

EAST ARKANSAS COMMUNITY COLLEGE

CLOSING THE LOOP



ASSESSMENT OF STUDENT LEARNING AND ENGAGEMENT
TRIENNIAL CLOSING THE LOOP REPORT

CORE COMPETENCY ATTAINMENT

Includes Fall, Spring, Summer One, and Summer Two Course Data

Communication

Critical Thinking

**Academic/Professional
Proficiency**

**Personal/Global
Awareness**

The College measures student attainment of the institutional learning objectives (Core Competencies) by using course level student outcome data to determine the overall success of each discipline in meeting their respective student learning goals. Each course level student learning objective is clearly mapped to a discipline goal on the course syllabus, and on that course's Course Assessment Form.

Each discipline level student learning objective is likewise linked to a larger institutional learning objective stated in the College's four core competencies to student learning. This process allows data to be generated from embedded assessments within specific courses, and used to populate outcome metrics for both discipline and core competencies measurements.

78%

**AGGREGATED
THREE YEAR AVERAGE
CORE COMPETENCY
ATTAINMENT**

Institutional Core Competencies

Communication: Communication is an effective use of common systems of symbols, signs, and behaviors to exchange information between individual/groups.

- Read, comprehend, and follow directions
- Write clearly and effectively
- Listen effectively
- Organize ideas and speak clearly and logically

Critical Thinking: Critical Thinking is a purposeful, outcome-directed process that aims to make judgments based on facts and principles.

- Analyze information
- Interpret graphical and numerical data
- Demonstrate information fluency
- Solve problems

Personal/Global Awareness: Personal/Global Awareness is a conceptual understanding of diverse cultures based upon an applicable knowledge of global and individual perspectives.

- Evaluate personal knowledge and abilities
- Demonstrate appropriate social skills
- Manage personal health and wellness
- Demonstrate an appreciation for the arts and sciences
- Cultivate an appreciation for diversity and global issues

Academic/Professional Proficiency: Academic Proficiency/Professional Development is the acquisition, discovery, and application of knowledge achieved over a period of time supporting academic success, workplace skills, professionalism, and lifelong learning.

- Demonstrate practical application of knowledge
- Master adequate technical and computer skills
- Acquire workplace skills
- Develop and maintain a professional attitude
- Become motivated to pursue lifelong learning

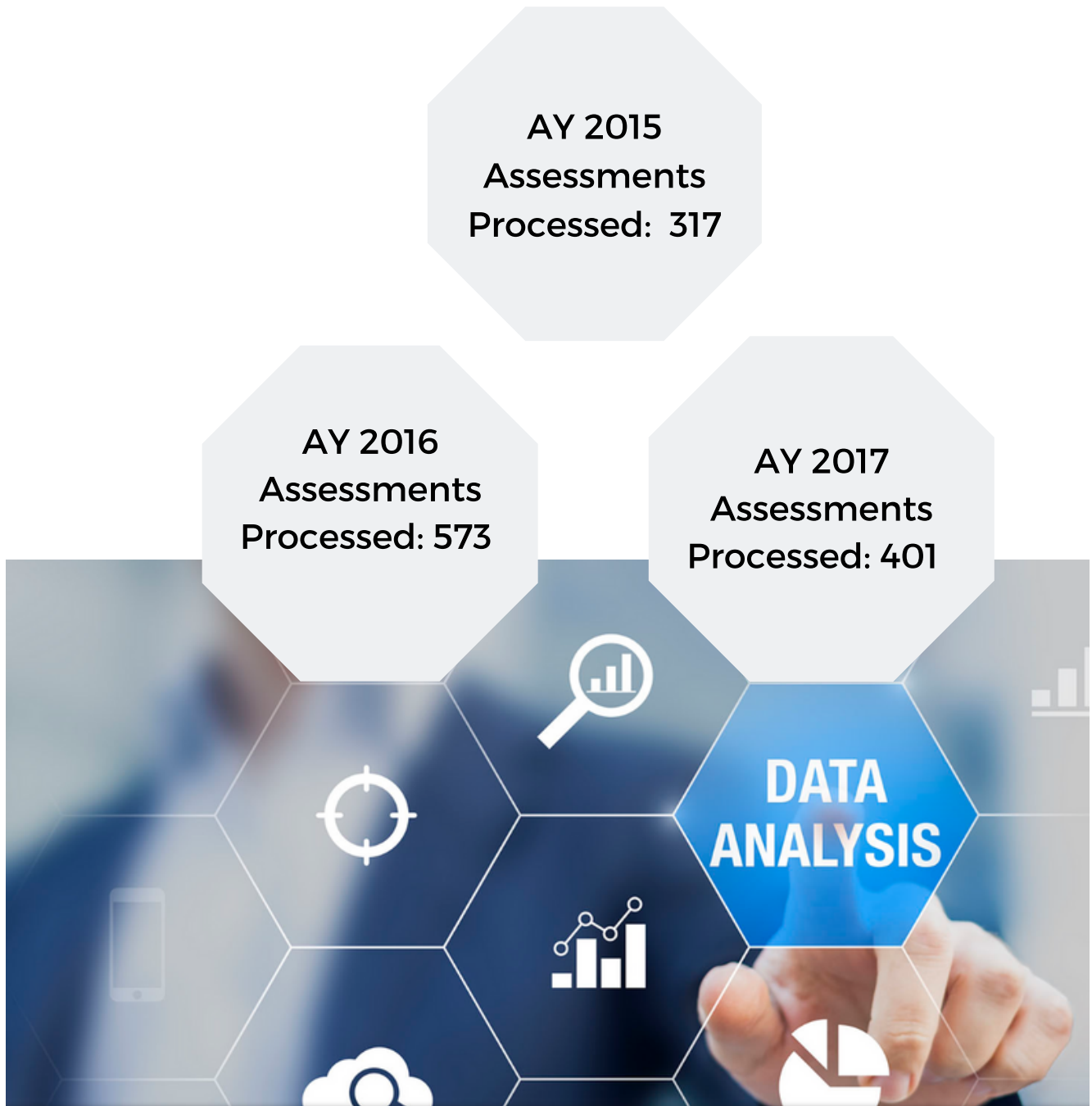


**CORE COMPETENCY
ATTAINMENT OUTCOMES
ACADEMIC YEARS 2015-17**

Assessment Outcomes Academic Years 2015-17

Core Competency Attainment Outcomes AY 2015-2017

The College measures student attainment of the institutional learning objectives (Core Competencies) by using course level student outcome data to determine the overall success of each discipline in meeting their respective student learning goals. Each course level student learning objective is clearly mapped to a discipline goal on the course syllabus, and on that course's Course Assessment Form. Each discipline level student learning objective is likewise linked to a larger institutional learning objective stated in the College's four core competencies to student learning. This process allows data to be generated from embedded assessments within specific courses, and used to populate outcome metrics for both discipline and core competencies measurements.



Assessment Outcomes Academic Years 2015-17

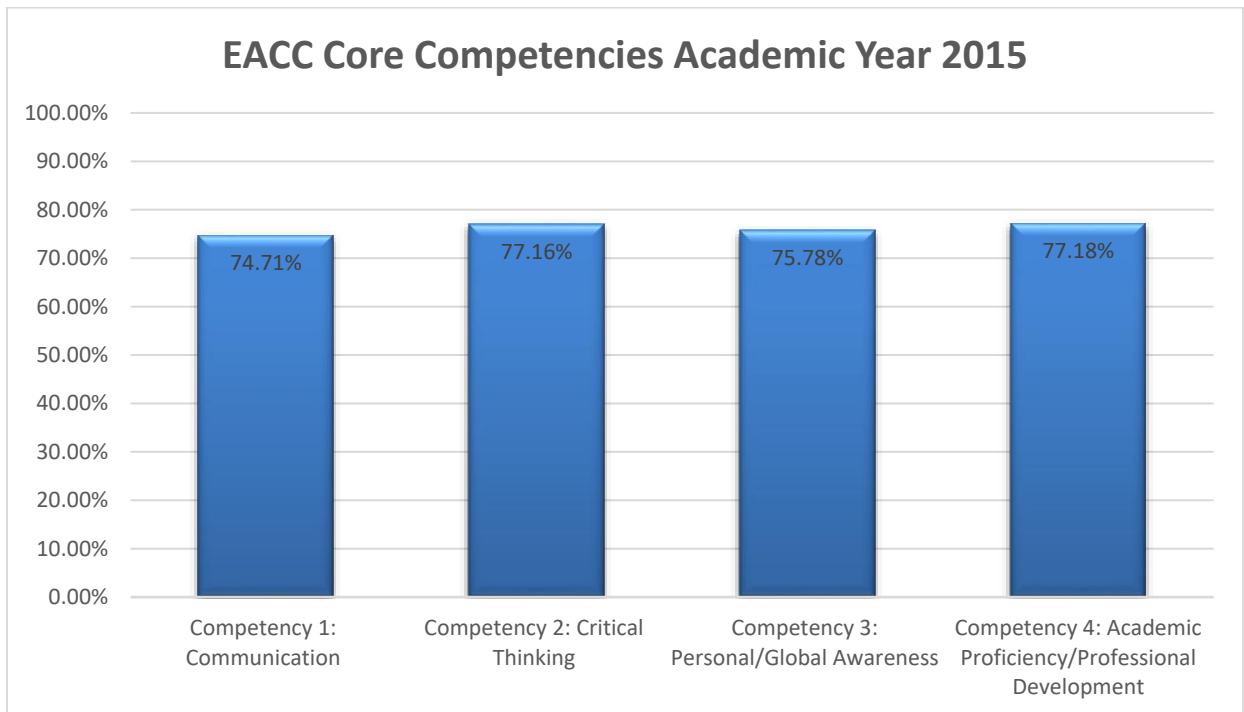
Assessments Processed

Assessments processed and outcomes analyzed: in AY15 there were 317; in AY16 there were 573; and, in AY17 there were 401.

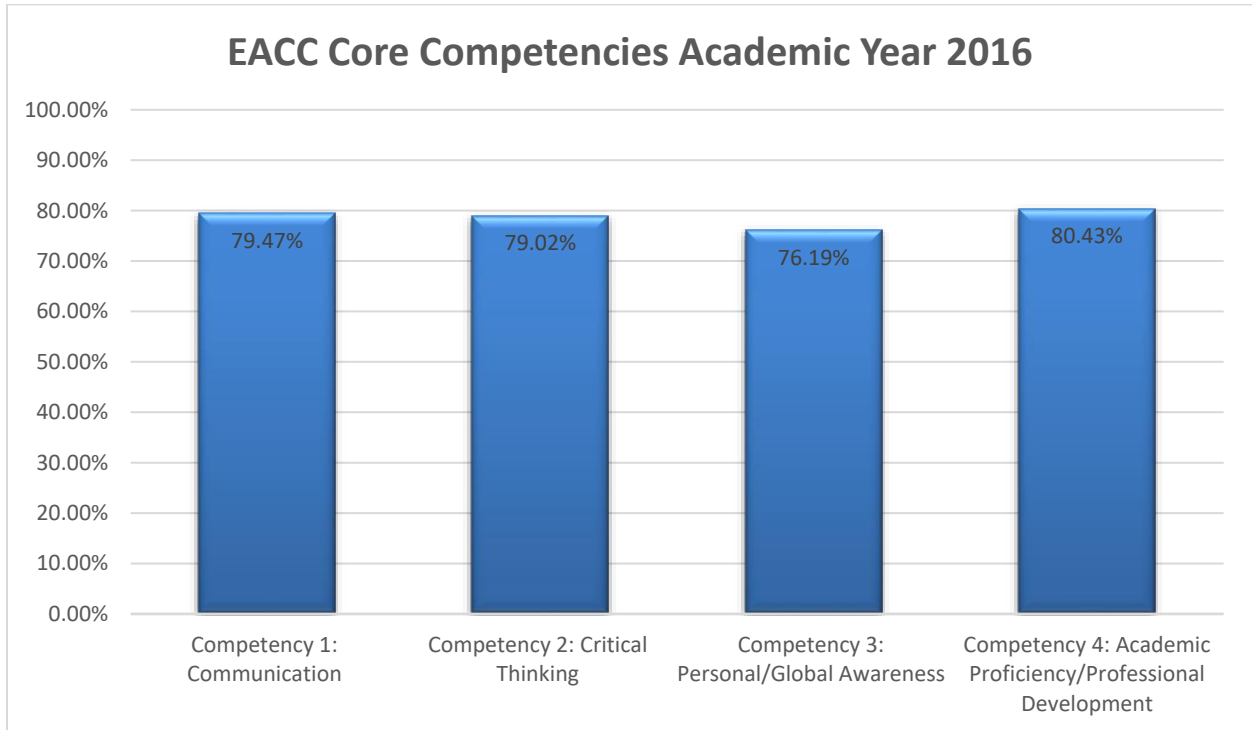
Core Competency Attainment Outcomes AY 2015-17

The College measures student attainment of the institutional learning objectives (Core Competencies) by using course level student outcome data to determine the overall success of each discipline in meeting their respective student learning goals. Each course level student learning objective is clearly mapped to a discipline goal on the course syllabus, and on that course's Course Assessment Form. Each discipline level student learning objective is likewise linked to a larger institutional learning objective stated in the College's four core competencies to student learning. This process allows data to be generated from embedded assessments within specific courses, and used to populate outcome metrics for both discipline and core competencies measurements.

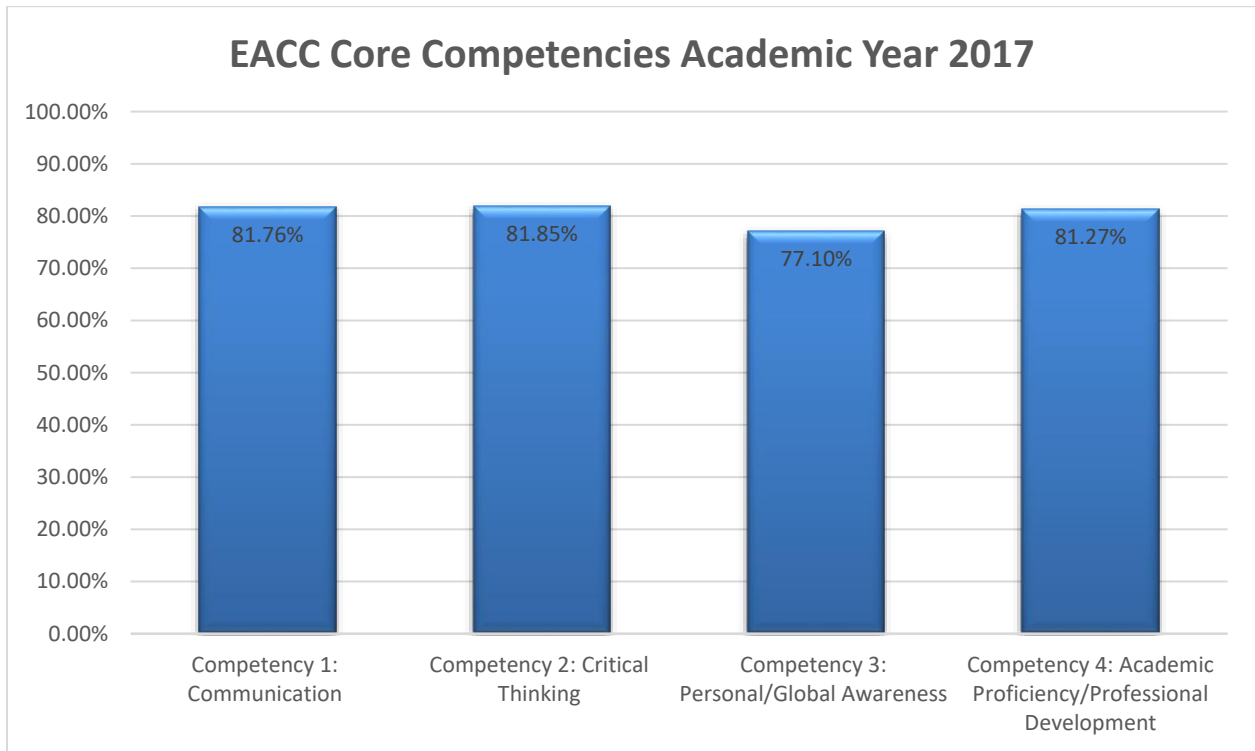
Measure 1. Core Competency Attainment (AY2015)



Measure 2. Core Competency Attainment (AY2016)

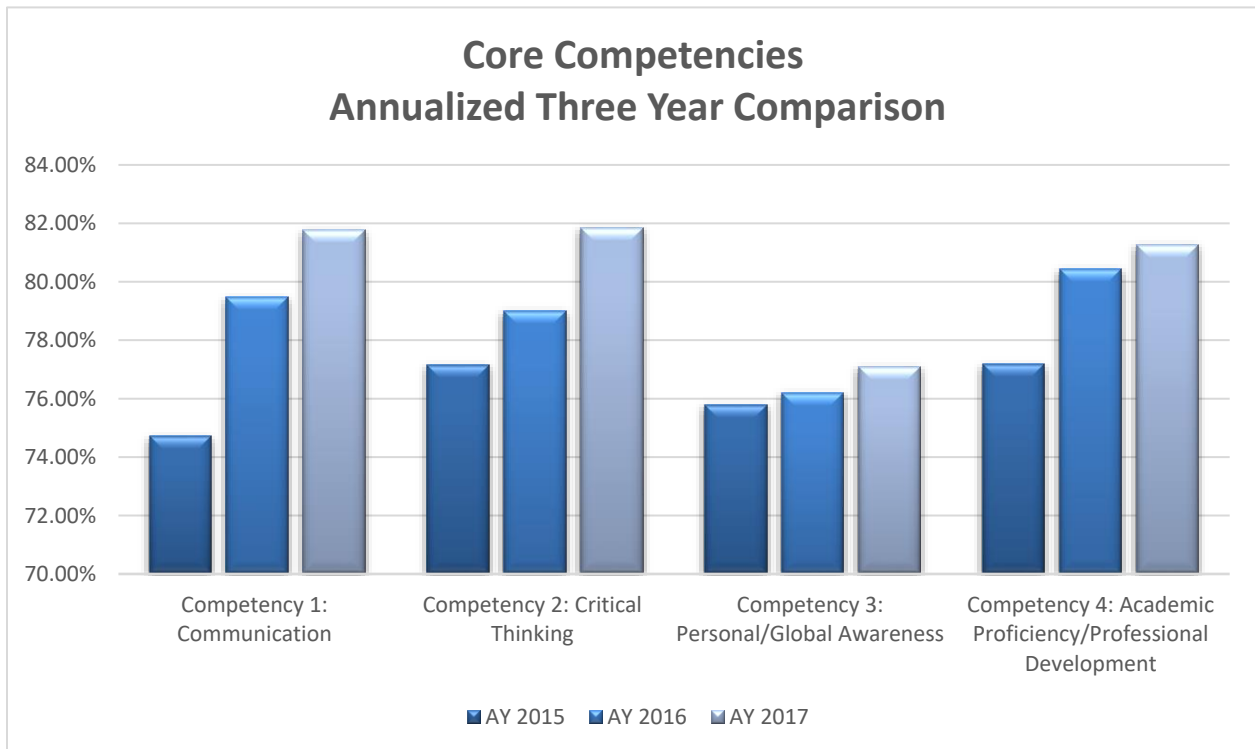


Measure 3. Core Competency Attainment (AY2017)



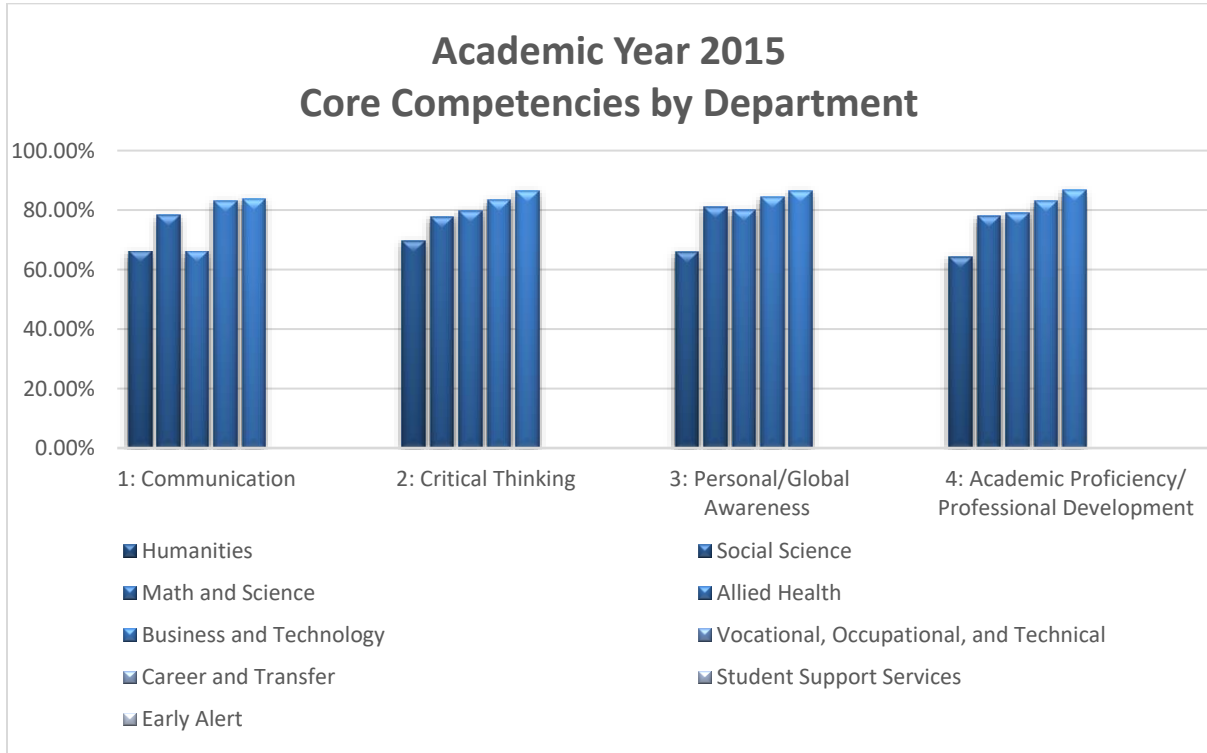
Measures 1-3 indicate that student outcomes related to the College’s four core competencies have increased each year over the three year assessment cycle period.

Measure 4. Core Competencies Annualized Three Year Comparison

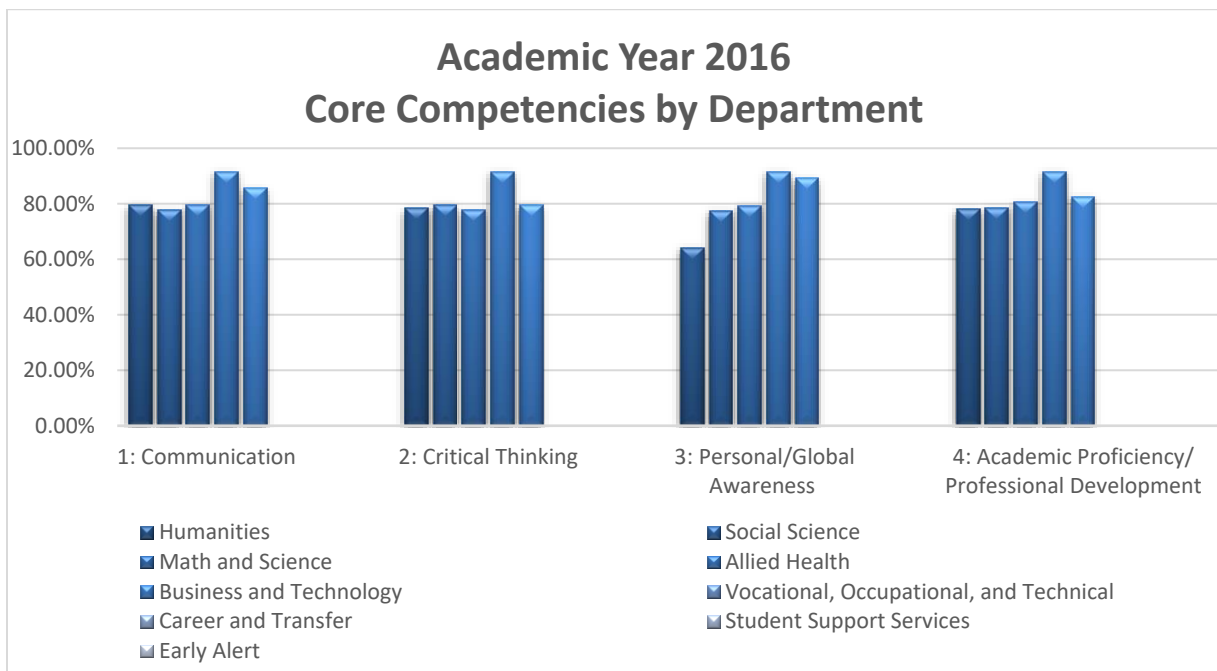


Measure 4 indicates a continuous improvement in core competency achievement AY 2015 through AY 2017.

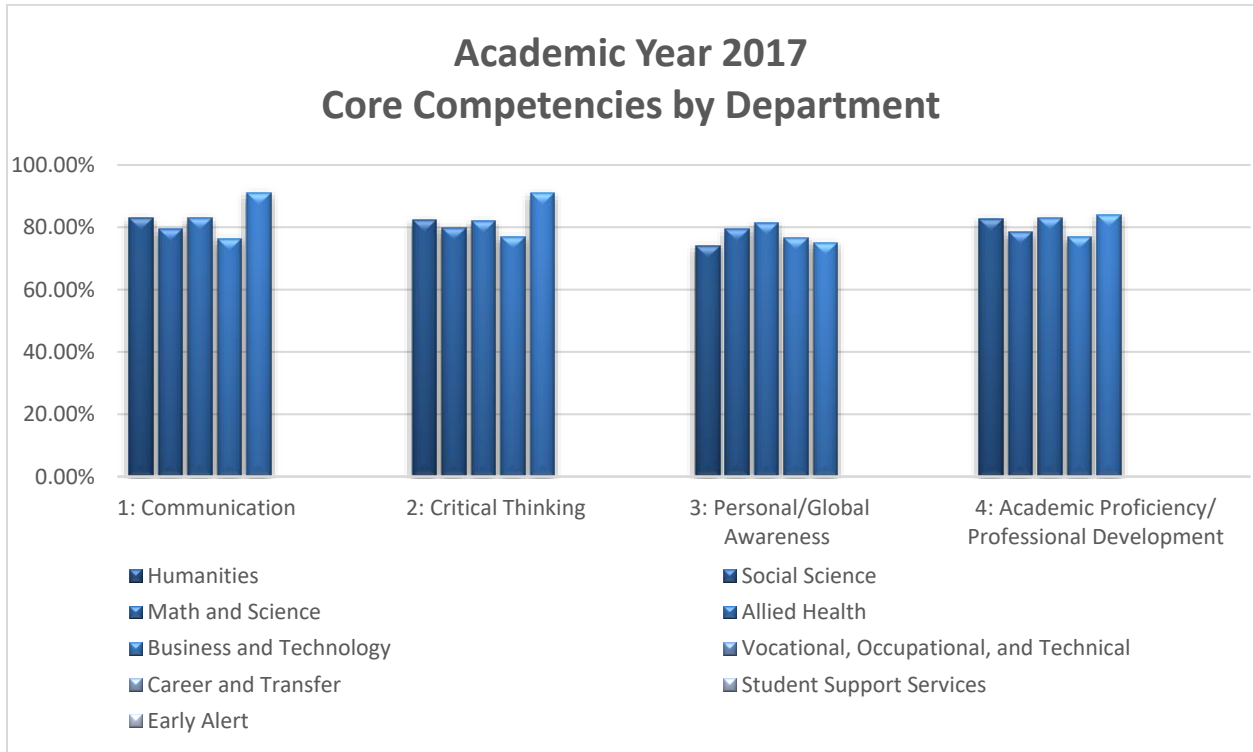
Measure 5. Departmental Core Competency Achievement (AY 2015)



Measure 6. Departmental Core Competency Achievement (AY 2016)



Measure 7. Departmental Core Competency Achievement (AY 2017)



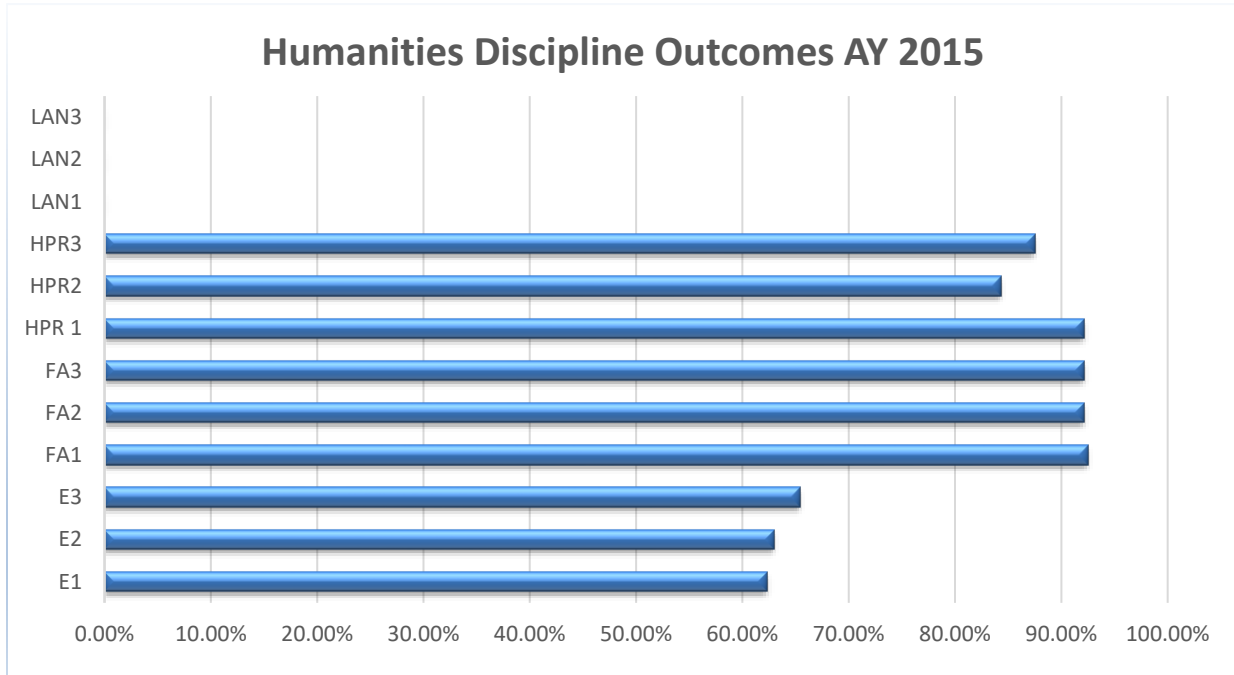
Discipline Level Student Learning Outcomes AY 2015-17

Data from course-level learning outcomes is used to determine achievement percentages for student learning goals once a year in an annual assessment report, and again during the triennial Closing the Loop report. The College’s hierarchically articulated course and discipline objectives simplify data gathering, which drastically improved the way the College reports on student level discipline/program outcomes.

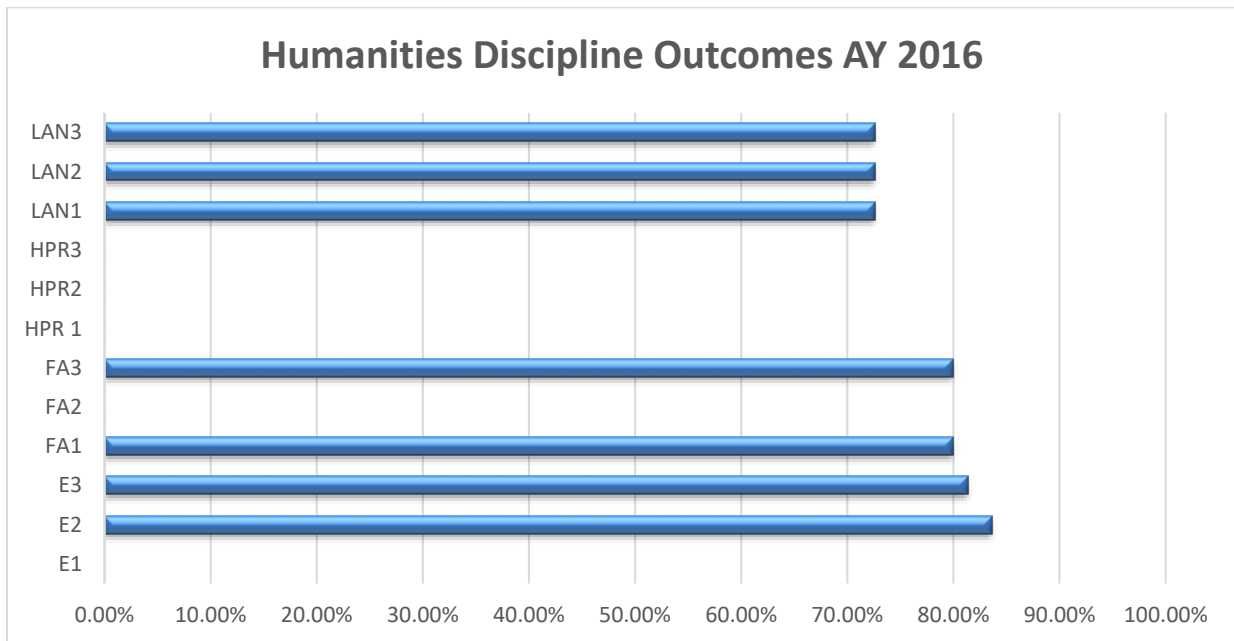
I. Humanities Discipline Outcomes

| Department/Discipline Student Learning Goals | | |
|--|------------------|--|
| Humanities | Discipline Goals | |
| English | E1 | Achieve familiarity with their own and other cultures. (CC2, CC3) |
| | E2 | Analyze, interpret, and respond to instructive, expositive, and imaginative writing. (CC1, CC2, CC3, CC4) |
| | E3 | Communicate effectively in writing. (CC1, CC2, CC3, CC4) |
| Fine Arts | FA1 | Understanding of cultural, historical, global references as applied to the arts. (CC2,CC3) |
| | FA2 | Understanding and demonstrating application of artistic techniques in the fine and performing arts. (CC1, CC2) |
| | FA3 | Ability to analyze and critique artistic performances and products. CC2, CC3 |
| Health, Phys. Act. & Rec. | HPR 1 | Develop comprehensive lifetime fitness program to achieve a better way of life. (CC2, CC3) |
| | HPR2 | Understand and apply physical techniques within various sports activities. (CC2, CC3) |
| | HPR3 | Recognize symptoms, behaviors, and history that leads to poor health.(CC2, CC3) |
| Language Enhancement | LAN1 | Read, comprehend, and follow written directions at a level appropriate for college-level coursework and the professional workplace (CC1, CC4). |
| | LAN2 | Analyze texts in a variety of writing styles as a means to increase knowledge relevant to multiple college disciplines and professions (CC2, CC4). |
| | LAN3 | Improve information fluency by developing reading comprehension skills that increase self-awareness and familiarity with global issues and varied cultures (CC2, CC3). |

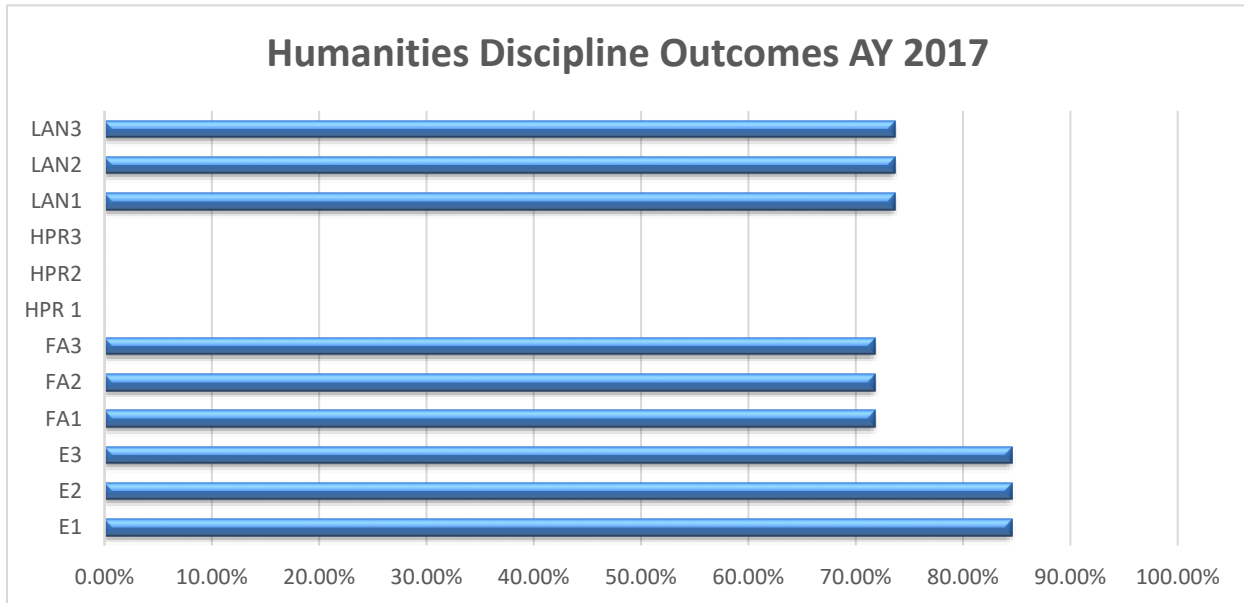
Measure 1. Humanities Discipline Outcomes (AY 2015)



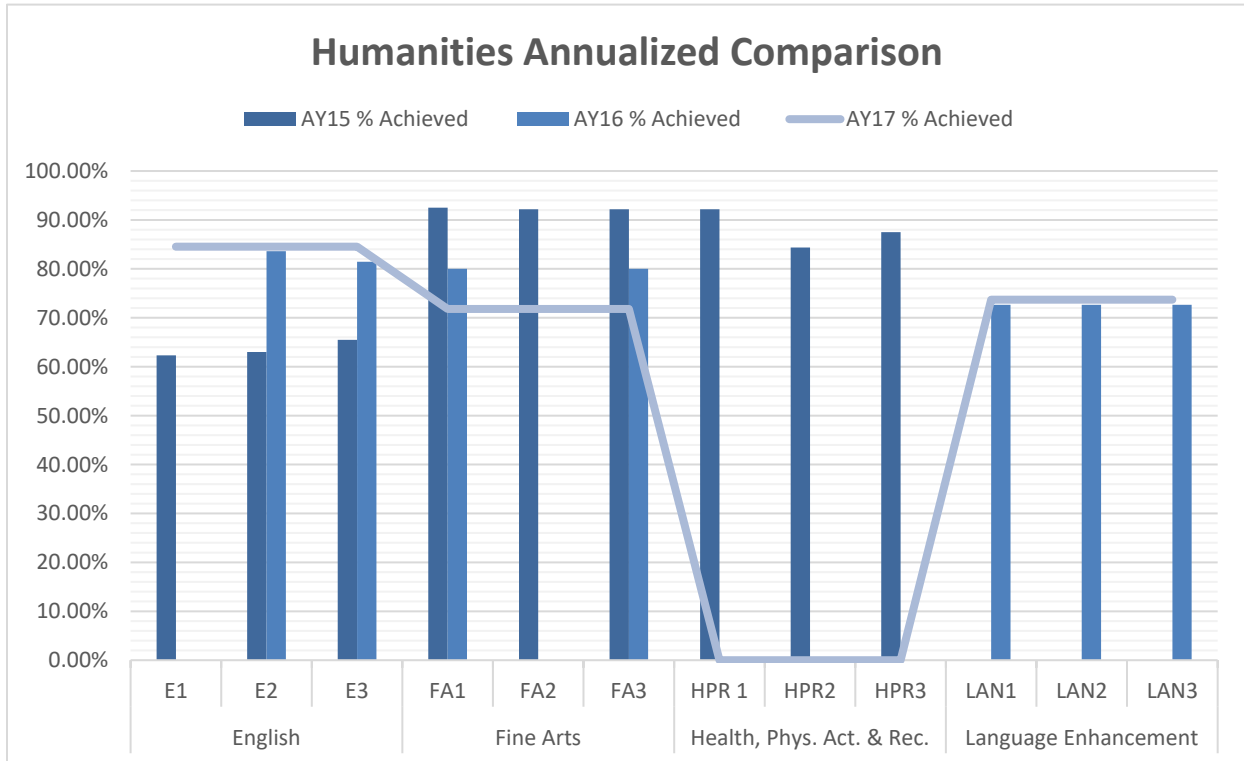
Measure 2. Humanities Discipline Outcomes (AY 2016)



Measure 3. Humanities Discipline Outcomes (AY 2017)



Measure 4. Humanities Annualized Comparison (AY 2015, AY 2016, AY 2017)

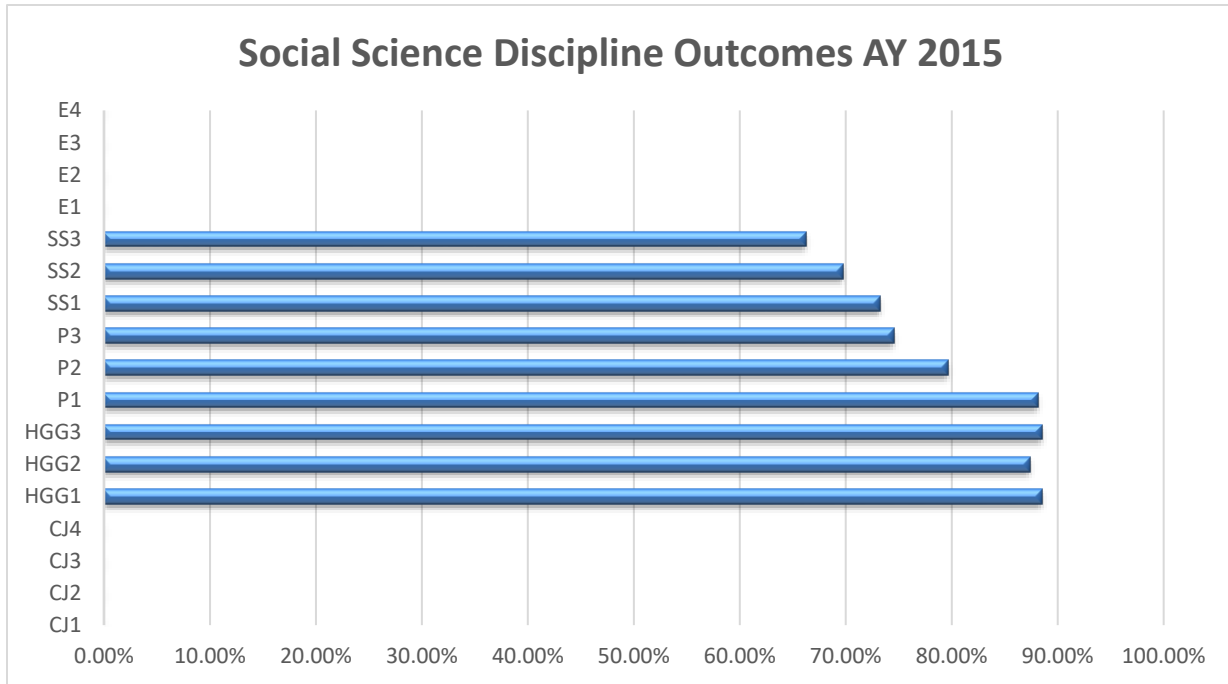


Measure 2 chart HPR1, HPR 2, and HPR 3 course indicates 0% for AY 2017 due to 0 assessment data statistics available for analysis.

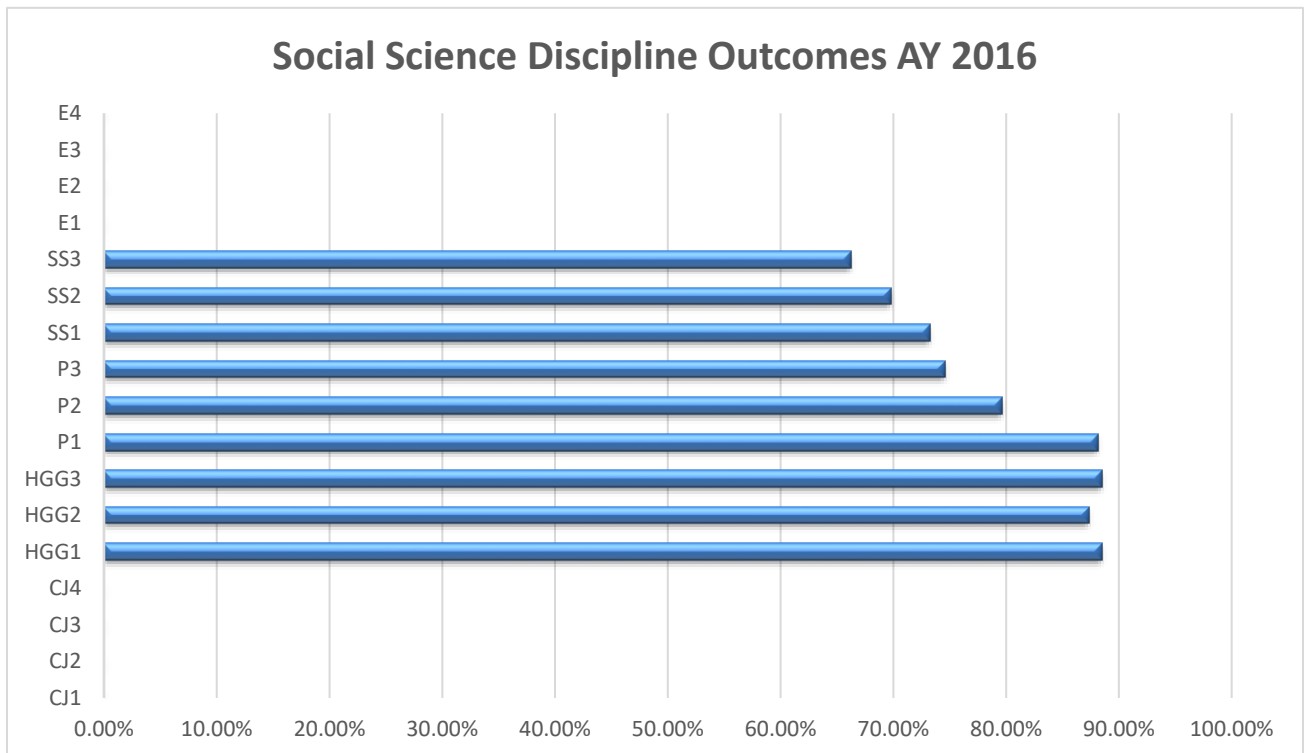
I. Social Science Discipline Outcomes

| Social Science | | |
|-------------------------|-------------|--|
| Criminal Justice | CJ1 | CJ1 Use techniques within the criminal justice field to integrate the effective use of written and oral communication skills. (CC1, CC4) |
| | CJ2 | CJ2 Develop the ability to gather, analyze, and interpret information within the context of criminal justice related issues. (CC2) |
| | CJ3 | CJ3 Promote personal and global awareness by relating criminal justice concepts to the study of local, regional, and international concerns. (CC3) |
| | CJ4 | CJ4 Acquisition and application of theoretical and practical criminal justice oriented knowledge and workplace skills. (CC2, CC4) |
| History | HGG1 | HGG1 Communicate significant events to a diverse population and society. (CC1, CC4) |
| | HGG2 | HGG2 Demonstrate an analytic comprehension of the connecting threads that tie the past, present, and future together. (CC2, CC4) |
| | HGG3 | HGG3 Demonstrate an understanding of global awareness and diversity across time and space. (CC3, CC4) |
| Psychology | P1 | P1 Demonstrate an understanding among major schools of thought within psychology. (CC1) |
| | P2 | P2 Develop the ability to comprehend and apply research methods. (CC2) |
| | P3 | P3 Demonstrate an ability to understand and apply trenchant concepts of mental processes and behavior. (CC4) |
| Social Science | SS1 | SS1 Illustrate basic knowledge relevant to fundamental issues and concepts within the social science realm. (CC2, CC4) |
| | SS2 | SS2 Demonstrate understanding of methodologies and approaches that are employed in social science investigations. (CC 1, CC4) |
| | SS3 | SS3 Develop Awareness of cultural/social diversity and cultivate tolerance and appreciation of this diversity. (CC3) |
| Education | E1 | ED1 Communicate effectively and efficiently to inform, instruct, motivate, and persuade verbally and in writing; effectively listen. (CC1) |
| | E2 | ED2 Develop the abilities needed to problem solve, reason, and make judgements and decisions. (CC2) |
| | E3 | ED3 Learn from and work with diverse groups of individuals with different cultures and backgrounds. (CC3, CC1) |
| | E4 | |

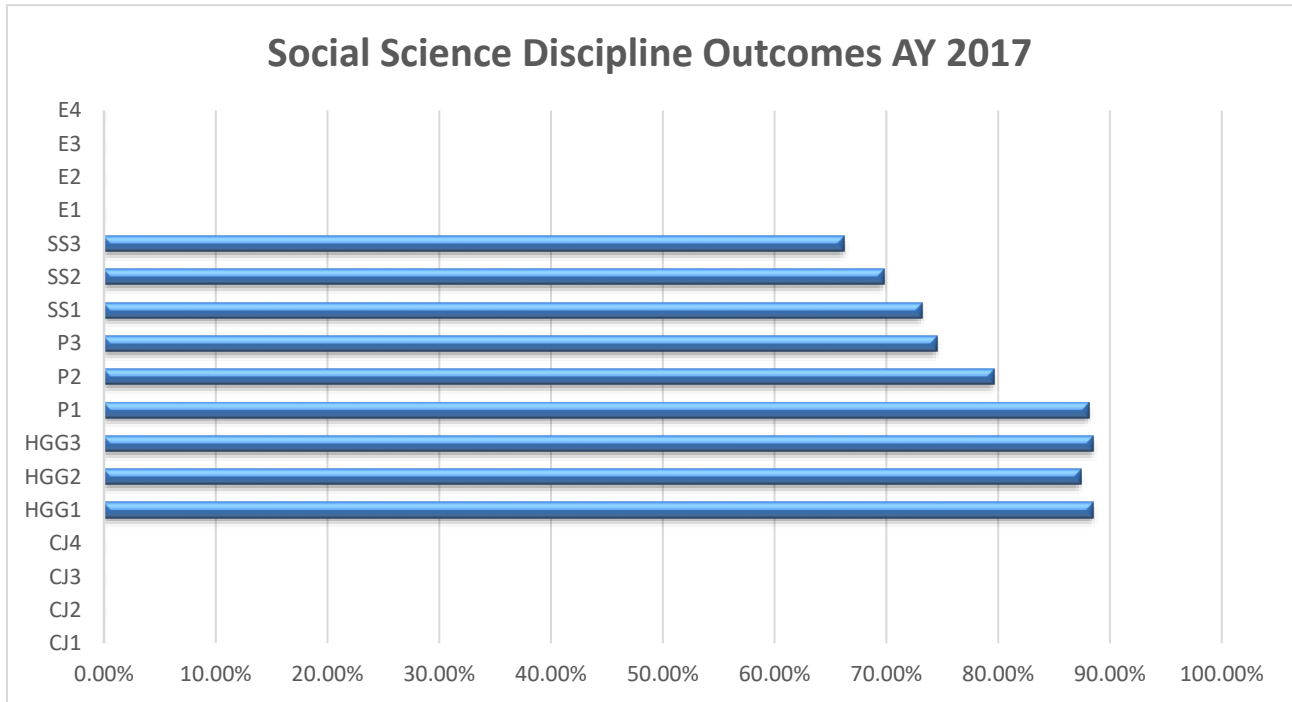
Measure 1. Social Science Discipline Outcomes (AY 2015)



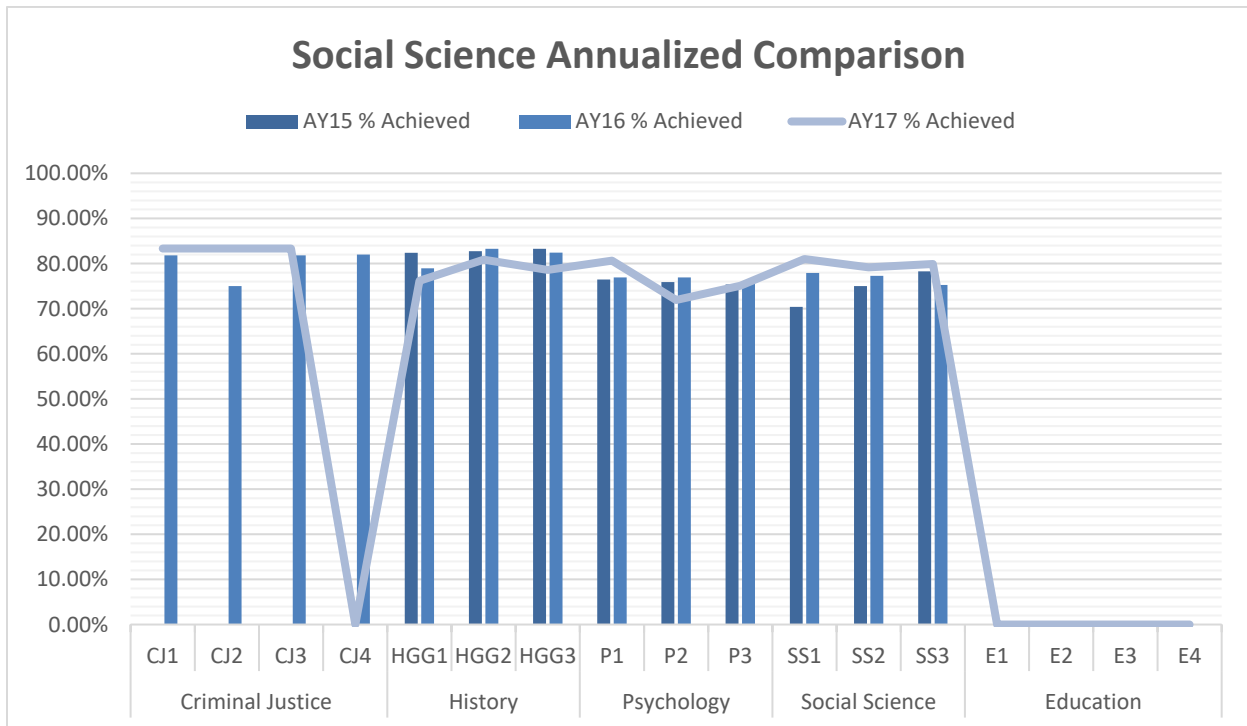
Measure 2. Social Science Discipline Outcomes (AY 2016)



Measure 3. Social Science Discipline Outcomes (AY2017)



Measure 4. Social Science Annualized Comparison

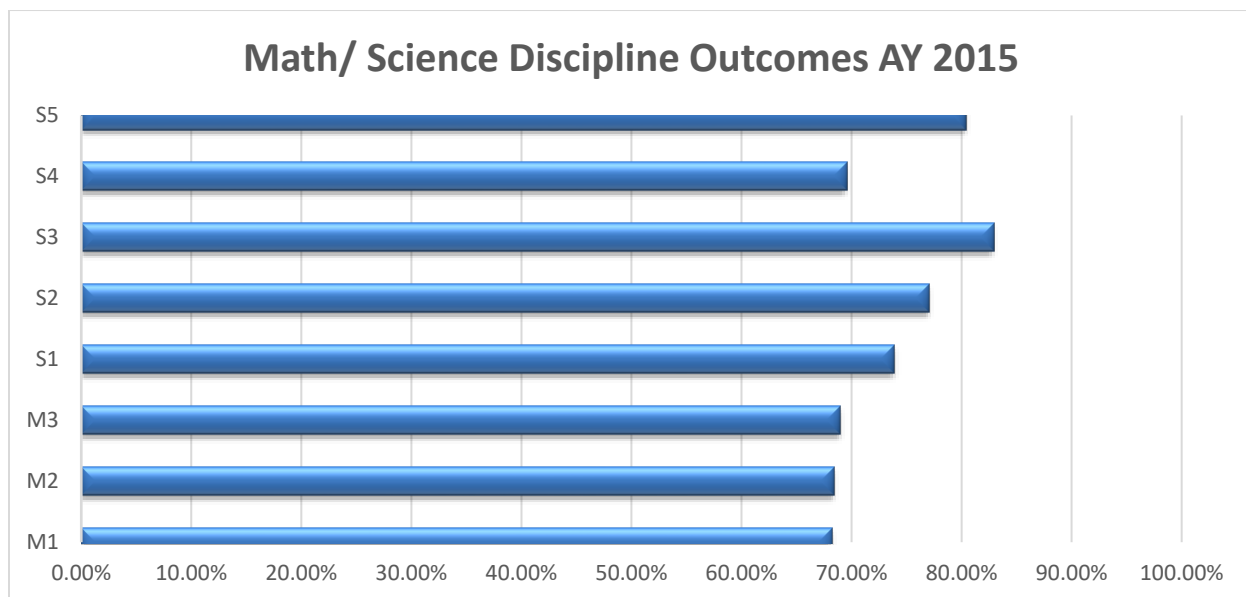


Measure 4 chart indicates Education Course assessment data was not available for analysis AY 2015- AY 2017.

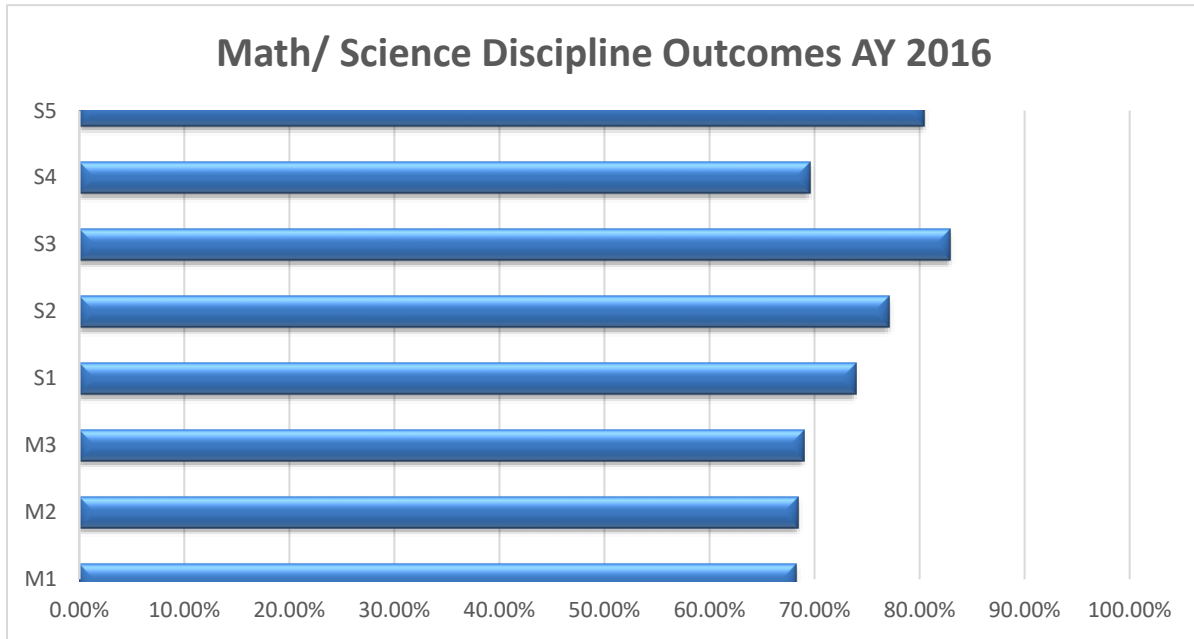
II. Math/ Science Discipline Outcomes

| Math/Science | | |
|----------------|-----------|--|
| Math | M1 | M1 Use mathematics as a medium of communication that integrates numeric, graphical, and symbolic representations. (CC1) |
| | M2 | M2 Develop the ability to solve real life situations using mathematical principles and use deductive reasoning to apply mathematical principles to other disciplines. (CC2, CC3) |
| | M3 | M3 Use technology in the solution of mathematical problems as appropriate. (CC4) |
| Science | S1 | S1 Use scientific method and explain its purpose in scientific investigations. (CC2) |
| | S2 | S2 Apply scientific knowledge to possible real-world situations. (CC2, CC3, CC4) |
| | S3 | S3 Perform activities, make observations, and organize data in laboratory settings. (CC1, CC2) |
| | S4 | S4 Interpret laboratory data and formulate conclusions based upon the data. (CC1, CC2) |
| | S5 | S5 Discuss the history and probable future of scientific discovery. (CC2, CC3, CC4) |

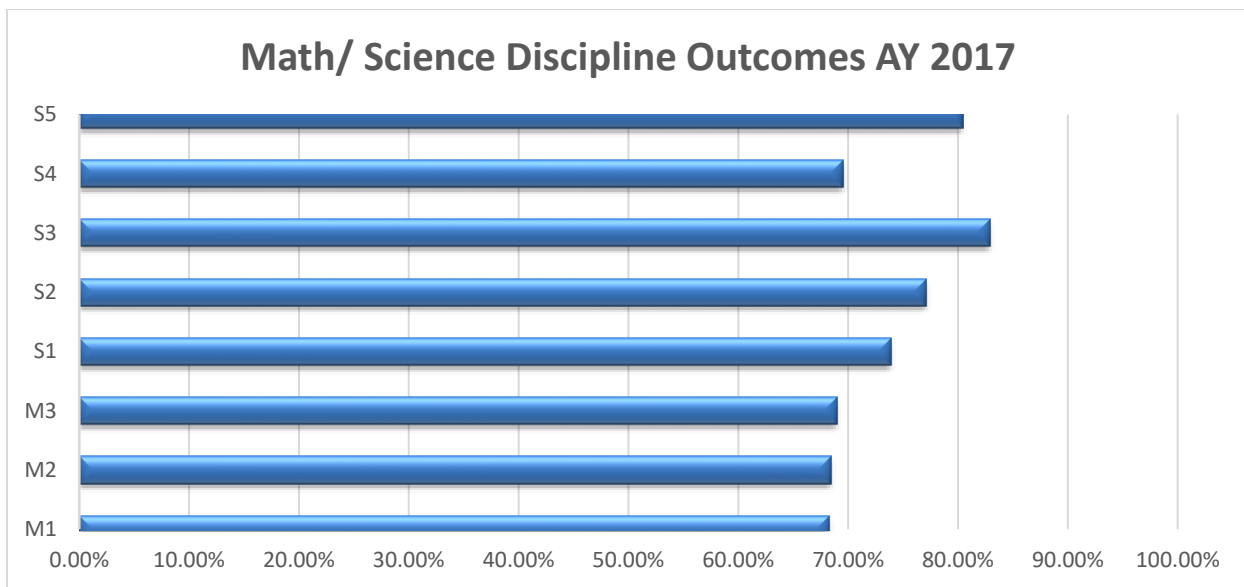
Measure 1: Math/ Science Discipline Outcomes AY 2015



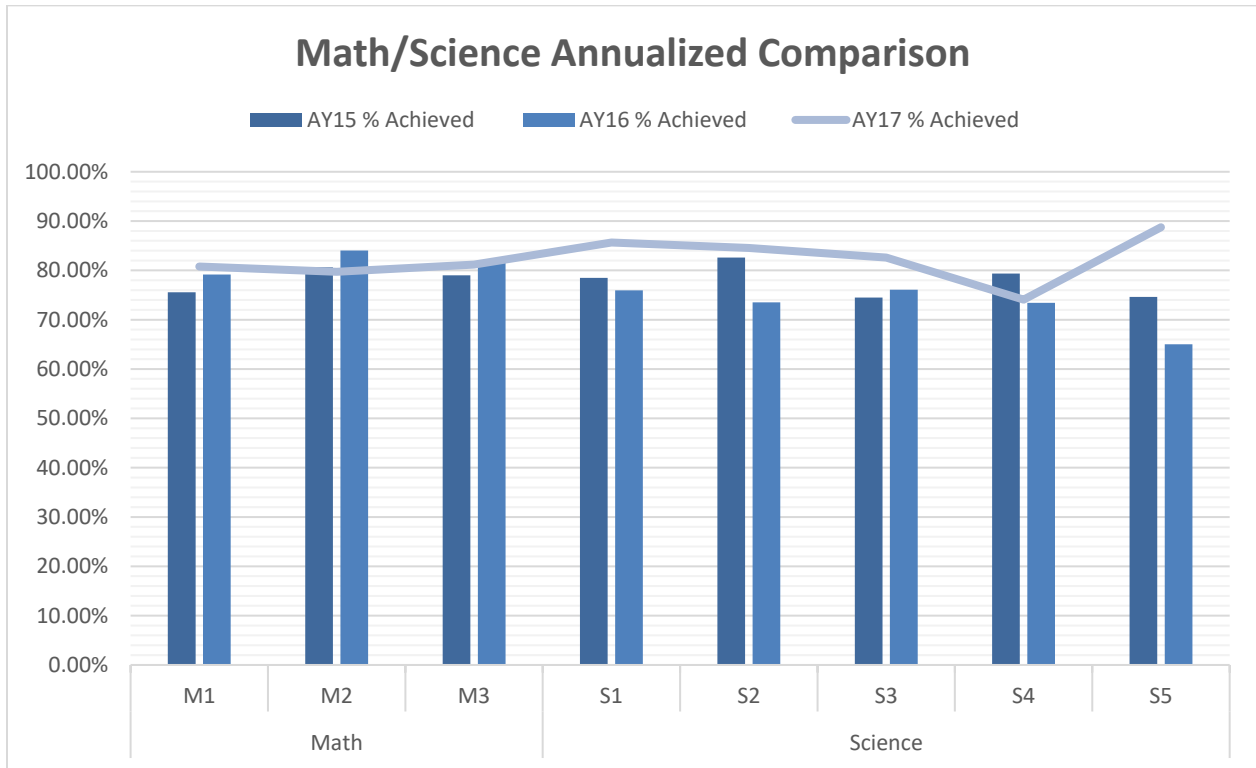
Measure 2: Math/ Science Discipline Outcomes AY 2016



Measure 3: Math/Science Discipline Outcomes AY 2017



Measure 4: Math/ Science Annualized Comparison (AY 2015, AY 2016, and AY 2017)

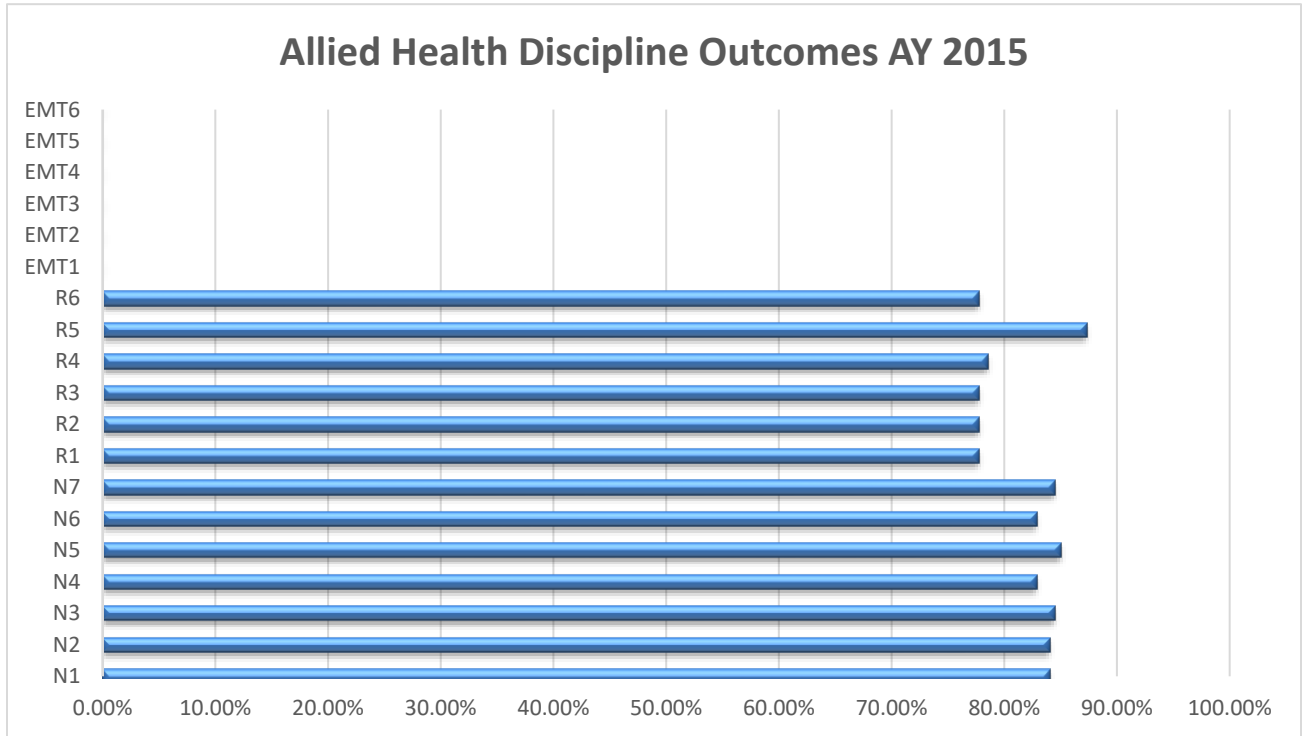


III. Allied Health Discipline Outcomes

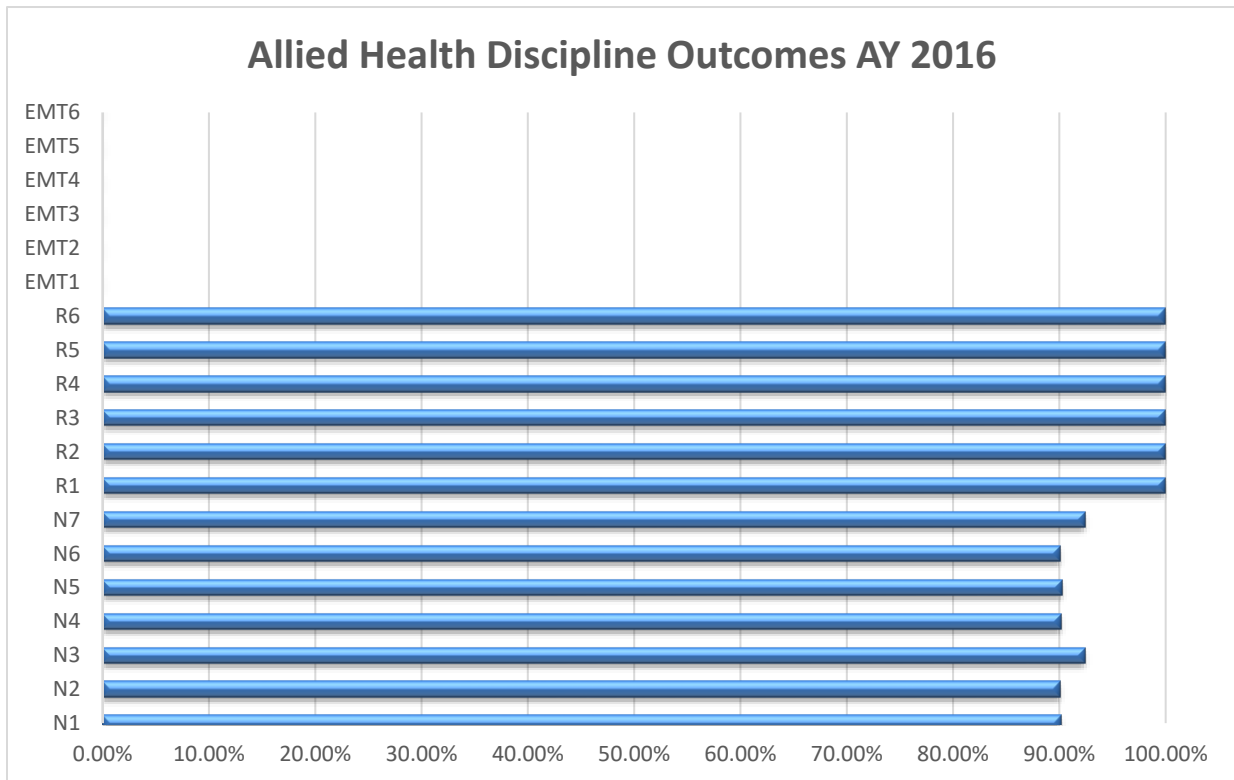
| Allied Health | | |
|---------------------------|----|---|
| Nursing/Practical Nursing | N1 | N1 Incorporate knowledge and principles from the sciences and humanities into nursing practice. (CC1, CC2, CC3) |
| | N2 | N2 Function as part of the interdisciplinary health care team in selected health care settings with culturally diverse clients, families and communities across the life span. (CC1, CC3, CC4)" |
| | N3 | N3. Communicate therapeutically and effectively with clients, families, significant others, and other health care providers. (CC1, CC3, CC4) |
| | N4 | N4 Provide evidenced based, clinically competent nursing care utilizing critical thinking and clinical decision making within the framework of the nursing process. (CC 1, CC2, CC4) |

| | | |
|------------------|-------------|---|
| | N5 | N5 Function as a beginning practitioner, client educator, leader and manager of nursing care to clients along the health-illness continuum and in a variety of health care settings. (CC2, CC4) |
| | N6 | N6 Practice within the legal and ethical framework of the standards of professional nursing. (CC3, CC4) |
| | N7 | N7 Assume responsibility and accountability for seeking life-long learning opportunities for professional growth. (CC2, CC4) |
| Radiology | R1 | R1 Apply technical knowledge and clinical skills toward the practice of radiologic technology. (CC4) |
| | R2 | R2 Utilize critical thinking and problem-solving skills in the practice of radiologic technology. (CC2) |
| | R3 | R3 Communicate effectively in both oral and written form with patients, families, and all members of the healthcare team. (CC1) |
| | R4 | R4 Perform all radiologic procedures and produce images of diagnostic value while providing quality patient care. (CC2) |
| | R5 | R5 Conduct himself/herself in a professional manner according to the ARRT Code of Ethics. (CC3) |
| | R6 | R6 Continue professional growth and development by engaging in life-long learning activities. (CC4) |
| EMT | EMT1 | EMT 1 Integrate pathophysiological principles and assessment findings to formulate field impressions and implement treatment plans for patients who present with trauma and/or medical disease processes. (CC2, CC4) |
| | EMT2 | EMT 2 Apply for the certifying exam administered by the National Registry of Emergency Medical Technician – Paramedic (CC4) |
| | EMT3 | EMT 3 Perform as an entry-level Emergency Medical Technician-Paramedic within the established “Scope of Practice” as defined by the Department of Transportation’s National Standard Curriculum and in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains. (CC1, CC2, CC4) |
| | EMT4 | EMT 4 Assume responsibility for pursuing future learning opportunities. (CC2, CC4) |
| | EMT5 | EMT 5 Function as a patient advocate within the Allied Health System by providing competent out-of-hospital care. (CC1, CC2, CC4) |
| | EMT6 | EMT 6 Communicate effectively. (CC1) |

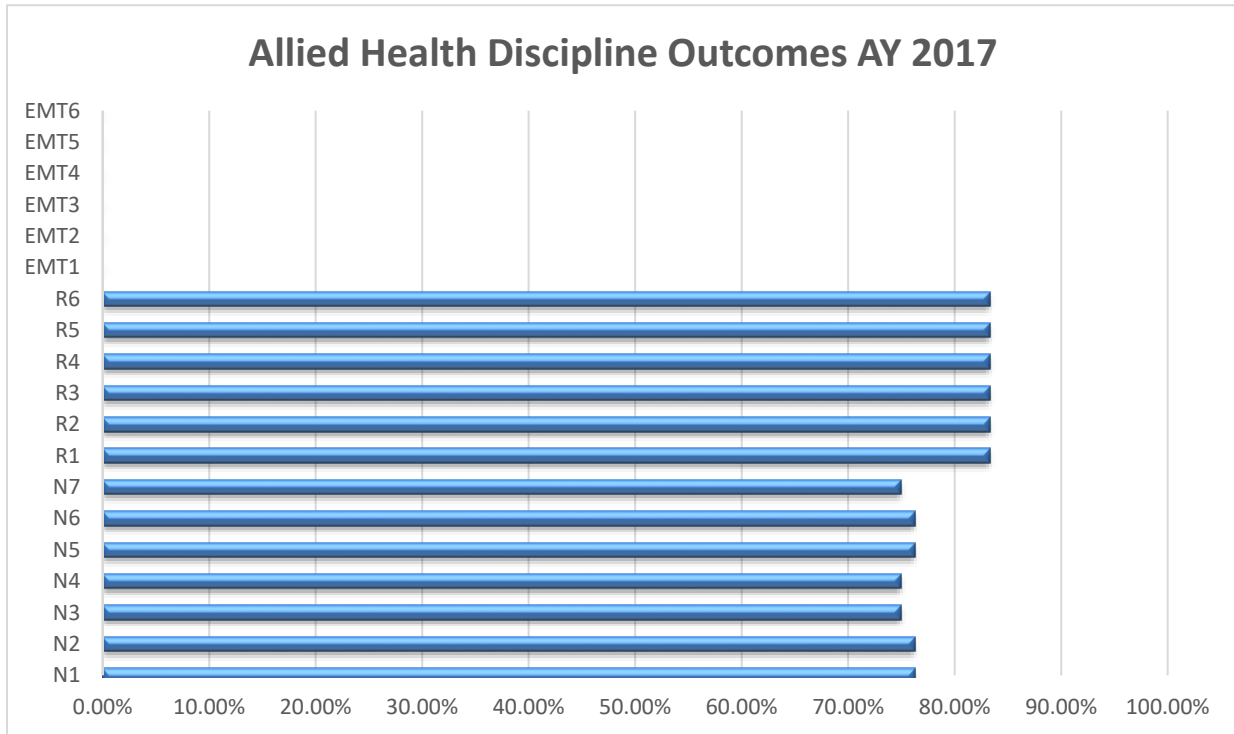
Measure 1: Allied Health Discipline Outcomes AY 2015



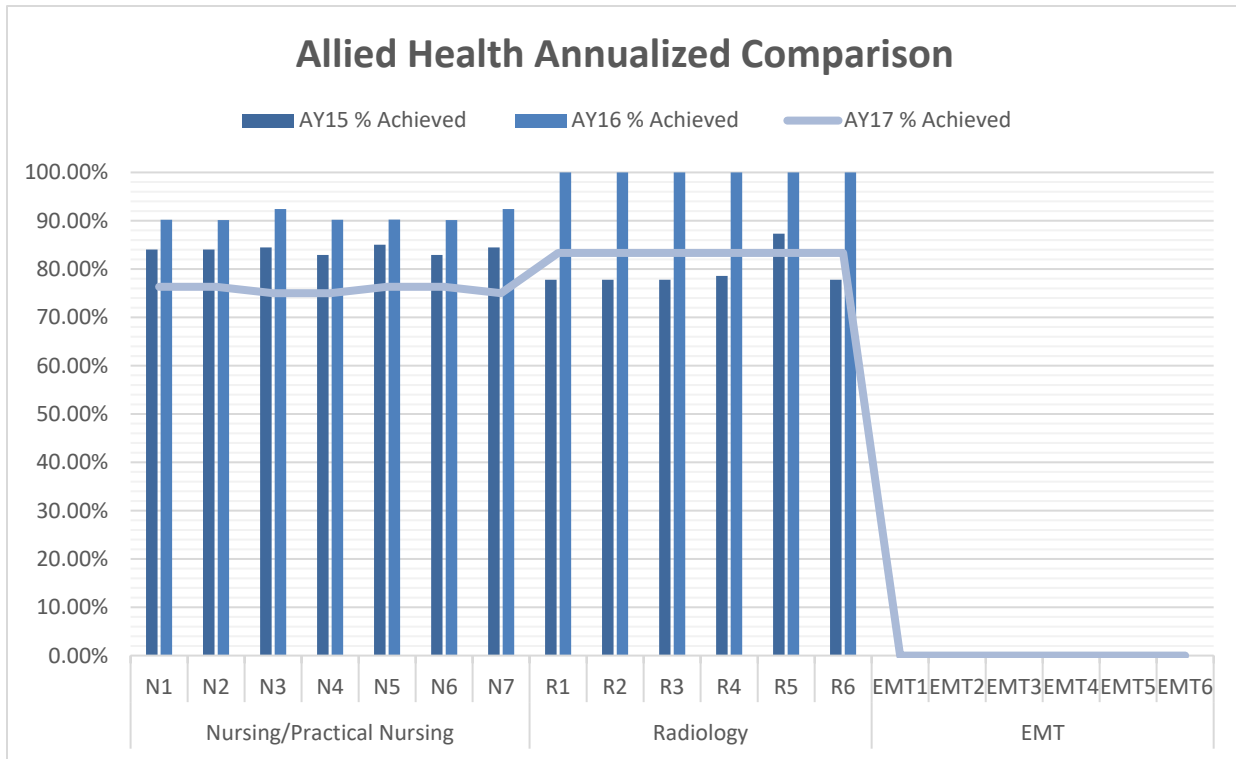
Measure 2: Allied Health Discipline Outcomes AY 2016



Measure 3: Allied Health Discipline Outcomes AY 2017



Measure 4: Allied Health Annualized Comparison

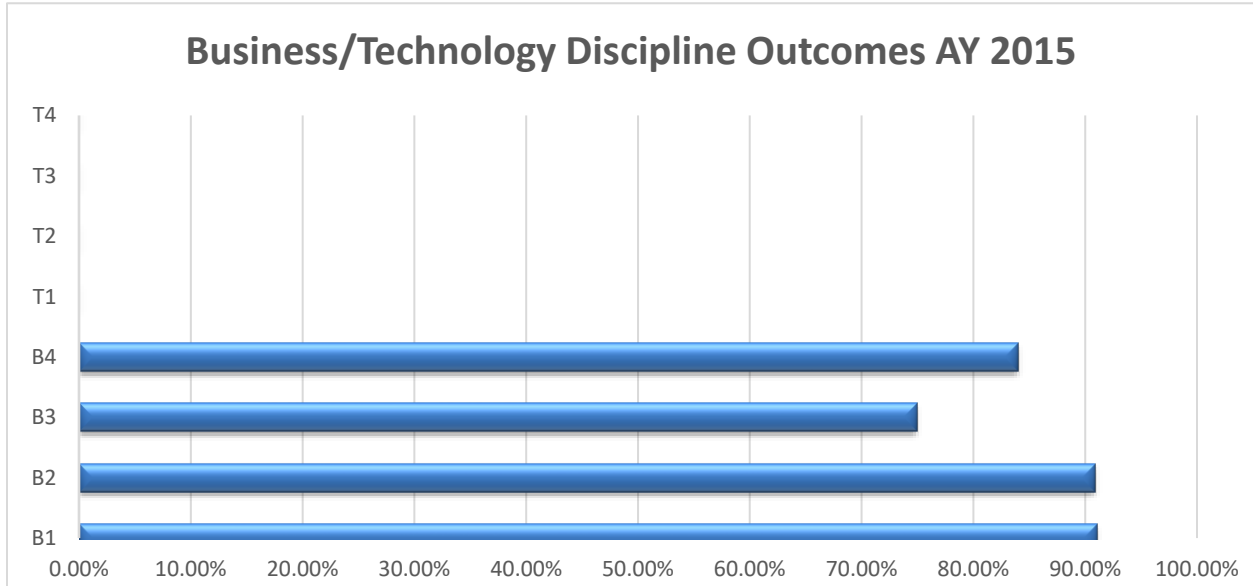


Measure 4 chart indicates EMT Course EMT1, EMT2, EMT3, EMT4, EMT5, and EMT6 assessment data was not available for analysis AY 2015- AY 2017.

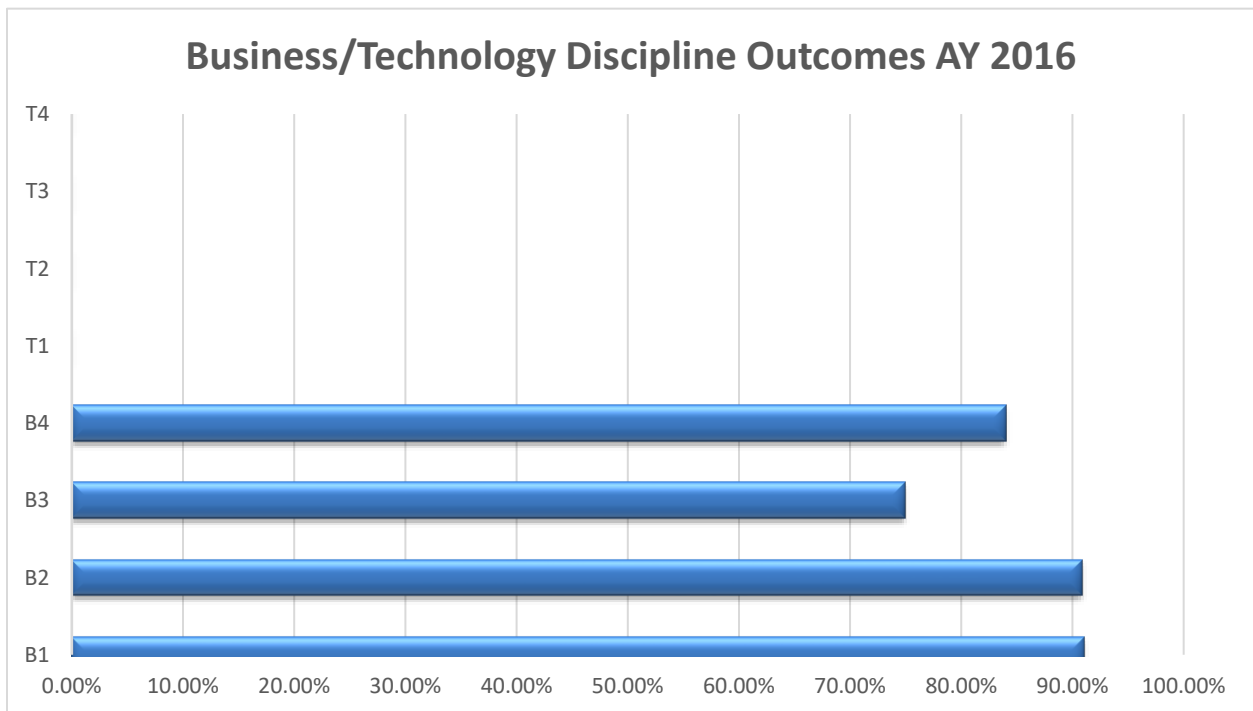
IV. Business/ Technology Discipline Outcomes

| Business and Technology | | |
|-------------------------|----|--|
| Business | B1 | B1 Students will communicate effectively in a business environment. (CC1) |
| | B2 | B2 Students will use data of business decision-making. (CC2) |
| | B3 | B3 Students will use data for global business perspective. (CC3) |
| | B4 | B4 Students will acquire business vocabulary and demonstrate workplace skills. (CC4) |
| Technology | T1 | T1 Students will communicate effectively in a technology environment (CC1) |
| | T2 | T2 Students will use a disciplined process to identify, evaluate, analyze, and conceptualize technology solutions. (CC2) |
| | T3 | T3 Students will develop a global technology perspective. (CC3) |
| | T4 | T4 Students will acquire technology vocabulary and demonstrate professional workplace skills. (CC4) |

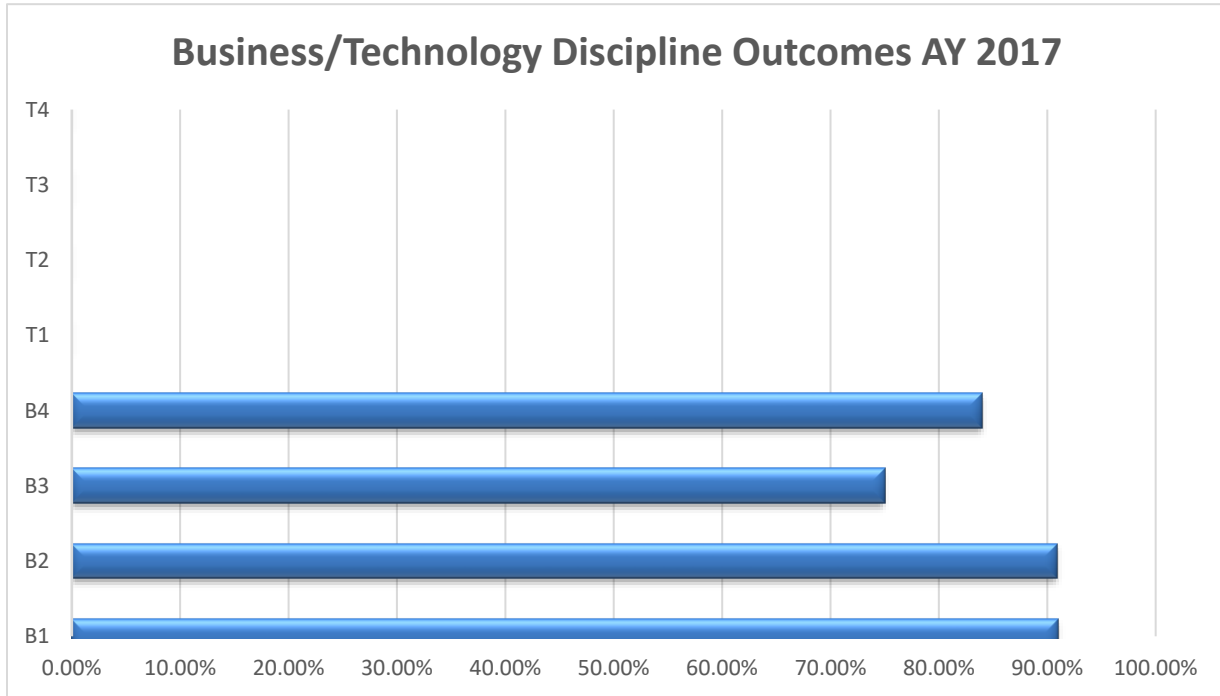
Measure 1: Business/ Technology Discipline Outcomes AY 2015



Measure 2: Business/ Technology Discipline Outcomes AY 2016



Measure 3: Business/ Technology Discipline Outcomes AY 2017



Measure 4: Business/ Technology Annualized Comparison

