



**Assessment of Student Learning Report  
2015-16  
(2015 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.**

<b>ASSESSMENT OF STUDENT LEARNING</b>						
<p><u>Expected Outcomes:</u></p> <p><u>English</u></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. 55% of students enrolled in the developmental English will successfully complete the sequence by earning a "C" or better in all required levels.</li> </ol> <p><u>Reading</u></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>6. 70 % of students exiting reading will comprehend materials in subsequent college level courses taken as demonstrated by a grade of "C" or better.</li> <li>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.</li> </ol> <p><u>Math</u></p> <ol style="list-style-type: none"> <li>8. 65% of students enrolled in developmental math (MS 1013, MS 1023, &amp; MS 1123) will successfully complete all required lessons with 80% accuracy.</li> <li>9. 70% of students who complete a course in developmental math will achieve post test scores higher than their pretest scores for that course.</li> </ol>						
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 Department Chair 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 Director of Adult and Developmental Education	Director of Information Technology and Division Dean	At the end of each semester	Review of final grades		
Reading pre and post test scores		Instructors in each class report to Division Dean	At the end of each semester	Analysis of Nelson-Denny pre and post test scores		
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  
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**Table 1a: Goal 1, Expected Outcomes 1, 3, 5**

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

<b>Percent of Students Completing with "C" or Better and Advancing to the Next Level of Instruction</b>												
<b>Math</b>	Division	Institution	Division	Institution	Division	Institution	Division	Institution	Division	Institution	Division	Institution
	<b>2010-2011</b>		<b>2011-2012</b>		<b>2012-2013</b>		<b>2013-2014</b>		<b>2014-2015</b>		<b>2015-2016</b>	
MS 1013	43.2%	59.9%	48%	68%	47%	51%	33.57%	44.19%	NA	NA	NA	NA
MS 1023	48.1%	58.7%	44%	54%	61%	44%	37.16%	45.76%	NA	NA	NA	NA
MS 1123	49.6%	60.7%	61%	72%	55%	61%	40.77%	48.72%	NA	NA	NA	NA
<b>English</b>												
EH 1013	49.4%	71.6%	50%	85%	54%	50%	33.33%	46.77%	55%	72%	65%	85.7%
EH 1023	62.4%	75.3%	61%	80%	49%	61%	41.76%	56.72%	62%	74%	74.5%	81.2%
<b>Reading</b>												
DS 103	57.1%	76.9%	50%	75%	45%	50%	46%	62.16%	51%	70%	48.3%	66.6%
*DS 123	72.9%	87.7%	63%	85%	73%	63%	63.58%	77.46%	61%	75%	80.5%	89.7%

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

\*\* Data not available until after June 30<sup>th</sup>.

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

	FALL 10	SPRING 11	FALL 11	SPRING 12	FALL 12	SPRING 13	FALL 13	SPRING 14	FALL 14	SPRING 15	FALL 15	SPRING 16
NELSON-DENNY PRETEST AVERAGE	NA	NA	6.8	7.3	8.0	7.2	8.0	7.6	8.9	6.7	8.1	8.4
NELSON-DENNY POST TEST AVERAGE	NA	NA	8.4	8.6	8.3	7.9	8.7	8.6	9.0	7.6	9.2	8.7
AVERAGE INCREASE IN GRADE LEVEL	NA	NA	+1.6	+1.3	+3	+7	+ .7	+1.0	+1	+9	+1.0	+3

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

CLASS	Averages	FALL 10	SPRING 11	FALL 11	SPRING 12	FALL 12	SPRING 13	FALL 13	SPRING 14	FALL 14	SPRING 15	FALL 15	SPRING 16
<b>Fundamental Mathematics MS 1013</b>	Pretest score	<b>33.8</b>	<b>32.7</b>	<b>38</b>	<b>35.4</b>	<b>38.1</b>	<b>35.9</b>	<b>39.7</b>	<b>35.9</b>	<b>37.8</b>	<b>36.1</b>	<b>34.5</b>	<b>34.8</b>
	Post score	<b>75.4</b>	<b>73.1</b>	<b>79</b>	<b>77.6</b>	<b>75.9</b>	<b>75.1</b>	<b>77.1</b>	<b>74.6</b>	<b>77.7</b>	<b>71.0</b>	<b>77.4</b>	<b>75.7</b>
	Change	<b>40.6</b>	<b>38.8</b>	<b>41.2</b>	<b>40.9</b>	<b>35.1</b>	<b>36.6</b>	<b>33.7</b>	<b>38.2</b>	<b>36.7</b>	<b>38.9</b>	<b>38.2</b>	<b>36.3</b>
	% Change	<b>128%</b>	<b>119%</b>	<b>108.4</b>	<b>115.5%</b>	<b>92.1%</b>	<b>101.9%</b>	<b>84.9%</b>	<b>106.4%</b>	<b>97.1</b>	<b>107.8%</b>	<b>107.9%</b>	<b>104.3%</b>
<b>Elementary Algebra MS 1013</b>	Pretest score	<b>29.7</b>	<b>28.2</b>	<b>29.5</b>	<b>27.2</b>	<b>33.3</b>	<b>31.0</b>	<b>31.8</b>	<b>32.1</b>	<b>29.4</b>	<b>30.9</b>	<b>34.1</b>	<b>34.2</b>
	Post score	<b>77.1</b>	<b>77.1</b>	<b>78.9</b>	<b>73.9</b>	<b>73.9</b>	<b>75.7</b>	<b>79.4</b>	<b>81.1</b>	<b>78.0</b>	<b>77.6</b>	<b>79.8</b>	<b>80.3</b>
	Change	<b>42.8</b>	<b>48.9</b>	<b>50.6</b>	<b>44.4</b>	<b>40.2</b>	<b>39.0</b>	<b>45.7</b>	<b>45.9</b>	<b>45.8</b>	<b>44.2</b>	<b>42.7</b>	<b>43.7</b>
	% Change	<b>144%</b>	<b>173%</b>	<b>171.5</b>	<b>163.2%</b>	<b>120.7%</b>	<b>125.8%</b>	<b>143.7%</b>	<b>143.0%</b>	<b>155.8%</b>	<b>143.0%</b>	<b>125.2%</b>	<b>127.8%</b>
<b>Intermediate Algebra MS 1123</b>	Pretest score	<b>36.8</b>	<b>34.5</b>	<b>32.3</b>	<b>30.8</b>	<b>33.4</b>	<b>33.3</b>	<b>36.6</b>	<b>36.1</b>	<b>34.7</b>	<b>38.7</b>	<b>37.9</b>	<b>38.2</b>
	Post score	<b>76.2</b>	<b>76.4</b>	<b>73.6</b>	<b>75.5</b>	<b>71.8</b>	<b>74.9</b>	<b>76.4</b>	<b>70.5</b>	<b>77.8</b>	<b>78.3</b>	<b>77.5</b>	<b>77.1</b>
	Change	<b>39</b>	<b>41.9</b>	<b>41.7</b>	<b>42.9</b>	<b>37.6</b>	<b>41.2</b>	<b>39.7</b>	<b>37.4</b>	<b>40.2</b>	<b>40.9</b>	<b>37.6</b>	<b>37.2</b>
	% Change	<b>106%</b>	<b>121%</b>	<b>129.1</b>	<b>139.3%</b>	<b>110.9%</b>	<b>123.7%</b>	<b>108.5%</b>	<b>103.6%</b>	<b>115.9%</b>	<b>105.7%</b>	<b>99.2%</b>	<b>97.4%</b>
<b>College Algebra MS 123</b>	Pretest score	<b>8.1</b>	<b>8.0</b>	<b>31.4</b>	<b>37</b>	<b>27.4</b>	<b>28.8</b>	<b>29.7</b>	<b>28.1</b>	<b>25.0</b>	<b>35.7</b>	<b>28.1</b>	<b>27.7</b>
	Post score	<b>16.9</b>	<b>21.7</b>	<b>61.7</b>	<b>61.4</b>	<b>56.8</b>	<b>63.9</b>	<b>65.2</b>	<b>62.1</b>	<b>65.3</b>	<b>66.4</b>	<b>71.3</b>	<b>61.6</b>
	Change	<b>8.8</b>	<b>13</b>	<b>29.2</b>	<b>25.5</b>	<b>31.6</b>	<b>26.0</b>	<b>28.0</b>	<b>28.0</b>	<b>37.6</b>	<b>29.9</b>	<b>42.9</b>	<b>32.9</b>
	% Change	<b>109%</b>	<b>163%</b>	<b>93%</b>	<b>68.9%</b>	<b>115.3%</b>	<b>90.3%</b>	<b>94.3%</b>	<b>103.2%</b>	<b>150.4%</b>	<b>83.8%</b>	<b>152.7%</b>	<b>118.8%</b>

**Table 1d: Goal 1, Expected Outcome 2**

Course	Population of Students Taking Pre and Post Math Test												
	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
MS 123	35 (37)	63 (59)	62 (58)	50	49	107 (86)	100 (84)	85 (72)	109 (91)	193 (53)	44 (28)	83 (48)	127 (74)
MS 1123	70 (52)	83 (38)	100 (59)	97	65	104 (51)	86 (53)	95 (62)	65 (43)	77 (58)	58 (40)	59 (42)	123 (92)
MS1023	77 (49)	90 (46)	115 (59)	77	93	117 (69)	66 (43)	98 (63)	55 (30)	58 (43)	61 (46)	66 (46)	125 (90)
MS 1013	85 (63))	73 (37)	77 (26)	106	48	94 (42)	84 (42)	110 (73)	61 (30)	104 (102)	104 (102)	92 (83)	185 (164)

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

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

<b>ASSESSMENT OF STUDENT LEARNING</b>						
<p><u>Expected Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. 50% improvement will be shown between mean pre and post math test scores.</li> <li>2. 50% of respondents will score at or above national average on CAAP Writing, Mathematics, Reading and Science Exams. (CAAP Discontinued 2015-2016)</li> <li>3. 50% of students will score at or above the 50% ranking on the CAAP Essay Writing Exam. (CAAP Discontinued 2015-2016)</li> <li>4. 50% of students will obtain mastery level on the five Arts and Sciences Division Goals. (Mastery level goals are being redefined to match STACC competencies-not complete at this time)</li> <li>5. 20% of first time, full time degree seeking students will earn an associate degree within three years (ADHE Report-Arkansas Average was ___% and Success Rate is ___%).</li> </ol>						
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.	No longer administer CAAP 2015-2016	No longer administer CAAP 2015-2016
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.	No longer administer CAAP 2015-2016	No longer administer CAAP 2015-2016
4. Mastery Level	Office of A & S Division dean.	A & S division instructors	Bi-yearly in June and February.	Individual assessment projects	No data available 2015-2016 Individual assessment projects.	Mastery level goals are being redefined to match STACC competencies-not complete at this time.
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  
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**Table 2a: Goal 2, Expected Outcomes 1, 2, 3, 4, 5  
Pre/Post, CAAP, Mastery Level, and Graduate in Three Years (CAAP discontinued 2015-2016)**

<b>Outcome</b>	<b>Subject Area or Course</b>	<b>Year 2008-09</b>	<b>Year 2009-10</b>	<b>Year 2010-11</b>	<b>Year 2011-12</b>	<b>Year 2012-2013</b>	<b>Year 2013-14</b>	<b>Year 2014-2015</b>	<b>Year 2015-16</b>
		<b>% improvement between mean pre and mean post test scores</b>	<b>% improvement between mean pre and mean post test scores</b>	<b>% improvement between mean pre and mean post test scores</b>	<b>% improvement between mean pre and mean post test scores</b>	<b>% improvement between mean pre and mean post test scores</b>	<b>% improvement between mean pre and mean post test scores</b>	<b>% improvement between mean pre and mean post test scores</b>	<b>% improvement between mean pre and mean post test scores</b>
Improvement in mean pre and post test scores. (expected outcome 1)	MS1013	105.9%	92%	120%	113%	97%	84.9%	NA	NA
	MS1023	117.7%	122%	158.7%	169%	123%	143.7%	NA	NA
	MS 1123	92.7%	91%	113.7%	136%	117%	108.5%	NA	NA
	MS 123	107.3%	86%	136.2%	80%	103%	94.3%	NA	NA
Percent scoring at or above national average on CAAP objective test. (expected outcome 2) <b>**CAAP discontinued 2015-16</b>	Writing Skills	37.5%	46.8%	48.6%	NA	59.5%	42.9%	50.9	NA
	Mathematics	40.9%	58.4%	55.4%	NA	64.9%	48.2%	59.3	NA
	Reading	42.2%	49.4%	52.7%	NA	43.2%	44.6%	49.2	NA
	Science Reasoning	36.1%	48.1%	41.9%	NA	45.9%	44.6%	40.8	NA
Percent scoring at or above 50 percentile on CAAP Essay. (expected outcome 3) <b>**CAAP discontinued 2015-16</b>									
	Essay Writing	48.4%	62.8%	65.3%	NA	45.7%	73.2%	74.6	NA
Mastery Level (expected outcome 4)	Faculty Projects	100%	100%	100%	NA	100%	100%	100%	Data not available for 2015-2016
Graduate within three years (ADHE Report) (expected outcome 5)						29%	18.6%		

\*Percentages may change all results are not yet in.



**Phillips Community College of the University of Arkansas  
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**Goal 3: Students earning an Associate of Applied Science or Technical Certificate degree will be prepared for entry-level positions in their chosen fields.**

<b>ASSESSMENT OF STUDENT LEARNING</b>						
<p><u>Expected Outcomes:</u></p> <p>Allied Health (See individual program assessment for specific exams required).</p> <ol style="list-style-type: none"> <li>1. At least 85% of Allied Health graduates who take a licensure exam will pass on the first write.</li> <li>2. Employers returning the Employer Survey will report overall satisfaction with the performance of Allied Health graduates.</li> </ol> <p>Business and Information Systems</p> <ol style="list-style-type: none"> <li>3. 85% of AAS Business students will score 75% or higher on internship supervisor evaluations and simulations/projects.</li> <li>4. 85% of employers returning the Employer Satisfaction Survey will express overall satisfaction with Business and Information Systems graduates.</li> <li>5. 85% of Cosmetology graduates who take the licensure exam will pass on the first write.</li> <li>6. 85% of employers returning the Employer Satisfaction Survey will express overall satisfaction with Cosmetology graduates.</li> </ol> <p>Early Childhood Education</p> <ol style="list-style-type: none"> <li>7. 85% of students will meet all NAEYC and Council for Early Childhood for Professional Recognition Competencies.</li> <li>8. 85% of the employers returning the Employer Satisfaction Survey will express satisfaction with Early Childhood Education graduates.</li> </ol> <p>Behavioral Health Technology</p> <ol style="list-style-type: none"> <li>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.</li> <li>10. 85% of the employers returning the Employer Satisfaction Survey will express satisfaction with Behavioral Health Technology graduates.</li> </ol> <p>Applied Technology</p> <ol style="list-style-type: none"> <li>11. 85% of the employers returning the Employer Satisfaction Survey will express satisfaction with Applied Technology graduates.</li> </ol>						
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 Deans/Dept Chair	See division assessment	Annually in September	See division assessment	See division assessment. See table 4.	See division assessment
Internship (3, 7, 9)	Office of Deans/Dept Chair	See division assessment		See division assessment	See division assessment. See table 4.	See division assessment
Early Childhood Competencies (7)	Office of Deans/Dept Chair	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 Deans/Dept Chair	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**

	2009	2010	2011	2012	2013	2014	2015	2016		2009	2010	2011	2012	2013	2014	2015	2016	
<b>Allied Health (expected outcome 1, 2)</b>	<b>NCLEX/Registry Pass Rate</b>									<b>Employer Satisfaction</b>								
ADN (ALL)	100%	82.7%	81%	94%	70%	85.7%	100%	92%		100%	100%	100%	100%	100%	100%	100%	100%	Surveys mailed to Emp in Nov of 2016
<i>Helena West Helena</i>	100%	77%	78%	92%	66.7%	100%	100%	89%		100%	100%	100%	100%	100%	100%	100%	100%	Surveys mailed to Emp in Nov of 2016
<i>DeWitt</i>	No Grads	100%	No Grads	100%	No Grads	100%	No grads	No grads		No Grads	100%	No Grads	100%	No Grads	100%	No Grads	No Grads	No Grads
<i>Stuttgart</i>		No Grads	100%	No Grads	100%	No Grads	100%	100%			No Grads	100%	No Grads	100%	No Grads	100%	100%	Surveys mailed to Emp in Nov of 2016
MLT	No MLT grads	NA	0%	No one has taken	0%	25%	56%	NA		No MLT grads	100%	100%	100%	100%	100%	100%	100%	Surveys mailed to Emp in Nov of 2016
PN (ALL)	100%	90%	100%	NA	91%	100%	100%	100%		100%	100%	60%	NA	100%	100%	75%	100%	Surveys mailed to Emp in Nov of 2016
<i>Helena West Helena</i>	100%	Not Split Out	100%	NA	83%	100%	100%	100%		100%	100%	60%	NA	100%	100%	100%	100%	Surveys mailed to Emp in Nov of 2016
<i>DeWitt</i>	100%	Not Split Out	100%	NA	100%	100%	100%	100%		100%	100%	60%	NA	100%	100%	50%	100%	Surveys mailed to Emp in Nov of 2016
PLB	Not Required for Practice					1 of 11 wrote 100% (1/1)	4 of 5 80%	NA		100%	100%	100%	100%	100%	100%	100%	100%	Surveys mailed to Emp in Nov of 2016

**Table continued on next page.**

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**Table 3: Goal 3, Expected Outcomes 1-11**  
**Preparation for Employment**

(Continued from previous page)

	2009	2010	2011	2012	2013	2014	2015	2016		2009	2010	2011	2012	2013	2014	2015	2016
<b>Business and Information Systems (expected outcomes 3, 4)</b>	<b>Internship Success Rate</b>									<b>Employer Satisfaction</b>							
<b>Business and Information Systems Internship Success Rate</b>	96%	100%	100%	100%	100%	100%	100%	100%		100%	100%	100%	100%	100%	100%	100%	100%
<b>Cosmetology-Board Pass Rates (expected outcomes 5, 6)</b>	100%	100%	100%	60%	100%	90%	100%	100%		100%	100%	100%	100%	No surveys returned	100%	88%	88%
<b>Arts and Sciences (expected outcomes 7, 8, 9,10)</b>	<b>Internship Success Rate</b>									<b>Employer Satisfaction</b>							
Early Childhood Education	NA	NA	NA	NA	88%	100%	95%			100%	100%	NA	NA	100%	100%	100%	NA
Behavioral Health Technology	NA	NA	NA	NA	95%	95%	100%			NA	100%	NA	NA	100%	85%	100%	NA
<b>Applied Technology ((expected outcome 11)</b>	NA	NA	100%	100%	NA	NA	NA	NA		100%	100%	No surveys returned	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  
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**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.**

<b>ASSESSMENT OF STUDENT LEARNING</b>						
<p><u>Expected Outcomes:</u></p> <p><b>Allied Health</b></p> <ol style="list-style-type: none"> <li>1. 90% of Allied Health graduates seeking employment will be employed in their chosen field within 6 months of graduation.</li> <li>2. 90% of Allied Health graduates seeking employment will initially practice in a setting appropriate for educational preparation.</li> </ol> <p><b>Business and Information Systems</b></p> <ol style="list-style-type: none"> <li>3. 80% of AAS business graduates seeking employment will be employed in the business field within six months of graduation</li> </ol> <p><b>Early Childhood Education</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Behavioral Health Technology</b></p> <ol style="list-style-type: none"> <li>5. 30% of Behavioral Health graduates seeking employment will be employed in the behavioral health or social service field within 6 months of graduation.</li> </ol> <p><b>Applied Technology</b></p> <ol style="list-style-type: none"> <li>6. 80% of Applied Technology graduates seeking employment will find a job in an applied technology field within six months of graduation.</li> </ol>						
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/Dept Chair	Division Deans/Dept Chairs	Annually in September	Analysis of Exit Interview And Alumni Survey	See division assessment	See division assessment

**Phillips Community College of the University of Arkansas  
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**Table 4: Goal 4, Expected Outcomes 1-6  
Graduate Employment**

<b>Division</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Allied Health (expected outcomes 1, 2)</b>												
AD Nursing (ALL) (see note)	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%	100%
<i>DeWitt</i> (see note)				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	100%	100%
MLT	100%	100%	NA	NA	No grads	100%	100%	80%	100%	67%	90%	33%
PN Nursing (ALL) (see note)	100%	NA	100%	100%	No Grads	83%	100%	NA	100%	83%	No Grads	86%
<i>Helena West Helena</i>	100%	NA		100%	No Grads	Data Not Split	100%	NA	100%	78%	No Grads	75%
<i>DeWitt</i>				100%	No grads	Data Not Split	100%	NA	100%	100%	No Grads	100%
Phlebotomy	0%	100%	100%	100%	100%	100%	43%	0%	33%	67%	60%	NA
<b>Business and Information Systems (expected outcome 3)</b>	NA	83%	83%	79%	80%	75%	80%	75%	100%	83%	80%	67%
<b>Arts and Sciences (expected outcomes 4, 5)</b>												
Early Childhood Education	NA	NA	NA	NA	84%	84%	94%	NA	84%	84%	100%	NA
Behavioral Health Technology	NA	NA	NA	NA	NA	100%	89%	NA	50%	85%	66%	NA
<b>Applied Technology (expected outcome 6)</b>	NA	86%	NA	NA	NA	No surveys returned	No surveys returned	No surveys returned	100%	No surveys returned	One survey returned; not working	100%

**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.**

<b>ASSESSMENT OF STUDENT LEARNING</b>						
<p>Expected Outcomes:</p> <p><b>Institution:</b> PCCUA Graduate Survey (administered day of graduation)</p> <p><b>Programs:</b></p> <p style="margin-left: 20px;"><b>Allied Health</b> 1. 85% of Allied Health graduates returning the Graduate Survey will express overall satisfaction with preparation provided by the program.</p> <p style="margin-left: 20px;"><b>Business and Information Systems</b> 2. 85% of AAS business graduates will express overall satisfaction with preparation provided by the program.</p> <p style="margin-left: 20px;"><b>Early Childhood Education</b> 3. 85% of Early Childhood Education graduates will express overall satisfaction with preparation provided by the program.</p> <p style="margin-left: 20px;"><b>Behavioral Health Technology</b> 4. 85% of Behavioral Health graduates will express overall satisfaction with preparation provided by the program.</p> <p style="margin-left: 20px;"><b>Applied Technology</b> 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 Dean/Dept Chair 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 2010-2016	

**Phillips Community College of the University of Arkansas**  
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**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	2016
<b>Allied Health (expected outcome 1)</b>																
ADN	100%	91%	100%	100%	86%	100%	100%	90%	100%	88%	90%	100%	100%	91.7%	100%	Graduate Survey will be mailed in November of 2016
<i>HWH (Helena West Helena)</i>								86%	100%	83%	89%	100%	100%	91.7%	100%	Graduate Survey will be mailed in November of 2016
<i>DeWitt</i>								100%	No grads	100%	No Grads	100%	No Grads	100%	No Grads	No Grads
Stuttgart										No Grads	100%	No grads	100%	No Grads	100%	Graduate Survey will be mailed in November of 2016
MLT	**	**	**	No grads	100%	100%	NA	No grads	No grads	100%	100%	100%	100%	100%	100%	Graduate Survey will be mailed in November of 2016
PN*	100%	100%	No Grads*	98%	100%	No Grads*	100%	100%	No Grads*	100%	100%	100%	NA	100%	100%	Graduate Survey will be mailed in November of 2016
<i>HWH (Helena West Helena)</i>											100%	100%	NA	100%	100%	Graduate Survey will be mailed in November of 2016
<i>DeWitt</i>											100%	100%	NA	100%	100%	Graduate Survey will be mailed in November of 2016
PLB	**	**	100%	**	**	100%	100%	100%	100%	100%	NA	100%	100%	100%	100%	100%
<b>Business and Information Systems (expected outcome 2)</b>				100%	100%	100%	100%	89%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Arts &amp; Science (expected outcome 3, 4)</b>																
Early Childhood Education	91%	93%	97%	NA	NA	NA	NA	NA	NA	94%	NA	NA	89%	89%	95%	NA
Behavioral Health Technology	NA	NA	100%	NA	NA	NA	NA	NA	NA	89%	NA	NA	90%	90%	100%	NA
<b>Applied Technology (Expected outcome 5)</b>	NA	NA	100%	NA	97%	88%	NA	NA	100%	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  
Responses to Graduate Survey 2004-2016  
Percent indicating they made some or substantial progress toward this goal**

<b>Statement</b>	<b>2004 (146)</b>	<b>2005 (127)</b>	<b>2006 (130)</b>	<b>2008 (140)</b>	<b>2009 (127)</b>	<b>2010 (186)</b>	<b>2011 (148)</b>	<b>2012 (139)</b>	<b>2013 (167)</b>	<b>2014 (139)</b>	<b>2015 (140)</b>	<b>2016 (127)</b>
Quality of instruction is good or excellent	97.9	97	97	98	NA	97	96	96	99.4	98	97	99
Satisfied with program of study	93.9	94	94	94	95	90	95	92	98	96	88	96
Acquire career training	84.1	93	91	98	97	95	96	93	95	96	93	95
Improve leadership skills	91.7	96	94	98	97	97	99	96	96	96	97	97
*More skilled in meeting and relating to others	97.3	97	99	99	96	97	97	96	95	99	98	98
*Acquire skills in technology	97.8	96	97	97	96	94	96	95	93	95	95	98
*Develop oral and written communication skills	97.9	96	97	96	98	98	97	96	96	97	94	97
*Learn to think critically	93.1	94	96	96	96	98	97	96	94	100	98	100
*Acquire knowledge and appreciation of art, music, history, and literature	95.8	82	79	99	87	89	84	86	87	92	88	95
*Understand science and scientific reasoning	96.5	84	85	88	89	89	89	89	89	92	91	95
Acquire general education needed in career for advanced degree	92.3	96	95	88	NA	NA	90	NA	NA	NA	NA	NA
Improve self confidence	95.1	95	95	96	96	95	98	96	94	96	97	97
*Recognize and respond to diversity of people and cultures	95.7	96	96	95	97	97	93	99	95	96	96	98
Acquire skills and knowledge related to daily life	93.6	96	94	96	97	97	98	96	96	97	95	97
Understand the constitution, government, and political processes	94.2	88	82	86	85	84	82	86	83	90	85	89
*Understand and appreciate the importance of community involvement	80.4	91	93	94	92	94	92	94	95	97	94	95
*Acquire math skills related to my area of study	92.1	91	91	97	92	95	93	94	91	95	91	98
*Learn to solve problems	96.3	94	93	98	96	97	95	96	96	99	94	98

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 \*\*Fall 2007 - 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.**

<b>ASSESSMENT OF STUDENT LEARNING</b>						
<p><u>Expected Outcomes:</u> <b>STACC Core Components</b></p> <ul style="list-style-type: none"> <li>• <b>Social and Civic Responsibility</b> – Students will demonstrate behavior that adhere to legal/ethical standards established by society.</li> <li>• <b>Technology Utilization</b> – Students will be able to use technological and tool of trades to achieve a specific outcome.</li> <li>• <b>Analytical and Critical Thinking</b> – Students will be demonstrate reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.</li> <li>• <b>Communication</b> – Students will be able to communicate effectively in a written and oral manner.</li> <li>• <b>Cultural Awareness</b> – Students will recognize and respect the diversity of people; their beliefs, values, attitudes and customs.</li> </ul> <p><u>Expected Outcomes:</u></p> <p><b>Allied Health</b> (See individual program assessment plans for specific benchmarks.)</p> <ol style="list-style-type: none"> <li>1. At least 75% of Allied Health graduates will achieve program benchmarks related to college core competencies.</li> </ol> <p><b>Business and Information Systems</b></p> <ol style="list-style-type: none"> <li>2. 85% of AAS Business students will achieve core competencies by scoring 75% or higher on internship supervisor evaluations and simulations/projects.</li> </ol> <p><b>Early Childhood Education</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Behavioral Health Technology</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Applied Technology</b></p> <ol style="list-style-type: none"> <li>5. 100% of graduating students will meet program standards related to core competencies by successfully completing general education courses related to specific competencies.</li> </ol>						
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/Dept Chair of each division.	See division assessment	See division assessment	See division assessment	See division assessment	See division assessment
Technology Utilization	Office of the Dean/Dept Chair 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 Thinking and		See division assessment	See division assessment	See division assessment	See division assessment	See division assessment

Mathematical Reasoning combined)	Office of the Dean/Dept Chair of each division.	See division assessment	See division assessment	See division assessment	See division assessment	See division assessment
Communication						
Cultural Awareness	Office of the Dean/Dept Chair 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	Office of the Dean/Dept Chair of each division					

**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
<b>Allied Health</b>																		
<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
<b>Business &amp; Information Systems</b>	85	88	90	87	86	85	93	93	98	83	84	84	76	84	84	85	86	85
<b>Early Childhood</b>	NA	NA	89	NA	NA	89	NA	NA	89	NA	NA	89	NA	NA	89	NA	NA	89
<b>Behavioral Health Technology</b>	NA	NA	100	NA	NA	100	NA	NA	100	NA	NA	100	NA	NA	100	NA	NA	100
<b>Applied Technology</b>	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)

<b>STACC</b>	<b>Social &amp; Civic Responsibility</b>	<b>Technology Utilization</b>	<b>Analytical and Critical Thinking</b>	<b>Communication</b>	<b>Cultural Awareness</b>
	<b>2014</b>	<b>2014</b>	<b>2014</b>	<b>2014</b>	<b>2014</b>
<b>Allied Health</b>					
<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%
<b>Business &amp; Information Systems</b>	79%	90%	82%	81%	79%
<b>Early Childhood</b>	100%	100%	100%	100%	100%
<b>Behavioral Health Technology</b>	100%	100%	100%	100%	100%
<b>Applied Technology</b>	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)

<b>STACC</b>	<b>Social &amp; Civic Responsibility</b>	<b>Technology Utilization</b>	<b>Analytical and Critical Thinking</b>	<b>Communication</b>	<b>Cultural Awareness</b>
	<b>2015</b>	<b>2015</b>	<b>2015</b>	<b>2015</b>	<b>2015</b>
<b>Allied Health</b>					
<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%
<b>Business &amp; Information Systems</b>	86%	85%	84%	86%	92%
<b>Early Childhood</b>	86%	86%	86%	86%	86%
<b>Behavioral Health Technology</b>	100%	80%	80%	100%	100%
<b>Applied Technology</b>	86%	95%	83%	85%	84%

**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)

<b>STACC</b>	<b>Social &amp; Civic Responsibility</b>	<b>Technology Utilization</b>	<b>Analytical and Critical Thinking</b>	<b>Communication</b>	<b>Cultural Awareness</b>
	<b>2016</b>	<b>2016</b>	<b>2016</b>	<b>2016</b>	<b>2016</b>
<b>Allied Health</b>					
<i>ADN</i>					
HWH -Helena West Helena	100%	100%	100%	100%	100%
DeWitt	100%	100%	100%	100%	100%
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%
<b>Business &amp; Information Systems</b>	80%	88%	81%	83.5%	92%
<b>Early Childhood</b>	NA	NA	NA	NA	NA
<b>Behavioral Health Technology</b>	NA	NA	NA	NA	NA
<b>Applied Technology</b>	85%	89.5%	86.5%	94%	94%

**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 & Director 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**

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

\* 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 posttest 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  
2008-2016**

	<b>* 2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
<b>Educational Functioning Levels</b>	<b>Total =262 progress/percent</b>	<b>Total=240 Progress/percent</b>	<b>Total=178 Progress/percent</b>	<b>Total=160 Progress/percent</b>	<b>Total=164 Progress/percent</b>	<b>Total=186 Progress/percent</b>	<b>Total=124 Progress/percent</b>	NA
Beginning ABE Literacy	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%	NA
Beginning Basic Education	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%	NA
<b>Total Beginning Literacy Education</b>	<b>95/38 40%</b>	<b>81/28 35%</b>	<b>54/23 43%</b>	<b>44/14 32%</b>	<b>51/23 45%</b>	<b>59/28 47%</b>	<b>37/17 45%</b>	NA
Low Intermediate Basic Education	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%	NA
High Intermediate Basic Education	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%	NA
<b>Total Adult Basic Education</b>	<b>149/64 43%</b>	<b>139/76 55%</b>	<b>106/53 50%</b>	<b>102/48 47%</b>	<b>102/44 43%</b>	<b>106/41 39%</b>	<b>72/34 47%</b>	NA
Low Adult Secondary Education	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%	NA
High Adult Secondary Education	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%	NA
<b>Total Adult Secondary Education</b>	<b>18/10 56%</b>	<b>20/13 65</b>	<b>18/11 61%</b>	<b>14/10 71%</b>	<b>11/5 45%</b>	<b>21/12 57%</b>	<b>15/13 87%</b>	NA
<b>OVERALL EDUCATIONAL PROGRESS ALL STUDENTS</b>	<b>262@12+ HOURS 112/43%</b>	<b>240@12+HOURS  117/50%</b>	<b>178@12+HOURS  87/49%</b>	<b>160@12+HOURS  72/45%</b>	<b>164@12+HOURS  72/44%</b>	<b>186@12+HOURS  76/41%</b>	<b>124@12+HOURS  64/52%</b>	NA

\*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**

**Goal 8: Adult Secondary Education students will receive an Arkansas High School Diploma after passing the GED and will continue their education.**

ASSESSMENT OF STUDENT LEARNING						
<p><u>Operational Definitions:</u></p> <ul style="list-style-type: none"> <li>• DADE – Division of Adult and Developmental Education</li> <li>• Adult Secondary Education – Students functioning at the 9-12 grade levels</li> <li>• GED – General Education Development test</li> <li>• AERIS – Adult Education Student Management System</li> </ul> <p><u>Expected Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. 80% of Adult Secondary Education students taking the GED test will receive an Arkansas High School Diploma.</li> <li>2. The percentage PCCUA Adult Secondary Education students who pass the GED will equal or surpass the percentage for the state.</li> <li>3. 75% of students with a secondary goal of entering post-secondary education will enroll in college (PCCUA) within six months after receiving an Arkansas High School Diploma.</li> </ol>						
Component	Where Verification Found	Responsible Party	Time/ Frequency of Assessment	Assessment Method	Assessment Outcomes (Report of Data Collection)	Plan for Improvement
GED Test Results	Director of DADE/ GED Examiner/ AERIS	GED Examiner	Monthly	GED Test Results	See division assessment	See division assessment
Comparison of PCCUA and AR GED pass rate						
GED follow-up of GED recipients with a goal of entering post-secondary education		GED Examiner	Monthly	Follow-up documentation/ data matching		

**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		2016	
	AR	PCCUA	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	NA	NA
# PASSING GED TEST	7,274	39	7,538	39	NA	NA	6,544	52	7,528	99	1,280	12	NA	NA	NA	NA
GED PASS RATE	84%	80%	86%	81%	NA	NA	84%	88%	87%	77%	83%	52%	NA	NA	NA	NA

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

PCCUA	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
# TAKING GED TEST	50	42	40	34	60	56	23	NA
# PASSING GED TEST	39	38	30	33	58	54	12	NA
GED PASS RATE	78%	90%	75%	97%	97%	96%	52%	NA

**Table 8c: Goal 8, Expected Outcome 3**

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
<b>Post-Secondary Education or Training</b>	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	NA