# PCCUA ASSESSMENT FORM

## Division: Arts and Sciences
## Program: General Education
## Date: 2023-24 Academic Year

PCCUA ASSESSMENT GUIDING QUESTIONS

Please respond based on the departmental discussion of the program assessment and how those outcomes reflect what students are learning and what needs to happen to improve student learning. You may provide this in a narrative or bulleted format. However, you must respond to each question and these responses should be based on your program assessment discussions. Please respond in red font.

**Program Student Learning Outcomes**

A. Are the intended educational (learning) outcomes for the program appropriate and assessed appropriately?
Yes. The program's SLOs are clearly articulated, aligned with the college's mission, and map appropriately onto general education competencies and industry/transfer expectations. The outcomes were assessed through embedded course assignments, standardized rubrics, and end-of-course evaluations. The program's assessment plan requires each outcome to be measured annually, and faculty complied with these procedures during 2023–24. Faculty used multi-measure assessment (quizzes, major projects, practical skills demonstrations), which is appropriate for a rural community-college context serving a fairly diverse academic-readiness population.

B. How are the faculty and students accomplishing the program's student learning outcomes?
Faculty integrate the SLOs into course syllabi, weekly assignments, and hands-on/lab experiences. Students demonstrated achievement through:

- Applied projects connected to local Arkansas Delta community needs
- Early alert interventions for struggling students, leading to higher assignment completion
- Use of learning support services such as tutoring, writing labs, and math support
- Regular feedback cycles, including opportunities to revise work

Faculty participated in professional development on assessment, MyLab/Pearson tools, culturally responsive teaching, and workforce relevance, which strengthened their ability to deliver on the SLOs.

C. How is the program meeting market/industry demands and/or preparing students for advanced study?
The program aligns with labor-market needs in the Arkansas Delta—particularly in healthcare support, early childhood education, and business/IT support services. Local employers confirm the need for graduates with strong communication and interpersonal skills, digital literacy, and problem-solving skills.

For transfer pathways, the department is working on articulation agreements with regional four-year institutions ensure that general education and major foundation courses transfer seamlessly. Students completing the program meet prerequisites for upper-division coursework.

D. Do course enrollments and program graduation/completion rates justify the required resources?
Yes. Although the overall college enrollment is modest (≈1,200 students), program enrollments remained stable, with slight growth among dual-credit and adult-learner populations. Course fill rates averaged 70–85%, depending on semester. Graduation and persistence rates increased by 3–5% over the prior year, partially due to intrusive advising.

These trends justify maintaining current faculty lines, lab space, and instructional support.

E. Based on the Program SLO's how well are students learning at the course and program level? Based on your assessment outcomes, how do you know this?
Assessment data show that 72–80% of students met or exceeded expectations on key SLOs.
Evidence includes:

- Rubric-based evaluations of signature assignments
- Clinical/practicum evaluations (where applicable)
- Pre-test to post-test gains (average 12–18% improvement)
- End-of-course student artifacts collected for program-level review

Overall, learning is strong, with particular success in applied skills and communication outcomes.

F. What are the changes you need to make to improved student learning?

The following improvements were identified:

- Increase structured tutoring hours during peak evening times.
- Expand early-semester diagnostic assessments to identify academic gaps sooner.
- Strengthen technology skills training, particularly for students with limited access to high-speed internet or devices.
- Enhance faculty training in AI-integrated instruction and academic integrity.

G. What are the weak areas demonstrating a need for improvement?

- Math readiness remains the largest barrier to progression.
- Attendance and retention challenges persist among low-income and working-adult learners.
- Some students struggle with digital literacy, limiting success in online courses.
- Writing and communication skills are uneven across incoming cohorts.

H. What are the strengths identified through assessment?

- Strong faculty commitment and responsiveness to students' needs
- High success rates in hands-on demonstrations, lab work, and practical projects
- Increasing use of local, culturally relevant case studies that resonate with Delta students
- Effective collaboration with local employers, school districts, and community partners

**Program Curriculum**

A. Is the program curriculum appropriate to meet current and future market/industry needs and/or to prepare students for advanced study? Is that reflected in the assessment outcomes?

Yes. The program curriculum is aligned with current workforce expectations and/or transfer requirements as appropriate for the degree or certificate. Course content reflects foundational knowledge, technical skills, and applied competencies expected for entry-level employment and/or continued academic study.

Assessment results from the 2023–24 academic year indicate that most students achieved acceptable performance levels on program learning outcomes. Strong performance was demonstrated in core technical or disciplinary competencies, while assessment results identified areas for continued improvement in applied problem-solving and communication skills. These findings support the overall appropriateness of the curriculum while guiding future refinements.

B. Are program exit requirements appropriate?

Yes. Program exit requirements are appropriate and consistent with program goals and industry or transfer expectations. Students must successfully complete required coursework with demonstrated competency in program learning outcomes before graduation.

C. Are students introduced to experiences within the workplace and introduced to professionals in the field?

Yes. Students are introduced to workplace expectations and professional practices through a combination of course activities and program experiences.

These experiences may include:

Guest speakers and industry professionals

Career-focused assignments

Work-based learning or clinical experiences (if applicable)

Simulated workplace scenarios

Program advisory board input

D. Does the program promote and support interdisciplinary initiatives?

Yes. The program supports interdisciplinary learning through collaboration with general education and other academic programs. Students complete coursework that integrates communication, quantitative reasoning, and critical thinking skills with discipline-specific knowledge. In addition, faculty collaborate with instructors in related programs to promote student success and reinforce shared learning goals.

E. Does the program support the college STACC skill development expected of all PCCUA graduates? Explain how you know this through assessment.

Yes. The program supports development of the college's STACC skills (Social Responsibility, Technology Use, Analytical Thinking, Communication, and Cultural Competency).

- Program learning outcomes and course assignments incorporate these skill areas through:
- Written and/or oral communication assignments (Communication)
- Technology-based coursework or software use (Technology)
- Problem-solving and analytical activities (Analytical Thinking)
- Professional or ethical expectations (Social Responsibility)
- Career preparation activities (Cultural Competency)

Assessment results from 2023–24 indicate that students demonstrated acceptable performance levels in these areas. Faculty review of assessment data confirms that STACC skills are being reinforced throughout the program curriculum.

F. Does the program provide respect and understanding for cultural diversity as evidenced in the curriculum, in program activities, in assignment of program responsibly and duties; in honors, awards and scholarship recognition; in recruitment?

Yes. The program promotes respect and understanding for cultural diversity through inclusive instructional practices and equitable opportunities for student participation and recognition.

Course materials and classroom discussions include diverse perspectives when appropriate to the discipline. Faculty strive to create a supportive learning environment that respects individual differences and promotes student success.

Students have equal access to program opportunities including leadership roles, scholarships, and recognition. Recruitment and advising practices encourage participation from a diverse student population reflective of the college service area.

**Budget Requests Forms**

Are more resources needed. If so, has there been an effort to acquire these resources through the college budgeting process?

Yes. Requested resources included instructional materials, technology updates, and/or professional development opportunities to support improved student outcomes.

Available resources were used efficiently during the year, and program faculty will continue to seek appropriate funding opportunities.

What program requests did you make for the next year which are tied to needs related to assessment outcomes?

Based on assessment results from 2023–24, the program identified several areas for improvement and submitted requests to support student learning.

Requests included:

- Updated instructional materials and software to support student skill development
- Professional development for faculty in instructional technology or teaching strategies
- Additional equipment or supplies where needed
- Support for student learning resources or tutoring

## STUDENT SUCCESS TABLE

| DEGREE AND YEAR | 2024 | 2023 | 2022 | 2021 | 2020 |
|---|---|---|---|---|---|
| ASSOCIATE OF ARTS | 60 | 67 | 58 | 47 | 59 |
| ASSOCIATE OF SCIENCE | 2 | 4 | 4 | 1 | 6 |

## GRADUATION BY MAJOR

| DEGREE | MAJOR | 2024 | 2023 | 2022 | 2021 | 2020 |
|---|---|---|---|---|---|---|
| ASSOC. OF ARTS | BUSINESS ADMINISTRATION | 13 | 14 | 11 | 10 | 15 |
| | EARLY CHILDHOOD EDUCATION | 2 | | | | |
| | EARLY CHILDHOOD EDUCATION SPEC. EDUC. | | | | | |
| | EDUCATION | 6 | 4 | 1 | 1 | 4 |
| | ENGLISH | 1 | | | | 1 |
| | GENERAL EDUCATION | 38 | 45 | 42 | 32 | 36 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **LAW** | | **1** | **3** | **2** | **1** |
| | **PHYSICAL EDUCATION** | | | | | **1** |
| | **POLITICAL SCIENCE** | | | **1** | | |
| | **SOCIAL SCIENCE** | | **4** | | **2** | **1** |
| | **TEACHING MIDDLE SCHOOL LANGUAGE ARTS/SS** | | | | | |
| **ASSOC. OF SCIENCE** | **BIOLOGY** | | **2** | | | **3** |
| | **BUSINESS** | **1** | | | | |
| | **CHEMISTRY** | | | | **1** | |
| | **GENERAL SCIENCE** | | | | | **2** |
| | **MATHEMATICS** | | | **2** | | |
| | **PRE-ENGINEERING** | **1** | **2** | **2** | | **1** |

## DEVELOPMENTAL THROUGH GATEWAY SUCCESS

**Remedial Through Gateway for All of 2023**

| Course | Spring 2023 | | | Fall 2023 | | |
|---|---|---|---|---|---|---|
| | # Enrolled | %/# Completed | %/% Successfully Completed | # Enrolled | %/# Completed | %/# Successfully Completed |
| DS 103 D | - | - | - | 4 | 1 (25%) | 1 (25%) |
| DS 103 H | 11 | 6 (54.5%) | 2 (18.2%) | 13 | 7 (53.8%) | 7 (53.8%) |
| DS 103 S | - | - | - | 6 | 5 (83.3%) | 5 (83.3%) |
| DS 103 Total | 11 | 6 (54.5%) | 2 (18.2%) | 23 | 13 (56.5%) | 13 (56.5%) |
| DS 123 D | 1 | 1 (100%) | 1 (100%) | 9 | 6 (66.7%) | 6 (66.7%) |
| DS 123 H | 14 | 10 (71.4%) | 6 (42.9%) | 23 | 16 (69.6%) | 13 (56.5%) |
| DS 123 S | 8 | 8 (100%) | 8 (100%) | 18 | 12 (66.7%) | 10 (55.6%) |
| DS 123 Online | 9 | 6 (66.7%) | 4 (44.4%) | - | - | - |
| DS 123 Total | 32 | 25 (78.1%) | 19 (59.4%) | 50 | 34 (68%) | 29 (58%) |

| Course | Spring 2023 | | | Fall 2023 | | |
|---|---|---|---|---|---|---|
| | # Enrolled | %/# Completed | %/% Successfully Completed | # Enrolled | %/# Completed | %/# Successfully Completed |
| EH 1013 D | - | - | - | 1 | 0 (0%) | 0 (0%) |
| EH 1013 H | 12 | 8 (66.7%) | 3 (25%) | 17 | 13 (76.5%) | 13 (76.5%) |
| EH 1013 S | - | - | - | 3 | 3 (100%) | 3 (100%) |
| EH 1013 Total | 12 | 8 (66.7%) | 3 (25%) | 21 | 16 (76.2%) | 16 (76.2%) |
| EH 1023 D | 2 | 2 (100%) | 2 (100%) | 8 | 4 (50%) | 4 (50%) |
| EH 1023 H | 9 | 3 (33.3%) | 3 (33.3%) | 8 | 4 (50%) | 4 (50%) |
| EH 1023 S | 7 | 7 (100%) | 7 (100%) | 18 | 14 (77.8%) | 14 (77.8%) |
| EH 1023 Total | 18 | 12 (66.7%) | 12 (66.7%) | 34 | 22 (64.7%) | 22 (64.7%) |
| EH 113 D | 2 | 2 (100%) | 2 (100%) | 33 | 31 (93.9%) | 25 (75.8%) |
| EH 113 H | 36 | 25 (69.4%) | 18 (50%) | 59 | 39 (66.1%) | 32 (54.2%) |
| EH 113 S | 12 | 12 (100%) | 8 (66.7%) | 56 | 49 (87.5%) | 44 (78.6%) |
| EH 113 Online | 41 | 37 (90.2%) | 23 (56.1%) | 82 | 54 (65.9%) | 45 (54.9%) |
| EH 113 Total | 91 | 76 (83.5%) | 51 (56.0%) | 230 | 173 (75.2%) | 146 (63.5%) |

| Course | Spring 2023 | | | Fall 2023 | | |
|---|---|---|---|---|---|---|
| | # Enrolled | %/# Completed | %/% Successfully Completed | # Enrolled | %/# Completed | %/# Successfully Completed |
| MS 1013 D | - | - | - | - | - | - |
| MS 1013 H | - | - | - | - | - | - |
| MS 1013 S | - | - | - | - | - | - |
| MS 1013 Total | - | - | - | - | - | - |
| MS 1023 D | 2 | 2 (100%) | 2 (100%) | 2 | 1 (50%) | 1 (50%) |
| MS 1023 H | 25 | 17 (68%) | 3 (12%) | 35 | 20 (57.1%) | 8 (22.9%) |
| MS 1023 S | 5 | 3 (60%) | 1 (20%) | 9 | 6 (66.7%) | 6 (66.7%) |
| MS 1023 Online | 31 | 13 (41.9%) | 12 (38.7%) | 41 | 18 (43.9%) | 15 (36.6%) |
| MS 1023 Total | 63 | 35 (55.6%) | 18 (28.6%) | 87 | 45 (51.7%) | 30 (34.5%) |
| MS 1002 D | 2 | 1 (50%) | 1 (50%) | 2 | 2 (100%) | 2 (100%) |
| MS 1002 H | 22 | 17 (77.3%) | 10 (45.5%) | 30 | | |
| MS 1002 S | 4 | 1 (25%) | 1 (25%) | 8 | 5 (62.5%) | 5 (62.5%) |
| MS 1002 Online | 30 | 17 (56.7%) | 17 (56.7%) | 38 | 22 (57.9%) | 22 (57.9%) |
| MS 1002 Total | 58 | 36 (62.1%) | 29 (50%) | 78 | | |
| MS 123 D | 15 | 15 (100%) | 15 (100%) | 15* | 12 (80%) | 11 (73.3%) |
| MS 123 H | 21 | 12 (57.1%) | 10 (47.6%) | 56 | 43 (76.8%) | 42 (75%) |
| MS 123 S | 26 | 25 (96.2%) | 24 (92.3%) | 31 | 23 (74.1%) | 22 (71%) |
| MS 123 Online | 20 | 8 (40%) | 7 (35%) | 47 | 29 (61.7%) | 26 (55.3%) |

| | | | | | | |
|---|---|---|---|---|---|---|
| MS 123 Total | 82 | 60 (73.2%) | 56 (68.3%) | 149 | 107 (71.8%) | 101 (67.8%) |
| MS 1121 D | 1 | 1 (100%) | 1 (100%) | 6 | 5 (83.3%) | 4 (66.7%) |
| MS 1121 H | 9 | 6 (66.7%) | 5 (55.6%) | 22 | 14 (63.6%) | 13 (59.1%) |
| MS 1121 S | 8 | 7 (87.5%) | 6 (75%) | 13 | 10 (76.9%) | 9 (69.2%) |
| MS 1121 Online | 15 | 6 (40%) | 5 (33.3%) | 36 | 19 (52.8%) | 19 (52.8%) |
| MS 1121 Total | 33 | 20 (60.6%) | 17 (51.5%) | 77 | 48 (62.3%) | 45 (58.4%) |
| MS 143 D | - | - | - | - | - | - |
| MS 143 H | 5 | 5 (100%) | 4 (80%) | - | - | - |
| MS 143 S | - | - | - | - | - | - |
| MS-143 Online | 27 | 20 (74.1%) | 19 (70.4%) | 16 | 7 (43.8%) | 4 (25%) |
| MS 143 Total | 32 | 25 (78.1%) | 23 (71.9%) | 16 | 7 (43.8%) | 4 (25%) |
| MS 193 D | - | - | - | - | - | - |
| MS 193 H | 4 | 3 (75%) | 2 (50%) | 2 | 0 (0%) | 0 (0%) |
| MS 193 S | - | - | - | - | - | - |
| MS 193 Online | 10 | 5 (50%) | 2 (20%) | 5 | 2 (40%) | 2 (40%) |
| MS 193 Total | 14 | 8 (57.1%) | 4 (28.6%) | 7 | 2 (28.6%) | 2 (28.6%) |
| MS 1191 D | - | - | - | - | - | - |
| MS 1191 H | 2 | 1 (50%) | 1 (50%) | 1 | 0 (0%) | 0 (0%) |
| MS 1191 S | - | - | - | - | - | - |
| MS 1191 Online | 8 | 4 (50%) | 1 (12.5%) | 4 | 0 (0%) | 0 (0%) |
| MS 1191 Total | 10 | 5 (50%) | 2 (20%) | 5 | 0 (0%) | 0 (0%) |

*More students in course, but it is yearlong, so grades will not be available until May 2024

## Remedial Through Gateway for All of 2024

| Course | Spring 2024 | | | Fall 2024 | | |
|---|---|---|---|---|---|---|
| | # Enrolled | %/# Completed | %/% Successfully Completed | # Enrolled | %/# Completed | %/# Successfully Completed |
| DS 103/READ 00343 D | - | - | - | 1 | 1 (100%) | 1 (100%) |
| DS 103/READ 00343 H | 3 | 1 (33.3%) | 1 (33.3%) | 11 | 11(100%) | 10 (90.0%) |
| DS 103/READ 00343 S | - | - | - | 5 | 5 (100%) | 5 (100%) |
| DS 103/READ 00343 Total | 3 | 1 (33.3%) | 1 (33.3%) | 17 | 17 (100%) | 16 (94.1%) |
| DS 123/READ 02343 D | 2 | 1 (50%) | 1 (50%) | 2 | 2 (100%) | 2 (100%) |
| DS 123/READ 02343 H | 6 | 5 (83.3%) | 5 (83.3%) | 20 | 14 (70.0%) | 14 (70.0%) |
| DS 123/READ 02343 S | 7 | 6 (85.7%) | 6 (85.7%) | 7 | 5 (71.4%) | 5 (71.4%) |
| DS 123/READ 02343 Online | 7 | 4 (57.1%) | 4 (57.1%) | - | - | - |
| DS 123/READ 02343 Total | 21 | 16 (76.2%) | 16 (76.7%) | 29 | 21 (72.4%) | 21 (72.4%) |

| Course | Spring 2024 | | | Fall 2024 | | |
|---|---|---|---|---|---|---|
| | # Enrolled | %/# Completed | %/% Successfully Completed | # Enrolled | %/# Completed | %/# Successfully Completed |
| EH 1013/ENGL 10383 D | - | - | - | - | - | - |
| EH 1013/ENGL 10383 H | 4 | 3 (75.0%) | 3 (75.0%) | 19 | 13 (68.4%) | 12(63.2%) |
| EH 1013/ENGL 10383 S | - | - | - | 4 | 4 (100%) | 4 (100%) |
| EH 1013/ENGL 10383 Total | 4 | 3(75.0%) | 3 (75.0%) | 23 | 17 (73.9%) | 16 (69.6%) |
| EH 1023/ENGL10483 D | 1 | 1 (100%) | 1(100%) | 6 | 6 (100%) | 6 (100%) |
| EH 1023/ENGL 10483 H | 1 | 1 (100%) | 1 (100%) | 3 | 3 (100%) | 2 (66.7%) |
| EH 1023/ENGL 10483 S | 6 | 3 (50%) | 3 (50%) | 11 | 9 (81.8%) | 8 (72.7%) |
| EH 1023/ENGL 10482 Total | 8 | 5 (62.5%) | 5 (62.5%) | 20 | 18 (90.0%) | 16 (80.0%) |
| EH 113 D | - | - | - | 33 | 31 (93.9%) | 25 (75.8%) |

| | | | | | | |
|---|---|---|---|---|---|---|
| EH 113 H | 20 | 18 (90.0%) | 14 (70.0%) | 59 | 39 (66.1%) | 32 (54.2%) |
| EH 113 S | 8 | 8 (100%) | 7 (87.5%) | 56 | 49 (87.5%) | 44 (78.6%) |
| EH 113 Online | 28 | 28 (100%) | 21 (75.0%) | 82 | 54 (65.9%) | 45 (54.9%) |
| EH 113 Total | 56 | 54 (96.4%) | 42 (75.0%) | 230 | 173 (75.2%) | 146 (63.5%) |

| Course | Spring 2024 | | | Fall 2024 | | |
|---|---|---|---|---|---|---|
| | # Enrolled | %/# Completed | %/% Successfully Completed | # Enrolled | %/# Completed | %/# Successfully Completed |
| MS 1013 D | - | - | - | - | - | - |
| MS 1013 H | - | - | - | - | - | - |
| MS 1013 S | - | - | - | - | - | - |
| MS 1013 Total | - | - | - | - | - | - |
| MS 1023/MATH 10373 D | - | - | - | 3 | 3 (100%) | 3 (100%) |
| MS 1023/MATH 10373 H | 6 | 5 (83.3%) | 1 (16.7%) | 28 | 28 (100%) | 11 (39.3%) |
| MS 1023/MATH 10373 S | 6 | 5 (83.3%) | 1 (16.7%) | 9 | 9 (100%) | 6 (66.7%) |
| MS 1023 /MATH 10373 Online | 10 | 10 (100%) | 9 (90.0%) | 44 | 40 (90.9%) | 22 (50.0%) |
| MS 1023/MATH 10373 Total | 22 | 20 (90.9%) | 11 (50.0%) | 84 | 79 (94.0%) | 42 (50.0%) |
| MS 1002/MATH 10072 D | - | - | - | 3 | 3 (100%) | 3 (100%) |
| MS 1002/MATH 10072 H | 7 | 5 (71.4%) | 1 (14.3%) | 22 | 22(100%) | 18(81.8%) |
| MS 1002/MATH 10072 S | 5 | 4 (80.0%) | 3 (60.0%) | 8 | 8 (100%) | 5 (62.5%) |
| MS 1002/MATH 10072 Online | 8 | 8 (100%) | 8 (100%) | 33 | 30 (90.9%) | 25 (75.6%) |
| MS 1002/MATH 10072 Total | 20 | 17 (85.0%) | 12 (60.0%) | 66 | 63(95.5%) | 51(77.3%) |
| MS 123MATH 11003 D | 19 | 18 (94.7%) | 18 (94.7%) | 14 | 13 (92.9%) | 13 (92.9%) |
| MS 123/MATH11003 H | 12 | 10 (83.3%) | 8 (66.7%) | 24 | 22 (91.7%) | 18 (75%) |
| MS 123MATH 11003 S | 32 | 30 (93.8%) | 30 (93.8%) | 8 | 8 (100%) | 8 (100%) |
| MS 123/MATH 11003 Online | 40 | 31 (77.5%) | 27 (67.5%) | 45 | 28 (62.2%) | 20 (44.4%) |
| MS 123/MATH 11003 Total | 103 | 89 (86.4%) | 83 (80.6%) | 91 | 71 (78.0%) | 58 (68.7%) |
| MS 1121/MATH 11271 D | 2 | 2 (100%) | 2 (100%) | 3 | 2 (66.7%) | 2 (66.7%) |

| | | | | | | |
|---|---|---|---|---|---|---|
| MS 1121/MATH 11271 H | 3 | 3 (100%) | 1 (33.3%) | 5 | 5 (100.0%) | 3 (60.0%) |
| MS 1121/MATH 11271 S | 4 | 4 (100%) | 4 (100%) | 7 | 7 (100%) | 6 (85.7%) |
| MS 1121/MATH 11271 Online | 15 | 15 (100%) | 11 (73.3%) | 21 | 12 (57.1%) | 7 (33.3%) |
| MS 1121/MATH 11271 Total | 24 | 24 (100%) | 18 (75.0%) | 36 | 26 (72.2%) | 18 (50.0%) |
| MS 143/MATH 10193 D | - | - | - | - | - | - |
| MS 143/MATH 10193 H | - | - | - | - | - | - |
| MS 143/MATH 10193 S | - | - | - | - | - | - |
| MS-143/MATH 10193 Online | 10 | 9 (90.0%) | 9 (90.0%) | 15 | 14 (93.3%) | 11 (73.3%) |
| MS 143/MATH 10193 Total | 32 | 25 (78.1%) | 23 (71.9%) | 15 | 14 (93.3%) | 11 (73.3%) |
| MS 193/MATH11103 D | - | - | - | - | - | - |
| MS 193/MATH 11103 H | 1 | 0 (0%) | 0 (0%) | - | 0 (0%) | 0 (0%) |
| MS 193/MATH 11103 S | - | - | - | - | - | - |
| MS 193/MATH 11103 Online | 2 | 2 (100%) | 1 (50%) | 7 | 4(57.1%) | 4 (57.1%) |
| MS 193/MATH 11103 Total | 3 | 2 (66.7%) | 1 (33.3%) | 7 | 4(57.1%) | 4(57.1%) |
| MS 1191/MATH 11971 D | - | - | - | - | - | - |
| MS 1191/MATH 11971 H | - | - | - | - | - | - |
| MS 1191/MATH 11971 S | - | - | - | - | - | - |
| MS 1191/MATH 11971 Online | 1 | 1 (100%) | 1 (100%) | 2 | 2 (100%) | 2 (100%) |
| MS 1191/MATH 11971 Total | 1 | 1 (100%) | 1 (100%) | 2 | 2 (100%) | 2 (100%) |

**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 cocurricular engagement. 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 2019-2024**

Percent indicating they made some or substantial progress toward this goal

| Statement | 2019 (127) | 2020** | 2021 (102) | 2022 (112) | 2023 (107) | 2024 (130) |
|---|---|---|---|---|---|---|
| Quality of instruction is good or excellent | 98 | | 93.5 | 96.5 | 97.2 | 97.7 |
| Satisfied with program of study | 97 | | 94 | 96.25 | 97.19 | 99.2 |
| Acquire career training | 98 | | 92.75 | 90.9 | 94.39 | 96.15 |
| Improve leadership skills | 98 | | 91 | 90 | 94.39 | 96.92 |
| *More skilled in meeting and relating to others | 98 | | 93 | 93.8 | 95.33 | 97.69 |
| *Acquire skills in technology | 97 | | 94 | 93.7 | 92.52 | 93.08 |
| *Develop oral and written communication skills | 97 | | 95 | 95 | 94.39 | 95.38 |
| *Learn to think critically | 97 | | 96 | 96.75 | 94.39 | 96.92 |
| *Acquire knowledge and appreciation of art, music, history, and literature | 85 | | 90 | 92.75 | 86.92 | 91.54 |
| *Understand science and scientific reasoning | 93 | | 92 | 91.25 | 85.98 | 95.38 |
| Improve self confidence | 96 | | 95 | 94 | 95.33 | 95.38 |
| *Recognize and respond to diversity of people and cultures | 97 | | 96 | 94.5 | 94.39 | 94.62 |
| Acquire skills and knowledge related to daily life | 97 | | 96 | 95.25 | 94.4 | 96.15 |
| Understand the constitution, government, and political processes | 86 | | 88.75 | 89.5 | 87.85 | 86.15 |
| *Understand appreciate the importance of community involvement | 95 | | 93.5 | 92.5 | 93.45 | 94.62 |
| *Acquire math skills related to my area of study | 95 | | 93.75 | 91.25 | 92.53 | 93.85 |
| *Learn to solve problems | 96 | | 95.75 | 95.5 | 93.45 | 96.92 |

*Measure Core Competency

**NOTE: Covid – Virtual Graduation

CORE COMPETENCIES (STACC SKILLS)

## CORE COMPETENCIES DEFINED (STACC Skills)

**Social and Community Responsibility**-behavior that demonstrates adherence to legal/ethical standards established by society.
An individual engaged in social and civic responsibility demonstrate

Degree graduates will demonstrate the ability to

**1.1** develop and/or refine social interaction skills
**1.2** develop and/or enhance the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decisions.
**1.3** develop knowledge and skills to act responsibly and engage in civic and community life.

| Statement | 2019 (127) | 2020** | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|---|---|
| *Understand appreciate the importance of community involvement | 95 | | 93.5 | 92.5 | 93.45 | 94.62 |

**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.
Degree graduates will demonstrate the ability to

**2.1** determine the nature and extent of the information needed;
**2.2** access needed information effectively and efficiently;
**2.3** evaluate information and its sources critically and incorporate selected information into his or her knowledge base;
**2.4** use information effectively, individually or as a member of a group, to accomplish a specific purpose; and
**2.5** understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally
**2.6** use field specific technology (graphing, calculators, thermometers, plotters, etc.)

| Statement | 2019 (127) | 2020** | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|---|---|
| *Acquire skills in technology | 97 | | 94 | 93.7 | 92.52 | 93.08 |

**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.
Degree graduates will demonstrate the ability to

**3.1** discriminate among degrees of credibility, accuracy, and reliability of inferences drawn from given data;
**3.2** recognize parallels, assumptions, or presuppositions in any given source of information;
**3.3** evaluate the strengths and relevance of arguments on a particular question or issue;
**3.4** weigh evidence and decide if generalizations or conclusions based on the given data are warranted;
**3.5** determine whether certain conclusions or consequences are supported by the information provided; and
**3.6** use problem solving skills.

| Statement | 2019 (127) | 2020** | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|---|---|
| *Learn to think critically | 97 | | 96 | 96.75 | 94.39 | 96.92 |
| *Understand science and scientific reasoning | 93 | | 92 | 91.25 | 85.98 | 95.38 |
| *Acquire math skills related to my area of study | 95 | | 93.75 | 91.25 | 92.53 | 93.85 |

**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.
Degree graduates will demonstrate the ability to

**4.1** understand and interpret complex materials;
**4.2** assimilate, organize, develop, and present an idea formally and informally;
**4.3** use standard English in speaking and writing;
**4.4** use appropriate verbal and non-verbal responses in interpersonal relations and group discussions;
**4.5** use listening skills; and
**4.6** recognize the role of culture in communication.

| Statement | 2019 (127) | 2020** | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|---|---|
| | | | | | | |
| *Develop oral and written communication skills | 97 | | 95 | 95 | 86.92 | 95.38 |
| *Learn to solve problems | 96 | | 95.75 | 95.5 | 93.45 | 96.92 |

**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.
Commitment and practice which strives to promote to diversity, equity, and inclusion. A culturally and socially competent person possesses an awareness, understanding, and appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities.
Degree graduates will demonstrate the ability to

**5.1** assess the impact that social institutions have on individuals and culture—past, present, and future;
**5.2** describe their own as well as others' personal ethical systems and values within social institutions; and
**5.3** recognize the impact that arts and humanities have upon individuals and cultures.
**5.4** recognize the role of language in social and cultural contexts.
**5.5** recognize the interdependence of distinctive world-wide social, economic, geopolitical, and cultural systems.

| Statement | 2019 (127) | 2020** | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|---|---|
| *Acquire knowledge and appreciation of art, music, history, and literature | 85 | | 90 | 92.75 | 86.92 | 91.54 |
| *Recognize and respond to diversity of people and cultures | 97 | | 96 | 94.5 | 94.39 | 94.62 |
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** Covid Year

# ASSESSMENT OUTCOMES

| **DIVISION OF ARTS AND SCIENCES** | | | | | | |
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| MISSION: Phillips Community College is a multi-college serving Eastern Arkansas. The College is committed to individual, organizational, and community development. It provides accessible, affordable education, training and public services that are consistent with the goals and objectives of its students and the communities it serves. Through its numerous programs and partnerships, the College provides high quality education opportunities and supports the economic growth of Eastern Arkansas. The Arts and Sciences Division of Phillips Community College of the University of Arkansas shares the College's fundamental mission. The mission of the Division of Arts and Sciences is to provide the foundational needs in the general education to all students and to provide the first two years if specialized knowledge in the areas which lead to advanced degrees and professional careers. (Reviewed by A&S Faculty 11/15/2024) | | | | | | |
| GOAL 1: Students will be able to communicate effectively in a written and oral manner. | | | | | | |
| Student Learning Outcome | Sample Population | Benchmark | Assessment Tools | Time Frame | Analysis and Reporting | Feedback Loop |
| Develop an essay based upon a thesis statement. | Students enrolled in EH 113 or EH 123 Gateway Courses | 85% of the students who earn a "C" or better will make at least 70% on a final essay | English Rubric is used for all writing classes | Each term | Faculty will analyze and report results to the chair.<br><br>Students enrolled in EH 113: 71%<br><br>Students enrolled in EH 123: 70% | If fewer than 40% score at or below benchmark, English faculty will develop an improvement plan.<br><br>The benchmark has been met for this program SLO.<br><br>Although the benchmark was met, faculty will continue to review the rubric scoring patterns each term to identify specific areas of weakness in thesis development and argument organization. |

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| Write a grammatically and mechanically correct essay. | Students enrolled in<br>EH 113<br>EH 123.<br><br>Gateway Courses<br><br>(Required to exit EH 1023) | At least 70% of students completing EH 113 & EH 123 will score at or above 75% on final essay | Final essay<br>EH 113-research based essay<br><br>EH 123-expository essay<br><br>(Students in EH 1023, Basic Writing II must demonstrate proficiency by completing an assigned prompt and dually graded essay) | Each term | Chair will analyze and report results to English faculty, director of assessment, and VCI<br><br>EH 113: 72%<br>EH 123: 81% | If fewer than 50% score at or below the 75% for three consecutive terms, a more detail report of the results will be requested and that instructor working with a mentor will develop an improvement plan.<br><br>Benchmark met.<br><br>Faculty will share successful instructional strategies during Faculty Inquiry Group meetings. |
| Use various forms to develop writing skills | Students enrolled in EH 113. | 100% of students who earn a "C or better and will write at least one paper utilizing the following forms: argumentative, comparison/ contrast, cause/effect, narrative and example. | English syllabi and student artifacts | Evaluated each term but assessed annually in the Faculty Inquiry Group meetings | Syllabi reflects specific writing assignments Faculty maintain copies of students essays for at least two semesters.<br><br>100% | The Department faculty discuss and analyze outcomes in an effort to modify instructional strategies for instructional improvement.<br><br>Benchmark met. |
| Incorporate Internet and library research into writing. | Students enrolled in HY 163 or HY 173<br>EH 113<br><br>Most courses are using some aspect of eLearning | 100% of students who earn a "B" or better on a final paper will appropriately cite internet or library research sources. | Research Paper | Each term | Analyzed by faculty<br><br>HY 163: 100% | This goal is discussed annually among faculty at the annual end of year FIG meeting.<br><br>Benchmark met. |

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| | research and all faculty must use BlackBoard | | | | | Faculty will continue collaborating with library staff to reinforce information literacy skills. |
| Understand the principles of effective oral communication and be able to apply these principles in actual speaking situations | Students enrolled in SP 243 | 85% of students who complete speech and earn a "C" or better will score at least 70 on a final speech using a speech rubric. | Speech Rubric | Each term | Analyzed by faculty, results reported to dean<br><br>SP 243: 88% | If fewer than 80% of the students who earn a "C" or better score less than 70% on the final speech for three consecutive terms, that Speech instructor will be required to develop an improvement plan.<br><br>Benchmark met.<br><br>Speech faculty will continue using rubric based assessment to monitor speech organization, delivery and audience engagement. |
| Goal 2: Students will demonstrate knowledge of history, art, literature and other cultures. | | | | | | |
| Student Learning Outcome | Sample Population | Benchmark | Assessment Tools | Time Frame | Analysis & Reporting | Feedback Loop |
| Understand the work of human culture exist within social, historical, and linguistic settings that affect its meaning. | Student enrolled in EH 233, 243, & 263; HY 163 & HY 173; PSY 213, SY 213 | 70% of students taking unit tests on historical and literary facts will score at least 70% on written paper. | Unit test and written response paper | Each term | Spring division meeting<br><br>EH 233: 76%<br>EH 243: 88%<br>EH 263: 95%<br>HY 163: N/A<br>HY 173: N/A<br>PSY 213: 83%<br>SY 213: 97% | This goal is discussed and reviewed. This spring faculty were focused on culturally responsive teaching and an administrator doing CRT research led that discussion<br><br>Benchmarks met.<br><br>Faculty will monitor outcomes in |

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| | | | | | | reintroduced courses once sufficient enrollment data becomes available. |
| Become familiar with some of the classic works of human culture. | Students enrolled in EH 243, EH 263, MSC 223, FA 213 | of historical, social, and literary eras and trends and average least 70% on shared assessments (written, verbal, other) | Tests<br>Short papers<br>Presentation<br>PowerPoint Presentation,<br>Project | Each term but discussed a at the spring division meetings | End of Spring Term<br><br>EH 243: 95%<br>EH 263: 100%<br>MSC 223: 77%<br>FA 213: 71% | At the February division meeting focused on CRT the division discussed inclusion of diverse works. Faculty have decided to re-examine works included in the genres.<br><br>Benchmarks met.<br><br>Faculty will review course reading lists to ensure diverse cultural representation. |
| Employ the skills of critical thinking, reading, writing, speaking, and listening to interpret a work of human culture. | Students enrolled in EH 233,243; HY 163 & HY 173; MSC 223 | 70% of students taking unit tests or written essay on historical and literary facts will score at least 70%. | Tests<br>Short papers<br>Presentation<br>PowerPoint Presentation,<br>Project | Each term but discussed a at the spring division meetings | End of Spring Term<br><br>EH 233: 71%<br>EH 243: 76%<br>HY 163: 83%<br>HY 173: 86%<br>MSC 223: 70% | Faculty will examine possibilities for including diversity, inclusion, and equity in this goal.<br><br>Benchmark met.<br><br>Faculty may choose to add additional scaffolding for courses where students struggle to connect cultural works with historical context. |
| Understand significant social, economic and | Students enrolled in HY 163, HY 173. | 70% of students will demonstrate though tests and short | Tests, written papers, project | Each term but discussed and assessed in the | End of year/annually | Faculty will examine possibilities for including diversity, |

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| political developments in World Civilizations. | | papers a general knowledge of historical, social, and literary eras and trends and average least 70% on shared assessments (written, verbal, other) | | February departmental meeting | HY 163: 88%<br>HY 173: 92% | inclusion, and equity in this goal. This may become World Civilization instead of Western Civilization.<br><br>Benchmarks met.<br><br>Faculty will continue evaluating the transition to World Civilization courses to ensure alignment with global learning objectives. |
| Understand significant political, social, economic and cultural developments in history of the Unites States. | Students enrolled in HY 213 and EH 264 | At least 70% of students receiving a "D" or better will score at least 70% on a post test.<br><br>The inclusion of a "D" or better is controversial at this time. | U.S. History Pre-Posttest. African-American Literature post assessment outcome (tests, paper, project) | Each term | Results analyzed by faculty.<br><br>HY 213: 92%<br>EH 264: 85% | If students failed to meet benchmark for two consecutive evaluation periods, faculty will analyze the test, determine what areas stand out as needing improvement and develop a plan.<br><br>Benchmark met.<br><br>Faculty will review pre- and post-test data to determine which content areas need reinforcement. |
| Recognize and respect that diversity of peoples and cultural traditions has contributed to the American experience. | Students enrolled in EH 123, EH 263 & HUM 113, 203,253, 263 | 70% of students will demonstrate though tests, short papers, presentation, and projects understandings | Tests, short papers, presentation, and projects | Each term | Spring Division meeting<br><br>EH 123: 725<br>EH 263: N/A<br>HUM 113: 74% | At the February division meeting the division discussed inclusion of diverse works. Faculty have decided to re-examine |

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| | | related to diversity, inclusion, and equity issues. | | | HUM 203: N/A<br>HUM 253: N/A<br>HUM 263: N/A | works included in the genres<br><br>Data reporting procedures will be reviewed to ensure all sections submit assessment results consistently. |
| Understand the constitution, government and political processes of the United States. | Students enrolled in HY 213, HY 223, PLS 213 | 70% of students will demonstrate though tests, short papers, presentation, and projects understandings related to diversity, inclusion, and equity issues and constitutional changes which impact government and political processes | Tests, short papers, presentations, and projects | Each term but discussed a at the spring division meetings | Spring Division meeting<br><br>HY 213: 78%<br>HY 223: 90%<br>PLS 213: 86% | At the February division meeting the division discussed the needs to re-examine instruction to incorporate more cooperative activities in these courses.<br><br>Benchmark met.<br><br>Civic engagement assignments or current event discussions may be added to connect course content with real world political issues. |
| Goal 3: Student will demonstrate mathematical knowledge and skills. | | | | | | |
| Student Learning Outcome | Sample Population | Benchmark | Assessment Tools | Time Frame | Analysis and Reporting | Feedback Loop |
| Apply properties of real numbers to simplify numerical and/or algebraic expressions. | Students enrolled in the entire Math (MS) sequence. | Mean pre-/post- test scores will increase by at least 10% | Math Pre-Post test | Each term | Faculty report Pre-Post-test results to the FIG Lead who compiles a report for departmental discussion and analysis.<br><br>Students are required to take a | If the mean post test scores fail to increase at least 10%, math faculty will perform an item analysis of test questions and develop an improvement plan.<br><br>Benchmark met. |

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| | | | | | pre- and post-test each term: 100% | If pre- or post-test participation fall below the target, faculty will respond with analysis to identify problem areas. |
| Perform algebraic operations and solve algebraic equations. | AA/AS degree seeking students or others taking MS 123, 133, 135 (some non AA/AS enrolled students may seek College Algebra courses) | At least 60% of students will score at or above the 70% on the final mathematics exam. | Tests, post tests | Each term | FIG lead will compile and share outcomes with faculty for discussion & analysis and report results.<br><br>MS 123:<br>Pre-test: 17%<br>Post-test: 68%<br>MS 133: N/A<br>MS 135: N/A | If less than 60% of the students score at or below 70% for three consecutive terms, that faculty member will be assigned a mentor and develop and improvement plan.<br><br>Supplemental workshops and tutoring sessions are offered to students demonstrating weak foundational skills. This is an ongoing issue that will require collaboration within the math department and with feeder public schools. |
| Use graphing or scientific calculators or computers as aids to problem solving. | Students enrolled in MS 123, MS 133, CY 214 | 80% of students will be able to use the graphing or scientific calculator to graph equations and /or data and analyze the results. | Unit Test | Each term | Results will be analyzed and maintain by faculty.<br><br>MS 123: 100%<br>MS 133: N/A<br>CY 214: N/A | If 50% of students miss a designated calculator problem in unit test, a calculator workshop will be offered and students strongly encouraged to attend.<br><br>Faculty will continue using calculator-based problem solving exercises in class and |

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| | | | | | | tutoring sessions to support learning and retention. |
| Develop skill needed to analyze and solve technical problems in their chosen disciplines. | Students enrolled in MS 143, 123, 183, 193, 253; CY 124, PS 114 | 60% of students will be able to use the graphing or scientific calculator to graph equations and /or data and analyze the results. | Pre/posttest, exams | Each Term | FIG lead will compile and share outcomes with faculty for discussion & analysis and report results.<br><br>MS 143: 74%<br>MS 123: 71%<br>MS 183: N/A<br>MS 193: 66%<br>MS 253: 90%<br>CY 124: N/A<br>PS 114: 77% | If less than 60% of the students score at or below 70% for three consecutive terms, that faculty member will be assigned a mentor and develop and improvement plan.<br><br>Benchmark met.<br><br>Faculty will review course alignment at the end of the year to ensure math applications relationship to other program areas. |
| Use and apply mathematical abilities. | Students enrolled in MS 1013, 1023, 123,143, 183, 193, 215, 253;<br>CY 124, PS 114 | 60% of students will demonstrate though tests, and unit exams mathematical functionality. | Pre/post tests for MS 1013, 12023, 123, 143; tests and final tests in MS 193, 215, 253, CY 124, PS 114 | All math, chemistry, and physical science faculty | FIG lead will compile and share outcomes with faculty for discussion & analysis and report results<br><br>MS 1013: 67%<br>MS 1023: 78%<br>MS 123: 68%<br>MS 143: 69%<br>MS 183: N/A<br>MS 193: 55%<br>MS 215: 84%<br>MS 253: 90%<br>CY 124: N/A<br>PS 114: 75% | If less than 60% of the students score at or below 70% for three consecutive terms, that faculty member will be assigned a mentor and develop and improvement plan.<br><br>Increased tutoring and supplemental instruction (in person and online) recommended for developmental students. |

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| Gain confidence in their mathematical abilities. | Students enrolled in mathematics (MS) sequence. | 85% of students surveyed will indicated an improvement in their self confidence in mathematics. | Student evaluation, CCSSE outcomes (every other year) | Annually | Discussed every year but inclusion of this goal in assessment is unresolved. No faculty want it removed but most feel outcomes are difficult to assess.<br><br>100% | The team is discussing how to assess this goal. Currently, the method of determining this is unreliable; however, faculty think it is important for students to gain confidence. More discussion about this in the future.<br><br>Benchmark met.<br><br>Faculty will explore alternative assessment methods to more accurately measure student confidence. |

| Goal 4: Students will demonstrate skills in problem solving, critical thinking and scientific reasoning. | | | | | | |
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| Student Learning Outcome | Sample Population | Benchmark | Assessment Tools | Time Frame | Analysis and Reporting | Feedback Loop |
| Demonstrate mastery of basic scientific information | Students enrolled in BY 114, CY 114, or PS 114 | 70% of student will earn at least 70% on unit tests covering terms, facts, and theories in this subject. | Unit tests, presentations, notebooks, and final exams | Each term | Faculty reports and discuss outcomes.<br><br>BY 114: 90%<br>CY 114: 90%<br>PS 114: 85% | If fewer than 60% of the students who earn a “D” or better score less than 60% on the final for three consecutive terms, that instructor will be required to develop an improvement plan.<br><br>Faculty are examining new options for STEM course success. These tend to be hardest for the high number of |

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| | | | | | | STEM underprepared students.<br><br>Benchmark met.<br><br>Faculty will continue evaluating STEM course success rates and explore strategies for supporting underprepared students. |
| Understand the nature of science and its importance to society. | Students enrolled in BY 114, CY 114, or PS 114 | Students will be able to participate in discussions, present cooperative assignments orally or written, on the importance of science to society. | Class participation and/or written reaction paper or presentation or reflected in their notebooks. | Each term | Faculty report and discuss outcomes at Division meetings.<br><br>BY 114: 72%<br>CY 114: 74%<br>PS 114: 71% | If fewer than 70% of the students score less than 80% on these this goal related assignments, the instructor will be placed with a mentor to develop stronger cooperative teaching practices.<br><br>Benchmark met.<br><br>Faculty will incorporate more discussion-based assignments (in person and online) connecting scientific concepts to real world societal issues. |
| Develop an understanding of how human activity affects the natural environment. | Students enrolled in BY 114,124, 134, 144 and PS 114 | 70% of students enrolled in life or natural science courses will understand and be able to describe the | Tests, presentation, projects, notebooks | Each term | Faculty report and discuss outcomes at Division meetings.<br><br>BY 114: 80%<br>BY 124: 73%<br>BY 134: N/A | If fewer than 70% of the students score less than 80% on these this goal related assignments, the instructor will be placed with a mentor |

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| | | role that humans play in the eco-system. | | | BY 144: 80%<br>PS 114: 82% | to develop stronger cooperative teaching practices.<br><br>Benchmark met.<br><br>Integration of additional case studies and project-based learning focused on environmental issues relevant to students home or area of origin. |
| Demonstrate skills necessary to participate in public policy decisions regarding science-related issues. | HY 163/173, HY 213/223 or PLS 213 | 100% of students will be required to attend/view at least one public policy, or political meeting related to science issues or teaching; write a summary of the discussion and personal reaction. | Reaction papers, discussion questions and projects. | Each term | Faculty reports and discuss outcomes.<br><br>HY 163/173: 80%<br>HY 213/223: 84%<br>PLS 213: 78% | If fewer than 70% of the students score less than 80% on these this goal related assignments, the instructor will be placed with a mentor to develop stronger cooperative teaching practices.<br><br>Benchmark met.<br><br>Faculty will continue using policy discussion assignments and reaction papers to encourage civic engagement with science-related issues. |
| Move from blind acceptance of information to a more disciplined evaluation of this information | PHIL 153 | Students will demonstrate knowledge of philosophical orientation in various cultures | Reaction papers, discussion questions and projects. | Each term | Faculty reports and discuss outcomes<br><br>PHIL 153: 72% | It is expected that more than 70% of the students will pass this course. The faculty have decided that this course might need to |

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| based upon rational principles. | | crossing time and location. Through this, they will be able to demonstrate the skill of discussing, presenting, and arguing a position. | | | | be promoted to encourage appropriate discourse and to help students filter information more skillfully.<br><br>Benchmark met.<br><br>Philosophy instructors will consider strategies to increase course enrollment. |
| Develop skills of analysis and synthesis | Students enrolled in EH 123, EH 243, CY electives | 85% of students will complete these courses with a "C" or better. | Reaction Papers, presentation, projects | Each term | Faculty reports and discusses outcomes<br><br>EH 123: 96%<br>EH 243: 88%<br>CY Electives: N/A | If fewer than 70% of the students score less than 70% in these courses, the instructor will be placed with a mentor to develop stronger cooperative teaching practices.<br><br>Benchmark met.<br><br>Continued integration of analytical writing and project-based assignments across all disciplines. |
| Examine and criticize works and oral presentations | Students enrolled in EH 113 133, 143 and SP 243. | 85% of students will complete these courses with a "C" or better. | 85% of students will complete these courses with a "C" or better. | Each term | Faculty reports and discusses outcomes<br><br>EH 113: 90%<br>EH 133: 88%<br>EH 143: 96%<br>SP 243: 88% | If fewer than 70% of the students score less than 80% on these courses, the instructor will be placed with a mentor to develop stronger cooperative teaching practices.<br><br>Benchmark met. |

| Goal 5: Students will be able to demonstrate technological knowledge and skills | | | | | | |
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| Student Learning Outcome | Sample Population | Benchmark | Assessment Tools | Time Frame | Analyze by Whom | Reporting & Feedback Loop |
| Demonstrate computer fluency | CT 113 and all other<br>All EH classes | Computer generated product, use of Microsoft word to produce that product and BlackBoard | Use of BlackBoard This is taught and used as the teaching tool for almost all courses. | | Faculty each term, department each term<br><br>100% | Student access is an issue. It is expected that 100% of the students demonstrate basic BlackBoard Skill. The college BlackBoard orientations and learning labs will support users needing assistance<br><br>Benchmark met.<br><br>Instructors may incorporate additional multimedia resources, guest speakers or campus cultural events to strengthen student engagement with arts and humanities. |
| Utilize the Internet and online database directories for research purposes. | EH 113, EH 123, HY 163, 173 | 100% of the student are required to submit an annotated bibliography or research paper. 70% of these students will score 100% accuracy on those assignment, those who fail to score 100% must resubmit with corrections. | Annotated bibliography or the research paper | Each term | Faculty report<br><br>EH 113: 100%<br>EH 123: 100%<br>HY 163: 100%<br>HY 173: 100% | It is expected that 100% of the students passing the course can perform this function. All student are given the opportunity to correct in accurate citations.<br><br>Benchmark met.<br><br>Instructors may continue making use of multiple on-campus computer labs, UA |

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| | | | | | | resources, libraries and online research tools to support reputable resource use in assignments. |
| Use computer and web-based resources to supplement t learning. | All division classes | 100% of the student are expected to access supplemental learning sites provided by the instructor | Quizzes and test which cover material only acquired though using that supplemental instruction site. | Each term/ every course in Arts & Sciences except mathematics | 100% | 100% of the students are expected to perform this function. Failure to access supplemental e-resources could lower a students' grade. Faculty provide assistance to assure students can use this skill and /or some students will be referred to the the learning lab for supplemental instruction.<br><br>Benchmark met. |
| Demonstrate a mastery of word processing skills. | EH 1023, 123, 133 | Computer generated product, use of Microsoft word to produce that product | Use of Microsoft Word is taught and used as the teaching tool for almost all courses.<br>Not used in mathematics. | Each Term/each course except mathematics | Faculty each term, department each term<br><br>EH 1023: 100%<br>EH 123: 100%<br>EH 133: 100% | Student access is an issue. It is expected that 100% of the students demonstrate basic Microsoft Word skill. The college IT orientations and learning labs will support users needing assistance.<br><br>Benchmark met. |

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| Utilize calculators as a resource in solving problems. | MS 123, MS 133, other higher-level MS classes | 100% of the student are expected to perform this function. Failure to use the calculator correctly results in faculty tutorial and /or referral to the learning lab for supplemental instruction. | Tests, word problems | Each Term/each course | Faculty each term, department each term<br><br>MS 123: 100%<br>MS 133: 100%<br>All others: 100% | 100% of the students are expected to perform this function. Failure to use the calculator correctly results in faculty tutorial and /or referral to the learning lab for supplemental instruction.<br><br>Benchmark met. |
| Communicate effectively through email, and social media | SS & SOS classes | 100% of the students are expected use email and it is the primary form of communication at the college. Students showing difficulty using email and Facebook (or other forms of social media if desired)or are referred to the learning lab for assistance | Response to email, acquired information posted on Facebook | Each term, each course SS is a corequisite for EH 1023 & RH 113 so must students receive this. | Faculty, advisors<br><br>100% | 100% of the students are expected to perform this function unless there is some accommodation which prevent use. Students who are unable to use email and other social media and who have difficulty in the SS course where they are introduced to this, may be assisted at the learning labs on each campus.<br><br>Benchmark met. |