



# **Assessment of Student Learning Report 2009-10**

**Phillips Community College of the University of Arkansas  
Assessment of Student Learning**

**Goal 1: Students completing developmental reading, English, and mathematics will meet minimal criteria to advance to the next level.**

**ASSESSMENT OF STUDENT LEARNING**

Expected Outcomes:

English

1. 80% of students who are successful in the first level of developmental English (EH 1013) will be able to write a paragraph that observes English grammar and structure to at least 70% accuracy.
2. 80% of students who are successful in the second level of developmental English (EH 1023) will be able to apply rules of grammar and English structure to construct an essay consisting of an introduction, body and conclusion to 70% accuracy.
3. 55% of students enrolled in the developmental English will successfully complete the sequence by earning a "C" or better in all required levels.

Reading

4. 60 % of students enrolled in DS 103, Introduction to College Reading Skills, will gain reading comprehension and vocabulary strategies and will advance to the next level with a grade of "C" or better.
5. 60% of students enrolled in DS 123, College Reading Strategies, will develop general reading skills and college level reading strategies in vocabulary, comprehension, critical thinking and writing and will exit reading with a grade of "C" or better.
6. 70 % of students exiting reading will comprehend materials in subsequent college level courses taken as demonstrated by a grade of "C" or better.
7. The average grade level on the Nelson-Denny post test for students in both levels of reading will be at least two grade levels higher than the average pre-test score. 90% of students exiting reading will have a grade level of 12.0 or higher.

Math

8. 65% of students enrolled in developmental math (MS 1013, MS 1023, & MS 1123) will successfully complete all required lessons with 80% accuracy.
9. 70% of students who complete a course in developmental math will achieve post test scores higher than their pretest scores for that course.

Component	Where Verification Found	Responsible Party	Time/Frequency of Assessment	Assessment Method	Assessment Outcomes (Report of Data Collection)	Plan for Improvement
Math completion		Director of Information Technology and Division Dean	At the end of each semester	Review of final grades	See Table 1a. All Levels of developmental math fail to meet the 65% benchmark. The number of W and EW award increase significantly, possibly the results of our Early Alert Initiative. Success rate of students who completed the semester exceeded the bench mark on all levels.	Revisit the Early Alert Initiative. Encourage teachers to become more pro-active both retaining students and in the completion of all lessons.
Math pre and post test scores	In the office of the Dean of Arts and Sciences	Instructors in each class will report to Dean	At the beginning and end of each semester	Comparison of pre and post test scores	All levels met the 70% benchmark.	MS 1013 – 98% scored higher on post test MS 1023 – 98% scored higher on post test MS 1123 – 100% scored higher on post test MS 123 – 97% scored higher on post test.

Reading completion	Office of the Dean of Adult and Developmental Education	Director of Information Technology and Division Dean	At the end of each semester	Review of final grades		
Reading pre and post test scores		Instructors in each class report to Division Dean	At the end of each semester	Analysis of Nelson-Denny pre and post test scores		
English completion	In office of department chair of Arts and Sciences	Director of Information Technology and Arts and Science Department	At the end of each semester	Review of final grades	See Table 1a. Benchmark was met for both EH 1013 (76.7%) and EH 1023 (67.9%)	Benchmark met; no plan of improvement required.
English writing sample	Instructor course file department chair	Chair and Instructors  Instructors in each class	At the end of each semester	Comparison of first and last day writing samples Comparison of pre and post writing samples using the English Department Grading Standard	Benchmark met.	

**Phillips Community College of the University of Arkansas  
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**Table 1a: Goal 1, Expected Outcomes 1, 3, 5**

**DEVELOPMENTAL READING, ENGLISH & MATH  
ASSESSMENT RESULTS**

<b>Percent of Students Completing with "C" or Better and Advancing to the Next Level of Instruction</b>																
<b>Math</b>	Division	Institution	Division	Institution	Division	Institution	Division	Institution	Division	Institution	Division	Institution	Division	Institution	Division	Institution
	<b>2002-2003</b>		<b>2003-2004</b>		<b>2004-2005</b>		<b>2005-2006</b>		<b>2006-2007</b>		<b>2007-2008</b>		<b>2008-2009</b>		<b>2009-2010</b>	
MS 1013	70%	80%	67%	67%	61.4%	73.3%	55.0%	67.7%	56.9%	73.0%	59.18%	72.80%	66.8%	85.9%	64.2%	83.8%
MS 1023	73%	84%	78%	78%	65.5%	72.5%	50.8%	63.6%	48.5%	62.6%	65.69%	75.56%	62.4%	73.7%	59.1%	70.1%
MS 1123	66%	76%	72%	72%	61.1%	71.3%	49.6%	57.9%	31.1%	40.1%	56.77%	65.66%	66.2%	73.0%	63.2%	70.9%
<b>English</b>																
EH 1013	51%	79%	81%	81%	53%	67.7%	58.6%	75.4%	62.8%	77.1%	61.76%	84.00%	64.8%	81.4%	76.7%	98.3%
EH 1023	62%	88%	82%	82%	68.7%	83.9%	62.3%	76.4%	71.6%	85.3%	72.94%	87.85%	67.9%	80.1%	67.9%	79.8%
<b>Reading</b>																
DS 103	59%	68%	57%	57%	46.3%	59%	47.9%	68.7%	68.6%	85%	67.80%	89.89%	61.98	75.3%	59.1%	74.3%
*DS 123	59%	68%	46%	46%	51.4%	57.6%	44.8%	65%	65.6%	77.8%	75.71%	94.64%	75.30	88.7%	76.8%	88.5%

Note: Division totals include all students enrolled. The institutional count does not include students who withdrew or dropped thus explaining the higher completion rate for PCCUA. The PCCUA counts are submitted to ADHE.

\*DS 123 is a course provided for students who do not exit DS 103 (do not exit reading).

\*\* Data not available until after June 30<sup>th</sup>.

**Table 1b: Goal 1, Expected Outcome 4  
Reading Pre/Post Scores**

	FALL/02	SPRING /03	FALL/03	SPRING /04	FALL/04	SPRING /05	FALL/05	SPRING /06	FALL/ 06	SPRING /07	FALL/07	SPRING /08	FALL/ 08	SPRING /09	FALL/ 09	SPRING /10
NELSON-DENNY PRETEST AVERAGE	9.8	9.9	10.5	NA**	9.6	9.6	9.8	9.1	10.3	10.5	10.3	10.5	NA	NA	NA	NA
NELSON-DENNY POST TEST AVERAGE	12.7	12.9	12.9	NA**	11.9	12.5	12.5	12.3	12.5	12.9	12.1	12.9	N/A	NA	NA	NA
AVERAGE INCREASE IN GRADE LEVEL	+2.9	+3.0	+2.4	NA**	2.3	2.9	+2.7	+3.2	+2.2	+2.1	+1.8	+2.4	N/A	NA	NA	NA

**Table 1c: Goal 1, Expected Outcome 2  
MATH PRE-POST TEST RESULTS**

CLASS	Averages	FALL 03*	SPRING 04*	FALL 04	SPRING 05	FALL 05	SPRING 06	FALL 06	SPRING 07	FALL 07	SPRING 08	FALL 08	SPRING 09	FALL 09	SPRING 10
<b>Fundamental Mathematics MS 1013</b>	Pretest score	14.8	14.8	12.2	15.0	12.9	11.9	37.7	44.6	36.2	30.1	36.2	32.5	39.8	33.3
	Post score	23.6	23.6	26.3	26.7	26.7	23.9	83.3	63.8	74.3	74.9	74.3	68.6	72.5	70.5
	Change	8.9	8.9	14.2	11.7	12.9	12	45.6	19.2	47.6	33.5	37.9	34.8	32.7	37.2
	% Change	60.1%	60.1%	116.5%	78%	100%	93.8%	121.3%	43%	131%	111.3%	104.7%	107.1%	81%	112%
<b>Elementary Algebra MS 1013</b>	Pretest score	7.6	7.6	7.6	11.2	9.6	9.3	30.1	37.9	34.5	36.6	34.5	33.5	30.9	30.3
	Post score	12.6	12.6	20.7	23.3	25.9	21.2	85.3	76.2	76.2	73.3	76.2	72.8	72.9	63.9
	Change	5.0	5.0	13.1	12.1	15.3	11.3	55.2	38.3	40.9	32.7	40.9	39.3	40	33.6
	% Change	62.6%	62.6%	172.4%	108.0%	159.3%	122.2%	183.4%	101.0	119%	89.3%	118.5%	117.3%	136%	111%
<b>Intermediate Algebra MS 1123</b>	Pretest score	12.0	12.0	8.9	13.1	12.6	8.7	30.0	31.0	33.9	32.9	33.9	33.2	30.7	36.2
	Post score	21.4	21.4	22.6	26.8	28.7	20	85.3	65.5	64.2	68.6	64.2	61.9	63.7	65.5
	Change	7.3	7.3	13.0	13.7	14	11	55.3	34.5	31.5	38.5	31.5	28.7	33	29.3
	% Change	60.4%	60.4%	152.6%	104.6%	127.8%	110.0%	183.3%	111.1%	92.9%	117.0%	92.9%	86.4%	107%	81%
<b>College Algebra MS 123</b>	Pretest score	11	11	10.7	7.4	10.6	NA	12.6	9.0	11.1	10	10.7	9.7	12.9	8.8
	Post score	21.1	21.1	23.0	24.5	20.3	NA	20.8	19.6	21.3	21.1	23	20.4	24	16.4
	Change	10.1	10.1	12.3	14.1	10.3	NA	8.2	10.6	10.1	11.1	36.2	10.7	11.1	7.6
	% Change	91.8%	91.8%	115.0%	231.0%	92.5%	NA	65.3%	119.2%	91%	111.0%	74.3	110%	86%	86%

\*Results for Fall 2003 and Spring 2004 were computed together.

**Table 1d: Goal 1, Expected Outcome 2**

<b>Population of Students Taking Pre and Post Math Test</b>												
<b>Course</b>	<b>Fall 2004</b>	<b>Spring 2005</b>	<b>Fall 2005</b>	<b>Spring 2006</b>	<b>Fall 2006</b>	<b>Spring 2007</b>	<b>Fall 2007</b>	<b>Spring 2008</b>	<b>Fall 2008</b>	<b>Spring 2009</b>	<b>Fall 2009</b>	<b>Spring 2010</b>
<b>MS 123</b>	<b>53</b>	<b>34</b>	<b>45</b>		<b>89</b> <b>(61)</b>	<b>25</b> <b>(25)</b>	<b>56</b>	<b>38*</b> <b>(37)</b>	<b>56</b> <b>(55)</b>	<b>52</b> <b>(49)</b>	<b>44</b> <b>(42)</b>	<b>35</b> <b>(37)</b>
<b>MS 1123</b>	<b>26</b>	<b>41</b>	<b>108</b>	<b>48</b>	<b>66</b> <b>(41)</b>	<b>44</b> <b>(15)</b>	<b>79</b> <b>(63)</b>	<b>10*</b> <b>(8)</b>	<b>79</b> <b>(63)</b>	<b>66</b> <b>(55)</b>	<b>41</b> <b>(34)</b>	<b>70</b> <b>(52)</b>
<b>MS 1023</b>	<b>50</b>	<b>123</b>	<b>94</b>	<b>81</b>	<b>56</b> <b>(43)</b>	<b>49</b> <b>(28)</b>	<b>58</b> <b>(40)</b>	<b>7*</b> <b>(4)</b>	<b>57</b> <b>(40)</b>	<b>119</b> <b>(81)</b>	<b>49</b> <b>(41)</b>	<b>77</b> <b>(49)</b>
<b>MS 1013</b>	<b>53</b>	<b>102</b>	<b>173</b>	<b>91</b>	<b>71</b> <b>(60)</b>	<b>55</b> <b>(33)</b>	<b>74</b> <b>(56)</b>	<b>39*</b> <b>(17)</b>	<b>73</b> <b>(58)</b>	<b>76</b> <b>(58)</b>	<b>95</b> <b>(76)</b>	<b>85</b> <b>(63)</b>

**Note: Actual number of students taking pre and post test (in parentheses)**

**Phillips Community College of the University of Arkansas  
Assessment of Student Learning**

**Goal 2 Students earning an Associate of Arts Degree will be prepared to transfer.**

**ASSESSMENT OF STUDENT LEARNING**

Expected Outcomes:

1. 50% improvement will be shown between mean pre and post math test scores.
2. 50% of respondents will score at or above national average on CAAP Writing, Mathematics, Reading and Science Exams.
3. 50% of students will score at or above the 50% ranking on the CAAP Essay Writing Exam.
4. 50% of students will obtain mastery level on the five Arts and Sciences Division Goals.
5. 20% of first time, full time degree seeking students will earn an associate degree within three years (ADHE Report-Arkansas Average 2002 was 19.5% and Success Rate is 40.9%).

Component	Where Verification Found	Responsible Party	Time/Frequency of Assessment	Assessment Method	Assessment Outcomes (Report of Data Collection)	Plan for Improvement
1. Mathematics Pre/ Post tests	Office of A & S Division Dean	Math instructors	Beginning & end of each term	Administration of math pretests and post tests.	See Table 1d. Benchmark met in all areas	Plato component has already been added to Reading and basic writing I & II; will continue to monitor progress.
2. CAAP Writing, Mathematics, Reading, & Sciences	Office of A & S Division Dean	VC of Student Services & Registrar	Annually in August	Administration of the CAAP objective tests.	Benchmark met in Mathematics and Essay Writing. Writing Skills (objective English test), reading and science fell slightly below benchmark.	
3. CAAP Essay Writing Test	EH 123 instructors' offices	VC of Student Services & Registrar	Administered last quarter of each term.	Administration of CAAP Essay Writing test in EH 123.	Benchmark met.	
4. Mastery Level	Office of A & S Division dean.	A & S division instructors	Bi-yearly in June and February.	Individual assessment projects	See Table 2b.	
5. Graduate within three years.	Report from ADHE	V C for Student Services & Director of Computer Services	August of each year	Review of Report	Division met ADHE graduation productivity standard.	

**Phillips Community College of the University of Arkansas  
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**Table 2a: Goal 2, Expected Outcomes 1, 2, 3, 4, 5  
Pre/Post, CAAP, Mastery Level, and Graduate in Three Years**

<b>Outcome</b>	<b>Subject Area or Course</b>	<b>Year 2003-04</b>	<b>Year 2004-05</b>	<b>Year 2005-06</b>	<b>Year 2006-07</b>	<b>Year 2006-07</b>	<b>Year 2007-08</b>	<b>Year 2008-09</b>	<b>Year 2009-10</b>
		<b>% improvement between mean pre and mean post test scores</b>	<b>% improvement between mean pre and mean post test scores</b>	<b>% improvement between mean pre and mean post test scores</b>	<b>% improvement between mean pre and mean post test scores</b>	<b>% improvement between mean pre and mean post test scores</b>	<b>% improvement between mean pre and mean post test scores</b>	<b>% improvement between mean pre and mean post test scores</b>	<b>% improvement between mean pre and mean post test scores</b>
Improvement in mean pre and post test scores. (expected outcome 1)	MS1013	60.1%	95%	100%	97.8%	97.8%	131%	105.9%	92%
	MS1023	62.6%	140%	140.1%	150.9%	150.9%	119%	117.7%	122%
	MS 1123	60.0%	130%	110%	164%	164%	92.1%	92.7%	91%
	MS 123	91.8%	131%	92.5%	79.3%	79.3%	91%	107.3%	86%
Percent scoring at or above national average on CAAP objective test. (expected outcome 2)	Writing Skills	46.8%	56.3%	52.9%	52.6%	52.6%	45.8%	37.5%	46.8%
	Mathematics	50.0%	54%	56.9%	60.8%	60.8%	58.4%	40.9%	58.4%
	Reading	48.9%	47%	51.0%	49.0%	49.0%	50.0%	42.2%	49.4%
	Science Reasoning	44.7%	42.5%	49%	56.9%	56.9%	54.2%	36.1%	48.1%
Percent scoring at or above 50 percentile on CAAP Essay. (expected outcome 3)	Essay Writing	49.4%	61%	74.1%	NA	NA	83.3%	48.4%	62.8%
Mastery Level (expected outcome 4)	Faculty Projects	100%	100%	100%	100%	100%	100%	100%	100%
	<b>1999</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Graduate within three years (ADHE Report) (expected outcome 5)	28%	35.3%	38.5%	*	*	*	*	*	*

\*Percentages may change all results are not yet in.



**Table 2b: Goal 2, Expected Outcome 4  
Mastery Table  
2009-2010**

<b>Arts &amp; Sciences Assessment Project Summary</b>				
<b>Course</b>	<b>Objectives</b>	<b>Instrument</b>	<b>Benchmark</b>	<b>Achievement of Objective</b>
BY 154	<p>Understand the human body through the examination of microscopic and gross human anatomy.</p> <p>Understand the functions of the human body through the investigation of the physiology of different body systems.</p>	<p>Lab practicum</p> <p>Unit Exams</p>	70% of the students will complete objectives at 70% success rate	90% of students completing the course met the objective at a
EH 1023	<p>Develop a coherent, grammatically correct essay.</p> <p>Proofread and edit their writing and the work of peers.</p>	Essays	70% of the students will complete objectives at 70% success rate.	72% of students met benchmark.
EH 123	Students will be able to write a 9grammatically correct essay.	Final Essay	75% of students will complete objective at 75% level.	82% of students met the benchmark.
ECD 1203	<p>Students will plan and implement appropriate experiences to support young children in social, emotional, physical and cognitive development.</p> <p>Students will be able to develop a professional portfolio based on the 6 competencies and 13 functional areas.</p>	<p>Observation</p> <p>Portfolio</p>	90% if students will complete objective at 80% level.	85% of students finished the coursework with above 80% level. (17 of the 20 students tested)
HY 213	Overall objective is to understand how significant our American experience is to the positive development of our nation in relation to the past experiences of our ancestors.	Multiple Choice Test	75% of students will complete objective at a 75% level.	88% of students met the benchmark.
PE 243	<p>Students will demonstrate the ability to perform the skills required to receive the ARC Community CPR card.</p> <p>Students will score at least 80% on ARC Responding to Emergencies CPR exams.</p>	<p>Performance Test</p> <p>Written Exam</p>	70% of the students will complete objective at an 80% level.	89% of students met objective at 100% level.

**Phillips Community College of the University of Arkansas  
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**Goal 4: Students earning an Associate of Applied Science or Technical Certificate degree will be prepared for entry-level positions in their chosen fields.**

**ASSESSMENT OF STUDENT LEARNING**

Expected Outcomes:

Allied Health (See individual program assessment for specific exams required).

1. At least 85% of Allied Health graduates who take a licensure exam will pass on the first write.
2. Employers returning the Employer Survey will report overall satisfaction with the performance of Allied Health graduates.

Business and Information Systems

3. 85% of AAS Business students will score 75% or higher on internship supervisor evaluations and simulations/projects.
4. 85% of employers returning the Employer Satisfaction Survey will express overall satisfaction with Business and Information Systems graduates.
5. 85% of Cosmetology graduates who take the licensure exam will pass on the first write.
6. 85% of employers returning the Employer Satisfaction Survey will express overall satisfaction with Cosmetology graduates.

Early Childhood Education

7. 85% of students will meet all NAEYC and Council for Early Childhood for Professional Recognition Competencies.
8. 85% of the employers returning the Employer Satisfaction Survey will express satisfaction with Early Childhood Education graduates.

Behavioral Health Technology

9. 85% of the students will achieve an average score of 70 on the Practicum Field Experience, the Student Learning Plan, and the program simulation projects.
10. 85% of the employers returning the Employer Satisfaction Survey will express satisfaction with Behavioral Health Technology graduates.

Applied Technology

11. 85% of the employers returning the Employer Satisfaction Survey will express satisfaction with Applied Technology graduates.

Component	Where Verification Found	Responsible Party	Time/Frequency of Assessment	Assessment Method	Assessment Outcomes (Report of Data Collection)	Plan for Improvement
Licensure (1, 5)	Office of the Deans	See division assessment	Annually in September	See division assessment	See division assessment. See table 4.	See division assessment
Internship (3, 7, 9)	Office of the Deans	See division assessment		See division assessment	See division assessment. See table 4.	See division assessment
Early Childhood Competencies (7)	Office of the Deans	See division assessment		See division assessment	See division assessment. See table 4.	See division assessment
Employer Satisfaction (2, 4, 6, 8, 10, 11)	Office of the Deans	See division assessment		See division assessment	See division assessment. See table 4.	See division assessment

**Phillips Community College of the University of Arkansas**  
**Assessment of Student Learning**  
**Table 4: Goal 4, Expected Outcomes 1-11**  
**Preparation for Employment**

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010		2001	2002	2003	2004	2005	2006	2007	2008	2009	2010		
<b>Allied Health (expected outcome 1, 2)</b>	<b>NCLEX/Registry Pass Rate</b>											<b>Employer Satisfaction</b>											
ADN (ALL)	87%	76%	85%	86%	100%	100%	94%	88%	100%	DNA		100%	100%	100%	100%	100%	100%	100%	100%	100%	DNA		
<i>Helena West Helena</i>		93%		83%		100%		88.5%	100%	NA									100%	100%	DNA		
<i>DeWitt</i>		63%		100%		100%		87.5%	No Grads	DNA									100%	No Grads	DNA		
MLT	67%	60%	100%	No MLT grads	NA	NA	No MLT grads	No MLT grads	No MLT grads	DNA		**	**	100%	No MLT grads	100%	100%	NA	No MLT grads	No MLT grads	100%		
PN*	100%	NA	100	91%	100%	NA	100%	NA	100%	DNA		100%	100%	NA	95%	100%	NA	86%	-	100%	DNA		
<i>Helena West Helena</i>								NA	100%	DNA											100%	DNA	
<i>DeWitt</i>								NA	100%	DNA											100%	DNA	
PLB	Not Required for Practice											100%	**	**	**	NA	100%	100%	100%	100%	100%	100%	
<b>Business and Information Systems (expected outcomes 3, 4)</b>	<b>Internship Success Rate</b>											<b>Employer Satisfaction</b>											
<b>Business and Information Systems Internship Success Rate</b>	100%	98%	98%	95%	88%	100%	100%	100%	96%	100%		**	**	100%	DA	100%	100%	100%	100%	100%	100%	100%	
<b>Cosmetology-Board Pass Rates (expected outcomes 5, 6)</b>	100%	100%	94%	100%	88%	91%	100%	100%	100%	100%		**	**	100%	DA	100%	100%	100%	100%	100%	100%	100%	
<b>Arts and Sciences (expected outcomes 7, 8, 9,10)</b>	<b>Internship Success Rate</b>											<b>Employer Satisfaction</b>											
Early Childhood Education	NA	100%	97%	75%	NA	100%	NA	NA	NA			100%	100%	100%	100%	100%	NA	100%	NA	100%	100%		
Behavioral Health Technology		80%	100%	100%	NA	100%	NA	NA	NA			NA	NA	NA	100%	100%	NA	94%	100%	NA	100%		
<b>Applied Technology (expected outcome 11)</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		NA	NA	100%	98%	NA	100%	NA	NA	100%	100%		

**NA = Data Not Available**

**\*New class begins every 3 semesters. Data is from class that graduated May 2001 and December 2002.  
 Next class graduated May 2004 \*\* No surveys returned PN 2003 – No Graduates  
 DA = Delayed Administration of Survey (at least 3 months after graduation) \*\*\*Did not departmentalize 2005**

**Phillips Community College of the University of Arkansas  
 Assessment of Student Learning**

**Goal 5: Students earning an Associate of Applied Science or Technical Certificate seeking employment in their chosen field will be employed within 6 months of graduation.**

**ASSESSMENT OF STUDENT LEARNING**

Expected Outcomes:

**Allied Health**

1. 90% of Allied Health graduates seeking employment will be employed in their chosen field within 6 months of graduation.
2. 90% of Allied Health graduates seeking employment will initially practice in a setting appropriate for educational preparation.

**Business and Information Systems**

3. 80% of AAS business graduates seeking employment will be employed in the business field within six months of graduation

**Early Childhood Education**

4. 80% of Early Childhood Education graduates seeking employment will find a job in child care or a related field within 6 months of graduation.

**Behavioral Health Technology**

5. 30% of Behavioral Health graduates seeking employment will be employed in the behavioral health or social service field within 6 months of graduation.

**Applied Technology**

6. 80% of Applied Technology graduates seeking employment will find a job in an applied technology field within six months of graduation.

Component	Where Verification Found	Responsible Party	Time/Frequency of Assessment	Assessment Method	Assessment Outcomes (Report of Data Collection)	Plan for Improvement
Timely and Appropriate Employment	Office of Division Deans	Division Deans	Annually in September	Analysis of Exit Interview And Alumni Survey	<p>Nine behavioral students completed program. One is employed in the behavioral health field; One is employed in private business; Five are continuing their education at other colleges; no response on two students.</p> <p>Eight out of nine BH students expressed satisfaction with program.</p> <p>84% ECD graduates indicated that they were employed in a childcare facility. 94% indicate that they are continuing their education.</p>	<p>BH objectives met.</p> <p>ECD objectives met.</p>

**Phillips Community College of the University of Arkansas  
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**Table 5: Goal 5, Expected Outcomes 1-6  
Graduate Employment**

Division	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<b>Allied Health (expected outcomes 1, 2)</b>										
AD Nursing (see note)	100%	100%	93%	100%	100%	100%	100%	100%	100%	DNA
	100%	100%	100%	100%	100%	100%	100%	100%	100%	DNA
<i>Helena West Helena</i> (see note)								100%	100%	DNA
								100%	100%	DNA
<i>DeWitt</i> (see note)								100%	No Grads	DNA
								100%	No Grads	DNA
MLT	75%	100%	100%	NA	100%	100%	NA	NA	No grads	100%
PN Nursing (see note)	100%	100%	No Graduates	100%	100%	NA	100%	-	100%	DNA
	100%	100%		100%	100%	NA		-	100%	DNA
<i>Helena West Helena</i>									100%	DNA
<i>DeWitt</i>									100%	DNA
Phlebotomy	67%	60%	100%	100%	0%	100%	100%	100%	100%	DNA
<b>Business and Information Systems (expected outcome 3)</b>				100%	NA	83%	83%	79%	80%	Results Pending
<b>Arts and Sciences (expected outcomes 4, 5)</b>										
Early Childhood Education	100%	NA	82%	87%	NA	NA	NA	NA	84%	84%
Behavioral Health Technology	NA	NA	100%	NA	NA	NA	NA	NA	NA	100%
<b>Applied Technology (expected outcome 6)</b>										Results Pending
	NA	NA	NA	78%	NA	86%	NA	NA	NA	Results Pending

**Note: AD Nursing - 100% of graduates employed in chosen field and 100% of graduates practicing in setting appropriate for profession  
PN Nursing - 100% of graduates employed in chosen field and 100% of graduates practicing in setting appropriate for profession**

**NA = Data Not Available/Administered no earlier than 3 months after graduation**

**\* New class begins every 3 semesters. Data is from class that graduated**

**May 2001 and December 2002. Next class will graduate May 2004**

**\*\*Did not departmentalize data**

**Phillips Community College of the University of Arkansas  
Assessment of Student Learning**

**Goal 6: Students earning an Associate of Applied Science or Technical Certificate who return the graduate survey within 6 months of graduation will express overall satisfaction with the program.**

<b>ASSESSMENT OF STUDENT LEARNING</b>						
<p>Expected Outcomes:</p> <p><b>Institution:</b> PCCUA Graduate Survey (administered day of graduation)</p> <p><b>Programs:</b></p> <p style="padding-left: 20px;">Allied Health</p> <p style="padding-left: 40px;">1. 85% of Allied Health graduates returning the Graduate Survey will express overall satisfaction with preparation provided by the program.</p> <p style="padding-left: 20px;">Business and Information Systems</p> <p style="padding-left: 40px;">2. 85% of AAS business graduates will express overall satisfaction with preparation provided by the program.</p> <p style="padding-left: 20px;">Early Childhood Education</p> <p style="padding-left: 40px;">3. 85% of Early Childhood Education graduates will express overall satisfaction with preparation provided by the program.</p> <p style="padding-left: 20px;">Behavioral Health Technology.</p> <p style="padding-left: 40px;">4. 85% of Behavioral Health graduates will express overall satisfaction with preparation provided by the program.</p> <p style="padding-left: 20px;">Applied Technology</p> <p style="padding-left: 40px;">5. 85% of AAS graduates will express overall satisfaction with preparation provided by the program.</p>						
Component	Where Verification Found	Responsible Party	Time/ Frequency of Assessment	Assessment Method	Assessment Outcomes (Report of Data Collection)	Plan for Improvement
Program Satisfaction	Office of the Dean of each division or director of program	Division Dean or program director	Annually following graduation	Analysis of Graduate/Student Satisfaction Survey with program preparation	94% of ECD students indicated that they were satisfied with the overall quality of the instruction in the program.	Goals met for both ECD and BH Programs.
Graduate Survey	Assessment Office	Director of Assessment	Annually following graduation  Fall and spring following graduation	Analysis of PCCUA Graduate Survey revised Spring 2004 to correlate with Core Competencies	89% of BH graduates were either satisfied or very satisfied with the program.	

**Phillips Community College of the University of Arkansas  
Assessment of Student Learning**

**Table 6a: Goal 6, Expected Outcomes 1-5**

**Graduate Satisfaction with Program Preparation**

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<b>Allied Health (expected outcome 1)</b>										
ADN	100%	91%	100%	100%	86%	100%	100%	90%	100%	DNA
<i>HWH (Helena West Helena)</i>								86%	100%	DNA
<i>DeWitt</i>								100%	No grads	DNA
MLT	**	**	**	No grads	100%	100%	NA	No grads	No grads	100%
PN*	100%	100%		98%	100%	NA	100%	-	NA	DNA
PLB	**	**	100%	**	**	100%	100%	100%	100%	100%
<b>Business and Information Systems (expected outcome 2)</b>				100%	100%	100%	100%	89%	100%	100%
<b>Arts &amp; Science (expected outcome 3, 4)</b>										
Early Childhood Education	91%	93%	97%	NA	NA	NA	NA	NA	NA	94%
Behavioral Health Technology	NA	NA	100%	NA	NA	NA	NA	NA	NA	89%
<b>Applied Technology (expected outcome 5)</b>	NA	NA	100%	NA	97%	88%	NA	NA	100%	100%

**NA = Data Not Available**

**\*New class begins every 3 semesters. Data is from class that graduated  
May 2001 and December 2002. Next class graduated May 2004**

**\*\* No surveys returned**

**\*\*\* Did not departmentalize**

**Table 6b: Goal 6 PCCUA Graduate Survey  
Response to Graduate Survey 2002 and 2003**

**Percent indicating they made some or substantial progress toward this goal**

Statement	2002 (126)	2003 (122)
Acquired a general education	88	98
Recommend the college to a friend	86	94
Acquired career training	82	95
*Improved communication skills	83	97
*Acquired a knowledge and appreciation of art, music, literature.	70	81
*Understand different cultures	55	89
*Become a better citizen	53	93
*Acquired technology and science skills	60	84
Acquired leadership skills	81	95
Improved self-confidence	55	97

\* Measure Core Competency

**Table 6c: Goal 6 PCCUA Graduate Survey  
Response to Graduate Survey 2004 -2009**

**Percent indicating they made some or substantial progress toward this goal**

Statement	2004 (146)	2005 (127)	2006 (130)	2007**	2008 (140)	2009 (127)	2010 (186)
Quality of instruction is good or excellent	97.9	97	97	NA	98	NA	97
Satisfied with program of study	93.9	94	94	NA	94	95	90
Acquire career training	84.1	93	91	NA	98	97	95
Improve leadership skills	91.7	96	94	NA	98	97	97
*More skilled in meeting and relating to others	97.3	97	99	NA	99	96	97
*Acquire skills in technology	97.8	96	97	NA	97	96	94
*Develop oral and written communication skills	97.9	96	97	NA	96	98	98
*Learn to think critically	93.1	94	96	NA	96	96	98
*Acquire knowledge and appreciation of art, music, history, and literature	95.8	82	79	NA	99	87	89
*Understand science and scientific reasoning	96.5	84	85	NA	88	89	89
Acquire general education needed in career for advanced degree	92.3	96	95	NA	88	NA	NA
Improve self confidence	95.1	95	95	NA	96	96	95
*Recognize and respond to diversity of people and cultures	95.7	96	96	NA	95	97	97
Acquire skills and knowledge related to daily life	93.6	96	94	NA	96	97	97
Understand the constitution, government, and political processes	94.2	88	82	NA	86	85	84
*Understand and appreciate the importance of community involvement	80.4	91	93	NA	94	92	94
*Acquire math skills related to my area of study	92.1	91	91	NA	97	92	95
*Learn to solve problems	96.3	94	93	NA	98	96	97

\* Measure Core Competency

\*\*Scanner used by IT department to create survey crashed and unable to read reports.



**Phillips Community College of the University of Arkansas  
Assessment of Student Learning**

**Goal 7: Students earning an Associate of Applied Science or Technical Certificate will demonstrate proficiency in college core competencies.**

**ASSESSMENT OF STUDENT LEARNING**

Expected Outcomes:

- Critical Thinking – Students will be able to analyze data, relate knowledge from several areas, evaluate alternatives, predict outcomes and use this knowledge to create new ones.
- Communication – Students will be able to communicate effectively in a written and oral manner.
- Social and Civic Responsibility – Students will demonstrate behavior that adhere to legal/ethical standards established by society.
- Cultural Awareness – Students will recognize and respect the diversity of people; their beliefs, values, attitudes and customs.
- Mathematical Reasoning – Students will possess knowledge of mathematical operations, concepts, strategies and theorems, and will be able to solve problems using this knowledge.
- Technology Utilization – Students will be able to use technological and tool of trades to achieve a specific outcome.

Expected Outcomes:

**Allied Health** (See individual program assessment plans for specific benchmarks.)

1. At least 75% of Allied Health graduates will achieve program benchmarks related to college core competencies.

**Business and Information Systems**

2. 85% of AAS Business students will achieve core competencies by scoring 75% or higher on internship supervisor evaluations and simulations/projects.

**Early Childhood Education**

3. 85% of students will meet program standards related to core competencies by achieving an average score of 70% on the Field Observation Assessment Instrument, the student portfolio, and the program simulation projects.

**Behavioral Health Technology**

4. 85% of students will meet program standards related to core competencies by achieving an average score of 70% on the Practicum Field Experience, the Student Learning Plan, and the program simulation projects.

**Applied Technology**

5. 100% of graduating students will meet program standards related to core competencies by successfully completing general education courses related to specific competencies.

Component	Where Verification Found	Responsible Party	Time/Frequency of Assessment	Assessment Method	Assessment Outcomes (Report of Data Collection)	Plan for Improvement
Critical Thinking	Office of the Dean of each division.	See division assessment	See division assessment	See division assessment	See division assessment	See division assessment
Communication	Office of the Dean of each division.	See division assessment	End of spring semester	End of spring semester	See division assessment	See division assessment
Social and Civic Responsibility	Office of the Dean of each division.	See division assessment	See division assessment	See division assessment	See division assessment	See division assessment

Cultural Awareness	Office of the Dean of each division.	See division assessment	See division assessment	See division assessment	See division assessment	See division assessment
Mathematical Reasoning	Office of the Dean of each division.	See division assessment	See division assessment	See division assessment	See division assessment	See division assessment
Technology Utilization	Office of the Dean of each division.	See division assessment	See division assessment	See division assessment	See division assessment	See division assessment

**Phillips Community College of the University of Arkansas**  
**Assessment of Student Learning**  
**Table 7a: Goal 7, Expected Outcomes 1-5**  
**Attainment of College Core Competencies (percentages)**  
**2008-10 Core Competencies Percentages**

	Communication			Social & Civic Responsibility			Cultural Awareness			Critical Thinking			Mathematical Reasoning			Technology Utilization		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
<b>Allied Health</b>																		
ADN	100 %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<i>HWH (Helena West Helena)</i>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<i>DeWitt</i>	100%	No grads	100%	100%	No grads	100%	100%	No grads	100%	100%	No grads	100%	100%	No grads	100%	100%	No grads	100%
MLT	No grads	No grads	100%	No grads	No grads	100%	No grads	No grads	100%	No grads	No grads	100%	No grads	No grads	100%	No grads	No grads	100%
PN*		100%	100%		100%	100%		100%	100%		100%	100%		100%	100%		100%	100%
<i>HWH (Helena West Helena)</i>		100%	100%		100%	100%		100%	100%		100%	100%		100%	100%		100%	100%
<i>DeWitt</i>		100%	100%		100%	100%		100%	100%		100%	100%		100%	100%		100%	100%
PLB	100 %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Business &amp; Information Systems</b>	86%	90%	89%	95%	92%	94%	88%	97%	87%	80%	84%	85%	83%	88%	85%	89%	86%	86%
<b>Cosmetology</b>	100%	100%		100%	100%		100%	100%		100%	100%		100%	100%		100%	100%	
<b>Early Childhood</b>	NA	NA	100%	NA	NA	100%	NA	NA	100%	NA	NA	87%	NA	NA	87%	NA	NA	100%
<b>Behavioral Health Technology</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>Applied Technology</b>	NA	NA	100%	NA	NA	85%	NA	NA	100%	NA	NA	100%	NA	NA	100%	NA	NA	96%

**Phillips Community College of the University of Arkansas  
Assessment of Student Learning**

**Goal 8: Students entering the PCCUA Adult Education program will be placed in an appropriate curriculum according to results of specialized tests and will gain reading, math, and language skills as demonstrated by EFL advancements after 60 hours of instruction.**

**ASSESSMENT OF STUDENT LEARNING**

Expected Outcomes:

**Operational Definitions:**

- DADE – Division of Adult and Developmental Education
- TABE – Test of Adult Basic Education
- Official GED Practice Test – Test to determine GED test readiness
- GED – General Education Development test
- EFL – Educational Functional Level
- Beginning Literacy Education – Students functioning at the 0-3.9 grade levels
- Adult Basic Education – Students functioning at the 4-8.9 grade levels
- Adult Secondary Education – Students functioning at the 9-12 grade levels
- AERIS – Adult Education Reporting Information System

Expected Outcomes:

1. 100% of students entering the Adult Education Program will take the TABE in reading, mathematics, and language and will be placed in an appropriate curriculum according to test results.
2. 50% of students enrolled in Beginning ABE Literacy will complete or advance one or more educational functioning levels.
3. 50% of students enrolled in Adult Basic Education will complete or advance one or more educational functioning levels.

f students enrolled in Adult Secondary Education will complete or advance one or more educational functioning levels.

100% of students with a 10.0 grade level or above and a goal of getting a GED will be given the Official GED Practice Test.

Component	Where Verification Found	Responsible Party	Time/Frequency of Assessment	Assessment Method	Assessment Outcomes (Report of Data Collection)	Plan for Improvement
Literacy pre and post scores	AERIS & Dean of DADE	Instructors	At initial enrollment and after 12 hours of instruction	Comparison of pre and post TABE test scores	All students were administered the TABE.	Outcome Achieved.
ABE pre and post scores		Instructors	At initial enrollment and after 12 hours of instruction	Comparison of pre and post TABE test scores	47% of students progressed	Retention efforts to keep student for 60hours – 60 hours required for testing
ASE pre and post scores		Instructors	At initial enrollment and after 12 hours of instruction	Comparison of pre and post TABE test scores	65% of students progressed	Retention efforts to keep more students for 60 hours
Official Practice Test Administrations		Adult Education counselor	Students with 10.0 grade level or above	Documentation of Official Practice Test administrations for students with a grade level of 10.0 or above and a goal of getting a GED	All students with a goal of getting a GED and scoring 10.0 or above on the TABE were administered the Official GED Practice Tests.	Outcome Achieved.

**Phillips Community College of the University of Arkansas  
Assessment of Student Learning**

**Table 8: Goal 8, Expected Outcomes 1-5  
Adult Education Student Performance  
2000-2006**

	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Educational Functioning Levels</b>	<b>Total =383 progress/percent</b>	<b>Total =270 progress/percent</b>	<b>Total =256 progress/percent</b>	<b>Total=335 Progress/percent</b>	<b>Total=316 Progress/percent</b>	<b>Total=298 Progress/percent</b>
Beginning ABE Literacy	29 @ 12+ HOURS 16 /55%	10 @ 12+HOURS 7/70%	11 @ 12+HOURS 7/64%	39@12+hours 28/72%	36@12+ hours 17/47%	26@12+hours 19/73%
Beginning Basic Education	84 @ 12+ HOURS 35/42%	22 @ 12+HOURS 12/55%	36 @ 12+HOURS 28/78%	78 @ 12+hours 69/88%	86 @ 12+hours 48/56%	77@12+hours 44/57%
<b>Total Beginning Literacy Education</b>	<b>51/113 45%</b>	<b>19/32 59%</b>	<b>35/47 74%</b>	<b>117/97 83%</b>	<b>122/65 53%</b>	<b>103/63 61%</b>
Low Intermediate Basic Education	91 @ 12+ HOURS 41/45%	56 @ 12+HOURS 40/71%	68 @ 12+HOURS 50/74%	107 @ 12+ hours 92/86%	100 @ 12+ hours 58/58%	75@12+hours 32/43%
High Intermediate Basic Education	116 @ 12+ HOURS 43/37%	85 @ 12+HOURS 41/48%	86 @ 12+HOURS 59/69%	80 @ 12+ hours 67/84%	80 @ 12+ hours 45/56%	90@12+hours 53/59%
<b>Total Adult Basic Education</b>	<b>84/207 41%</b>	<b>81/141 57%</b>	<b>109/154 71%</b>	<b>187/159 85%</b>	<b>180/103 57%</b>	<b>165/85 52%</b>
Low Adult Secondary Education	32 @ 12+ HOURS 19/59%	49 @ 12+HOURS 20/41%	41 @ 12+HOURS 26/63%	23 @ 12+ hours 18/78%	8 @ 12+ hours 5/63%	25@12+hours 12/48%
High Adult Secondary Education	*31 @ 12+ HOURS 0/0%	48 @ 12+HOURS 26/54%	14 @ 12+HOURS 4/29%	8 @ 12+ hours 7/88%	6 @ 12+ hours 6/100%	4@12+hours 3/75%
<b>Total Adult Secondary Education</b>	<b>19/63 30%</b>	<b>46/97 47%</b>	<b>30/55 55%</b>	<b>31/25 81%</b>	<b>14/11 78%</b>	<b>29/15 52%</b>
<b>OVERALL EDUCATIONAL PROGRESS ALL STUDENTS</b>	<b>383 @12+ HOURS 154/40%</b>	<b>270 @ 12+ HOURS 146/54%</b>	<b>256 @ 12+ HOURS 174/68%</b>	<b>335 @ 12+ HOURS 281/84%</b>	<b>316 @ 12+ HOURS 179/57%</b>	<b>298 @ 12 + HOURS 163/55%</b>

\* 0% DUE TO INACCURATE REPORTING

Education gains are based on NRS Educational Functioning Level advancements.

Students are tested using the Test of Adult Basic Education (TABE)

**Note: Difference in percentages in 2004 and 2005 was due the state reporting system being changed.**

This table is based on students who are tested with the TABE after at least 12 hours of instruction; however, the testing policy was changed starting the fall 2006. No student can be tested until he/she has completed at least 60 hours of instruction. A number of students did not post test during 2006-2007 due to this change. Adult Education is also open enrollment, meaning that a student can enroll at any time. Students are included in evaluation criteria if they have attended at least 12 hours.

**Table 8: Goal 8, Expected Outcomes 1-5  
Adult Education Student Performance  
2006-2009**

	<b>2006-2007</b>	<b>2007-2008</b>	<b>* 2008-2009</b>	<b>2009-2010</b>
<b>Educational Functioning Levels</b>	<b>Total =257 progress/percent</b>	<b>Total =259 progress/percent</b>	<b>Total =262 progress/percent</b>	<b>Total=240 Progress/percent</b>
Beginning ABE Literacy	18@ 12+HOURS 9/50%	32@12+HOURS 17/53%	20@12+HOURS 7/35%	17@12+HOURS 9/53%
Beginning Basic Education	55@12+HOURS 33/60%	61@12+HOURS 33/54%	75@12+HOURS 31/41%	64@12+HOURS 19@30%
<b>Total Beginning Literacy Education</b>	<b>73/42 57.5%</b>	<b>93/50 53.8%</b>	<b>95/38 40%</b>	<b>81/28 35%</b>
Low Intermediate Basic Education	66 @ 12+HOURS 34/52%	76@12+HOURS 43/57%	69@12+HOURS 30/43%	73@12+HOURS 39/53%
High Intermediate Basic Education	84 @ 12+HOURS 37/44%	61@12+HOURS 34/56%	80@12+HOURS 34/43%	66@12+HOURS 37/56%
<b>Total Adult Basic Education</b>	<b>150/71 47.3%</b>	<b>137/77 56.2%</b>	<b>149/64 43%</b>	<b>139/76 55%</b>
Low Adult Secondary Education	24 @ 12+HOURS 10/42%	19@12+HOURS 11/58%	17@12+HOURS 9/53%	15@12+HOURS 10/67%
High Adult Secondary Education	10@ 12+HOURS 8/80%	10@12+HOURS 7/70%	1@12+HOURS 1/100%	5@12+HOURS 3/60%
<b>Total Adult Secondary Education</b>	<b>34/18 52.9%</b>	<b>29/18 62%</b>	<b>18/10 56%</b>	<b>20/13 65</b>
<b>OVERALL EDUCATIONAL PROGRESS ALL STUDENTS</b>	<b>257@ 12+ HOURS 131/51%</b>	<b>259@12+ HOURS 145/56%</b>	<b>262@12+ HOURS 112/43%</b>	<b>240@12+HOURS 117/50%</b>

**\*Students can't test until they have obtained 60 instructional hours.  
This has resulted in a reduction in the number of students who are allowed to post test.**

**Phillips Community College of the University of Arkansas  
Assessment of Student Learning**

**Goal 9: Adult Secondary Education students will receive an Arkansas High School Diploma after passing the GED and will continue their education.**

<b>ASSESSMENT OF STUDENT LEARNING</b>						
<p><u>Operational Definitions:</u></p> <ul style="list-style-type: none"> <li>• DADE – Division of Adult and Developmental Education</li> <li>• Adult Secondary Education – Students functioning at the 9-12 grade levels</li> <li>• GED – General Education Development test</li> <li>• AERIS – Adult Education Student Management System</li> </ul> <p><u>Expected Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. 80% of Adult Secondary Education students taking the GED test will receive an Arkansas High School Diploma.</li> <li>2. The percentage PCCUA Adult Secondary Education students who pass the GED will equal or surpass the percentage for the state.</li> <li>3. 75% of students with a secondary goal of entering post secondary education will enroll in college (PCCUA) within six months after receiving an Arkansas High School Diploma.</li> </ol>						
Component	Where Verification Found	Responsible Party	Time/ Frequency of Assessment	Assessment Method	Assessment Outcomes (Report of Data Collection)	Plan for Improvement
GED Test Results	Dean of DADE/ GED Examiner/ AERIS	GED Examiner	Monthly	GED Test Results	Program Year 2008-2009 (90%)	Will continue to get students back in to retest in order to improve GED pass rate. Students will also need additional skills review for any subject area not passed.
Comparison of PCCUA and AR GED pass rate					Information unavailable at this time	
GED follow-up of GED recipients with a goal of entering post secondary education		GED Examiner	Monthly	Follow-up documentation/ data matching	Accurate information pertaining to goals is not available at this time.	5 GED graduates have enrolled in post secondary education (quarterly data matching)

**Phillips Community College of the University of Arkansas  
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**Table 9a: Goal 9, Expected Outcome 1**

**ARKANSAS AND PCCUA GED STATISTICAL REPORT  
JANUARY – DECEMBER**

	2003		2004		2005		2006		2007		2008		2009		2010	
	AR	PCCUA	AR	PCCUA	AR	PCCUA	AR	PCCUA	AR	PCCUA	AR	PCCUA	AR	PCCUA	AR	PCCUA
# TAKING GED TEST	7,579	57	7,915	72	8,202	50	8,053	51	8,179	40	8,747	49	8,657	49	NA	NA
# PASSING GED TEST	6,325	47	6,687	64	7,017	42	6,635	39	6,906	34	7,443	41	7,274	39	NA	NA
GED PASS RATE	83%	83%	85%	89%	86%	84%	82.4%	76.5%	83.4%	85%	85%	84%	84%	80%	NA	NA

\*\*\* Data not available at this time.

**Table 9b: Goal 9, Expected Outcome 2  
PCCUA GED STATISTICAL REPORT  
PROGRAM YEAR JULY – JUNE**

PCCUA	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
# TAKING GED TEST	60	62	64	58	65	52	49	45	44	50	42
# PASSING GED TEST	52	61	57	48	58	42	45	39	33	39	38
GED PASS RATE	87%	98%	89%	83%	89	81	92%	87%	75%	78%	90%

**Table 9c: Goal 9, Expected Outcome 3**

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
<b>Post-Secondary Education or Training</b>	18 OF GED GRADUATES	23 OF GED GRADUATES	10 OF GED GRADUATES	12 OF GED GRADUATES	18 OF GED GRADUATES	Data Matching-Not available at this time	Data Matching-Not available at this time	Students w/goal 4 Of 5 GED GRAUTATES	11 of GED Graduates	5 of GED Graduates