

**A PLAN TO ASSESS STUDENT ACADEMIC ACHIEVEMENT**

**AT SOUTH ARKANSAS COMMUNITY COLLEGE  
EL DORADO, ARKANSAS**

**A Revised Plan Facilitated by  
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**Supervised by the Assessment Committee**

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## **INTRODUCTORY INFORMATION**

### **Mission of the College**

South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

### **Purposes of the College**

1. To provide an environment that fosters excellence in learning and teaching.
2. To provide a university transfer program of high academic quality for students who plan to continue their education.
3. To offer degree and certificate programs to develop or enhance occupational skills that prepares learners for a changing global economy.
4. To provide developmental courses to prepare students to do college level work.
5. To provide adult education and workforce development.
6. To provide comprehensive student services to enhance students' success.
7. To promote the civic involvement, cultural life, and economic development in the community.
8. To make education accessible through innovative instructional methods.

### **Legislative Mandates for Assessment**

Legislation establishing the institution defined the college's educational role as "offering a comprehensive program designed to serve the post-secondary educational needs of its district and the state including specifically, but without limitation, occupational programs of varying types and levels of difficulty, the first two years of a baccalaureate degree, community service offerings, and student guidance and counseling services."

The passage of laws and regulations provided impetus from the state level for the development of the original assessment documents. In 1989, Act 98 required all Arkansas public institutions to develop a 35-hour general education core that would transfer to all other public institutions. The Department of Higher Education (ADHE) staff developed the guidelines for implementation. Evaluation instruments were to include standardized tests and local evaluation measures. Act 874 in 1993 requiring all baccalaureate degree-seeking students to take an exam the semester they completed 45 semester hours went into effect during the 1995 spring semester.

### **Arkansas Assessment of General Education**

The regulations established by ADHE for implementation of the 35-hour core general education require outcomes assessment in each of the five areas of the core. The Arkansas State Board of Higher Education has established guidelines for implementing outcomes assessment by requiring that students complete the CAAP, a set of standardized tests developed to test college skills. CAAP tests include Writing Skills, Mathematics, Reading, Science Reasoning, and Essay Writing and are given to students who have completed between 45 and 60 credit hours, excluding basic studies coursework. No college or university student can complete more than 60

credits without taking the Arkansas Assessment of General Education (AAGE) test. Those failing to comply will be allowed to register only for basic studies courses.

### **Development of This Assessment Plan**

South Arkansas Community College's first assessment plan began as a response to the Arkansas Department of Higher Education's (ADHE) requirement that all colleges in the state develop an assessment process for their 35-hour general education core. A committee of instructors who taught general education classes was chaired by the Vice President of Academic Affairs. The committee adopted course-embedded assessment, standardized tests, and student surveys as the basic tools for assessing student learning and in fall of 1993 presented its plan to the faculty, which accepted it.

At the start of the fall 1994 semester, the college President requested that the committee serve a new role. They and a group of faculty members from other areas formed the College's Student Outcomes Assessment Committee. Selected faculty and staff attended ADHE seminars on outcomes assessment, and Phil Ballard, NCA self-study coordinator, attended assessment-related sessions at the 1994 NCA meeting in Chicago. The Student Outcomes Assessment Program (SOAP) that resulted included program reviews mandated by the Arkansas Department of Higher Education (ADHE), reviews the ADHE planned to conduct on site. After extensive work and planning by the committees involved and approval of the faculty on December 13, 1994, the plan was submitted to ADHE as well as to NCA in January of 1995; in April the Executive Director of the Commission on Institutions of Higher Education notified the school that the plan had been reviewed and approved. As the plan was still new when the NCA consultant evaluators visited SouthArk in January of 1996, they wanted to see more data than what the college had accumulated between the time the student assessment plan was approved and the site visit. At the request of the NCA visiting team, the College made a written progress report on its assessment plan in 1997; the NCA Commission accepted that report without the need for a return visit. The College had the blueprint for effective student outcomes assessment tied to the school's mission statement and goals.

The 1994 plan provided for direct measures of learning through course-embedded assessment, based on behavioral objectives at the division level. What the implementation of the plan lacked was a clear mechanism for instructors to use in reporting the results of classroom-level student learning. The NCA expressed no misgivings about this omission in either its 1995 acceptance of the plan or its review of the 1997 progress report.

However, the NCA consultant-evaluators who visited the college in 1996 did recommend that the administration appoint someone to shepherd the new student outcomes assessment plan. Perhaps because of changes in the college's administration over the next three years—an interim president, a new president, and a series of academic vice presidents—no one was assigned the responsibility of organizing data and tracking progress. The faculty and program assessment activities and processes described in the assessment plan continued as a necessary part of the College's teaching and learning, but for several years no one compiled and published the results of student outcomes evaluations.

The problem was complicated in 1998 when the new president wanted the College community to

streamline SouthArk's mission and reconsider the goals statements, a positive step for the school. She scheduled a workshop led by the League for Innovation staff to rewrite the very statements on which the student outcomes assessment plan and the College's strategic planning process were based. The College adopted these new mission documents, but in the absence of someone to take the lead in revising the assessment plan to reflect the new mission statement/goals, the College's assessment plan no longer matched the school's goals. As the new goals did not represent a dramatic change in the school's direction, it would have been relatively simple to coordinate the wording of the two had someone been given that task.

In spring 2001 Phil Ballard, serving as division chair of what was then called the Humanities/Social Sciences division, collected the assessment data that had been accumulating and prepared reports on the preceding three years: 1997-1998, 1998-1999, and 1999-2000. These reports were compiled and presented to the Academic Standards Committee (the acting Assessment Committee), approved, and presented to the faculty. Still, no one was given continuing responsibility for administering the assessment plan.

Later in 2001 the newly appointed VPAA assigned the on-going responsibility for preparing and publishing annual assessment reports to two instructors. Each received a single course load reduction in exchange for completing the 2000-2001 Student Outcomes Assessment report. They faced several problems. First, they could not devote large amounts of time to the job since they were each given only a one-class reduction and continued to teach their other classes in addition to working on assessment. Second, communication and exchange of information were complicated by the frequent changes in administrative structure, committee structure, and departmental structure. During these alterations and restructurings, parts of the assessment plan got sidetracked. Furthermore, in the high turnover, no one determined who was responsible for providing data after someone else left. Finally, ADHE found itself unable to complete the program evaluations it had committed to do statewide, evaluations that were part of the original plan.

The two people assigned to assessment were to evaluate the existing plan, asked the Assessment Committee to get rid of obsolete objectives, make sure the plan meshed with the new mission statements, and add programs and objectives not originally included. They attended assessment workshops at the NCA conference. They collected data from the Admissions Office, graduate and employer surveys, Student Support Services, Allied Health program directors, financial aid and institutional research, and, when possible, department heads. Parts of the reports were left incomplete because ADHE failed to collect data, the objectives no longer applied, or the requested information was no longer available. To address these and other issues, an ad hoc assessment committee was formed and approved by the faculty. The committee met three times, but accomplished little. The two faculty members authored three reports—2000-01, 2001-02, and 2002-03—and presented their findings at end-of-the-year faculty meetings. The 2002-2003 report, however, was never finished because the computers could not read the surveys. The person trained to operate the new program had left, and no one knew how to extract the information.

SouthArk's new administration, committed to strengthening the school as a learning-centered institution, felt a sense of urgency in formalizing a new plan and working toward data-based

decision-making and planning campus-wide. In 2004 the VPAA replaced the two faculty members with a standing Assessment Committee, the Assistant Director for the Learning Center was appointed as the chair, and eventually 60 percent of her contract was assigned to student outcomes assessment. A new Institutional Research Director was hired, a position formerly held by the Director of Financial Aid in addition to his/her other duties. The VPAA, the College's new president, an English instructor representing the faculty, and the Coordinator of Student Outcome Assessments attended the Higher Learning Commission workshop on assessment in fall 2005. With the cooperation of the faculty, division and program goals have been revised and approved, faculty members have revised syllabi, and faculty members have turned in evidence of how objectives are being evaluated for one or more of their courses. The VPAA and Coordinator of Student Outcome Assessments are working with the school's NLC assessment liaison to assure that the plan meets standards.

# STUDENT OUTCOMES ASSESSMENT PLAN

## February 2006

### Introduction

Faculty at South Arkansas Community College understand that evaluation and assessment of learning and curriculum are essential to meeting the needs of learners. They also understand that improvement of educational services is essential to maintaining academic quality and that assessment is an important function of planning.

The goals of student learning assessment are to review and document learning continually at the course, program, and institutional levels and to create conversations about student achievement and improving learning. Though the College already provides educational services, it wants to improve them through the assessment of learning. To achieve its assessment goals, the College will need to collect data and use that data to make changes in curriculum. Student outcomes assessment at South Arkansas Community College is tied directly to the institution's mission and purposes, 2, 3, 4 and 7 which address the college's commitment to learning as well as value statements 1, Excellence in Education, and 6, Commitment to Accountability, which states, "We are committed to continuous evaluation of our institution to address the needs of the present and meet the challenges of the future."

### Assessment Plan Structure

The custodians of this assessment plan are the members of the Assessment Committee led by the Student Learning Assessment Coordinator. It is the responsibility of the Committee to implement the assessment plan, to evaluate its success, and make the information collected available to students, employees, and the community. In addition, the Committee members must be leaders in fostering conversations about learning and in providing assessment data and recommendations to anyone making decisions at the course, program, and institutional levels. Faculty members are responsible for assessing outcomes at the course and program levels. The assessment program is student-centered because assessment starts with the student and then loops back to the faculty when data are analyzed. The current plan expands on the assessment of learning at the classroom level and makes everyone on campus more accountable for learning.

### Assessment Committee Members

Ms. Jennifer Baine	Ms. Mary Pat Cook	Mr. Henry Culbreth
Mr. Dean Inman	Dr. Carolyn Langston	Ms. Casey Martin
Ms. Cynthia Meyer	Dr. Jennifer Parks	Dr. Tom Quinn
Ms. Heather Rowe	Mr. Karsten Tidwell	Dr. Thomas Young
Ms. Sandra Pugh		

As admissions testing and placement in developmental courses are mandated by state law, they are not included in the assessment plan. The College catalogue explains the process, the scores, and the placement.

The College will use multiple processes to measure learning in general education. They include (1) embedded assessments at the course level collected by faculty, (2) information from the nationally normed CAAP tests, and (3) indirect measures of learning found in the plan to assess institutional effectiveness.

Though student outcomes assessment and institutional assessment are closely related, the Assessment Coordinator will collect and distribute data from the former and the Director of Institutional Research will implement the assessment of institutional effectiveness. A chart outlining the basics of the plan is included in the appendix. Much of the information collected for institutional effectiveness provides indirect measures of student learning. The College will use the results of both to assess academic achievement.

### **Tools to Assess Learning**

1. Course-embedded assessments will be used to evaluate student performance in each course of each program. All syllabi will list the program learner outcomes for their courses as well as the College's mission statement. The outcomes are also included in Appendix 3 of this document. After being assigned specific learner outcomes each semester, faculty will identify methods of assessing them and provide a report at the end of each semester stating the assessment method, any changes made in assessment and/or instruction, as well as the results of those changes. Faculty are expected to use a standardized report form to identify the assessment tools they will use to measure learning and provide an analysis of the results (see Appendix 1). Not all outcomes will be assessed during any one semester, nor will all faculty be assessing outcomes at any given time.
2. Surveys and end-of-course evaluations eliciting graduate and employer opinions will be used to collect additional data about occupational programs for assessment, a component that is also part of the plan to assess institutional effectiveness. The content of these surveys will be based on outcomes developed at the program level and on the outcomes developed for general education and basic studies. The Director of Institutional Research in cooperation with the program coordinators and division chairs will conduct the surveys. For evaluation of occupational programs, students will get surveys the semester they complete their program of study and again after graduation when they are on the job, approximately six months to one year after placement. At the same time, their employers will get surveys to evaluate employee performance. This information will become part of an assessment report (see the chart of institutional effectiveness plans found in Appendix 2).
3. Standardized tests will be used to evaluate outcomes in General Education and Basic Studies programs. The Collegiate Assessment of Academic Performance (CAAP) will be used for general and transfer education in accordance with published ADHE requirements. The Director of Institutional Research will request an item analysis of the test results to help identify needed changes in general education courses.
4. Evaluations from external agencies and the results of licensing examinations for specific programs will also be a part of the assessment process. The Information and Business

Technology, Allied Health, and Trade and Industry divisions developed a seven-year rotational program review process in fall 2005. The occupational programs accredited by external agencies will be reviewed on their appropriate schedule. The program coordinators and division chairs will lead this effort and report information to the Director of Institutional Research and the Assessment Coordinator.

### **Evaluation of the Assessment Plan**

The Assessment Committee has evaluated and approved the revisions in this student outcomes assessment plan. However, this committee will meet at least once per year to continue to evaluate the plan.

### **Assessment Committee Goals**

The South Arkansas Community College Student Outcomes Assessment Plan has five major goals:

1. To provide leadership, direction, and training for faculty and to encourage the development of effective assessment activities for the classroom.
2. To enable faculty to collect, analyze, and document patterns of evidence that demonstrate strengths and weaknesses of the assessment activities used in the classroom.
3. To insure the data collected by the faculty are used to improve student learning.
4. To channel classroom assessment results into program improvements.
5. To provide the faculty, administration, students, and community with assessment results for institutional improvement.

More detail for these goals is included in the charts below.

#### **1. To provide leadership, direction, and training to faculty with regard to the Student Outcomes Assessment Plan and encourage the development of appropriate assessment activities in the classroom.**

<b>Activity</b>	<b>Description</b>	<b>Cycle/Target Date</b>	<b>Cost of Implementation</b>	<b>Responsibility</b>
Assessment Committee awards and recognition	Awards will be given to instructors for participating in assessment activities to increase their knowledge of the topic.	Ongoing	\$500/yr pending budget availability	Coordinator
Assessment Committee education	Assessment Committee members will attend assessment workshops/conferences.	Ongoing	\$2000/yr	Coordinator
In-service speakers.	Assessment Committee will sponsor assessment workshops implement the Assessment Plan.	Every In-Service/2004 – Ongoing	—	Coordinator
In-service speakers	The Assessment Committee will arrange for in-service speakers on assessment.	Fall 2005/ Ongoing	\$1000/yr	Assessment Committee/ Coordinator
Assessment plan evaluation	Committee will review the plan structure and committee activities.	Ongoing	—	Coordinator

Assessment website	The Assessment Coordinator will host a site on the college website with helpful information and new assessment ideas.	Summer 2006	—	Coordinator
Coordination with the Pre-College Committee	The committee will review the admissions testing process and gather evaluation data from the Pre College committee.	Ongoing	—	Committee
Faculty Assessment Handbook	The Assessment Committee will develop a handbook for the faculty to assist them in the course-level <i>Student Learning Assessment Plan</i> .	2006	Costs absorbed in program budgets	Assessment Committee
Faculty mini-grants	Faculty can apply for mini-grants to implement innovative assessment activities.	Fall 2006	From strategic planning budget	Coordinator

**2. To enable faculty to collect, analyze, and document patterns of evidence that demonstrate strength and weaknesses of the assessment activities used in the classroom.**

Activity	Description	Cycle/Target Date	Cost of Implementation	Responsibility
Develop course-level assessment report form	Enable faculty to evaluate one classroom assessment activity per semester.	Initial form created Fall 2004 to be revised	—	Coordinator
Develop and update student outcomes matrix by program	Enable the Coordinator to evaluate courses and outcomes and assign outcomes for assessment.	Ongoing	—	Coordinator
Establish course-embedded assessments	Identify courses and develop course-embedded assessments to measure General Education student learning outcomes.	Ongoing	—	Faculty
Review Admissions processes	Analyze current admission steps and identify procedures to document learning.	Yearly	—	Pre-College Committee
Review current Student Learning Assessment Plan	Analyze current plan and make recommendations for change.	Yearly	—	Committee

**3. To insure the data collected by the faculty is cycled back into their respective curricula to improve classroom student learning.**

<b>Activity</b>	<b>Description</b>	<b>Cycle/Target Date</b>	<b>Cost of Implementation</b>	<b>Responsibility</b>
Review current process of course-level assessment	Analyze the current procedures for cycling course-level assessment data into improvement of student learning.	Ongoing	—	Committee
Maintain the position of Assessment Coordinator	Oversee assessment data collection, compilation, analysis in course-level student learning, and program management	Ongoing	\$25,000/yr part-time position	Administrator
Provide faculty support in linking assessment to academic change	Organize and review assessment activities and provide in-service training.	Ongoing	—	Coordinator
Provide faculty training budget	Provide a budget for faculty assessment training at workshops/conferences.	Once each semester	\$1,000/yr	Coordinator
Provide faculty dedicated time to work on assessment activities	Give faculty the opportunity to work on assessment individually, departmentally, and together with peers. Consider an assessment day at the end of the semester.	Once each semester	—	Administrator

**4. To channel classroom assessment results into program improvement.**

<b>Activity</b>	<b>Description</b>	<b>Cycle/Target Date</b>	<b>Cost of Implementation</b>	<b>Responsibility</b>
Enhance program outcomes	Provide in-service and coursework designed for program coordinators to provide training in the program assessment plan	Ongoing	—	Coordinator
Round table discussions	Conduct round table discussions to disseminate assessment information collected by faculty	Ongoing during in-service	—	Coordinator
Develop a program review instrument	Develop a plan to review programs that will include information on learning	Fall 2005	—	Administrator
Coordinate classroom assessments with course and program outcomes	Identify course-level assessments to measure program performance	Ongoing	—	Coordinator
Identify indirect measures of learning collected by internal review.	Collect data for the outcomes assessment report	Ongoing	—	Committee

**5. To provide the faculty, administration, students, and community with assessment results to be used for institutional improvement.**

<b>Activity</b>	<b>Description</b>	<b>Cycle/Target Date</b>	<b>Cost of Implementation</b>	<b>Responsibility</b>
Complete annual student learning assessment report (SOAR)	Write an annual SOAR which includes course-level and program-level documentation	Yearly	\$250/yr	Coordinator
Establish an assessment website	Host a website for faculty providing assessment data and new assessment ideas	Fall 2006	—	Coordinator
Identify ways to communicate assessment processes effectively to the student body	Hold student orientation courses, develop a student assessment handbook, and start an assessment webpage	Fall 2007	—	Committee
Identify ways to communicate assessment processes clearly to the faculty	Develop In-service training, a faculty assessment handbook, and a webpage	Ongoing	—	Committee/ Coordinator
Communicate assessment processes to the administration and Board of Trustees	Provide minutes and monthly reports to President's Cabinet and the Board.	Ongoing	—	Committee

**Student Outcomes Assessment Report (SOAR) Schedule**

Each January the Assessment Committee will submit to the Planning Committee a report based on the data and information collected as outlined in this document.

1. During in-service of spring semester, faculty will meet to identify the assessment information they will collect during the year. The Assessment Coordinator will collect information from program coordinators and division chairs throughout the calendar year.
2. In December, the Assessment Coordinator will compile this information and create a report to be presented to the Assessment Committee by the beginning of the spring semester.
3. The faculty will review the previous year's assessment report to determine what if any curricular or instructional changes need to be addressed based on the information in the assessment report.
4. The faculty will report to the Assessment Committee what changes need to be addressed in the budgeting process.
5. The Assessment Committee will evaluate the submitted information and make recommendations to the Planning Committee before February 15th.
6. The Planning Committee will incorporate the information received into the annual operational plan and make recommendations to the President and the Cabinet for the

development of a new budget.

7. The President will include assessment information in the regular monitoring reports required by the Board of Trustees and in the yearly budget. Once the budget is established, the Vice President of Academic Affairs will give budget and assessment information to the division chairs and faculty for implementation.

### **Disseminating the Plan and Creating Discussions about Learning**

The assessment data collected by faculty and staff will be sent to the Coordinator of Assessment, who will assemble the data into a meaningful document. The data collected from each program will be forwarded to the appropriate Vice President, Assessment Committee members, division chairs, program coordinators, and faculty members. Program Coordinators will conduct faculty and advisory committee meetings to discuss this data. Once a year, the Coordinator of Assessment will present the information in a faculty meeting. This yearly report will also be available on the college's website.

### **Plan to Assess Institutional Effectiveness**

South Arkansas Community College has developed a plan to assess institutional effectiveness. As some elements of the plan to assess institutional effectiveness and student outcomes assessment plan overlap, the matrix of the plan to assess institutional effectiveness is included in the appendix 2 of this document. Many of the measures of institutional effectiveness provide indirect measures of learning. While the student outcomes assessment plan measures classroom and program outcomes, the plan to assess institutional effectiveness looks at division and institutional outcomes such as student and employer surveys, standardized test scores (Compass, CAAP, GRE, etc.), transfer grade point averages, retention rates, graduation rates, and transfer rates. An annual report with these figures and South Arkansas Community College's progress towards established benchmarks is published every June.

### **Selecting Outcomes to Be Measured**

The Coordinator of Assessment will select one outcome per semester from the list of each program's learner outcomes for assessment (see Appendix 3). The Coordinator will try to select at least two courses and two faculty members to assess the chosen outcome for that program. In some cases only one course will be selected to evaluate an outcome and in other cases several courses may be selected. For example, reading outcomes may be evaluated in only one reading course, whereas outcomes on the application of skills may be evaluated in a number of Allied Health courses. Usually a maximum of two to four classes will be selected to evaluate each outcome if more than one course lists that specific outcome.

### **Course Syllabi**

College policy requires faculty to list program learner outcomes in each course's syllabus. An example of course syllabi is available from division chairs.

**Student Learning Classroom Assessment Report  
Pre- and Post- Assessment**

**South Arkansas Community College**

Instructor \_\_\_\_\_

Course Number and Title \_\_\_\_\_

Semester of Assessment                  Fall      Spring      Summer    20 \_\_\_\_\_

Learner Outcome(s) to be assessed \_\_\_\_\_

**Part A (to be completed prior to administering the assessment)**

1. Briefly describe the method(s) of assessment to be used to document learning of the above outcomes:
  
  
  
  
  
  
  
  
  
  
2. What do you predict will be the results of the assessment?

**Part B (to be completed at the end of the course or end of assessment)**

1. To what degree did the students perform as you thought they would?

Much better than expected	_____
Better than expected	_____
About what was expected	_____
Worse than expected	_____
Much worse than expected	_____

2. What did you learn about your students' learning from this activity?

3. What changes, if any, do you plan to make to improve the quality of student learning in this classroom?

- New/improved supplemental material \_\_\_\_\_
- Different/improved delivery of content (e.g., more or less lecture, more group work) \_\_\_\_\_
- Changes to the assessment instrument \_\_\_\_\_
- Changes in expectations (e.g., amount of time needed to master material, time to complete assignments) \_\_\_\_\_
- No changes planned \_\_\_\_\_

4. In detail, describe the improvements (as identified in #3) you plan to make.

5. Are there any additional resources you need to facilitate these improvements? Is there any way the administration of Student Learning Assessment Committee could help you improve student learning in this classroom?

## Measures of Institutional Effectiveness

<i>Program Success</i>				
Assessment Tool	Use	Goal	Administration	Location of Results
Academic Program Review	Assess individual programs	Identify programs that do not meet minimum standards of quality or cost effectiveness and establish schedules for resolving concerns.	VPAA (every year)	Academic Affairs Office
Adult Education Annual Report	Evaluate the Adult Education Program	90-100% of all participants will achieve entry goals.	Director/Coordinator of Adult Education (every year)	Adult Education Office
Collegiate Assessment of Academic Proficiency (CAAP)	Assess general education program	Average scores for SACC will be at or above the national average for two year colleges.	Director of Institutional Research (every semester)	Enrollment Office
COMPASS Pre/Post Testing (Admissions test)	Determine gains made by developmental writing and math courses	80% of students will show gains due to taking developmental courses.	Pre-test by Student Services (at time of enrollment), Post-test by Individual Instructors (every semester)	Individual Student Records in Database
GPA at transfer institution	Assess how prepared students are for courses at four-year colleges	Students who transfer will have a GPA that is not statistically different from the native students at the transfer institution.	Director of Institutional Research (every year)	Institutional Research Office
Licensing Exams <sup>1</sup>	Determine how prepared students are to join the workforce in their program area	Pass rates for all programs will be at or above the state or national average.	Program Coordinators (every year)	Program Coordinator and Division Chair offices
Nelson Denny Reading Test	Determine gains made by developmental reading course	80% of students will earn the necessary scores for testing out of developmental reading.	The Learning Center (every semester)	Assessment Director/Coordinator

<sup>1</sup>\* Programs with an associated licensing exam include Licensed Practical Nursing, Resident Nursing, Radiologic Technology, Occupational Therapy Assistant, Physical Therapy Assistant, Medical Lab Technology, Emergency Medical Technology, Welding, and Network Security Technology.

<i>Institutional Success</i>				
<b>Assessment Tool</b>	<b>Use</b>	<b>Goal</b>	<b>Administration</b>	<b>Location of Results</b>
Employer Assessment of Student Skills	Determine employers satisfaction with the preparation of graduates	The average rating of each graduate's skills will be 4 out of 5 or higher.	Director of Institutional Research and Program Coordinators will administer an employer satisfaction survey (every year)	Institutional Research Office
Faculty Review <sup>2</sup>	Monitor quality of teaching	All faculty will have an average score of 3.5 or better (on a 5 point scale) on course evaluations.	Division Chairs and Director of Institutional Research (every year)	Division Chair Offices
Graduate Satisfaction Survey	Measure graduate satisfaction with their program and the college	The college will receive an overall average rating of 4 out of 5 or higher for satisfaction with degree program.	Director of Institutional Research (May and December)	Institutional Research Office
Graduation Rates	Determine the percentage of students who graduate	Increase graduation rates by 5% over the next five years.	Calculated by Institutional Research Office using database information (every year)	Annual Fact Book
Placement Rate in the Workforce	Determine how many of our graduates are employed in their fields	Increase the percentage of students who are employed in their field by 5% over the next 5 years.	Director of Institutional Research and Program Coordinators will administer this survey one year prior to graduation (every year)	Institutional Research Office
Retention Rates	Determine the percentage of first-time entering students who reenroll the following year re-enroll	Increase retention by 5% over the next five years.	Calculated by Institutional Research Office using database information (every year)	Annual Fact Book
Student Satisfaction Survey	Measure student satisfaction with the college	The college will receive an overall average rating of 4 out of 5 for satisfaction with services.	Director of Institutional Research (every spring semester)	Institutional Research Office
Transfer Rates	Determine the percentage of students who transfer to four year colleges	Increase transfer rates.	Calculated by Institutional Research Office using Student Tracking Software (every year)	Annual Fact Book

<b>Assessment Tool</b>	<b>Use</b>	<b>Goal</b>	<b>Administration</b>	<b>Location of Results</b>
Board of Trustees Satisfaction Survey	Measure board satisfaction with the college	The college will receive an overall average rating of 4 out of 5 or higher for satisfaction with operation.	Director of Institutional Research (every other year)	Institutional Research Office
Community Satisfaction Survey	Measure community satisfaction of SACC's offerings and reputation	The college will receive an overall average rating of 4 out of 5 or higher for satisfaction with services.	Coordinator of Institutional Research (every other year)	Institutional Research Office
Faculty, Staff and Administration Satisfaction Survey	Measure staff satisfaction with the college	The college will receive an overall average rating of 4 out of 5 or higher for satisfaction with operation.	Director of Institutional Research (every other year)	Institutional Research Office

<sup>2</sup>Faculty Review is a three-part process that includes a review by peer faculty, a review by the division chair, and a review by the students in the form of end of course evaluations.

**Program Learner Outcomes and Program Courses**

<b>Accounting</b> (Technical Certificate)	<b>Principles of Accounting I ACCT 2003</b>	<b>Principles of Accounting II ACCT 2103</b>	<b>American Enterprise Systems BUS 1003</b>	<b>Computerized Accounting Systems ACCT 2113</b>
<b>Learner Outcomes</b>				
1. Analyze transactions into the debit and credit components, record the entries in a journal, and post the entries to the general ledger.	√	√		√
2. Analyze and prepare financial statements for a sole proprietorship, a partnership, and a corporation.	√	√	√	√
3. Calculate the equivalent units, cost per equivalent unit, and the cost of units completed in a process cost system.		√		
4. Prepare management reports to calculate the contribution margin, margin of safety, and operating leverage.		√		
5. Calculate financial ratios and analyze the solvency and profitability of a corporation		√	√	√
6. Prepare a statement of cash flows using the indirect method.		√		√
7. Use the perpetual method of inventory accounting to calculate the cost of the ending inventory using fifo, lifo, and average cost.	√			√
8. Use straight line and declining balance depreciation to calculate the current depreciation, the accumulated depreciation, and the book value of fixed assets.	√			√

<b>Administrative Assistant Technology</b> (Certificate of Proficiency, Technical Certificate, AAS)	<b>Advanced Micro Office</b> <b>CSCI 2413</b>	<b>Intro to Accounting</b> <b>ADMS 1003</b>	<b>Basic Word Processing</b> <b>ADMS 1013</b>	<b>Bus. Word Processing</b> <b>ADMS 1023</b>	<b>Office Proc &amp; Routines</b> <b>ADMS 1043</b>	<b>Business Comm</b> <b>ADMS 2063</b>	<b>Prof Projects -</b> <b>Portfolio Design</b> <b>ADMS 2703</b>
<b>Learner Outcomes</b>							
1. Key a designated number of words per minute with a minimum stated number of errors.			√	√			
2. Attractively construct and format basic office documents such as memorandums, letters, and business reports.	√		√	√			√
3. Communicate orally in a classroom presentation and to write business letters which demonstrate mail ability and proper grammar according to business principles.	√					√	
4. Construct a resume and cover letter that will best represent educational skills and work experiences.						√	√
5. Work in a team setting and organize and conduct a business meeting in a professional environment.					√	√	
6. Organize time by writing a daily priority list, performing most important work first, organizing work spaces, and demonstrating the effective use of the proper software to accomplish the tasks.	√				√	√	
7. Relate to a multicultural business environment by listing cultural differences and similarities.						√	
8. Demonstrate knowledge of basic accounting functions by working problems in specific areas.		√					
9. Be able to use office technology to solve problems.	√				√		√

Associate of Arts in General Education (with specific transfer options)	Composition ENGL 1113, 1123, 2123	Literature ENGL 2213, 2223, 2313, 2643	Speech SPCH 1113	Physical Education PE1001	Health HPER 1403	Psychology PSYC 2003, 2203, 2223	Sociology SOC 1003, 2003, 2013, 2033	Political Science PSCI 2003, 2013	Biology BIOL 1004-34, 2003-74, 2304	Microbiology MBIO 1124	Chemistry CHEM 1024, 1064, 1124
<b>Learner Outcomes</b>											
1. Synthesize information, formulate ideas, and define perspectives clearly and logically in both written and/or oral form.	√	√	√		√	√			√		
2. Define and use appropriate and relevant terms, rules, formulas, concepts, symbols, and/or technology.	√	√		√	√	√	√	√	√	√	√
3. Gather and evaluate resource materials, shape them into cogent presentations, and document them correctly.	√	√	√		√			√	√		
4. Understand and explain concepts of human behavior and biology; the natural environment; and/or the historical and aesthetic achievements arising from culture and heritage.		√			√	√	√		√	√	
5. Apply the knowledge of current information and technology to be healthy, productive, and effective in the ever-changing political, cultural, and social world.				√	√	√	√			√	
6. Analyze the multicultural and ethical issues that affect the modern world and compare them with one's own values, and describe one's role in the expanding global community.								√			
7. Demonstrate critical thinking skills and logical problem solving.	√		√			√	√		√		√
8. Evaluate, interpret, create and/or perform works in the arts.	√	√									
9. Demonstrate literal, interpretive, and applied levels of comprehension of written and/or oral language.	√	√	√								
10. Acquire and apply oral, aural, physical, laboratory, and written skills appropriate to each field of study.			√	√					√	√	√

Associate of Arts in General Education – cont. (with specific transfer options)	History HIST 1003-13, 2013-43	Geography GEOG 2003	Geology GEOL 1004-14	Physical Science PHYS 2024	Art ART 1013, 1113-23, 1353, 2003-93	Music MUS 1001-83, 1111-21, 1211-52, 1301, 1401-21, 2003-11, 2121, 2211-21, 2401-21	Math MATH 1023-33, 2015, 2115	Philosophy PHIL 2003	Theater THEA 1103, 2633	Language FREN 1014-24, SPAN 1014-23, 2013-23	Economics ECON 2003, 2103
Learner Outcomes											
1. Synthesize information, formulate ideas, and define perspectives clearly and logically in both written and/or oral form.	√							√			
2. Define and use appropriate and relevant terms, rules, formulas, concepts, symbols, and/or technology.		√	√	√	√	√	√		√	√	√
3. Gather and evaluate resource materials, shape them into cogent presentations, and document them correctly.	√				√						
4. Understand and explain concepts of human behavior and biology; the natural environment; and/or the historical and aesthetic achievements arising from culture and heritage.		√			√	√			√		
5. Apply the knowledge of current information and technology to be healthy, productive, and effective in the ever-changing political, cultural, and social world.	√		√							√	
6. Analyze the multicultural and ethical issues that affect the modern world and compare them with one's own values, and describe one's role in the expanding global community.	√	√			√	√				√	
7. Demonstrate critical thinking skills and logical problem solving.			√	√			√	√			√
8. Evaluate, interpret, create and/or perform works in the arts.					√	√			√		
9. Demonstrate literal, interpretive, and applied levels of comprehension of written and/or oral language.	√					√			√	√	
10. Acquire and apply oral, aural, physical, laboratory, and written skills appropriate to each field of study.				√	√	√				√	

Associate of Arts in Teaching Degree	Math for Teachers I MATH 2113	Math for Teachers II MATH 2223	Intro to Education EDUC 2003	Intro Educational Pract EDUC 2013	Intro Educational Tech EDUC 2313
<b>Learner Outcomes</b>					
1. Demonstrate understanding of the diversity of human behavior and/or the cultural achievements emerging from one's history by creating a portfolio using Standard English.			√		
2. Develop a possible solution to an observed or established situation in an oral or written format.				√	√
3. Plan to continue their education through reading and the expression of ideas by establishing pursuing long term educational goals.	√	√			
4. Define and use appropriate and relevant terms, rules, formulas, concepts, symbols, and technology.			√	√	√
5. Gather and evaluate resource materials, shape them into cognate presentations, and document them correctly.				√	√
6. Acquire and apply oral, aural, physical, laboratory and written skills appropriate to each field of study.	√	√	√	√	

<b>Automotive Service Technology</b> (Certificate of Proficiency, Technical Certificate, AAS)	<b>Engine Repair</b> <b>AST 1504</b>	<b>Steering/Susp</b> <b>AST 1304</b>	<b>Auto Elec I</b> <b>AST 1404</b>	<b>Eng Perf I</b> <b>AST 1604</b>	<b>Indus Safety</b> <b>TECH 1203</b>	<b>Brake Systems</b> <b>AST 1204</b>	<b>Eng Perf II</b> <b>AST 1614</b>	<b>Auto Fund</b> <b>AST 1004</b>	<b>Auto Trans</b> <b>AST 1804</b>	<b>ASE Test Prep</b> <b>AST 1902</b>	<b>Internship</b> <b>AST 2614</b>	<b>Directed Study</b> <b>AST 2601</b>	<b>Heating/AC</b> <b>AST 1704</b>	<b>Man Drive/Axles</b> <b>AST 1104</b>	<b>Auto Elec II</b> <b>AST 2404</b>	<b>Tech Math</b> <b>TECH 1003</b>	<b>Adv Eng Perf</b> <b>AST 2604</b>
<b>Learner Outcomes</b>																	
1. Identify and model the work habits of successful employees found in the occupation of choice.	√	√	√														
2. Describe personal values and ethics, which apply and are used in occupation of choice.								√									
3. Perform skills necessary to adequately perform technical responsibilities of an automotive technician.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		
4. Use mathematics, scientific concepts, problem solving techniques, and computers to diagnose and repair vehicle faults.				√										√		√	
5. Interpret both written and electronic technical information, and select the correct vehicle repair procedures.	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√
6. Apply effective communication skills with fellow employees, customers, and supervisors utilizing proper automotive technology.					√		√				√						√
7. Demonstrate safe automotive practices in the shop.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
8. Apply the leadership skills necessary to effectively reach a common goal in an organization or team. Work as part of a team in order to reach a common goal.					√		√					√					√
9. Recognize and employ proper job seeking skills.								√									√

Basic Studies and Freshman Level Programs	<u>BSTD (Math)</u> <ul style="list-style-type: none"> <li>• Fundamentals of Arithmetic (0313)</li> <li>• Elementary Algebra (0413)</li> <li>• Intermediate Algebra (0513)</li> </ul>	<u>BSTD (Reading)</u> <ul style="list-style-type: none"> <li>• Reading I (0103)</li> <li>• Reading II (0113)</li> </ul>	<u>BSTD (Writing)</u> <ul style="list-style-type: none"> <li>• Writing I (0203)</li> <li>• Writing II (0213)</li> </ul>	<u>Psychology for Living</u> BSTD 1303	<u>Freshman Year Information</u> FYI 1003
<b>Learner Outcomes</b>					
1. Increase reading speed to the point students can keep pace with reading assignments in college-level courses.		√			
2. Develop and improve vocabulary, reading comprehension, and writing skills to the college level.		√	√		
3. Develop and improve computational and algebraic skills in order to perform the basic arithmetic and/or algebra required in college-level courses.	√				
4. Develop effective study skills.		√	√	√	√
5. Explore students' interests and aptitudes for specific careers.				√	√
6. Assess self-esteem and experience the kind of personal growth that will serve students in academic and job environments.				√	√
7. Develop social skills that will serve students in academic and job environments.			√	√	√

<b>Building Trades Technology</b> (Technical Certificate, Certificate of Proficiency)	<b>Carpentry I</b> <b>BLTD 1018</b>	<b>Carpentry II</b> <b>BLTD 1028</b>	<b>Intro Plumbing</b> <b>BLTD 1008</b>	<b>Intro to Cabinet</b> <b>Making</b> <b>BLTD 1024</b>	<b>Architect Blprnt</b> <b>Reading</b> <b>BLTD 1013</b>	<b>Intro Resid Elect</b> <b>BLTD 2008</b>
<b>Learner Outcomes:</b>						
1. Understand the terms of the industry and select tools appropriate to a job.	√		√	√		√
2. Identify and purchase building, plumbing, and electrical materials appropriate to a job.	√	√	√	√	√	√
3. Develop plans and read blueprints.				√	√	
4. Understand the concepts of layout and measurement and apply them to a problem.			√	√		√
5. Understand and interpret plumbing codes when performing skills and solving problems.			√			
6. Understand and apply electrical code when performing skills and solving problems.						√
7. Discuss common practices in installing materials and components.	√	√	√	√		√
8. Discuss the advantages and disadvantages of building trades occupations and define routes to professional growth.	√		√			√

Computer Engineering	Network Oper System CSCI 1305	Database CSCI 2203	Leviton Cabl Cert CSCI 1102	Special Topics CSCI 2351-53	Imp/Admin Act Dir CSCI 2204	Win XP Prof/Net Admin CSCI 1263	Net Home/Sm Bus CSCI 1302	Intro Java CSCI 2124	C Programming CSCI 2133	PC Serv/Upgrade CSCI 1205	PC Periph CSCI 1215	OS Structuring CSCI 1225
<b>Learner Outcomes:</b>												
1. Identify networking devices, design and install a LAN, including installing networking protocols and, if necessary, troubleshoot the LAN.	√							√				√
2. Construct and test cabling for a LAN.	√		√									√
3. Identify and assemble PC internal, PC peripheral, and LAN devices related to a PC lab and demonstrate knowledge by installing, replacing, and/or connecting these devices.											√	
4. Set up a PC system with both the physical and logical structures, and install an OS with any necessary drivers.	√						√				√	
5. Demonstrate proficiency in using the command line interface, a menu type interface, and a GUI interface to manage files and directories, configure OS for optimal performance, setup and manage users, groups, policies, protect PC from viruses, and troubleshoot OS related problems.		√			√	√	√	√	√			√
6. Demonstrate knowledge of troubleshooting techniques by repairing malfunctioning PC devices which must be restored to proper operation.						√				√	√	
7. Demonstrate knowledge of basic concepts and terms in relation to PC's, PC peripherals, and basic LAN networking.		√				√	√		√	√	√	√
8. Apply knowledge of concepts and terms to ComPTIA's A+ Certification Core and OS test.				√								

<b>Computer Information Technology</b> (Technical Certificate, AAS)	<b>Micro Bus AP</b> <b>CSCI 2143</b>	<b>Adv Micro Off</b> <b>CSCI 2413</b>	<b>Cobol Prog</b> <b>CSCI 1103</b>	<b>Comp Info Process</b> <b>CSCI 1003</b>	<b>Web Design</b> <b>CSCI 2043</b>	<b>ProF Projects</b> <b>CSCI 2703</b>	<b>Visual Basics</b> <b>CSCI 2023</b>	<b>Desktop Pub I</b> <b>CSCI 1903</b>
<b>Learner Outcomes</b>								
1. Define basic computer terminology.	√		√	√				
2. Identify the major components of a computer system and evaluate a personal computer for purchase.	√			√				
3. Demonstrate the ability to use technology effectively to enhance communication.		√		√		√	√	√
4. Conduct Internet research and use the results.						√		
5. Process data into information used in reports and decision making.			√	√	√			
6. Examine ethical issues in information technology and propose a computer use policy.					√			√

<b>Criminal Justice Administration</b> (Certificate of Proficiency, Technical Certificate, AAS)	<b>Intro C J</b> <b>CJ 1103</b>	<b>Crim Invest Tech</b> <b>CJ 2403</b>	<b>Rules of Crim Evid</b> <b>&amp; Proc CJ 2303</b>	<b>AR Crim Law</b> <b>CJ 2503</b>	<b>Police Admin</b> <b>CJ 2103</b>	<b>AR Juv Law &amp; Pro</b> <b>CJ 2603</b>
<b>Learner Outcomes</b>						
1. Understand perspectives of the criminal justice systems.	√				√	√
2. Contrast public and private sector administration.	√				√	
3. Comprehend the application of organizational theory to criminal justice organizations.	√					√
4. Describe innovations in American law enforcement.	√				√	
5. Understand personnel procedures and apply practices in contemporary criminal justice agencies.		√	√			
6. See courts as organizations with unique administration.				√		√
7. Understand corrections agency structures, personnel functions, and current challenges.			√			√
8. Demonstrate knowledge of the rights of criminal justice employees.	√	√			√	
9. Know the special challenges in discipline, labor relations, and liability.					√	
10. Identify various examples of criminal justice technology.		√	√			

<b>Early Childhood Education</b> (Certificate of Proficiency, Technical Certificate, AAS)	<b>Guiding Soc Emot Behavior</b> ECE 2033	<b>Found of Early Chld</b> ECE 1003	<b>Child Grow &amp; Dev</b> ECE 1013	<b>Envir Young Chld</b> ECE 1023	<b>Tech Prac I</b> ECE 1033	<b>Curr Methods</b> ECE 1053	<b>Creative Arts</b> ECE 1043	<b>Infant /Todd Dev</b> ECE 2013	<b>Emerging Literacy</b> ECE 2003	<b>Survey Except Chld</b> ECE 2023	<b>Soc St/Math/Sci</b> ECE 2043	<b>Admin Presch Progrms</b> ECE 2053	<b>Tech Prac II</b> ECE 2063
<b>Learner Outcomes</b>													
1. Demonstrate their understanding of the diversity of human behavior and/or cultural achievements using standard English.	√	√	√	√	√		√	√	√	√		√	√
2. Develop a possible solution to an observed or established situation in an oral and/or written format.	√				√			√		√		√	√
3. Differentiate between the cognitive, physical, social, and emotional domains.	√	√	√	√	√	√	√			√	√		√
4. Differentiate between infant, toddler, pre-school, school age, and adolescent developmental stages.	√	√	√	√	√	√	√	√	√	√			√

<b>Emergency Medical Technician – Paramedic, Basic Ambulance</b> (Certificate of Proficiency, Technical Certificate, AAS)	<b>EMT-A Basic EMT 1005</b>	<b>EMS Environ I EMT 1011</b>	<b>Human Sys &amp; Assmt EMT 1012</b>	<b>Shock &amp; Fluid EMT 1013</b>	<b>Pharmacology EMT 1022</b>	<b>Emer Resp Care EMT 1023</b>	<b>Int. Clin Rot EMT 1033</b>	<b>Paramed Clin I EMT 1014</b>	<b>Emer Card Care EMT 1015</b>	<b>Traumatology EMT 1043</b>	<b>Med Emer I EMT 1053</b>	<b>Assmt Based Mgmt EMT 2232</b>	<b>Med Emer II EMT 2112</b>	<b>EMS Envir II EMT 2022</b>	<b>Paramed Clin II EMT 2101</b>	<b>Field Intern I EMT 2224</b>	<b>Field Intern II EMT 2234</b>
<b>Learner Outcomes</b>																	
1. Demonstrate knowledge, comprehension, application, analysis, synthesis, and evaluation of information relevant to their role as a certified EMT or paramedic.	√	√						√	√	√	√				√	√	√
2. Demonstrate in the laboratory, clinical, and field environments the ability to perform individual and groups of motor skills in a safe, timely, and efficient manner.	√		√	√	√	√	√	√	√	√	√	√		√	√	√	√
3. Adapt skills to the demands of the workplace in a way that accomplishes appropriate patient care.	√						√	√	√	√	√				√	√	√
4. Demonstrate personal behavior and attitude consistent with employer expectations and professional standards as set forth in the roles and responsibilities section of the National D.O.T. Curriculum.	√	√											√	√			

<b>General Business Administration</b> (Technical Certificate, AAS)	<b>Human Res Mgmt</b> <b>MGMT 1123</b>	<b>Special Topics</b> <b>MGMT 2653</b>	<b>Prin of Real Estate</b> <b>BUS 2074</b>	<b>Real Estate Apprais</b> <b>BUS 2133</b>	<b>Personal Super</b> <b>BUS 2233</b>	<b>Special Topics in Bus</b> <b>BUS 2903</b>	<b>Job Pract I, II, III</b> <b>MGMT 1114, 2114, 2214</b>	<b>American Enter</b> <b>BUS 1003</b>	<b>Quantitative Analysis</b> <b>BUS 2013</b>	<b>Intro to Management</b> <b>MGMT 1113</b>	<b>Mgmt Skills</b> <b>MGMT 2113</b>	<b>Small Bus Mgmt</b> <b>MGMT 2613</b>
<b>Learner Outcomes</b>												
1. List and identify advantages/disadvantages of the different types of business ownership.								√				√
2. Outline challenges and opportunities that businesses face in the current economic environment by using examples from the business world.	√	√	√	√	√	√	√	√		√		
3. Explain the concepts of business ethics and social responsibility and describe how present companies are responding to these issues.								√			√	√
4. Relate to a multicultural business environment by describing cultural differences and similarities.								√		√	√	
5. Compare and contrast the different categories of securities and explain why individual investors might prefer a particular type of security.								√				
6. List management styles and describe the three types of skills necessary for managerial success.								√		√	√	√
7. Define the term entrepreneur and identify three types of entrepreneurs.								√				√
8. Prepare a frequency distribution from ungrouped data. Interpret the data presented in various formats.									√			
9. Calculate and interpret the central tendency for ungrouped and grouped data using the variance, the standard deviation, and the coefficient of variation.									√			

<b>General Technology (AAS)</b>	<b>Tech Math TECH 1003</b>	<b>Applied Physics PHY 1114, TECH 1013</b>	<b>Basic Elect TECH 1043</b>	<b>Piping Systems/Align/Valv TECH 1104</b>	<b>Indus Safety TECH 1203</b>	<b>Tech Graphics I TECH 1403</b>	<b>L/H Pressure Boilers TECH 1413</b>	<b>Hydraulics TECH 1703</b>	<b>Special Topics TECH 2001</b>	<b>Work-Based Learning TECH 2003</b>	<b>Selected Topics TECH 2111 – 4</b>
<b>Learner Outcomes</b>											
1. Identify and model the work habits of successful employees found in the occupation of choice.				√	√	√	√	√	√	√	√
2. Perform skills necessary to adequately perform technical responsibilities in an occupation.			√	√	√	√	√	√	√	√	√
3. Use mathematics, scientific concepts, problem solving techniques, and computers to solve problems.	√		√	√	√	√	√	√	√	√	√
4. Interpret technical manuals, select accurate manufacturing and repair procedures, formulas, and practices; and use troubleshooting guides to solve technical problems.	√	√	√			√		√	√	√	√
5. Effectively communicate with customers, peers, and employers utilizing appropriate vocabulary and terminology.			√	√	√	√	√	√	√		
6. Demonstrate the proper industrial technology safety techniques.			√		√		√	√	√	√	√

<b>Graphic Arts and Advertising Design</b> (Technical Certificate, AAS)	<b>Graphic Design Capstone</b> <b>GRAD 2133</b>	<b>Adv Web Design</b> <b>CSCI 2193</b>	<b>Desktop Publ II</b> <b>CSCI 2113</b>	<b>Computers and Multi</b> <b>CSCI 1113</b>	<b>Intro Computer Graphics</b> <b>CSCI 2183</b>	<b>Intro Adobe Photoshop</b> <b>CSCI 1923</b>
<b>Learner Outcomes</b>						
1. Identify and model the work habits of successful employees found in the occupation of choice.	√				√	√
2. Describe personal values and ethics, which apply and are used in your occupation.	√					
3. Perform skills necessary to adequately perform technical responsibilities in an occupation.	√	√	√	√	√	√
4. Use mathematics, scientific concepts, problem solving techniques, and computers to solve problems.	√		√	√	√	√
5. Interpret technical manuals, select accurate manufacturing and repair procedures, formulas, and practices, and use troubleshooting guides to solve technical problems.	√		√	√		
6. Effectively communicate with customers, peers, and employers utilizing appropriate vocabulary and terminology.	√				√	√
7. Demonstrate the use of proper industrial technology safety techniques.	√	√				
8. Apply the leadership skills necessary to effectively reach a common goal in an organization or team.	√					
9. Recognize and demonstrate proper job seeking skills.	√					

<b>Industrial Technology</b> (Certificate of Proficiency, Technical Certificate, AAS)	<b>Fund Elect</b> <b>IDEL 1007</b>	<b>Solid State/Analog</b> <b>IDEL 1304</b>	<b>Micro Process Fund</b> <b>IDEL 2703</b>	<b>Applied Physics</b> <b>TECH 1013</b>	<b>Indust Safety</b> <b>TECH 1203</b>	<b>Basic Hydr/Pneum</b> <b>TECH 1703</b>	<b>Motors/Cont</b> <b>IDEL 1903</b>	<b>Intro PLC's</b> <b>IDEL 1804</b>	<b>Basic Digital Tech</b> <b>IDEL 1504</b>	<b>Transducers</b> <b>IDEL 2403</b>	<b>Proc Instr</b> <b>IDEL 2604</b>	<b>PLC Proc Instr</b> <b>IDEL 2504</b>
<b>Learner Outcomes</b>												
1. Identify and model the work habits of successful employees found in the occupation of choice.	√				√							
2. Perform skills necessary to adequately perform technical responsibilities in an occupation.	√	√	√		√	√	√		√	√	√	√
3. Use mathematics, scientific concepts, problem solving techniques, and computers to solve problems.	√	√	√	√		√		√	√	√	√	√
4. Interpret technical manuals, select accurate manufacturing and repair procedures, formulas, and practices, and use troubleshooting guides to solve technical problems.		√	√		√	√	√	√	√	√	√	√
5. Effectively communicate with customers, peers, and employers utilizing appropriate vocabulary and terminology.		√	√		√	√	√		√	√	√	√
6. Demonstrate the use of proper industrial technology safety techniques.					√	√	√					

<b>Licensed Practical Nursing</b> (Technical Certificate)	<b>Comp for Hlth Prof</b> <b>AH 1103</b>	<b>Intro Allied Hlth</b> <b>AH 1003</b>	<b>Math for Meds</b> <b>PN 1111</b>	<b>Nurs Special Prob</b> <b>PN 1308</b>	<b>Nursing I</b> <b>PN 1422/1415</b>	<b>Nursing II</b> <b>PN 1410/1412</b>	<b>Nursing III</b> <b>PN 1419/1312</b>	<b>Nursing IV</b> <b>PN 1512</b>
<b>Learner Outcomes</b>								
1. Perform skills necessary to provide competent care for patients following federally mandated medical safety guidelines and according to professional standards.			√	√	√	√	√	√
2. Describe and appropriately respond to a patient’s emotional, psychosocial, economic, cultural, and relational reaction to treatment.		√		√	√	√	√	√
3. Integrate the concepts of science and/or math to the applicable practice of the profession.	√		√		√	√	√	√
4. Communicate clearly, effectively, and collaborate harmoniously with supervisors, peers, patients, their significant others, and with all members of a patient’s health team.	√	√			√	√	√	√
5. Record medical data for a patient or medical professional accurately, timely, and appropriately.	√	√			√	√	√	√
6. Collect, identify, and analyze medical research, records, and other necessary information in both a qualitative and quantitative manner.	√				√	√	√	√
7. Describe and demonstrate the use of facility-wide and departmental guidelines, policies, and procedures.		√	√	√	√	√	√	√
8. Apply the use of hardware and software technologies to retrieve, process, and analyze health care information.	√	√		√	√	√	√	√
9. Practice and apply appropriate professional, ethical, and legal conduct in the health care workplace.			√		√	√	√	√
10. Describe and assess the impact of the professional organizations on current health trends, licensing, and professional development.		√			√			

<b>Medical Coding</b> (Technical Certificate)	<b>Med Coding I</b> <b>HIT 2073</b>	<b>Practice Coding</b> <b>HIT 2081</b>	<b>Reimb Method</b> <b>HIT 2173</b>	<b>Med Coding II</b> <b>HIT 2183</b>	<b>Practice Coding II</b> <b>HIT 2191</b>	<b>Med Ethics &amp; Law</b> <b>HIT 2262</b>	<b>Med Coding Pract</b> <b>HIT 2773</b>
<b>Learner Outcomes</b>							
1. Conduct qualitative analysis to assure that documentation in the health record supports the diagnosis and reflects the progress, clinical findings and discharge status of the patient.	√			√	√		
2. Request patient-specific information from other sources.		√					
3. Perform quantitative analysis of health records to evaluate compliance with regulations and standards.				√	√		
4. Ensure facility-wide adherence to health information services' regulatory requirements (e.g., HCFA Compliance Plan, Correct Coding Initiative).				√	√	√	
5. Assign diagnosis/procedure codes using ICD-9-CM, and CPT/HCPCS.	√			√	√		√
6. Validate coding accuracy using clinical information found in the health record.	√			√			
7. Validate reimbursement classification system assignments.		√	√				
8. Collect the data necessary to assign patients to severity of illness categories.	√		√	√	√		
9. Analyze the facility's patient case-mix and payment rates to assure accurate/appropriate reimbursement.				√	√		
10. Protect data integrity and validity using software or hardware technology.	√				√		
11. Query facility-wide databases to retrieve information.	√		√				

<b>Medical Laboratory Technology</b> (Technical Certificate)	<b>Phlebotomy</b> MLT 1013	<b>Hematology</b> MLT 1024	<b>Urinalysis/Body Fluids</b> MLT 2233	<b>Special Topics</b> MLT 2304	<b>Clinical Chem</b> MLT 2343	<b>Clinicals</b> MLT 2306-45, 2408	<b>Special Chem</b> MLT 2423	<b>Immunohematology</b> MLT 2434	<b>MLT Seminar</b> MLT 2442	<b>Clinical Micro</b> MLT 2444	<b>Imm/Serology</b> MLT 2543
<b>Learner Outcomes</b>											
1. Demonstrate proper sample collection techniques.	√	√	√							√	
2. Explain the purposes of phlebotomy and describe the different departments, structures, and/or sections in a healthcare setting.	√			√							
3. Thoroughly explain the circulatory system.	√							√	√		
4. Describe the importance of following federally mandated laboratory safety guidelines.						√			√		
5. Describe the ethics and professionalism, patient rights, legal issues, and public relations found in the medical field.				√		√			√	√	√
6. Discuss the use of standard medical tests, perform them according to standard practices and interpret the results.		√	√		√	√		√		√	√
7. Define and use appropriate and relevant terms, rules, formulas, scientific concepts and technology to perform needed tests.		√	√		√	√	√			√	√

<b>Medical Professions Education</b>	<b>Nurs Asst Training NA 1002</b>	<b>Nurs Asst Lab/Clinical NA 1012</b>				
<b>Learner Outcomes</b>						
1. Effectively communicate with patients, their significant others, and with all members of the health team.		√				
2. Value their contribution as allied health workers for the total health picture in the community.	√	√				
3. Demonstrate the ability to perform quality, competent care for the consumer.		√				
4. Recognize and demonstrate proper job seeking skills.	√					
5. Express the importance of following federally mandated safety guidelines.		√				
6. Describe ethics, professionalism, patient rights, legal issues, and public relations as they relate to the medical field.	√					
7. Recognize the importance of being active members of professional organizations.	√					
8. Explain thoroughly the work habits of successful employees I the healthcare industry.		√				
9. Obtain certifications necessary for entry level positions in the healthcare field.	√					

<b>Medical Transcription</b> (Technical Certificate)	<b>Medical Terminology</b> <b>HIT 1003</b>	<b>Basic Med Transcription</b> <b>HIT 2144</b>	<b>Comp Appl Hlth Prof</b> <b>HIT 1283</b>	<b>Adv Med Transcription</b> <b>HIT 2154</b>	<b>Hlth Care Deliv Sys</b> <b>HIT 1153</b>	<b>Med Transcription Pract</b> <b>HIT 2783</b>	<b>Intro Med Science</b> <b>HIT 2803</b>
<b>Learner Outcomes</b>							
1. Demonstrate correct English usage, applying the rules of proper grammar, punctuation, and style, and using correct spelling and logical sentence structure.	√	√				√	
2. Appropriately use related references and other resources for research and practice.			√		√		√
3. Demonstrate a thorough knowledge of medical terminology, anatomy, and physiology, and medical word research techniques.	√						√
4. Demonstrate a general knowledge of word processing, computers, dictation and transcription equipment, and related technologies.		√	√	√			
5. Apply understanding of the content, purpose, and legal aspects of health records.		√		√		√	
6. Demonstrate professionalism and ethical conduct in the workplace.					√	√	

<b>Network Security Technology</b> (Associate of Applied Science Second Year)	Cyber Law NST 1203	Intro Info Sec NST 1423	Network + Cert CSCI 1304	Secty +Exam Rev CSCI 1803	Hacking Tech NST 2094	Firewl Net Sec NST 2214	Comp Sci Forensics NST 2164	Incident Response NST 2163	CCNA 1, 2, 3, 4 CSCI 1403-13, 2323-43	Win Server Net CSCI 1274	Linux CSCI 1703
<b>Learner Outcomes</b>											
1. Demonstrate knowledge in how different access control systems operate.						√			√	√	
2. Demonstrate knowledge in privacy issues, policies, standards, guidelines procedures.	√						√				
3. Demonstrate knowledge various methods data auditing and compliance check techniques.								√			
4. Prepare a business continuity or disaster recovery plan.				√				√			
5. Identify public and private key algorithms, key distribution and management.		√		√							
6. Demonstrate the communication and network security as it relates to local area and wide area networks.		√	√		√	√			√	√	√
7. Demonstrate knowledge in the concept of malicious and mobile code, types of malicious code threats, how malicious code is introduced into the environment, and various protection and recovery methods.		√		√	√		√				

<b>Occupational Therapy Assistant (AAS)</b>	<b>Intro OT OTA 1003</b>	<b>Pathology/OT Inter OTA 2103</b>	<b>OT Human Dev OTA 2113</b>	<b>Geriatrics/OT Inter OTA 2203</b>	<b>Clinical Skills Lab OTA 2101</b>	<b>Trt Psychosocial Dis OTA 1404</b>	<b>Skills I OTA 1303</b>	<b>Skills II OTA 1503</b>	<b>Adv Proc Skills OTA 2304</b>	<b>Field I OTA 2201</b>	<b>Adv Proc OTA 2303</b>	<b>Trt Phy Dis OTA 2404</b>	<b>Clinical Train Skills OTA 2504</b>	<b>Field II A OTA 2514</b>	<b>Field II B OTA 2524</b>
<b>Learner Outcomes</b>															
1. Assist the occupational therapist in data collection, perform standardized/non-standardized assessments according to directions and accurately report all results to the occupational therapist.	√		√	√	√	√	√				√	√	√	√	√
2. Assist the occupational therapist and client plan relevant intervention specific to the needs of the client or the client group.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3. Safely implement the intervention plan as approved by the occupational therapist and agreed upon by the client and continuously maintain a professional therapeutic relationship with the client during the occupational therapy process.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
4. Safely modify self performance, context, and intervention technique or task according to the client's needs or condition and report to the occupational therapist.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
5. Collaborate with the occupational therapist and client to formulate a successful transition of service and ensure the client and/or significant other has the ability to perform activities throughout the occupational therapy process.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
6. Complete all duties in an ethical, legal, safe, and professional manner.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
7. Demonstrate the importance of professional development and support professional organizations.	√					√			√			√	√	√	√
8. Student pass rate for the national certification examination will be at 80% for first time and second time takers.													√	√	√

<b>Physical Therapist Assistant (AAS)</b>	<b>Intro to PTA PTA 1002</b>	<b>Pathophysiological PTA 1204</b>	<b>Appl Therapy I PTA 1305</b>	<b>Clinical Prac I PTA 1601</b>	<b>Therapy Proc PTA 1406</b>	<b>Appl Therapy II PTA 1505</b>	<b>Clinical Prac II PTA 1702</b>	<b>Neurology/Rehab PTA 2204</b>	<b>Admin/Mgmt PTA 2303</b>	<b>Clinical Prac III PTA 2408</b>	<b>PTA Seminar PTA 2503</b>
<b>Learner Outcomes</b>											
1. Working under the supervision of a Physical Therapist (PT) in providing patient care services after the PT performs the initial evaluation and delegates responsibilities to the Physical Therapist Assistant (PTA).	√		√	√	√	√	√		√	√	
2. Defining the scope of practice of PTAs within the team of health care providers.	√			√			√		√	√	
3. Safely, ethically, and legally practicing within the field of physical therapy.	√		√	√	√	√	√		√	√	
4. Describing the anatomy and physiology of the human body as related to pathologies/injuries commonly seen in the practice of physical therapy.		√	√		√	√		√			
5. Performing patient handling skills to optimize patient performance.			√	√	√	√	√	√		√	
6. Assessing patient status as delegated to the PTA by the supervising PT.			√	√	√	√	√	√		√	
7. Communicating effectively, verbally, nonverbally and in writing, with patients and their families, the supervising PT, other members of the physical therapy staff, and all members of the health care team.			√	√	√	√	√	√	√	√	
8. Recognizing the emotional, psycho-social, economic, and relational aspects of injury/pathology on patients and their families.		√		√			√	√		√	
9. Recognizing their own strengths and weakness.				√			√		√	√	
10. Successfully passing the licensure examination for Physical Therapist Assistants.											√
11. Accepting responsibility for life-long learning and personal and professional growth.				√			√		√	√	

<b>Radiologic Technology</b> (AAS)	<b>Intro to Radiography</b> <b>RADT 1001</b>	<b>Patient Care and Protect I</b> <b>RADT 1102</b>	<b>Positioning Procedures I</b> <b>RADT 1214</b>	<b>Darkroom Procedures</b> <b>RADT 1111</b>	<b>Med Term for Radio</b> <b>RADT 1101</b>	<b>Orient/Clinical Educ I</b> <b>RADT 1213</b>	<b>Positioning Procedures II</b> <b>RADT 1304</b>	<b>Clinical Education II</b> <b>RADT 1223</b>	<b>Radiation Physics</b> <b>RADT 2202</b>	<b>Patient Care and Protect II</b> <b>RADT 1122</b>	<b>Positioning Procedures III</b> <b>RADT 1424</b>
<b>Learner Outcomes</b>											
1. Provide students with the knowledge and skills of a competent entry level Radiologic technologist while demonstrating quality patient care skills.		√	√	√	√		√		√	√	√
2. Provide the community with competent entry-level Radiologic technologists who exhibit professionalism and continue professional growth after graduation.	√					√					
3. Prepare students to practice effective communication, critical thinking, and problem solving in the practice of Radiologic technology.	√				√			√			

<b>Radiologic Technology – Cont. (AAS)</b>	<b>Clinical Education III RADT 1332</b>	<b>Radiographic Exposure RADT 1113</b>	<b>Special Procedures RADT 2223</b>	<b>Imaging Modalities RADT 1123</b>	<b>Adv Clin Education I RADT 2116</b>	<b>Rad Biology RADT 2302</b>	<b>Seminar I RADT 2403</b>	<b>Film Evaluation RADT 2002</b>	<b>Adv Clin Education II RADT 2236</b>	<b>Adv Clin Education III RADT 2312</b>	<b>Seminar II RADT 2303</b>	<b>Quality Assurance RADT 2012</b>
<b>Learner Outcomes</b>												
1. Provide students with the knowledge and skills of a competent entry level Radiologic technologist while demonstrating quality patient care skills.		√	√	√		√		√				√
2. Provide the community with competent entry-level Radiologic technologists who exhibit professionalism and continue professional growth after graduation.	√				√		√		√	√	√	√
3. Prepare students to practice effective communication, critical thinking, and problem solving in the practice of Radiologic technology.	√				√		√		√	√	√	√

Registered Nursing (AAS)	Nursing Prac I RNSG 2133	Nursing Prac II RNSG 2232	Mental Health Nurs RNSG 2223	Nursing Math RNSG 2111	Nursing Process I RNSG 2114	Ped Nurse Care RNSG 2124	Women's Health NCLEX-RN Prep RNSG 2311	Nursing Process II RNSG 2318	Nursing Prac III RNSG 2333
<b>Learner Outcomes</b>									
1. Recognize, assess, and validate the client's/family's adaptive level and response across the life span.	√		√		√	√			
2. Utilize the nursing process to achieve client goals by collecting and analyzing data about a client; making a nursing judgment on the cause, condition, and disease process; creating a nursing care plan and/or concept map which sets specific treatment goals; carrying out and/or supervising the treatment plan; and assessing and updating the nursing treatment of a patient.									
3. Understand and administer care to clients of multicultural backgrounds and ethnicity.	√								
4. Utilize the state's scope of practice guidelines, rules and regulations, and position statements.						√			
5. Correctly and effectively communicate and record assessments, nursing care interventions, and evaluations.					√				
6. Provide client and/or family with necessary information regarding client's disease process, nursing/medical interventions, and expected outcomes.									
7. Utilize leadership skills and demonstrate sound judgment in directing and delegating care to other health care team members, based on each member's scope of practice or area/level of education.									
8. Recognize potential environmental and safety hazards that surround the client and initiate appropriate changes to minimize or alleviate these hazards.									
9. Apply the learned scientific principles when planning, administering, and evaluating client care.									
10. Practice ongoing self-evaluation and accepting constructive evaluation from peers.							√		

<b>Truck Driving</b> (Certificate of Proficiency)	<b>Truck Driving</b> <b>TRD 1007</b>
<b>Learner Outcomes</b>	
1. Identify and model the work habits of successful employees found in the occupation of choice.	√
2. Describe personal values and ethics, which apply and are used in occupation of choice.	√
3. Perform skills necessary to adequately perform technical responsibilities in an occupation.	√
4. Effectively communicate with customers, peers, and employers utilizing appropriate vocabulary and terminology.	√
5. Recognize and demonstrate proper job seeking skills.	√
6. Demonstrate the use of proper industrial technology safety techniques.	√
6. Demonstrate the use of proper industrial technology safety techniques.	√
7. Safely operate a tractor-trailer rig.	√
8. Demonstrate the proper use of Log Book procedures.	√
9. Demonstrate proper pre- and post-trip inspection.	√
10. Demonstrate proper steering techniques to back-up a tractor-trailer.	√

<b>Welding Technology</b> (Certificate of Proficiency, Technical Certificate)	SMAW & Fab WLD 1114	Adv SMAW WLD 1125	GMAW – MIG WLD 1214	GTAW – TIG WLD 1224	Welding Layout WLD 1244	SMAW Pipe WLD 1304	Cutting Prin Prac WLD 1513	Specialized Pipe WLD 1314	Weld Eval & Testing LD 1403	Blueprint Read WLD 1413
<b>Learner Outcomes</b>										
1. Demonstrate a positive attitude about my job regardless of size or difficulty.										
2. Distinguish between a safe and unsafe work environment.										
3. Prepare and weld a joint in any situation.		√								
4. Identify appropriate welding process and procedure for any situation.										
4. Identify appropriate welding process and procedure for any situation.										
5. Develop layout procedures and templates needed to complete components drawn on a blueprint.					√					
6. Prepare a welding machine and select the proper electrode for any major welding process.										
7. Demonstrate the proper usage of hand tools and support equipment used in the welding industry.										
8. Differentiate between a quality weld and an inferior weld.										