



CANKDESKA CIKANA  
COMMUNITY COLLEGE  
*Spirit Lake Dakota Nation*

# 2019-20 Assessment Report

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 2019-20 have been identified:

- Poor attendance
  - Health/family issues
  - Child care
  - Housing issues
  - Job conflict/work schedule
  - Transportation issues
  - Lack of program interest
  - Incarcerated
  - Pregnancy
  - 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. To address the internal contributing factors, faculty turned their attention away from specific pedagogical changes and instead focused on the technical aspect of distance learning. This was in direct response to Cankdeska Cikana Community College (CCCC) going remote in March due to the COVID-19 Pandemic. A survey was performed to assess

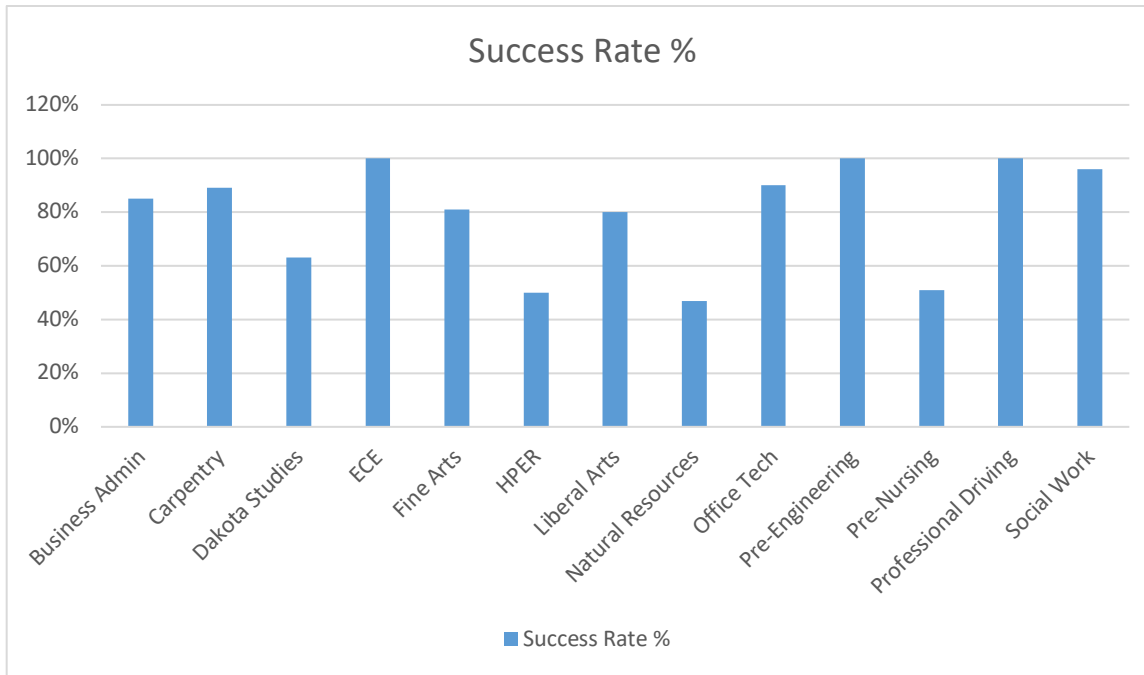
the technical requirements of students as CCCC switched to distance learning. As a result of this data, student needs were identified. As an example, laptops, Chromebooks, and Kindle Fires were distributed to assist students. Another direct result identified the need for online training for both students and instructors. Yet another direct result was an upgraded Moodle (learning management system) with features that enhanced the distance learning experience. Faculty were provided with printers, laptops, and software as a direct result of an assessment of faculty requirements via a telephone survey.

As a result of this new distance learning environment, there was a shift in the recommendations that faculty suggested to alleviate the factors that led to poor student performance.

- Encourage attendance/counseling in online class sessions
- More time/flexibility to complete assignments
- More communication follow-up (email, Facebook, Messenger, texting, phone calls)
- Provide aid with technology issues
- More peer tutoring/instruction
- Provide instruction on Moodle (learning management system)
- Flip classrooms
- More basic skills practice
- More demonstrations/visual aids/virtual labs
- Use participation points as incentive
- Keep current on industry standards
- Increase number of community speakers
- Include more online educational resources (OER's)
- More language conversational practice

Upon review of program assessment data, it revealed that the fall average student success rate was 73% as compared to the spring which was 88%. This resulted in the overall student success rate for the 2019-2020 school year of 81%. 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.

Student Success Rate among programs of study were also analyzed. Those results are in a bar chart below. Nine out of the thirteen programs of study showed a student success rate of over 80%.



| Program of Study     | Success Rate % |
|----------------------|----------------|
| Business Admin       | 85%            |
| Carpentry            | 89%            |
| Dakota Studies       | 63%            |
| ECE                  | 100%           |
| Fine Arts            | 81%            |
| HPER                 | 50%            |
| Liberal Arts         | 80%            |
| Natural Resources    | 47%            |
| Office Tech          | 90%            |
| Pre-Engineering      | 100%           |
| Pre-Nursing          | 51%            |
| Professional Driving | 100%           |
| Social Work          | 96%            |

Of students initially enrolled in all 2019/2020 fall and spring courses, 37% did not participate in any of the classes that they enrolled in. In other words, 1/3 of enrollees did not participate throughout the 2019/2020 school year. Of those that did participate, 81% succeeded in their program assessments. Therefore, the students that participated in CCCC courses do overwhelmingly succeed.

### ESO#3 Technological Literacy Student Assessment

Students were sent a survey to measure their satisfaction and comfort level with the different course delivery methods being used since the college campus closed due to COVID-19 Pandemic. This represented an important context of this outcome given the extraordinary circumstances under which it was tested.

On the average, the data showed that students were 75% satisfied with CCCC’s different course delivery methods. 25% of the students were dissatisfied with the different delivery methods; however, most of the dissatisfaction was with technology itself, not with the actual delivery methods.

When surveying students on their comfort level of using online learning, we found that 40% had a positive attitude towards online learning; whereas 60% had a negative attitude. But, aside from personal opinion towards online learning, 93% were able to perform the online learning and 7% were not willing to perform the online learning.

Another survey question asked what were the students having difficulty with during this distance learning time. Students on this question could choose all the responses that applied to them. Our results found that CCCC has the ability to assist with the following difficulties: internet access, computer/device to use, inability to use online portions of classwork, and lack of ability to communicate with instructor. Difficulties that CCCC may be able to help with were: instructor availability times, schedule of class times, and uniformity of instructor delivery. The difficulties that CCCC could not assist with were: privacy issues when performing online work, lack of motivation for online learning, added responsibilities of children being at home full-time and trying to help them do their homework and completing their own, and dislike of online learning.

Overall, faculty and the data found that the students that were participating in class before the Pandemic, were the same students to continue on under the adverse condition to complete the semester. This helps confirm our opinion that students who participate in class, will complete regardless of external environmental factors.

CCCC's Co-curriculum assessment continued to be centered on TRIO Student Support Services and Financial Aid for reasons of trend discovery. TRIO's outcomes that were assessed were: 1) increase persistence rate of eligible students, 2) increase good academic standing of program participants, and 3) increase graduation(a)/transfer rates(b) of program participants. Outcome 1) showed a drop over persistence from 60% to 47%, but still surpassed the goal of 40% even with the Pandemic. Outcome 2) showed a slight drop of 2% which is basically stable and both are still well above the goal of 50%. Outcome 3a) showed a doubling of the graduation rates for new participates from 24% to 50% which easily surpassed the goal of 20%. Outcome 3b) showed a significant drop in transfer rate from 4-year colleges from 69% to 30%; however, CCCC was closed due to Pandemic so the individual support structure for advising and transfer of students was hindered.

Financial Aid assessed 1) number of new students per semester and 2) number of students filling out PELL/FAFSA applications per semester. Both outcomes showed a higher percentage over the prior school year. Outcome 1) went from 8% - 12% and Outcome 2) went from 73% to 77%. Both outcomes were still shy of their respective goals of 20% and 90%.

Overall, the 2-year trends were positive with the goal measurements exceeding the previous year. The only exception was transfer rates the second year and that may have been affected by the Pandemic.

The overall awareness of contributing factors results in recommendations being identified explicitly is a good first step towards more successful student learning. Faculty are taking ownership of their programs and student outcomes by recognizing needs and addressing them. The quantitative data collected at the course level was summarized along with the program assessment data to show institutionalized trends and conclusions. The results of the assessment data are directly linked to the individual program reviews, strategic planning, and the mission of CCCC to provide

opportunities that lead to student independence and self-sufficiency through academic achievement and continuation of the Spirit Lake Dakota language and culture.

Below is the Legend for the Program Assessment Form Findings:

LEGEND for Program Assessment Form Findings (Column 3)

N = NUMBER of students registered in Empower

NP = Number of students registered in Empower, but did NOT PARTICIPATE in assessment

SR = Number of students that met goal/Number of students that participated in assessment (SUCCESS RATIO)

Avg. = Average grade point of students that participated in assessment

Range = Range grade point of students that participated in assessment

EXAMPLE:

N = 15

NP = 6 meaning out of the 15 students registered, 6 students have not consistently attended or participated in assessment

SR = 5/9 meaning out of 9 remaining students that participated in assessment; 5 of them met goal successfully, 4 of them did not

Avg. = 85 meaning the average grade point of the 9 remaining students

Range = 20 – 100 meaning the range grade point of the 9 remaining students

ANALYSIS = for the 4/9 that did NOT meet goal, what are the internal/external factors of why they didn't

RECOMMENDATIONS = For each factor from the analysis, there should be a recommendation of actions addressing it

For assessment purposes, put all outcomes from the 3 different outcomes that your assessment assesses.



Spring 2020

| <p>D-Direct I-Indirect<br/>List activity(ies) used to<br/>measure student success</p> | <p>Goal</p>   | <p>Findings - Results<br/>(N = # students met/# total)<br/>(Avg. = average grade)<br/>Range = lowest to highest<br/>grade recorded)</p> | <p>Analysis<br/>(Contributing factors<br/>- Internal and External -<br/>resulting in not meeting goal)</p>  | <p>Recommendations</p>  | <p>Identify Course Outcome(s)<br/>being demonstrated</p> | <p>Identify Program Outcome(s)<br/>being demonstrated</p> | <p>Identify Essential Studies<br/>Outcome(s) being<br/>demonstrated</p> |
|---|---------------|---|---|---|--|---|---|
| <p>Acct 200<br/>D – Simulation<br/><br/>I – Self-Evaluation</p>                       | <p>&gt;80</p> | <p>N =3<br/>NP =1<br/>SR =2/2<br/>Avg. = 100<br/>Range = 100<br/><br/>Avg. =20<br/>Range =0-20</p>                                      | <p>Goals met for<br/>course<br/>completers.<br/>Non-completers:<br/>Low attendance &amp;<br/>non-responsive to<br/>attempts to<br/>contact.</p>             | <p>Encourage attendance<br/>&amp; tutoring as needed.<br/>Add more online<br/>learning resources.</p>     | <p>1,2,3,4</p>   | <p>1,2,3,4</p>  | <p>1,2,3,4</p>  |
| <p>Acct 201<br/>D – Case Study<br/><br/>I – Self-Evaluation</p>                       | <p>&gt;80</p> | <p>N =7<br/>NP =1<br/>SR =6/6<br/>Avg. = 93.6<br/>Range =82-100<br/><br/>Avg. =12<br/>Range =9-15</p>                                   | <p>Goals met for<br/>course<br/>completers.<br/><br/>Non-completers:<br/>Low attendance<br/>Falling behind<br/><br/>Compare to Fall<br/>2020 assessment</p> | <p>Encourage attendance<br/>&amp; tutoring as needed;<br/>Add more online<br/>learning opportunities.</p> | <p>1,2,3,4</p>   | <p>1,2,3,4</p>  | <p>1,2,3,4</p>  |

|  |            |  |   |   |           |         |     |
|--|------------|--|---|---|-----------|---------|-----|
|  |            |  | to determine impact of online transition.   |   |           |         |     |
| BADM 202<br>D – Case Study<br><br>I – Self-Evaluation                              | >80        | N =11<br>NP =1<br>SR =10/10<br>Avg. =99.2<br>Range= 92-100<br><br>Avg. =22<br>Range =18-25 | Goals met for student completers.<br>Non-completer: Low attendance contributed to goals not being met by non-completer. | Allot more time to work completion & encourage attendance & encouraging completing online courses on due dates. | 1,2,3,4,5 | 1,2,3,4 | 1,2 |
| BOTE 247<br>D – Certiport Certification “Excel”<br><br>I – Student Self Evaluation | Pass /Fail | Assessed in Office Technology Program  |   |   |           |         |     |



# Carpentry

Fall 19

| D-Direct I-Indirect<br>List activity(ies) used to<br>measure student success                  | Goal | N = # of registered students<br>NP = # registered who did NOT<br>participate<br>SR = # of students meeting goal/#<br>participating(SUCCESS RATIO)<br>Avg. = Avg of the # of students that<br>participated in assessment<br>Range = Range of grades in<br>assessment | Analysis<br>(Contributing factors<br>- Internal and External -<br>resulting in not meeting<br>goal)             | Recommendations  | Identify Course<br>Outcome(s)<br>being demonstrated | Identify Program<br>Outcome(s)<br>being demonstrated | Identify Essential Studies<br>Outcome(s) being<br>demonstrated |
|---|------|---|---|--|---|--|--|
| D – Completion of Modules<br>I – Student Survey<br><br>CARP 105                               | >85  | N =10<br>NP =5<br>SR = 4/5<br>Avg. = 82<br>Range = 50 - 95  | Goal was not<br>reached due to<br>student’s not<br>withdrawing in a<br>timely manner and<br>lack of attendance  | Continue to teach and<br>encourage attendance.<br>Follow up diligently on<br>students not<br>participating with<br>appropriate action.               | 1,2   | 1,2,3,4  | 1,2,3,4  |
| D- Completion of Modules<br><br>I – Daily work evaluation and<br>performance<br><br>CARP 133A | >85  | N =7<br>NP =3<br>SR = 3/4<br>Avg. = 87<br>Range = 82 - 92   | Goal was not<br>reached because<br>of a student’s lack<br>of participation<br>and failure to<br>withdraw timely | Continue teaching and<br>encouraging those who<br>attend and follow up<br>more diligently with<br>students participating<br>with appropriate action. | 1,2,3,4   | 1,2,3,4  | 1,2,3,4  |
| D- Maintenance Building Addition<br><br>I-Student Survey<br><br>CARP 101,201, 202             | >85  | N= 20<br>NP= 5<br>SR= 9/15<br>Avg.= 75<br>Range = 60 - 96   | Keeping the<br>material fresh and<br>current.<br>Introducing new<br>and innovative<br>approaches.               | Allow students to bring<br>new and creative<br>construction ideas into<br>the classroom.   | 1,2   | 1,2,3,4  | 1,2,3,4  |

|  |     |  |              |   |         |         |         |
|--|-----|--|--------------|---|---------|---------|---------|
| D – Completion of Modules<br><br>I – Daily work performance and evaluation.<br><br>CARP 133B | >85 | N = 3<br>NP =0<br>SR =3/3<br>Avg. = 100<br>Range = 65 - 95 | Goal was met | 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 2020

| D-Direct I-Indirect<br>List activity(ies) used to<br>measure student success | Goal | Findings - Results<br>(Refer to LEGEND)                        | Analysis<br>(Contributing factors<br>- Internal and External -<br>resulting in not meeting goal)   | Recommendations   | Identify Course Outcome(s)<br>being demonstrated | Identify Program Outcome(s)<br>being demonstrated | Identify Essential Studies<br>Outcome(s) being<br>demonstrated |
|--|------|--|--|---|--|---|--|
| D – Core Curriculum<br>I – Student Survey                                    | >85  | N =18<br>NP =6<br>SR = 12/12<br>Avg. = 66.6<br>Range = 50 - 95 | Goal was not reached due to student’s not withdrawing in a timely manner and lack of attendance. Changes caused by Covid-19 and going on line classes midterm. | Continue to teach and encourage to attend. Follow up diligently on students not participating with appropriate action.                | 1,2  | 1,2,3,4   | 1,2,3,4  |
| D- CARP133A<br>I – Daily work evaluation and performance                     | >85  | N =17<br>NP =5<br>SR = 12/12<br>Avg. = 70.6<br>Range = 52 - 92 | Goal was not reached because of a student’s lack of participation and failure to withdraw timely, also changes due to Covid 19 and                             | 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  |

|  |     |  |  |   |         |         |         |
|--|-----|--|--|---|---------|---------|---------|
|  |     |  | going online with classes midterm.   |   |         |         |         |
| D- On Site I, II and III<br>I-Student Survey               | >85 | N= 19<br>NP= 8<br>SR= 11/11<br>Avg.= 57.9<br>Range = 40 - 96 | Goal was not met, attempted to keep the material fresh and current. Introducing new and innovative approaches. Lack of participation after midterm due to Covid 19 was a large factor in not meeting goals | Allow students to bring new and creative construction ideas into the classroom.   | 1,2     | 1,2,3,4 | 1,2,3,4 |
| D – CARP133B<br>I – Daily work performance and evaluation. | >85 | N = 16<br>NP =7<br>SR =9/9<br>Avg. = 56.2<br>Range = 45 - 94 | Goal was not reached due to time of day scheduling, lack of participation and not withdrawing in q timely manner. Changes caused by Covid 19 and classes going on-line.                                    | 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 |

# Dakota Studies

Fall 19

| D-Direct<br>List activity(ies) used to<br>measure student success  | I-Indirect | Goal | Findings - Results<br>(N = # students met/#<br>total)<br>(Avg. = average grade)<br>Range = lowest to<br>highest grade recorded) | Analysis<br>(Contributing factors<br>- Internal and External -<br>resulting in not meeting<br>goal) | Recommendations  | Identify Course<br>Outcome(s)<br>being demonstrated | Identify Program<br>Outcome(s)<br>being demonstrated | Identify Essential Studies<br>Outcome(s) being<br>demonstrated |
|--|------------|------|---|---|--|---|--|--|
| D – Cumulative Assessment<br><br>I – Self-Eval                     |            | >70  | N = 12<br>NP = 1<br>SR = 9/11<br>Avg. = 80<br>Range = 30 - 100  | Low attendance  | Discussed with student<br>importance of attending                                  | 1, 2, 3   | 1, 2, 3  | 1, 2, 4  |
| D – Cumulative Assessment<br><br>I – Self-Eval                     |            | >70  | N = 2<br>NP = 0<br>SR = 2/2<br>Avg. = 85<br>Range = 70 - 100  | Low attendance<br>Goal was met  | Discussed with student<br>importance of attending                                  | 1, 2, 3   | 1, 2, 3  | 1, 2, 4  |
| D – Oral Language Cumulative 1<br>Assessment<br><br>I – Self-Eval  |            | >70  | N = 14<br>NP = 4<br>SR = 7/10<br>Avg. = 87<br>Range = 0 - 94  | Low attendance<br>Moved<br>No transportation  | Discussed with students<br>importance of attending<br>Talked about bus<br>schedule | 2, 3, 4   | 2, 3   | 1, 2, 4  |
| D – Oral Language Cumulative 11<br>Assessment<br><br>I – Self-Eval |            | >70  | N = 1<br>NP = 0<br>SR = 1/1<br>Avg. = 98<br>Range = N/A   | Low attendance<br>Goal met  | Adding a conversational<br>piece so they can<br>interact with each other           | 2, 3, 4   | 2, 3   | 1, 2, 4  |

|   |     |   |                            |  |         |      |         |
|---|-----|---|----------------------------|--|---------|------|---------|
| D – Oral Language Cumulative 111<br>Assessment<br><br>I – Self-Eval | >70 | N = 1<br>NP = 0<br>SR = 1/1<br>Avg. = 91<br>Range = N/A | Low attendance<br>Goal met | Adding a conversational<br>piece so they can<br>interact with each other | 2, 3, 4 | 2, 3 | 1, 2, 4 |
|---|-----|---|----------------------------|--|---------|------|---------|

Spring 2020

| D-Direct I-Indirect<br>List activity(ies) used to<br>measure student success | Goal | N = # of<br>registered students<br>NP = # registered who did<br>NOT participate<br>SR = # of students meeting<br>goal/# participating (SUCCESS<br>RATIO)<br>Avg. = Avg of the # of<br>students that participated | Analysis<br>(Contributing factors<br>- Internal and External -<br>resulting in not meeting<br>goal) | Recommendations   | Identify Course<br>Outcome(s)<br>being demonstrated | Identify Program<br>Outcome(s)<br>being demonstrated | Identify Essential Studies<br>Outcome(s) being<br>demonstrated |
|--|------|--|---|---|---|--|--|
| D – Cumulative Assessment DS110<br><br>I – Self-Eval                         | >70  | N = 15<br>NP = 5<br>SR = 3/10<br>Avg. = 100<br>Range = 100   | Low attendance<br>due to online<br>instruction.   | Discuss with students<br>the importance of<br>completing assignments<br>even though online<br>instruction was<br>necessary. Evaluate<br>students on their use of<br>online technology.  | 1, 2, 3   | 1, 2, 3  | 1, 2, 4  |
| D – Cumulative Assessment DS299<br><br>I – Self-Eval                         | >70  | N = 7<br>NP = 0<br>SR = 6/7<br>Avg. = 92<br>Range = 46-100   | Goals all met   | Instruct students how to<br>use Moodle and online<br>technology at the onset<br>of the course. Make<br>sure all students<br>understand how to sign<br>into Moodle and that<br>they know what their<br>usernames and<br>passwords are. | 1, 2, 3   | 1, 2, 3  | 1, 2, 4  |

|  |     |   |   |   |         |      |         |
|--|-----|---|---|---|---------|------|---------|
| D – Cumulative Assessment DS213<br>I – Self-Eval               | >70 | N = 2<br>NP = 0<br>SR = 0/2<br>Avg. = 0<br>Range = 0        | One student did not participate after going online. One student did not perform well with online instruction. | Instruct students how to use Moodle and online technology at the onset of the course. Make sure all students understand how to utilize online technology. | 2, 3, 4 | 2, 3 | 1, 2, 4 |
| D – Oral Language Cumulative Assessment DS161<br>I – Self-Eval | >70 | N = 8<br>NP = 1<br>SR = 3/7<br>Avg. = 63<br>Range = 0 - 100 | Had trouble going remote<br>Did not know technology   | Add more conversational pieces<br>Sequence I, II, and III to just I and II, so more breadth and depth to each one   | 2, 3, 4 | 2, 3 | 1, 2, 4 |
| D – Oral Language Cumulative Assessment DS162<br>I – Self-Eval | >70 | N =<br>NP =<br>SR =<br>Avg. =<br>Range =                    | NO STUDENTS ENROLLED  | Sequence I, II, and III to just I and II, so more breadth and depth to each one   | 2,3,4   | 2,3  | 1,2,4   |



# Early Childhood Education

Fall 19

| D-Direct I-Indirect<br>List activity(ies) used to<br>measure student success | Goal | N = # of registered students<br>NP = # registered who did NOT<br>participate<br>SR = # of students meeting goal/#<br>participating(SUCCESS RATIO)<br>Avg. = Avg of the # of students that<br>participated in assessment<br>Range = Range of grades in assessment | Analysis<br>(Contributing factors<br>resulting in not meeting<br>goal)        | Recommendations   | Identify Course Outcome(s)<br>being demonstrated | Identify Program<br>Outcome(s) being<br>demonstrated | Identify Essential Studies<br>Outcome(s) being<br>demonstrated |
|--|------|--|---|---|--|--|--|
| D - Philosophy of<br>Education<br><br>I – self eval                          | >70  | N = 3<br>NP = 2<br>SR = 1/1<br>Avg. =95<br>Range = N/A   | Poor attendance<br>No childcare<br>No transportation<br>Family/medical issues | Discuss attendance<br>No childcare available<br>Gave transportation schedule<br>Offered moral support | 1,2,3,4,5  | 1,2,3,4  | 1,2,3,4  |
| D - Case Study<br><br>I – self eval  | >70  | N = 6<br>NP = 3<br>SR = 3/3<br>Avg. = 92<br>Range = 85 - 100   | Poor attendance<br>No childcare<br>No transportation<br>Family/medical issues | Discuss attendance<br>No childcare available<br>Gave transportation schedule<br>Offered moral support | 1,2,4,5  | 1,2,3,4  | 1,2,3,4  |
| D - Culminating Project<br><br>I – self eval                                 | >70  | N = 3<br>NP = 2<br>SR =1/1<br>Avg. = 100<br>Range = N/A  | Poor attendance<br>No childcare<br>No transportation<br>Family/medical issues | Discuss attendance<br>No childcare available<br>Gave transportation schedule<br>Offered moral support | 1,2,3,4  | 1,2,3,4  | 1,2,3,4  |
| D – Internship<br><br>I – self eval  | >B   | N = 1<br>NP = 0<br>SR = 1/1<br>Avg. = B<br>Range = N/A   | Met goals   | No Recommendations as met<br>goal   | 1,2,3  | 1,2,3,4  | 1,2,3,4  |

## Spring 2020

| D-Direct<br>I-Indirect<br>List activity(ies) used to<br>measure student success | Goal | Findings - Results<br>(Refer to LEGEND)                      | Analysis<br>(Contributing factors<br>- Internal and External -<br>resulting in not meeting<br>goal) | Recommendations | Identify Course Outcome(s)<br>being demonstrated | Identify Program<br>Outcome(s)<br>being demonstrated | Identify Essential Studies<br>Outcome(s) being<br>demonstrated |
|---|------|--|---|-----------------|--|--|--|
| D – Philosophy of Education<br><br>I – Self-survey                              | >70  | N = 3<br>NP = 1<br>SR = 2/2<br>Avg. = 80<br>Range = 70 - 90  | Job termination   | N/A             | 1 - 5  | 1 - 4  | 1 - 4  |
| D – Thematic Unit<br><br>I – Self-Survey  | >70  | N = 3<br>NP = 0<br>SR = 3/3<br>Avg. = 97<br>Range = 90 - 100 | Goals Met   | Goals Met       | 1 - 5  | 1 - 4  | 1 - 4  |
| D – Research Paper<br>(Independent Study)<br>I – Self-Survey                    | >70  | N = 1<br>NP = 0<br>SR = 1/1<br>Avg. = 75<br>Range N/A        | Goals Met   | Goals Met       | 1 - 6  | 1 - 4  | 1 - 4  |

|  |     |  |                      |           |       |         |       |
|--|-----|--|----------------------|-----------|-------|---------|-------|
| D – Disability Research Packet and Presentation<br>I – Self-survey | >70 | N = 4<br>NP = 0<br>SR = 4/4<br>Avg. = 94<br>Range = 83 - 100 | Goals Met            | Goals Met | 1 - 8 | 1, 3, 4 | 1 - 4 |
| D – Internship<br>I – Self-Survey                                  | >B  | N = 0<br>NP =<br>SR =<br>Avg. =<br>Range =                   | NO STUDENTS ENROLLED |           | 1 - 3 | 1 - 4   | 1 - 4 |

# Fine Arts

Fall 19

| D-Direct I-Indirect<br>List activity(ies) used to<br>measure student success | Goal     | N = # of registered students<br>NP = # registered who did NOT<br>participate<br>SR = # of students meeting goal/#<br>participating(SUCCESS RATIO)<br>Avg. = Avg of the # of students that<br>participated in assessment<br>Range = Range of grades in assessment | Analysis<br>(Contributing factors<br>- Internal and External -<br>resulting in not meeting<br>goal) | Recommendations   | Identify Course<br>Outcome(s)<br>being demonstrated | Identify Program<br>Outcome(s)<br>being demonstrated | Identify Essential Studies<br>Outcome(s) being<br>demonstrated |
|--|----------|--|---|---|---|--|--|
| D – Drawing Projects<br><br>I – self evaluation                              | >1650pts | N = 7<br>NP =4<br>SR =3/7<br>Avg. =982<br>Range = 320-1629   | Prepared lesson<br>plans/Demonstration<br>4 Stopped coming to class.                                | Continue demonstrations<br>and lesson plans<br>Talk about importance of<br>attendance | 1,2,3,4,5   | 1,2,3,4  | 1,2,3,4  |
| D- Projects<br><br>I – self evaluation                                       | >950pts  | N = 11<br>NP =2<br>SR =9/11<br>Avg. =763<br>Range = 100-950  | Prepared lesson<br>plans/Demonstration<br>2 Stopped coming to class.                                | Continue demonstrations<br>and lesson plans<br>Talk about importance of<br>attendance | 1,2,3,4   | 1,2,3,4  | 1,2,3,4  |
| D – Painting Projects<br><br>I – self evaluation                             | >550pts  | N = 3<br>NP =1<br>SR =2/3<br>Avg. =542<br>Range =535-550   | Prepared lesson<br>plans/Demonstration<br>1 withdrew from college                                   | Continue demonstrations<br>and lesson plans<br>Talk about importance of<br>attendance | 1,2,3   | 1,2,3,4  | 1,2,3,4  |

|  |          |  |  |  |         |     |         |
|--|----------|--|--|--|---------|-----|---------|
| D – Written assignments, & test scores<br>I – Discussion Questions | >600 pts | N = 2<br>NP =0<br>SR =2/2<br>Avg. =505<br>Range =488-523 | Power points, written assignments, engaged discussions | Continue practices.<br>Use more visual aids. | 1,2,3,4 | 1,3 | 1,2,3,4 |
|--|----------|--|--|--|---------|-----|---------|

## Spring 2020

| D-Direct<br>I-Indirect<br>List activity(ies) used to<br>measure student success | Goal     | Findings - Results<br>(Refer to LEGEND)                   | Analysis<br>(Contributing factors<br>- Internal and External -<br>resulting in not meeting goal)            | Recommendations   | Identify Course Outcome(s)<br>being demonstrated | Identify Program Outcome(s)<br>being demonstrated | Identify Essential Studies<br>Outcome(s) being<br>demonstrated |
|---|----------|---|---|---|--|---|--|
| D – Projects<br><br>I – self evaluation   | >1500pts | N = 4<br>NP =1<br>SR =3/3<br>Avg. =1500<br>Range = 1500   | Prepared lesson<br>plans/Demonstration<br>Added Adobe Spark<br>(AS) portfolios<br>1 withdrew from<br>class. | Continue<br>demonstrations and<br>lesson plans<br>Continue AS<br>portfolios | 1,2,3,4  | 1,3,4   | 1,2,3  |
| D – Drawing Projects<br><br>I – self evaluation                                 | >600pts  | N = 3<br>NP =1<br>SR =2/2<br>Avg. =500<br>Range = 300-600 | Prepared lesson<br>plans/Demonstration<br>Added Adobe Spark<br>(AS) portfolios                              | Continue<br>demonstrations and<br>lesson plans<br>Continue AS<br>portfolios | 1,2,3,4  | 1,3,4   | 1,2,3  |
| D – Painting Projects<br><br>I – self evaluation                                | >1000pts | N = 7<br>NP =2<br>SR =5/5<br>Avg. =760<br>Range =700-800  | Prepared lesson<br>plans/Demonstration<br>2 withdrew from<br>class.<br>Added Adobe Spark<br>(AS) portfolios | Continue<br>demonstrations and<br>lesson plans<br>Continue AS<br>portfolios | 1,2,3,4  | 1,3,4   | 1,2,3  |

|  |          |   |  |  |         |     |       |
|--|----------|---|--|--|---------|-----|-------|
| D – Written assignments, & test scores<br>I – Discussion Questions | >1200pts | N = 2<br>NP =0<br>SR =2/2<br>Avg. =1166<br>Range =1159-1174 | Power points, written assignments, engaged discussions                   | Continue practices.<br>Use more visual aids.                       | 1,2,3,4 | 1,3 | 1,2,3 |
| D – Drawing Projects<br>I – self evaluation                        | >1900    | N = 1<br>NP =0<br>SR =1/1<br>Avg. =1650<br>Range =1650      | Prepared lesson plans/Demonstration<br>Added Adobe Spark (AS) portfolios | Continue demonstrations and lesson plans<br>Continue AS portfolios | 1,2,3,4 | 1,3 | 1,2,3 |

**HPER**

Fall 19

| Course Level Assignment | Measurement Tool (rubric, grade)    | Goal | N = # of registered students<br>NP = # registered who did NOT participate<br>SR = # of students meeting goal/# participating(SUCCESS RATIO)<br>Avg. = Avg of the # of students that participated in assessment<br>Range = Range of grades in | Analysis (Contributing factors resulting in not meeting goal) | Recommendations   | Identify Course Outcome being demonstrated | Identify Program Outcome being demonstrated | Identify Essential Studies Outcome being demonstrated |
|-------------------------|-------------------------------------|------|--|---|---|--|---|---|
| Field Experience        | -Log<br>-Written summary by student | >70  | N = 1<br>NP=0<br>SR=1/1<br>Avg. = 71%<br>Range= N/A  | student met goal  | Will keep using checklist for student that was recommended earlier. | 1,2,3,4,5                                  | 1,2   | 1,2   |



| D-Direct I-Indirect<br>List activity(ies) used to<br>measure student success | Goal | Findings - Results<br>(Refer to LEGEND)         | Analysis<br>(Contributing factors<br>- Internal and External -<br>resulting in not meeting<br>goal) | Recommendations                   | Identify Course Outcome(s)<br>being demonstrated | Identify Program<br>Outcome(s)<br>being demonstrated | Identify Essential Studies<br>Outcome(s) being<br>demonstrated |
|--|------|---|---|-----------------------------------|--|--|--|
| D – Spirit Lake Rec<br>Program Project<br><br>I –                            | >70  | N =1<br>NP =1<br>SR =0<br>Avg. = 0<br>Range = 0 | He had 1/3 of it<br>finished before we<br>left but has never<br>handed it in                        | -student just has to<br>finish it | 1-9  | 1,2,3  | 1  |
| D – Coaching notebook<br>Project.<br><br>I –                                 | >70  | N =1<br>NP =1<br>SR =0<br>Avg. = 0<br>Range = 0 | Student had ½<br>done before we<br>left but never<br>handed it in at end                            | -just has to do it                | 1-4  | 1,2,3  | 1  |

# Liberal Arts

Fall 19

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

|   |          |   |  |  |  |                                    |                                      |
|---|----------|---|--|--|--|------------------------------------|--------------------------------------|
| HIST 220<br>D – Final exam<br><br>I – oral self eval  | >75      | N = 2<br>NP = 2<br>SR = 0<br>Avg. = 0<br>Range = 0                    | Work schedule<br>Child care<br>Transportation<br>Housing issues  | Continue to stress<br>good attendance  | N/A                                    | N/A                                | N/A                                  |
| HUM 101<br>D – Final Exam<br><br>I – oral self eval   | >75      | N = 3<br>NP = 0<br>SR = 3/3<br>Avg = 96<br>Range = 94-98              | Goal met   | Continue to stress<br>good attendance<br>and completion of<br>work   | 1,2,3,<br>5,                           | 1,2,<br>3                          | 1,2,3,4                              |
| ENGL 100<br>D – Summation of all course<br>material<br><br>I – N/A                                  | >75      | N = 30<br>NP = 8<br>SR = 21/22<br>Avg = 82%<br>Range =40 –<br>100%    | Work schedule<br>Child care<br>Transportation  | Email students on<br>regular basis<br>Offer regular<br>discussions on the<br>topics of<br>attendance,<br>participation and<br>completion               | 1,2,3,4<br>, 5,6                       | 1,2,<br>3,4                        | 1,2,3,4                              |
| CSCI 101<br>D – SAM Platform<br><br>I – Survey  | >70      | N =42<br>NP =24<br>SR = 10 of 18<br>Avg. = 72<br>Range = 34-100       | Students withdrew<br>Low attendance  | Talked to about<br>consequences of<br>low<br>attendance/withdr<br>awing personally<br>and in class   | 2                                      | 1-4                                | 3                                    |
| MATH 103<br>D – Embedded Concepts from Unit<br>Exams<br><br>D - Hawke’s Mastery Learning<br>Modules | >70<br>% | N = 17<br>NP = 12<br>SR =3/5<br>Avg. = 62.09<br>Range = 52.5 -<br>100 | E-Low or sporadic<br>attendance; non-<br>attendance without<br>withdrawal;<br>I-completed test(s)<br>and/or modules, but not<br>at a passing level | E- Contacts to<br>absent students via<br>email or phone;<br>communication<br>Discuss effects on<br>Fin Aid, GPA<br>I- flexible work<br>time outside of | 1 – 7<br><br><br><br><br><br><br>1 – 7 | 1,3<br><br><br><br><br><br><br>1,3 | 1,3<br><br><br><br><br><br><br>1,2,3 |

|  |                                 |   |  |  |                           |                                    |                                    |
|--|---------------------------------|---|--|--|---------------------------|------------------------------------|------------------------------------|
| I – Reflection Paper   | >70 %                           | <p>N = 17<br/>NP = 12<br/>SR = 2/5<br/>Avg. = 61.7<br/>Range = 21.5 – 97.4</p> <p>N = 17<br/>NP = 12<br/>SR = 3/5<br/>Avg. = NA<br/>Range = NA</p>  |  | class using math lab hours and tutors; allow to retake tests; refer for tutoring and help  |                           | 2,4                                | 2,4                                |
| <p>MATH 106<br/>D – Embedded Questions from Module Exams and Summative Assessment</p> <p>D – Applied Investigative Problems, Written Interpretation, and Applications Throughout Curriculum</p> <p>I – Initial, Interim, and End-of-Course Surveys</p> | <p>&gt;70 %</p> <p>&gt;70 %</p> | <p>N = 3<br/>NP = 1<br/>SR = 0/2<br/>Avg. = 63.5%<br/>Range = 60%-67%</p> <p>N = 3<br/>NP = 1<br/>SR = 0/2<br/>Avg. = 54%<br/>Range = 48% - 60%</p> <p>N = 3<br/>NP = 1<br/>SR = 2/2<br/>Avg. = NA<br/>Range = NA</p> | <p>E – Continual tardiness and/or absence; non-attendance with eventual withdrawal from course; job not releasing student for class time; not completing work</p> <p>I – collaborative and group components of curriculum could not be implemented</p> | <p>E –work with students outside class during math lab and study session times to catch up on coursework; allow students to attend other class times to complete work; contacts to absent students via email or phone</p> <p>I – Instructor facilitate coursework with students when other group members not present; email assignments when</p> | <p>1 – 7</p> <p>1 – 7</p> | <p>1,3</p> <p>1,2,3</p> <p>2,4</p> | <p>1,3</p> <p>1,2,3</p> <p>2,4</p> |

|   |              |  |  |  |       |            |            |
|---|--------------|--|--|--|-------|------------|------------|
|   |              |  |  | absent; possible future change to a 'flipped' class  |       |            |            |
| MATH 210<br>D – Embedded Concepts from Module Exams       | >70 %        | N = 1<br>NP = 0<br>SR = 1/1<br>Avg. = 88%<br>Range = N/A       | Goal Met   | None   | 1 – 5 | 1,3        | 1,3        |
| D – Culturally Relevant PowerPoint Presentation           | >70 %        | N = 1<br>NP = 0<br>SR = 1/1<br>Avg. = 96%<br>Range = N/A       | Goal met   | None   | 1     | 1,2,3,4    | 1,2,3,4    |
| I – Course Reflection                                     | >70 %        | N = 1<br>NP = 0<br>SR = 1/1<br>Avg. = NA<br>Range = NA         | NA   | NA   | 1 – 5 | 2,4        | 2,4        |
| ENGL 110<br>D – Research paper<br>Student Self-Evaluation | I -<br>>70 % | N =32<br>NP = 22<br>SR = 10/10<br>Avg. = 90<br>Range = 72 - 98 | - Family issues<br>- Low attendance<br>- Job/Work requirements<br>- Did not meet required steps for completion | - Involve the affected students' mentors in gaining commitment to class<br>-Stress communication and strategies to overcome issues<br>- Increase usage of checklists of requirements | 1, 2, | 1, 2, 3, 4 | 1, 2, 3, 4 |

|   |     |  |   |   |                  |                  |            |
|---|-----|--|---|---|------------------|------------------|------------|
|   |     |  |   | - Use in-class strategies to reward student awareness and usage of the class's Moodle   |                  |                  |            |
| ENGL 120<br>D – Argumentative Essay<br><br>I - Student Self-Edit                                | >70 | N = 6<br>NP = 3<br>SR = 3/3<br>Avg. = 94<br>Range = 93 – 97  | - Personal issues<br>Low attendance   | - More usage of the Student mentors<br>- stress communication and strategies to overcome issues<br>- Continue usage of checklist requirements<br>- Reward student awareness and usage of the class's Moodle | 1, 2,            | 1,<br>2,<br>3, 4 | 1, 2, 3, 4 |
| COMM 110<br>D – Persuade Speech<br>I - Student Self-critique                                    | >70 | N = 8<br>NP = 3<br>SR = 5/5<br>Avg. = 95<br>Range = 92 – 100 | - Personal issues<br>- stopped attending  | -Use student mentors to impact student<br>- Stress communication and strategies to overcome issues<br>-Teambuilding strategies  | 1, 2, 3,<br>4, 5 | 1,<br>2,<br>3, 4 | 1, 2, 3, 4 |
| BIOL150-General Biology I<br>D – Cumulative test score average<br>I – Student Self Evaluation   | >70 | N = 2<br>NP= 1<br>SR = 1/1<br>Avg. = 75%<br>Range = N/A      | -Dyslexia<br>-Test taking anxiety   | -Study Guides<br>-Will have tests read to them<br>-Use tutors   | 1-5              | 1,2              | 1,2        |
| BIOL150L-General Biology I<br>D – Cumulative test score average<br>I – Student Self Evaluation  | >70 | N=1<br>NP=0<br>SR= 1/1<br>Avg. = 71%<br>Range = N/A          | -Dyslexia   | -More hands-on labs.<br>-Help by giving verbal instructions   | 1-5              | 1,2              | 1,2        |
| CHEM121-General Chemistry I<br>D – Cumulative test score average<br>I – Student Self Evaluation | >70 | N = 3<br>NP= 1<br>SR= 2/2<br>Avg. = 69%                      | -Absenteeism<br>-Personal issues involving hospitalization.<br>-Test Taking Anxiety | -Study guides<br>-Chem101 homework<br>-Tutoring   | 1-5              | 1,2              | 1,2        |

|   |           |   |  |  |           |     |     |
|---|-----------|---|--|--|-----------|-----|-----|
|   |           | Range = 59%-77%   | -Difficulty learning material from missed classes  |  |           |     |     |
| CHEM121L-General Chemistry I<br>D – Essay Assignment<br>I – Student Self Evaluation | >70       | N = 3<br>NP= 0<br>SR = 3/3<br>Avg. 75%<br>Range = 70%-80%     | -Absenteeism<br>-Personal issues involving hospitalization.<br>-Test Taking Anxiety<br>-Difficulty learning material from missed classes | -Create labs that students can do on own if they miss class.   | 1-5       | 1,2 | 1,2 |
| D – CPR/1 <sup>st</sup> Aid Certification   | Pass/Fail | N =13<br>NP =5<br>SR = 8/8<br>Avg. =Pass<br>Range = Pass-Fail | -Internal: Did not attend all required sessions<br>-External: conflicts with work schedule, no child care                                | - Ensure current course section will work with their personal life/work and if necessary move to a different section to ensure completion of course. | 1,2,3,4,5 |     | 4   |

|   |              |  |   |                            |           |     |         |
|---|--------------|--|---|----------------------------|-----------|-----|---------|
| <b>NUTR 240 Nutrition</b><br>D – Pre-Cumulative Exam<br>I – Pre-Student Self Survey   | >70 %        | N = 4<br>NP = 0<br>SR = 0/4<br>Avg. = 17%<br>Range = 0-38%   | -Lack of background knowledge on subject.<br>-Absenteeism | -Study guides<br>-Tutoring | 1,2,3,4,5 | 2   | 1,2,3   |
| <b>BIOL220 Anatomy &amp; Physiology Lab</b><br>D – Clinical Tool: basic vital measurements<br>I – Self-Clinical VS Evaluation Survey. | >3 or better | N = 6<br>NP = 3<br>SR = 3/3<br>Avg. = 3.5<br>Range = 3.0-4.0 | -Absenteeism  | -Emphasize attendance.     | 1-5       | 1,3 | 1,2,3,4 |

|  |       |  |  |  |     |       |         |
|--|-------|--|--|--|-----|-------|---------|
| <b>BIOL220 Anatomy &amp; Physiology Lecture</b><br>D – Research Paper & Power Point Rubric<br><br>I – Student Self-Evaluation Survey | >70 % | N = 6<br>NP = 5<br>SR = 0/1<br>Avg. = 40%<br>Range = NA        | -Absenteeism<br>-Turning in assignments late<br>-Lack of in class participation when required<br>-Being unprepared when required to be | -Deadline for presentations can be earlier<br>-Have students practice the presentation<br>-Have students submit rough drafts of the presentation | 1,3 | 1,2   | 1,2,3,4 |
| <b>PSYC 250 Developmental Psychology</b><br>D – Research Paper & Power Point Rubric<br><br>I – Student Self-Evaluation Survey        | >70 % | N = 1<br>NP = 0<br>SR = 0/1<br>Avg. = 15%<br>Range = NA        | -Not completing work on time.<br>-Failure to present the assignment  | -Earlier due dates.  | 1,2 | 1,2,3 | 1-4     |
| <b>Pharmacology 215</b><br>D – Case Study<br><br>I – Student Self Survey   | >70 % | N = 24<br>NP = 2<br>SR = 11/22<br>Avg. = 65%<br>Range = 60-70% | -Low participation<br>-Inability to comprehend some material   | -Use a case study early in the semester to assess base knowledge   | 1,4 | 3,4   | 1,2,3,4 |



Spring 2020

| D-Direct I-Indirect<br>List activity(ies) used to<br>measure student success | Goal | N = # of registered students<br>NP = # registered who did NOT<br>participate<br>SR = # of students meeting goal/#<br>participating(SUCCESS RATIO)<br>Avg. = Avg of the # of students that<br>participated in assessment<br>Range = Range of grades in<br>assessment | Analysis<br>(Contributing factors<br>- Internal and External -<br>resulting in not meeting<br>goal) | Recommendations  | Identify Course<br>Outcome(s)<br>being demonstrated | Identify Program<br>Outcome(s)<br>being demonstrated | Identify Essential Studies<br>Outcomes) being<br>demonstrated |
|--|------|---|---|--|---|--|---|
| POLS 115<br>D – Final Exam<br><br>I – oral self eval                         | >75  | N = 4<br>NP = 2<br>SR = 2/2<br>Avg. = 95<br>Range = 85-100  | Work schedule<br>Child care<br>Transportation<br>Housing issues                                     | Stay in email<br>contact with<br>students<br>Discuss issues<br>affecting<br>attendance at<br>beginning of<br>semester and offer<br>options | 1,2   | 1,2 ,3   | 1,2,3,4   |
| HIST 102<br>D – Final Exam<br><br>I – oral self eval                         | >75  | N = 1<br>NP = 0<br>SR = 1/1<br>Avg. = 90<br>Range = 85-100  | N/A   | N/A  | 1,2,3,4   | 1,2,3,4  | 1,2,3,4   |
| HIST 104<br>D – Final Exam<br><br>I – oral self eval                         | >75  | N = 3<br>NP = 2<br>SR = 1/1<br>Avg. = 90<br>Range = 85-100  | Non attendance  | Stay in email<br>contact with<br>students<br>Discuss issues<br>affecting<br>attendance at<br>beginning of                                  | 1,2,3,4   | 1,2,3,4  | 1,2,3,4   |

|  |     |  |  | semester and offer options  |                    |                |                  |
|--|-----|--|--|---|--------------------|----------------|------------------|
| HIST 261<br>D – Final exam<br><br>I – oral self eval   | >75 | N = 8<br>NP = 2<br>SR = 4/6<br>Avg. = 80<br>Range = 60-100                     | Work schedule<br>Child care<br>Transportation<br>Housing issues  | Continue to stress good attendance  | 1,2                | 1,2 ,3         | 1,2,3,4          |
| HUM 102<br>D – Final Exam<br><br>I – oral self eval  | >75 | N = 6<br>NP = 0<br>SR = 6/6<br>Avg = 96<br>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<br>D – Summation of all course material<br><br>I – N/A  | >75 | N = 29<br>NP = 10<br>SR = 19/19<br>Avg = 90%<br>Range =60 – 100%               | Work schedule<br>Child care<br>Transportation  | Email students on regular basis<br>Offer regular discussions on the topics of attendance, participation and completion  | 1,2,3,4,<br>5,6    | 1,2,3,4        | 1,2,3,4          |
| CSCI 101<br>D – met goal<br><br>I – Survey   | >70 | N =28<br>NP =12<br>SR = 8/16<br>Avg. = 72<br>Range = 34-96                     | Students withdrew, have not consistently attended.   | Students are learning.  | 2                  | 1-4            | 3                |
| MATH 103<br>D – Embedded Concepts from Unit Exams Hawkes Learning System<br><br>D - Hawke’s Mastery Learning Modules | >70 | N = 17<br>NP = 11<br>SR = 6/6<br>Avg. = 82%<br>Range = 56% - 97%<br><br>N = 17 | 2 AW Week 5; 1 W Week 11<br><br>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; | 1 – 7<br><br>1 – 7 | 1,3<br><br>1,3 | 1,3<br><br>1,2,3 |

|                      |     |   |  |   |       |     |     |
|----------------------|-----|---|--|---|-------|-----|-----|
| I – Reflection Paper | >70 | <p>NP = 11<br/>SR = 6/6<br/>Avg. = 96%<br/>Range = 94% - 100%</p> <p>N = 17<br/>NP = 12<br/>SR = 5/5<br/>Avg. = NA<br/>Range = NA</p> | <p>I – change to distance learning 3/29/20; internet and device access issues</p> <p>Note: 4 participating prior to distance learning; 6 participating at end of semester with distance learning</p> | <p>flexible work time outside of class using math lab hours and tutors; allow to retake tests; refer for tutoring and help</p> <p>I- online zoom help sessions beginning 3/29/20 in place of math lab hours; regular zoom class times at regularly scheduled times; packets created for students with no internet access; contacts to students with no access to inform access and devices may be provided by CCCC ; instructor delivery of laptop; contact info given to students as to where to go for assistance</p> |       | 2,4 | 2,4 |
| MATH 106             | >70 | <p>N = 5<br/>NP = 3</p>   | 1 AW Week 5; 1 W Week 8  | E –work with students outside class during math   | 1 – 7 | 1,3 | 1,3 |

|  |     |  |   |  |       |       |       |
|--|-----|--|---|--|-------|-------|-------|
| D – Embedded Questions from Module Exams and Summative Assessment                                  |     | SR = 1/2<br>Avg. = 54%<br>Range = 38% - 70%  | E – Continual tardiness and/or absence; non-attendance with eventual withdrawal from course; job not releasing student for class time; not completing work or exams; collaborative and group components of curriculum could not be implemented due to absenteeism | lab and study session times to catch up on coursework; allow students to attend other class times to complete work; contacts of absent students via email or phone; Math Coach contacts; instructor facilitate coursework with students when other group members not present | 1 – 7 | 1,2,3 | 1,2,3 |
| D – Applied Investigative Problems, Written Interpretation, and Applications Throughout Curriculum | >70 | N = 5<br>NP = 3<br>SR = 1/2<br>Avg. = 54%<br>Range = 33%-74%   |   |  |       | 2,4   | 2,4   |
| I – Initial, Interim, and End-of-Course Surveys  |     | N = 5<br>NP = 5<br>SR = 0/0<br>Avg. = NA<br>Range = NA   | I – change to distance learning; 3/29/20; internet and device access issues; survey data was not provided on Carnegie website due to insufficient number of students responding   | I – packets created for students with no internet access; email assignments when absent; online zoom help sessions beginning 3/29/20 in place of math lab hours; regular zoom class times at regularly scheduled times; written workbook assignments for students with no    |       |       |       |
|  |     | Note: 0 participating prior to distance learning; 2 participating sporadically during distance learning; none completed the end-of-term survey |   |  |       |       |       |

|   |     |  |  |  |       |         |         |
|---|-----|--|--|--|-------|---------|---------|
|   |     |  |  | internet access; possible change to different curricular materials and flipped or hybrid classroom methods beginning FA20 semester due to poor success rates since inception of course using Carnegie Math curriculum; currently reviewing materials for possible use along with virtual options |       |         |         |
| MATH 210<br>D – Embedded Concepts from Module Exams | >70 | N = 13<br>NP = 6<br>SR = 7/7<br>Avg. = 91%<br>Range = 84%-99%    | 2 W Week 13<br><br>E – non-attendance or sporadic attendance; not completing class assignments or exams; not attending regularly due to work demands; pregnant – gave birth; medical (1) | E – Flexible times for completing assignments and exams; extended deadlines; math lab hours at various times for assistance with assignments   | 1 – 5 | 1,3     | 1,3     |
| D – Culturally Relevant PowerPoint Presentation     | >70 | N = 13<br>NP = 7<br>SR = 6/6<br>Avg. = 98%<br>Range = 96% - 100% | I – change to distance learning 3/29/20  | I – online zoom help sessions beginning 3/29/20 in place of math   | 1     | 1,2,3,4 | 1,2,3,4 |
| I – Course Reflection                               |     | N = 13   | Note: 11 participating (4 very sporadically) prior to distance learning; 7   |  | 1 – 5 | 2,4     | 2,4     |

|   |     |  |  |  |       |            |            |
|---|-----|--|--|--|-------|------------|------------|
|   |     | NP = 9<br>SR = 4/4<br>Avg. = NA<br>Range = NA              | participating at end of semester with distance learning  | lab hours; zoom class times at regularly scheduled times; recorded classes for viewing if cannot attend zoom times   |       |            |            |
| ENGL 110<br>D – Research paper<br>I - Student Self-Evaluation | >70 | N =22<br>NP = 15<br>SR = 5/7<br>Range = 0 – 95<br>AVG =60% | - Family issues<br>- Low attendance<br>- Job/Work requirements<br>- Did not meet required steps for completion<br>- Tech issues affected involvement<br>NP: When the class went to online – After multiple attempts to contact - 11 had no contact, 4 communicated 1-2 times<br>-SR- 2 not meeting goal did not complete paper | - Involve affected students' mentors in gaining commitment to class<br>- continue class<br>Teambuilding - Stress communication and strategies should class require online participation<br>- Utilize SMS/MMS texting early & throughout semester<br>-Stress communication and strategies to overcome issues<br>- Increase usage of checklists of requirements<br>- Use in-class strategies to reward student awareness and usage of the class's Moodle | 1, 2, | 1, 2, 3, 4 | 1, 2, 3, 4 |
| ENGL 120<br>D -Argumentative Essay<br>I - Student Self-Edit   | >70 | N =15<br>NP = 4<br>SR =9/11<br>Avg. = 72<br>Range = 0-98   | - Personal issues<br>- Low attendance<br>- NP - When the class went to online – After multiple attempts to contact - 2/3 students had no contact/ communication  | - More usage of the Students' mentors<br>-Early practice of strategies for communication outside of classroom -Utilize SMS/MMS texting early and often   | 1, 2, | 1, 2, 3, 4 | 1, 2, 3, 4 |

|   |     |  |   |   |               |            |            |
|---|-----|--|---|---|---------------|------------|------------|
|   |     |  |   | <ul style="list-style-type: none"> <li>- Continue usage of checklists listing requirements</li> <li>- Reward student awareness and usage of the class's Moodle</li> </ul>   |               |            |            |
| <p>COMM 110<br/>D – Inform Speech I -<br/>Student Self-critique</p>                                     | >70 | <p>N = 13<br/>NP = 5<br/>SR = 7/8<br/>Avg. = 76%<br/>Range = 0 – 100</p> | <p>- Tech issues affected quality of oral presentations - NP:<br/>When the class went to online – After multiple attempts to contact 3 had no contact, 2 communicated 1-2 times</p> | <ul style="list-style-type: none"> <li>-Use mentors to impact student</li> <li>- Stress communication and strategies in case of future class moving online disruption</li> <li>- continue Teambuilding strategies</li> <li>- Utilize SMS/MMS texting early &amp; throughout semester</li> </ul> | 1, 2, 3, 4, 5 | 1, 2, 3, 4 | 1, 2, 3, 4 |
| <p>BIOL150-General Biology I<br/>D – Cumulative test score average<br/>I – Student Self Evaluation</p>  | >70 | <p>N = 1<br/>NP = 0<br/>SR - 1<br/>Avg. = 90%<br/>Range = 90%</p>        | <p>One student was regularly attending and continued with the online transition</p>   | <p>Essay met nearly all rubric requirements.</p>  | 1-5           | 1,2        | 1,2        |
| <p>BIOL150L-General Biology I<br/>D – Cumulative test score average<br/>I – Student Self Evaluation</p> | >70 | <p>N=1<br/>NP = 0<br/>SR - 1<br/>Avg. = 95%<br/>Range = 95%</p>          | <p>Students were positive about using the take home Lab kits.</p>   | <p>All labs were hands on or hands on but guided through a website and done at home.</p>  | 1-5           | 1,2        | 1,2        |
| <p>BIOL151-General Biology II<br/>D – Cumulative test score average<br/>I – Student Self Evaluation</p> | >70 | <p>N = 1<br/>NP = 0<br/>SR = 1<br/>Avg = 90%<br/>Range = 90%</p>         | <p>One student was regularly attending and continued with the online transition</p>   | <p>Study guides and chem101 homework appear to be helping students</p> <p>Students struggled meeting rubric requirements on essay.</p>  | 1-5           | 1,2        | 1,2        |

|  |           |   |  |   |           |       |     |
|--|-----------|---|--|---|-----------|-------|-----|
| BIOL151L-General Biology II Lab<br>D – Cumulative test score average<br>I – Student Self Evaluation                          | >70       | N = 1<br>NP = 0<br>SR = 1<br>Avg = 92%<br>Range = 92%           | Surveys were positive about hands on. Online labs were difficult to access.  | All labs were hands on or hands on but guided through a website and done at home.   | 1-5       | 1,2   | 1,2 |
| HPER 210<br>D – CPR/1 <sup>st</sup> Aid Certification  | Pass/Fail | N =18<br>NP =6<br>SR = 12/12<br>Avg. =Pass<br>Range = Pass-Fail | -Internal: Did not attend all required sessions<br>-External: conflicts with work schedule, no child care  | - Ensure current course section will work with their personal life/work and if necessary move to a different section to ensure completion of course.  | 1,2,3,4,5 |       | 4   |
| <b>BIOL 202 Microbiology &amp; Lab</b><br>D – Case Study: Unknown Experimental Virtual Lab<br><br>I –Student Self-Assessment | >70%      | N = 2<br>NP = 0<br>SR = 2/2<br>Avg. = 100%<br>Range = 100%      | The case study was a virtual lab with 2 unknowns. Students will complete the Theory, Procedure, Animation, Self-Evaluation and Assessment Questions. | Due to changing circumstances the students will perform a virtual unknown lab instead of a classroom unknown experimental lab. The procedure was essentially the same but not real-world experience. The program in the future will continue with the experimental lab. It increases critical | 1,3,4     | 1,2,3 | 1-4 |





|  |                             |   |   |   |                               |                       |                   |
|--|-----------------------------|---|---|---|-------------------------------|-----------------------|-------------------|
| <p>D-SOIL 210 and SOIL 210L<br/>Midterm Exam</p> <p>D-SOIL 210 and SOIL 210L<br/>Final Exam</p>  | <p>&gt;70</p> <p>&gt;70</p> | <p>N=1<br/>NP=0<br/>SR = 1/1<br/>Avg.=100<br/>Range=100</p> <p>N=1<br/>NP=0<br/>SR = 1/1<br/>Avg.=95<br/>Range=95</p> | <p>Student was highly motivated to lean the subject matter.</p> <p>Online learning during pandemic was challenging.</p> | <p>Hopefully pandemic will abate in the coming semesters.</p> <p>I hope pandemic environment lessens during coming year.</p>  | <p>1,2,3,4</p> <p>1,2,3,4</p> | <p>1,3</p> <p>1,3</p> | <p>1</p> <p>1</p> |
| <p><b>BIOL221 Anatomy &amp; Physiology Lab</b></p> <p>D – Clinical Tool: basic vital measurements</p> <p>I – Self-evaluation Survey.</p> | <p>&gt;3 or better</p>      | <p>N = 0<br/>NP = 0<br/>SR = 0<br/>Avg. = 0<br/>Range = NA</p>  | <p>No data available due to no students registered for the spring semester.</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> | <p>1,3,5</p>                  | <p>1,3</p>            | <p>1-4</p>        |

|   |                |  |   |   |                |              |            |
|---|----------------|--|---|---|----------------|--------------|------------|
| <p><b>BIOL221 Anatomy &amp; Physiology</b></p> <p>D – PSA (Public Service Announcement) Video &amp; Power Point Rubric</p> <p>I – Student Self-Survey</p> | <p>&gt;70%</p> | <p>N = 0<br/> NP = 0<br/> SR = 0<br/> Avg. = 0<br/> Range = NA</p> | <p>No data available due to no students registered for the spring semester.</p> | <p>I will continue to use this type of assessment to make sure that each individual student knows how to use technology in order to be able to perform presentations in the healthcare community.</p> | <p>1,2,3,5</p> | <p>1,2,3</p> | <p>1-4</p> |
|---|----------------|--|---|---|----------------|--------------|------------|





|  |     |  |   |  |     |         |         |
|--|-----|--|---|--|-----|---------|---------|
|  |     |  |   | Recommend compassion for their excuses in times like these.  |     |         |         |
| D – BIOL 124/L<br>Lab Homework Activities/Worksheets<br>I – student survey<br>(BIOL124L) | >70 | N = 2<br>NP = 0<br>SR = 1/2<br>Avg. = 50<br>Range =29-70 | 1 Student did not cope well with online learning. The other improved. Problems with late work/class attendance as well. | Contacted student multiple times, attempted to Withdraw student but they decided to try to continue. Was lenient on late work due to shift to online and coronavirus stress. Recommend compassion for their excuses in times like these. | 1,3 | 1,2,3,4 | 1,2,3,4 |

# Office Tech

Fall 19

| D-Direct I-Indirect<br>List activity(ies) used to<br>measure student success | Goal      | N = # of registered students<br>NP = # registered who did NOT<br>participate<br>SR = # of students meeting goal/#<br>participating(SUCCESS RATIO)<br>Avg. = Avg of the # of students that<br>participated in assessment<br>Range = Range of grades in<br>assessment | Analysis<br>(Contributing factors<br>- Internal and External -<br>resulting in not meeting<br>goal)                              | Recommendations   | Identify Course<br>Outcome(s)<br>being demonstrated | Identify Program<br>Outcome(s)<br>being demonstrated | Identify Essential Studies<br>Outcome(s) being<br>demonstrated |
|--|-----------|---|--|---|---|--|--|
| D – Application Packet/Mock<br>Interview<br><br>I – Student Self Evaluation  | > 70%     | N =9<br>NP =2<br>SR =6/7<br>Avg. =85%<br>Range = 95%-65%  | External- conflicts<br>with work, family<br>issues, personal<br>issues<br>Internal-increase<br>time spent in<br>class on project | Introduce the final project<br>earlier in the semester,<br>which will allow for more<br>time to critique the<br>documents<br><br>Enforce class attendance<br>by offering bonus points | 1 - 5   | 2,3  | 2,3,4  |
| D – Access Project: Data Entry<br><br>I – Student Self Evaluation            | >70%      | N =1<br>NP =1<br>SR =0/1<br>Avg. =0%<br>Range =0%   | External-<br>Personal issues,<br>did not attend<br>class, did not<br>drop/withdraw<br>Internal- NA                               | New withdrawal guideline<br>should help with non-<br>attendance issue   | 1 - 4   | 2,3,4  | 3,4  |
| D- Certiport Certification<br>“Access”<br><br>I- Student Self Evaluation     | Pass/Fail | N=3<br>NP=0<br>SR= 3/3<br>Avg.=pass<br>Range=pass   | External-NA<br>Internal- NA  | Change in pedagogy- use<br>a simulation software that<br>replicates the workplace,<br>use GMetrix earlier in the<br>semester  | 1 - 6   | 1,2,3,4  | 1,2  |

|   |      |  |  |   |       |       |       |
|---|------|--|--|---|-------|-------|-------|
| D- Professional Portfolio<br>I- Student Self Evaluation | >75% | N =2<br>NP =1<br>SR =1/1<br>Avg. =90%<br>Range =0%-90% | External-<br>personal issues,<br>did not attend<br>class<br><br>Internal- NA | New withdrawal guideline<br>should help with non-<br>attendance issue | 1 - 5 | 2,3,4 | 2,3,4 |
|---|------|--|--|---|-------|-------|-------|



Spring 2020

| D-Direct<br>I-Indirect<br>List activity(ies) used to<br>measure student<br>success | Goal  | Findings - Results<br>(Refer to LEGEND)                        | Analysis<br>(Contributing factors<br>- Internal and External -<br>resulting in not meeting<br>goal)  | Recommendations  | Identify Course<br>Outcome(s)<br>being demonstrated | Identify Program<br>Outcome(s)<br>being demonstrated | Identify Essential<br>Studies Outcome(s)<br>being demonstrated |
|--|-------|--|--|--|---|--|--|
| D – Collaborative Project<br><br>I – Student Self Evaluation                       | > 70% | N =5<br>NP =1<br>SR =4/4<br>Avg. = 90%<br>Range =<br>76%-99%   | External- conflicts<br>with work, family<br>and personal<br>issues, no contact<br>once went to<br>online learning,<br>did not participate<br>in assessment<br>Internal-NA  | -With an updated LMS,<br>instructor will be able to<br>link both platforms used<br>into the LMS which<br>should help with<br>confusion for the<br>students.  | 1,2,3,4   | 2,3  | 2,3  |
| D – Capstone Project<br><br>I – Student Self Evalutaion                            | >70%  | N =16<br>NP =6<br>SR =10/10<br>Avg. =86%<br>Range =75%-<br>98% | External- family<br>and Personal<br>issues, did not<br>attend class, did<br>not participate in<br>online learning,<br>did not contact<br>instructor when<br>having tech issues,<br>completed course<br>but did not<br>complete | -Offer both in-class and<br>online courses.<br>-With an updated LMS,<br>instructor will be able to<br>link both platforms used<br>into the LMS which<br>should help with<br>confusion for the<br>students. | 1,2,3,4   | 2,3  | 2,3  |

|  |      |   |   |   |               |         |       |
|--|------|---|---|---|---------------|---------|-------|
|  |      |   | assessment project<br>Internal- multiple platforms used for class                                       |   |               |         |       |
| D- Marketing Plan<br>I- Student Self Evaluation        | >70% | N=2<br>NP=0<br>SR=2/2<br>Avg.=84%<br>Range=75%-93%    | External-NA<br>Internal- use of an OER for the semester long project rather than program currently used | -Instructor has found an OER for the semester long project to make it more streamlined and understanding for the students | 1,2,3,4,5,6,7 | 1,2,3,4 | 1,4   |
| D- PERT Diagram Analysis<br>I- Student Self Evaluation | >75% | N =1<br>NP =0<br>SR =1/1<br>Avg. =100%<br>Range =100% | External- NA<br><br>Internal- NA  | NA  | 1,2,4,5       | 1,2,3,4 | 1,2,3 |

# Pre-Engineering

Fall 19

| D-Direct I-Indirect<br>List activity(ies) used to<br>measure student success | Goal     | N = # of registered students<br>NP = # registered who did NOT<br>participate<br>SR = # of students meeting goal/#<br>participating(SUCCESS RATIO)<br>Avg. = Avg of the # of students that<br>participated in assessment<br>Range = Range of grades in<br>assessment | Analysis<br>(Contributing factors<br>- Internal and External -<br>resulting in not meeting<br>goal)                          | Recommendations   | Identify Course<br>Outcome(s)<br>being demonstrated | Identify Program<br>Outcome(s) | Identify Essential Studies<br>Outcome(s) being |
|--|----------|---|--|---|---|--------------------------------|--|
| Math 265fa19<br>D-final comprehensive exam<br>I-student survey               | >70<br>% | N = 1<br>NP = 1<br>SR = 0<br>Avg. =<br>Range =  | Absenteeism due to<br>job conflicts  | Balance class load with<br>out of class obligations   | 1-3   | 1,3                            | 1,3  |
| Math 166fa19<br>D-final comprehensive<br>exam<br>I – student survey          | >        | N = 2<br>NP = 0<br>SR = 2/2<br>Avg. = 80.4<br>Range =78.6-82.1  | Goals met  | Having more timely<br>due dates enforced<br>helped completion of<br>assignments over last<br>semester                     | 1-3   | 1,3                            | 1,3  |
| AM 101fa19<br>D-Computer exercises<br>I – Reflection paper                   | >60<br>% | N =6<br>NP = 0<br>SR = 6/6<br>Avg. = 82.15<br>Range =71.25-93.84  | Failure to complete<br>several of the drawing<br>exercises resulted in<br>lower overall grades<br>although all were<br>>70%. | The students will be<br>made aware of their<br>progress on drawings<br>on a daily basis and<br>tracked for<br>improvement | 1,2,3,4,5   | 3                              | 3  |

Spring 2020

| D-Direct I-Indirect<br>List activity(ies) used to measure student success | Goal  | Findings - Results<br>(Refer to LEGEND)                            | Analysis<br>(Contributing factors<br>- 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 165sp20<br>D-Semester Average for exams<br>I-student survey          | >70 % | N = 10<br>NP = 4<br>SR =6/6<br>Avg. =79.9<br>Range = 73-89         | Absenteeism-<br>Not prioritizing the importance of the class  | Although goals met, will incorporate graded exercises during lecture periods to incentivize attendance   | 1-3   | 1,3  | 1,3  |
| Math 166sp20<br>D-Semester Average for exams<br>I – student survey        | >     | N = 1<br>NP = 0<br>SR = 1/1<br>Avg. = 75.4<br>Range =75.4<br>(N=1) | Goals met   | With only one student adequate time is spent to inculcate the necessary outcomes.  | 1-3   | 1,3  | 1,3  |
| AM 101sp20<br>D-Computer exercises<br>I – Reflection paper                | >60 % | N = 3<br>NP =1<br>SR =2/2<br>Avg. =89.0<br>Range =81.9-96.1        | Failure to complete several of the drawing due exercises resulted in lower overall grades although all were >70%. | The students will be made aware of their progress on drawings on a daily basis and tracked for improvement. A back of plan for getting student a temporary | 1,2,3,4,5                                     | 3  | 3  |

|  |  |  |  |   |  |  |  |
|--|--|--|--|---|--|--|--|
|  |  |  | Covid Virus restrictions also had detrimental effects. | version of Solid Works which is easier to download will be available prior to any potential health or other emergencies |  |  |  |
|--|--|--|--|---|--|--|--|

## Pre-Nursing

Fall 19

|   |              |  |  |   |           |       |         |
|---|--------------|--|--|---|-----------|-------|---------|
| <b>NUTR 240 Nutrition</b><br>D – Pre-Cumulative Exam<br><br>I – Pre-Student Self Survey   | >70 %        | N = 4<br>NP = 0<br>SR = 0/4<br>Avg. = 17%<br>Range = 0-38%     | -Lack of background knowledge on subject.<br>-Absenteeism  | -Study guides<br>-Tutoring  | 1,2,3,4,5 | 2     | 1,2,3   |
| <b>BIOL220 Anatomy &amp; Physiology Lab</b><br>D – Clinical Tool: basic vital measurements<br><br>I – Self-Clinical VS Evaluation Survey. | >3 or better | N = 6<br>NP = 3<br>SR = 3/3<br>Avg. = 3.5<br>Range = 3.0-4.0   | -Absenteeism   | -Emphasize attendance.  | 1-5       | 1,3   | 1,2,3,4 |
| <b>BIOL220 Anatomy &amp; Physiology Lecture</b><br>D – Research Paper & Power Point Rubric<br><br>I – Student Self-Evaluation Survey      | >70 %        | N = 6<br>NP = 5<br>SR = 0/1<br>Avg. = 40%<br>Range = NA        | -Absenteeism<br>-Turning in assignments late<br>-Lack of in class participation when required<br>-Being unprepared when required to be | -Deadline earlier<br>-Have students practice the presentation<br>-Have students submit rough drafts of the presentation | 1,3       | 1,2   | 1,2,3,4 |
| <b>PSYC 250 Developmental Psychology</b><br>D – Research Paper & Power Point Rubric<br><br>I – Student Self-Evaluation Survey             | >70 %        | N = 1<br>NP = 0<br>SR = 0/1<br>Avg. = 15%<br>Range = NA        | -Not completing work on time.<br>-Failure to present the assignment  | -Earlier due dates.   | 1,2       | 1,2,3 | 1-4     |
| <b>Pharmacology 215</b><br>D – Case Study<br><br>I – Student Self Survey  | >70 %        | N = 24<br>NP = 2<br>SR = 11/22<br>Avg. = 65%<br>Range = 60-70% | -Low participation<br>-Inability to comprehend some material   | -Use a case study early in the semester to assess base knowledge  | 1,4       | 3,4   | 1,2,3,4 |

## Spring 2020

|   |                        |  |   |   |                |              |            |
|---|------------------------|--|---|---|----------------|--------------|------------|
| <p><b>BIOL221 Anatomy &amp; Physiology Lab</b></p> <p>D – Clinical Tool: basic vital measurements</p> <p>I – Self-evaluation Survey.</p>                  | <p>&gt;3 or better</p> | <p>N = 0<br/>NP = 0<br/>SR = 0<br/>Avg. = 0<br/>Range = NA</p> | <p>No data available due to no students registered for the spring semester.</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> | <p>1,3,5</p>   | <p>1,3</p>   | <p>1-4</p> |
| <p><b>BIOL221 Anatomy &amp; Physiology</b></p> <p>D – PSA (Public Service Announcement) Video &amp; Power Point Rubric</p> <p>I – Student Self-Survey</p> | <p>&gt;70%</p>         | <p>N = 0<br/>NP = 0<br/>SR = 0<br/>Avg. = 0<br/>Range = NA</p> | <p>No data available due to no students registered for the spring semester.</p> | <p>I will continue to use this type of assessment to make sure that each individual student knows how to use technology in order to be able to perform presentations in the healthcare community.</p>   | <p>1,2,3,5</p> | <p>1,2,3</p> | <p>1-4</p> |

|  |                |  |  |  |              |              |            |
|--|----------------|--|--|--|--------------|--------------|------------|
| <p><b>BIOL 202 Microbiology &amp; Lab</b><br/> D – Case Study: Unknown Experimental Virtual Lab<br/> I – Student Self-Assessment</p> | <p>&gt;70%</p> | <p>N = 2<br/> NP = 0<br/> SR = 2/2<br/> Avg. = 100%<br/> Range = 100%</p>    | <p>The case study was a virtual lab with 2 unknowns. Students will complete the Theory, Procedure, Animation, Self-Evaluation, and Assessment Questions.</p>   | <p>students performed virtual lab instead of a classroom experimental lab. The procedure was essentially the same but not real-world experience. The program in the future will continue with the experimental lab. It increases critical thinking skills, provides a real-world lab identification experience. It enforces students to utilize the scientific method.</p> | <p>1,3,4</p> | <p>1,2,3</p> | <p>1-4</p> |
| <p><b>BIOL 202 Microbiology</b><br/> D – Research Paper &amp; Power Point Rubric<br/> I – Student Self-Evaluation Survey</p>         | <p>&gt;70%</p> | <p>N = 2<br/> NP = 0<br/> SR = 2/2<br/> Avg. = 70-85%<br/> Range = 14-17</p> | <p>The presentation revealed that one student needed some practice in communication. English is the students second language; however, the student still met the intended goal. Student self-evaluation revealed that both students felt that they performed very well on their presentations.</p> | <p>The assessment meets the intended goal of improving the use of communication and technology and will continued to be used as an assessment tool in future within this course.</p>   | <p>1,2,3</p> | <p>1,3</p>   | <p>1-4</p> |



## Professional Truck Driving (CDL)

Fall 19

|  |     |                             |  |  |     |         |         |
|--|-----|-----------------------------|--|--|-----|---------|---------|
| CDL 101<br>D – DMV Class A/B<br>I – self-eval  | >70 | N = 7<br>NP = 3<br>SR = 4/4 | No attendance<br>Medical issues<br>In Jail | Talk about importance<br>of attending<br>Provide moral support | 1   | 2,3     | 1,2,4   |
| CDL 110<br>D – DMV Class A/B<br>I – self-eval  | >70 | N = 7<br>NP = 3<br>SR = 4/4 | No attendance<br>Medical issues<br>In Jail | Talk about importance<br>of attending<br>Provide moral support | 1,2 | 1,2,3   | 2,3,4   |
| CDL 200<br>D – DMV Class A/B<br>I – self-eval  | >70 | N = 7<br>NP = 3<br>SR = 4/4 | No attendance<br>Medical issues<br>In Jail | Talk about importance<br>of attending<br>Provide moral support | 1   | 1       | 2,4     |
| CDL 230<br>D – DMV Class A/B<br>I – self-eval  | >70 | N = 7<br>NP = 3<br>SR = 4/4 | No attendance<br>Medical issues<br>In Jail | Talk about importance<br>of attending<br>Provide moral support | 1,2 | 2,4     | 1,4     |
| CDL240<br>D – DMV Class A/B<br>I – self-eval   | >70 | N = 7<br>NP = 3<br>SR = 4/4 | No attendance<br>Medical issues<br>In Jail | Talk about importance<br>of attending<br>Provide moral support | 1   | 2,4     | 1,2,4   |
| CDL 250L<br>D – DMV Class A/B<br>I – self-eval | >70 | N = 7<br>NP = 3<br>SR = 4/4 | No attendance<br>Medical issues<br>In Jail | Talk about importance<br>of attending<br>Provide moral support | 1   | 3,4     | 1,3,4   |
| CDL 251L<br>D – DMV Class A/B<br>I – self-eval | >70 | N = 7<br>NP = 3<br>SR = 4/4 | No attendance<br>Medical issues<br>In Jail | Talk about importance<br>of attending<br>Provide moral support | 1   | 3       | 1,4     |
| CDL 255<br>D – DMV Class A/B<br>I – self-eval  | >70 | N = 7<br>NP = 3<br>SR = 4/4 | No attendance<br>Medical issues<br>In Jail | Talk about importance<br>of attending<br>Provide moral support | 1   | 1,2,3,4 | 1,2,3,4 |

## Spring 2020

|  |     |                             |                                  |                       |     |         |         |
|--|-----|-----------------------------|----------------------------------|-----------------------|-----|---------|---------|
| CDL 101<br>D – DMV Class A/B<br>I – self-eval  | >70 | N = 9<br>NP = 2<br>SR = 7/7 | Medical issues<br>Medical issues | Provide moral support | 1   | 2,3     | 1,2,4   |
| CDL 110<br>D – DMV Class A/B<br>I – self-eval  | >70 | N = 9<br>NP = 2<br>SR = 7/7 | Medical issues<br>Medical issues | Provide moral support | 1,2 | 1,2,3   | 2,3,4   |
| CDL 200<br>D – DMV Class A/B<br>I – self-eval  | >70 | N = 9<br>NP = 2<br>SR = 7/7 | Medical issues<br>Medical issues | Provide moral support | 1   | 1       | 2,4     |
| CDL 230<br>D – DMV Class A/B<br>I – self-eval  | >70 | N = 9<br>NP = 2<br>SR = 7/7 | Medical issues<br>Medical issues | Provide moral support | 1,2 | 2,4     | 1,4     |
| CDL240<br>D – DMV Class A/B<br>I – self-eval   | >70 | N = 9<br>NP = 2<br>SR = 7/7 | Medical issues<br>Medical issues | Provide moral support | 1   | 2,4     | 1,2,4   |
| CDL 250L<br>D – DMV Class A/B<br>I – self-eval | >70 | N = 9<br>NP = 2<br>SR = 7/7 | Medical issues<br>Medical issues | Provide moral support | 1   | 3,4     | 1,3,4   |
| CDL 251L<br>D – DMV Class A/B<br>I – self-eval | >70 | N = 9<br>NP = 2<br>SR = 7/7 | Medical issues<br>Medical issues | Provide moral support | 1   | 3       | 1,4     |
| CDL 255<br>D – DMV Class A/B<br>I – self-eval  | >70 | N = 9<br>NP = 2<br>SR = 7/7 | Medical issues<br>Medical issues | Provide moral support | 1   | 1,2,3,4 | 1,2,3,4 |

# Social Work

Fall 19

| D-Direct I-Indirect<br>List activity(ies) used to<br>measure student success | Goal         | N = # of registered students<br>NP = # registered who did NOT<br>participate<br>SR = # of students meeting goal/#<br>participating(SUCCESS RATIO)<br>Avg. = Avg of the # of students that<br>participated in assessment<br>Range = Range of grades in assessment | Analysis<br>(Contributing factors<br>- Internal and External -<br>resulting in not meeting<br>goal)                      | Recommendations  | Identify Course<br>Outcome(s)<br>being demonstrated | Identify Program<br>Outcome(s)<br>being demonstrated | Identify Essential Studies<br>Outcome(s) being<br>demonstrated |
|--|--------------|--|--|--|---|--|--|
| SWK 255<br>D – Exam<br><br>I – Self evaluation                               | ><br>70<br>% | N =5<br>NP =2<br>SR =3/3<br>Avg. = 93%<br>Range = 80-100%  | Internal<br>Goal was met<br>External<br>Student did not<br>complete tasks  | literature review<br>Local and Global out-<br>reach activities. UND<br>field trips | 1,2,3,4   | 1,2,3,4  | 1,2,3,4  |
| SWK 256<br>D – Policy Analysis Paper<br><br>I – Self evaluation              | >70<br>%     | N =12<br>NP =4<br>SR =7/8<br>Avg. =85%<br>Range =0-96%   | Internal<br>Goal was met<br>External<br>Student did not<br>return after<br>midterm or<br>Student requested<br>incomplete | Invite various speakers<br>Analysis of policies<br>Reached out to student          | 1,2,3,4   | 1,2,3,4  | 1,2,3,4  |
| SWK 257<br>D –<br><br>I –  | >70<br>%     | N =0<br>NP =0<br>SR =0<br>Avg. =0<br>Range =0  | No student’s<br>enrolled   | Public Service<br>Announcement and<br>increase theorists                           | 1,2,3,4   | 1,2,3,4  | 1,2,3,4  |

|  |          |  |  |   |         |         |         |
|--|----------|--|--|---|---------|---------|---------|
| SWK 101<br>D – Exam<br><br>I – Self evaluation | >70<br>% | N = 5/5<br>NP =0<br>SR =5/5<br>Avg. =94%<br>Range =80-100% | Internal<br>Goal was met<br>External<br>All students<br>attended | Increase speakers<br>Increase case<br>management exercise's<br>Reached out to student | 1,2,3,4 | 1,2,3,4 | 1,2,3,4 |
|--|----------|--|--|---|---------|---------|---------|

Spring 2020

| D-Direct<br>I-Indirect<br>List activity(ies) used to<br>measure student success        | Goal         | Findings - Results<br>(Refer to LEGEND)                  | Analysis<br>(Contributing factors<br>- Internal and External -<br>resulting in not meeting<br>goal) | Recommendations   | Identify Course Outcome(s)<br>being demonstrated | Identify Program<br>Outcome(s)<br>being demonstrated | Identify Essential Studies<br>Outcome(s) being<br>demonstrated |
|--|--------------|--|---|---|--|--|--|
| <p><b>SWK 255</b><br/>D – Mid-term exam<br/><br/>I – Self evaluation</p>               | ><br>70<br>% | N =7<br>NP =2<br>SR =5/5<br>Avg. = 86%<br>Range = 75-98% | Medical issues<br>Lack of program<br>interest   | Gave support to student<br>Increase speakers<br>Local and Global out-<br>reach activities. UND<br>field trips | 1,2,3,4  | 1,2,3,4  | 1,2,3,4  |
| <p><b>SWK 257</b><br/>D – Public Service Announcement<br/><br/>I – Self evaluation</p> | >70<br>%     | N =2<br>NP =0<br>SR =2/2<br>Avg. =91%<br>Range =88-95%   | Internal<br>Goal was met<br>External<br>Goal was met  | Increase Public Service<br>Announcement<br>outreach   | 1,2,3,4  | 1,2,3,4  | 1,2,3,4  |
| <p><b>SWK 262</b><br/>D – Paper<br/><br/>I – Self evaluation</p>                       | >70<br>%     | N =6<br>NP =2<br>SR =4/4<br>Avg. =92%<br>Range =87-98%   | Lack of program<br>interest   | Increase parenting skills<br>and child development<br>presenters  | 1,2,3,4  | 1,2,3,4  | 1,2,3,4  |

## Technological Literacy Student Assessment

How satisfied are you with the different course delivery methods being used since the college campus closed this semester?

|  | SATISFIED | DISSATISFIED | APPLICABLE STUDENTS |
|--|-----------|--------------|---------------------|
| Take home assignment packets                           | 75%       | 25%          | 8                   |
| Assignments on Moodle                                  | 67%       | 33%          | 12                  |
| GoToMeeting\Zoom class meetings                        | 67%       | 33%          | 12                  |
| Making class PowerPoints available to view             | 82%       | 18%          | 11                  |
| Making videos of class presentations available to view | 64%       | 36%          | 11                  |
| Live online help sessions                              | 77%       | 23%          | 13                  |
| Emailing assignments and class materials               | 87%       | 13%          | 15                  |
| Online discussion forums                               | 75%       | 25%          | 12                  |
| Online projects and/or quizzes                         | 79%       | 21%          | 14                  |

How comfortable do you feel about using online learning? (check one)

**ANSWER CHOICES RESPONSES**

|  |        |
|--|--------|
| It is too hard for me and I do not like it at all                    | 6.67%  |
| I have too much trouble with the technology, so I have given up      | 0%     |
| I can do it, but I do not like it                                    | 53.33% |
| I like online learning, but have trouble with some of the technology | 13.33% |
| I like online learning and can use the technology easily             | 20.00% |
| I prefer online learning to the classroom                            | 6.67%  |

|                                  |                                 |
|----------------------------------|---------------------------------|
| <b>POSITIVE TOWARD ONLINE</b>    | <b>NEGATIVE TOWARD ONLINE</b>   |
| <b>40%</b>                       | <b>60%</b>                      |
| <b>ABILITY TO PERFORM ONLINE</b> | <b>UNABLE TO PERFORM ONLINE</b> |
| <b>93%</b>                       | <b>7%</b>                       |

Is there anything you are having difficulty with during this distance learning time? (check all that apply)

**ANSWER CHOICES RESPONSES**

|  |        |   |
|--|--------|---|
| Internet access  | 7.14%  | ✓ |
| Computer or device to use  | 21.43% | ✓ |
| A private place to log on and do online classes or work  | 14.29% | 0 |
| Do not know how to do or use the online parts of class work  | 7.14%  | ✓ |
| Instructor is not available to help me during times when I can work                                | 14.29% | X |
| Class times are not scheduled at times that I can attend   | 21.43% | X |
| Every instructor is using a different method and it is hard to keep up/learn them all              | 21.43% | X |
| Do not have any way to scan or email my work back to my instructors                                | 7.14%  | ✓ |
| Not able to motivate myself without face-to-face classroom interaction                             | 42.86% | 0 |
| Do not like online learning  | 21.43% | 0 |
| Hard to keep up with my children's schoolwork and them being at home; difficult to get my own done | 28.57% | 0 |

|                                      |   |  |
|--------------------------------------|---|--|
| <b>PROBLEMS SCHOOL CAN HELP WITH</b> | <b>PROBLEMS SCHOOL MAY BE ABLE TO HELP WITH</b> | <b>PROBLEMS SCHOOL CAN NOT HELP WITH</b> |
| <b>✓</b>                             | <b>x</b>  | <b>0</b>                                 |
| <b>4</b>                             | <b>3</b>  | <b>4</b>                                 |

## Co-Curricular Assessment

### TRiO Student Support Service Co-Curricular Assessment 2019-2020 Academic Year

#### Outcomes being assessed:

1. Increase the persistence rate of eligible students.
2. Increase the good academic standing of program participants.
3. Increase the graduation/transfer rate of program participants.

#### Goal for Outcome 1:

1. 40 % of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year.

#### Goal for Outcome 2:

1. 50 % of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing.

#### Goal(s) for Outcome 3:

1. 20% of new participants served each year will graduate with an associate degree or certificate within four (4) years.
2. 20% of new participants served each year will transfer with an associate degree or certificate within four (4) years.

#### Legend:

Pre-N = (Example: Number of students or % of students \_\_\_\_\_)

Post-N = (Example: Number of students or % of students \_\_\_\_\_)



| Measure to be used                         | Goal | Pre-N | Post-N | Analysis Contributing factors resulting in not meeting goal                            | Actions and Recommendations   |
|--|------|-------|--------|--|---|
| Applications, Transcripts, Enrollment List | 40%  | 103   | 49     | Failing Grades<br>Poor Attendance<br>Transportation Problems<br>Lack of Childcare      | Attendance Reports, Students at Risk, Tutoring, Study Groups<br>Vehicle Repairs, Gas Cards<br>Emergency Aid Program             |
| Applications, Transcripts, Enrollment List | 50%  | 103   | 59     | Failing Grades<br>Poor Attendance<br>Transportation Problems<br>Lack of Childcare      | Attendance Reports, Students at Risk, Tutoring, Study Groups<br>Vehicle Repairs, Gas Cards<br>Emergency Aid Program             |
| Application, Transcripts, Enrollment List  | 20%  | 10    | 5      | Failing Grades<br>Poor Attendance<br>Transportation Problems<br>Lack of Childcare      | Attendance Reports, Students at Risk, Tutoring, Study Groups<br>Vehicle Repairs, Gas Cards<br>Emergency Aid Program             |
| Applications, Transcripts, Enrollment List | 20%  | 10    | 3      | Transportation Problems<br>Housing Issues<br>Financial Difficulties<br>Fear of Failure | Transfer Assistance College Tours<br>Admission & Housing Application<br>Financial aid Assistance<br>Self-Esteem, Family Support |

2018-19

Outcome 1 47% 60%

Outcome 2 57% 59%

Outcome 3a 50% 24%

Outcome 3b 30% 69%

**FINANCIAL AID** (N = number of students)

**Outcomes being assessed:**

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

**Measures to be used: (at least one direct measure for each outcome; indirect, such as surveys, could also be shown as an indirect measure)**

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 N Enrolled | Analysis<br>Contributing factors resulting in not meeting goal   | Actions and Recommendations   |           |     |     |
|--|------|-----|------------------|--|---|-----------|-----|-----|
| Applications<br>Transcripts<br>Enrollment list | >20% | 19  | 168              | Education not a priority<br>No transportation<br>No daycare<br>Have to support family over school<br>Medical/family issues | Recruit more local high school students<br>Recruitment in Outreach  | Outcome 1 | 12% | 8%  |
| FAFSA apps<br>Transcripts<br>Enrollment list   | >90% | 129 | 168              | Don't fill them out<br>Not understanding Pell/Fafsa procedures<br>Exceeded Pell/Fafsa from prior<br>Not verified           | Educate them on Pell/Fafsa procedure<br>Explain importance of Pell/Fafsa<br>Need to supply more information | Outcome 2 | 77% | 73% |

2018-19