2022-2023 Annual Report

Student Success Council

Arkansas State University – Beebe

The Student Success Council (SSC) has completed its third iteration of its two-year assessment cycle. The following report presents assessment activities at Arkansas State University-Beebe during the 2022-2023 academic year.

Academic Assessment

In the 2022-2023 academic year, faculty deployed course- and program-level assessments in either the Fall or Spring semesters. Those who deployed assessments in the Fall 2022 semester met with colleagues teaching the same course or program to discuss results and develop actions plans based on key findings from the assessment data. They submitted that information by May 1, 2023. Those who deployed assessments in the Spring 2023 semester submitted results with action plans by September 1, 2023. After this date, the SSC shared assessment files with deans and directors for review and overseeing the execution of action plans.

*See Appendix for list of current Program Action Plans

To improve course-level assessment, data collection, and faculty reporting processes, the faculty, the Office of Academics, the Student Success Council, and the Office of Distance Education collaborated to develop a plan for gradually implementing assessment alignments and tools for measurement into LMS Canvas course shells with a product called Insight. Deploying these assessments and data collection in select General Education courses in Canvas will be piloted in AY 2024-25 in new Master Course shells that are currently under construction with a Title III grant and will then expand to other courses in subsequent years.

Addressing HLC Concerns:

During AY 2022-23, the SSC took inventory and worked to ensure that the institution is on track to address assessment concerns (listed below) raised by HLC in the institution's decennial reaccreditation visit in 2021. Below is a progress report on this work:

The team recommends that ASU-Beebe provide an embedded report in the Year 4 Review that addresses the following:

1. ***Publish measurable Program Learning Outcomes for all programs, including those in general education and transfer departments, in the College Catalog and/or on program webpages.***
    a. *Program outcomes were posted on each of the respective academic program webpages during the building of the institution's new website in the spring and summer of 2023.*
    b. *The Office of Academics will also publish program outcomes in the annual Academic Catalog beginning in 2024-25.*
2. ***Adjust Course-level Data Reporting Form to include course-level learning outcomes to be assessed, mirroring the Program-level Data Reporting Form.***
    a. *The Course-level Data Reporting Form was revised to mirror the Program-Level Data Reporting Form. Instead of only emphasizing the course's alignment with the program outcome and institutional Student Success Outcome (SSO), the Course-level data form now provides an area for reporting the specific Course or Learning Outcomes that are measured in alignment with the broader program outcome and SSO..*
    b. *[Link to view New Course Level Form](#)*

3. ***Provide evidence of completed cycle of assessment of course learning outcomes, including data reporting, action planning, and results of that action planning.***
    a. *Charts for program- and course-level outcomes are provided below.*
    b. *All action plans are developed by the faculty Subject Matter Expert for each Course/Program. SMEs report plans to the SSC, and they are accessible to faculty on the SSC's intranet SharePoint site. Once the action plans are developed, SMEs meet with faculty teaching the course(s), and they collectively decide the best course of action for continuous improvement in the course(s).*
    c. Charts for the Subject Matter Experts and Academic Divisions:

Subject Matter Expert Info AY 22-23					
Program/Course Assessment Succes Rate					
Pass %	Fail %	Total			
12 (66.7%)	6 (33.3%)	18			
Meeting With Other Instructors					
Yes	No	Total			
18 (100%)	0	18			
Reccommendations Provided for Future					
Yes	No	Total			
6 (33.3%)	12 (66.7%)	18			

Division of Arts & Humanities				
Program Assessments				
Student Success Outcomes	**Met**	**Unmet**	**Totals**	**Percentage who met goals**
Communication	0	1	1	0%
Creative and Analytical Thinking	1	0	1	100.0%
Society and Self	6	1	7	86%
Totals	7	2	9	77.8%
Course Assessments				
Student Success Outcomes	**Met**	**Unmet**	**Totals**	**Percentage who met goals**
Communication	5	3	8	63%
Creative and Analytical Thinking	2	5	7	28.6%
Society and Self	10	11	21	47.6%
Totals	17	19	36	47.2%
Division Totals				
Student Success Outcomes	**Met**	**Unmet**	**Totals**	**Percentage who met goals**
Communication	5	4	9	55.6%
Creative and Analytical Thinking	3	5	8	37.5%
Society and Self	16	12	28	57.1%
Totals	24	21	45	53%
Program Action Plans	8	7	15	53.3%
Course Action Plans	22	14	36	61.1%
Action Plans Based On Whether Present in Assessment vs Whether Met				

d.

Division of Math & Sciences				
Program Assessments				
Student Success Outcomes	**Met**	**Unmet**	**Totals**	**Percentage who met goals**
Communication	2	0	2	100%
Creative and Analytical Thinking	9	1	10	90%
Society and Self	3	0	3	100%
Totals	14	1	15	93.3%
Course Assessments				
Student Success Outcomes	**Met**	**Unmet**	**Totals**	**Percentage who met goals**
Communication	1	0	1	100%
Creative and Analytical Thinking	25	17	42	59.5%
Society and Self	0	0	0	N/A
Totals	26	17	43	60.5%
Division Totals				
Student Success Outcomes	**Met**	**Unmet**	**Totals**	**Percentage who met goals**
Communication	3	0	3	100%
Creative and Analytical Thinking	34	18	52	65.4%
Society and Self	3	0	3	100%
Totals	40	18	58	69%
Program Action Plans	12	19	31	38.7%
Course Action Plans	12	15	27	44.4%
Action Plans Based On Whether Present in Assessment vs Whether Met				

d.

Division of Career Education				
Program Assessments				
Student Success Outcomes	**Met**	**Unmet**	**Totals**	**Percentage who met goals**
Communication	1	0	1	100%
Creative and Analytical Thinking	17	6	23	73.9%
Society and Self	0	1	1	0%
Totals	18	7	25	72.0%
Course Assessments				
Student Success Outcomes	**Met**	**Unmet**	**Totals**	**Percentage who met goals**
Communication	1	1	2	50%
Creative and Analytical Thinking	20	20	40	50.0%
Society and Self	10	1	11	90.9%
Totals	31	22	53	58.5%
Division Totals				
Student Success Outcomes	**Met**	**Unmet**	**Totals**	**Percentage who met goals**
Communication	2	1	3	66.7%
Creative and Analytical Thinking	37	26	63	58.7%
Society and Self	10	2	12	83.3%
Totals	49	29	78	63%
Program Action Plans	12	20	32	37.5%
Course Action Plans	19	30	49	38.8%
Action Plans Based On Whether Present in Assessment vs Whether Met				

d.

4. ***Provide evidence of completed cycle of assessment data reporting, action planning, and results of those actions plans and for co-curricular programs.***

5. *a. The SSC will coordinate with directors of the institution's co-curricular programs on assessment deployments, data collection, and action plans during AY 2023-24.**Provide evidence of completed cycle of assessment data reporting, action planning, and results for general education programs.***

a. *The SSC, division deans, and the Office of Academics collaborated to more specifically define the institution's General Education program and will include the following language in the AY 2024-25 Academic Catalog:*

Philosophy and Assessment of General Education

The general education curriculum at ASU-Beebe, as defined by the Arkansas Division of Higher Education's 35-hour state minimum core requirements, provides learning experiences in a variety of academic disciplines designed to give students an opportunity to acquire the body of knowledge and skills common to educated people regardless of their career paths. Recognizing the importance of life-long learning, the faculty has identified the desired characteristics for students completing the general education component:

1. The successful student will have mastered the basic skills, including reading, writing, speaking, listening, mathematics, computer interaction, and library and informational technologies.
2. The successful student will have developed higher order thinking skills, such as summary, synthesis, analysis, interpretation, organization, problem solving, and evaluation.
3. The successful student will have developed a personal system of values, including dependability, work ethic, self-reliance, sense of self-value, honesty and integrity, and good interpersonal skills.

By obtaining these essential values, the students prepare themselves for their goals. As determined by the specific course philosophy published in the syllabus of each general education course, faculty assess these learning goals with exams, assignments, or other tools in alignment with one or more of the College's five Student Success Outcomes: Support and Engagement, Goal Completion, Communication, Society and Self, and Creative and Analytical Thinking.

b. Furthermore, the state's Arkansas Division of Higher Education reviews the institution's syllabi for General Education courses to ensure alignment with the state's common course goals on a regular basis. are

c. The committee has also listed the six degrees most associated with our transfer partners.

> i. *Associate of Applied Science*
> ii. *Associate of Fine Arts*
> iii. *Associate of General Studies*
> iv. *Associate of Science*
> v. *Associate of Arts in Liberal Arts*
> vi. *Associate of Sciences in Liberal Arts and Sciences*

b.

Gen-Ed and Transfer Degree Assessment Rates by Category							
	AAS-CJ	AFA-Thtr	AGS	AS-Bus	AALA	ASLAS	
University Req (1-3 hrs.)	100%	100%	100%	100%	100%	100%	
GEN ED CORE (29-45 hrs.)							
English	100% 2/2	100% 2/2	100% 2/2	100% 2/2	100% 2/2	100% 2/2	
Communications	100%	100%	100%	100%	100%	100%	
Literature	100%	100%	100%	100%	100%	100%	
Fine Arts/Humanities	50% 4/6	50% 4/6	50% 4/6	50% 4/6	50% 4/6	50% 4/6	
Physical Education	100%	100%	100%	100%	100%	100%	
Mathematics	100%	100%	100%	100%	100%	100%	
US History/Government	33% 1/3	33% 1/3	33% 1/3	33% 1/3	33% 1/3	33% 1/3	
World History	100%	100%	100%	100%	100%	100%	
Life Sciences	100%	100%	100%	100%	100%	100%	
Physical Sciences	100%	100%	100%	100%	100%	100%	
Social Sciences	100%	100%	100%	100%	100%	100%	
Computer Info Systems	N/A	N/A	N/A	0%	N/A	N/A	
Business Core (27 hrs.)	N/A	N/A	N/A	0%	N/A	N/A	
Theatre Core	N/A	0%	N/A	N/A	N/A	N/A	
Criminal Justice Core	0%	N/A	N/A	N/A	N/A	N/A	
Each section in black is averaged from the Course/Gen-Ed Data							
Each section in red denotes program level data							

Co-Curricular Assessment

Ruffalo Noel Levitz Survey to be disseminated in the Spring 2024.

During the 2020-2021 academic year, SSC developed the following description of co-curricular assessment:

> *ASU-Beebe defines co-curricular as activities, programs, and experiences reinforcing the institution's mission and values and complement the formal curriculum. Co-curricular activities do not typically offer academic credit and may occur outside of school or after regular school hours. This includes areas such as the literary magazine, student activities, and the library. ASU-Beebe usually assesses co-curricular through the Student Success Outcomes (SSOs) of Goal Completion and Support and engagement; however, other SSOs may be used.*

The areas SSC initially identified as co-curricular activities for assessment are:

- El Salvador trip
- Uncharted
- Library
- Internship
- Disability Services
- Advising and Learning Center
- Student Life
- Counseling
- Career Services
- Admissions

The SSC will review this list again in Fall 2023 for the next assessment cycle..

Surveys

In spring 2024, ASU-Beebe will deploy co-curricular assessment tools.

Fall 2023 Planning

Student Success Council

- September 2023: Outgoing Co-Chair Korey Davis to present a draft of the 2022-23 Annual Assessment Report. The SSC will welcome new Co-Chair Dr. Brian Weaver.
- October 2023: Co-Chair Joshua Bell will present findings from Graduate Exit Survey, and the SSC will report out to the ASU-Beebe Shared Governance Council. The SSC will review Co-Curricular Programs and establish a timeline for the assessment cycle.
- November 2023: SSC faculty representatives will review SMEs' academic assessment action plans and offer support to faculty on executing for continuous improvement in courses and programs.

Conclusion

Assessment at ASU-Beebe is on a strong path as it progresses through the third iteration of its two-year cycle. In AY 2023-24, the SSC intends to focus on:

- Improving faculty understanding of assessment goals and implementation
- Improving data usage for academic assessment
- Implementing a full cycle of co-curricular assessment
- Educating the faculty on future transitioning the assessment processes through Canvas and Insight in master course shells
- Ensuring all programs and courses have action plans
- Working with faculty Subject Matter Experts to execute action plans for continuous improvement in academic courses and programs

Appendix

Program Action Plans

Arts and Humanities

Program	Program Learning Outcome(s)	Student Success Outcome Associated with the Goal	Was the Goal Met?	Action Plan
Early Childhood Education Program	The student will create and develop a CDA portfolio that demonstrates the knowledge gained throughout the curriculum, classroom experiences, and observations specific to the CDA coursework.	Society and Self	No	After careful examination of the CDA courses and assessment data, it was determined that Instructor B did not follow proper program protocol when grading CDA portfolios. All students in Instructor B's course were found to have grades of 100 percent on their portfolios with little to no feedback (this is evidence that portfolios were not thoroughly scored to the best of the instructor's ability). After these findings, it was determined by the administration that Instructor B would no longer teach part-time for the ASU Beebe education program. In the future, instructors will develop and include more "checkpoints" during portfolio work, and portfolio feedback will be given often during the semester and at the end of the course. It is vital that there be an open channel of communication during the portfolio process. A rubric will always be used for the portfolio grading process.
	Students will complete all CDA coursework with a C or better.	Creative and Analytical Thinking	No	After careful examination of the CDA courses and assessment data, it was determined that Instructor B did not follow proper program protocol when grading assignments for the CDA course group (which includes ECH 2203 Exceptional Child, ECH 1113 Foundations of Early Childhood, ECH 1103 Child Growth and Development). All students in Instructor B's course were found to have grades of 100 percent on all assignments (with the exception of one assignment submission) with little to no feedback. This is evidence that course assignments were not thoroughly graded, nor was the class facilitated to the best of the instructor's ability. After these findings, it was determined by the administration that Instructor B would no longer teach part-time for the ASU Beebe education program. In the future, instructors will give adequate feedback and use a rubric for every assignment and discussion.
	Students will complete the final exam, which covers all significant aspects of both the textbook, with a grade of a C or better.	Creative and Analytical Thinking	No	After careful examination of the CDA course final exam, it was determined that Instructor B did not follow proper program protocol when grading. The test should cover the CDA course group - ECH 2203 Exceptional Child, ECH 1113 Foundations of Early Childhood, ECH 1103 Child Growth and Development. Both feedback and analyzing student growth are important parts of the assessment process. All students in Instructor B's course were found to have grades of 100 percent on the final exam. No substantial feedback was attached to the graded final exams. After these findings, it was determined by the administration that Instructor B would no longer teach part-time for the ASU Beebe education program. In the future, instructors will give feedback on all final exams and use a rubric when applicable.
Education	The student will create and develop an online portfolio that demonstrates the knowledge gained throughout the curriculum, classroom experiences, and observations specific to Introduction to Teaching.	Society and Self	Yes	Instructors within the education program have already met and looked at ways to improve the technical aspect of the digital portfolio. Students will continue using a new Folio portfolio structure through Canvas Learning Systems in Fall 2023. Educational Technology instructors will continue to introduce digital portfolios.
	Students will complete this capstone course with a C or better, after completing 30 hours of observation.	Society and Self	Yes	Instructors will continue to research and add best practice strategies within the classroom and online learning platform, Canvas. Instructors will create more interactive assignments and opportunities for authentic feedback and assessment.
	Students will complete the final exam, which covers all significant aspects of both the textbook, with a grade of a C or better.	Creative and Analytical Thinking	Yes	Instructors will more fully utilize the textbook within the classroom and online learning platform. Program leaders will look at creating more intensive vocabulary, terminology, and educational theory/practice study.
El Salvador Field Trip	Encourage students to be global citizens	Society and Self	Yes	N/A
Graphic Design	Exhibit a foundation-level skill with the relevant software and media related to graphic design.	Creative and Analytical Thinking	No	Revise assignments specifically in Foundations of Digital Media and Foundations of Two-Dimensional Design to better prepare students for the program-level assessment project and their time in Introduction to Graphic Design class.
Health	Appreciation for Cultural Diversity: Demonstrate an awareness and appreciation for cultural diversity.	Society and Self	Yes	N/A
	Knowledge of Self in the Context of Society: Demonstrate knowledge of self in the context of society.	Society and Self	Yes	N/A
	Personal Needs for Health, Fitness, and Safety: Demonstrate knowledge of personal needs for health, fitness, and safety.	Society and Self	Yes	N/A
Music	Tone Quality	Creative and Analytical Thinking	No	Applied instructors and ensemble conductors will include more tone building exercises.
	Intonation	Creative and Analytical Thinking	Yes	N/A
	Phrasing/Expression	Creative and Analytical Thinking	No	Instructors and students will analyze melodic lines and phrasing
Physical Education	Appreciation for Cultural Diversity: Demonstrate an awareness and appreciation for cultural diversity.	Society and Self	Yes	N/A
	Knowledge of Self in the Context of Society: Demonstrate knowledge of self in the context of society.	Society and Self	Yes	N/A
	Personal Needs for Health, Fitness, and Safety: Demonstrate knowledge of personal needs for health, fitness, and safety.	Society and Self	Yes	N/A

Business and Career Education

Program	Program Learning Outcome(s)	Student Success Outcome Associated with the Goal	Was the Goal Met?	Action Plan
Agriculture Equipment Technology	The AASAET graduate will be qualified for employment as a John Deere Service Technician.	Creative and Analytical Thinking	Yes	N/A
	The AASAET graduate will obtain 3rd party John Deere certifications to reach a level 2 certified technician by graduation.	Creative and Analytical Thinking	Yes	N/A
Automotive Technology	To provide our community with repair technicians.	Society and Self	No	To correct this and to improve on this number; instructors will go out into the community to make connections in the repair industry. Doing this will open more opportunities for our students.
	Students will earn industry required certifications in the field.	Creative and Analytical Thinking	Yes	N/A
	Students will be able to perform basic diagnostic and trouble shooting skills.	Creative and Analytical Thinking	No	To correct this, students will be retaught the skills and given more opportunity until the student has mastered the skill.
Computer-Aided Drafting and Design	The AASCADD graduate will be qualified for gainful employment as a computer-aided drafting/design technician at the entry level.	Creative and Analytical Thinking	Yes	N/A
	The AASCADD graduate will demonstrate proficient technical and software skills by obtaining third part certification.	Creative and Analytical Thinking	Yes	N/A
Computerized Machining	Student will be able to produce orthographic views using current software	Creative and Analytical Thinking	Yes	N/A
	Student will be able to write a basic CNC program from a print	Creative and Analytical Thinking	Yes	N/A
	Student will be able to manual machine a part from a print to a tolerance of +- .010	Creative and Analytical Thinking	Yes	N/A
	Student will be able to set up a CNC machine, download a program to the CNC machine and run a part to a tolerance of +- .005	Creative and Analytical Thinking	Yes	N/A
Computer Systems and Networking Technology	Students will be able to install, configure, and administer a Microsoft Server (Active Driectory, Group Policy, File and Printer Sharing, DNS, Hyper-V, DHCP, PowerShell, storage) with 70% pass rate of TestOut Certification	Creative and Analytical Thinking	No	Catch students in an earlier course and encourage a good work ethic. Failing students actively refused study resources and 9 hours of class time set aside for exam preparation. Faculty should attend (some already have) talks of generational learners and how each respond in the classroom.
	Students will learn the basics of computer forensics and data recovery and demonstrate proficiency in computer examinations and data recovery task. Goal is 70% will pass the forensics skill final.	Creative and Analytical Thinking	Yes	N/A
Diesel Technology	80% of students will score 85% or higher on final skills test.	Creative and Analytical Thinking	Yes	N/A
	80% of students will leave with their HVAC EAP 609 certification.	Creative and Analytical Thinking	No	My action plan is to try and give them another week of hands-on time with HVAC simulation module and the E609 study guide prep before proctoring the exam.
	ASE IMMR standards and performance-based testing with 80% of students being proficient and receiving ASE certifications.	Creative and Analytical Thinking	No	Continued support from the industry with more hands-on training aids, updated and easier to read ESCO HVAC EPA 609 study material, and ASE level study guides for T2-T8 being added to our Cengage book list or available for purchase as physical copies on our campus bookstore as well as practice tests online.
HVAC-R	Learn and demonstrate how to handle regulated refrigerants.	Creative and Analytical Thinking	Yes	During the materials course, they will learn the importance of safety for themselves and others. ESCO offers the EPA 608 to test the students on their knowledge. They must take a 100-question test with 4 parts. Most students pass multiple parts on the first try. They have 4 attempts per ESCO and I have had only 6 parts that weren't passed this year out of 100. Roughly a 94% passing rate. I would like to get this to 100% with only a few taking the test more than once.
	Learn and demonstrate how to braze, solder, glue, and thread pipes.	Creative and Analytical Thinking	Yes	During the materials course, they will learn the importance of safety for themselves and others. The students braze and glue copper, gas pipe, and pvc to make a square to prove their knowledge and ability. I have around 95% that pass this and about 75% of students ask repetitive questions. I am looking at implementing the Brazing and Soldering Employment Ready Exam from ESCO. I would like to see 100% passing without any questions.
	The HVAC-R students that graduate will be qualified to gain employment in the HVAC-R field.	Creative and Analytical Thinking	Yes	N/A
	The HVAC-R students that graduate will be qualified to gain employment at a higher starting salary.	Creative and Analytical Thinking	No	I am working with local HVAC-R companies to organize a trial job with them during the class. The work experience would excel all students.
	The HVAC-R students will take and pass a total of 13 ESCO Employment Ready Exams.	Creative and Analytical Thinking	No	I have added Interplay as a second instructor to help me get more one on one time with the students and need to add another instructor.

Industrial Tech	Students will be able to interpret and troubleshoot basic hydraulic and pneumatic systems.	Creative and Analytical Thinking	Yes	N/A
	Students will be able to identify the components in an electrical circuit.	Creative and Analytical Thinking	No	Add in more components and circuit building.
	Students will be able to interpret schematic and wiring diagrams, electrical plans and specifications.	Creative and Analytical Thinking	Yes	N/A
	Students will be able to install industrial, residential and commercial wiring.	Creative and Analytical Thinking	Yes	N/A
Marine Technology	Demonstrate Effective Communication skills	Communication	Yes	N/A
	Demonstrate Skills and Knowledge to successfully enter marine service industry	Creative and Analytical Thinking	Yes	N/A
	Earn at least one third party marine service certification	Society and Self	Yes	N/A
Power Sports	Each graduating student will obtain Yamaha Entry Level Marine Certification.	Creative and Analytical Thinking	Yes	N/A
Welding Technology-Heber Springs	Students will receive instruction through Power Point Presentations over NCCER Modules Welding Safety 29101-09 and Construction Safety 00109-09. Students will be required to pass a written test on each and a performance evaluation also. Students will constantly be observed using safe work practices. OSHA General Industries will also be offered as a reinforcement of the importance of safe work practices. Student lead safety briefings once a month also will be used. Students will be graded on presentation and content of presentation.	Creative and Analytical Thinking	Yes	One on one instruction and demonstration with individual students, Weekly safety lectures over topics covered in the Basic Safety and Welding Safety lectures
	Students will be able to read and interpret basic welding detail drawings in order to create parts that follow welding symbols and dimensional tolerances	Creative and Analytical Thinking	Yes	One on one instruction and demonstration with individual students. Review the content with individual students in the following lectures. Introduction to Construction Drawings and Reading Detail Welding Drawings
	Students will be able to follow safe work practices and procedures in accordance to OSHA standards, understand the hazards of welding and demonstrate the proper attitude towards safety, and recognize hazards and apply safety procedures required for material handling. Use proper PPE (personal protective equipment) at all times	Creative and Analytical Thinking	Yes	One on one instruction and demonstration with individual students, Weekly safety lectures over topics covered in the Basic Safety and Welding Safety lectures.
Welding	Student will be able to identify and setup different types of welding equipment	Creative and Analytical Thinking	Yes	N/A
	Students will be able to read and interpret basic welding detail drawings in order to create parts that follow welding symbols and dimensional tolerances	Creative and Analytical Thinking	No	Create a Welding blueprint class
	Students will be able to properly setup and use various material preparation equipment such as oxy-fuel cutting, plasma arc cutting, and air carbon arc gouging as well as mechanical preparation tools such as grinders, nibblers, and files	Creative and Analytical Thinking	Yes	N/A

Math and Science

Program	Program Learning Outcome(s)	Student Success Outcome Associated with the Goal	Was the Goal Met?	Action Plan
EMS	Demonstrate the cognitive ability to comprehend, apply and evaluate clinical information relative to their entry-level EMS education.	Creative and Analytical Thinking	Yes	N/A
	Demonstrate the technical proficiency in all psychomotor skills necessary to fulfill the role of an entry-level EMS provider.	Creative and Analytical Thinking	Yes	N/A
	Given a pre-hospital emergency care scenario, manage a team of rescuers, supervise and perform an assessment of the scene/patient, and apply currently acceptable patient care protocols.	Creative and Analytical Thinking	Yes	N/A
Health Information Technology - HIA/HIT	Technical Skill Attainment - The Student will exhibit the psychomotor/technical skills needed to enter the workforce as a productive entry-level medical office professional. Students demonstration of adequate levels of competency during internship while under the supervision of professionals	Creative and Analytical Thinking	Yes	N/A
	Gainful Employment - 85% of students will be employed as a medical office professional (or similar profession) within 6 months of finishing the program.	Creative and Analytical Thinking	No	The main issue was that we could not get students to stay in contact with us after graduation/completion of the program. Last year we implemented the survey form requiring them to answer criterion 2 goals. We did not make it worth points in an assignment form. But this year we required them to take the survey as an Intern Exit Survey Assignment, and made it mandatory to leave us multiple levels of contact information upon program completion. Our goal may have been met, but it is unknown what 2 students did after the program.
	70% of students will be able to apply diagnosis/procedure codes correctly. Successful completion of CPT and ICD-10 coding courses with a D or better will be the measure for this competency.	Creative and Analytical Thinking	Yes	N/A
Medical Laboratory Technician (MLT)	Prepare graduates for the workplace through job placement, for transfer to the upper division programs, and for the eligibility necessary to pass a nationally recognized certification examination at the MLT level.	Society and Self	Yes	N/A
	Produce a skilled medical laboratory professional with the knowledge and competence in the theoretical principles inherent to the performance of medical laboratory testing.	Creative and Analytical Thinking	Yes	N/A
	Prepare students to possess the knowledge, skills, and abilities needed in the professional setting to gain and maintain the confidence of patients, professional associates, and the community.	Communication	Yes	N/A
Pharmacy Technician Science	Through communication, creative and analytical thinking and a strong commitment to society and self, the ASU-Beebe Pharmacy Technician program strives to educate and train qualified, competent technicians through formal education to meet current and future pharmacy employment needs.	Communication	Yes	N/A
	Individuals seeking to be pharmacy technicians are surrounded by support and engagement while learning in state-of-the-art pharmacy simulation facilities.	Creative and Analytical Thinking	Yes	N/A
	Students reach goal attainment by becoming nationally certified through engaging in a comprehensive pharmacy curriculum focused on best practices within the pharmacy profession.	Society and Self	Yes	N/A
Practical Nursing	Ninety percent of students will pass the National Licensure Examination for Practical Nursing	Creative and Analytical Thinking	Yes	Update curriculum related to identified weaknesses on the NCLEX - PN report
Registered Nursing	Ninety percent of students will pass the National Licensure Examination for Registered Nursing	Creative and Analytical Thinking	Yes	Update curriculum related to identified weaknesses on the NCLEX - RN report
Vet Tech	80% of recent graduates will be gainfully employed within 6 months of graduation.	Society and Self	No	Job placement help is offered. Job postings are updated on the program Facebook account. Emails are sent to students still looking for jobs.
	50% of all students taking the VTNE will be successful on the first attempt	Creative and Analytical Thinking	Yes	We did meet the goal but use of the Vet tech prep class was instituted to try to increase student pass rates.
	All eligible graduates will take the VTNE.	Creative and Analytical Thinking	No	Register students to take the board exam prior to graduation from our program.