



Assessment of Student Learning Report 2008-09

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 | | | | | | |
|--|--|--|---|--|--|----------------------|
| <p><u>Expected Outcomes:</u></p> <p><u>English</u></p> <ol style="list-style-type: none"> 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. <p><u>Reading</u></p> <ol style="list-style-type: none"> 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. <p><u>Math</u></p> <ol style="list-style-type: none"> 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 | Math Completion: See Table 1a: Goal 1 | Benchmark achieved |
| 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 | Math pre and post test scores | Benchmark achieved |

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| 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 | 62% of DS 103 students completed with a "C" or better and 75.3% of DS 123 students completed with a grade of "C" or better | |
| 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 | Information not available at this time. | |
| 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 | Component: English Completion | |
| 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 | Component: English Writing Sample | |

Table 1a: Goal 1, Expected Outcomes 1, 3, 5

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

| Percent of Students Completing with "C" or Better and Advancing to the Next Level of Instruction | | | | | | | | | | | | | | | | |
|---|------------------|-------------|------------------|-------------|------------------|-------------|------------------|-------------|------------------|-------------|------------------|-------------|------------------|-------------|------------------|-------------|
| Math | Division | Institution | Division | Institution | Division | Institution | Division | Institution | Division | Institution | Division | Institution | Division | Institution | Division | Institution |
| | 2001-2002 | | 2002-2003 | | 2003-2004 | | 2004-2005 | | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | |
| MS 1013 | 68% | 78% | 70% | 80% | 67% | 67% | 61.4% | 73.3% | 55.0% | 67.7% | 56.9% | 73.0% | 59.18% | 72.80% | 66.8% | 85.9% |
| MS 1023 | 69% | 80% | 73% | 84% | 78% | 78% | 65.5% | 72.5% | 50.8% | 63.6% | 48.5% | 62.6% | 65.69% | 75.56% | 62.4% | 73.7% |
| MS 1123 | 68% | 76% | 66% | 76% | 72% | 72% | 61.1% | 71.3% | 49.6% | 57.9% | 31.1% | 40.1% | 56.77% | 65.66% | 66.2% | 73.0% |
| English | | | | | | | | | | | | | | | | |
| EH 1013 | 43% | 76% | 51% | 79% | 81% | 81% | 53% | 67.7% | 58.6% | 75.4% | 62.8% | 77.1% | 61.76% | 84.00% | 64.8% | 81.4% |
| EH 1023 | 56% | 85% | 62% | 88% | 82% | 82% | 68.7% | 83.9% | 62.3% | 76.4% | 71.6% | 85.3% | 72.94% | 87.85% | 67.9% | 80.1% |
| Reading | | | | | | | | | | | | | | | | |
| DS 103 | 51% | 66% | 59% | 68% | 57% | 57% | 46.3% | 59% | 47.9% | 68.7% | 68.6% | 85% | 67.80% | 89.89% | 61.98 | 75.3% |
| *DS 123 | 32% | 41% | 59% | 68% | 46% | 46% | 51.4% | 57.6% | 44.8% | 65% | 65.6% | 77.8% | 75.71% | 94.64% | 75.30 | 88.7% |

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 30th.

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

| | | | | | | | | | | | | | | | | | |
|---------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| NELSON- | | | | | | | | | | | | | | | | | |
|---------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

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|--|--------------------|-----------------------|--------------------|----------------------|---------------------|-----------------------|--------------------|----------------------|--------------------|----------------------|---------------------|-----------------------|---------------------|-----------------------|-------------|---------------|
| DENNY PRETEST AVERAGE | FALL/ 01 9.5 | SPRING/ 02 10.3 | FALL/ 02 9.8 | SPRING/ 03 9.9 | FALL/ 03 10.5 | SPRING /04 NA** | FALL/ 04 9.6 | SPRING/ 05 9.6 | FALL/ 05 9.8 | SPRING /06 9.1 | FALL/ 06 10.3 | SPRING/ 07 10.5 | FALL/ 07 10.3 | SPRING/ 08 10.5 | FALL/ 08 | SPRING/ 09 |
| NELSON- DENNY POST TEST AVERAGE | 12.4 | 12.5 | 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 | N/A |
| AVERAGE INCREASE IN GRADE LEVEL | +2.9 | +2.2 | +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 | N/A |

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

| CLASS | Averages | 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 |
|--|---------------|------------|--------------|-------------|---------------|------------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|--------------|
| Fundamental Mathematics MS 1013 | Pretest score | 15.8 | 15.2 | 14.8 | 14.8 | 12.2 | 15.0 | 12.9 | 11.9 | 37.7 | 44.6 | 36.2 | 30.1 | 36.2 | 32.5 |
| | Post score | 29.6 | 30 | 23.6 | 23.6 | 26.3 | 26.7 | 26.7 | 23.9 | 83.3 | 63.8 | 74.3 | 74.9 | 74.3 | 68.6 |
| | Change | 13.8 | 14.8 | 8.9 | 8.9 | 14.2 | 11.7 | 12.9 | 12 | 45.6 | 19.2 | 47.6 | 33.5 | 37.9 | 34.8 |
| | % Change | 87.5 % | 96.6% | 60.1% | 60.1% | 116.5% | 78% | 100% | 93.8% | 121.3% | 43% | 131% | 111.3% | 104.7% | 107.1% |
| Elementary Algebra MS 1013 | Pretest score | 8.9 | 7.4 | 7.6 | 7.6 | 7.6 | 11.2 | 9.6 | 9.3 | 30.1 | 37.9 | 34.5 | 36.6 | 34.5 | 33.5 |
| | Post score | 16.6 | 16.1 | 12.6 | 12.6 | 20.7 | 23.3 | 25.9 | 21.2 | 85.3 | 76.2 | 76.2 | 73.3 | 76.2 | 72.8 |
| | Change | 7.69 | 8.69 | 5.0 | 5.0 | 13.1 | 12.1 | 15.3 | 11.3 | 55.2 | 38.3 | 40.9 | 32.7 | 40.9 | 39.3 |
| | % Change | 86.6 % | 117.4% | 62.6% | 62.6% | 172.4% | 108.0% | 159.3% | 122.2% | 183.4% | 101.0 | 119% | 89.3% | 118.5% | 117.3% |
| Intermediate Algebra MS 1123 | Pretest score | 13.2 | 4.17 | 12.0 | 12.0 | 8.9 | 13.1 | 12.6 | 8.7 | 30.0 | 31.0 | 33.9 | 32.9 | 33.9 | 33.2 |
| | Post score | 19.1 | 13.55 | 21.4 | 21.4 | 22.6 | 26.8 | 28.7 | 20 | 85.3 | 65.5 | 64.2 | 68.6 | 64.2 | 61.9 |
| | Change | 4.9 | 9.38 | 7.3 | 7.3 | 13.0 | 13.7 | 14 | 11 | 55.3 | 34.5 | 31.5 | 38.5 | 31.5 | 28.7 |
| | % Change | 37.1 % | 225% | 60.4% | 60.4% | 152.6% | 104.6% | 127.8% | 110.0% | 183.3% | 111.1% | 92.9% | 117.0% | 92.9% | 86.4% |
| College Algebra MS 123 | Pretest score | 12.9 | 12.4 | 11 | 11 | 10.7 | 7.4 | 10.6 | NA | 12.6 | 9.0 | 11.1 | 10 | 10.7 | 9.7 |
| | Post score | 23.6 | 20.8 | 21.1 | 21.1 | 23.0 | 24.5 | 20.3 | NA | 20.8 | 19.6 | 21.3 | 21.1 | 23 | 20.4 |
| | Change | 10.7 | 8.5 | 10.1 | 10.1 | 12.3 | 14.1 | 10.3 | NA | 8.2 | 10.6 | 10.1 | 11.1 | 36.2 | 32.5 |
| | % Change | 82.9 % | 67.7% | 91.8% | 91.8% | 115.0% | 231.0% | 92.5% | NA | 65.3% | 119.2% | 91% | 111.0% | 74.3 | 68.6 |

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

Table 1d: Goal 1, Expected Outcome 2

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

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 | | | | | | |
|---|--------------------------------|--|---|--|--|--|
| <p><u>Expected Outcomes:</u></p> <ol style="list-style-type: none"> 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 2a | Benchmark Achieved |
| 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. | See Table 2a | Benchmark was not achieved on the CAAP writing and Essay Writing test. English teachers will meet at the beginning of the fall semester to review the results and brainstorm on some possible reasons and solutions. |
| 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. | Essay no longer given in EH 123 | Benchmark was not achieved in math. Results will be shared in a math meeting at the beginning of the semester with some possible solutions determined. |
| 4. Mastery Level | Office of A & S Division dean. | A & S division instructors | Bi-yearly in June and February. | Individual assessment projects | See table 2a | |
| 5. Graduate within three years. | Report from ADHE | V C for Student Services & Director of Computer Services | August of each year | Review of Report | See table 2a | |

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

**Table 2a: Goal 2, Expected Outcomes 1, 2, 3, 4, 5
Pre/Post, CAAP, Mastery Level, and Graduate in Three Years**

| Outcome | Subject Area or Course | Year 2002-03 | Year 2003-04 | Year 2004-05 | Year 2005-06 | Year 2006-07 | Year 2006-07 | Year 2007-08 | Year 2008-09 | |
|---|-------------------------------|---|---|---|---|---|---|---|---|-------------|
| | | % improvement between mean pre and mean post test scores | % improvement between mean pre and mean post test scores | % improvement between mean pre and mean post test scores | % improvement between mean pre and mean post test scores | % improvement between mean pre and mean post test scores | % improvement between mean pre and mean post test scores | % improvement between mean pre and mean post test scores | % improvement between mean pre and mean post test scores | |
| Improvement in mean pre and post test scores. (expected outcome 1) | MS1013 | 92.1% | 60.1% | 95% | 100% | 97.8% | 97.8% | 131% | 105.9% | |
| | MS1023 | 102.0% | 62.6% | 140% | 140.1% | 150.9% | 150.9% | 119% | 117.7% | |
| | MS 1123 | 131.1% | 60.0% | 130% | 110% | 164% | 164% | 92.1% | 92.7% | |
| | MS 123 | 75.3% | 91.8% | 131% | 92.5% | 79.3% | 79.3% | 91% | 107.3% | |
| Percent scoring at or above national average on CAAP objective test. (expected outcome 2) | Writing Skills | 40.4% | 46.8% | 56.3% | 52.9% | 52.6% | 52.6% | 45.8% | 37.5% | |
| | Mathematics | 48.9% | 50.0% | 54% | 56.9% | 60.8% | 60.8% | 58.4% | 40.9% | |
| | Reading | 44.7% | 48.9% | 47% | 51.0% | 49.0% | 49.0% | 50.0% | 42.2% | |
| | Science Reasoning | 38.3% | 44.7% | 42.5% | 49% | 56.9% | 56.9% | 54.2% | 36.1% | |
| Percent scoring at or above 50 percentile on CAAP Essay. (expected outcome 3) | Essay Writing | 74.6% | 49.4% | 61% | 74.1% | NA | NA | 83.3% | 48.4% | |
| Mastery Level (expected outcome 4) | Faculty Projects | 84% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | |
| | | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2004 | 2005 | 2006 |
| Graduate within three years (ADHE Report) (expected outcome 5) | 28% | 23.5% | 35.3% | 38.5% | * | * | * | * | * | |

*Percentages may change all results are not yet in.

**Table 2b: Goal 2, Expected Outcome 4
Mastery Table
2008-09**

Arts & Sciences Assessment Project Summary

| Course | Objectives | Instrument | Benchmark | Achievement of Objective |
|---------------|---|--|--|--|
| BH 113 | Students will <ol style="list-style-type: none"> 1. Demonstrate a general knowledge of health care in the U.S. 2. Examine the underlying reasons for health services utilization. 3. Demonstrate knowledge of factors influencing access to health care services. 4. Examine the training and roles of people who provide health care services. | Unit tests | 70% of students will complete objectives to 70% level | Benchmark achieved - 100% success level |
| BH 1123 | Students will be able to define what constitutes a social problem. Students will become familiar with some of the more prevalent social problems, their causes and effects. | Unit tests | 70% of students will complete objectives at the 70% level. | Benchmark achieved – 71.4% level |
| BH 133 | Students will demonstrate knowledge of : <ol style="list-style-type: none"> 1. Alcohol and substance abuse 2. Domestic violence Student in discussion will demonstrate a critical assessment regarding alcohol/substance and domestic abuse. | Unit Tests & Classroom Discussion | 70% of students will complete objectives to 70% level. | Benchmark achieved - |
| BY 103 | Student will be able to identify and know the functions of various cells, tissues and systems in the human body. | Unit tests | 75% of the students will average at least 70% on unit tests. | Benchmark met |
| BY 114 | Students will be able to identify ten selected proteins common in living systems. | Unit test | 70% of students will complete objectives to 70% level. | Benchmark met |
| BY 154 | <ul style="list-style-type: none"> • Students will demonstrate knowledge of the cellular chemical composition and appreciate the diversity of different cells and tissues in the human body. • Students will be able to identify selected abdominal organs and blood vessels of cat. | Unit tests. Lab practicum | 70% of students will score at or above 70% on each of two unit test. | |
| ECD 1103 | Students will: <ol style="list-style-type: none"> 1. Identify various occupations of early childhood as a profession. 2. Plan and implement appropriate experiences to support young children in social, emotional, physical and cognitive development. 3. Describe ways to set up a safe, healthy learning environment. 4. Develop a professional portfolio based on the 6 competencies and 13 functional areas. | Portfolio, observations, and group activities. | 70% of students will complete objectives to 70% level. | Benchmarks achieved – <ol style="list-style-type: none"> 1. 88.2% 2. 88.2% 3. 88.2% 4. 88.2% |

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| ECD 153 | Students will be able to state the components of language arts: reading, speaking, listening, and writing. Students will create language stimulating learning environment that promote literacy. | Unit tests and observation | 70% of students will complete objectives to 100% level. | Benchmark achieved at 90% level. |
| ECD 193 | Students will: <ul style="list-style-type: none"> • Demonstrate the ability to plan and present developmentally appropriate activities for music, creative movement, drama for children from infancy to 5 years of age. • Understand and be able to explain the importance of art on brain development. • Plan an integrated art and music program that will expand throughout the curriculum. | Observation and demonstration | 90% of student will complete objectives to 70% level. | Benchmark achieved at 100% level. |
| ECD 1001 | Students will: Demonstrate competence in planning and implementing lesson plans and setting up the environment to be developmentally appropriate for young children as set forth in the guidelines of the CDA assessment instrument | Observation | 70% of the students will complete objectives to 70% level. | Benchmark achieved at 100% level. |
| ECD 1101 | Student will demonstrate competence in planning and implementing lesson plans and setting up the environment to be developmentally appropriate for young children by using the guidelines of the CDA assessment instrument. | Observation | 90% of student will complete objectives to 70% level. | Benchmark achieved at 100% level. |
| ECD 233 | Students will : <ul style="list-style-type: none"> • Demonstrate competence in planning and implementing lesson plans appropriate for young children. • Experience a variety of developmentally appropriate instructional strategies for teaching language arts, math, science, literature, and etc. • Will develop instructional materials appropriate for young children that can be used in the areas of language arts, math, science, literature, puppets, social studies, music/movement, dramatic plays and arts. | Observation and classroom demonstrations | 70% of students will complete objectives to 70% level. | Benchmark achieved at 100% level. |
| EH 113 | Demonstrate effective writing skills which include: <ul style="list-style-type: none"> • Writing concise, comprehensive thesis statements • Writing concise, comprehensive topic sentences • Demonstrated cohesion • Writing comprehensive closing paragraphs | Pretest and Post- test essays. | 70 % of the students will demonstrate 70% accuracy on all bulleted skills. | Benchmark achieved at 73.7% overall and 87.5% retained success. |
| EH 123 | Students will: <ul style="list-style-type: none"> • Develop essays based on thesis statement • Use various forms to develop writings • Employ critical thinking, reading, writing, speaking and listening skills to interpret literary works. | Essay and Unit test. | 80% of student will complete objectives to 70% level. | Benchmark not met - 75% success level achieved |
| | Student will: <ul style="list-style-type: none"> • Develop essays based on thesis statement • Employ critical thinking, reading, writing, speaking | Unit Test, Essay, Class participation | 80% of student will complete objectives to 70% level. | Benchmark met – 97.5% success level achieved |

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| EH 243 | <p>and listening skills to interpret works of human culture.</p> <ul style="list-style-type: none"> • Develop skills of analysis and synthesis. • Develop argument, identify assumptions and understand implications. • Utilize the Internet and online databases | | | |
| GEOG 213 | <p>Students will demonstrate an understanding of:</p> <ul style="list-style-type: none"> • geographic terminology and concepts • cultural terminology and concepts • geographic features. • their designations | Pretest and post-test results | 90% of students will complete objectives at the 70% level. | Benchmark met- |
| HY 213 | <ul style="list-style-type: none"> • Become familiar with the history of the United States from its European beginnings through the end of Reconstruction. • Examine the period covered in the course in an effort to determine the causes, consequences, and meanings of events and how they relate to the present and the future. • Identify the major social, economic and political factors that have shaped the history of the United States. • Be able to identify threads of continuity in the history of the United States. | Standardized Test | 70% of students will complete objectives to 70% level. | Benchmark not achieved – Overall success-45.5% and retained success at 50% |
| MS 1013 | Demonstrate knowledge of basic math. | Pre and post tests | 40% improvement in mean pre and post test scores. | Benchmark met 105.9% improvement |
| MS 1023 | Demonstrate knowledge of beginning algebra. | Pre and post tests | 40% improvement in mean pre and post test scores. | Benchmark met 117.7% improvement |
| MS 1123 | Demonstrate knowledge of intermediate algebra. | Pre and post tests | 40% improvement in mean pre and post test scores. | Benchmark met 92.7% improvement |
| MS 123 | Demonstrate knowledge of college algebra. | Pre and post tests | 40% improvement in mean pre and post test scores | Benchmark met 112.4% |
| MSC 223 | <ol style="list-style-type: none"> 1. Students will be able to identify and discuss music from the Baroque, Classical, Romantic, and Contemporary periods 2. Students will be able to identify and discuss composers from the various periods. 3. Students will attend three concerts and write a short critique. | Listening and written test. Recital attendance. | 80% of students will complete objectives at a 70% level. | |
| PE 223 | <ul style="list-style-type: none"> • Students will be able to assess their current health behaviors and determine if changes in lifestyles are needed. • Students will identify causes of stress and explore | Pretest and post-test, quizzes | 70% of students will complete each objective at a 70% level. | Benchmark met |

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| | <p>management techniques.</p> <ul style="list-style-type: none"> Students will be able to discuss ways to establish and maintain healthful living practices, including exercise. | | | |
| PHIL 153 | Students will demonstrate knowledge of philosophical thought. | Test | 70% of students will score at or above 80% level on dance test. | |
| PSY 213 | <ol style="list-style-type: none"> Students will formulate a comprehensive definition of psychology. Students will formulate and substantiate an argument about psychology's status as a science. Students will demonstrate an understanding of the major approaches to psychology. Student will discuss the impact of nature on individual development. | Unit tests | 70% of the students will complete objective at 70% level | <ol style="list-style-type: none"> 77.3% 72.7% 63.6% 72.7% |
| SP 243 | <ul style="list-style-type: none"> Students will demonstrate the ability to apply principals of speech communication in planning and preparing a speech. Students will demonstrate the use of verbal and non-verbal, and visual supports for various types of speeches. | Unit tests | 80% of students will complete each of objectives at 70% level. | Benchmark met 100% |

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

Goal 3: Students completing an Associate of Applied Science or Technical Certificate degree will show a 1-2% increase in graduates each year until the statewide graduation rate has been reached.

| ASSESSMENT OF STUDENT LEARNING | | | | | | |
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| <p><u>Expected Outcomes:</u></p> <ol style="list-style-type: none"> 1. First-time/full-time will complete within 150% of the degree plan. 2. Part-time students will complete within 300% of the degree plan. | | | | | | |
| Component | Where Verification Found | Responsible Party | Time/ Frequency of Assessment | Assessment Method | Assessment Outcomes (Report of Data Collection) | Plan for Improvement |
| | | | | | | |

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

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 | | | | | | |
|---|--------------------------|-------------------------|----------------------------------|-------------------------|--|-------------------------|
| <p><u>Expected Outcomes:</u></p> <p>Allied Health (See individual program assessment for specific exams required).</p> <ol style="list-style-type: none"> 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. <p>Business and Information Systems</p> <ol style="list-style-type: none"> 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. <p>Early Childhood Education</p> <ol style="list-style-type: none"> 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. <p>Behavioral Health Technology</p> <ol style="list-style-type: none"> 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. <p>Applied Technology</p> <ol style="list-style-type: none"> 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 | | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | | |
|--|---------------------------------|------|------|--------------|------|------|--------------|--------------|--------------|--|------------------------------|------|------|--------------|------|------|------|--------------|--------------|------|--|
| Allied Health (expected outcome 1, 2) | NCLEX/Registry Pass Rate | | | | | | | | | | Employer Satisfaction | | | | | | | | | | |
| ADN (ALL) | 87% | 76% | 85% | 86% | 100% | 100% | 94% | 88% | NA | | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | DA | |
| <i>Helena West Helena</i> | | 93% | | 83% | | 100% | | 88.5% | | | | | | | | | | | 100% | | |
| <i>DeWitt</i> | | 63% | | 100% | | 100% | | 87.5% | | | | | | | | | | | 100% | | |
| MLT | 67% | 60% | 100% | No MLT grads | NA | NA | No MLT grads | No MLT grads | No MLT grads | | ** | ** | 100% | No MLT grads | 100% | 100% | NA | No MLT grads | No MLT grads | | |
| PN* | 100% | NA | 100 | 91% | 100% | NA | 100% | NA | 100% | | 100% | 100% | NA | 95% | 100% | NA | 86% | - | DA | | |
| <i>Helena West Helena</i> | | | | | | | | NA | 100% | | | | | | | | | | | DA | |
| <i>DeWitt</i> | | | | | | | | NA | 100% | | | | | | | | | | | DA | |
| PLB | Not Required for Practice | | | | | | | | | | 100% | ** | ** | ** | NA | 100% | 100% | 100% | 100% | 100% | |
| Business and Information Systems (expected outcomes 3, 4) | Internship Success Rate | | | | | | | | | | Employer Satisfaction | | | | | | | | | | |
| Business and Information Systems Internship Success Rate | 100% | 98% | 98% | 95% | 88% | 100% | 100% | 100% | 96% | | ** | ** | 100% | DA | 100% | 100% | 100% | 100% | 100% | 100% | |
| Cosmetology-Board Pass Rates (expected outcomes 5, 6) | 100% | 100% | 94% | 100% | 88% | 91% | 100% | 100% | 100% | | ** | ** | 100% | DA | 100% | 100% | 100% | 100% | 100% | 100% | |
| Arts and Sciences (expected outcomes 7, 8, 9,10) | Internship Success Rate | | | | | | | | | | Employer Satisfaction | | | | | | | | | | |
| Early Childhood Education | NA | 100% | 97% | 75% | NA | 100% | NA | NA | NA | | 100% | 100% | 100% | 100% | 100% | NA | 100% | NA | NA | | |
| Behavioral Health Technology | | 80% | 100% | 100% | NA | 100% | NA | NA | NA | | NA | NA | NA | 100% | 100% | NA | 94% | 100% | NA | | |
| Applied Technology (expected outcome 11) | NA | NA | NA | NA | NA | NA | NA | NA | NA | | NA | NA | 100% | 98% | NA | 100% | NA | NA | 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 | | | | | | |
|--|--------------------------|-------------------|----------------------------------|--|--|-------------------------|
| <p><u>Expected Outcomes:</u></p> <p>Allied Health</p> <ol style="list-style-type: none"> 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. <p>Business and Information Systems</p> <ol style="list-style-type: none"> 3. 80% of AAS business graduates seeking employment will be employed in the business field within six months of graduation <p>Early Childhood Education</p> <ol style="list-style-type: none"> 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. <p>Behavioral Health Technology</p> <ol style="list-style-type: none"> 5. 30% of Behavioral Health graduates seeking employment will be employed in the behavioral health or social service field within 6 months of graduation. <p>Applied Technology</p> <ol style="list-style-type: none"> 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 | See division assessment | See division assessment |

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

**Table 5: Goal 5, Expected Outcomes 1-6
Graduate Employment**

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

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.

| ASSESSMENT OF STUDENT LEARNING | | | | | | |
|---|--|-----------------------------------|---|---|---|-------------------------|
| <p><u>Expected Outcomes:</u></p> <p>Institution: PCCUA Graduate Survey (administered day of graduation)</p> <p>Programs:</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 | See division assessment | See division assessment |
| 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 | Graduate survey responses indicate students made substantial progress towards goals while enrolled at PCCUA | Outcome Achieved |

**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 |
|--|------|------|------|-------------|------|------|------|-------------|-------------|
| Allied Health (expected outcome 1) | | | | | | | | | |
| ADN | 100% | 91% | 100% | 100% | 86% | 100% | 100% | 90% | DA |
| <i>HWH (Helena West Helena)</i> | | | | | | | | 86% | - |
| <i>DeWitt</i> | | | | | | | | 100% | - |
| MLT | ** | ** | ** | No grads | 100% | 100% | NA | No grads | No grads |
| PN* | 100% | 100% | | 98% | 100% | NA | 100% | - | NA |
| PLB | ** | ** | 100% | ** | ** | 100% | 100% | 100% | 100% |
| Business and Information Systems (expected outcome 2) | | | | 100% | 100% | 100% | 100% | 89% | 100% |
| Arts & Science (expected outcome 3, 4) | | | | | | | | | |
| Early Childhood Education | 91% | 93% | 97% | NA | NA | NA | NA | NA | NA |
| Behavioral Health Technology | NA | NA | 100% | NA | NA | NA | NA | NA | NA |
| Applied Technology (expected outcome 5) | NA | NA | 100% | NA | 97% | 88% | NA | NA | 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) |
|--|------------|------------|------------|--------|------------|------------|
| Quality of instruction is good or excellent | 97.9 | 97 | 97 | NA | 98 | NA |
| Satisfied with program of study | 93.9 | 94 | 94 | NA | 94 | 95 |
| Acquire career training | 84.1 | 93 | 91 | NA | 98 | 97 |
| Improve leadership skills | 91.7 | 96 | 94 | NA | 98 | 97 |
| *More skilled in meeting and relating to others | 97.3 | 97 | 99 | NA | 99 | 96 |
| *Acquire skills in technology | 97.8 | 96 | 97 | NA | 97 | 96 |
| *Develop oral and written communication skills | 97.9 | 96 | 97 | NA | 96 | 98 |
| *Learn to think critically | 93.1 | 94 | 96 | NA | 96 | 96 |
| *Acquire knowledge and appreciation of art, music, history, and literature | 95.8 | 82 | 79 | NA | 99 | 87 |
| *Understand science and scientific reasoning | 96.5 | 84 | 85 | NA | 88 | 89 |
| Acquire general education needed in career for advanced degree | 92.3 | 96 | 95 | NA | 88 | NA |
| Improve self confidence | 95.1 | 95 | 95 | NA | 96 | 96 |
| *Recognize and respond to diversity of people and cultures | 95.7 | 96 | 96 | NA | 95 | 97 |
| Acquire skills and knowledge related to daily life | 93.6 | 96 | 94 | NA | 96 | 97 |
| Understand the constitution, government, and political processes | 94.2 | 88 | 82 | NA | 86 | 85 |
| *Understand and appreciate the importance of community involvement | 80.4 | 91 | 93 | NA | 94 | 92 |
| *Acquire math skills related to my area of study | 92.1 | 91 | 91 | NA | 97 | 92 |
| *Learn to solve problems | 96.3 | 94 | 93 | NA | 98 | 96 |

* 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 | | | | | | |
|--|--------------------------------------|-------------------------|------------------------------|-------------------------|---|-------------------------|
| <p><u>Expected Outcomes:</u></p> <ul style="list-style-type: none"> • 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. <p><u>Expected Outcomes:</u></p> <p>Allied Health (See individual program assessment plans for specific benchmarks.)</p> <p>1. At least 75% of Allied Health graduates will achieve program benchmarks related to college core competencies.</p> <p>Business and Information Systems</p> <p>2. 85% of AAS Business students will achieve core competencies by scoring 75% or higher on internship supervisor evaluations and simulations/projects.</p> <p>Early Childhood Education</p> <p>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.</p> <p>Behavioral Health Technology</p> <p>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.</p> <p>Applied Technology</p> <p>5. 100% of graduating students will meet program standards related to core competencies by successfully completing general education courses related to specific competencies.</p> | | | | | | |
| 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 Outcomes1-5
Attainment of College Core Competencies (percentages)
2008-09 Core Competencies Percentages

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

**Table 7b: Goal 7, Communication Component
Writing Across the Curriculum
Institutional Measure**

| Writing Across the Curriculum | | | | | | | | | | |
|--|---|---------------------------------------|---|---------------------------------------|---|---------------------------------------|---|---------------------------------------|---|---------------------------------------|
| Spring 2005* | | Spring 2006 | | Spring 2007 | | Spring 2008 | | Spring 2009 | | |
| | % of students scoring at or above benchmark | % of students scoring below benchmark | % of students scoring at or above benchmark | % of students scoring below benchmark | % of students scoring at or above benchmark | % of students scoring below benchmark | % of students scoring at or above benchmark | % of students scoring below benchmark | % of students scoring at or above benchmark | % of students scoring below benchmark |
| Allied Health | 19% | 81% | 54% | 46% | 59% | 41% | 42% | 58% | 100% | 0 |
| Arts & Sciences | 75% | 25% | 32% | 68% | 46% | 54% | 47% | 53% | 94% | 6% |
| Business & Information Technology | 64% | 36% | 23% | 77% | 38% | 62% | 60% | 40% | 100% | 0 |
| Applied Technology | NA | NA | 38% | 62% | 50% | 50% | 40% | 60% | 100% | 0 |
| Overall | 51% | 49% | 36.7% | 64% | 51% | 49% | 47% | 53% | 98.5% | 1.5% |

Note: These results are evidence of written communication measured across the curriculum.

***A&S students were allowed an opportunity to rewrite in 2005.**

**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.
50% of 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 | 40% of students progressed | New guidelines pertaining to post testing Students are now tested after 60 hours |
| ASE pre and post scores | | Instructors | At initial enrollment and after 12 hours of instruction | Comparison of pre and post TABE test scores | 43% of students progressed | New guidelines pertaining to post testing Students are now tested after 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**

| | 2000-01 | 2001-02 | 2002-03 | 2003-2004 | 2004-2005 | 2005-2006 |
|--|--|--|--|--|--|---|
| Educational Functioning Levels | Total =383 progress/percent | Total =270 progress/percent | Total =256 progress/percent | Total=335 Progress/percent | Total=316 Progress/percent | Total=298 Progress/percent |
| 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% |
| Total Beginning Literacy Education | 51/113 45% | 19/32 59% | 35/47 74% | 117/97 83% | 122/65 53% | 103/63 61% |
| 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% |
| Total Adult Basic Education | 84/207 41% | 81/141 57% | 109/154 71% | 187/159 85% | 180/103 57% | 165/85 52% |
| 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% |
| Total Adult Secondary Education | 19/63 30% | 46/97 47% | 30/55 55% | 31/25 81% | 14/11 78% | 29/15 52% |
| OVERALL EDUCATIONAL PROGRESS ALL STUDENTS | 383 @12+ HOURS 154/40% | 270 @ 12+ HOURS 146/54% | 256 @ 12+ HOURS 174/68% | 335 @ 12+ HOURS 281/84% | 316 @ 12+ HOURS 179/57% | 298 @ 12 + HOURS 163/55% |

* 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 to 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**

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

*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.

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

| ASSESSMENT OF STUDENT LEARNING | | | | | | |
|---|-----------------------------------|-------------------|----------------------------------|--|---|--|
| <p><u>Operational Definitions:</u></p> <ul style="list-style-type: none"> • DADE – Division of Adult and Developmental Education • Adult Secondary Education – Students functioning at the 9-12 grade levels • GED – General Education Development test • AERIS – Adult Education Student Management System <p><u>Expected Outcomes:</u></p> <ol style="list-style-type: none"> 1. 80% of Adult Secondary Education students taking the GED test will receive an Arkansas High School Diploma. 2. The percentage PCCUA Adult Secondary Education students who pass the GED will equal or surpass the percentage for the state. 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. | | | | | | |
| 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 2007-2008 (78%) | 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. | 11 GED graduates have enrolled in post secondary education |

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Table 9a: Goal 9, Expected Outcome 1

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

| | *2002 | | 2003 | | 2004 | | 2005 | | 2006 | | 2007 | | 2008 | | 2009 | |
|--------------------|--------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|
| | AR | PCCUA | AR | PCCUA | AR | PCCUA | AR | PCCUA | AR | PCCUA | AR | PCCUA | AR | PCCUA | AR | PCCUA |
| # TAKING GED TEST | 5,906 | 40 | 7,579 | 57 | 7,915 | 72 | 8,202 | 50 | 8,053 | 51 | 8,179 | 40 | 8,747 | 49 | *** | *** |
| # PASSING GED TEST | 5,049 | 33 | 6,325 | 47 | 6,687 | 64 | 7,017 | 42 | 6,635 | 39 | 6,906 | 34 | 7,443 | 41 | *** | *** |
| GED PASS RATE | 85% | 83% | 83% | 83% | 85% | 89% | 86% | 84% | 82.4% | 76.5% | 83.4% | 85% | 85% | 84% | *** | *** |

* Administration of the new GED Test started in January of 2002

*** 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 |
|--------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| # TAKING GED TEST | 60 | 62 | 64 | 58 | 65 | 52 | 49 | 45 | 44 | 50 |
| # PASSING GED TEST | 52 | 61 | 57 | 48 | 58 | 42 | 45 | 39 | 33 | 39 |
| GED PASS RATE | 87% | 98% | 89% | 83% | 89 | 81 | 92% | 87% | 75% | 78% |

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 |
|---|---------------------|---------------------|---------------------|---------------------|---------------------|--|--|---|---------------------|
| Post-Secondary Education or Training | 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 |