2023-2024 CCCC Program and Co-Curricular Assessment Annual Report SUMMARY
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Program Assessment Annual Report SUMMARY

The Assessment committee continues to gather data at the course, program, essential studies, and co-curricular levels. The contributing factors relating to student challenges as recorded in the program assessments for 2023-24 have been identified:

- Inconsistent attendance/participation (Often cited issues: Family/health issues and housing issues)
- Non-responsiveness to attempts to contact; thereby, missing opportunities for early intervention
- Work Conflicts because of students working more due to distance education opportunities.

Attendance and participation continue to be the foremost challenge regarding student success in distance education content delivery. This overall student-preferred learning method eliminated many barriers to a college education for CCCC students; however inconsistent attendance due to lack of self-motivation required for distance education is still a major challenge. Faculty have been advised and are committed to addressing the above-cited issues revealed during the yearly program assessments and student advisors are to address work conflicts during registration.

- Faculty will proactively monitor and report student attendance in EMPOWER, so the Early Alert system is triggered.
- Faculty have been encouraged to utilize the flexibility inherent in their schedules to meet with struggling students and further recommend available supportive student services as needed.
- Faculty will ensure that the professional tutor and math tutor's contact information is shared widely with students.

Program of Study	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Business Admin	79%	85%	100%	96%	95%	100%
Carpentry	96%	89%	74%	100%	100%	94%
Indigenous Studies	73%	63%	82%	63%	72%	88%
ECE	93%	100%	97%	92%	99%	99%
Fine Arts	84%	81%	75%	98%	86%	83%
HPER	100%	50%	100%	FURLOUGHED		
Liberal Arts	86%	80%	83%	84%	89%	88%
Natural Resources	78%	47%	88%	92%	81%	97%
Office Tech	69%	90%	100%	FURLOUGHED		
Pre-Engineering	67%	100%	84%	100%	100%	100%
Pre-Nursing	43%	51%	39%	22%	FURLOUGHED	
Professional Driving	73%	100%	58%	70%	93%	88%
Social Work	100%	96%	99%	98%	96%	100%
AVERAGE SR of All Programs of Study	**80%**	**77%**	**83%**	**83%**	**91%**	**94%**

Success Rate (SR) is defined, as the percentage of students that take the cumulative assessment at the end of the semester and pass the stated goal established by the program. You can see from the above data, with the exception of 2019-20 when the COVID pandemic hit, that students who attend classes are increasingly succeeding at a high percentage.

Co-Curricular Assessment Annual Report SUMMARY

Co-curricular assessment is completed utilizing data collected from the Professional Tutor and Land Grant. These are the findings resulting from the data:

Professional Tutoring – Tutoring services have become an integral part of CCCC's student success efforts. Due to the significance of tutoring on student outcomes, the professional tutor continually engages in professional development in various academic disciplines to better support students. There has been little/no demand for professional tutoring during the summer semester; therefore, professional and peer tutoring efforts are mainly concentrated on fall/spring semesters. Most tutoring services take place during evenings and on weekends, due to students' work and family lives. The first half of fall/spring semester the professional tutor spends a good portion of her time answering tech questions like a help desk.

Land Grant Workshops – In addition to promoting and instructing on food security (preservation, growing produce, food preparation, healthy/nutritious lifestyles), with the help of their new commercially certified kitchen area, the Land Grant extension found through surveys that participants found a sense of well-being, stress relief, and an increase in job morale which could be contributed to the pedagogy of the lessons themselves, learning something practical, and spending time among staff/community fellowship for a common interest and goal.

OVERALL - Through the collection of 2023-24 academic year assessment data, CCCC has identified areas of need that will allow for a more efficient use of academic resources, but also giving attention to the mental well-being of the community and employees. This permits the input of resources necessary to meet academic and co-curricular need levels, but also creates an environment that promotes and addresses a healthy mindset enabling better overall job performance. The data is further utilized at the institutional level by being incorporated into the budgeting process and the strategic planning process.