2022-2023 CCCC Program and Co-Curricular Assessment Annual Report SUMMARY
BY: Jackie Lampert

Program Assessment Annual Report SUMMARY

The Assessment committee is continuing to gather data at the course, program, essential studies, and co-curricular levels. The contributing factors relating to student challenges as recorded in the program assessments for the 2022-23 have been identified:

- Unexcused poor attendance (Family/health issues and 1 Job conflict)
- Didn't complete homework assignments

With many classes being held hybrid (scheduled date/time of zoom meetings) the contributing factors relating to student challenges have dramatically decreased. The past contributing factors such as gas money, transportation, weather, and childcare, from prior years of face-to-face courses have been eliminated. Attendance and incomplete assignments are the main contributing factors that faculty are focusing on alleviating relating to poor student performance.

- Faculty are being reminded to put in timely attendance in EMPOWER during class time, so the Early Alert system is triggered.
- Faculty are recommended to reach out to absent students on a regular basis and to offer alternate times/accommodations for students to successfully complete assignments or to receive extra help.
- Faculty will give students reminders to use professional tutor and math tutors when need help.
- Faculty will remind students that the college classroom is the cornerstone of professional development for the student and the beginning of their professional career and should be treated like a job that you have to attend and complete duties.

Program of Study	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Business Admin	82%	79%	85%	100%	96%	95%
Carpentry	100%	96%	89%	74%	100%	100%
Indigenous Studies	87%	73%	63%	82%	63%	72%
ECE	93%	93%	100%	97%	92%	99%
Fine Arts	57%	84%	81%	75%	98%	86%
HPER	80%	100%	50%	100%	FURLOUGHED	
Liberal Arts	87%	86%	80%	83%	84%	89%
Natural Resources	82%	78%	47%	88%	92%	81%
Office Tech	100%	69%	90%	100%	FURLOUGHED	
Pre-Engineering	44%	67%	100%	84%	100%	100%
Pre-Nursing	80%	43%	51%	39%	22%	FURLOUGHED
Professional Driving	73%	73%	100%	58%	70%	93%
Social Work	100%	100%	96%	99%	98%	96%
AVERAGE SR of All Programs of Study	**82%**	**80%**	**77%**	**83%**	**83%**	**91%**

Success Rate (SR) in program assessments is defined as the percentage of students that take the cumulative assessment at the end of the semester and pass the stated goal represented by the program. You can see by the above data that the students that are attending classes are succeeding at a high percentage.

Co-Curricular Assessment Annual Report SUMMARY

Co-Curricular Assessment is completed by data received from the Professional Tutoring, Student Senate, and Land Grant. This is the findings resulting from the data:

Professional Tutoring - Because of the higher tutoring in math subjects, the Professional Tutor has engaged in continual professional development through the enrollment of all the math courses CCCC offers. There has been little/no demand for professional tutoring during the summer semester, so more professional and peer tutoring should be assigned during fall/spring semesters. The majority of tutoring hours are held in the evenings and on weekends because of work schedules of students. The first half of fall/spring semester the professional tutor spends a good portion of her time answering tech questions similar to a help desk. Professional Tutor could consider looking into professional development in the field of computer technology.

Student Senate - Because our average student is a single, 30-year-old mother, Student Senate has found that it is hard to engage our student population in extracurricular activities because of work and family demands. Having activities such as bingo/prizes with popcorn over the noon hour has been very well received by the public and student/staff body. This gives students opportunities for engaging in public speaking and for interacting with the public in a positive environment. During the week on Capital Hill, students advocate for tribal colleges, funding, and make delegates aware of the benefits and ongoing needs of tribal colleges. Students benefit personally by expanding their leadership, speaking, and social skills. Going forward, Student Senate will explore new ideas for activities on campus and more importantly to engage those students who are not able to attend functions due to work/family constraints.

Land Grant Workshops - Given the traditional/historical deficits of nutrition/health/economic opportunities, the Land Grant extension promotes food security through gardening, selling extra produce, food preparation/preservation, hydroponics, and pinching pennies workshops to students and community members. Because of the need for food sovereignty, the Land Grant received a grant to build a commercially certified kitchen of a dozen stations where students and community members can receive hands-on training in food preparation and preservation. Land Grant has started construction on a hydroponics greenhouse for improved food production and sustainable practices. It enables Land Grant to generate larger quantities of produce, while conserving resources.

OVERALL - Through the collection of data over the 2022-23 academic year, CCCC has determined areas of need and puts resources in motion to meet those needs both academically and within co-curricular levels. These suggestions are further utilized at the institutional level by being incorporated into the budgeting process and the strategic planning process.