

## 2018-2019 STUDENT ACHIEVEMENT REPORT

### Part One: Broad Measures of Student Achievement

1. **Retention:** Success rates for retention from Fall semester, freshman year to Fall semester, sophomore year for full time, first time students with no prior coursework

Program cohort start date	Retention rate requirement (TRACS)	Full time, first time student Retention rate achieved
Associates Fall 2015	35%	20/34 = 58.8%
Associates Fall 2016	35%	19/68 = 27.9%
Associates Fall 2017	35%	20/59 = 33.9%
Associates Fall 2018	35%	43/87 = 49.4%
Bachelors Fall 2013	50%	1/2 = 50%
Bachelors Fall 2014	50%	5/8 = 62.5%
Bachelors Fall 2015	50%	3/4 = 75.0%
Bachelors Fall 2016	50%	6/12 = 50.0%
Bachelors Fall 2017	50%	2/9 = 22.2%
Bachelors Fall 2018	50%	9/20 = 45.0%

2. **Graduation:** Success rates for graduation within 150% of normal time for full time, first time students who entered their program as freshmen with no prior coursework

Cohort start date	Graduation target (150% of normal time)	Graduation rate requirement (TRACS)	Graduation rate achieved
Associates: Fall 2015	By or before Spring 2018	15%	11/34 = 32.3%
Associates: Fall 2016	By or before Spring 2019	15%	4/68 = 5.9%
Associates: Fall 2017	By or before Spring 2020	15%	7/59 = 11.9%
Bachelors: Fall 2013	By or before Spring 2019	25%	1/2 = 50%
Bachelors: Fall 2014	By or before Spring 2020	25%	3/8 = 37.5%

3. **Course completion:** (excludes D, F, W, WP, WF, I)

Semester	Gateway course	Pass rate goal (Clinton College)	Pass rate achieved
Fall 2018	ENG 111: English Composition I	70%	75/107 = 70.1%
	ENG 112: English Composition II	70%	11/16 = 68.8%
	MAT 110: College Algebra (first math)	70%	83/120 = 69.2%
Fall 2019	ENG 111: English Composition I	70%	27/41 = 65.9%
	ENG 112: English Composition II	70%	19/27 = 70.4%
	MAT 121: College Math I (first math)	70%	38/56 = 67.9%

## 2018-2019 STUDENT ACHIEVEMENT REPORT

### Part Two: Student Learning Outcomes by Program:

#### Associate of Arts in Early Childhood Development: 2018-2019

Expected Student Learning Outcomes <i>(in relationship to mission elements)</i>	Targets for key assessments in key courses	Results	Planned Improvements
1. Students will identify appropriate theories and practices related to (1) human development and (2) learning environments in early childhood. <i>(Academic achievement, leadership)</i>	At least 75% of the 4 enrolled students will earn at least 70% of the available points on selected short-answer questions on exams in <i>EDU 102: Human Growth and Development</i>		



<p>2. Students will demonstrate effective written communication skills. <i>(Continued)</i></p>	<p>In MUS 201: Music Appreciation, students will complete a term paper scored with a rubric at the following levels of competency: 50% at level 4 (competent); 25% at level 3 (making definite progress); 15% at level 2 (some progress); 10% at level 1 (little or no evidence of progress).</p>	<p>Target not met. 10% of students scored at Level 4; 50% scored at level 2.</p>	<p>Students need more help and supervision with term papers. Implement a few sessions on how to write effectively. Meet with students 1:1 after they submit an outline, rough draft, then the term paper. Refer students to the Academic Success Center for tutoring support. Provide and discuss examples of well-written papers from previous classes.</p>
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4. Students will

## Associate of Arts in Religious Studies: 2018-2019

Expected Student Learning Outcomes ( <i>in relationship to mission elements</i> )	Targets for key assessments in key courses	Results	Planned Improvements
<p>1. Students will demonstrate knowledge of Biblical foundations in terms of literature and history and as a spiritual guide to theology and ethics.</p> <p><i>(Aligned with mission elements of promoting academic achievement, moral/spiritual development)</i></p>	<p>At least 70% of the students will score 70/100 or higher on the final exam in REL 101: Old Testament</p>	<p>Target met. 70% of all students scored 70% of higher on the final exam.</p>	<p>Performance on exam questions will be investigated within categories of content for a more granular analysis.</p>
	<p>At least 70% of the students will score 70/100 or higher on the final exam in REL 102: New Testament</p>	<p>Target met. 70% of all students across two sections of the course scored 70% of higher on the final exam.</p>	<p>Performance on exam questions will be investigated within categories of content for a more granular analysis.</p>
	<p>At least 70% of students will score 80/100 or higher on the final exam in <i>REL 202: Christian Ethics</i>.</p>	<p>Target met. The two students who completed the course made 80/100 or higher on the final exam. Three students stopped attending class without officially withdrawing.</p>	<p>The Vice President for Academic Affairs and the Registrar will implement procedures for monitoring attendance and administratively withdrawing students when necessary. The process will also improve accuracy of data for Financial Aid reviews.</p>
<p>2. Students will demonstrate knowledge of critical historical events and changes in basic principles during the development of Christianity, the Christian church and African American</p>			

4. Students will apply knowledge of principles and practices in Christianity to provide guidance and support for themselves and others.
- 85% of students in REL 218: Christian Leadership

*Aligned with mission elements of promoting academic achievement, moral/spiritual development, leadership, citizenship)*





<p>3. Students will demonstrate understanding of legal and ethical principles in business.</p> <p><i>(Academic achievement, moral/spiritual development, leadership, citizenship)</i></p>	<p>In BUS 202: Business Law I, at least 80% of students will demonstrate across four assessments understanding of the common role of ethics in business and the organizational challenges to ethical behaviors.</p>	<p><i>Target met.</i> 80% (8/10) of the students successfully demonstrated knowledge of ethical behaviors across four (4) assessments used to evaluate their competencies regarding: (1) Common role of ethics in business and (2) Recognizing organizational challenges to ethical behaviors.</p> <p>The dimensions of the assessments revealed that 63% (3/8) exhibited weakness in the application of moral reasoning to specific situations and the ability to analyze conclusions resulting from that reasoning.</p>	<p>Initiate mock debates and discussions to:</p> <ol style="list-style-type: none"> <li>1) Diagnose the inherent conflict of interest in business decisions</li> <li>3) review established methodologies of solving ethical problems.</li> <li>2) determine practical steps that can be taken to address those problems</li> </ol>
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## Bachelor of Arts in Religious Studies: 2018-2019

Expected Student Learning Outcomes <i>(in relationship to mission elements)</i>	Targets for key assessments in key courses	Results	Planned Improvements
<p>1. Students will demonstrate knowledge of the Bible as literature, as history, and as a spiritual guide.</p> <p><i>(Aligned with mission element of promoting academic achievement)</i></p>	<p>75% of the students in <i>REL 407: Pauline Letters</i> will score at an acceptable level on each section of an analytic report, e.g., purpose for writing, other characters involved in the situations, and results or impact of the letters.</p>	<p>Target not met. Students struggled with the section of the report about purposes for the writing.</p>	<p>In guided discussions about letters, whenever there is uncertainty about to whom the letters were written, I will provide clarification so that</p> <p>dissent purpose as lined to repof of</p>



	In <i>BUS 404: International Business</i> , at least 80% of the students will score at least 80/100 on the final exam over the major concepts of the course.	<i>Target not met.</i> 46% of the students scored 80/100 or better on the final exam. They struggled with defining and then elaborating their definitions of major concepts.	Increase writing activities throughout the course to give students more practice and feedback on writing skills.  Encourage more writing assignments and coaching in the Business Communications course.  Provide more test questions requiring writing rather than true/false and multiple choice.
3. Apply legal and ethical principles in business.  (Academic achievement, moral/spiritual development, leadership, citizenship)	In <i>BUS 302: Business Law II</i> , at least 70% of the students will score at the average level or better on a rubric applied to the case study analysis assignment. Rubric dimensions included three elements of Issues and Precedents and three elements of Decisions.	<i>Target met.</i> 83% (5/6) of the students successfully completed the case study analysis assignment, with 4/5 scoring at the exemplary level. One student did not submit the assignment. Dimensions with the poorest performance were <i>Analysis of Issues</i> in the Issues and Precedents section and <i>Reason for Decision</i> in the Decisions section.	Introduce and provide supplemental material, more practice cases and discussions to challenge conceptual and perceptual understanding.
	In <i>BUS 401: Business Policy</i> , at least 70% of the students will earn the equivalent of 80/100 points on the project to write a business policy for a business they would like to create.	<i>Target met.</i> 100% of the students wrote successful business policies that considered both customers and company personnel.	Bring in guest presenters who have created their own business to share their business policies as posters or handouts and to discuss the challenges in those policies.

4. Demonstrate the