



KEY PERFORMANCE INDICATORS

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Introduction

Key Performance Indicators are an important part of the assessment process. These indicators change and can be used for setting goals related to the PCCUA institutional priorities which are Recruitment, Retention, and Completion. These are very important to the College for several reasons.

1. All counties in the PCCUA service area have declining populations; this is reflected in declining student enrollments at the College. This has made the institutional priorities of recruitment, retention, and completion extremely important because our productivity is tied to completion.
2. The Arkansas Funding Formula has an embedded “productivity model” based on completion. There are specific criteria related to these outcomes. The indicators are tied to effectiveness, affordability, adjustments (small colleges receive up to a + or -2% diseconomies of scale adjustment), and efficiency. About 90% of the funding is in the effectiveness category; therefore, we have selected to pursue the effectiveness indicators to ensure we meet improvement indicator. Unfortunately, the threshold for this is quite low and all we want to show is improvement from year to year. We do not want great improvement because a drop in annual outcomes can hurt the college indicator outcomes tied to productivity standards. The state formula is based on year to year improvement.

Effectiveness	Affordability	Adjustment	Efficiency
<ul style="list-style-type: none"> • Credentials • Progression • Transfer Success • Gateway Course Success 	<ul style="list-style-type: none"> • Time to Degree • Credits at Completion 	<ul style="list-style-type: none"> • Diseconomies of Scale 	<ul style="list-style-type: none"> • Core Expense Ratio • Faculty to Administrator Salary Ratio

3. The College mission is tied to access with success which means we believe we have an ethical responsibility to help students succeed by providing intrusive advising, multiple supports, and early instructional intervention strategies. The indicators are specific and we use both quantitative and qualitative data, a variety of tools to make this happen.

Success Indicators

1. Course completion
2. Course Success
3. Term to Term Persistence
4. Year to Year Persistence
5. Degree Completion
6. Acceleration

Outcomes

- Quantitative Data
- Qualitative Data
- Other

Tools

- Surveys and Inventories (CCSSE and others)
- Rubrics (Writing)
- Interviews-Focus Groups Focused Discussions
- Logic Models
- Conceptual Model
- Outcomes Evaluations
- Anecdotal Notes and Stories

Through the years we have added a comprehensive array of high impact practices implemented to assist with student success.

Student

1. Supplemental Instruction Labs
 2. Early Alert
 4. Focused Advising
 5. Financial Literacy and Coaching
 6. Writing embedded instruction selected courses
 7. Career Exploration and Coaching
 8. Accelerated Courses in math and English
 9. Combined reading and math for lowest remediation
 10. Mandatory Orientation
 11. Student Success Learning Labs
 12. Employability Skills Training
 13. Student Success I & II
 13. Individual Career Plan
 14. Virtual Academy
 15. Food Pantries
 16. Career Closets
4. The College mission is tied to engaging in the lives of our students and the communities we serve. As part of our strategic goals, community partnerships and economic development opportunities are connected to the programs we provide and the skills students possess when they complete a program.

The College has been successful in meeting some of the Arkansas performance indicators: awarding of credentials, retention, and completion. This report documents numerous performance indicators we capture and share with the college community.

PHILLIPS COMMUNITY COLLEGE KEY PERFORMANCE INDICATORS

PCCUA KEY PERFORMANCE INDICATORS									
INDICATOR/YEAR	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
ENROLLMENT (FALL)									
FT	591	648	621	610	591	459	492	441	483
PT	1070	1101	1015	912	949	633	797	793	873
Total	1661	1748	1636	1522	1540	1092	1289	1234	1356
CREDIT HOURS									
SSCH	13,708	14,753	13,673	13,392	13,287	9732	10,798	10512	11352
FTE	913.9	983.5	911.5	892.8	885.8	648.8	720	701	756.8
TIME TO DEGREE									
100% Completion (2Yr)	33%	35%	28%	31%	32%	34%	2024		
150% Completion (3 Yr) (IPEDS Measure)	45%	46%	41%	39%	46%	52%	2025		
200% Completion (4 Yr)	53%	57%	47%	48%	60%	2025	2026		
Retention (IPEDS Count)	66%	59%	58%	52%	47%	67%	76%		
AWARDS									
CPs	153	241	213	273	286	241	191	273	
TCs	45	46	74	90	67	105	57	34	
Degrees	130	125	128	133	122	106	108	128	
Total Awards	328	412	415	496	475	452	356	435	
Note: Based on 2024 IPEDS Data and PCC counts submitted to ADHE									

Goal 1: Students will be placed in English, mathematics, and reading courses based on ACT or NG ACCUPLACER scores.

Expected Outcomes:

1. 100% of first-time students enrolling in 9 or more hours, and all students enrolling in a college level an English or mathematics course who do not score 19 or above on the ACT in math, English, and reading will take the NG ACCUPLACER test. **Met**
2. 100% of students with an NG ACCUPLACER Writing Skills, ACT English, or SAT Verbal scores less than the state mandated minimum will be placed in EH 1013 (Basic Writing I) or EH 1023 (Basic Writing II). (See English Placement Table) **Met**
3. 100% of students with NG ACCUPLACER Reading Skills, ACT Reading, or SAT Verbal scores less than the state mandated minimum will be placed in DS 103 (Reading Skills). (See Reading Placement Table) **Met**
4. 100% of students with NG ACCUPLACER Elementary Algebra Skills with a support lab if needed, ACT Math, or SAT Quantitative scores less than the state mandated minimum will be placed in Elementary Algebra with a lab course if required. (See Mathematics Placement Table) **Met**

Placement Scores in English, Reading, and Mathematics

PLACEMENT	NG ACCUPLACER	ACT
EH 1013 (Basic Writing I) and EH 1011 (Basic Writing I Lab)	225 or below on Writing	13 or below on English
EH 1023 (Basic Writing II) and EH 1021 (Basic Writing II Lab)	226-250 on Writing	14-18 on English
EH 113 (Composition I)	251 or above on Writing	19 on English
MS 1002 (Remediation for MS 1023)	227 or below	14 or below
MS 1023 (Elementary Algebra)	228-236 on QAS	15-16 on Math
MS 1121 (Remediation for MS 123)	237-238	17-18 on Math
MS 123 (College Algebra)	249 or above on QAS	19 ACT
MS 143 (Technical Math)	237 or above on QAS	16 or above on Math
DS 103 (Introduction to College Reading Skills) and DS 1031 (Reading Lab I)	231 or below on Reading	13 or below on Reading
DS 123 (College Reading Strategies) and DS 1231 (Reading Lab II)	232-250 on Reading	14-18 on Reading
Exemption from Reading	251 or above on Reading	19 on Reading
EH-1023 & EH-113 COMBO Helena Only	226-250 on Writing AND Completion of DS 123 or exempt from Reading	14-18 on English AND completion of DS 123 or exempt from Reading

Testing and Placement

PCCUA is a mandatory testing and placement college. We are exploring alternatives to placement but have not arrived at a solution for that because so many students in the region need remediation. Approximately 63.5% of the students are placed. This is based on all testing. However, students working toward a Certificate of Proficiency do not take the placement tests so the remediation rate is probably higher than the data suggests.

DS103		91	9.10%
DS123		180	18.00%
EH1013		33	3.20%
EH1023		142	14.30%
MS1023 w/LAB		75	7.40%
MS1023 w/o LAB		41	4.20%
MS123 w/ LAB		73	7.30%
998 units used 7/1/2022-6/10/2023			
635 units placed into Dev Ed 7/1/2022-6/10/23		63.50%	

Goal 2: Students will be provided with individual advising opportunities and referred for services as needed.

Expected Outcomes:

1. 100% of PCCUA students will be assigned an advisor. **Met**
2. 100% of advisors will have an average of two advisee/student contacts each semester of the regular academic year. **Met**
3. 100% of advising services offered will be utilized each academic year indicated. **Met**

Goal 3: Student learning in developmental reading, English and mathematics will be assessed and documented.

Expected Outcomes:

Math

1. 55% of students enrolled in sections of mathematics (MS1023) will complete the course with a grade of “C” or better and advance to the next level. **Met**
We will begin monitoring gateway classes more closely. The low Tech Math outcomes is perplexing and this will be discussed.

Reading

2. 55% of students enrolled in reading courses (DS 103, DS 123) will complete the course with a grade of “C” or better and advance to the next course or exit reading. DS 103 **Not Met** The data for this was unreliable. Not all instructors submitted the outcomes; therefore, we will implement a mandatory due date to ensure better data for the dev. ed. Courses.

3. The average student score on the Nelson-Denny posttest will be at least two grade levels higher than the average pre-test score. **DS 103 Not Met DS 123 Met**
- English
4. 55% of students enrolled in remedial English (EH 1013 or EH 1023) will complete the course with a grade of “C” or better and advance to the next level of English. **Met**

Dev Ed	Originally Enrolled	Final Enrollment	Successful Completion	Completion Rate	Successful Completion Rate
MS 1023 C or better					
Spring 2023	52	37	31	71%	59.6%
Fall 2022	60	54	27	90%	45%
MS 123 College Algebra					
Spring 2023	41	40	40	97.5%	97.5%
Fall 2022	89	67	65	75.3%	73%
MS 143 Tech Math					
Spring 2023	22	20	20	90.9%	90.9%
Fall 2022	10	10	9	100%	90%
MS 193 Quantitative Reasoning					
Spring 2023	13	9	4	69.2%	30.8%
Fall 2022	13	9	8	69.2%	61.5%
EH 1013 C or better-not offered on the Helena campus because of a pilot to reduce developmental education completion time.					
Spring 2023	6	6	2	33%	33%
Fall 2022	9	8	6	88.9%	66.7%
EH 1023 C or better					
Spring 2023	40	35	26	87.5%	65%
Fall 2022	20	16	14	80%	70%
EH 113 C or better					
Spring 2023	47	42	33	89%	70%
Fall 2022	127	102	79	80.3%	62.2%
EH 123 D or better					
Spring 2023					
Fall 2022	67	59	51	88%	76%
DS 103 C or better					
Spring 2023	9	7	7	77%	77%
Fall 2022	15	8	8	53.3%	53.3%
DS 123 C or better					
Spring 2023	23	17	14	73.9%	60.8%
Fall 2022	29	26	19	89.6	65.5%

Note: The data is not reliable for a DS 103 & EH 1013.

Goal 4: Students earning an Associate of Applied Science or Technical Certificate will complete the program.

Expected Outcomes:

Institution

50% of the students at PCCUA will be retained from fall to fall success established by annual retention rate. **Met**

40% of the students at PCCUA will graduate within 150% of the program time. **Met**

	100%	150%	200%
Retention	67%		
Graduation	32%	46%	48%

Goal 5: Students earning an Associate of Applied Science or Technical Certificate will express that believe they have acquired the college core competencies (Five STACC Skills

Social and Community Responsibility-behavior that demonstrates adherence to legal/ethical standards established by society.

A person competent in social and community responsibility engage in social activities, events, and organizations at the college and community level.

Technology Utilization-use of tools of the trade to achieve a specific outcome.

A person who is competent in technology and information literacy recognizes how and what technology to use and when information is needed and has the ability to locate, evaluate, and use it effectively.

Analytical and Critical Thinking and Reasoning- modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.

A competent analytical and critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act.

Communication-the interactive process through which there is an exchange of verbal and/or nonverbal information.

A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood.

Commitments to diversity, equity and inclusion within the context of cultural engagement and understanding-acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next and one culture to another. A commitment to diversity, equity, and inclusion increases access and assures a better chance to succeed.

Graduate Survey

PCCUA continues to collect graduate surveys but these are less helpful than the CCSSE outcomes which we receive every other year because we administer it every other year. The number of responses and the outcomes are more helpful in assessing and identifying perceptions by students that college competencies have been acquired. The program graduate surveys are also useful for informing us about program satisfaction and possible changes. The outcomes confirm that students perceive that they have learned our institutional core competencies which we refer to as STACC skills.

Graduate Survey Responses to Graduate Survey 2018-2023

Percent indicating they made some or substantial progress toward this goal

Statement	2018 (142)	2019 (127)	2020**	2021 (102)	2022 (112)	2023 (107)
Quality of instruction is good or excellent	99	98		93.5	96.5	97.2
Satisfied with program of study	95	97		94	96.25	97.19
Acquire career training	94	98		92.75	90.9	94.39
Improve leadership skills	97	98		91	90	94.39
*More skilled in meeting and relating to others	95	98		93	93.8	95.33
*Acquire skills in technology	95	97		94	93.7	92.52
*Develop oral and written communication skills	97	97		95	95	94.39
*Learn to think critically	97	97		96	96.75	94.39
*Acquire knowledge and appreciation of art, music, history, and literature	93	85		90	92.75	86.92
*Understand science and scientific reasoning	94	93		92	91.25	85.98
Improve self confidence	97	96		95	94	95.33
*Recognize and respond to diversity of people and cultures	94	97		96	94.5	94.39
Acquire skills and knowledge related to daily life	94	97		96	95.25	94.4
Understand the constitution, government, and political processes	89	86		88.75	89.5	87.85
*Understand appreciate the importance of community involvement	95	95		93.5	92.5	93.45
*Acquire math skills related to my area of study	93	95		93.75	91.25	92.53
*Learn to solve problems	97	96		95.75	95.5	93.45

*Measure Core Competency

**NOTE: Covid – Virtual Graduation

Areas to improve are highlighted in yellow.

Goal 6: Adult Education 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. (Only the Helena Campus has Adult Education and many community colleges in Arkansas have no Adult Education program).

Operational Definitions:

- ADWS Arkansas Division of Workforce Services
- TABE – Test of Adult Basic Education
- GED Ready Practice Test – Test to determine GED test readiness
- GED – General Education Development test
- Beginning Literary 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
- English as a Second Language (ESL) TABE CLAS-E

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. **Met 83 students**
2. 30% of students enrolled in Beginning ABE Literacy will complete or advance one or more educational functioning levels. **Met 30% (13 students)**
3. 30% of students enrolled in Adult Basic Education will complete or advance one or more educational functioning levels. **Met 21% (17 Students)**
4. 30% of students enrolled in Adult Secondary Education will complete or advance one or more educational functioning levels. **Not Met 0% (0 Students)**
5. 50% of students with a 10.0 grade level or above and a goal of getting a GED will be given the GED Ready Practice Test. **Met 31% (26/83 Students).**

Goal 7: Adult Secondary Education students will receive an Arkansas High School Diploma after passing the GED and will continue their education.

Operational Definitions:

- ADWS Arkansas Division of Workforce Services
- Adult Secondary Education – Students functioning at the 9-12 grade levels
- GED – General Education Development test
- LACES – Adult Education Student Management System

Expected Outcomes:

1. 70% of Adult Secondary Education students taking the GED test will receive an Arkansas High School Diploma/GED. **Met 77% (17 Students)**
2. The percentage of PCCUA Adult Secondary Education students who pass the GED will equal or surpass the percentage for the previous year. **Met 85% (11 students)**
3. 70% 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. **Met 71% (12 Students)**

Note: Adult Ed students are at various levels for instruction so the count for each outcome may not reflect all students, only those who qualify for inclusion in a specific outcome.

Goal 8: Courses will be reviewed annually.

Expected Outcomes:

1. A current syllabus will be on file for each course taught each semester. **Met**
2. Syllabi considered substandard will be returned to the faculty member by the Dean using the Syllabi Review form. **Met (five (5) sent back for review)**

Each department has a Syllabus Review Team. All faculty submit course syllabi to deans/chairs. The division/ dean or chairs compose the Syllabus Review Team who reviews syllabi.

1. Syllabi must be approved by the respective division team before being forwarded to the Vice Chancellor for Instruction and kept in that office for posting in Ridge Net.
2. Syllabi not approved by the respective division Syllabus Review Team are sent back to the instructor with a Syllabus Review Form attached. The form documents the division, course name, number, instructor, date, term, and the changes which need to be made to make the syllabus acceptable. Once the requested modifications have been made, the instructor resubmits, within 48 hours, the modified syllabus to the respective Syllabus Review Team for approval.

If a faculty member continues to submit inadequate syllabi, that faculty member is to be provided syllabus development training and is required to meet with the chair/dean. That training will be provided by the division dean/ chair and a selected instructor. The College has determined that all new instructors will go through a syllabus development training.



SYLLABUS REVIEW FORM

Faculty Name: _____

Course Name: _____ Course Number: _____

Semester/Term: _____

Division: _____

Dean/Chair/Director (Print): _____

Syllabus Review Summary of Concerns	Actions Needed to Remediate Deficiency
Must be shared with faculty member immediately after review (1 work day if possible). It is preferable for this to be provided to the faculty member in person.	Must be revised within 48 hours of date received.

Signature of Dean/Chair: _____

Signature of Faculty Member: _____

The syllabus must be amended within 48 hours and resubmitted to the division chair/dean for review by the Syllabus Review Team.

- 90% of faculty will have an average score of 2 or better on the Faculty Portfolio Evaluation. **Met**

Student Evaluation of Instruction- Calendar Year 2022-23

Number of Full-Time Faculty Evaluated – 51

Division	Instructional Delivery	Instructional Design
Allied Health	2.81	2.91
Applied Technology	2.84	2.92
Arts and Science	2.81	2.83
Business & Information Systems	2.91	2.91
Career & Technical Center	2.82	2.82
Overall Average- Full-Time	2.84	2.90

Number of Part-Time Faculty Evaluated – 9

Part-Time	Instructional Delivery	Instructional Design
Overall Average-Full Time	2.84	2.90
Overall Average- Part-Time	2.15	2.21

Note: 2022-23 faculty evaluations were completed in 2023. The evaluation cycle includes fall and spring terms.

	Instructional Delivery			Overall Delivery Average	Instructional Design			Overall Design Average
3 Year Trend	2020-21	2021-22	2022-23	2020-23	2020-21	2021-22	2022-23	2020-23
Full-Time	2.63	2.79	2.84	2.76	2.72	2.85	2.90	2.83
Part-Time	2.79	2.82	2.15	2.83	2.82	2.89	2.21	2.89

4. Courses published in the *College Catalog*, but not taught in the past 3 years will be reviewed. **Met- However, courses have been removed.**

January 19, 2023 the Instruction and Curriculum Team approved the deletion of many courses. Usually, there would not be so many course deletions. However, PCCUA is in the process of changing platforms from Ellucian to Workday. As a result, all courses not taught over an extensive period of time, some have not been taught for more than three years, were removed from the course files. Unfortunately, some of these courses were not in the PCCUA Catalog and had never been completely removed from the course files. The change to Workday provided an opportunity to purge all old courses kept in the system for some reason.

FY 2022/2023 DELETED COURSES – deleted January 19, 2023

AA-1000	Business Planning		CT-2101	Intro to Windows XP		MS-1121C	Interm Algebra Lab		NT-2630	Comp Art/Design Lab
AA-1001	Launch Your Business		CT-211	Direct Field Exp.		MS-173	Fund of Geometry		NT-285	Microsoft SQL I
AA-2000	Ready,Set,Go		CT-2111	Create Web Pages		MSC-101	College Chorale		NT-2850	SQL Admin Lab
AAGE-200	CAAP Test		CT-2301	Interm Excel		MSC-1011	Sec Appl Music		NT-295	MS SQL II
AAGE-210	CAAP Essay		CT-2331	Interm Excel 2007		MSC-1012	Applied Music Concen		OT-1133	Paralegal I
BAN-001	Workplace Comm		CT-253	Power Point		MSC-1021	Sec Appl Math		OT-1203	Admin Sup Internship
BAN-011	Bus Feasibility		CT-264	Prog in C#		MSC-1022	Appl Music Concentra		OT-1233	Paralegal II
BAN-021	Preparing a Bus Plan		CT-301	Intro to MS Pub		MSC-111	College Chorale		OT-1273	Med Transcription
BAN-031	Preparing a Loan Pro		CYS-1030	Scripting Fund Lab		MSC-113	Elem Music Theory		OT-200	Internship Lab
BMGT-101	Eff Mgmt		CYS-1130	Adv Linux Op Sys Lab		MSC-123	Elem Music Theory		OT-243	Bus Math
BMGT-151	Cus Serv Trng		CYS-1230	Intru Det/Prev Lab		MSC-132	Sight Singing & Ear Training I		OT-273	Machine Transcription
BMGT-200	Internship Lab		CYS-1330	Netw Sec Fund Lab		MSC-141	Church Music Conducting		OT-284	Adv Medical Coding
BMGT-213	Prin of Banking		CYS-1430	Ethical Hack/Det Def Lab		MSC-142	Sight Singing & Ear Training II		PE-112	Teaching Flag Football/Basketball
COSM-1104	Cos Lab 1B		DR-244	Intro to Cam		MSC-152	Beg Piano for Elem Ed Majors		PE-253	Foundations of PE
COSM-1106	Cos Theory 1A Lab		DS-173	Lang Skills		MSC-153	Beginning Piano		PE-263	PE for Elem Teachers
COSM-1107	Teacher Trng Lab 1		DS-223	Reading Skills III		MSC-163	Interm Piano		PEAC-1001	Beg Gymnastics
COSM-1110	Cos Theory 1 Lab		DS-233	Lang Arts		MSC-173	Class Voice I		PEAC-1011	Water Aerobics
COSM-1111	Teacher Trng Th 1		DSG-103	Reading Skills		MSC-181	Comm Chorale		PEAC-1021	Beg Swimming
COSM-1112	Cos Manic Lab		DSG-123	Reading Skills		MSC-191	The Church Organist		PEAC-1031	Interm Swimming
COSM-112	Cosm Theor 1B		DSG-143	Arith Skills		MSC-2011	Sec Appl Music		PEAC-111	Interm Bowling
COSM-113	Cos Theory 1A		DSG-153	Life & Job Skills		MSC-2012	Appl Music Concentra		PEAC-122	Adv Swim & Lifeguard
COSM-115	Cos Theory 1		DSG-163	Cont Reading		MSC-2021	Sec Appl Music		PEAC-161	Exercise for Sr Adults
COSM-1206	Cos Lab II A		DSG-173	Lang Skills		MSC-2022	Appl Music Con		PHIL-213	Ethics of Christianity
COSM-1210	Cos The II Lab		DSG-183	Comp Based Sk		MSC-221	College Chorale		PLB-113	Phlebotomy Proc
COSM-123	Cos Theory IIA		DSG-191	Comp Basics		MSC-231	College Chorale		PLB-116	Phlebotomy Skills
COSM-125	Cos Theory II		DSG-233	Lang Arts		MSC-233	Interm Music Theory		PLB-123	Spec Techniques
COSM-1304	Cosmo Lab III		DSG-243	Arith Skills		MSC-243	Interm Music Theory		PLS-113	Intro to Politics
COSM-132	Cos Theory III		ECD-203	CECORE		MSC-253	Music Hist to 1800		PLB-233	Intro to Comp Politics

COSM-1404	Cos Lab IIB		ECD-233	Intro to ECD		MSC-263	Music Hist 1800 to present		PN-204	Nursing of Mothers and Infants
COSM-1410	Cos The IV Lab		EH-1111	APA Res/Doc		MSC-273	Hist of Rock & Roll		PR-102	Photography I
COSM-142	Cos Theory IIB		EH-271	Writing Pop Fic		NG-000	NG 113 Tutor/Test		PR-104	Intro to Basic Photo-Offset Print
COSM-145	Cos Theory IV		EH-293	Film & Lit		NG-113	Found in Nursing		PR-124	Basic Photo-Offset Pr
CT-000	CIS Lab		EN-1001	Am Sign Lang		NG-124	Con/Prin of Sup Nursing Care		PR-144	Screen Proc Printing
CT-0011	Intro MS PPT 2007		FE-135	Gas & Diesel Eng Sys		NG-134	Nurs Proc: Plan		PR-154	Color Comp Imaging
CT-0021	Intro MS Excel 2007		FH-113	Beg French I		NG-143	Nurs Proc: Assess		PR-202	Photography II
CT-0031	Intro MS Access 2007		FH-123	Beg French II		NG-2040	Special Top I Lab		PR-204	Adv Screen Printing
CT-0041	Open Office & Google Apps		FH-213	Inter French II		NG-216	Restorative Nurs Care		PR-214	Bindery & Finishing
CT-0051	MS Outlook 2007		FH-223	Interm Fr II		NG-221	Conc of Client Care Mgmt		PR-224	Two Dim Design I
CT-0061	MS Front Page 2007		HON 111, 112,113	Honors Courses		NG-226	Con/Prin of Prev Nursing Care		PR-244	Interm Photo-Offset Pr
CT-0071	Intro to Vista		HUM-113	African-Amer Drama		NG-236	Nurs Proc: Implemen		PR-253	Sched & Estimating
CT-0081	Math App for Excel		HUM-263	Hum Study of Another Cult		NG-246	Nurs Proc: Evaluation		PR-254	Adv Photo-Offset Pr
CT-011	MS Applications		IE-102	EA Elec I		NT-103	Struc Cabling I		RET-101	Sustainable Comm & Energy Conservation
CT-0131	Intro to MS Access		IE 112	IE Elec II		NT-104	MS OS System Troubleshooting		RWS-1012	Reading and Writing Strategies Lab
CT-021	Intro to Photoshop		IE 122	EA Elec III		NT-1230	Netw Essen Lab		RWS-1014	Reading and Writing Str
CT-0321	Adv MS Excel		IE 132	EA Elec VI		NT-1240	Linux Op Sys Lab		SH-233	Spanish Conv I
CT-041	MS PPT 2003		IE-142	EA Elec V		NT-1430	Linux Op Sys Lab		SH-243	Spanish Conv II
CT-061	MS Excel 2003		IE 152	EA Elec VI		NT-145	MS Server Admin		SP-113	Intro to Theater
CT-091	Intro to Comp		IE-162	EA Elec VII		NT-1450	MS Server Admin Lab		SP-253	Adv Speech
CT-100	Programming Lab		IE 172	EA Elec VIII		NT-155	MS Network Infrastruc		TM-000	CDL Refresher
CT-1041	Intro to Quick Books		IT-111	Basic Elec		NT-1550	Netw Infrastruc Lab		WP-0041	Intro to MS Word 2007
CT-1071	Internet		MAC-102	Clin Prac Med Asst		NT-1630	MS Active Dir Serv Lab		WP-011	MS Word 2003
CT-1081	MS Powerpoint		MAC-103	Theor Foun/Med Assistant		NT-1650	MS Directory Serv Lab		WP-1083	Desktop Publishing Practicum I

CT-1091	MS Outlook		MLS-000	Med Fund Lab		NT-1730	Network Mgmt Lab		WP-1183	Desktop Pub Prac II
CT-1253	Web Projects		MLS-2020	Phlebot Lab		NT-1750	Network Mgmt Lab		WP-1711	Create Doc/Word
CT-1263	Info Sys Tec Intern		MLS-214	Med Lab Fund		NT-204	Special Topics I		WP-183	Desktop Publishing
CT-1283	Integ Off Prod		MLS-292	MLT Seminar		NT-2040	Special Topics I Lab		WP-1911	MS Publisher 2007
CT-1401	MS Excel		MMT-164	Prog Log Con		NT-2130	Info Sec Essen Lab		WP-193	Microsoft Word I
CT-1501	MS Access		MMT-193	Air Cond Contr		NT-214	Special Topics NT II			
CT-164	Intro to Prog		MMT-204	Ind Elec I		NT-2140	Special Top II Lab			
CT-1730	Net Admin Lab		MMT-215	Mach Shop		NT-223	Struc Cabling II			
CT-183	Spreadsheet Appl		MMT-225	Mach Shop		NT-233	Periph Dev Sup			
CT-200	Internship Lab		MMT-294	Ind Elec II		NT-243	Comp Art & Design I			
CT-2021	MS Outlook 2013		MS-111	Gr Calc in Math		NT-263	Comp Art/Design II			

Goal 9: Programs will meet the minimum certificate and degree program productivity standards.

Expected Outcomes:

1. Each certificate and degree program will graduate a minimum of four (4) students per year (based on a three-year average).
Low productivity is highlighted in yellow.
2. Programs not meeting ADHE the productivity standard of four (4) graduates per year will meet at least one of the institutional productivity standards:
 - Centrality to mission
 - Quality
 - Economic self-sufficiency

GRADUATION COMPARISON UPDATE (8.23.23)

2023 - 2016

CERTIFICATE OF PROFICIENCY

	2023	2022	2021	2020	2019	2018	2017	2016
DEWITT	47	32	68	79	68	71	79	46
HELENA	159	116	122	142	132	100	127	56
STUTTGART	67	53	58	63	65	47	48	39
TOTAL	273	201	248	284	265	218	254	141

ASSOCIATE DEGREE AND TECHNICAL CERTIFICATES

	2023	2022	2021	2020	2019	2018	2017	2016
DEWITT								
ASSOC	22	19	11	18	14	19	18	27
TC	3	9	9	4	15	11	4	6
HELENA								
ASSOC	72	67	48	63	61	71	83	66
TC	25	34	32	30	34	44	36	35
STUTTGART								
ASSOC	34	37	40	43	45	27	31	32
TC	6	5	16	4	8	3	7	4
TOTAL	162	171	156	162	177	175	179	170

Of the 273 graduates - 66 were High School Students (2023)
 Of the 201 graduates - 44 were High School Students (2022)
 Of the 248 graduates - 78 were High School Students (2021)
 Of the 284 graduates - 121 were High School students (2020)
 Of the 265 graduates - 105 were High School students

Of the 163 graduates - 31 were December graduates (2023)
 Of the 171 graduates - 50 were December graduates (2022)
 Of the 156 graduates - 36 were December graduates and 7 were January graduates (2021)
 Of the 162 applications 44 were December graduates (2020)
 Of the 177 applications 44 were December graduates (2019)
 Of the 175 applications 62 were December graduates (2018)
 Of the 179 applications 30 were December graduates (2017)

CERTIFICATE IN GENERAL STUDIES

CAMPUS	2023	2022	2021	2020	2019
DEWITT	16		1	1	1
HELENA	33	2	5	23	14
STUTTGART	16	8	36	8	21
TOTAL	65	10	42	32	36

DEGREE	2023	2022	2021	2020	2019	2018	2017	2016
ASSOCIATE OF ARTS	67	58	47	59	51	48	70	78
ASSOCIATE OF SCIENCE	4	4	1	6	1		4	3
ASSOCIATE OF APPLIED SCIENCE	57	61	51	59	68	69	58	44
TECHNICAL CERTIFICATE	34	48	57	38	57	58	47	45

GRADUATION BY MAJOR	2023	2022	2021	2020	2019	2018	2017	2016	PRODUCTIVITY NOTES
ADVANCED MANUFACTURING	1			2		1		2	
BEHAVIORAL HEALTH TECH	8	12	13	9	16	10	9	6	
BIOLOGY	2			3	1		2	1	
BUSINESS ADMINISTRATION	14	11	10	15	11	14	28	17	
BUSINESS MANAGEMENT	3	4	3	2	6	7	3	4	COVID
CHEMISTRY			1						
CONSTRUCTION TECHNOLOGY	4	1	2	1					NEW PROGRAM
COSMETOLOGY	6	6	2	13	7	7	4	5	
CRIMINAL JUSTICE	4	4	3	3	5	4			
EARLY CHILDHOOD ED	20	26	23	26	26	18	22	13	
EDUCATION	4	1	1	4				9	
ENGLISH				1		1			
GENERAL EDUCATION	45	42	32	36	30	29	37	50	
GENERAL SCIENCE				2					
GENERAL TECHNOLOGY				4		1			
GRAPHIC COMMUNICATIONS	3	2	2	2	3	1	3	3	
HEALTH SCIENCES	3	1				5	8	3	ONLY FOR THOSE WHO FAIL THE AND PROGRAM
INFORMATION SYSTEMS	5	13	6	1	2	6	3	3	
INSTRUMENTATION TECH							1		
LAW	1	3	2	1		2	1	4	
MATHEMATICS		2					1	1	
MLT	4	7	4	1	6	7	6	3	
NURSING – ADN	14	8	11	20	20	14	15	13	
OFFICE TECH – ADMIN SUPPORT			2		3			1	
OFFICE TECH – MEDICAL OFFICE	2	1	4	5	7	10	5	4	
PHLEBOTOMY	6	5	12		12	11	12	13	
PHYSICAL EDUCATION				1			1	1	
POLITICAL SCIENCE		1	1						
*PRACTICAL NURSING		15	13		13	14		14	
PRE-ENGINEERING	2	2		1			1	1	AA

SOCIAL SCIENCE	4		1	1	6	1	2		
WELDING TECHNOLOGY	7	4	8	8	2	11	15	3	

GRADUATION BY DEGREE		2023	2022	2021	2020	2019	2018	2017	2016	PRODUCTIVITY NOTES
ASSOC. OF ARTS	BUSINESS ADMINISTRATION	14	11	10	15	9	14	28	17	
	EARLY CHILDHOOD EDUCATION SPEC. EDUC.					2	1	1	1	
	EDUCATION	4	1	1	4				5	
	ENGLISH				1		1			
	GENERAL EDUCATION	45	42	32	36	31	29	37	50	
	LAW	1	3	2	1			1	3	
	PHYSICAL EDUCATION				1			1	1	
	POLITICAL SCIENCE		1							
	SOCIAL SCIENCE	4		2	1	6	1	2		
	TEACHING MIDDLE SCHOOL LANGUAGE ARTS/SS									
ASSOC. OF SCIENCE	BIOLOGY	2			3	1		2	1	
	CHEMISTRY			1						
	GENERAL SCIENCE				2					
	MATHEMATICS		2					1	1	
	PRE-ENGINEERING	2	2		1			1	1	
ASSOC. OF APPLIED SCIENCE	ADVANCED MANUFACTURING								1	
	BEHAVIORAL HEALTH TECHNOLOGY	8	8	7	6	8	9	7	4	
	BUSINESS MANAGEMENT	3	4	3	2	6	7	3	4	
	CONSTRUCTION TECHNOLOGY		1	1	1					
	CRIMINAL JUSTICE	4	4	3	3	5	4			
	EARLY CHILDHOOD EDUCATION	12	13	10	15	10	5	7	6	
	GENERAL TECHNOLOGY				4		1			
	GRAPHIC COMMUNICATIONS	1	1		1	1	1	3	3	PROMOTE PROGRAM AND DELETE COMPUTER ART AND DESIGN

	HEALTH SCIENCES	3	1				5	8	3	PROVIDED TO THOSE WHO FAIL THE ADN PROGRAM
	INFORMATION SYSTEMS TECHNOLOGY	5	13	6	1	2	6	3	3	
	INSTRUMENTATION TECHNOLOGY							1		
	MEDICAL LAB TECHNOLOGY	4	7	4	1	6	7	6	3	
	NURSING – ADN	14	8	11	20	20	14	15	13	
	OFFICE TECHNOLOGY ADMIN SUPPORT			2		3			1	
	OFFICE TECHNOLOGY MEDICAL OFFICE	2	1	4	5	7	10	5	4	
	RENEWABLE ENERGY TECHNOLOGY									CONSIDER PLACING ON INACTIVE STATUS
TECHNICAL CERTIFICATE	ADVANCED MANUFACTURING	1			2		1		1	CONSIDER PLACING ON INACTIVE STATUS
	BEHAVIORAL HEALTH TECHNOLOGY		4	6	3	8	1	2	2	
	CONSTRUCTION TECHNOLOGY	4		1						NEW PROGRAM
	COSMETOLOGY	6	6	2	13	7	7	4	5	
	EARLY CHILDHOOD EDUCATION	8	13	13	11	13	13	14	7	
	GRAPHIC COMMUNICATIONS	2	1	2	1	2				DELETE COMPUTER ART AND DESIGN -IT COMPETES WITH GRAPHICS FOR STUDENTS
	PHLEBOTOMY	6	5	12		12	11	12	13	
	PRACTICAL NURSING		15	13		13	14		14	
	RENEWABLE ENERGY TECHNOLOGY									PLACE ON INACTIVE STATUS
	WELDING TECHNOLOGY	7	4	8	8	2	11	15	3	
CERTIFICATE OF PROFICIENCY	ACCOUNTING	13	9	6	11	3				
	ADVANCED MANUFACTURING	12	7	16	22	19	12	13	6	

	AGRI MECHANICS	2	1	3	6		8		5	PROVIDE STRONGER PROMOTION
	BASIC WELDING TECHNOLOGY									
	BUSINESS	8	5	7	11	13	10	6	7	
	CDA	13	8	7	7	12	12	17	8	
	CDL – TRUCK DRIVING	64	48	31	43	28	9	3		
	COMPUTER ART & DESIGN	4	1	1		3	1	3	3	DELETE PROGRAM
	CONSTRUCTION TECHNOLOGY	14	11	12	18					
	COSMETOLOGY MANICURING	2	1							EMBEDDED IN COSMOTOLOGY
	CYBER-SECURITY	4	4	6		7				
	EMERGENCY MEDICAL TECHNICIAN			1		5				CONSIDER PLACING ON INACTIVE STATUS
	GENERAL WELDING TECHNIQUES	15	13	18	27	26	10	41	9	
	GRAPHIC COMMUNICATIONS	5	4	1	2	3	2	3	4	
	HORTICULTURAL OPERATIONS	4		21						
	HVAC	21	13	18	18	5				
	INERT GAS WELDING	15	11	18	18	12	17	15	12	
	LAW ENFORCEMENT ADMINISTRATION	14	15	8	21	14	28	20	17	
	MAINTAINING & MANAGING PERSONAL COMPUTERS	9	4	6	12	8	10	8	5	
	MANICURING				1					
	MEDICAL CODING	8	5	7	5	13	14	8	8	
	MEDICAL PROFESSIONS EDUCATION	19	14	13	31	30	46	49	37	
	MICROSOFT CLIENT SERVER ADMINISTRATION									DELETE
	MICROSOFT OPERATING SYSTEMS DESKTOP SUPPORT	4	5	8	3		6	5	2	
	MILD STEEL WELDING	15	14	26	27	23	15	42	7	
	NURSING ASSISTANT	4		9		8	11	8	6	
	PROGRAMMING/CODING	4	8	5	1	5				
	RENEWABLE ENERGY TECHNOLOGY					2	7	13	5	CONSIDER PLACING ON INACTIVE STATUS