

## CCCC Assessment Annual Report 2020 - 2021

The Assessment committee is continuing to gather data at the course, program, and essential studies level. The contributing factors relating to student challenges in program assessment for 2020-21 have been identified:

- Poor attendance
  - Health/family issues
  - Family deaths
  - Child care
  - Housing issues
  - Job conflict/work schedule
  - Transportation issues
  - Lack of program interest
  - Laziness/Procrastination
  - Pandemic (COVID-19 Coronavirus)
- Failure to complete assignments
- Failure to withdraw
- Job termination
- Technology issues (Due to COVID)
- Lack of communication

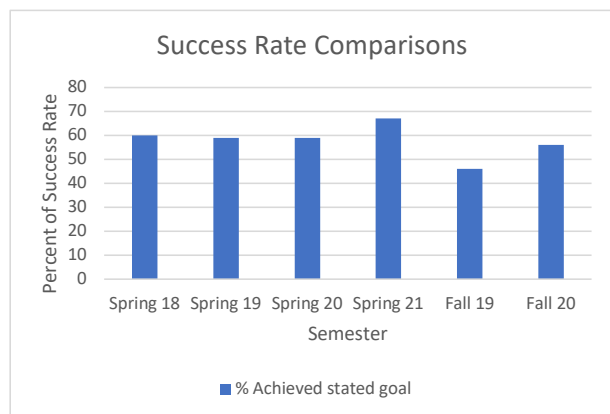
Faculty found numerous ways to address these factors that were leading to poor performance. Once the technological aspect of distance education was alleviated, faculty turned their attention to the refinement of the pedagogical aspect of distance education.

- Pedagogical Revisions
  - Curriculum update
  - Increase in-class activities
  - More flexibility with deadlines and assignments
  - Bring in more outside speakers
  - More student-centered classroom
  - Use of breakout rooms for group projects/discussions
  - Peer teaching/mentoring
- Offer encouragement/motivation
- Discuss importance of:
  - Attendance
  - Completing Homework
  - Withdrawing
- Better communication from student to faculty
- Hold incentives until end of semester

The overall student success rate for 2020-2021 was 61%. Last year the overall student success rate was 77%. This success rate does not include students that are non-participants. Non-participants are students who were enrolled in the class, but did not participate or withdraw. To put this in perspective, the global pandemic began in March 2020, but the direct effects of the pandemic were not experienced much until the 2020-2021 academic year. The overall student success rate is down due to many effects that took a toll on this academic year including:

- Students took on more than one job to meet expenses
- No daycare was available as most were closed
- Students were teaching their own children distance education while trying to take their own distance education classes
- Added stress/responsibility when taking on sick family members/themselves
- Many personal family deaths – demographic struck at higher per capita rate than rest of population

Polls were taken by the three largest programs of study at the college and the results were consistent in that in the future students wanted to remain in synchronous distance education classes and preferred them over face-to-face.



Semester	Successful Students	Total Enrolled Students	Percentage of Success Rate
SPRING 18	286	477	60%
SPRING 19	323	548	59%
FALL 19	227	494	46%
SPRING 20	305	519	59%
FALL 20	273	489	56%
SPRING 21	351	525	67%

Looking at the results from this data, it is evident that changing from face-to-face delivery to distance education delivery had no adverse effect on student learning and success rates; In fact, there was improvement. This data indicates that the faculty and students were resilient in face of change.

Polls were taken by the three largest programs of study at the college and the results were consistent in that in the future students wanted to remain in synchronous distance education classes and preferred them over face-to-face.

# Program Assessments

BUSN ADMIN – AA

FALL 2020

D-Direct I-Indirect List activity(ies) used to measure student success	Goal	Findings - Results (N = # students met/# total) (Avg. = average grade) Range = lowest to highest grade recorded)	Analysis (Contributing factors - Internal and External - resulting in not meeting goal)	Recommendations	Identify Course Outcome(s) being demonstrated	Identify Program Outcome(s) being demonstrated	Identify Essential Studies Outcome(s) being demonstrated
Acct 200 D – Simulation  I – Self-Evaluation	>80	N =5 NP =3 SR =2/2 Avg. = 100 Range = 100  Avg. =18.8 Range =0-20	Stopped course participation and were non-responsive to contact efforts.	Encourage course participation. Continue to advise students to attend offered Zoom sessions & tutoring as needed.	1,2,3,4	1,2,3,4	1,2,3,4

SPRING 2021

Acct 200 D – Simulation  I – Self-Evaluation	>80	N =3 NP =2 SR =1/1 Avg. = 100 Range = 100  Avg. =19 Range =0-20	Not consistently participating in course & non-responsive to attempts to contact.	Encourage students to attend zoom sessions as most were new to online learning.	1,2,3,4	1,2,3,4	1,2,3,4
Acct 201 D – Case Study  I – Self-Evaluation	>80	N =8 NP =1 SR =7/7 Avg. = 96.5 Range =90-100  Avg. =13.5 Range =12-15	Non-participation in course beyond midterm.	Encourage course participation & communicating any concerns with instructor or advisor and to withdraw when necessary.	1,2,3,4	1,2,3,4	1,2,3,4
BADM 202 D – Case Study  I – Self-Evaluation	>80	N =11 NP =5 SR =6/6 Avg. =97 Range= 92-100  Avg. =23 Range =20-25	Goals met for student completers. Non-completer: Non-participation in course & zoom sessions and non-responsive to attempts to contact.	Encourage course participation & communicating any concerns with instructor or advisor and to withdraw when necessary.	1,2,3,4,5	1,2,3,4	1,2

CARPENTRY – CERTIFICATE

FALL 2020

D – Core Curriculum I – Student Survey	>85	N =0 NP =0 SR = 0/0 Avg. = 0 Range = 0	NO STUDENTS		1,2	1,2,3,4	1,2,3,4
D- CARP133A  I – Daily work evaluation and performance	>85	N =2 NP =0 SR = 2/2 Avg. =88.5 Range = 85 - 92	Goal was reached	Continue teaching and encouraging those who attend and follow up more diligently with students participating with appropriate action.	1,2,3,4	1,2,3,4	1,2,3,4
D- On Site I, II and III  I-Student Survey	>85	N= 9 NP= 3 SR= 6/6 Avg.= 89 Range = 85 - 96	Goal was not met, Due to withdraw and failure to withdraw in a timely fashion. attempted to keep the material fresh and current. Introducing new and innovative approaches.	Allow students to bring new and creative construction ideas into the classroom.	1,2	1,2,3,4	1,2,3,4
D – CARP133B  I – Daily work performance and evaluation.	>85	N = 4 NP =1 SR =3/4 Avg. = 84 Range = 70 - 96	Goal was not reached due to student not withdrawing	Continue to teach with updates from the industry. Continue to allow 201 students to reteach what they have learned to 101 students.	1,2,3,4	1,2,3,4	1,2,3,4

SPRING 2021

D – Core Curriculum I – Student Survey	>85	N =0 NP =0 SR = 0/0 Avg. = 0 Range = 0	NO STUDENTS	NO STUDENTS	1,2	1,2,3,4	1,2,3,4
D- CARP133A  I – Daily work evaluation and performance	>85	N =2 NP =0 SR = 2/2 Avg. = 89 Range = 85 - 92	Goal was reached	Continue teaching and encouraging those who attend and follow up more diligently with students participating with appropriate action.	1,2,3,4	1,2,3,4	1,2,3,4
D- On Site I, II and III  I-Student Survey	>85	N= 11 NP= 4 SR= 3/7 Avg.= 66.6 Range = 57 - 96	Goal was not met, Due to withdraw and failure to withdraw in a timely fashion. attempted to keep the material fresh and current. Introducing new and innovative approaches.	Allow students to bring new and creative construction ideas into the classroom.	1,2	1,2,3,4	1,2,3,4

EARLY CHILDHOOD EDUCATION – AA

FALL 2020

D-Direct I-Indirect List activity(ies) used to measure student success	Goal	Findings - Results (Refer to LEGEND)	Analysis (Contributing factors - Internal and External - resulting in not meeting goal)	Recommendations	Identify Course Outcome(s) being demonstrated	Identify Program Outcome(s) being demonstrated	Identify Essential Studies Outcome(s) being demonstrated
D - Philosophy of Education  I – self eval	>70	N = 9 NP = 3 SR = 6/6 Avg. = 98 Range = 90 - 100	Goals met	Just changed curriculum to OER spring semester so update/revise as needed to match industry trends	1,2,3,4,5	1,2,3,4	1,2,3,4
D - Case Study  I – self eval	>70	N = 6 NP = 1 SR = 5/5 Avg. = 87 Range = 80 - 100	Goals met	Because of pandemic, students observed their own children/relatives since no face-to- face classes were held for observations	1,2,4,5	1,2,3,4	1,2,3,4
D - Culminating Project  I – self eval	>70	N = 8 NP = 3 SR = 5/5 Avg. = 100 Range = 100	Goals met	Change some of the hands-on projects to group projects in break- out rooms due to pandemic and closing of classrooms	1,2,3,4	1,2,3,4	1,2,3,4
D – Research Paper  I – Self-Survey	>70	N = 9 NP = 1 SR = 8/8 Avg. = 88 Range = 75 - 100	Goals met	Change some of the observations to group projects in break out rooms due to pandemic and closing of classrooms	1,2,3,4,5,6	1,2,3,4	1,2,3,4
D – Internship  I – self eval	>B	N = 1 NP = 0 SR = 1/1 Avg. = A Range = N/A	Met goals	Think of alternatives for observation when aren't allowed because of pandemic	1,2,3	1,2,3,4	1,2,3,4

**SPRING 2021**

D – Philosophy of Education I – Self-survey	>70	N = 6 NP = 3 SR = 2/3 Avg. = 83 Range = 50 - 100	Job termination Didn't complete assignments	N/A Explained the importance of attendance and completed assignments	1 - 5	1 - 4	1 - 4
D – Thematic Unit I – Self-Survey	>70	N = 14 NP = 4 SR = 10/10 Avg. = 96 Range = 80 - 100	Non-attendance Didn't Withdraw Didn't complete assignments	Discussed importance of attendance, completing assignments, and withdrawing if not completing course – could not contact student	1 - 5	1 - 4	1 - 4
D – Research Paper (Independent Study) I – Self-Survey	>70	N = 10 NP = 3 SR = 6/7 Avg. = 91 Range 50 - 100	Didn't Withdraw Didn't complete assignments	Discussed importance of withdrawing and completing assignments	1 - 6	1 - 4	1 - 4
D – Disability Research Packet and Presentation I – Self-survey	>70	N = 15 NP = 3 SR = 12/12 Avg. = 97 Range = 83 -100	Goals Met	Just added course so waiting to get more data before making changes	1 - 8	1, 3, 4	1 - 4
D – Internship I – Self-Survey	>B	N = 1 NP = 0 SR = 1/1 Avg. = A Range = N/A	Goals Met	Find alternative if pandemic or no classrooms for observations	1 - 3	1 - 4	1 - 4



FINE ARTS – AAS

FALL 2020

D-Direct I-Indirect List activity(ies) used to measure student success	Goal	Findings - Results (Refer to LEGEND)	Analysis (Contributing factors - Internal and External -resulting in not meeting goal)	Recommendations	Identify Course Outcome(s) being demonstrated	Identify Program Outcome(s) being demonstrated	Identify Essential Studies Outcome(s) being demonstrated
D – Drawing Projects  I – self evaluation	>70%	N =3 NP =0 SR =2/3 Avg. = 77% Range = 62%-96%	Low attendance Incomplete assignments	Continue demonstrations and lesson plans on Moodle. Stress attendance and deadlines in class time. Send email reminders of assignments due.	1,2,3,4, 5	1,3,4	1,2,3,4
D – Slide Show Presentations  I – self evaluation	>70%	N =3 NP =1 SR =1/2 Avg. =43% Range =7%-79%	1 withdrew from college 1 should have withdrawn	Continue demonstrations and lesson plans on Moodle. Stress attendance and deadlines in class time. Send email reminders of assignments due.	1,2,3,4	1,3,4	1,2,3,4
D – Drawing Projects  I – self evaluation	>70%	N =1 NP =0 SR = 0/1 Avg. = Range =	Student failed to turn work in on time	Continue demonstrations and lesson plans on Moodle. Stress attendance and deadlines in class time. Send email reminders of assignments due.	1,2,3,4	1,3,4	1,2,3,4

**SPRING 2021**

D – Drawing Projects I – self evaluation	>70%	N =5 NP =4 SR =1/1 Avg. = 87% Range =	3 Academic Withdrawals 1 No assignments turned in.	Continue demonstrations and lesson plans on Moodle. Stress attendance and deadlines in class time. Send email reminders of assignments due.	1,2,3,4	1,3,4	1,2,3,4
D – Slide Show Presentations I – self evaluation	>70%	N =2 NP =0 SR =2/2 Avg. =99% Range =98%-100%	Students met and exceeded goal.	Continue demonstrations and lesson plans on Moodle. Stress attendance and deadlines in class time. Send email reminders of assignments due.	1,2,3,4	1,3,4	1,2,3,4
D – Written assignments, & test scores I – Discussion Questions	>70%	N=2 NP=1 SR=1/1 Avg. = 99% Range=	1 No assignments turned in.	Continue assignments on Moodle. Use more visual aids, virtual tours. Stress attendance and deadlines in class time. Send email reminders of assignments due.	1,2,3,4	1,3	1,2,3
D – Drawing II Projects I – self evaluation	>70%	N =1 NP =0 SR =1/1 Avg. =87% Range =	Student met and exceeded anticipated goal.	Continue demonstrations and lesson plans on Moodle.	1,2,3,4	1,3,4	1,2,3,4
D- Projects I – self evaluation	>70%	N=1 NP=0 SR=1/1 Avg.= 100% Range=	Student met and exceeded anticipated goal.	Continue hands on demonstrations.			

HEALTH, PHYSICAL EDUCATION, AND RECREATION – AS

FALL 2020

Course Level Assignment	Measurement Tool (rubric, grade)	Goal	Findings - Results (N = number students) (Avg. = average grade) Range = lowest to highest grade recorded)	Analysis (Contributing factors resulting in not meeting goal)	Recommendations	Identify Course Outcome being demonstrated	Identify Program Outcome being	Identify Essential Studies Outcome being
Field Experience	-Log -Written summary by student	>70	N = 1 NP=0 SR=1/1 Avg.= 90% Range= 90%	NA student met goal	Will keep using checklist for student that was recommended earlier.	1,2,3,4,5	1,2	1,2

SPRING 2021

D – Spirit Lake Rec Program Project I –	>70	N =1 NP =0 SR =1/1 Avg. = 92 Range = 92	Student met goal	-none at this time	1-9	1,2,3	1
D – Coaching notebook Project I –	>70	N =1 NP =0 SR =1/1 Avg. = 91 Range = 91	Student met goal	-none at this time	1-4	1,2,3	1

INDIGENOUS STUDIES – AA

FALL 2020

D-Direct I-Indirect List activity(ies) used to measure student success	Goal	Findings - Results (Refer to LEGEND)	Analysis (Contributing factors - Internal and External -resulting in not meeting goal)	Recommendations	Identify Course Outcome(s) being demonstrated	Identify Program Outcome(s) being demonstrated	Identify Essential Studies Outcome(s) being demonstrated
D – Cumulative Assessment DS 110  I – Self-Evaluation	>70	N = 28 NP = 11 SR = 15/17 Avg. = 90 Range = 10-100	Low attendance (family deaths; medical reasons)	Discussed with student’s importance of attending and keeping up with the class – not “falling behind” too far.	1,2,3,4,5,6,7,8	1,3,4	1,2,3,4
D – Cumulative Assessment DS 121	>70	N = 1 NP = 1 SR = 0	NO STUDENTS	NO STUDENTS	1,2,3,4,5,6	1,3,4	1,2,3,4
D – Cumulative Assessment DS 213  I – Reflections	>70	N = 3 NP = 2 SR = 1/1 Avg. = 100 Range = 100-100	Low attendance; External: student was ambulance worker during the pandemic/she was on-call, too busy.	Instructor: tried to provide more time with an “incomplete” but student was still unable due to time constraints.	1,2,3,4,5,6,7	1,3,4	1,2,3,4
D – Cumulative Assessment DS 285  I – Reflections	>70	N = 2 NP = 2 SR = n/a Avg. = n/a Range = n/a	NO STUDENTS	NO STUDENTS	1,2,3,4,5,6	1,3,4	1,2,3,4

D – Verbal Language test	>70	N = 33 NP = 10 SR = 17/23 Avg = 93 Range = 60-100	Low attendance; Lack of participation;	Discussed importance of attending class Structure lessons interactively; updating syllabus with information on participation requirements	1 - 10	1,2,4	1-4
D – Verbal Language test II	>70	N = 2 NP = 1 SR = 1/1 Avg = 100 Range = N/A	Lack of attendance	Discussed importance of attending class	1,2,4,5	1,2,4	1 - 4

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<b>DS 110 - Finn</b> D – Cumulative Assessment DS 110  I – Self-Evaluation	>70	N = 15 NP = 0 SR = 10/15 Avg. = 82% Range = 10-100	Internal/External: Low attendance right after Spring Break gift card distributions.  Students completed most assignments, but not all.	Discussed with students importance of attending and keeping up with the class.  Do not provide gift cards until the very end of the semester.	1,2,3,4,5,6, 7,8	1,3,4	1,2,3,4
<b>DS 121 - Finn</b> D – Cumulative Assessment DS 121  I – Reflections	>70	N = 3 NP = 1 SR = 2/2 Avg. = 98% Range = 95-100	Goal met.	Add a multiple choice portion to final assessment.	1,2,3,4,5,6	1,3,4	1,2,3,4
<b>DS 285 - Finn</b> D – Cumulative Assessment DS 213  I – Reflections	>70	N = 5 NP = 0 SR = 5/5 Avg. = 87% Range = 83-90	Goal met.	Add an essay portion on the final examination (currently it is multiple choice and true/false).	1,2,3,4,5,6	1,3,4	1,2,3,4
<b>ENGL 161/DSL 250-Hill</b> D – Written & Oral Language Test	>70	N = 3 NP = 2 SR = 1/1 Avg. = 85% Range = 85	Goal met.	Add an indirect assessment.	1,2,3,4,5,6	1,3,4	1,2,3,4
<b>ENGL 161/DSL 250 - Tollefson</b> D – Written and Oral Language Test	>70	N = 5 NP = 1 SR = 4/4 Avg = 96.25% Range = 95-100	Goal met.	Add an indirect assessment.	1 - 10	1,2,4	1,2,3,4
<b>ENGL 162/DSL 251 - Tollefson</b> D – Written and Oral Language Test	>70	N = 1 NP = 0 SR = 1/1 Avg = 100% Range = 100	Goal met.	Add an indirection assessment.	1,2,4,5	1,2,4	1,2,3,4

<b>ENGL 161/DSL 250 – Sager</b> D- Written and Oral Language Test  I-Self-Evaluation on Language	>70	N = 23 NP = 5 SR = 15/18 Avg = 84.2% Range = 57-100	External: COVID-19, Age (one student under 18 years old). Internal: Student not using Moodle well and understanding what to do.	Stress communication with the instructor. If there is confusion, students will need to email/text/call. Instructor will stress communication with students.	1 - 10	1,2,3,4	1,2,3,4
<b>ENGL 162/DSL 251 – Sager</b> D- Written and Oral Language Test	>70	N = 4 NP = 1 SR = 3/3 Avg = 89.6% Range = 83-94	Goal met.	Add write self-introduction as part of assessment.  Add an indirection assessment.	1,2,4,5	1,2,3,4	1,2,3,4

LIBERAL ARTS – AA

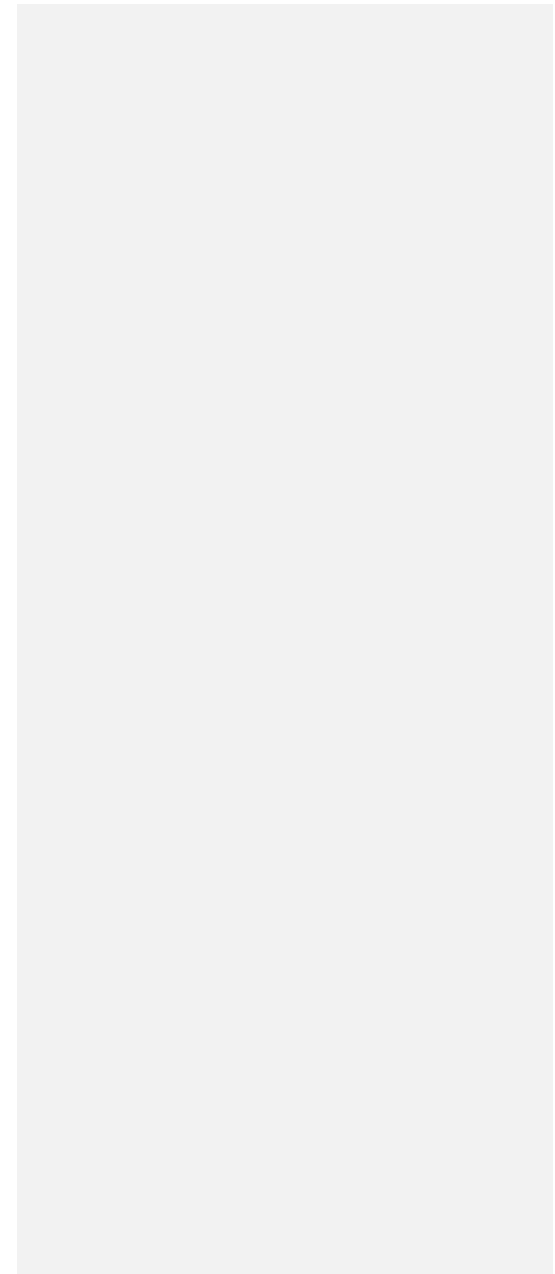
FALL 2020

D-Direct I-Indirect List activity(ies) used to measure student success	Goal	N = # of registered students NP = # registered who did NOT participate SR = # of students meeting goal/# participating(SUCCESS RATIO) Avg. = Avg of the # of students that participated in assessment Range = Range of grades in assessment	Analysis (Contributing factors - Internal and External - resulting in not meeting goal)	Recommendations	Identify Course Outcome(s) being demonstrated	Identify Program Outcome(s) being demonstrated	Identify Essential Studies Outcome(s) being demonstrated
POLS 115 D – Final Exam  I – oral self eval	>75	N = 11 NP = 4 SR = 7/7 Avg. = 95 Range = 85- 100	Work schedule Child care Transportation Housing issues	Stay in email contact with students Discuss issues affecting attendance at beginning of semester and offer options	1,2	1,2 ,3	1,2,3,4
HIST 101 D – Final Exam  I – oral self eval	>75	N = 4 NP = 3 SR = 1/1 Avg. = 90 Range = 85- 100	Work schedule Child care Transportation Housing issues	Stay in email contact with students Discuss issues affecting attendance at beginning of semester and offer options	1,2,3 ,4	1,2,3 ,4	1,2,3,4
HIST 103 D – Final Exam  I – oral self eval	>75	N = 3 NP = 0 SR = 3/3 Avg. = 90 Range = 85- 100	Goal met	Continue to stress good attendance and completion of work	1,2,3 ,4	1,2,3 ,4	1,2,3,4





I – Culturally Relevant Reflection/Research Paper	<p>N = 10  NP = 6  SR = 3/4  Avg. = NA  Range = NA</p>		<p>assistance from Math Coach in tutoring, completing research paper, and encouraging students to attend lab hours; non-academic supports to assist students with financial aid, scholarship applications and emergency fund aid;</p>	1 - 7	2,4	2,4
I – Course Reflection	<p>N = 10  NP = 6  SR = 1/4  Avg. = NA  Range = NA</p>		<p>targeted contacts prior to withdrawal date for non-attending students</p> <p>I- online zoom help sessions in place of math lab hours; hybrid instruction - regular zoom class times at regularly scheduled times; contacts to students with no access to inform that access and devices may be provided by CCCC; instructor delivery of laptop; contact info given to students as to where to go for assistance; targeted and intentional instruction and assistance to students first few weeks of semester</p>	2	2,4	2,4



				in downloading zoom, using zoom, and accessing and using moodle			
MATH 105		No students					
MATH 106		No students					
ENGL 110 D – Research paper I - Student Self-Evaluation	>70	N = 40 NP = 30 SR = 10/10 Avg. = 95 Range = 100 - 80	Family responsibility preventing attendance and turning in assignments, late assignment turn-in, inability to turn in final essay perhaps due to procrastination and need for tutoring	Both Spring English instructors to confer on ways to aid students with components of class, instructors to confer on steps to reach success in English 120 so that 110 smoothly proceeds 120, use more variety of zoom techniques in-class	1, 2	1,2,3,4	1,2,3,4
ENGL 120 D -Argumentative Essay I - Student Self-Edit	>70	N = 10 NP = 9 SR = 1/1 Avg. = 95 Range = 95-95 (none)	Personal issues, Trouble Turning in assignments even if attending class, Family responsibility preventing attendance and turning in assignments, late assignment turn-in, inability to turn in final essay perhaps due to procrastination and need for tutoring	Conferences – personal ones – with each student individually, increase number of assignments in 110 that lead to ability with argumentative essays	1, 2	1,2,3,4	1,2,3,4
COMM 110 D – Inform Speech I - Student Self-critique	>70	Class not offered					

BIOL150- General Biology I D – Cumulative test score average I – Student Self Evaluation	>70	N =1 NP = 0 SR=1/1 Avg. = 81% Range = 81%	One student was regularly attending. Test scores were poor, but PBL participation was good.	Essay met all rubric requirements.	1-5	1,2	1,2
BIOL150L- General Biology I D – Cumulative test score average I – Student Self Evaluation	>70	N=1 NP=0 SR = 1/1 Avg. = 90% Range = 90%	Labster worked very well.	Continue with Labster. Integrate Labster even when in person classes resume.	1-5	1,2	1,2
HPER 210 D – CPR/1 <sup>st</sup> Aid Certification		No students					
PSYC 111 D – Cumulative Test Score average I – Student Self Survey	>70 %	N = 12 NP = 5 SR = 6/7 Avg. = 72% Range = 22- 84%	The majority of students who did not academically withdraw met the intended goal with an exception of one student who did not regularly attend the virtual online course via zoom. External: conflicts child care and occasional online access played a role in regular attendance of some students.	Flexible time for completing exams due to online access and or work conflicts. Add scheduled online review sessions.	1,2,3 ,4,5	1,2	1,2

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POLS 115 D – Final Exam  I – oral self eval	>75	N = 15 NP = 1 SR = 14/14 Avg. = 89 Range = 43-99	Work schedule Child care Housing issues	Stay in email contact with students Discuss issues affecting attendance at beginning of semester and offer options	1,2	1,2 ,3	1,2,3,4
HIST 102 D – Final Exam  I – oral self eval	>75	N = 3 NP = 1 SR = 2/2 Avg. = 76 Range = 34-100	Work schedule	Stay in email contact with students Discuss issues affecting attendance at beginning of semester and offer options	1,2,3,4	1,2,3,4	1,2,3,4
HIST 104 D – Final Exam  I – oral self eval	>75	N = 3 NP = 0 SR = 3/3 Avg. = 96 Range = 92-100	N/A	N/A	1,2,3,4	1,2,3,4	1,2,3,4
HIST 261 D – Final exam  I – oral self eval	>75	N = 11 NP = 1 SR = 10/10 Avg. = 80 Range = 60-93	Work schedule Housing issues	Continue to stress good attendance	1,2	1,2 ,3	1,2,3,4
HUM 101 D – Final Exam  I – oral self eval	>75	N = 8 NP = 1 SR = 7/7 Avg = 96 Range = 94-98	Goal met	Continue to stress good attendance and completion of work	1,2,3,5	1,2,3	1,2,3,4
ENGL 100	>75	N = 22 NP = 1 SR = 21/21	Reasons for non-attendance were family issues, lack of	Email students on regular basis	1,2,3,4,5,6	1,2,3,4	1,2,3,4

D – Summation of all course material I – N/A		Avg = 86% Range =40 – 100%	transportation, and day care.	Offer regular discussions on the topics of attendance, participation and completion			
CSCI101- Krebsbach D – met goal I – survey	>70	N =17 NP =5 SR =6 of 12 Avg. = 72 Range = 32-100	Students withdrew, have not consistently attended, or completed assignments.	Students are learning.	2	1-4	3
MATH 103 D – Embedded Concepts from Unit Exams Hawkes Learning System	>70 %	N = 5 NP = 2 SR = 2/3 Avg. = 76.9% Range = 52.7% - 89.9%	2 non-attending  E- non-attendance without withdrawal; non-completion of learning modules and exams	E- Contacts to absent students via email, in-person or phone by instructors and Math Coach; communication with advisor; flexible work time outside of class using math lab hours and tutors; allow to retake tests; refer for tutoring and help; assistance from Math Coach in tutoring, completing research paper, and encouraging students to attend lab hours; non-academic supports to assist students with financial aid, scholarship applications and emergency fund aid;	1 – 7	1,3	1,3
D - Hawke's Mastery Learning Modules	>70 %	N = 5 NP = 2 SR = 2/3 Avg. = 78.1% Range = 54.0% -99.2%			1 – 7	1,3	1,2,3
I – Culturally Relevant Reflection/Research Paper	C	N = 5 NP = 2 SR = 2/3 Avg. = NA Range = NA				2,4	2,4
	C	N = 10 NP = 6			1 - 7	2	2,4

I – Course Reflection Survey		SR = 1/4 Avg. = NA Range = NA		targeted contacts prior to withdrawal date for non-attending students  I- online zoom help sessions in place of math lab hours; hybrid instruction - regular zoom class times at regularly scheduled times			
MATH 106 01 – CMP Curriculum			E- non-completion or partial completion of learning modules; low exam scores	E- Contacts to absent students via email, in-person or phone by instructors and Math Coach; communication with advisor; flexible work time outside of class using math lab hours and tutors; in-person class as needed; refer for tutoring and help; non-academic supports to assist students with financial aid, scholarship applications and emergency fund aid I- online math lab hours; hybrid instruction - synchronous zoom class times			
D – Embedded Concepts from Module Exams	>70 %	N = 2 NP = 0 SR = 0/2 Avg. = 64.5% Range = 63.3% - 65.8%			1 – 4	1,3	1,3
D – Module OCE Assignments	>70 %	N = 2 NP = 0 SR = 2/2 Avg. = 89.5% Range = 84.8% - 94.3%			1 – 4	1,3	1,2,3
I – Course Reflection Survey	C	N = 2 NP = 0 SR = 2/2 Avg. = NA Range = NA			1 - 4	2	2,4

MATH 106 02 – Hawkes Curriculum D – Embedded Concepts from Unit Exams/Quizzes Hawkes Learning System	>70 %	N = 5 NP = 2 SR = 2/3 Avg. = 64.0% Range = 34.9% - 82.0%	2 non-attending  E- non-attendance without withdrawal; non- completion of learning modules and exams; attending sporadically with non-completion of assignments/tests	E- Contacts to absent students via email, in-person or phone by instructor and Math Coach; communication with advisor; flexible work time outside of class using math lab hours and tutors; allow to retake tests; refer for tutoring; assistance from Math Coach in completing research paper; non- academic supports to assist students with financial aid, scholarship applications and emergency fund aid; targeted contacts prior to withdrawal date for non- attending students	1 – 4	1,3	1,3
D - Hawke's Mastery Learning Modules	>70 %	N = 5 NP = 2 SR = 3/3 Avg. = 90.7% Range = 81.1% - 100%			1 – 4	1,3	1,2,3
D – Culturally Relevant Reflection/Rese arch Paper	>70 %	N = 5 NP = 2 SR = 2/3 Avg. = NA Range = NA			1 - 4	2,4	2,4
I – Course Reflection Survey	C	N = 5 NP = 2 SR = 3/3 Avg. = NA Range = NA		I- online zoom help sessions/math lab hours; hybrid instruction - synchronous zoom classes		2	2,4
ENGL 110 D – Personal Essay  I – Student self- evaluation	>	N = 18 NP = 2 SR = 5/16 Avg. = 82.55 Range = 25 - 100	Issues with turning in assignments in a timely fashion, problems with conflicting class and work schedules, issues with attendance, problems with	English department to continue to discuss solutions (as we did this semester), to get a grading rubric in place to	1, 2	1,2, 3,4	1,2,3,4



			willingness to ask questions about potentially confusing assignment elements	standardize expectations, try to introduce more daily assignments and activities to help reading and grammar skills and give the students stability in expectations.			
ENGL 120 D – Final argumentative essay  I – Student self-evaluation	>	N = 4 NP = 0 SR = 1/4 Avg. = 60 Range = 50 - 90	Some attendance issues and some students that had to drop for Covid-related reasons or personal issues, students turning in late work, students failing to turn in assignments even if they did start the class well, students with some grammatical issues	Instituting less lenient turn-in-late policies, utilizing and introducing earlier in the semester a grading rubric, continued communication within the English department (which we did successfully at the end of this semester), and in the Fall utilizing a reading/grammar book with more sentence level and reading comprehension level exercises.	1, 2	1,2,3,4	1,2,3,4
COMM 110 D – Inform Speech I - Student Self-critique	>70	N = 14 NP =1 SR = 12/13 Avg = 82 Range = 50-100	Personal issues Late work attendance	Introducing grading rubric Talk with students importance of attendance and timely assignments			
BIOL 124 D - final exam	>70	N = 2 NP = 2 SR = NA	NO STUDENTS	NO STUDENTS	1, 2, 3	1, 4	1, 2, 3, 4

I – student survey		Avg. = NA Range = NA					
BIOL 124/L Lab D -“Ecosystems on Campus” I – student survey	>70	N = 2 NP = 1 SR = 1/1 Avg. = 91 Range = 91	1 student stopped attending just beyond the AW date, so she did not participate. The other student attended ¾ of the course but took a Withdrawal. Both cited personal matters in not completing/participating fully or at all. This assignment was completed by 1 student prior to W.	Contacted students multiple times in multiple ways. Was lenient on late work and gave reasonable extensions. Student cited “communication” as a strong point and felt that the class was well-organized. Recommend maintaining this level of communication and class structure.	1,3	1,2,3,4	1,2,3,4
GEOL 102 D - Final Exam  I-student survey	>70	N=5 NP=0 SR= 4/5 AVE=74.2 Range=53 - 84	Students had more time to assimilate the material, become more adjusted to methods of instruction.	Teaching in-person classes as soon as health authorities approve of that practice.	1,2	1,4	1,3
D-GEOL 102L- Final Exam  I-student survey	>70	N=3 NP=1 SR=2/3 AVE=61.3 RANGE=40 - 73	Teaching remotely became challenging due to that fact that the subject was quite unfamiliar to the students.	Teaching in-person classes as soon as health authorities approve of that practice.	1,2	1,4	1,3
BIOL 111 Concepts of Biology D – Pre-Post Test	>70	N = 8 NP = 4 SR = 2/4 Avg. = 63%	Two of four students who remained in the course met the intended goal. The two students who did not meet the	Continue with assessment. Course will be in person next semester and	1,2,3,4,5	1,2	1,2

I – Student Self Survey		Range = 43-73%	goal did not attend the virtual online course via zoom regularly. External: conflicts with work played a role in regular attendance with these students. Although flexible time for completing exams due work conflicts was allowed students did not participate or take advantage of the opportunity.	in the past it has been a good assessment of knowledge and understanding of core elements. Also, add self-survey at midterms to see what conflicts students are facing at that point in time.			
BIOL 111L Concepts of Biology D – Research Paper and Power Point Presentation  I – Student Self Survey	>70 %	N = 5 NP = 4 SR = 0/1 Avg. = 45% Range = 45%	Three students dropped prior to assessment. One completed the assignment and one did not participate. The one who participated did not meet the intended goal. Paper was poorly written, no bibliography and did not meet requirements in power point. The student did not submit the self-survey.	Continue communication assessment and change lab grade. Make this assignment a higher percentage of lab grade to increase participation.	1,2,3,4,5	1,2	1,2
BIOL150- General Biology I D – Cumulative test score average I – Student Self Evaluation	>70	N = 2 NP = 1 SR = 1/1 Avg. = 77% Range = 77%	Low attendance/effort until mid-term. PBL went ok but student effort was minimal.	Essay met all rubric requirements.	1-5	1,2	1,2
BIOL150L- General Biology I	>70	N= 2 NP = 1 SR = 1/1	Labster worked very well.	Continue with Labster. Integrate Labster even when	1-5	1,2	1,2

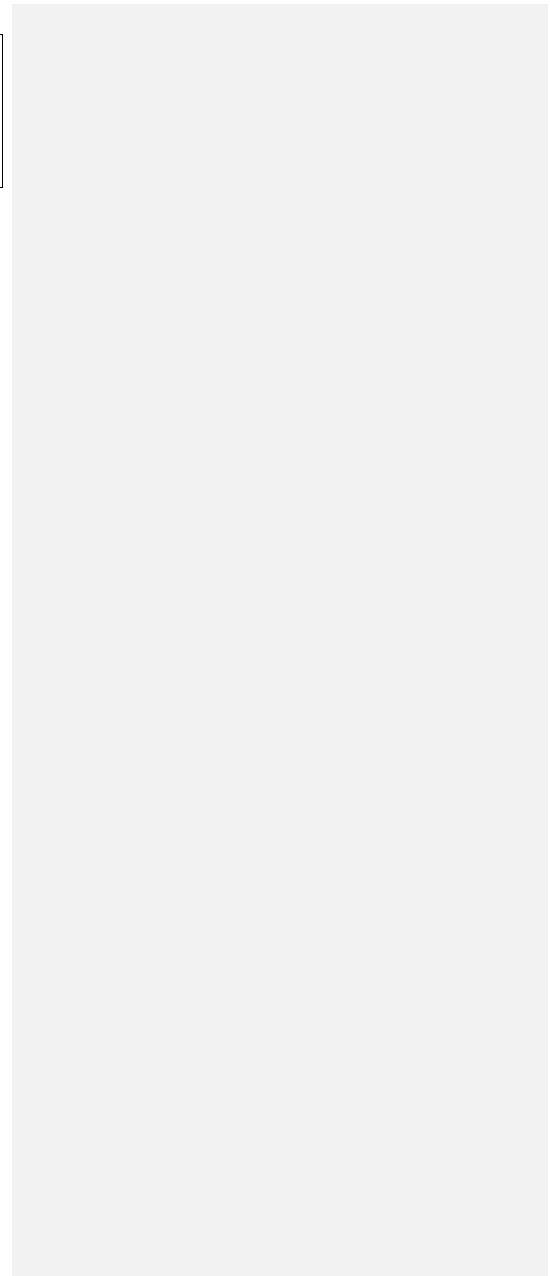
D – Cumulative test score average I – Student Self Evaluation		Avg. = 80% Range = 80%		in person classes resume.			
D – CPR/1 <sup>st</sup> Aid Certification	Pass /Fail	N =7 NP =3 SR =4/4 Avg. =Pass Range = Pass	External- 2 students withdrew from college the other did not attend class	Continue to use the online course videos for AHA- as this allows students to have access to videos, if class is missed.			
PSYC 111 Intro. Psychology D – Cumulative Test Score average I – Student Self Survey	>70 %	N = 5 NP = 2 SR = 1/3 Avg. = 77% Range = 21-77%	Two students submitted academic withdrawal forms (one early and one late). Out of the three remaining students only one student met the intended goal. Two students did not regularly attend the virtual online course via zoom. One student did not return after midterm grades. The other student who did attend did not perform well on exams. Student did not submit a self- survey.	Change assessment in fall to a pre/post-test to get a better understanding of knowledge of core concepts and understanding. Add self- survey at midterms to see what conflicts students are facing at that point in time.	1,2,3, 4,5	1,2	1,2
SOC 110 D – Exam I – Self- evaluation	> 70%	N =13 NP =0 SR =13/13 Avg. = 93% Range = 90-100%	Good attendance and assignment completion	Gave support to students/online learning Increased interactive activities	1,2,3, 4	1,2, 3,4	1,2,3,4

NATURAL RESOURCE MANAGEMENT – AS

FALL 2020

D-Direct I-Indirect List activity(ies) used to measure student success	Goal	Findings - Results (Refer to LEGEND)	Analysis (Contributing factors - Internal and External -resulting in not meeting goal)	Recommendations	Identify Course Outcome(s) being demonstrated	Identify Program Outcome(s) being demonstrated	Identify Essential Studies Outcome(s) being demonstrated
NAT102 D – Final exam  I – Student Survey	>70	N =1 NP =0 SR =1/1 Avg. =97 Range = 97	Goal was met.	Be flexible with students during the pandemic. One student in the class allows for more flexibility with deadlines, etc. Opened it up so everything could be caught up and submitted by a deadline, which really helped student.	1,2,3	1,2,3,4	1,2,3,4
SOIL 217 D –Final Exam  I –Student Survey	>70	N =1 NP =0 SR =1/1 Avg. =92.5 Range =92.5	Goal was met	Having one student in the class allowed for a range of scheduling to take place. Many opportunities for questions and discussions took place.	1,2	1,2,3	1
GEOL 105 D –Final Exam  I – Student Survey	>70	N =2 NP =0 SR =2/2 Avg. =79 Range =72-86	Goal was met.	The vastly different schedules of the two students forced repetition of many of the lectures.	1,2,3,4	1,2,3	1

GEOL 105L D –Final Exam  I – Student Survey	>70	N = 2 NP =0 SR =2/2 Avg. =90 Range =90	Goal was met.	Distance learning created difficulties for completion of laboratory exercises.	1,2,3, 4	1,2,3	1
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**SPRING 2021**

D – BIOL 124 final exam  I – student survey (BIOL124)	>70	N = 2 NP = 2 SR = 0 Avg. = NA Range = NA	NO STUDENTS	NO STUDENTS	1, 2, 3	1, 4	1, 2, 3, 4
D – BIOL 124/L Lab “Ecosystems on Campus” I – student survey (BIOL124L)	>70	N = 2 NP = 2 SR = 0 Avg. = N/A Range = N/A	NO STUDENTS	NO STUDENTS	1,3	1,2,3,4	1,2,3,4
D-GEOL 102 Final Exam  I-student survey (GEOL 102)	>70	N=5 NP=0 SR= 4/5 AVE=74.2 Range=53 - 84	Students had more time to assimilate the material, become more adjusted to methods of instruction.	Teaching in-person classes as soon as health authorities approve of that practice.	1,2	1,4	1,3
D-GEOL 102L-Final Exam  I-student survey (GEOL 102L)	>70	N=3 NP=0 SR=2/3 AVE=61.3 RANGE=40 - 73	Teaching remotely became challenging due to that fact that the subject was quite unfamiliar to the students.	Teaching in-person classes as soon as health authorities approve of that practice.	1,2	1,4	1,3

OFFICE TECHNOLOGY – AAS

FALL 2020

D-Direct I-Indirect List activity(ies) used to measure student success	Goal	Findings - Results (Refer to LEGEND)	Analysis (Contributing factors - Internal and External -resulting in not meeting goal)	Recommendations	Identify Course Outcome(s) being demonstrated	Identify Program Outcome(s) being demonstrated	Identify Essential Studies Outcome(s) being demonstrated
D – Application Packet/ Mock Interview  I – Student Self-Evaluation	>80%	N =10 NP =3 SR =7/7 Avg. = 90% Range = 84%-96%	External- students stopped attending classes or stopped completing work. Some due to family issues, work conflicts, but failed to withdraw from course.	Be sure all students understand withdraw/drop process. Give bonus points for students who complete orientation module.	1,2,3,4,5	2,3	2,3,4
D – Records Database Project  I – Student Self-Evaluation	>70%	N =4 NP =2 SR =2/2 Avg. =93.5% Range =90%-97%	External- students stopped attending/participating in class. One student withdrew, but was after the date  Internal- create process videos to show students software examples for them to view on their own	Be sure all students understand withdraw/drop process. Give bonus points for students who complete orientation module.  Use a presentation program to record step by step process on how to use software to complete database work.	1,2,3,4	2,3,4	1,3,4



D – Capstone Project I – Student Self-Evaluation	>70%	N =2 NP =1 SR =1/1 Avg. =87% Range =87%	External- student withdrew from the class due to conflict with work after withdraw without record date. Internal- explore options for GMetrix to be used on student computers (online platform)	Stress the importance of dropping earlier if student isn't doing well or failing to attend.  Explore options for getting software previously used on to student computers or find an online platform that will work.	1,2,3,4	1,2,3,4	1,2,3,4
D – Employment Portfolio I – Student Self-Evaluation	>80%	N = 6 NP =2 SR =4/4 Avg. =87.5% Range =83%-90%	External- one student withdrew from the class due to conflict with work after withdraw without record date. One student was in contact with instructor but failed to turn most of work in. Internal- update course textbook and materials.	Be sure all students understand withdraw/drop process. Give bonus points for students who complete orientation module.  Work with textbook representative to find a textbook that better suites course needs and todays work place needs	1,2,3,4,5	2,3,4	2,3,4
D – Certiport Certification I – Student Self-Evaluation	>70% or 700	N = NP = SR = Avg. = Range =	NO STUDENTS	NA	1,2,3,4	2,3	1,3,4

**SPRING 2021**

D – Marketing Plan I – Student Self-Evaluation	>70%	N =1 NP =0 SR =1/1 Avg. =88% Range = 88%	Student met goal	Change up timeline for semester long project, which leads to final presentation.	1,2,3,4,5 ,6,7	1,2,3,4	1,2,4
D – IC3 Certification	>70%	N =NO STUDENTS	NO STUDENTS	NA	1,2,3,4	1,2,3,4	1,3,4
D – Collaborative Project-Newsletter/Poster I – Student Self-Evaluation	>70%	N =4 NP =2 SR =2/2 Avg. =89.5% Range =85%-94%	Internal- adjust curriculum External-Students did not attend class, did not withdraw when advised.	Incorporate additional learning tools earlier in the semester. Use in class short assignments for points to help increase attendance in class.	1,2,3,4	1,2,3	2,3,4
D – Collaborative Project- Budget/Graph I – Student Self-Evaluation	>70%	N = 9 NP =2 SR =7/7 Avg. =85% Range =71%-95%	External- poor attendance, personal issues, one student withdrew due to work conflict	Incorporate additional learning tools earlier in the semester. Use in class short assignments for points to help increase attendance in class.	1,2,3,4	1,2,3,4	2,3,4
D – PERT Diagram	>80%	N = NO STUDENTS	NO STUDENTS	NA	1,2,3,4,5	1,2,3	1,2,3
D-Employment Portfolio I- Student Self-Evaluation		N = 1 NP =1 SR =0 Avg. =0% Range =0%	NO STUDENTS	NO STUDENTS			

PRE-ENGINEERING – AS

FALL 2021

D-Direct I-Indirect List activity(ies) used to measure student success	Goal	Findings - Results (Refer to LEGEND)	Analysis (Contributing factors - Internal and External - resulting in not meeting goal)	Recommendations	Identify Course Outcome(s) being demonstrated	Identify Program Outcome(s) being demonstrated	Identify Essential Studies Outcome(s) being demonstrated
Math 165fa20 D – Semester average for all exams  I – Post-semester student survey	>70	N = 4 NP = 2 SR = 2/2 Avg. = 75.5 Range = 69.1-81.8	Goals met for participating students. For NP students, personal and domestic issues were cause of dropping out.	This was a pilot calculus course utilizing the Hawkes Learning System. One change will be to improve on homework feedback by requiring written work to back up algorithm results.	1-3	1,3	1,3
Math 166fa20 D – Semester average for all exams  I – Post-semester student survey	>70	N = 2 NP = 1 SR = 1/1 Avg. = 71 Range = NA	Goals met by participating student. For NP student, lack of quality home internet was a major hurdle.	This was a pilot calculus course utilizing the Hawkes Learning System. One change will be to improve on homework feedback by requiring written work to back up algorithm results.	1-3	1,3	1,3
AM 101fa20 D – Computer exercises  I – Reflection paper	>60	N = 1 NP = 0 SR = 1/1 Avg. = 94 Range = NA	Goals met by participating student.	One change involves the final project. No lab open due to Covid-19 learning the scanner may not be possible. The final project will be determined by students/Instructor	1-5	3	3

**SPRING 2021**

Math 165sp21 D – Semester average for all exams  I – Post semester student survey	> 70	N = 3 NP = 0 SR = 2/3 Avg. = 71.79 Range = 59.01-86.56	Not completing homework in a timely manner causing inadequate exam prep. Domestic issues.	Emphasize the completion of homework. Will possibly penalize more severely.	1-3	1,3	1,3
Math 166sp21 D – Semester average for all exams  I – Post semester student survey	>	N = 2 NP = 2 SR = 0 Avg. = Range =	NO STUDENTS		1-3	1,3	1,3
AM101sp21 D – computer exercises  I – reflection paper		NO STUDENTS	NO STUDENTS				

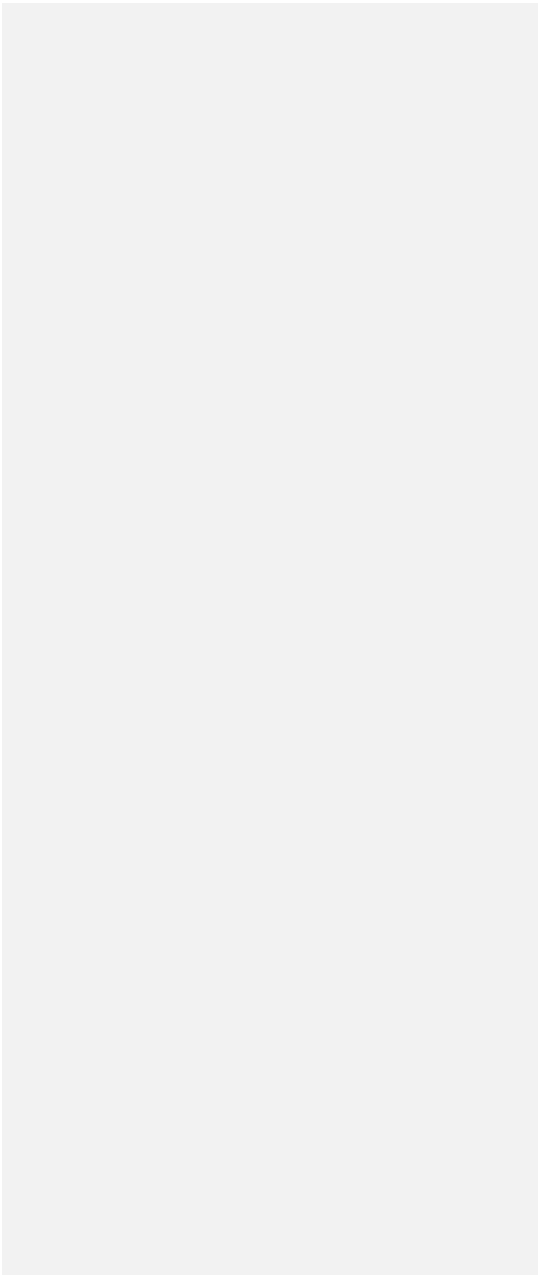
PRE-NURSING – AS

FALL 2020

D-Direct I-Indirect List activity(ies) used to measure student success	Goal	N = # of registered students NP = # registered who did NOT participate SR = # of students meeting goal/# participating(SUCCESS RATIO) Avg. = Avg of the # of students that participated	Analysis (Contributing factors - Internal and External -resulting in not meeting goal)	Recommendations	Identify Course Outcome(s) being demonstrated	Identify Program Outcome(s) being demonstrated	Identify Essential Studies Outcome(s) being demonstrated
BIOL220 Anatomy & Physiology Lab D – Clinical Tool: basic vital meas.	>3 or better	N = 0	NO STUDENTS	NA	1-5	1,3	1,2,3,4
BIOL220 Anatomy & Physiology D – Research Paper & Power Point Rubric	>70%	N = 0	NO STUDENTS	NA	1,3	1,2	1,2,3,4
<b>NUTR 240 Nutrition</b> D – Post-Cumulative Exam  I – Pre-Student Self Survey	>70%	N = 3 NP = 0 SR = 0/3 Avg. = 29% Range = 6-58%	A couple of students reported that they did not have the knowledge base to answer questions on nutrition. Students did not meet the intended goal of analyzing and evaluating questions based on nutrition.	The goal is to make sure that by the end of the course, students will understand nutrition and how important nutrition is to all ages.	1,2,3,4,5	2	1,2,3

Commented [I1]:

<p>D – Post-Cumulative Exam</p> <p>I – Post-Student Self Survey</p>	<p>&gt;70%</p>	<p>N = 3  NP = 1  SR = 1/2  Avg. = 75%  Range = 58-92%</p>		<p>I would not change the assessment for this course. The data from the assessment is a good indicator of knowledge gained within and throughout the course. Student have shown in the past and with this new data that they are in fact gaining knowledge about nutrition in the course.</p>			
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**SPRING 2021**

<p>BIOL 111 Concepts of Biology D – Pre-Post Test  I – Student Self Survey</p>	>70 %	<p>N = 8 NP = 4 SR = 2/4 Avg. = 63% Range = 43-73%</p>	<p>did not attend the virtual online course via zoom regularly. External: conflicts with work</p>	<p>Continue with assessment. Course will be in person next semester and in the past it has been a good assessment of knowledge and understanding of core elements. Also, add self- survey at midterms to see what conflicts students are facing at that point in time.</p>	1,2,3,4,5	1,2	1,2
<p>BIOL 111L Concepts of Biology D – Research Paper and Power Point Presentation</p>	>70 %	<p>N = 5 NP = 4 SR = 0/1 Avg. = 45% Range = 45%</p>	<p>Paper was poorly written, no bibliography and did not meet requirements in power point.</p>	<p>Make this assignment a higher percentage of lab grade to increase participation.</p>			
<p>BIOL221 Anatomy &amp; Physiology II Lab  D – Clinical Tool: basic vital measurements  I – Self-evaluation Survey.</p>	>3 or better	<p>N = 1 NP = 0 SR = 1/1 Avg. = 4 Range = NA</p>	<p>She completed the assessment accurately and without assistance from the instructor.  The student self-survey revealed that student felt more comfortable and confident with her performance.</p>	<p>It is vital that nursing students understand and know how to measure the basic vitals in healthcare which include: Blood Pressure, Pulse Rate, Respiratory Rate, Temperature, Weight and Pain. I will continue to assess students using this practice so that they are confident in their skills and ready for patient care.</p>	1,3,5	1,3	1-4
<p>BIOL221 Anatomy &amp; Physiology II Lecture</p>	>70 %	<p>N = 1 NP = 1</p>	<p>The student dropped the course</p>	<p>Continue using this measurement which</p>	1,2,3,5	1,2,3	1-4

D – PSA (Public Service Announcement) Video & Power Point Research Paper Rubric  I – Student Self-Evaluation Survey		SR = 0 Avg. = NA Range = NA	prior to completing the assessment.	assesses communication, healthcare principles, critical thinking and technology.			
BIOL 202 Microbiology & Lab D – Case Study: Unknown Experimental Virtual Lab  I – Student Self-Assessment	>70 %	N = 4 NP = 0 SR = 4/4 Avg. = 92% Range = 80-100%	Due to Covid-19 students performed a virtual unknown lab to identify a bacterium, instead of an in-person classroom experimental lab. The procedure was essentially the same but not real-world experience. Students reported that they did fair to very well on the virtual lab unknown.	Continue with the experimental unknown lab. It increases critical thinking skills, provides a real-world lab identification experience. It enforces students to utilize the scientific method.	1,3,4	1,2,3	1-4
BIOL 202 Microbiology D – Research Paper & Power Point Rubric  I – Student Self-Evaluation Survey	>70 %	N = 4 NP = 2 SR = 0/2 Avg. = 50-65% Range = 11-13	The presentations revealed that both students needed some practice in communication skills. Pronunciation of scientific terminology. One student didn't completely understand her topic. One student had several grammar/spelling errors in both the power point and research paper. Both	The assessment meets the intended goal of improving the use of communication and technology and will continue to be used. However, students will be required to submit their assignments 2 weeks in advance for critique prior to final submission and presentation and must practice their	1,2,3	1,3	1-4



			<p>students did not meet time limit of 5 min.</p> <p>Student self-evaluation revealed that both students felt that they performed very well on their presentations.</p>	<p>presentation with another student.</p>			
<p><b>PSYC 111 Intro. Psychology</b>  D – Cumulative Test  Score average   I – Student Self Survey</p>	>70 %	<p>N = 5  NP = 2  SR = 1/3  Avg. = 77%  Range = 21-77%</p>	<p>did not regularly attend the virtual online course via zoom. One student did not return after midterm grades. The other student who did attend did not perform well on exams. Student did not submit a self-survey.</p>	<p>Change assessment in fall to a pre/post-test to get a better understanding of knowledge of core concepts and understanding. Add self-survey at midterms to see what conflicts students are facing at that point in time.</p>	1,2,3,4,5	1,2	1,2

**PROFESSIONAL DRIVING (CDL)**

**FALL 2020**

CDL 101 D – DMV Class A/B I – self-eval	>pass/fail	N = 5 NP = 0 SR = 3/5	Medical issues Home and family issues	Provide moral support	1	2,3	1,2,4
CDL 110 D – DMV Class A/B I – self-eval	>pass/fail	N = 5 NP = 0 SR = 3/5	Medical issues Home and family issues	Provide moral support	1,2	1,2,3	2,3,4
CDL 200 D – DMV Class A/B I – self-eval	>pass/fail	N = 5 NP = 0 SR = 3/5	Medical issues Home and family issues	Provide moral support	1	1	2,4
CDL 230 D – DMV Class A/B I – self-eval	>pass/fail	N = 5 NP = 0 SR = 3/5	Medical issues Home and family issues	Provide moral support	1,2	2,4	1,4
CDL240 D – DMV Class A/B I – self-eval	>pass/fail	N = 5 NP = 0 SR = 3/5	Medical issues Home and family issues	Provide moral support	1	2,4	1,2,4
CDL 250L D – DMV Class A/B I – self-eval	>pass/fail	N = 5 NP = 0 SR = 3/5	Medical issues Home and family issues	Provide moral support	1	3,4	1,3,4
CDL 251L D – DMV Class A/B I – self-eval	>pass/fail	N = 5 NP = 0 SR = 3/5	Medical issues Home and family issues	Provide moral support	1	3	1,4
CDL 255 D – DMV Class A/B I – self-eval	>pass/fail	N = 5 NP = 0 SR = 3/5	Medical issues Home and family issues	Provide moral support	1	1,2,3,4	1,2,3,4

**SPRING 2021**

CDL 101 D – DMV Class A/B I – self-eval	>pass/fail	N = 10 NP = 1 SR = 5/9	Medical issues Home issues	Provide moral support	1	2,3	1,2,4
CDL 110 D – DMV Class A/B I – self-eval	>pass/fail	N = 10 NP = 1 SR = 5/9	Medical issues Home Issues	Provide moral support	1,2	1,2,3	2,3,4
CDL 200 D – DMV Class A/B I – self-eval	>pass/fail	N =10 NP = 1 SR = 5/9	Medical issues Home issues	Provide moral support	1	1	2,4
CDL 230 D – DMV Class A/B I – self-eval	>pass/fail	N = 10 NP = 1 SR = 5/9	Medical issues Home issues	Provide moral support	1,2	2,4	1,4
CDL240 D – DMV Class A/B I – self-eval	>pass/fail	N = 10 NP = 1 SR = 5/9	Medical issues Home issues	Provide moral support	1	2,4	1,2,4
CDL 250L D – DMV Class A/B I – self-eval	>pass/fail	N = 10 NP =1 SR = 5/9	Medical issues Home issues	Provide moral support	1	3,4	1,3,4
CDL 251L D – DMV Class A/B I – self-eval	>pass/fail	N = 10 NP = 1 SR = 5/9	Medical issues Home issues	Provide moral support	1	3	1,4
CDL 255 D – DMV Class A/B I – self-eval	>pass/fail	N = 10 NP = 1 SR = 5/9	Medical issues Home issues	Provide moral support	1	1,2,3,4	1,2,3,4

SOCIAL WORK – AA

FALL 2020

D-Direct I-Indirect List activity(ies) used to measure student success	Goal	Findings - Results (Refer to LEGEND)	Analysis (Contributing factors - Internal and External -resulting in not meeting goal)	Recommendations	Identify <b>Course Outcome(s)</b> being demonstrated	Identify <b>Program Outcome(s)</b> being demonstrated	Identify <b>Essential Studies Outcome(s)</b> being demonstrated
SWK 101-01 D – Exam  I – Self-evaluation	> 70 %	N =18 NP =3 SR =15/15 Avg. = 95% Range =84-100%	Internal Goal was met External All students attended	Increase speakers Increase case management exercise’s Reached out to student	1,2,3,4	1,2,3,4	1,2,3,4
SWK 103-01 D -Exam  I – Self-evaluation	>70 %	N =15 NP =3 SR =11/12 Avg. =92% Range =35-100%	Internal Goal was met External Student did not return to class or complete assignment; Or requested incomplete	Increase the therapy circle activity Reached out to students did not reply	1,2,3,4	1,2,3,4	1,2,3,4
SWK 255-01 D – Exam  I – Self-Evaluation	> 70 %	N =15 NP =3 SR =12/12 Avg. =93% Range =82-100%	Internal Goal was met External Student did not complete tasks	Gave support to student Increase speakers UND field trip.	1,2,3,4	1,2,3,4	1,2,3,4

SWK 256-01 D – Exam I-- Self-Evaluation	> 70 %	N = 17 NP =4 SR =13/13 Avg. =96% Range =86 – 100%	Internal Goal was met External Student did not complete tasks	Invite various speakers Analysis of policies Reached out to student	1,2,3,4	1,2,3,4	1,2,3,4
SWK 257-01 D – Exam I – Self-Evaluation	>70 %	N = 5 NP =0 SR =5/5 Avg.=93% Range=90-96%	Internal Goal was met External Was met	Increase Public Service PSA Announcement Increase outreach opportunities	1,2,3,4	1,2,3,4	1,2,3,4

**SPRING 2021**

SWK 255 D – Exam I – Self evaluation	> 70 %	N =9 NP =1 SR =8/8 Avg. = 94% Range = 88-100%	Lack of program interest	Gave support to student Increase speakers Local out-reach activities. UND field trips	1,2,3,4	1,2,3,4	1,2,3,4
SWK 257 D – Exam I – Self evaluation	>70 %	N =13 NP =0 SR =13/13 Avg. =97% Range =92-100%	Internal Goal was met External Goal was met	Increase Public Service Announcement outreach	1,2,3,4	1,2,3,4	1,2,3,4
SWK 262 D –Exam I – Self evaluation	>70 %	N =24 NP =1 SR =23/23 Avg. =97% Range =92-100%	Lack of program interest	Increase parenting skills and ICWA and child development presenters	1,2,3,4	1,2,3,4	1,2,3,4
SWK 274 D –Exam I – Self evaluation	>70 %	N = 18 NP =0 SR =18/18 Avg. =95% Range =82-100%	Internal Goal was met External Goal was met	Increase speakers	1,2,3,4	1,2,3,4	1,2,3,4

## Co-Curricular Assessment

### Financial Aid

#### Outcomes being assessed:

1. # of new students per semester
2. # of students filling out Pell/FAFSA application per semester

Goal for Outcome 1:

1. Greater than 20 % of all participants served by CCCC will be new students.

Goal for Outcome 2:

2. Greater than 90% of all participants served by CCCC will apply for Pell/FAFSA.

Measure to be used	Goal	N	Total # Enrolled	Analysis Contributing factors resulting in not meeting goal	Actions and Recommendations
Applications Transcripts Enrollment list	>20%  10% reached	19	182	Education not a priority No transportation No daycare Have to support family over school Medical/family issues	Recruit more local high school students Recruitment in Outreach
FAFSA apps Transcripts Enrollment list	>90%  65% reached	118	182	Don't fill them out Not understanding Pell/FAFSA procedures Exceeded Pell/FAFSA from prior Not verified	Educate them on Pell/FAFSA procedure Explain importance of Pell/FAFSA Need to supply more information

Clifton Strengths Finder – Given to first time students during Student Success class

- Discover what your strengths are
- Learn how to develop your greatest talents to help in areas that need strengthening
- Use results to boost confidence and maximize potential
  - Spring 2021 – 34 students completed
  - Fall 2020 – 25 students completed