



ARKANSAS STATE UNIVERSITY  
**MID-SOUTH**

2014-2015  
Assessment Report

Prepared by the  
Office of Institutional Effectiveness  
July 2015

## **Assessment of Student Academic Achievement**

Mid-South Community College is committed to quality instruction that supports documented student learning outcomes. General education and technical/occupational learning outcomes are listed in the Academic Program sections of the college catalog. To insure the continuous improvement of its academic programs and services, college personnel support a variety of evaluation activities such as the following:

- Placement testing of students upon initial enrollment
- Course-level assessment of learning outcomes
- Performance tracking in subsequent, related courses
- General education and major field tests prior to graduation
- Tracking student retention and graduation rates
- Student evaluations of instruction
- Student satisfaction surveys
- Job placement rates of graduates
- Employer satisfaction surveys
- Alumni surveys
- Student performance at transfer institutions

Information gathered from these instruments and activities is analyzed and used to make improvements in instructional strategies, facilities, curricula, services, and scheduling for the purpose of improving student learning. Responsible participation by students is necessary to many of these activities. Students are encouraged to perform their best on tests and to answer evaluation questions with care and honesty so that the College's strengths and weaknesses are clearly identified. In addition, student input to the College assessment program is vital for its success. Such self-analysis by College constituencies will ensure that MSCC continues to improve and to respond to student and community needs in Crittenden County and the surrounding area.

## **Relationship of Assessment to the College's Mission, Purposes, & Goals**

Assessment of student learning is closely related to the College's mission, purposes, and strategic goals. Additionally, strategic goals provide a framework for MSCC's strategic planning process and emphasize the importance of expanding access to, improving, and supporting student learning.

## **College Mission**

Mid-South Community College is a public two-year institution of higher education with an open-door admission policy, serving Crittenden County, Arkansas, and the surrounding areas with a comprehensive educational program. The College is committed to economic development in the Arkansas Delta through the provision of high quality, affordable, and convenient learning opportunities and services consistent with identified student, community, and regional needs. To meet these needs, the College provides quality academic and support programs, personnel, technology, administrative services, and facilities necessary to respond in a timely and effective manner.

## **College Purposes**

- To provide community college general education and technical curricula, which prepare students for, transfer, employment, global awareness, an appreciation of diversity, and lifelong learning.
- To provide academic resources, technology, and learning support programming to foster student success.
- To provide extra-curricular activities that promotes wellness, leadership development, good citizenship, and cultural growth.
- To foster economic development by providing a training and educational link between the College and business and industry that ensures a competent local and regional workforce.
- To provide local access to baccalaureate and graduate education through partnerships with universities and four-year colleges.
- To support cultural and community events.

## **MSCC Value Statements**

Mid-South Community College employees are committed to:

### **Access**

Access, opportunity, and support for those who may benefit from its programs and services.

### **Positive Campus Environment**

A working and learning environment that encourages freedom of inquiry and values integrity, courtesy, and involvement in decision making while respecting diversity and individual differences.

### **Community and Civic Responsibility**

Civic responsibility through planned learning experiences and through collaboration with local organizations to enhance the quality of life for all citizens of the community.

### **Quality and Accountability**

Quality instruction and effective use of technology, resources, and support services through continuous assessment of needs, programs and services.

### **Responsiveness**

Economic, cultural, social, and human development by serving as a catalyst for community and educational improvements.

## **Strategic Goals for 2014–2017**

### **I. MSCC will expand access to learning by**

- identifying ways we can improve access for the complete spectrum of learners in our communities of interest.
  - Goal:** Develop new programs that address student interests and economic growth.
  - Goal:** Strengthen partnerships with local schools to increase dual enrollment of high school students.
  - Goal:** Expand flexible delivery systems that address the time constraints of adult students.
- recruiting, enrolling, and retaining increasing numbers of students.
  - Goal:** Increase enrollment by an average of 5% a year until the total fall semester enrollment reaches and is maintained at a headcount of at least 2000.

### **II. MSCC will improve learning by**

- engaging in continuous improvement of student, faculty, and staff learning.
  - Goal:** Increase professional growth opportunities for faculty and staff in support of student learning and retention to goal achievement.
- regularly and systematically evaluating and improving our processes.
  - Goal:** Compare favorably with its peers as measured by national and/or state benchmarks.
  - Goal:** Continue to improve the teaching/ learning process through assessing student learning.
- providing a comprehensive and responsive academic support system that recognizes students as central to the learning process.
  - Goal:** Improve support services for under-prepared students.
  - Goal:** Increase extracurricular options that enhance student academic success and engagement with the institution.
  - Goal:** Expand and improve student use of tutorial services.

### **III. MSCC will support regional economic development by**

- providing more flexible training/education programs to meet the needs of business and industry.
  - Goal:** Develop/strengthen career pathways with emphasis on student preparation for STEM careers.
- supporting and expanding partnerships with educational, philanthropic, and government agencies and other higher education institutions to increase breadth and depth in business/industry training.

**Goal:** Pursue stronger communication with area business/industry regarding programs and services provided by the college.

#### **IV. MSCC will manage its resources effectively by**

- providing excellent human, physical, and fiscal resources that promote student learning.  
**Goal:** Enhance use of technology to support student advising, and counseling and to improve institutional efficiency.  
**Goal:** Obtain and effectively manage external resources to enhance facilities and programs  
**Goal:** Increase MSCC Foundation resources
- promoting community on campus with an environment that encourages mutual respect and positive relationships.  
**Goal:** Enhance morale, institutional loyalty, and positive relationships among employees.

## **General Education Learning Outcomes**

Mid-South Community College is committed to serving the educational needs of the Arkansas Delta. While the College provides college transfer and employment-related education to meet the pressing short- and long-term needs of its diverse student body, it also recognizes the critical role of general education in preparing students for the demands of the workplace, personal growth, and civic responsibility.

In order to provide certificate and degree-seeking students with the communication, analytical, interpersonal, and research skills necessary to meet the challenges of a constantly changing world, the faculty and administration of MSCC require a coherent body of courses in English, speech, mathematics, history, social sciences, and computer fundamentals for all degree-seeking students. MSCC faculty members require reading, writing, research, and oral communication activities in all credit courses to help students strengthen critical communication, critical thinking, and information processing skills.

The MSCC general education curriculum provides the means by which associate degree students will accomplish the following outcomes. As part of the College's academic assessment program, faculty members have created rubrics which clarify how outcomes are measured and are used to evaluate students. Course rubrics are readily available to students as part of the electronic resources provided for courses in Campus Cruiser.

For ACTS Equivalent Course Numbers, please visit <http://acts.adhe.edu/studenttransfer.aspx>.

#### **General Education Outcomes**

MSCC graduates are expected to --

##### **GEO 1: Communicate effectively in standard, edited American English.**

- Provide content that is clearly focused and supported by the writer's understanding of the topic.
- Use appropriate grammar, punctuation, spelling, and syntax.
- Logically organize and develop ideas in writing.
- Provide an appropriate introduction and conclusion to organize the speech.
- Provide main points that are well developed and clear.

- Use appropriate gestures, movement, and eye contact to give a poised and professional presentation.
- Speak clearly and understandably using standard, edited English.

**GEO 2: Solve problems using mathematical skills appropriate to the task.**

- Demonstrate ability to complete different mathematical tasks by using fundamental mathematical operations and principles.
- Perform and apply mathematical operations efficiently and effectively.
- Demonstrate understanding of mathematical tasks by communicating results in written form.
- Effectively use technology to help solve mathematical problems.

**GEO 3: Develop work ethic skills relevant to the students' future academic or professional careers.**

- Demonstrate the ability to effectively work in a team.
- Demonstrate effective communication, cooperation, and organizational skills to complete all assigned tasks.
- Demonstrate dependable character and the ability to respect others regardless of personal or cultural differences.
- Demonstrate a positive attitude and the ability to appropriately handle criticism.
- Demonstrate that consistent attendance and productivity are a priority.
- Maintain an appropriate appearance for academic and professional settings.

**GEO 4: Use common computer applications to locate, communicate, process, and store information.**

- Demonstrate basic computer and operating system skills.
- Perform core application tasks within computer software packages, such as Word, Power Point, and Excel.
- Use a search engine and/or electronic databases to access, navigate, and evaluate information on the Internet.
- Communicate effectively using email and/or online discussion forums.

## **Degrees Available**

### **Associate of Applied Science Degrees**

Aviation Maintenance Technology  
 Business Technology: Business Administration, Applications Specialist  
 Digital Media  
 General Technology  
 Hospitality Management  
 Information Systems Technology  
 Medical Assisting Technology  
 Respiratory Care

### **Associate of Arts Degrees**

General Education

### **Associate of Science Degrees**

Business  
 Hospitality Management

## **Certificates**

Certificate of Proficiency: Administrative Office Procedures  
Certificate of Proficiency: CNC Operations and Programming  
Certificate of Proficiency: Emergency Medical Technician  
Certificate of Proficiency: Film and Video Production  
Certificate of Proficiency: Flux-Core Arc Welding Technology  
Certificate of Proficiency: Food Service Management  
Certificate of Proficiency: Gas Metal Arc Welding Technology  
Certificate of Proficiency: Gas Tungsten Arc Welding Technology  
Certificate of Proficiency: General Aviation Maintenance Technology  
Certificate of Proficiency: Heavy Truck Diesel Maintenance  
Certificate of Proficiency: Hospitality Management  
Certificate of Proficiency: Machine Technology (Machinist I)  
Certificate of Proficiency: Machine Technology (Machinist II)  
Certificate of Proficiency: Mechatronics Level I  
Certificate of Proficiency: Mechatronics Level II  
Certificate of Proficiency: Mechatronics Level III  
Certificate of Proficiency: Mechatronics Level IV  
Certificate of Proficiency: Micro-computer Upgrade and Repair  
Certificate of Proficiency: Networking  
Certificate of Proficiency: Nursing Assistant  
Certificate of Proficiency: Phlebotomy  
Certificate of Proficiency: Process Technology I  
Certificate of Proficiency: Shielded Metal Arc Welding Technology  
Technical Certificate: Aviation Airframe Maintenance Technology  
Technical Certificate: Aviation Powerplant Maintenance Technology  
Technical Certificate: Diesel Maintenance Technology  
Technical Certificate: Food Service Management

## Assessment Results for 2014-2015

### General Education Outcomes:

#### AA in General Education: GEOS:

GEO 1: Communicate effectively in standard, edited American English.

Program Level Assessment of AA in General Education: Communications					
Program Outcomes	Assessment Tool/Technique	Target Students	Time Frame Sem /Yr	Expected Benchmark Performance	Results
Oral presentation demonstrating organization of introduction and conclusion, clear main points, the use of gestures, movement, and eye contact.	Oral Presentation delivered in a variety of college-level courses and scored using a college-wide approved rubric.	Students enrolled in: PSYC-1403, CJUS-1003, GEOG-1133, HIST-2133, HIST-1163, EDUC-2023, PSYC-1403, BUSN-2033, ENGL-2153, ARTS-1123, and ARTS-1103	Spring 2015	70% of students will score a 3 or higher on the oral presentation rubric.	<b>Target met.</b>

#### GEO 2: Solve problems using mathematical skills appropriate to the task.-

101 students in eight 2000 level courses were assessed using the rubric below.

Rubric Component	Demonstrates ability to complete a mathematical task by using fundamental mathematical operations and principles.	Performs and applies mathematical operations efficiently and effectively.	Demonstrates understanding of mathematical tasks by communicating results in written form.	Effectively uses technology to help solve mathematical problem.
Mean	3.6	3.61	3.5	3.603174603
Median	4	4	4	4
Mode	4	4	4	4

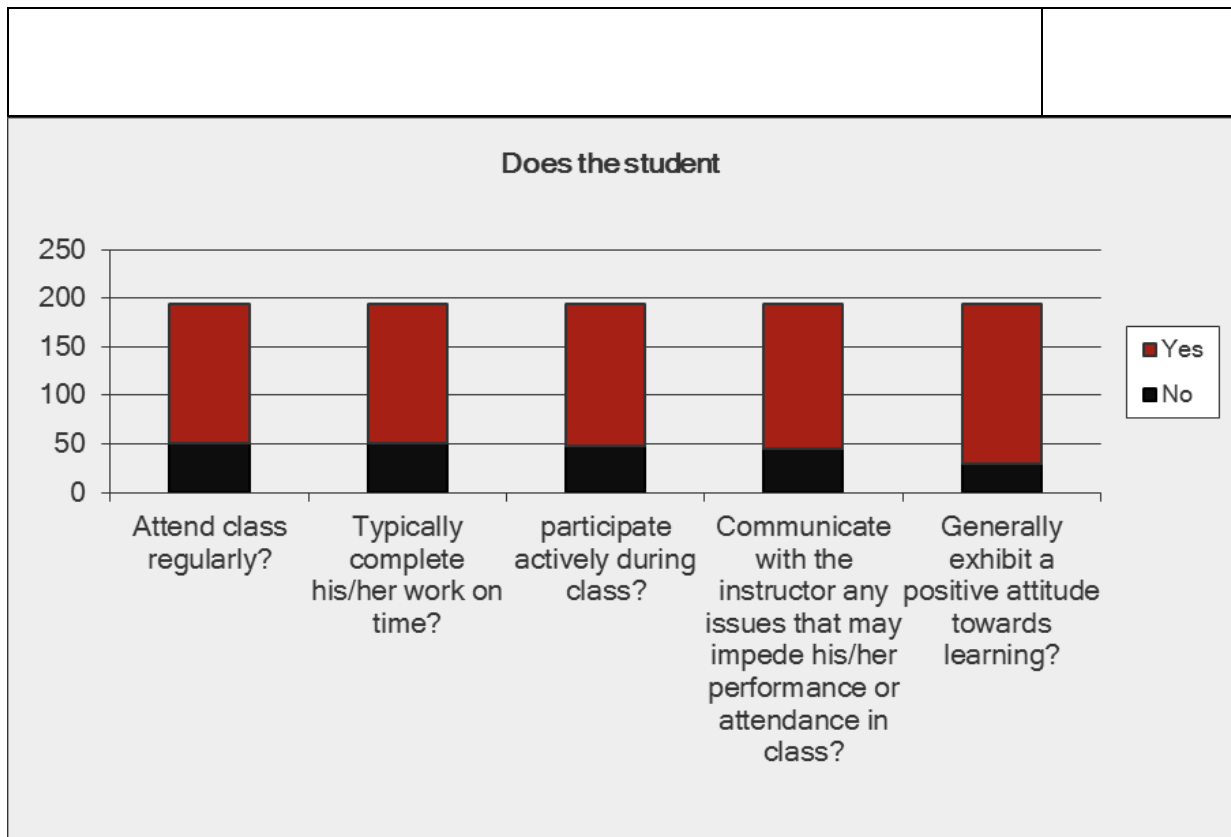


Student's Name: \_\_\_\_\_

Rubric Component	Point Scale				Student's Score
	4	3	2	1	
Demonstrates ability to complete a mathematical task by using fundamental mathematical operations and principles.	Fully demonstrates ability to complete a mathematical task using fundamental mathematical operations and principles.	Fails to complete a minor part of the task but mathematical operations and principles would work for the problem.	Fails to complete a major part of the task or the mathematical operations and principles would only lead to solving part of the problem.	Completely fails to complete the task or the mathematical operations and principles would not work.	
Performs and applies mathematical operations efficiently and effectively.	Math operations used efficiently and effectively.	Math operations used mostly efficiently and effectively, but results in a 1 or 2 errors.	Math operations used somewhat efficiently and effectively, but results in a 3 or 4 errors.	Math operations are NOT efficiently and effectively, resulting in 5 or more errors and no answer.	
Demonstrates understanding of mathematical tasks by communicating results in written form.	All of the work was shown or explained.	Most of the work was shown or explained.	Some of the work was shown or answer given in written form.	No work was shown.	
Effectively uses technology to help solve mathematical problem.	Calculator or other technology was used effectively to help solve the problem.	Calculator or other technology was used but there was some error in the process.	Calculator or other technology was used incorrectly.	Calculator or other technology was not used.	

**GEO 3: Develop work ethic skills relevant to the students' future academic or professional careers.** Faculty with 2000 level classes received the survey- 17 instructors completed 194 surveys with a range of 73% to 84% of students engaged in the behaviors described as examples of positive work ethic skills.

Does the student:			
Answer Options	Yes	No	Response Count
Attend class regularly?	143	51	194
Typically complete his/her work on time?	143	51	194
Participate actively during class?	146	48	194
Communicate with the instructor any issues that may impede his/her performance or attendance in class?	149	45	194
Generally exhibit a positive attitude towards learning?	164	30	194
<b>answered question</b>			<b>194</b>



**GEO 4: Use common computer applications to locate, communicate, process, and store information.**

In total, 100 students took the assessment.

The average score was 3.63, and the median score was 4.

Student score breakdown

68 students had a score of 4

27 students had a score of 3

5 students had a score of 2

0 students had a score of 1

## **College Wide Assessment**

In addition to the measuring General Education Outcomes, associate degree students must complete the WorkKeys® assessments before the commencement ceremony to be eligible for graduation. The ACT NCRC is based on ACT WorkKeys research-based work skills assessments. To earn an ACT NCRC, an examinee must successfully complete three ACT WorkKeys assessments: Applied Mathematics, Locating Information, and Reading for Information.

The ACT NCRC is awarded at four levels, based on the scores achieved on the component assessments.

Platinum: Scores of Level 6 or higher on all three exams

Gold: Scores of Level 5 or higher on all three exams

Silver: Scores of Level 4 or higher on all three exams

Bronze: Scores of Level 3 or higher on all three exams

28 out of 133 (21%) scored Gold or higher on the WorkKeys Career Readiness Certificate, which was even with last year at 21%.

10 students did not qualify for a certificate vs. 9 last year

18 students scored Bronze vs. 31 last year

77 students scored Silver vs. 54 last year

28 students scored Gold vs. 25 last year

0 students scored Platinum; same as last year

Overall the results are similar to the previous year, except a decrease in Bronze certificates and an increase in Silver certificates for the 2014-2015 year.

## Program Level Assessment:

### Program Assessment Plan and Report for AAS in Business Technology-Business Administration Option

Name of Course:	Human Resource Management	Course Number and Section(s):	BUSN 1453-01/31 <b>AAS Program Level</b>
Semester and year:	Fall 2014	Instructor(s):	Lanell Smith; Tom Graves

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester				
Student Learning Outcome	Assessment Techniques	Target	Findings	Target	Action Plan	Resources Needed	Cost of Resources Needed
Apply principles & concepts necessary for effective business practices.	Case Studies	70% of student s score 75% or above	100% of student s scored 75% or above	Target was met	Include more local and current case studies for students to review. I think including online media (videos, info. graphics, etc.) would be a better tool instead of written case studies.	Utilize open access media for students to critique and analyze.	It would cost \$0
Determine solutions and recommendations to HRM functional situations	In-Class Assignments : Lecture and Recitation Guides	75% of student s should score 75% or better.	100% of student s scored 75% or higher	Target was met	Dedicate more in-class time to recitation and group activities in order to get the full benefit of the lecture and recitation guides	None	It would cost \$0
Critique self-assessment professionalism of interpersonal skills and time	HRM Project and Presentation	75% of student s should score 75% or better.	60% of student s scored 75% or higher	Target was not met	Redevelop the course project to focus on more current trends and challenges in HRM, oppose to having students just interview a HRM professional and	Utilize open access media and multimedia for students to critique	It would cost \$0

managem nt skills					report back their findings	and analyze.	
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Name of Course:	Legal Environment of Business	Course Number and Section(s):	BUSN 2033 01/31 <b>AAS Program Level</b>
Semester and year:	Spring 2015	Instructor(s):	John Wilkinson; Mark Gosney

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester				
Student Learning Outcome	Assessment Techniques	Target	Findings	Target	Action Plan	Resources Needed	Cost of Resources Needed
<b>Outcome #1-</b> Apply principles & concepts necessary for effective business practices. <u>Section 01</u>	Case study or project	70% of students score a 75% or higher	77 % of students scored a 75% or better.	Target Met	Spend more class time on critical thinking for the case analysis. Emphasize presentation skills and grammar expectations.	N/A	N/A
<b>Outcome #1-</b> Apply principles & concepts necessary for effective business practices. <u>Section 31</u>	Case study or project	70% of students score a 75% or higher	62 % of students scored a 75% or better.	Target Not Met	Spend more class time on critical thinking for the case analysis. Emphasize grammar expectations.	N/A	N/A

### Program Assessment Plan and Report for AAS in Business Technology-Application Specialist Option

Name of Course: Business Communications  
 Course Number and Section(s): BUSN 1143-80  
 Semester and year: Spring 2015  
 Instructor(s): Charlotte Moore  
 AAS Program Level

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester				
Student Learning Outcome	Assessment Techniques	Target-	Findings:	Target	Action Plan	Resources Needed	Cost of Resources Needed
<b>Outcome #1-</b> Apply knowledge of management styles and abilities to situations that could arise in an administrative office environment	Embedded Exam Questions	70% of students score a 75% or higher	Exam One – 100% of students scored 75% or higher  Exam Two- 100% of students scored 75% or higher  Final Exam 89% of students scored 75% or higher	Met	N/A	N/A	N/A

#### Certification results:

20 out of 22 (91%) students passed the Microsoft applications (MOS) test.  
 The 91% overall average is significantly higher than the past overall averages of 69% (2013-2014), 57% (2012-2013) and 59% (2011-2012).

### Program Assessment Plan and Report for AS in Business

Name of Course:	Legal Environment of Business	Course Number and Section(s):	BUSN 2033 01 <b>AS Program Level</b>
Semester and year:	Spring 2015	Instructor(s):	John Wilkinson

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester				
Student Learning Outcome	Assessment Techniques	Target	Findings	Target	Action Plan	Resources Needed	Cost of Resources Needed
Plan and document a research paper that is comprehensive, logical and attainable using appropriate grammar and language	Research Paper	70% of students score a 75% or higher	92% of students scored a 75% or higher	Target met	Monitor to maintain excellence	N/A	N/A

Name of Course:	Legal Environment of Business	Course Number and Section(s):	BUSN 2033 31
Semester and year:	Spring 2015	Instructor(s):	Mark Gosney
			<b>AS Program Level</b>

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester				
Student Learning Outcome	Assessment Techniques	Target	Findings	Target	Action Plan	Resources Needed	Cost of Resources Needed
Plan and document a research paper that is comprehensive, logical and attainable using appropriate grammar and language	Research Paper	70% of students score a 75% or higher	77 % of students scored a 75% or higher	Target met	Spend more class time on critical thinking for the case analysis. Emphasize presentation skills and grammar expectations.	N/A	N/A



### Program Assessment Plan and Report for Certificate of Proficiency EMT

Name of Course: Emergency Medical Technician (EMT)      Course Number and Section(s): EMER 1007-01  
 Semester and year: Fall 2015 and Spring 2015      Instructor(s): Ken Bowen

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester				
Student Learning Outcome	Assessment Techniques	Target	Findings	Target	Action Plan	Resources Needed	Cost of Resources Needed
Provide basic level of both knowledge and demonstrable skills for each individual completing the program	EMT state practical exam.	75% of students will pass the EMT state practical exam.	14 out of 17 (82%) passed the EMT certification state practical exam.	Met	N/A	N/A	N/A
Prepare students to pass the Arkansas State EMT Certification Examination in accordance with the 1994 Emergency Medical Technician National Standard Curriculum and enter	EMT state practical exam.	75% of students will pass the EMT state practical exam.	14 out of 17 (82%) passed the EMT certification state practical exam.	Met	N/A	N/A	N/A

the job market.							
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**Program Assessment Plan and Report for  
AAS in Digital Media/Certificate of Proficiency Film and Video Production**

Name of Course: Film & Video Production Course Number and Section(s): DIGM 1133-01  
Semester and year: Fall 2014 Instructor(s): Anwar Jamison

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester				
Student Learning Outcome	Assessment Techniques	Target	Findings	Target	Action Plan	Resources Needed	Cost of Resources Needed
Operate professional, high-definition video equipment and compulsory accessories.	Project	75% of students score 70% or above on DIGM 1133 Simple Sequence Video Project	94% of students scored 70% or above on the DIGM 1133 Simple Sequence Video Project	Met	N/A	N/A	N/A
Compose cinematic shots that demonstrate adequate knowledge of camera angles, focal length, and the various types of shots	Project	75% of students score 70% or above on DIGM 1133 Silent Short Film Project	76% of students scored 70% or above on the DIGM 1133 Silent Short Film Project	Met	N/A	N/A	N/A
Utilize non-linear editing software to edit videos that evidence familiarity with	Evaluation	75% of students score 70% or above on DIGM 1133	88% of students scored 70% or above on the DIGM 1133	Met	N/A	N/A	N/A

the concepts of importing, exporting, cutting, transitioning, matching action, and creating text		Midterm Exam	Midterm Exam				
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Name of Course: Audio Production & Screenwriting      Course Number and Section(s): DIGM 1043 01 & DIGM 1053 01  
 Semester and year: Spring 2014      Instructor(s): Anwar Jamison

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester				
Student Learning Outcome	Assessment Techniques	Target	Findings	Target	Action Plan	Resources Needed	Cost of Resources Needed
Demonstrate basic proficiency in screenwriting techniques, audio production and with editing equipment.	Project/ Evaluation	75% of students score 70% or above combined on DIGM 1043 and 1053 Final Grades	86% of students scored 70% or above on final grades in both DIGM 1043 and 1053	Met	N/A	N/A	N/A
Use screenwriting software to compose story ideas.	Project/ Evaluation	75% of students score 70% or above on DIGM 1053 Final Screenplay Project	81% of students scored 70% or above on DIGM 1053 Final Screenplay Project	Met	N/A	N/A	N/A

Produce recorded content in a studio and field environment	Evaluation	75% of students score 70% or above on DIGM 1043 Final Grade	88% of students scored 70% or above on final grade in DIGM 1043	Met	N/A	N/A	N/A
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### Program Assessment Plan and Report for AA in Teaching

#### Certification results:

Praxis exams

For Fall 2014-Spring 2015, 20 students attempted all or some part of the Praxis exams for Reading, Writing, and Math. 7 students passed all three within the year for a 35% total success.

18 students attempted the Reading portion: 15 passed out of 20 attempts (75%); 14 of the 18 passed the first time (78%).

19 students attempted the Writing portion: 10 passed out of 27 attempts (37%); 7 of the 19 passed the first time (37%).

18 students attempted the Math portion: 12 passed out of 26 attempts (46%); 9 of the 18 passed the first time (50%).

### Program Assessment Plan and Report for AAS in Respiratory Care

Name of Course:	Course Number and Section(s):	<b>AAS Program Level</b>
Semester and year:	Instructor(s):	
Fall 2014	Janet Weathers	
Spring 2015		

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester				
Student Learning Outcome	Assessment Techniques	Target	Findings	Target	Action Plan	Resources Needed	Cost of Resources Needed
Apply Critical Thinking Skills as well as Practical Skills/Pulse/R	Simulation/clinical competency	70% of students score 75% or above	85% of students scored 90 and above	Met	N/A	N/A	N/A

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### Program Assessment Plan and Report for AAS in Medical Assisting

Name of Course: Clinical Procedures II Phlebotomy      Course Number and Section(s): MDAS 1073 & PHLB 1016-  
 Semester and year: Fall 2014      Instructor(s): Pam Capps  
                                  Spring 2015

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester				
Student Learning Outcome	Assessment Techniques	Target	Findings	Target	Action Plan	Resources Needed	Cost of Resources Needed
Apply Critical Thinking skills as well as Practical skills	Simulation	70% of students score 75% or above	90% of students scored 75% or above	Met	N/A	N/A	N/A
Students will successfully apply knowledge and skills needed to administer proper CPR (MDAS 1073)	Simulation	80% of our students pass the first attempt of a simulation lab.	90% of the students passed the simulation lab on the first attempt.	Met	N/A	N/A	N/A

Increase number of students who have first time successful draws in lab (PHLB 1016)	Simulation	80% of our students will achieve first time draw in a simulation lab	95% of the students passes the simulation lab	Met	N/A	N/A	N/A
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**Certification results:**

7 out of 12 (58%) passed the Medical Assisting certification exam.

**Program Assessment Plan and Report for CP in Flux-Core Arc Welding Technology**

**Certification results:**

1 out of 1 (100%) student passed the Certification Test for Flux-Cored Arc Welding (FCAW) for the 3F groove position.

**Program Assessment Plan and Report for CP in Gas Metal Arc Welding Technology**

**Certification results:**

24 out of 24 (100%) students passed the Welder Certification Test for Gas Metal Arc Welding (GMAW) for the 2F groove position.

**Program Assessment Plan and Report for CP in Gas Tungsten Arc Welding Technology**

**Certification results:**

4 out of 4 (100%) students passed the Welder Certification Test for Gas Tungsten Arc Welding (GTAW) for the 2F groove position.

**Program Assessment Plan and Report for CP in Shielded Metal Arc Welding Technology**

**Certification results:**

23 out of 23 (100%) students passed the Welder Certification Test for Shielded Metal Arc Welding (SMAW) for the 2F groove position.

### **Course Level Assessment:**

Name of Course: Cultural Anthropology  
Semester and year: Fall 2014

Course Number and Section(s): ANTH 2013  
Instructor(s): Mary Wilkins

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester			
Student Learning Outcome-)	Assessment Techniques	Target-	Findings:	Target-	Action Plan-	Resources Needed-
Apply anthropological methods and ethics to conduct ethnographic fieldwork.	Report on five pre-Civil War plantation sites	80% of students score 90% or above	85% of students scored 90% or above	Met	N/A	N/A

Name of Course: Anatomy & Physiology II  
Semester and year: Spring 2015

Course Number and Section(s): BIOL 1224 -01  
Instructor(s): Ray Hawkins

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester			
Student Learning Outcome-)	Assessment Techniques	Target-	Findings:	Target-	Action Plan-	Resources Needed-
	Lab Exercises	70% of students will	78% of students	Met	N/A	N/A

Identify the components of blood and explain the function(s) of each component		score 70% or higher on post-lab assessments	scored 70% or higher on post-lab assessments			
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Name of Course: Nutrition  
Semester and year: Spring 2015

Course Number and Section(s): BIOL 2413 -01  
Instructor(s): Craig Lafferty

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester			
Student Learning Outcome-)	Assessment Techniques	Target-	Findings:	Target-	Action Plan-	Resources Needed-
Explain how dietary patterns and food habits are influenced by economical, psychological, and cultural factors	Embedded Test Questions	70% of students will score 70% or higher on post-lab assessments	92% of students scored 70% or higher on post-lab assessments	Met	N/A	N/A



Assessment Plan-Beginning of the semester			Assessment Report-End of the semester			
Student Learning Outcome -	Assessment Techniques	Target	Findings:	Target	Action Plan	Resources Needed
Students will explain, describe, discuss, recognize, and/or apply knowledge and understanding of the fundamentals of immunology and immunization.	Analytic questions embedded in exams	75% of students will score 70% or higher on the embedded test questions.	82% of students scored 70% or higher on the embedded test questions.	Met	N/A	N/A
	Discussion of PubMed articles/abstract	75% of students will engage in discussions.	68% of students engaged in the discussions	Not Met	Additional instruction/discussions regarding bio-medical journal categories and types of peer-review	N/A
	Research project using PubMed.	80% of students will search and find abstracts from assigned topics and journal categories from PubMed.	74% of students searched and found abstracts from the assigned topics and journal categories from PubMed.	Not Met	Additional instruction on how to navigate PubMed.	N/A

Students will explain, describe, discuss, recognize, and/or apply knowledge and understanding of the fundamentals of antimicrobial agents.	Analytic questions embedded in exams	75% of students will score 70% or higher on embedded test questions.	74% of students scored 70% or higher on embedded test questions.	Not Met	Show class DVDs about antibiotic resistance and the misuse of antibiotics.	N/A
	Lab exercise	80% of students should complete the antibiotic sensitivity lab with a grade of 80% or higher.	88% of students completed the antibiotic sensitivity lab with a grade of 80% or higher.	Met	N/A	N/A
	Discussion of PubMed articles/abstracts.	75% of students should engage in the discussions.	74% of students engaged in the discussions.	Not Met	Additional instruction on how to navigate PubMed.	Access to electronic version(s) of at least one major nursing and at least one biomedical journal at the school library computer stations.

Name of Course: Microbiology  
Semester and year: Fall 2014- Spring 2015

Course Number and Section(s): BIOL 2504  
Instructor(s): Craig Lafferty and Ray Hawkins

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester			
Student Learning Outcome -	Assessment Techniques	Target	Findings:	Target	Action Plan	Resources Needed
<b>Outcome #1-</b> Create mathematical models that are used in the operations management of a business.	Embedded questions.	70% of students should score 70% or better.	33% of students scored 70% or better	Not Met	Implement additional teaching practices (i.e. teach backs) to ensure users fully understand challenging topics.	N/A
<b>Outcome #2-</b> Demonstrate knowledge and understanding of the importance of using various discounts.	Embedded questions.	70% of students should score 70% or better.	67 % of students scored 70% or better	Not Met	Implement additional teaching practices (i.e. teach backs) to ensure users fully understand challenging topics.	N/A

Name of Course: Business Math  
Semester and year: Fall 2014

Course Number and Section(s): BUSN 1303-31  
Instructor(s): Cory Christmas

Name of Course: Business Communication  
Semester and year: Spring 2015

Course Number and Section(s): BUSN 1143-80  
Instructor(s): Charlotte Kay Moore

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester				
Student Learning Outcome	Assessment Techniques	Target-	Findings:	Target	Action Plan-	Resources Needed	Cost of Resources Needed
<b>Outcome #1-</b> Develop and apply professional presentation skills to in-class presentations by using good verbal (tone/volume) and body language skills, using good eye contact and professional attire.	In class presentations and group presentations	70% of students will score a 75% or higher	90% of students scored 75% or higher for in-class and group presentations	Met	Continue presentation activities in class	N/A	N/A

<b>Outcome #2- Apply the basic principles of business writing when writing business letters, memos, e-mail</b>	8 writing assignments	70% of students will score a 75% or higher	90% of students scored 75% or higher on all 8 writing assignments	Met	Continue writing assignments	N/A	N/A
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Name of Course: Human Resource Management  
Semester and year: Fall 2014

Course Number and Section(s): BUSN 1453-01  
Instructor(s): Tom Graves

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester			
Student Learning Outcome	Assessment Techniques	Target-	Findings:	Target	Action Plan-	Resources Needed
<b>Outcome #1-</b> Define key vocabulary terms and laws of Human Resource Management.	Test via multiple choice questions, on 5 quizzes and on 3 exams	At least 70% of students will score 70% or better on the pertinent questions	80% of Quiz scores were 70% or better.	Target was met	N/A	N/A

<b>Outcome #2-</b> Determine solutions and recommendations to HRM functional situations	By submitting written answers to 6 Case Studies posted on Cruiser, followed by sharing and discussing the proposals in class	At least 70% of students will score 70% or better on the pertinent case study responses.	75% of Case study scores were 70% or better.	Target was met.	N/A	N/A

Name of Course: Human Resource Management  
Semester and year: Fall 2014

Course Number and Section(s): BUSN 1453-31  
Instructor(s): Lanell Smith

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester			
Student Learning Outcome	Assessment Techniques	Target-	Findings:	Target	Action Plan-	Resources Needed
<b>Outcome #1-</b> Determine solutions and recommendations to HRM functional situations	In-Class Assignments: Lecture and Recitation Guides	75% of students should score 75% or better.	100% of students scored 75% or higher	Target was met	Dedicate more in-class time to recitation and group activities in order to get the full benefit of the lecture and	N/A

					recitation guides	
<b>Outcome #2-</b> Critique self-assessment professionalism of interpersonal skills and time management skills	HRM Project and Presentation	75% of students should score 75% or better.	60% of students scored 75% or higher	Target was not met	Redevelop the course project to focus on more current trends and challenges in HRM, oppose to having students just interview a HRM professional and report back their findings	Utilize open access media and multimedia for students to critique and analyze.

Name of Course: LEGAL ENVIRONMENT OF BUSINESS      Course Number and Section(s): BUSN 2033 01  
Semester and year: SPRING 2015      Instructor(s): John Wilkinson

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester				
Student Learning Outcome	Assessment Techniques	Target-	Findings:	Target	Action Plan-	Resources Needed	Cost of Resources Needed
<b>Outcome #1-</b> Engage in legal reasoning (problem solving/critical thinking)	Research Paper	70% Proficiency	92% proficiency	Target met	Monitor to maintain excellence	N/A	N/A

<b>Outcome #2-</b> Apply the basic principles of private law (torts, products liability, agency law, business associations) and public law (including in depth study of employment law, securities law, law in cyberspace)	Research Paper	70% Proficiency	92% proficiency	Target met	Monitor to maintain excellence	N/A	N/A
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Name of Course: LEGAL ENVIRONMENT OF BUSINESS  
Semester and year: SPRING 2015

Course Number and Section(s): BUSN 2033 31  
Instructor(s): MARK GOSNEY

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester				
Student Learning Outcome	Assessment Techniques	Target-	Findings:	Target	Action Plan-	Resources Needed	Cost of Resources Needed
<b>Outcome #1-</b> Engage in legal reasoning (problem solving/critical thinking)	Students will submit 5 activities that analyze legal cases (or other assignments) using the	70% or more students score 75% or more on average	62% of students scored a 75% or better on the 5 activities	Not Met	Projects would have been more effective if we had spent more time in class on in depth	N/A	N/A



	Critical Thinking Model as described in Ch. 1	for the 5 activities.			work on the critical thinking activities.  Spend more time emphasizing & commenting on grammar.  Clarifying a grading scheme for grammar.		
<b>Outcome #2-</b> Demonstrate relationships among law, social responsibility, and business ethics	Activity 4 will focus on multiple case and problem analyses found in Ch. 8.	70% or more students score 75% or more on Activity 4	54% of students scored 75% or better on Activity 4.	Not Met	I would definitely invite Mr. Dalton back for these discussions.	Mr. Dalton	N/A

Name of Course: Chemistry I  
Semester and year: Spring 2015

Course Number and Section(s): CHEM 1314 -01  
Instructor(s):

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester			
Student Learning Outcome-)	Assessment Techniques	Target-	Findings:	Target-	Action Plan-	Resources Needed-

Demonstrate understanding of measurement, units, and error.	Embedded Test Questions	75% of students will score 75% on embedded test questions	83% of students scored 70% on embedded test questions	Met	N/A	N/A
Describe quantum theory and how it relates to the structure of the atom.	Embedded Test Questions	75% of students will score 75% or higher on post-lab assessments	100% of students scored 70% on embedded test questions	Met	N/A	N/A

Name of Course: Database Applications      Course Number and Section(s): COMP 1213-01  
Semester and year: Spring 2015                      Instructor(s): Karen Mitchusson

<b>Assessment Plan-Beginning of the semester</b>	<b>Assessment Report-End of the semester</b>
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<b>Student Learning Outcome</b>	<b>Assessment Techniques</b>	<b>Target-</b>	<b>Findings:</b>	<b>Target</b>	<b>Action Plan-</b>	<b>Resources Needed</b>	<b>Cost of Resources Needed</b>
<b>Outcome #1-</b> Use basic Access tools and features to create a database	Skills Exam	70% of students should score a 70% or better	100% of students scored 70% or better	Met	Continue to use current hands-on learning to induce student success	N/A	N/A
<b>Outcome #2-</b> Create and modify Queries, Forms, and Reports	Skills Exam	70% of students should score a 70% or better	88% of students scored 70% or better	Met	Continue to use current hands-on learning to induce student success	N/A	N/A

Name of Course: Dev English II  
Semester and year: Fall 2014

Course Number and Section(s): DENG 1054  
Instructor(s): Various

<b>Assessment Plan-Beginning of the semester</b>	<b>Assessment Report-End of the semester</b>
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<b>Student Learning Outcome</b>	<b>Assessment Techniques</b>	<b>Target-</b>	<b>Findings:</b>	<b>Target</b>	<b>Action Plan-</b>	<b>Resources Needed</b>
Demonstrate the ability to write sentences that show a clear understanding of the use of Standard American English grammar and punctuation.	Compass Exam will be administered to determine whether the student places into the subsequent level of the Developmental English sequence.	70% of students taking the post-assessment to place into Developmental English II.	8/33 students placed into Developmental English II on the Compass Exam when administered as a post-assessment.	Not met.	N/A	N/A

Name of Course: Dev English II  
Semester and year: Spring 2015

Course Number and Section(s): DENG 1054  
Instructor(s): Various

<b>Assessment Plan-Beginning of the semester</b>			<b>Assessment Report-End of the semester</b>			
<b>Student Learning Outcome-)</b>	<b>Assessment Techniques</b>	<b>Target-</b>	<b>Findings:</b>	<b>Target-</b>	<b>Action Plan-</b>	<b>Resources Needed-</b>
Use Standard American English (SAE) grammar and punctuation when composing paragraphs and essays.	Compass Exam will be administered to determine whether the student places into college-level English.	Goal is for 70% of students taking the post-assessment to place into Composition I.	2/15 students (13%) placed into Composition I on the Compass Exam when administered as a post-assessment.	Target not met.	N/A	N/A

Name of Course: Screenwriting  
Semester and year: Spring 2015

Course Number and Section(s): DIGM 1053  
Instructor(s): Various

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester			
Student Learning Outcome-)	Assessment Techniques	Target-	Findings:	Target-	Action Plan-	Resources Needed-
Use screenwriting software to compose story ideas.	Project/Evaluation	75% of students score 70% or above on DIGM 1053 Final Screenplay Project	81% of students scored 70% or above on DIGM 1053 Final Screenplay Project	Met	N/A	N/A

Name of Course: Dev Math I  
Semester and year: Spring 2015

Course Number and Section(s): DMTH 1014  
Instructor(s): Various

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester			
Student Learning Outcome-)	Assessment Techniques	Target-	Findings:	Target-	Action Plan-	Resources Needed-
Students will demonstrate the ability to solve proportion problems.	Assessment quiz	At least 70% of students taking the assessment quiz will be able to answer at least 2 out of 3 proportion problems correctly.	93% of students taking the assessment quiz answered at least 2 out of 3 proportion problems correctly.	Met	We will assess percent problems in Fall 2015.	N/A

Name of Course: Dev Math II  
Semester and year: Spring 2015

Course Number and Section(s): DMTH 1024  
Instructor(s): Various

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester			
Student Learning Outcome-)	Assessment Techniques	Target-	Findings:	Target-	Action Plan-	Resources Needed-
Students will demonstrate the ability to solve systems of equations problems.	Assessment quiz	At least 70% of students taking the assessment quiz will be able to answer at least 2 out of 3 problems solving systems of equations correctly.	66% of students taking the assessment quiz answered at least 2 out of 3 problems solving systems of equations correctly	Not Met	We will add more practice problems in the course so that students have more opportunity to learn the material.	N/A

Name of Course: Dev Math III  
Semester and year: Spring 2015

Course Number and Section(s): DMTH 1034  
Instructor(s): Various

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester			
Student Learning Outcome-)	Assessment Techniques	Target-	Findings:	Target-	Action Plan-	Resources Needed-
Students will demonstrate the ability to solve simplification problems.	Assessment quiz	At least 70% of students taking the assessment quiz will be able to answer at least 2 out of 3 radical simplification problems correctly.	65% of students taking the assessment quiz answered at least 2 out of 3 radical simplification problems correctly.	Not Met	We will add more practice problems in the course so that students have more opportunity to learn the material.	N/A

Name of Course: Developmental Reading I  
Semester and year: Fall 2014

Course Number and Section(s): DRDG-1004  
Instructor(s): Various

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester			
Student Learning Outcome	Assessment Techniques	Target	Findings	Target	Action Plan	Resources Needed
Show evidence of a college-level vocabulary by examining a word's context to determine its meaning.	Nelson-Denny Reading Exam will be administered to determine whether gains in reading grade level have occurred.	70 percent of students assessed to increase reading ability by one reading grade level.	8/32 students increased reading level by one grade (25%).	Not met.	N/A	N/A

Name of Course: Dev Reading II  
Semester and year: Spring 2015

Course Number and Section(s): DRDG 1024  
Instructor(s): Various

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester			
Student Learning Outcome-)	Assessment Techniques	Target-	Findings:	Target-	Action Plan-	Resources Needed-
Show evidence of a college-level vocabulary by examining a word's context to determine its meaning.	Nelson-Denny Reading Exam will be administered to determine whether gains in reading grade level have occurred.	Goal is for 70 percent of students assessed to increase reading ability by one reading grade level.	1/16 students increased reading level by one grade (6%).	Target not met.	N/A	N/A

Name of Course: English Comp I  
Semester and year: Fall 2014

Course Number and Section(s): ENGL 1113  
Instructor(s): Various

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester			
Student Learning Outcome	Assessment Techniques	Target-	Findings:	Target	Action Plan-	Resources Needed
Decide on an appropriate topic and present an organized oral presentation with an accompanying essay. Student papers will reflect the grammatical structures and diction expected in Standard American English.	Grammar component of the English departmental rubric will be used to assess the proficiency of student writing.	75 percent of students assessed to score 80 percent or higher on the grammar component of the departmental rubric.	46/87 students (53%) scored 80 percent or higher.	Not met	N/A	N/A

Name of Course: English Comp II  
Semester and year: Spring 2015

Course Number and Section(s): ENGL 1123  
Instructor(s): Various

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester			
Student Learning Outcome-)	Assessment Techniques	Target-	Findings:	Target-	Action Plan-	Resources Needed-
Demonstrate the ability to locate, incorporate, cite, and document sources properly.	MLA documentation component of the English departmental rubric will be used to assess the ability of students to cite their sources.	Goal is for 75 percent of students assessed to score 80 percent or higher on the MLA documentation component of the departmental rubric.	54/82 students (66%) scored 80 percent or higher.	Not Met	N/A	N/A

Name of Course: World Civ. II  
Semester and year: Spring 2015

Course Number and Section(s): HIST 1163  
Instructor(s): Various



Assessment Plan-Beginning of the semester			Assessment Report-End of the semester			
Student Learning Outcome-)	Assessment Techniques	Target-	Findings:	Target-	Action Plan-	Resources Needed-
Describe and explain the major figures and events in World History	Embedded Questions within exams	75% of students score 80% or above	79% of students scored 80% or above	Met	N/A	N/A

Name of Course: Arkansas History  
Semester and year: Fall 2014 & Spring 2015

Course Number and Section(s): HIST 2153  
Instructor(s): Various

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester			
Student Learning Outcome-)	Assessment Techniques	Target-	Findings:	Target-	Action Plan-	Resources Needed-
Effectively discuss conditions in Arkansas during different periods, including Arkansas' role in the broader history of the United States.	Final Exam Cumulative Essay Question	70% of students score 70% or above	90% of students scored 70% or above	Met	N/A	N/A

Name of Course: College Algebra

Course Number and Section(s): MATH 1113

<b>Assessment Plan-Beginning of the semester</b>	<b>Assessment Report-End of the semester</b>
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<b>Student Learning Outcome</b>	<b>Assessment Techniques</b>	<b>Target-</b>	<b>Findings:</b>	<b>Target -</b>	<b>Action Plan-</b>	<b>Resources Needed-</b>
Outcome #1- Students will be able to sketch a graph using graph transformations.	Students will be asked to sketch a graph using graph transformations in a question on the final exam.	At least 70% of students will score at least a 70% on this exam question.	69.3% of students scored 70% or greater on this final exam question	Not met	More practice on vertical and horizontal graph transformations	N/A
Outcome #2- Students will be able to sketch a graph of a rational function.	Students will be asked to sketch a graph of a rational function in a question on the final exam.	At least 70% of students will score at least a 70% on this exam question.	78.8% of students scored 70% or greater on this final exam question	Met	To replace this outcome with: "Students will be able to multiply two complex numbers"	N/A
Outcome #3- Students will be able to solve a logarithmic equation.	Students will be asked to solve a logarithmic equation in a question on the final exam.	At least 70% of students will score at least a 70% on this exam question.	65.7% of students scored 70% or greater on this final exam question	Not met	More explanations on conversion of logarithmic form to exponential form	N/A
Outcome #4- Students will be able to apply an exponential equation to a real life problem.	Students will be asked to apply an exponential equation to a real life problem in a question on the final exam.	At least 70% of students will score at least a 70% on this exam question.	78.8% of students scored 70% or greater on this final exam question	Met	To replace this outcome with: "Students will be able to use Rational Zero Theorem to find all zeros of a polynomial function"	N/A

Outcome #5- Students will be able manually evaluate 3 by 3 determinant.	Students will be asked manually evaluate 3 by 3 determinant in a question on the final exam.	At least 70% of students will score at least a 70% on this exam question.	67.9% of students scored 70% or greater on this final exam question	Not met	More practice on evaluation 2 by 2 determinants	N/A
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Name of Course: College Algebra  
Semester and year: Spring 2015

Course Number and Section(s): MATH-1113- All sections  
Instructor(s): Various

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester			
Student Learning Outcome	Assessment Techniques	Target-	Findings:	Target-	Action Plan-	Resources Needed-
Outcome #1- Students will be able to sketch a graph using graph transformations.	Students will be asked to sketch a graph using graph transformations in a question on the chapter exam.	At least 70% of students will score at least a 70% on this exam question.	58.1% of students scored 70% or greater on this chapter exam question	Not met	More practice on graph transformations of different types if functions	N/A
Outcome #2- Students will be able to multiply two complex numbers.	Students will be asked to multiply two complex numbers in a question on the chapter exam.	At least 70% of students will score at least a 70% on this exam question.	77.4% of students scored 70% or greater on this chapter exam question	Met	Replace this outcome with: "Students will be able to divide one complex number by another complex number"	N/A
Outcome #3- Students will be able to solve a logarithmic equation.	Students will be asked to solve a logarithmic equation in a question on the chapter exam.	At least 70% of students will score at least a 70% on this exam question.	64.5% of students scored 70% or greater on this chapter exam question	Not met	More practice on logarithmic equations having LOG on one side and a number on another side	N/A

Outcome #4- Students will be able to use Rational Zero Theorem to find all zeros of a polynomial function.	Students will be asked to use Rational Zero Theorem to find all zeros of a polynomial function in a question on the chapter exam.	At least 70% of students will score at least a 70% on this exam question.	48.4% of students scored 70% or greater on this chapter exam question	Not met	More practice on using Rational Zero Theorem for finding possible rational zeros of a polynomial function	N/A
Outcome #5- Students will be able manually evaluate 3 by 3 determinant.	Students will be asked manually evaluate 3 by 3 determinant in a question on the chapter exam.	At least 70% of students will score at least a 70% on this exam question.	62.4% of students scored 70% or greater on this chapter exam question	Not met	More practice on evaluation 3 by 3 determinants	N/A

Name of Course: Survey of Calculus  
Semester and year: Spring 2015

Course Number and Section(s): MATH 2103-31  
Instructor(s): Shermel Brown

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester			
Student Learning Outcome-	Assessment Techniques	Target-	Findings:	Target-	Action Plan-	Resources Needed-
The student will calculate the slope of a tangent line and its equation given a specified value of x.	Exam Question	At least 70% of students will score a 70% or better on the exam question.	74%	Met	Since the students successfully met the objective for two semesters, I will choose a different objective.	N/A
The student will find the marginal profit given the revenue and cost functions.	Exam Question	At least 70% of students will score a 70% or better on the exam question.	93%	Met	Since the students successfully met the objective for two semesters, I will choose a different objective.	N/A

Name of Course: Math for Teachers I  
Semester and year: Fall 2014

Course Number and Section(s): MATH 2113-01 & 31  
Instructor(s): Patrick Shipp

<b>Assessment Plan-Beginning of the semester</b>	<b>Assessment Report-End of the semester</b>
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<b>Student Learning Outcome-)</b>	<b>Assessment Techniques</b>	<b>Target-</b>	<b>Findings:</b>	<b>Target-</b>	<b>Action Plan-</b>	<b>Resources Needed-</b>
Outcome #1- Students will be able to solve an application problem using fractions.	A student will solve a fraction application problem on the final exam.	70% or more of the students will score a 75% or higher on the final exam question.	80% of the students scored 100% on the final exam question on fractions.	Target MET	I plan to continue to stress fractions using blocks and manipulatives to see if the target was actually met	N/A
Outcome #2- Students will be able to solve an application problem asking for GCD or LCM.	A student will solve a GCD or LCM application problem on the final exam.	70% or more of the students will score a 75% or higher on the final exam question.	70% of the students scored 100% on the final exam question on GCD or LCM.	Target MET	I plan to continue to spend time on GCD and LCM so that they understand what each means.	N/A

Name of Course: Calculus I  
Semester and year: Fall 2014

Course Number and Section(s): MATH 2115-01  
Instructor(s): Shermel Brown

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester			
<b>Student Learning Outcome-</b> Choose at least 2 (found on your syllabus)	<b>Assessment Techniques-</b> (how will you measure: test questions, essays, demonstrations, etc.)	<b>Target-</b> What percentage of the students <b>should</b> score what percentage on the assessment technique	<b>Findings:</b> What percentage of the students <b>did</b> score what percentage on the assessment technique	<b>Target-</b> Was target Met, Partially Met or Not met	<b>Action Plan-</b> What can you change in the instruction method to meet or improve the outcome.	<b>Resources Needed-</b> What materials are needed to help reach achievement of the outcome
The student will calculate the derivative using the definition of a limit.	Exam Question	At least 70% of students will score a 70% or better on the exam question.	100%	Met	Since the objective was met an additional semester, I won't change how I teach, review, and assess the content. However, next semester, I will choose a different objective to replace this one.	N/A
The student will use differential calculus to solve an optimization problems.	Exam Question	At least 70% of students will score a 70% or better on the exam question.	76%	Met	Since the objective was met an additional semester, I will choose another objective next semester.	N/A

Name of Course: Math for Teachers II  
Semester and year: Spring 2015

Course Number and Section(s): MATH 2123-01 & 31  
Instructor(s): Patrick Shipp

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester			
Student Learning Outcome-)	Assessment Techniques	Target-	Findings:	Target-	Action Plan-	Resources Needed-
Outcome #1- The student will be able to find and interpret measures of central tendency.	The student will find or interpret a measure of central tendency on the final exam question.	70% or more of the students will score a 75% or higher on the final exam question.	85% of the students scored a 75% or higher on the final exam question	Target MET	I plan to continue to stress measures of central tendency to see if the target was actually met.	N/A
Outcome #2- The student will be able to calculate the probability of a multi-stage experiment.	A student will solve a multi-stage probability problem on the final exam.	70% or more of the students will score a 75% or higher on the final exam question.	92% of the students scored a 75% or higher on the final exam question	Target MET	I plan to continue to stress probability to see if the target was actually met.	N/A

Name of Course: Introduction to Statistics  
Semester and year: Fall 2014

Course Number and Section(s): MATH-2133-31  
Instructor(s): Anthony Wilkinson

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester			
Student Learning Outcome-)	Assessment Techniques	Target-	Findings:	Target-	Action Plan-	Resources Needed-
Apply the normal distribution by finding probabilities given any mean and any standard deviation	Exam question	At least 70% of the students will score at least 70% on this outcome	54.5% of the students scored at least 70% on this outcome.	Not met	The instructor will spend more time working with students on how to read the normal distribution table to find the probability values.	N/A
Perform hypothesis testing involving means, proportions, and correlation	Exam question	At least 70% of the students will score at least 70% on this outcome	63.6% of the students scored at least 70% on this outcome.	Not met	The instructor will focus more on how to translate sentences into symbolic notation and will focus more on the eight steps in a hypothesis testing procedure.	N/A



Name of Course: Introduction to Statistics  
Semester and year: Spring 2015

Course Number and Section(s): MATH-2133-01  
Instructor(s): Anthony Wilkinson

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester			
Student Learning Outcome-)	Assessment Techniques	Target-	Findings:	Target-	Action Plan-	Resources Needed-
Apply the normal distribution by finding probabilities given any mean and any standard deviation	Exam question	At least 70% of the students will score at least 70% on this outcome	66.7% of the students scored at least 70% on this outcome.	Not met	The instructor will spend more time working with students on how to read the normal distribution table to find the probability values.	N/A
Perform hypothesis testing involving means, proportions, and correlation	Exam question	At least 70% of the students will score at least 70% on this outcome	73.3% of the students scored at least 70% on this outcome.	Met	The instructor will continue to assess this objective for the next semester. A new objective will be assessed if at least 70% of the students are successful.	N/A

PSCI 1214 Physical Science

Name of Course: Physical Science

Semester and year: Fall 2014

Course Number and Section(s): PSCI 1214-01

Instructor(s): Erin Gordon, Felicia Person

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester			
Student Learning Outcome-)	Assessment Techniques	Target-	Findings:	Target-	Action Plan-	Resources Needed-
SLO 4: Astronomy The student will be able to describe major topics in astronomy, such as the planets, moons, and origin of the solar system.	4 questions embedded question in the final exam.	70% of students will score 75% or higher on the embedded test questions.	89% of the students scored 75% or higher on the embedded test questions.	Met	Implement lab activities that directly correspond to the learning outcome	N/A
Students will be able to solve problems related to force and motion.	4 questions embedded question in the final exam	70% of students will score 75% or higher on the embedded test questions	88.3% of the students scored 75% or higher on the embedded test questions.		Implement lab activities that directly correspond to the learning outcome	N/A

Name of Course: Intro to Psychology

Semester and year: Spring 2015

Course Number and Section(s): PSYC 1403

Instructor(s): Carol Lane

Assessment Plan-Beginning of the semester			Assessment Report-End of the semester			
Student Learning Outcome-)	Assessment Techniques	Target-	Findings:	Target-	Action Plan-	Resources Needed-
Students will be able to identify contemporary perspectives among major schools of thought in psychology	Reflection paragraphs on Psych reports	70% of students score 78% or above	90% of students scored 70% or above	Met	N/A	N/A

## Assessment of Service Area Achievement

### Financial Aid

Year Assessed	Outcome	Assessment Technique	Standards Have Been Met When:	Results
Each year	Increase number of returning students completing FAFSA before July 01	ISIR report	80% of returning students have completed FAFSA prior to July 01	Information was not collected for 2014/15 For 2015/16 26.7% of 15spr students have completed FAFSA to date (05/21/15)
Each year	Increase number of students completing the MSCC Scholarship Application	Scholarship application report	An increase of 20% in completed applications is achieved	7% decrease from 14 SPR to 15 SPR
Each year	Decrease the number of students requiring a return to Title IV	Return to Title IV reports	30% decrease in the number of students requiring a return to Title IV	17.76% decrease from 13/14 to 14/15

## Career Pathways

Year Assessed	Outcome	Assessment Technique	Standards Have Been Met When:	Results
<b>2014-2017</b>	Students will acquire and maintain employment for 12 months	Review initial ADHE UI Data Match, and subsequent ADHE 6 and 12 month UI Data Matches	55% or more of CPI completers will be employed on initial ADHE UI Data Match 80% or more of CPI completers will be employed at 6 months and at 12 months	Met for FY13 12 month and FY14 initial report. FY13 12 Month report was 80% which matches the 80% needed to succeed. FY14 initial report was 63% which exceeds the 55% needed to succeed.
<b>2014-2015</b>	Students will demonstrate a knowledge of educational completion date and classes needed for completion success	Educational Plan	85% or more of current MSCC CPI students will have an Educational Plan completed prior to July 1, 2015	As written, 23.9% (22 of 92) students had a completed educational plan. Active students for the school year was 47.8% (22 of 46). Of the 24 that did not complete an educational plan, 11 were already on track and did graduate in Spring '15. Which would give a 62.8% of students had a plan completed. Goal not met.
<b>2015-2017</b>	Students will achieve employment and educational skills transferrable to the workplace	Student Award Attainment	100% of current MSCC CPI students will have obtained at least 2 awards. These awards include, but are not limited to a CRC, Employability certificate, a CP, TC, or AA.	65.2% (60 of 92) have completed at least 2 awards. In looking back, it was not factored in for the students who are not receiving any benefits because they didn't complete, or students who sign up in the spring or summer semesters or students who were to be withdrawn during the fiscal year. 79.5% of all active students have completed at least 2 awards. Goal not met.

## Marketing

Year Assessed	Outcome	Assessment Technique	Standards Have Been Met When:	Results
<b>2015</b>	Increase traffic to web site by prospects and constituents.	Google analytics and webmaster tools	Web site traffic doubles and maintains.	In a audience overview the number of sessions has increased from 195, 415 t- 401,751 YTD. The number of users has increased from 62,177 to 106,163 in the same comparison period and the number of page views has grown from 605,431 to 780,896.
<b>Each year</b>	Increase participation among staff and students for interactive marketing programs	Facebook analytics, Twitter analytics, Mail Chimp analytics	50% of students and staff participate in interactive campaigns.	30% of students and staff participated in interactive campaigns from July 1, 2014- June 30, 2015 creating viral sharing that grew to 44,000 post views. Note Facebook “likes” increased 17.5% during the period.
<b>Each year</b>	Increase listeners to stream and terrestrial radio station.	Securenet metrics. No metrics available to us for assessing number of listeners to terrestrial station.	Number of stream listeners increases to 10,000 and maintains.	As of June 30, 2015, KWEM stream averaged 6,000 listeners (Note that in July of 2014, the all-time high was reached at 18,000 average listeners.

## Predominantly Black Institutions Grant

### Communications Assessment Results

Contextualized Learning-Outcome D: By 9/30/2015, at least 70% of students in courses with <b>Contextualized Developmental English and Reading</b> will possess the skills necessary to meet program or to enroll in English Comp. 1			
	Number of Completed Course	Number Ready for English Comp.1	Percent %
Fall 2012--SLA-supported Comp. I--Allied Health*	12	5	42%
Spring 2013--SLA-supported Comp. I--Allied Health*	4	4	100%
Fall 2013--Developmental Communications--Technical	5	5	100%
Fall 2013--SLA-supported Comp. I--Allied Health*	6	5	83%
Spring 2014--Developmental Communications--Technical	Not offered	Not offered	--
Spring 2014--SLA-supported Comp. I--Allied Health*	Not offered	Not offered	--
Fall 2014--SLA-supported Comp. I--Technical	Cancelled	Cancelled	--
Fall 2014--SLA-supported Comp. I--Allied Health*	4	4	100%
<b>Spring 2015--SLA-supported Comp. I--Technical</b>	4	3	75%
<b>Overall</b>	<b>35</b>	<b>26</b>	<b>74%</b>

\*These students test into developmental coursework. However, they are allowed to enroll in sections supported by SLA. Students must successfully complete the course to demonstrate college-readiness.

### Social Science Assessment Results

Subject	Success Rate2	Success Rate3	Success Rate4	Success Rate5
	<b>Fall 2014</b>	<b>Non-SLA – Fall 2014</b>	<b>Spring 2015</b>	<b>Non-SLA – Spring 2015</b>
<b>History</b>	95%	78%	81%	90%
<b>Psychology</b>	100%	80%	60%	60%

### Science Assessment Results

<b>Contextualized Learning - Outcome F: By 9/30/2015, at least 70% of students in courses with contextualized Basic Science skills will possess the proficiencies necessary to meet program requirements or to enroll in a sophomore-level science course.</b>						
	<b>Number that took Course Post-test</b>	<b>Number Ready for Advanced Science Course according to Post-test</b>	<b>Percent Ready for Advanced Science Course according to Post-test</b>	<b>Number Enrolled in Course</b>	<b>Number Ready for Advanced Science Course based on Course Work</b>	<b>Percent Ready for Advanced Science Course based on Course Work</b>
Fall 2013 - General Biology	68	14	20.6%	127	116	91.3%
Fall 2013 - Anatomy & Physiology 1	23	3	13.0%	23	18	78.3%
Spring 2014 - General Biology	17	6	35.3%	63	44	69.8%
**Spring 2014 - General Biology for Allied Health Majors	18	9	50.0%	20	20	100.0%
Spring 2014 - Anatomy & Physiology 1	15	2	13.3%	18	17	94.4%
**Spring 2014 - Contextualized Anatomy & Physiology 1	15	1	6.7%	18	16	88.9%
**Spring 2014 - Applied Physics	10	3	30.0%	10	8	80.0%
Fall 2014 - General Biology	24	9	37.5%	34	26	76.5%
**Fall 2014 - General Biology for Allied Health Majors	8	5	62.5%	10	10	100.0%
Fall 2014 - Anatomy & Physiology 1	20	0	0.0%	22	19	86.4%
**Fall 2014 - Contextualized Anatomy & Physiology 1	10	4	40.0%	11	10	90.9%
**Fall 2014 - Applied Physics	7	1	14.3%	10	8	80.0%
Spring 2015 - General Biology	19	6	31.6%	22	16	72.7%
**Spring 2015 - General Biology for Allied Health Majors	Cancelled due to low enrollment					
**Spring 2015 - General Biology for Teachers	Cancelled due to low enrollment					
Spring 2015 - Anatomy & Physiology 1	16	4	25.0%	17	16	94.1%
**Spring 2015 - Contextualized Anatomy & Physiology 1	7	3	42.9%	8	7	87.5%
**Spring 2015 - Applied Physics	4	1	25.0%	6	4	66.7%
<b>OVERALL</b>	281	71	25.3%	419	355	84.7%
<b>**CONTEXTUALIZED OVERALL</b>	79	27	34.2%	93	83	89.2%
<b>** = Contextualized Course</b>						

#### Math Assessment results

<b>Contextualized Learning - Outcome D: By 9/30/2014, at least 80% of students in courses with contextualized Developmental Math will possess the skills necessary to enroll in College Algebra.</b>					
	<b>Number Completed Course (by taking final exam)</b>	<b>Number Ready for College Algebra according to Asset exam</b>	<b>Percent Ready for College Algebra according to Asset exam</b>	<b>Number Ready for College Algebra based on Course Work</b>	<b>Percent ready for College Algebra Based on Course Work</b>
Spring 2013 - Allied Health	11	4	36.4%	11	100.0%
Fall 2013 - Allied Health	5	4	80.0%	5	100.0%
Fall 2013 - Technical	27	12	44.4%	25	92.6%
Spring 2014 - Allied Health	6	4	66.7%	6	100.0%
Spring 2014 - Technical	48	11	22.9%	42	87.5%
Fall 2014 - Allied Health	4	2	50.0%	4	100.0%
Fall 2014 - Technical	28	6	21.4%	25	89.3%
<b>Spring 2015</b> - Allied Health	13	8	61.5%	13	100.0%
<b>Spring 2015</b> - Technical	9	3	33.3%	9	100.0%
<b>OVERALL</b>	151	54	35.8%	140	92.7%

**Goal I: Provide student support to increase success, retention, and completion in STEM, Allied Health and Teacher Education courses.**



**Year 4 Objectives: (2014-2015)**

1. **More Effective Advising and Counseling**-by 9/30/14 at least 75% of advisors will make at least 3 contacts per semester with each advisee (as documented by advising logs). *(no new objective)*
2. **Structured Learning Assistance**-by 9/1/15, at least 50 students will be enrolled in pilot sections of social science courses supported by SLA and required by STEM, Allied Health or Teacher Education programs.
3. **Contextualized Learning**-by 9/30/15, basic science skills will be contextualized and embedded in beginning courses in at least 3 additional STEM or Allied Health, or Teacher Education programs, with any changes resulting from evaluation of Yr. 3 pilots incorporated.

**Goal II: Develop the engagement and self-confidence of African American male students to increase their success, retention, and completion**

1. **Leadership and Mentoring Opportunities**-by 9/30/15 at least 10 African American male students will be enrolled in a new Entrepreneurship program

**Goal I: Provide student support to increase success, retention, and completion in STEM, Allied Health, and Teacher Education courses.**

1. a. Performance Measure	Measure Type	Quantitative Data					
More Effective Advising and Counseling-by 9/30/14 at least 75% of advisors will make at least 3 contacts per semester with each advisee (as documented by advising logs). <i>(no new objective)</i>	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				75			76

1. a. Performance Measure	Measure Type	Quantitative Data					
<b>Structured Learning Assistance</b> -by 9/1/15, at least 50 students will be enrolled in pilot sections of social science courses supported by SLA and required by STEM, Allied Health or Teacher Education programs. Fall 2014 numbers: Social Science: 33 Spring 2015 numbers: Social Science: 32 TOTAL: 65 Goal Status: Met at 130%	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		50			65		

1. a. Performance Measure	Measure Type	Quantitative Data					
<b>Contextualized Learning</b> -by 9/30/15, basic science skills will be contextualized and embedded in beginning courses in at least 3 additional STEM or Allied Health , or Teacher Education programs, with any changes resulting from evaluation of Yr. 3 pilots incorporated. Fall 2014 General Biology for Allied Health Majors Contextualized A & P Applied Physics (STEM) Spring 2015 General Biology for Teachers (Canceled due to low enrollment)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		3			4		

**Goal II: Develop the engagement and self-confidence of African American male students to increase their success, retention, and completion.**

<b>2.a. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>					
<b>Leadership and Mentoring Opportunities</b> -by 9/30/15 at least 10 African American male students will be enrolled in a new Entrepreneurship program Fall 2014 to Spring 2015: 23 African American males enrolled- 12 actively participated (2 or more activities or workshops)	PROJECT	<b>Target</b>			<b>Actual Performance Data</b>		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		10			12		

**Recruiting**

<b>Program Outcomes</b>	<b>Assessment Tool/Technique</b>	<b>Target Students</b>	<b>Time Frame Sem /Yr</b>	<b>Expected Benchmark Performance</b>	<b>Results</b>
By looking at past enrollment numbers and comparing it to upcoming semesters in Fall 2014 and Spring 2015, we will assess how effective the calling campaign was.	<b>Evaluation</b>	Targeted students were returning students for Fall 2014. Returning students were not targeted for Spring 2015, only prospective students for Special Interest classes.	Completed before 8/15/2014 and 12/15/2014	Increase enrollment by 5%.	Not Met
By creating a specific tour schedule, we will be able to maximize campus resources.	<b>Project</b>	Targeted students were prospective students requesting a campus tour.	Completed by 10/01/2014	Establish specific day and time during the for campus tours.	Not met
By looking at past FASFA information received before 09/2014 and 02/2015, we can see how many students completed their financial aid before the Fall and Spring semester started.	<b>Project</b>	Targeted students were prospective students from West Memphis, Marion, Earle and Kingsbury High School.	Completed before 09/01/2014 and 02/01/2015	Increase enrollment by 5%	Not Met

Year Assessed	Outcome	Assessment Technique	Standards Have Been Met When:
2013-2014	Recruit potential students to enroll/re-enroll in desired program	Monthly/Annual Reports	30 percent of participants will enroll in post-secondary education Results: 57% college eligible participants enrolled in post-secondary education
2013-2014	Provide a nurturing environment to participants	Survey	75% of participants will respond to the survey questions with a rating of good, very good or excellent. Aug.-Nov.2013 – 90 responses Response – 100% favorable January-May 2014 – 91 responses Response – 99% favorable

Summary of PE Scores for 2013-14 Assessment Year (P066A110012)					
<i>Prior Experience (PE) Criteria</i>	<i>Maximum Points</i>	<i>Approved Rate</i>	<i>Attained Rate</i>		<i>PE Points Earned</i>
<i>Secondary School Diploma</i>	3	15%	83%		3
<i>Financial Aid Applications</i>	2	55%	64%		2
<i>Postsecondary Education Admissions</i>	2	60%	62%		2
<i>Postsecondary Education Enrollment</i>	5	50%	57%		5
<i>Funded Number</i>	3	<i># of Participants Funded to Serve</i>  1000	<i># of Participants Served</i>  1000	<i>Percent Served</i>  100%	3
<i>Total Points</i>	15				15
<a href="https://trio.ed.gov/tseoc/PDFs/P066A110012.pdf">https://trio.ed.gov/tseoc/PDFs/P066A110012.pdf</a>					

TRIO-Student Support Services

## 2014-2015 5th Year of Five Year Grant Cycle-

- ▶ The Prior Experience Points (PE) earned for the 2013-14 assessment year were awarded on the basis of serving the approved number of students and meeting or exceeding the project's approved objectives.
- ▶ Funded Number Criterion is based on the project having served the approved funded number of participants. To earn PE points, the actual number served must be equal to or greater than the number of participants the project was funded to serve.

Number of Participants Funded to Serve	Number of Participants Served	Percent Served	PE Points Earned
166	166	100%	3

- ▶ 60% of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to a 4-year institution during the academic year.

Number of Participants Funded to Serve	Number of Participants Served	Number Persisted	Approved Persistence Objective	Actual Persistence Rate	PE Points Earned
166*	166	123	60%	74%	4

\*Number of students served reduced by Department of Education due to budget cuts.

- ▶ Good Academic Standing (GAS) is defined as the percentage of participants served by the SSS project who met the performance level required to stay in good academic standing by the grantee institution.

Number of Participants Funded to Serve	Number of Participants Served	Number in GAS	Approved GAS Objective	Actual GAS Rate	PE Points Earned
166	13-14	159	70%	96%	4

- ▶ 20% of new participants served each year will graduate with an associate's degree or certificate within four (4) years.

►

<b>Cohort Year</b>	<b>Number of Participants In Cohort</b>	<b>Number Attained Associates Degree or Certificate</b>	<b>Approved Associates Degree/ Certificate Objective</b>	<b>Actual Associate's Degree/ Certificate Attainment Rate</b>	<b>PE Points Earned</b>
10-11	58	28	20%	48% (28/58)	2
13-14	56	7	20%	13% (7/56)	N/A

- 10% of new participants served who graduated with an associate's degree or certificate will transfer from a 2-year to a 4-year institution within 4 years.

<b>Cohort Year</b>	<b>Number of Participants In Cohort</b>	<b>Number Attained Associates Degree or Certificate and Transferred from a 2-4 Year Institution</b>	<b>Approved Associates Degree/ Certificate and Transfer Objective</b>	<b>Actual Associate's Degree/Certificate And Transfer Attainment Rate</b>	<b>PE Point Earned</b>
10-11	28	13	10%	46% (13/28)	2
13-14	7	1	10%	1% (1/7)	N/A

\*The cohort is defined as all new participants served in the cohort year who attained an associate's degree or certificate.

**Summary of PE Scores for 2013-14 Assessment Year (P042A100023)**

<b>PE Criteria</b>	<b>Maximum Points Allowed</b>	<b>Approved Rate</b>	<b>Actual Attained Rate</b>		<b>PE Points Earned</b>
Persistence	4	60%	74%		4
Good Academic Standing	4	70%	96%		4
Associate's Degree Or Certificate	2	20%	48%		2
Associate's Degree Or Transfer to A 4-Year Institution	2	10%	46%		2
Funded Number	3	<b><u>Number of Participants Funded to Serve</u></b> 166	<b><u>Number of Participants Served</u></b> 166	<b><u>Percent Served</u></b> 100%	3
<b>Total Points</b>	15				15



### SLA Success Rate Data 2014-2015

Subject	Success Rate	Success Rate	Success Rate	Success Rate
	Fall 2014 – with SLA	Non-SLA - Fal14	Spring 2015 – with SLA	Non-SLA - Spr15
Biology	82%	55%	59%	41%
Physical Science	96%	88%	92%	69%
Anatomy & Physiology	91%	88%	94%	75%
English Composition	78%	61%	73%	63%
College Algebra	63%	89%	53%	54%
Dev. Math	63%	N/A	63%	N/A
Dev. Reading	59%	N/A	38%	N/A
Dev. English	62%	N/A	58%	N/A
Applied Tech Math	58%	N/A	63%	N/A
History	95%	78%	81%	90%
Psychology	100%	80%	60%	60%

### Tutoring Success

Goal: 2 or more tutoring sessions where student receives a C or better in class

Fall 2014 – 2,462 appointments	Spring 2015 – 454 appointments
73%	68%

Goal: 4 or more tutoring sessions where student receives a C or better in class

Spring 2015
81%