2021-2022 Program and Spring 2022 Co-Curricular Assessment Annual Report SUMMARY

PROGRAM ASSESSMENT

The Assessment committee is continuing to gather data at the course, program, essential studies, and co-curricular level. The contributing factors relating to student challenges as recorded in the program assessments for 2021-22 have been identified:

- Failure to complete assignments/failure to withdraw (these two factors usually go hand-in-hand)
- Poor Attendance
    - Job Conflict (many students have full/part time jobs in order to support families)
    - Family/health issues (local population suffers from disease/illness to a greater extent than the general population and many times if a family member has issues, the other members drive/support them)
    - Familial deaths (local population suffer from much greater per-capita death rate due to Covid and other illnesses)
    - Transportation/Child care (for face-to-face classes only)
- Lack of interest (if course material is not directly related to the major, many students do not see its relevance with their course trajectory)
- No instructor for period of time (Dakota language experienced intermittent instructor availability)
- Lack of communication (despite ongoing attempts by the school to maintain communication, some students are reluctant to participate)

Now that CCCC has offered students the option of distance education, the student challenges have dramatically decreased. The top challenges that students faced before, such as: gas money, transportation, and child care, are no longer a challenge except in the classes that are still offered face-to-face. Faculty found numerous ways to address the factors that were leading to poor performance.

- Stress importance of attendance/completing homework/withdrawing (faculty/tutors consciously remind students of these habits)
- Pedagogical Revisions
    - Change/add course content (faculty attempts to make content more relevant/meaningful to increase student involvement)
    - Utilize more Moodle components (options such as videos, discussions, and other methods to enhance number of learning tools in use)
    - Utilize more Zoom components (lecture recordings, white board, and break-out rooms were utilized to reinforce lecture content)
    - More flexibility with deadlines/assignments (although maintaining deadlines is important, students were given credit for honest effort)
    - Schedule more group class meetings (group activities can alleviate isolation and support community of learning in distance education setting)
    - Student access of class recordings (being able to review lectures helps students when home settings are not conducive to learning or for students that have job conflicts)
    - Increase number of interactive activities/videos (provides a well-rounded approach and provides the capability to reach more learners)
    - Set up clear expectations first week of classes (helps students realize expectations, so they're not assumed)
    - Provide more lab supplies (learning can be more explicitly understood with more classroom aides and activities)
    - Offer Zoom tutoring sessions (professional/peer tutors can give students more exposure to different teaching methods and offer needed help)

- o   Offer face-to-face option (some students prefer face-to-face interaction and are given that option)
- Encouraged/supported students (students need to know the instructor genuinely cares about them and their success)

The overall student success rate for 2021-2022 is 91%. Last year, the student success rate was 61%, and in 2019-2020, the student success rate was 77%, so the overall student success rate has increased 30% and 14% from the last 2 years respectively. These success rates do not include students that are non-participants. Non-participants are students who enrolled in the class, but did not participate in the assessment, were academically withdrawn, or withdrawn – meaning that they had not been actively participating in class. Looking at the results from the Success Rate data provided, it is evident that the pivot to distance education has had no adverse effect on students, in fact, students have been more successful in their classes. Additionally, with the face-to-face option available, all modes of delivery have been incorporated which removes any barriers in place that one or more of the options would have presented to the student.
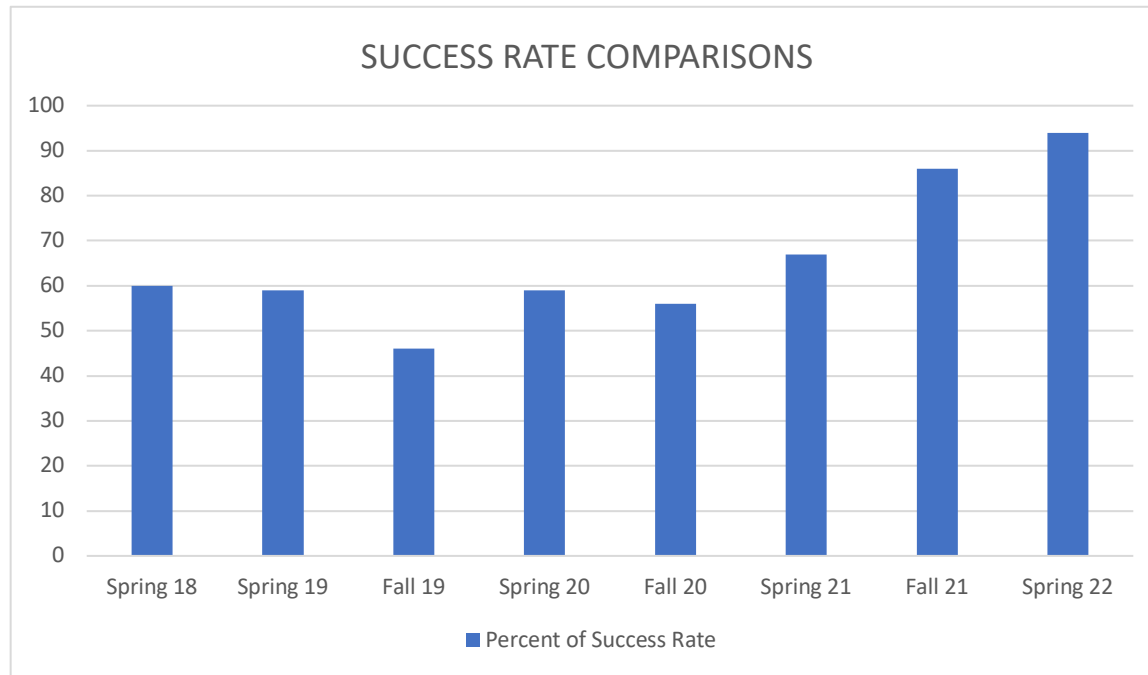
Semester	Successful Students	Total Enrolled Students	Success Rate Percentage
Spring 18	286	477	60%
Spring 19	323	548	59%
Fall 19	227	494	46%
Spring 20	305	519	59%
Fall 20	273	489	56%
Spring 21	351	525	67%
Fall 21	357	414	86%
Spring 22	408	436	94%

SPRING 2022 CO-CURRICULAR ASSESSMENT

The following findings and changes were made by the Assessment Committee after analyzing and reviewing the data from the revised Co-Curricular Assessment forms that were completed during the Spring 2022 semester.

Professional Tutoring - The STEM courses, especially math and science, are where most of the professional tutoring hours are needed. This resulted in offering expanded Math tutoring lab hours which are held at various times of the day/evening with math/science faculty to encourage students and to offer a much-needed offering for student success in these courses. The professional tutor has also expanded tutoring hours to include evenings and weekends per student request and need.

Student Senate - Post pandemic has led to many hybrid courses due to family/lifestyle needs of the students, so activities held are not bringing in many students, but CCCC tries to engage students by enhancing the offerings.

Land Grant Workshops - Students and staff enjoy the activities/workshops held by the Land Grant Extension services. These workshops offer students' knowledge and practice for preserving food, saving money, budgeting, and healthy food/snacks, which lead to more self-sufficiency and independence per our mission statement.