

## 2020-21 CCCC Program Assessment Annual Report Summary

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

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

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

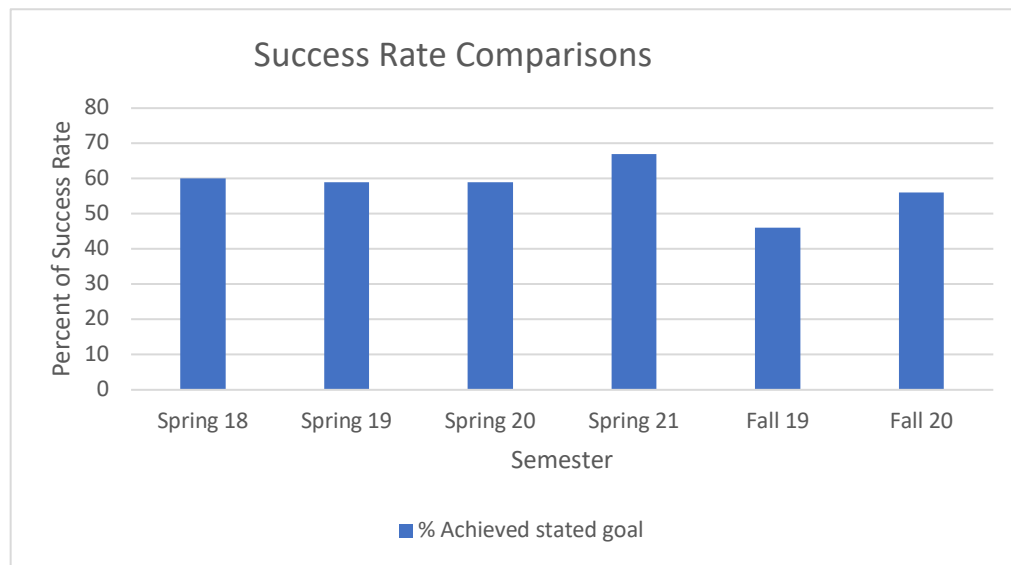
- Pedagogical Revisions
  - Curriculum update
  - Increase in-class activities
  - More flexibility with deadlines and assignments
  - Bring in more outside speakers
  - More student-centered classroom
  - Use of breakout rooms for group projects/discussions
  - Peer teaching/mentoring
- Offer encouragement/motivation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

- Better communication from student to faculty
- Hold incentives until end of semester

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

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

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



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

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

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## Co-Curricular Assessment

### Financial Aid

#### Outcomes being assessed:

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

Goal for Outcome 1:

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

Goal for Outcome 2:

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

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

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

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