



**Assessment of Student Learning Report
2014-15
(2014 Data)**

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

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

ASSESSMENT OF STUDENT LEARNING

Expected Outcomes:

English

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

Reading

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

Math

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

Component	Where Verification Found	Responsible Party	Time/ Frequency of Assessment	Assessment Method	Assessment Outcomes (Report of Data Collection)	Plan for Improvement
Math completion		Director of Information Technology and Division Dean	At the end of each semester	Review of final grades	See Division Assessment	See Division Assessment
Math pre and post test scores	In the office of the Dean of Arts and Sciences	Instructors in each class will report to Dean	At the beginning and end of each semester	Comparison of pre and post test scores		
Reading completion	Office of the Dean of	Director of Information	At the end of each semester	Review of final grades		

Reading pre and post test scores	Adult and Developmental Education	Technology and Division Dean Instructors in each class report to Division Dean	At the end of each semester	Analysis of Nelson-Denny pre and post test scores		
English completion	In office of department chair of Arts and Sciences	Director of Information Technology and Arts and Science Department	At the end of each semester	Review of final grades		
English writing sample	Instructor course file department chair	Chair and Instructors Instructors in each class	At the end of each semester	Comparison of first and last day writing samples Comparison of pre and post writing samples using the English Department Grading Standard		

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

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

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

Percent of Students Completing with "C" or Better and Advancing to the Next Level of Instruction																
Math	Division	Institution	Division	Institution	Division	Institution	Division	Institution	Division	Institution	Division	Institution	Division	Institution	Division	Institution
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
MS 1013	59.18%	72.80%	66.8%	85.9%	64.2%	83.8%	43.2%	59.9%	48%	68%	47%	51%	33.57%	44.19%	NA	NA
MS 1023	65.69%	75.56%	62.4%	73.7%	59.1%	70.1%	48.1%	58.7%	44%	54%	61%	44%	37.16%	45.76%	NA	NA
MS 1123	56.77%	65.66%	66.2%	73.0%	63.2%	70.9%	49.6%	60.7%	61%	72%	55%	61%	40.77%	48.72%	NA	NA
English																
EH 1013	61.76%	84.00%	64.8%	81.4%	76.7%	98.3%	49.4%	71.6%	50%	85%	54%	50%	33.33%	46.77%	55%	72%
EH 1023	72.94%	87.85%	67.9%	80.1%	67.9%	79.8%	62.4%	75.3%	61%	80%	49%	61%	41.76%	56.72%	62%	74%
Reading																
DS 103	67.80%	89.89%	61.98	75.3%	59.1%	74.3%	57.1%	76.9%	50%	75%	45%	50%	46%	62.16%	51%	70%
*DS 123	75.71%	94.64%	75.30	88.7%	76.8%	88.5%	72.9%	87.7%	63%	85%	73%	63%	63.58%	77.46%	61%	75%

Note: Division totals include all students enrolled. The institutional count does not include students who withdrew or dropped thus explaining the higher completion rate for PCCUA. The PCCUA counts are submitted to ADHE. *DS 123 is a course provided for students who do not exit DS 103 (do not exit reading).

** Data not available until after June 30th.

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

	FALL 08	SPRING 09	FALL 09	SPRING 10	FALL 10	SPRING 11	FALL 11	SPRING 12	FALL 12	SPRING 13	FALL 13	SPRING 14	FALL 14	SPRING 15
NELSON-DENNY PRETEST AVERAGE	NA	NA	NA	NA	NA	NA	6.8	7.3	8.0	7.2	8.0	7.6	8.9	6.7
NELSON-DENNY POST TEST AVERAGE	N/A	NA	NA	NA	NA	NA	8.4	8.6	8.3	7.9	8.7	8.6	9.0	7.6
AVERAGE INCREASE IN GRADE LEVEL	N/A	NA	NA	NA	NA	NA	+1.6	+1.3	+3	+7	+7	+1.0	+1	+9

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

CLASS	Averages	FALL 09	SPRING 10	FALL 10	SPRING 11	FALL 11	SPRING 12	FALL 12	SPRING 13	FALL 13	SPRING 14	FALL 14	SPRING 15
Fundamental Mathematics MS 1013	Pretest score	39.8	33.3	33.8	32.7	38	35.4	38.1	35.9	39.7	35.9	37.8	36.1
	Post score	72.5	70.5	75.4	73.1	79	77.6	75.9	75.1	77.1	74.6	77.7	71.0
	Change	32.7	37.2	40.6	38.8	41.2	40.9	35.1	36.6	33.7	38.2	36.7	38.9
	% Change	81%	112%	128%	119%	108.4	115.5%	92.1%	101.9%	84.9%	106.4%	97.1	107.8%
Elementary Algebra MS 1013	Pretest score	30.9	30.3	29.7	28.2	29.5	27.2	33.3	31.0	31.8	32.1	29.4	30.9
	Post score	72.9	63.9	77.1	77.1	78.9	73.9	73.9	75.7	79.4	81.1	78.0	77.6
	Change	40	33.6	42.8	48.9	50.6	44.4	40.2	39.0	45.7	45.9	45.8	44.2
	% Change	136%	111%	144%	173%	171.5	163.2%	120.7%	125.8%	143.7%	143.0%	155.8%	143.0%
Intermediate Algebra MS 1123	Pretest score	30.7	36.2	36.8	34.5	32.3	30.8	33.4	33.3	36.6	36.1	34.7	38.7
	Post score	63.7	65.5	76.2	76.4	73.6	75.5	71.8	74.9	76.4	70.5	77.8	78.3
	Change	33	29.3	39	41.9	41.7	42.9	37.6	41.2	39.7	37.4	40.2	40.9
	% Change	107%	81%	106%	121%	129.1	139.3%	110.9%	123.7%	108.5%	103.6%	115.9%	105.7%
College Algebra MS 123	Pretest score	12.9	8.8	8.1	8.0	31.4	37	27.4	28.8	29.7	28.1	25.0	35.7
	Post score	24	16.4	16.9	21.7	61.7	61.4	56.8	63.9	65.2	62.1	65.3	66.4
	Change	11.1	7.6	8.8	13	29.2	25.5	31.6	26.0	28.0	28.0	37.6	29.9
	% Change	86%	86%	109%	163%	93%	68.9%	115.3%	90.3%	94.3%	103.2%	150.4%	83.8%

Table 1d: Goal 1, Expected Outcome 2

Population of Students Taking Pre and Post Math Test												
Course	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
MS 123	44 (42)	35 (37)	63 (59)	62 (58)	50	49	107 (86)	100 (84)	85 (72)	109 (91)	193 (53)	44 (28)
MS 1123	41 (34)	70 (52)	83 (38)	100 (59)	97	65	104 (51)	86 (53)	95 (62)	65 (43)	77 (58)	58 (40)
MS 1023	49 (41)	77 (49)	90 (46)	115 (59)	77	93	117 (69)	66 (43)	98 (63)	55 (30)	58 (43)	61 (46)
MS 1013	95 (76)	85 (63)	73 (37)	77 (26)	106	48	94 (42)	84 (42)	110 (73)	61 (30)	104 (102)	104 (102)

Note: Actual number of students taking pre and posttest (in parentheses)

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

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

ASSESSMENT OF STUDENT LEARNING						
<p><u>Expected Outcomes:</u></p> <ol style="list-style-type: none"> 1. 50% improvement will be shown between mean pre and post math test scores. 2. 50% of respondents will score at or above national average on CAAP Writing, Mathematics, Reading and Science Exams. 3. 50% of students will score at or above the 50% ranking on the CAAP Essay Writing Exam. 4. 50% of students will obtain mastery level on the five Arts and Sciences Division Goals. 5. 20% of first time, full time degree seeking students will earn an associate degree within three years (ADHE Report-Arkansas Average 2002 was 19.5% and Success Rate is 40.9%). 						
Component	Where Verification Found	Responsible Party	Time/ Frequency of Assessment	Assessment Method	Assessment Outcomes (Report of Data Collection)	Plan for Improvement
1. Mathematics Pre/ Post tests	Office of A & S Division Dean	Math instructors	Beginning & end of each term	Administration of math pretests and posttests.	See Division Assessment	See Division Assessment
2. CAAP Writing, Mathematics, Reading, & Sciences	Office of A & S Division Dean	VC of Student Services & Registrar	Annually in August	Administration of the CAAP objective tests.		
3. CAAP Essay Writing Test	EH 123 instructors' offices	VC of Student Services & Registrar	Administered last quarter of each term.	Administration of CAAP Essay Writing test in EH 123.		
4. Mastery Level	Office of A & S Division dean.	A & S division instructors	Bi-yearly in June and February.	Individual assessment projects		
5. Graduate within three years.	Report from ADHE	V C for Student Services & Director of Computer Services	August of each year	Review of Report		

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

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

Outcome	Subject Area or Course	Year 2008-09	Year 2009-10	Year 2010-11	Year 2011-12	Year 2012-2013	Year 2013-14	Year 2014-2015
		% improvement between mean pre and mean post test scores	% improvement between mean pre and mean post test scores	% improvement between mean pre and mean post test scores	% improvement between mean pre and mean post test scores	% improvement between mean pre and mean post test scores	% improvement between mean pre and mean post test scores	% improvement between mean pre and mean post test scores
Improvement in mean pre and post test scores. (expected outcome 1)	MS1013	105.9%	92%	120%	113%	97%	84.9%	NA
	MS1023	117.7%	122%	158.7%	169%	123%	143.7%	NA
	MS 1123	92.7%	91%	113.7%	136%	117%	108.5%	NA
	MS 123	107.3%	86%	136.2%	80%	103%	94.3%	NA
Percent scoring at or above national average on CAAP objective test. (expected outcome 2)	Writing Skills	37.5%	46.8%	48.6%	NA	59.5%	42.9%	50.9
	Mathematics	40.9%	58.4%	55.4%	NA	64.9%	48.2%	59.3
	Reading	42.2%	49.4%	52.7%	NA	43.2%	44.6%	49.2
	Science Reasoning	36.1%	48.1%	41.9%	NA	45.9%	44.6%	40.8
Percent scoring at or above 50 percentile on CAAP Essay. (expected outcome 3)	Essay Writing	48.4%	62.8%	65.3%	NA	45.7%	73.2%	74.6
Mastery Level (expected outcome 4)	Faculty Projects	100%	100%	100%	NA	100%	100%	100%
Graduate within three years (ADHE Report) (expected outcome 5)						29%	18.6%	

*Percentages may change all results are not yet in.

**Table 2b: Goal 2, Expected Outcome 4
Mastery Table
2014-2015**

Arts & Sciences Assessment Project Summary				
Course	Objectives	Instrument	Benchmark	Achievement of Objective
EH 233 S20**	<p>Students will understand significant literary and cultural developments in world civilizations</p> <p>Students will understand the interaction of various literary and cultural traditions.</p> <p>Students will achieve familiarity with enduring expressions of human thought by studying major texts of world literature including the study of literary techniques, forms and ideas</p> <p>Students will complete a significant analytical writing component</p>	Unit tests, papers, quizzes, a response journal, class participation	80% of the students will complete each of the objectives at the 70% level.	100% of the objectives were completed successfully at the stated level
ECD 103 S20***	<p>Familiarize students with major roles and characteristics of early childhood teachers.</p> <p>Understand philosophical foundations and historical forces that shaped ECED.</p> <p>Match developmental principles and milestones of children from 0-8 with four areas of development.</p> <p>Compare different types of early childhood programs.</p> <p>Locate appropriate standards and guidelines for teaching children 0-8 with inclusiveness.</p> <p>Collect beneficial strategies that establish effective home/school partnerships.</p> <p>State the teacher's role in supporting the socialization of young children.</p> <p>Review Arkansas-approved curriculum for young children.</p> <p>Connect the practice of observing children to panning DAP learning experience.</p> <p>Evaluate physical environments, activities, and materials for young children 0-8.</p> <p>Acknowledge professional work ethics.</p>	Unit tests, papers, participations, portfolio, final exam	75% of the students will complete each of the objectives at the 70% level.	100% of the objectives were completed successfully at the stated level
SY 213 S30***	<p>Demonstrate familiarity with the major concepts and the 3 theoretical perspectives of sociology</p> <p>Compare & contrast major perspectives, describe advantages & limitations of each</p> <p>Explain why and how sociology is a science</p> <p>Identify and define different research methods used by social scientists</p> <p>Examine the significant social, economic, and political factors that are shaping world cultures</p>	Unit tests, papers, class participation, final exam	70% of the students will complete each of the objectives at the 70% level	100% of the objectives were completed successfully at the stated level

	Individuals as they interact in groups			
ECD 103 S20***	<p>Familiarize students with major roles and characteristics of early childhood teachers.</p> <p>Understand philosophical foundations and historical forces that shaped ECED.</p> <p>Match developmental principles and milestones of children from 0-8 with four areas of development.</p> <p>Compare different types of early childhood programs.</p> <p>Locate appropriate standards and guidelines for teaching children 0-8 with inclusiveness.</p> <p>Collect beneficial strategies that establish effective home/school partnerships.</p> <p>State the teacher's role in supporting the socialization of young children.</p> <p>Review Arkansas-approved curriculum for young children.</p> <p>Connect the practice of observing children to planning DAP learning experience.</p> <p>Evaluate physical environments, activities, and materials for young children 0-8.</p> <p>Acknowledge professional work ethics.</p>	Unit tests, papers, participations, portfolio, final exam	75% of the students will complete each of the objectives at the 70% level.	100% of the objectives were completed successfully at the stated level
PEAC 143***	<p>Students will demonstrate the ability to perform exercises to improve cardiovascular endurance, flexibility, and muscular strength & endurance by participating in the workouts in the gym and Fitness Center at least 70% of the time</p> <p>Cardiovascular endurance , flexibility, needs, stress level, CVD risks, and cancer risks by scoring at least 70% on their fitness labs</p> <p>Students will demonstrate basic knowledge of the importance of and how to develop the health-related components of fitness and a lifetime activity that develops these by scoring at least 70% on the written exams.</p>	Unit tests, teacher observation, participation, portfolio, quizzes, exercises	70% of the student will complete each of the objectives at the 70% level	100% of the objectives were completed successfully at the stated level
PEAC 143**	<p>Students will demonstrate the ability to perform exercises to improve cardiovascular endurance, flexibility, and muscular strength & endurance by participating in the workouts in the gym and Fitness Center at least 70% of the time</p> <p>Cardiovascular endurance , flexibility, needs, stress level, CVD risks, and cancer risks by scoring at least 70% on their fitness labs</p> <p>Students will demonstrate basic knowledge of the importance of and how to develop the health-related components of fitness and a lifetime activity that develops these by scoring at least 70% on the written exams.</p>	Unit tests, teacher observation, participation, portfolio, quizzes, exercises	70% of the student will complete each of the objectives at the 70% level	100% of the objectives were completed successfully at the stated level
	Fall 2014 semester, *Spring 2015 semester			

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

Goal 3: Students earning an Associate of Applied Science or Technical Certificate degree will be prepared for entry-level positions in their chosen fields.

ASSESSMENT OF STUDENT LEARNING						
<p><u>Expected Outcomes:</u></p> <p>Allied Health (See individual program assessment for specific exams required).</p> <ol style="list-style-type: none"> 1. At least 85% of Allied Health graduates who take a licensure exam will pass on the first write. 2. Employers returning the Employer Survey will report overall satisfaction with the performance of Allied Health graduates. <p>Business and Information Systems</p> <ol style="list-style-type: none"> 3. 85% of AAS Business students will score 75% or higher on internship supervisor evaluations and simulations/projects. 4. 85% of employers returning the Employer Satisfaction Survey will express overall satisfaction with Business and Information Systems graduates. 5. 85% of Cosmetology graduates who take the licensure exam will pass on the first write. 6. 85% of employers returning the Employer Satisfaction Survey will express overall satisfaction with Cosmetology graduates. <p>Early Childhood Education</p> <ol style="list-style-type: none"> 7. 85% of students will meet all NAEYC and Council for Early Childhood for Professional Recognition Competencies. 8. 85% of the employers returning the Employer Satisfaction Survey will express satisfaction with Early Childhood Education graduates. <p>Behavioral Health Technology</p> <ol style="list-style-type: none"> 9. 85% of the students will achieve an average score of 70 on the Practicum Field Experience, the Student Learning Plan, and the program simulation projects. 10. 85% of the employers returning the Employer Satisfaction Survey will express satisfaction with Behavioral Health Technology graduates. <p>Applied Technology</p> <ol style="list-style-type: none"> 11. 85% of the employers returning the Employer Satisfaction Survey will express satisfaction with Applied Technology graduates. 						
Component	Where Verification Found	Responsible Party	Time/Frequency of Assessment	Assessment Method	Assessment Outcomes (Report of Data Collection)	Plan for Improvement
Licensure (1, 5)	Office of the Deans	See division assessment	Annually in September	See division assessment	See division assessment. See table 4.	See division assessment
Internship (3, 7, 9)	Office of the Deans	See division assessment		See division assessment	See division assessment. See table 4.	See division assessment
Early Childhood Competencies (7)	Office of the Deans	See division assessment		See division assessment	See division assessment. See table 4.	See division assessment
Employer Satisfaction (2, 4, 6, 8, 10, 11)	Office of the Deans	See division assessment		See division assessment	See division assessment. See table 4.	See division assessment

Phillips Community College of the University of Arkansas
Assessment of Student Learning
Table 3: Goal 3, Expected Outcomes 1-11
Preparation for Employment

	2007	2008	2009	2010	2011	2012	2013	2014	2015		2007	2008	2009	2010	2011	2012	2013	2014	2015		
Allied Health (expected outcome 1, 2)	NCLEX/Registry Pass Rate										Employer Satisfaction										
ADN (ALL)	94%	88%	100%	82.7%	81%	94%	70%	85.7%	No data yet		100%	100%	100%	100%	100%	100%	100%	100%	100%	Surveys mailed to Emp in December of 2015	
<i>Helena West Helena</i>		88.5%	100%	77%	78%	92%	66.7%	100%	No data yet			100%	100%	100%	100%	100%	100%	100%	100%	Surveys mailed to Emp in December of 2015	
<i>DeWitt</i>		87.5%	No Grads	100%	No Grads	100%	No Grads	100%	No grads			100%	No Grads	100%	No Grads	100%	No Grads	100%	No Grads	No Grads	
<i>Stuttgart</i>				No Grads	100%	No Grads	100%	No Grads	No data yet					No Grads	100%	No Grads	100%	No Grads	No Grads	Surveys mailed to Emp in December of 2015	
MLT	No MLT grads	No MLT grads	No MLT grads	NA	0%	No one has taken	0%	2 of 7 wrote 50% (1/2)	100%		NA	No MLT grads	No MLT grads	100%	100%	100%	100%	100%	100%	Surveys mailed to Emp in August of 2015	
PN (ALL)	100%	NA	100%	90%	100%	NA	91%	100%	No Grads		86%	-	100%	100%	60%	NA	100%	100%	100%	NA	
<i>Helena West Helena</i>		NA	100%	Not Split Out	100%	NA	83%	100%	No Grads				100%	100%	60%	NA	100%	100%	100%	NA	
<i>DeWitt</i>		NA	100%	Not Split Out	100%	NA	100%	100%	No Grads				100%	100%	60%	NA	100%	100%	100%	NA	
PLB	Not Required for Practice							1 of 11 wrote 100% (1/1)			100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	Surveys mailed to Emp in August of 2015

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**Phillips Community College of the University of Arkansas
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Table 3: Goal 3, Expected Outcomes 1-11
Preparation for Employment**

(Continued from previous page)

	2007	2008	2009	2010	2011	2012	2013	2014	2015		2007	2008	2009	2010	2011	2012	2013	2014	2015	
Business and Information Systems (expected outcomes 3, 4)	Internship Success Rate										Employer Satisfaction									
Business and Information Systems Internship Success Rate	100%	100%	96%	100%	100%	100%	100%	100%	100%		100%	100%	100%	100%	100%	100%	100%	100%	100%	
Cosmetology-Board Pass Rates (expected outcomes 5, 6)	100%	100%	100%	100%	100%	60%	100%	90%	100%		100%	100%	100%	100%	100%	100%	No surveys returned	100%	88%	
Arts and Sciences (expected outcomes 7, 8, 9,10)	Internship Success Rate										Employer Satisfaction									
Early Childhood Education	NA	NA	NA	NA	NA	NA	88%	100%	95%		100%	NA	100%	100%	NA	NA	100%	100%	100%	
Behavioral Health Technology	NA	NA	NA	NA	NA	NA	95%	95%	100%		94%	100%	NA	100%	NA	NA	100%	85%	100%	
Applied Technology (expected outcome 11)	NA	NA	NA	NA	100%	100%	NA	NA	NA		NA	NA	100%	100%	No surveys returned	No surveys returned	No surveys returned	No surveys returned	No Surveys returned	

NA = Data Not Available

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

Next class graduated May 2004 ** No surveys returned PN 2003 – No Graduates

DA = Delayed Administration of Survey (at least 3 months after graduation) *Did not departmentalize 2005**

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

Goal 4: Students earning an Associate of Applied Science or Technical Certificate seeking employment in their chosen field will be employed within 6 months of graduation.

ASSESSMENT OF STUDENT LEARNING						
<p>Expected Outcomes:</p> <p>Allied Health</p> <ol style="list-style-type: none"> 1. 90% of Allied Health graduates seeking employment will be employed in their chosen field within 6 months of graduation. 2. 90% of Allied Health graduates seeking employment will initially practice in a setting appropriate for educational preparation. <p>Business and Information Systems</p> <ol style="list-style-type: none"> 3. 80% of AAS business graduates seeking employment will be employed in the business field within six months of graduation <p>Early Childhood Education</p> <ol style="list-style-type: none"> 4. 80% of Early Childhood Education graduates seeking employment will find a job in child care or a related field within 6 months of graduation. <p>Behavioral Health Technology</p> <ol style="list-style-type: none"> 5. 30% of Behavioral Health graduates seeking employment will be employed in the behavioral health or social service field within 6 months of graduation. <p>Applied Technology</p> <ol style="list-style-type: none"> 6. 80% of Applied Technology graduates seeking employment will find a job in an applied technology field within six months of graduation. 						
Component	Where Verification Found	Responsible Party	Time/ Frequency of Assessment	Assessment Method	Assessment Outcomes (Report of Data Collection)	Plan for Improvement
Timely and Appropriate Employment	Office of Division Deans	Division Deans	Annually in September	Analysis of Exit Interview And Alumni Survey	See division assessment	See division assessment

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

**Table 4: Goal 4, Expected Outcomes 1-6
Graduate Employment**

Division	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Allied Health (expected outcomes 1, 2)											
AD Nursing (ALL) (see note)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<i>Helena West Helena</i> (see note)				100%	100%	100%	100%	100%	100%	100%	100%
<i>DeWitt</i> (see note)				100%	No Grads	100%	No Grads	100%	No Grads	100%	No Grads
<i>Stuttgart</i>						No Grads	100%	No Grads	100%	No Grads	100%
MLT	100%	100%	NA	NA	No grads	100%	100%	80%	100%	67%	NA
PN Nursing (ALL) (see note)	100%	NA	100%	100%	No Grads	83%	100%	NA	100%	83%	No Grads
<i>Helena West Helena</i>	100%	NA		100%	No Grads	Data Not Split	100%	NA	100%	78%	No Grads
<i>DeWitt</i>				100%	No grads	Data Not Split	100%	NA	100%	100%	No Grads
Phlebotomy	0%	100%	100%	100%	100%	100%	43%	0%	33%	67%	NA
Business and Information Systems (expected outcome 3)	NA	83%	83%	79%	80%	75%	80%	75%	100%	83%	80%
Arts and Sciences (expected outcomes 4, 5)											
Early Childhood Education	NA	NA	NA	NA	84%	84%	94%	NA	84%	84%	100%
Behavioral Health Technology	NA	NA	NA	NA	NA	100%	89%	NA	50%	85%	66%
Applied Technology (expected outcome 6)	NA	86%	NA	NA	NA	No surveys returned	No surveys returned	No surveys returned	100%	No surveys returned	One survey returned; not working

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

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

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

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

****Did not departmentalize data**

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

Goal 5: Students earning an Associate of Applied Science or Technical Certificate who return the graduate survey within 6 months of graduation will express overall satisfaction with the program.

ASSESSMENT OF STUDENT LEARNING						
<p>Expected Outcomes:</p> <p>Institution: PCCUA Graduate Survey (administered day of graduation)</p> <p>Programs:</p> <p>Allied Health</p> <p>1. 85% of Allied Health graduates returning the Graduate Survey will express overall satisfaction with preparation provided by the program.</p> <p>Business and Information Systems</p> <p>2. 85% of AAS business graduates will express overall satisfaction with preparation provided by the program.</p> <p>Early Childhood Education</p> <p>3. 85% of Early Childhood Education graduates will express overall satisfaction with preparation provided by the program.</p> <p>Behavioral Health Technology</p> <p>4. 85% of Behavioral Health graduates will express overall satisfaction with preparation provided by the program.</p> <p>Applied Technology</p> <p>5. 85% of AAS graduates will express overall satisfaction with preparation provided by the program.</p>						
Component	Where Verification Found	Responsible Party	Time/Frequency of Assessment	Assessment Method	Assessment Outcomes (Report of Data Collection)	Plan for Improvement
Program Satisfaction	Office of the Dean of each division or director of program	Division Dean or program director	Annually following graduation	Analysis of Graduate/Student Satisfaction Survey with program preparation	See division assessment	See division assessment
Graduate Survey	Assessment Office	Director of Institutional Effectiveness	Annually following graduation Fall and spring following graduation	Analysis of PCCUA Graduate Survey revised Spring 2004 to correlate with Core Competencies	See Table 6c: Goal 6 PCCUA Graduate Survey Response to Graduate Survey 2004-2015	

Phillips Community College of the University of Arkansas
Assessment of Student Learning
Table 5a: Goal 5, Expected Outcomes 1-5
Graduate Satisfaction with Program Preparation

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Allied Health (expected outcome 1)															
ADN	100%	91%	100%	100%	86%	100%	100%	90%	100%	88%	90%	100%	100%	91.7%	Graduate Survey will be mailed in December of 2015
<i>HWH (Helena West Helena)</i>								86%	100%	83%	89%	100%	100%	91.7%	Graduate Survey will be mailed in December of 2015
<i>DeWitt</i>								100%	No grads	100%	No Grads	100%	No Grads	100%	No Grads
Stuttgart										No Grads	100%	No grads	100%	No Grads	Graduate Survey will be mailed in December of 2015
MLT	**	**	**	No grads	100%	100%	NA	No grads	No grads	100%	100%	100%	100%	100%	Graduate Survey will be mailed in August of 2015
PN*	100%	100%	No Grads*	98%	100%	No Grads*	100%	100%	No Grads*	100%	100%	100%	NA	100%	No Grads
<i>HWH (Helena West Helena)</i>											100%	100%	NA	100%	No Grads
<i>DeWitt</i>											100%	100%	NA	100%	No Grads
PLB	**	**	100%	**	**	100%	100%	100%	100%	100%	NA	100%	100%	100%	Graduate Survey will be mailed in August of 2015
Business and Information Systems (expected outcome 2)				100%	100%	100%	100%	89%	100%	100%	100%	100%	100%	100%	100%
Arts & Science (expected outcome 3, 4)															
Early Childhood Education	91%	93%	97%	NA	NA	NA	NA	NA	NA	94%	NA	NA	89%	89%	95%
Behavioral Health Technology	NA	NA	100%	NA	NA	NA	NA	NA	NA	89%	NA	NA	90%	90%	100%
Applied Technology (Expected outcome 5)	NA	NA	100%	NA	97%	88%	NA	NA	100%	100%	100%	100%	100%	100%	100%

NA = Data Not Available *New class begins every 3 semesters. Data is from class that graduated May 2001 and December 2002. Next class graduated May 2004 ** No surveys returned *** Did not departmentalize

**Table 5c: Goal 5 PCCUA Graduate Survey
Response to Graduate Survey 2004-2015**
Percent indicating they made some or substantial progress toward this goal

Statement	2004 (146)	2005 (127)	2006 (130)	2007 **	2008 (140)	2009 (127)	2010 (186)	2011 (148)	2012 (139)	2013 (167)	2014 (139)	2015 (140)
Quality of instruction is good or excellent	97.9	97	97	NA	98	NA	97	96	96	99.4	98	97
Satisfied with program of study	93.9	94	94	NA	94	95	90	95	92	98	96	88
Acquire career training	84.1	93	91	NA	98	97	95	96	93	95	96	93
Improve leadership skills	91.7	96	94	NA	98	97	97	99	96	96	96	97
*More skilled in meeting and relating to others	97.3	97	99	NA	99	96	97	97	96	95	99	98
*Acquire skills in technology	97.8	96	97	NA	97	96	94	96	95	93	95	95
*Develop oral and written communication skills	97.9	96	97	NA	96	98	98	97	96	96	97	94
*Learn to think critically	93.1	94	96	NA	96	96	98	97	96	94	100	98
*Acquire knowledge and appreciation of art, music, history, and literature	95.8	82	79	NA	99	87	89	84	86	87	92	88
*Understand science and scientific reasoning	96.5	84	85	NA	88	89	89	89	89	89	92	91
Acquire general education needed in career for advanced degree	92.3	96	95	NA	88	NA	NA	90	NA	NA	NA	NA
Improve self confidence	95.1	95	95	NA	96	96	95	98	96	94	96	97
*Recognize and respond to diversity of people and cultures	95.7	96	96	NA	95	97	97	93	99	95	96	96
Acquire skills and knowledge related to daily life	93.6	96	94	NA	96	97	97	98	96	96	97	95
Understand the constitution, government, and political processes	94.2	88	82	NA	86	85	84	82	86	83	90	85
*Understand and appreciate the importance of community involvement	80.4	91	93	NA	94	92	94	92	94	95	97	94
*Acquire math skills related to my area of study	92.1	91	91	NA	97	92	95	93	94	91	95	91
*Learn to solve problems	96.3	94	93	NA	98	96	97	95	96	96	99	94

Note: 2011-12 scientific and mathematical reasoning were deleted from the list of core competencies and merged with the analytical and critical thinking competency (STACC Competencies established). The ATD/Assessment Team believed these skills were taught independently in math and science courses.

* Measure Core Competency **Scanner used by IT department to create survey crashed and unable to read reports/Fall 2007 Graduation Survey questions modified.

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

Goal 6: Students earning an Associate of Applied Science or Technical Certificate will demonstrate proficiency in college core competencies.

ASSESSMENT OF STUDENT LEARNING						
<p>Expected Outcomes: STACC Core Components</p> <ul style="list-style-type: none"> • Social and Civic Responsibility – Students will demonstrate behavior that adhere to legal/ethical standards established by society. • Technology Utilization – Students will be able to use technological and tool of trades to achieve a specific outcome. • Analytical and Critical Thinking – Students will be demonstrate reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes. • Communication – Students will be able to communicate effectively in a written and oral manner. • Cultural Awareness – Students will recognize and respect the diversity of people; their beliefs, values, attitudes and customs. <p>Expected Outcomes:</p> <p>Allied Health (See individual program assessment plans for specific benchmarks.)</p> <p>1. At least 75% of Allied Health graduates will achieve program benchmarks related to college core competencies.</p> <p>Business and Information Systems</p> <p>2. 85% of AAS Business students will achieve core competencies by scoring 75% or higher on internship supervisor evaluations and simulations/projects.</p> <p>Early Childhood Education</p> <p>3. 85% of students will meet program standards related to core competencies by achieving an average score of 90% or above on the Field Observation Assessment Instrument, the student portfolio, and the program simulation projects.</p> <p>Behavioral Health Technology</p> <p>4. 85% of students will meet program standards related to core competencies by achieving an average score of 90% on the Practicum Field Experience, the Student Learning Plan, and the program simulation projects.</p> <p>Applied Technology</p> <p>5. 100% of graduating students will meet program standards related to core competencies by successfully completing general education courses related to specific competencies.</p>						
Component	Where Verification Found	Responsible Party	Time/ Frequency of Assessment	Assessment Method	Assessment Outcomes (Report of Data Collection)	Plan for Improvement
Social and Civic Responsibility	Office of the Dean of each division.	See division assessment	See division assessment	See division assessment	See division assessment	See division assessment
Technology Utilization	Office of the Dean of each division.	See division assessment	End of spring semester	End of spring semester	See division assessment	See division assessment
Analytical and Critical Thinking* (Critical	Office of the Dean of each division.	See division assessment	See division assessment	See division assessment	See division assessment	See division assessment

Thinking and Mathematical Reasoning combined)						
Communication	Office of the Dean of each division.	See division assessment	See division assessment	See division assessment	See division assessment	See division assessment
Cultural Awareness	Office of the Dean of each division.	See division assessment	See division assessment	See division assessment	See division assessment	See division assessment
*Mathematical Reasoning and Critical Thinking combined into Analytical and Critical Thinking						

Phillips Community College of the University of Arkansas
Assessment of Student Learning
Table 6a: Goal 6, Expected Outcomes1-5
Attainment of College Core Competencies (Percentages)
2011-2013

	Communication			Social & Civic Responsibility			Cultural Awareness			Critical Thinking			Mathematical Reasoning			Technology Utilization		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Allied Health																		
<i>ADN</i>	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
<i>HWH (Helena West Helena)</i>	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
<i>DeWitt</i>	No Grads	100	No Grads	No Grads	100	No Grads	No Grads	100	No Grads	No Grads	100	No Grads	100	100	No Grads	No Grads	100	No Grads
<i>Stuttgart</i>	100	No Grads	100	100	No Grads	100	100	No Grads	100	100	No Grads	100	100	No Grads	100	100	No Grads	100
<i>MLT</i>	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
<i>PN*</i>	100	No Grads	100	100	No Grads	100	100	No Grads	100	100	No Grads	100	100	No Grads	100	100	No Grads	100
<i>HWH (Helena West Helena)</i>	NA	No Grads	100	100	No Grads	100	100	No Grads	100	100	No Grads	100	100	No Grads	100	100	No Grads	100
<i>DeWitt</i>	NA	No Grads	100	100	No Grads	100	100	No Grads	100	100	No Grads	100	100	No Grads	100	100	No Grads	100
<i>PLB</i>	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Business & Information Systems	85	88	90	87	86	85	93	93	98	83	84	84	76	84	84	85	86	85
Early Childhood	NA	NA	89	NA	NA	89	NA	NA	89	NA	NA	89	NA	NA	89	NA	NA	89
Behavioral Health Technology	NA	NA	100	NA	NA	100	NA	NA	100	NA	NA	100	NA	NA	100	NA	NA	100
Applied Technology	79	95	72	75	88	92	86	95	67	91	88	88	63	91	50	91	93	93

Phillips Community College of the University of Arkansas
Assessment of Student Learning
Table 6a: Goal 6 Expected Outcomes
Attainment of College Core Competencies (Percentages)
STACC Core Competencies

(Continued from previous page)

STACC	Social & Civic Responsibility	Technology Utilization	Analytical and Critical Thinking	Communication	Cultural Awareness
	2014	2014	2014	2014	2014
Allied Health					
<i>ADN</i>	100%	100%	100%	100%	100%
HWH -Helena West Helena	100%	100%	100%	100%	100%
DeWitt	100%	100%	100%	100%	100%
Stuttgart	No Grads	No Grads	No Grads	No Grads	No Grads
<i>MLT</i>	100%	100%	100%	100%	100%
<i>PN*</i>	Graduate December 2014	Graduate December 2014	Graduate December 2014	Graduate December 2014	Graduate December 2014
HWH -Helena West Helena	Graduate December 2014	Graduate December 2014	Graduate December 2014	Graduate December 2014	Graduate December 2014
DeWitt	Graduate December 2014	Graduate December 2014	Graduate December 2014	Graduate December 2014	Graduate December 2014
<i>PLB</i>	100%	100%	100%	100%	100%
Business & Information Systems	79%	90%	82%	81%	79%
Early Childhood	100%	100%	100%	100%	100%
Behavioral Health Technology	100%	100%	100%	100%	100%
Applied Technology	87%	85%	89%	70%	79%

Phillips Community College of the University of Arkansas
Assessment of Student Learning
Table 6a: Goal 6 Expected Outcomes
Attainment of College Core Competencies (Percentages)
STACC Core Competencies

(Continued from previous page)

STACC	Social & Civic Responsibility	Technology Utilization	Analytical and Critical Thinking	Communication	Cultural Awareness
	2015	2015	2015	2015	2015
Allied Health					
<i>ADN</i>					
HWH -Helena West Helena	100%	100%	100%	100%	100%
DeWitt	No Grads	No Grads	No Grads	No Grads	No Grads
Stuttgart	100%	100%	100%	100%	100%
<i>MLT</i>	100%	100%	100%	100%	100%
<i>PN*</i>	100%	100%	100%	100%	100%
HWH -Helena West Helena	100%	100%	100%	100%	100%
DeWitt	100%	100%	100%	100%	100%
<i>PLB</i>	100%	100%	100%	100%	100%
Business & Information Systems	86%	85%	84%	86%	92%
Early Childhood	86%	86%	86%	86%	86%
Behavioral Health Technology	100%	80%	80%	100%	100%
Applied Technology	86%	95%	83%	85%	84%

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

Goal 7: Students entering the PCCUA Adult Education program will be placed in an appropriate curriculum according to results of specialized tests and will gain reading, math, and language skills as demonstrated by EFL advancements after 60 hours of instruction.

ASSESSMENT OF STUDENT LEARNING

Expected Outcomes:

Operational Definitions:

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

Expected Outcomes:

1. 100% of students entering the Adult Education Program will take the TABE in reading, mathematics, and language and will be placed in an appropriate curriculum according to test results.
2. 50% of students enrolled in Beginning ABE Literacy will complete or advance one or more educational functioning levels.
3. 50% of students enrolled in Adult Basic Education will complete or advance one or more educational functioning levels.
50% of students enrolled in Adult Secondary Education will complete or advance one or more educational functioning levels.
100% of students with a 10.0 grade level or above and a goal of getting a GED will be given the Official GED Practice Test.

Component	Where Verification Found	Responsible Party	Time/ Frequency of Assessment	Assessment Method	Assessment Outcomes (Report of Data Collection)	Plan for Improvement
Literacy pre and post scores	AERIS & Dean of DADE	Instructors	At initial enrollment and after 12 hours of instruction	Comparison of pre and post TABE test scores	See division assessment	See division assessment
ABE pre and post scores		Instructors	At initial enrollment and after 12 hours of instruction	Comparison of pre and post TABE test scores		
ASE pre and post scores		Instructors	At initial enrollment and after 12 hours of instruction	Comparison of pre and post TABE test scores		
Official Practice Test Administrations		Adult Education counselor	Students with 10.0 grade level or above	Documentation of Official Practice Test administrations for students with a grade level of 10.0 or above and a goal of getting a GED		

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

**Table 7: Goal 7, Expected Outcomes 1-5
Adult Education Student Performance
2000-2006**

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

* 0% DUE TO INACCURATE REPORTING

Education gains are based on NRS Educational Functioning Level advancements.

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

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

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

**Table 7: Goal 7, Expected Outcomes 1-5
Adult Education Student Performance
2006-2014**

	2007-2008	* 2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Educational Functioning Levels	Total =259 progress/percent	Total =262 progress/percent	Total=240 Progress/percent	Total=178 Progress/percent	Total=160 Progress/percent	Total=164 Progress/percent	Total=186 Progress/percent	Total=124 Progress/percent
Beginning ABE Literacy	32@12+HOURS 17/53%	20@12+HOURS 7/35%	17@12+HOURS 9/53%	13@12+HOURS 5/38%	8@12+HOURS 1/13%	9@12+HOURS 4/44%	11@12+HOURS 6/55%	9@12+HOURS 3/33%
Beginning Basic Education	61@12+HOURS 33/54%	75@12+HOURS 31/41%	64@12+HOURS 19@30%	41@12+HOURS 18/44%	36@12+HOURS 13/36%	42@12+HOURS 19/45%	48@12+HOURS 22/35%	28@12+HOURS 14/55%
Total Beginning Literacy Education	93/50 53.8%	95/38 40%	81/28 35%	54/23 43%	44/14 32%	51/23 45%	59/28 47%	37/17 45%
Low Intermediate Basic Education	76@12+HOURS 43/57%	69@12+HOURS 30/43%	73@12+HOURS 39/53%	51@12+HOURS 28/55%	57@12+HOURS 24/42%	58@12+HOURS 27/47%	63@12+HOURS 22/35%	39@12+HOURS 19/49%
High Intermediate Basic Education	61@12+HOURS 34/56%	80@12+HOURS 34/43%	66@12+HOURS 37/56%	55@12+HOURS 25/45%	45@12+HOURS 24/53%	44@12+HOURS 14/39%	43@12+HOURS 19/44%	33@12+HOURS 15/45%
Total Adult Basic Education	137/77 56.2%	149/64 43%	139/76 55%	106/53 50%	102/48 47%	102/44 43%	106/41 39%	72/34 47%
Low Adult Secondary Education	19@12+HOURS 11/58%	17@12+HOURS 9/53%	15@12+HOURS 10/67%	15@12+HOURS 9/60%	10@12+HOURS 6/60%	8@12+HOURS 4/50%	13@12+HOURS 8/62%	10@12+HOURS 8/80%
High Adult Secondary Education	10@12+HOURS 7/70%	1@12+HOURS 1/100%	5@12+HOURS 3/60%	3@12+HOURS 2/67%	4@12+HOURS 4/100%	3@12+HOURS 1/33%	8@12+HOURS 4/50%	5@12+HOURS 5/100%
Total Adult Secondary Education	29/18 62%	18/10 56%	20/13 65	18/11 61%	14/10 71%	11/5 45%	21/12 57%	15/13 87%
OVERALL EDUCATIONAL PROGRESS ALL STUDENTS	259@12+ HOURS 145/56%	262@12+ HOURS 112/43%	240@12+HOURS 117/50%	178@12+HOURS 87/49%	160@12+HOURS 72/45%	164@12+HOURS 72/44%	186@12+HOURS 76/41%	124@12+HOURS 64/52%

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

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

Table 8a: Goal 8, Expected Outcome 1

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

	2009		2010		2011		2012		2013		2014		2015	
	AR	PCCUA	AR	PCCUA	AR	PCCUA	AR	PCCUA	AR	PCCUA	AR	PCCUA	AR	PCCUA
# TAKING GED TEST	8,657	49	8,783	48	NA	NA	7,763	59	8,688	129	2,316	23	NA	NA
# PASSING GED TEST	7,274	39	7538	39	NA	NA	6,544	52	7,528	99	1,280	12	NA	NA
GED PASS RATE	84%	80%	86%	81%	NA	NA	84%	88%	87%	77%	83%	52%	NA	NA

*** Data not available at this time.

**Table 8b: Goal 8, Expected Outcome 2
PCCUA GED STATISTICAL REPORT
PROGRAM YEAR JULY – JUNE**

PCCUA	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
# TAKING GED TEST	49	45	44	50	42	40	34	60	56	23
# PASSING GED TEST	45	39	33	39	38	30	33	58	54	12
GED PASS RATE	92%	87%	75%	78%	90%	75%	97%	97%	96%	52%

Table 9c: Goal 9, Expected Outcome 3

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Post-Secondary Education or Training	Data Matching-Not available at this time	Data Matching-Not available at this time	Students w/goal 4 Of 5 GED GRADUATES	11 of GED Graduates	5 of GED Graduates	20 of GED Graduates	20 of GED Graduates	29 of GED Graduates	15 of GED Graduates	15 of GED Graduates