75.69% completed a graduation ceremony. 187 graduates did not participate in the graduation ceremony and 39.04% completed a survey.

2012: 206 graduates participated in the graduation ceremony and 44% completed a graduation ceremony. 133 graduates did not participate in the graduation ceremony and 19% completed a survey. See attached.

2.1b Describe How Assessment Results Were Used to Improve Administrative Program: In 2011, graduates had the opportunity to pick up their diploma following the graduation ceremony in the Governor's Ballroom. Based on the survey results, in 2012, graduates had the opportunity to pick up their diploma upstairs in the Wellness Center. See attached.

2.1c Describe How Assessment Results Were Shared with Constituencies: Information was shared with the Student Services staff and with the Assessment Committee.

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

Expanded Statement of Institutional Purpose

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

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

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

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

Intended Administrative Objectives

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

1. Intended Administrative Objective: Career Pathways students will gain an Employment or TOOLS Certificate in order to address the state employment goals.
 - 1.1 State Means of Assessment, Define Criteria for Success, and Describe Data Collection Plan: Career Pathways staff will review all CPI student's Individual Education Plan (IEP) and or degree audit with the student each semester to help students focus on his or her goal and to discuss barriers and solutions that lead to successful results. Using the estimated date of completion on the CPI spreadsheet or the student's IEP, 60% of the students projected to complete in the 2012-13 school year will do so.
 - 1.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: This measure of success could turn into a statistical nightmare. Using the state data base, a cohort report was selected that looked at student's target date of completion. Also listed on the report, were the student awards. In checking the data, the results were calculated at 49%--not exactly the results we had hoped to achieve. However, the parameters for measurement were confusing. Many students, after starting a pathway, often changed their IEP. Another factor relating to ambiguity -- nearly all students received a Career Readiness Certificate (CRC) or Employability Certificate, which could be considered a measure of completion. A better measurement of success might be measuring how many students complete the program with some type of award such as a CRC, certificate of proficiency, technical certificate of associate degree. Often a measure of success is the number of students who either complete a program of study or continue enrollment the next semester.
 - 1.1b Describe How Assessment Results Were Used to Improve Administrative Program: This data can also be collected by the College computer system and would be much, much easier to gather. In fact, these statistics have been collected in recent years by the College, and Pathways students did have a higher completion or continuation rate than the other students.
 - 1.1c Describe How Assessment Results Were Shared with Constituencies: Assessment results were reviewed by the CPI staff members. The final version was presented to the Arkansas Northeastern College Board of Trustees and made available on the myANC portal.

2. Intended Administrative Objective: Student enrollment will reach 75% of the state mandated performance standard during the fall semester in order to increase participation of eligible students who could benefit from Pathways services.
 - 2.1 State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success: Activities include working with the local TEA offices, Healthy Start, Career Coaches, and other agencies or initiatives to find more eligible participants. Other approaches will include publicizing our services more visibly at the College.

The state mandated enrollment goal for 2011-12 was 385. By December of 2011 the CPI staff had enrolled 236 students or 62% of the goal. Although not at our targeted 75%, enrolling over half the student goal in the Fall semester assisted our staff in reaching the 385 by the end of the year. Eligibility is verified through a

state mandated process for all CPI students. After this process is completed, staff enters student data into the Arkansas Department of Higher Education (ADHE) Career Pathways Database. Reports can be generated that verify enrollment numbers, and it is from this report that CPI staff gathered statistical information for our program.

Marketing for our initiative included such efforts as visiting classes, sending emails, and placing information at service agencies. By working with the admissions office, we were also able to compile a list of eligible students not receiving Pathways services and targeted information directly to these individuals. CPI provided information to the College staff and instructors in efforts to promote Career Pathways to those individuals who might be potential Pathways students and would feel comfortable asking College staff for assistance or more information.

Additional efforts for recruitment included having our Career Student Support Facilitator, Ms. Linam-Parks, present a program at a local Kiwanis Club. Continued efforts involved having a meeting with the Mississippi County DWS Staff. CPI also worked with Greene County DWS to provide added services for students by allowing staff to spend more time at the Paragould site.

2.1a Describe Data Collected, Data Analysis, and Relationship to Criteria for Success: ANC staff submits our completers to the state, and the state uses UI wage data to determine employment status. Employment information is gathered at three points on completers: those entering employment, those continuing employment at six months, those maintaining employment at one year. (The UI Wage Data is a year behind) The following are the results we have received:

Completers seeking employment = 144
 Enter employment = 104 or 77%
 The goal was 55%
 Employed at six months = over 87%
 The goal was 80%
 (Only preliminary results have been disseminated)
 Employed a year = results not in (However, we anticipate making this goal as we have met this goal every year)

ANC Pathways has also been able to reach all the other state mandated goals:
 Goal for enrollment = 385 Attained = 398
 Goal for new students = 77 Attained = 191
 Goal for TEA students = 41 Attained = 76
 Goal for Awards = 192 Attained 201

2.1b Describe How Assessment Results Were Used to Improve Administrative Program: ANC's Pathways staff has been extremely fortunate in being able to meet all our performance objects since the initiation of these measures by ADHE. Most important, there are incentive dollars in place for meeting these goals. ANC has received the largest amount of incentive dollars in the state every year except for one year, and at that time we did receive the second largest amount of money. There are 25 community colleges participating in this state wide Career Pathways Initiative who

were also eligible for these incentives. These extra funds have been invaluable in helping our students and ANC.

2.1c *Describe How Assessment Results Were Shared with Constituencies:* Assessment results were reviewed by the CPI staff members. The final version was presented to the Arkansas Northeastern College Board of Trustees and made available on the myANC portal.

2.2 *State Means of Assessment, Describe Data Collection Plan, and Define Criteria for Success:* Career Pathways Staff will continue to try and find new ways to publicize the Career Pathways Initiative (CPI) both at the College and in the community in order to increase the number of participants who apply for CPI services.

2.2a *Describe Data Collected, Data Analysis, and Relationship to Criteria for Success:* The state mandated enrollment goal for 2011-12 was 385. By December of 2011 the CPI staff had enrolled 236 students or 62% of the goal. Although not at our targeted 75%, enrolling over half the student goal in the Fall semester assisted our staff in reaching the 385 by the end of the year. Eligibility is verified through a state mandated process for all CPI students. After this process is completed, staff enters student data into the Arkansas Department of Higher Education (ADHE) Career Pathways Database. Reports can be generated that verify enrollment numbers, and it is from this report that CPI staff gathered statistical information for our program.

2.2b *Describe How Assessment Results Were Used to Improve Administrative Program:* Marketing for our initiative included such efforts as visiting classes, sending emails, and placing information at service agencies. By working with the admissions office, we were also able to compile a list of eligible students not receiving Pathways services and targeted information directly to these individuals. CPI provided information to the College staff and instructors in efforts to promote Career Pathways to those individuals who might be potential Pathways students and would feel comfortable asking College staff for assistance or more information.

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2.2c *Describe How Assessment Results Were Shared with Constituencies:* Assessment results were reviewed by the CPI staff members. The final version was presented to the Arkansas Northeastern College Board of Trustees and made available on the myANC portal.