PCCUA ASSESSMENT FORM

Division: Arts and Sciences
Program: General Education
Date: 2024-25 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?

During 2024–25, assessment practices expanded to include enhanced writing diagnostics and digital literacy modules. Faculty share common rubrics across sections, ensuring greater consistency in measurement. Assessment participation reached 100% of full-time faculty and 60% of adjuncts.

Verdict: Outcomes remain appropriate, and assessment methods have become more robust, incorporating emerging digital-age competencies.

B. How are the faculty and students accomplishing the program's student learning outcomes?

Faculty continued to use active-learning strategies, case studies, and project-based learning to connect theory with real-world practice. Highlights include:
- Integration of AI-supported research tools in English Composition and Business courses.
- Peer-reviewed writing portfolios with embedded reflection components.
- Expanded tutoring and supplemental instruction through the Student Success Center, leading to a 7% increase in course success rates (from 74% to 81%).

Students demonstrated growth in applying knowledge across disciplines, supported by Professional Learning Community (PLC) collaboration and ongoing assessment calibration.

C. How is the program meeting market/industry demands and/or preparing students for advanced study?

The program remains responsive to regional workforce needs. In the Arkansas Delta, local employers (healthcare systems, agri-business, and small manufacturing) emphasize the need for graduates with communication, basic technical, and employability skills. The program's advisory committee which includes representatives from local hospitals, school districts, and business leaders—meets twice per year and provides input on curriculum updates.
Additionally, transfer pathways with institutions like UA-Fayetteville, UA-Little Rock, ASU-Jonesboro, and UAPB ensure students can continue toward bachelor's degrees without credit loss.

Verdict: The program is well aligned with both transfer and workforce pipelines.

D. Do course enrollments and program graduation/completion rates justify the required resources?

Retention improved due to hybrid and additional online course options and targeted academic advising.
Given these numbers, current resources two full-time faculty, several adjuncts, and one dedicated lab are justified and efficiently utilized.

Verdict: Enrollment and completion trends support continued investment.

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?

Based on aggregated SLO data:

Written Communication: 78% of students met or exceeded expectations.
Critical Thinking: 78% met benchmark (goal: 75%).
Quantitative Reasoning: 69% met benchmark slightly below target.
Professionalism/Work Ethic: 90% met expectations, as verified by internship supervisors.
Conclusion: Students are demonstrating strong learning outcomes overall, with ongoing attention needed in quantitative reasoning and applied data analysis.

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

Enhanced developmental education support, including embedded math tutoring and contextualized quantitative activities.

Faculty development workshops on using AI-assisted writing ethically and critically.
Curriculum map revision to ensure early introduction and reinforcement of SLOs.
Expand employer partnerships to provide more authentic learning and internship opportunities.

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

Math and data literacy: Many students struggle with data interpretation and applied calculations.
Consistency of assessment scoring: Variability in rubric interpretation across sections.
Student engagement in asynchronous courses: Lower performance and persistence in fully online courses.

H.   What are the strengths identified through assessment?
Strong faculty collaboration and commitment to continuous improvement.
High employability of graduates.
Strong community partnerships with Delta-based employers and transfer universities.
Equity-focused initiatives, including mentoring and intrusive advising for first-generation and adult learners.

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. Curriculum updates completed in 2024–25 such as adding digital-skills modules, embedded workforce competencies, and revised capstone requirements reflect current employer expectations. Assessment results show strong student performance in applied skills and foundational knowledge, confirming curricular relevance.

B. Are program exit requirements appropriate?
Yes. Exit requirements include acceptable grades in capstone or practicum courses, completion of general education core competencies, and minimum GPA standards. These align with statewide two-year college norms and transfer-partner expectations. Students who meet exit requirements are academically prepared for employment or further study.

C.   Are students introduced to experiences within the workplace and introduced to professionals in the field?
Yes. The program incorporated:

- Guest speakers from regional industries
- Job-shadowing and site visits in healthcare, education, agriculture, and business settings

- Short-term internships or practicum placements
- Career-skills workshops (résumés, interviewing, digital portfolios)

These experiences are especially valuable in a rural area where exposure to career pathways is limited.

D. Does the program promote and support interdisciplinary initiatives?
    Yes. Interdisciplinary collaboration occurs through:

- Joint projects between fine arts, business, and social sciences
- Shared service-learning initiatives addressing Delta community needs
- Cross-listed career-skills workshops shared by multiple departments
- Integration of STACC competencies across general education and program courses

E. Does the program support the college STACC skill development expected of all PCCUA graduates? Explain how you know this through assessment.
    Yes. STACC skill are embedded in major assignments. Assessment rubrics showed:

- 74% proficiency in communication
- 81% in teamwork/collaboration
- 67% proficiency in digital literacy, indicating progress but also a need for improvement

Student artifacts documented growth across each competency.

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. Evidence includes:

- Culturally responsive readings and cases centered on local communities
- Activities highlighting African American, rural, and first-generation student perspectives
- Inclusive recruitment strategies, particularly through local high schools
- Recognition of diverse student achievements in awards ceremonies and honor events

Budget Requests Forms

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

Yes. The program would benefit from:

- Updated classroom technology (projectors, laptops, Wi-Fi repeaters)
- Additional funds for professional development in AI-aware instruction
- More tutoring and supplemental-instruction support
- Travel funds for clinical placements and field experiences

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

Yes. Requests were submitted during the 2024–25 budget cycle. Some items were funded (software upgrades, limited equipment replacement), while others remain unfunded due to budget constraints common to rural colleges with limited local tax revenue.

STUDENT SUCCESS

DEGREE AND GRADUATION YEAR	2025	2024	2023	2022	2021	2020
ASSOCIATE OF ARTS	67	60	67	58	47	59
ASSOCIATE OF SCIENCE	9	2	4	4	1	6

DEGREE	MAJOR	2025	2024	2023	2022	2021	2020
ASSOC. OF ARTS	**BUSINESS ADMINISTRATION**	6	13	14	11	10	15
	EARLY CHILDHOOD EDUCATION	4	2				
	EARLY CHILDHOOD EDUCATION SPEC. EDUC.						
	EDUCATION	1	6	4	1	1	4
	ENGLISH		1				1
	GENERAL EDUCATION	55	38	45	42	32	36
	LAW	1		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**	1		2			3
	BUSINESS	6	1				
	CHEMISTRY	1				1	
	GENERAL SCIENCE						2
	MATHEMATICS	1			2		
	PRE-ENGINEERING		1	2	2		1

GRADUATE RESPONSE TO LEARNING

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 2019-2025
Percent indicating, they made some or substantial progress toward this goal

Statement	2020**	2021 (102)	2022 (112)	2023 (107)	2024 (130)	2025 (128)
Quality of instruction is good or excellent		93.5	96.5	97.2	97.7	92.4
Satisfied with program of study		94	96.25	97.19	99.2	93.0
Acquire career training		92.75	90.9	94.39	96.15	86.7
Improve leadership skills		91	90	94.39	96.92	86.3
*More skilled in meeting and relating to others		93	93.8	95.33	97.69	88.3
*Acquire skills in technology		94	93.7	92.52	93.08	88.0
*Develop oral and written communication skills		95	95	94.39	95.38	93.0
*Learn to think critically		96	96.75	94.39	96.92	93.7
*Acquire knowledge and appreciation of art, music, history, and literature		90	92.75	86.92	91.54	83.7
*Understand science and scientific reasoning		92	91.25	85.98	95.38	87.0
Improve self confidence		95	94	95.33	95.38	91.0
*Recognize and respond to diversity of people and cultures		96	94.5	94.39	94.62	90.7
Acquire skills and knowledge related to daily life		96	95.25	94.4	96.15	90.3
Understand the constitution, government, and political processes		88.75	89.5	87.85	86.15	80.7
*Understand appreciate the importance of community involvement		93.5	92.5	93.45	94.62	89.7
*Acquire math skills related to my area of study		93.75	91.25	92.53	93.85	88.3
*Learn to solve problems		95.75	95.5	93.45	96.92	93.3

CORE COMPETENCIES DEFINED (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 engages in social activities, events, and organizations at the college and community level.

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	2020**	2021	2022	2023	2024	2025
*Understand appreciate the importance of community involvement		93.5	92.5	93.45	94.62	89.7

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	2020**	2021	2022	2023	2024	2025
*Acquire skills in technology		94	93.7	92.52	93.08	88.0

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	2020**	2021	2022	2023	2024	2025
*Learn to think critically		96	96.75	94.39	96.92	93.7
*Understand science and scientific reasoning		92	91.25	85.98	95.38	87.0
*Acquire math skills related to my area of study		93.75	91.25	92.53	93.85	88.3

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	2020**	2021	2022	2023	2024	2025
*Develop oral and written communication skills		95	95	86.92	95.38	93.0
*Learn to solve problems		95.75	95.5	93.45	96.92	93.3

Cultural Competency- an appreciation for the holistic and distinct needs of others demonstrated when interacting with people of different cultures.

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	2020**	2021	2022	2023	2024	2025
*Acquire knowledge and appreciation of art, music, history, and literature		90	92.75	86.92	91.54	83.7
*Recognize and respond to diversity of people and cultures		96	94.5	94.39	94.62	90.7

** Covid Year

REMEDIATION RATES

The remediation course work through gateway courses is very important to student success. All remediation offered though the division of Arts and Sciences. The English instructors review and participate in the writing developmental course work. The math instructors engage in the math developmental course work. Reading is offered though the division and there are reading instructors who work with the students. All developmental course work has lab work assigned. The remediation table is provided below.

Course	Spring 2025			Fall 2025		
	# Enrolled	%/# Completed	%/% Successfully Completed	# Enrolled	%/# Completed	%/# Successfully Completed
DS 103/READ 00343 D	1	1 (100%)	1 (100%)	-	-	-
DS 103/READ 00343 H	2	2 (100%)	2 (100%)	11	6 (54.5%)	3 (27.3%)
DS 103/READ 00343 S	1	1 (100%)	1 (100%)	-	-	-
DS 103/READ 00343 Online	-	-	-	3	3 (100%)	2 (66.7%)
DS 103/READ 00343 Total	4	4 (100%)	4 (100%)	14	9 (64.3%)	5 (35.7%)
DS 123/READ 02343 D	-	-	-	-	-	-
DS 123/READ 02343 H	5	3 (60.0%)	3 (60.0%)	11	11 (100%)	9 (81.8%)
DS 123/READ 02343 S	-	-	-	5	5 (100%)	5 (100%)
DS 123/READ 02343 Online	19	19 (100%)	18 (94.7%)	21	18 (85.7%)	14 (66.7%)
DS 123/READ 02343 Total	24	22 (91.7%)	21 (87.5%)	37	34 (91.9%)	28 (75.7%)

Course	Spring 2025			Fall 2025		
	# Enrolled	%/# Completed	%/% Successfully Completed	# Enrolled	%/# Completed	%/# Successfully Completed
EH 1013/ENGL 10383 D	-	-	-	1	1 (100%)	1 (100%)
EH 1013/ENGL 10383 H	5	4 (80.0%)	2 (40.0%)	14	11 (78.6%)	11 (78.6%)
EH 1013/ENGL 10383 S	1	1 (100%)	1 (100%)	1	1 (100%)	1 (100%)
EH 1013/ENGL 10383 Total	6	3(75.0%)	3 (75.0%)	16	13 (81.3%)	13 (81.3%)
EH 1023/ENGL 10483 D	1	1 (100%)	1(100%)	-	-	-
EH 1023/ENGL 10483 H	1	1 (100%)	1 (100%)	-	-	-

Course	# Enrolled	%/# Completed	%/% Successfully Completed	# Enrolled	%/# Completed	%/# Successfully Completed
EH 1023/ENGL 10483 S	10	10 (100%)	10 (100%)	-	-	-
EH 1023/ENGL 10482 Total	12	12 (100%)	12 (100%)	-	-	-
EH 113/ENGL 10103 D	3	3 (100%)	3 (100%)	22	22 (100%)	22 (100%)
EH 113/ENGL 10103 H	9	9 (100%)	5 (55.6%)	67	62 (92.5%)	60 (89.6%)
EH 113/ENGL 10103 S	-	-	-	28	28 (100%)	25 (89.3%)
EH 113/ENGL 10103 Online	42	35 (83.3%)	22 (52.3%)	132	118 (89.4%)	91 (68.9%)
EH 113/ENGL 10103 Total	54	47 (87.0%)	30 (55.6%)	249	230 (92.4%)	198 (79.5%)

Course	Spring 2025			Fall 2025		
	# Enrolled	%/# Completed	%/% Successfully Completed	# Enrolled	%/# Completed	%/# Successfully Completed
MS 1013 D (No longer offered)	-	-	-	-	-	-
MS 1013 H (No longer offered)	-	-	-	-	-	-
MS 1013 S (No longer offered)	-	-	-	-	-	-
MS 1013 Total (No longer offered)	-	-	-	-	-	-
MS 1023/MATH 10373 D	-	-	-	-	-	-
MS 1023/MATH 10373 H	2	2 (100%)	2 (100%)	25	23 (92.0%)	13 (52.0%)
MS 1023/MATH 10373 S	3	1 (33.3%)	1 (33.3%)	6	6 (100%)	4(66.7%)
MS 1023 /MATH 10373 Online	26	20 (83.3%)	16 (61.5%)	53	50 (94.3%)	13 (24.5%)
MS 1023/MATH 10373 Total	31	23 (74.2%)	19 (61.3%)	84	79 (94.0%)	30 (35.7%)
MS 1002/MATH 10072 D	-	-	-	-	-	-
MS 1002/MATH 10072 H	2	2 (100%)	2 (100%)	18	18 (100%)	13 (72.2%)
MS 1002/MATH 10072 S	4	3 (75.0%)	3 (75.0%)	5	5 (100%)	3 (60%)
MS 1002/MATH 10072 Online	22	17 (77.3%)	13 (59.1%)	26	24 (92.3%)	20 (76.9%)
MS 1002/MATH 10072 Total	28	22 (78.6%)	18 (64.3%)	49	47 (95.9%)	36 (73.5%)
MS 123MATH 11003 D	30	30 (100%)	30 (100%)	4	4 (100%)	4 (100%)
MS 123/MATH11003 H	9	7 (77.8%)	6 (66.7%)	47	44 (93.6%)	35 (74.5%)
MS 123MATH 11003 S	14	12 (85.7%)	12 (85.7%)	9	9 (100%)	6 (66.7%)
MS 123/MATH 11003 Online	43	33 (76.7%)	30 (69.8%)	75	63 (84.0%)	46 (61.3%)
MS 123/MATH 11003 Total	96	82 (85.4%)	78 (81.3%)	135	120 (88.9%)	91 (67.4%)
MS 1121/MATH 11271 D	1	1 (100%)	1 (100%)	1	1 (100%)	1 (100%)

MS 1121/MATH 11271 H	5	4 (80.0%)	3 (60%)	10	9 (90.0%)	7 (70.0%)
MS 1121/MATH 11271 S	3	2 (66.7%)	2 (66.7%)	4	4 (100%)	2 (50.0%)
MS 1121/MATH 11271 Online	19	14 (73.7%)	11 (57.9%)	23	17 (73.9%)	5 (21.7%)
MS 1121/MATH 11271 Total	28	21 (75.0%)	17 (60.7%)	38	31 (81.6%)	15 (39.5%)
MS 143/MATH 10133 D	-	-	-	-	-	-
MS 143/MATH 10133 H	-	-	-	-	-	-
MS 143/MATH 10133 S	-	-	-	-	-	-
MS-143/MATH 10133 Online	7	7 (100%)	6 (85.7%)	6	4 (66.7%)	3 (50%)
MS 143/MATH 10133 Total	7	7 (100%)	6 (85.7%)	6	4 (66.7%)	3 (50%)
MS 193/MATH11103 D	-	-	-	-	-	-
MS 193/MATH 11103 H				-		
MS 193/MATH 11103 S	-	-	-	-	-	-
MS 193/MATH 11103 Online	4	2 (50%)	2 (50%)	14	13 (92.9%)	11 (78.6%)
MS 193/MATH 11103 Total	4	2 (50%)	2 (50%)	14	13 (92.9%)	11 (78.6%)
MS 1191/MATH 11971 D	-	-	-	-	-	-
MS 1191/MATH 11971 H	-	-	-	-	-	-
MS 1191/MATH 11971 S	-	-	-	-	-	-
MS 1191/MATH 11971 Online	1	0 (0%)	0 (0%)	5	4 (80.0%)	3 (60.0%)
MS 1191/MATH 11971 Total	1	0 (0%)	0 (0%)	5	4 (80.0%)	3 (60.0%)

ARTS AND SCIENCES

DIVISION OF ARTS AND SCIENCES						
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 Faculty02/18/2023)						
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 ENGL 10103 or ENGL 10203 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. ENGL 10103: 77% ENGL 10203: 81%	Benchmark met. Faculty will continue to review rubric scoring patterns each year to identify specific areas of weakness in student writing, including reliance on artificial intelligence.
Write a grammatically and mechanically correct essay.	Students enrolled in ENGL 10103 ENGL 10203. Gateway Courses (Required to exit ENGL 10483)	At least 70% of students completing ENGL 10103 & ENGL 10203 will score at or above 75% on final essay	Final essay ENGL 10103- research based essay ENGL 10203- expository essay (Students in ENGL 10483, Basic Writing II must demonstrate proficiency by	Each term	Chair will analyze and report results to English faculty, director of assessment, and VCI ENGL 10103: 73% ENGL 10203: 82%	Writing faculty can review common errors in mechanics and grammar and incorporate those targets in early semester mini lessons for added exposure and practice.

Student Learning Outcome	Sample Population	Benchmark	Assessment Tools	Time Frame	Analysis & Reporting	Feedback Loop
			completing an assigned prompt and dually graded essay)			
Use various forms to develop writing skills	Students enrolled in ENGL 10103.	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. ENGL 10103: 100%	The department will review student writing samples to help determine what specific writing forms need better instruction.
Incorporate Internet and library research into writing.	Students enrolled in HIST 11103 or HIST 11203 ENGL 10103 Most courses are using some aspect of eLearning research and all faculty must use BlackBoard	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 HIST 11103: 100% HIST 11203: 100% ENGL 10103: 100%	Instructors can provide additional citation guides and resources, including example research projects to help strengthen source integration.
Understand the principles of effective oral communication and be able to apply these principles in actual speaking situations	Students enrolled in SPCH 24353 & ENGL 21203	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 SPCH 24353: 88% ENGL 21203: 84%	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.
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 ENGL 21103, 21203, & 26383; HIST 11103 & HIST 11203; PSYC 11003, SOCI 21363.	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 ENGL 21103: 74% ENGL 21203: 82% ENGL 26383: 100% HIST 11103: 85% HIST 11203: 88% PSYC 11003: 90% SOCI 21363: 86%	Courses should include additional global and cultural perspectives to help strengthen cultural understanding.
Become familiar with some of the classic works of human culture.	Students enrolled in EH ENGL 21203, ENGL 26383, MUSC 20003, ARHS 10003	of historical, social, and literary eras and trends and average least 70% on shared assessments (written, verbal, other)	Tests Short papers Presentation PowerPoint Presentation, Project	Each term but discussed a at the spring division meetings	End of Spring Term ENGL 21203: 92% ENGL 26383: 98% MUSC 20003: 70% ARHS 10003: 82%	Faculty can add more context to lectures, multimedia materials and other resources to help bridge understanding of unfamiliar traditions.
Employ the skills of critical thinking, reading, writing, speaking, and listening to interpret a work of human culture.	Students enrolled in ENGL 21103, ENGL 21203; HIST 11103 & HIST 11203; MUSC 20003	70% of students taking unit tests or written essay on historical and literary facts will score at least 70%.	Tests Short papers Presentation PowerPoint Presentation, Project	Each term but discussed a at the spring division meetings	End of Spring Term ENGL 21103: 72% ENGL 21203: 83% HIST 11103: N/A HIST 11203: N/A MUSC 20003: 71%	Additional scaffolding may be added for courses where students struggle to connect cultural works with historical context.
Understand significant social, economic and political developments in World Civilizations.	Students enrolled in HIST 11103, HIST 11203.	70% of students will demonstrate though tests and short papers a general knowledge of historical, social, and literary eras and trends and average least 70% on shared assessments (written, verbal, other)	Tests, written papers, project	Each term but discussed and assessed in the February departmental meeting	End of year/annually HIST 11103: 88% HIST 11203: 84%	Expand instructional materials to emphasize global perspectives and global learning objectives. This can be augmented by professional development.
Understand significant political, social, economic and cultural developments in	Students enrolled in HIST 21103 and ENGL 26383	At least 70% of students receiving a "D" or better will	U.S. History Pre-Posttest. African-American Literature post	Each term	Results analyzed by faculty. HIST 21103: 75%	Faculty can use more primary source material and collaborative learning

history of the Unites States.		score at least 70% on a post test. The inclusion of a "D" or better is controversial at this time.	assessment outcome (tests, paper, project)		ENGL 26383: 84%	opportunities to assist with this SLO.
Recognize and respect that diversity of peoples and cultural traditions has contributed to the American experience.	Students enrolled in HIST 21103 and ENGL 26383	70% of students will demonstrate though tests, short papers, presentation, and projects understandings related to diversity, inclusion, and equity issues.	Tests, short papers, presentation, and projects	Each term	Spring Division meeting HIST 21103: 77% ENGL 26383: 82%	Additional assignments can be developed to encourage students to analyze the contributions of various underrepresented groups.
Understand the constitution, government and political processes of the United States.	Students enrolled in HIST 21103, HIST 21203, PLSC 20003	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 HIST 21103: 76% HIST 21203: 92% PLSC 20003: 88%	Faculty will, especially in history courses, incorporate cooperative learning activities, groups and debates to strengthen student engagement with political concepts.

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.	Faculty will periodically review instructional sequencing in curriculum to intervene with practice earlier in the semester.

					100%	
Perform algebraic operations and solve algebraic equations.	AA/AS degree seeking students or others taking MATH 11003, MATH 12003, MATH 13005 (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. MATH 11003: 77% MATH 12003: N/A MATH 13005: N/A	Faculty will meet in subject matter PLCs to review overall exam performance to determine which additional instructional supports are needs for student improvement.
Use graphing or scientific calculators or computers as aids to problem solving.	Students enrolled in MATH 11003, MATH 12003, CHEM 21454	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. MATH 11003: 100% MATH 12003: 100% CHEM 21454: 100%	Faculty can continue to use calculator-based problem solving exercises in class
Develop skill needed to analyze and solve technical problems in their chosen disciplines.	Students enrolled in MATH 10133, 11003, 10003, 11103, 21003; CHEM 14204, PHSC 10004	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. MATH 10133: 69% MATH 11003: N/A MATH 11103: 66% MATH 21003: N/A CHEM 14204: N/A PHSC 10004: N/A	Faculty should use contextualized examples to help with application and engagement with the relationship between math and a chosen discipline.
Use and apply mathematical abilities.	Students enrolled in MATH 10273,	60% of students will demonstrate though	Pre/post tests for MATH 10273,	All math, chemistry, and	FIG lead will compile and share	Increased tutoring and supplemental

	MATH 10373, 11003,10133, 10003, 11103, 24005, 21003; CHEM 14204, PHSC 10004	tests, and unit exams mathematical functionality.	12023, 11003, 10133; tests and final tests in MS 11103, 24005, 21003, CHEM 21454, PHSC 10004	physical science faculty	outcomes with faculty for discussion & analysis and report results MATH 10273: 66% MATH 10373: 73% MATH 11003: N/A MATH 10133: 61% MATH 10003: 67% MATH 11103: 67% MATH 24005: N/A MATH 21003: N/A CHEM 14204: N/A PHSC 10004: 72%	instruction for face to face and online students. Regular online office hours and physical office hours for student convenience.
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. 100%	The department will discuss whether this outcome should remain in the formal assessment plan or be revised.

Goal 4: Students will demonstrate skills in problem solving, critical thinking and scientific reasoning.						
Student Learning Outcome	Sample Population	Benchmark	Assessment Tools	Time Frame	Analysis and Reporting	Feedback Loop
Demonstrate mastery of basic scientific information	Students enrolled in BIOL 10004, CHEM 14104, or PHSC 10004	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. BIOL 10004: 86% CHEM 14104: 84% PHSC 10004: 81%	Continued evaluation of all STEM course success rates and exploration of strategies that support underprepared students.

Understand the nature of science and its importance to society.	Students enrolled in BIOL 10004, CHEM 14104, or PHSC 10004	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. BIOL 10004: 72% CHEM 14104: 71% PHSC 10004: 70%	More discussion-based assignments that connect scientific concepts to real world issues and problems.
Develop an understanding of how human activity affects the natural environment.	Students enrolled in BIOL 10004, BIOL 10204, BIOL 10504, BIOL 14444 and PHSC 10004	70% of students enrolled in life or natural science courses will understand and be able to describe the role that humans play in the eco-system.	Tests, presentation, projects, notebooks	Each term	Faculty report and discuss outcomes at Division meetings. BIOL 10004: 83% BIOL 10204: 71% BIOL 10504: 77% BIOL 14444: 80% PHSC 10004: 81%	Results of previous interventions will be monitored each year to determine whether these strategies improve student understanding.
Demonstrate skills necessary to participate in public policy decisions regarding science-related issues.	HIST 11103/11203, HIST 21103/21203 or PLSC 21003	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. HIST 11103/11203: 77% HIST 21103/21203: 73% PLSC 21003: 74%	Instructors may pique student engagement by expanding coursework to include opportunities for students to attend community meetings or virtual forums
Move from blind acceptance of information to a more disciplined evaluation of this information based upon rational principles.	PHIL 11003	Students will demonstrate knowledge of philosophical orientation in various cultures crossing time and location. Through this, they will be able to demonstrate the skill of	Reaction papers, discussion questions and projects.	Each term	Faculty reports and discuss outcomes Phil 11003: 82%	

		discussing, presenting, and arguing a position.				
Develop skills of analysis and synthesis	Students enrolled in ENGL 10203, ENGL 21203, CHEM electives	85% of students will complete these courses with a "C" or better.	Reaction Papers, presentation, projects	Each term	Faculty reports and discusses outcomes ENGL 10203: 80% ENGL 21203: 82% CHEM electives: N/A	Students maintain strong performance in high level thinking skills. Faculty will review results each semester to respond accordingly.
Examine and criticize works and oral presentations	Students enrolled in ENGL 10103 MATH 12003, 10133 and ENGL 21203.	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 ENGL 10103: 80% MATH 12003: N/A MATH 10133: N/A ENGL 21203: 82%	Students maintain strong performance in examining oral presentations and other works. Faculty will review results each semester to respond accordingly.

Goal 5: Students will be able to demonstrate technological knowledge and skills						
Student Learning Outcome	Sample Population	Benchmark	Assessment Tools	Time Frame	Analyze by Whom	Reporting & Feedback Loop
Demonstrate computer fluency	CPSI 10103 and all other All ENGL 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 CPSI 10103: 100% ENGL classes: 100%	It is expected that 100% of the students demonstrate Blackboard proficiency. The college BlackBoard orientations and learning labs will support users needing assistance
Utilize the Internet and online database directories for research purposes.	ENGL 10103, 10203, HIST 11103, 11203	100% of the student are required to submit an annotated bibliography or research paper. 70% of these students will score 100% accuracy	Annotated bibliography or the research paper	Each term	Faculty report ENGL 10103: 100% ENGL 10203: 100% HIST 11103: 100% HIST 11203: 100%	It is expected that 100% of the students passing the course can perform this function. All student are given the opportunity to

		on those assignment, those who fail to score 100% must resubmit with corrections.				correct in accurate citations.
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% 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.
Demonstrate a mastery of word processing skills.	ENGL 10103, MATH 10373, 11003, MATH 12003	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. Not used in mathematics.	Each Term/each course except mathematics	Faculty each term, department each term ENGL 10103: 100% MATH 10373: 100% MATH 11003: 100% MATH 12003: 100%	It is expected that 100% of the students demonstrate basic Microsoft Word skills. The college IT orientations and learning labs will support users needing assistance.
Utilize calculators as a resource in solving problems.	MATH 11003, MATH 12003, other higher-level MATH 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	Tests, word problems	Each Term/each course	Faculty each term, department each term MATH 11003: 100% MATH 12003: 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

		learning lab for supplemental instruction.			Higher level MATH classes: 100%	supplemental instruction.
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 MATH 10373 & RH 113 so must students receive this.	Faculty, advisors SS and SOS classes: 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.