

2019-2020 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 2014 | 35% | 18/53 = 34.0% |
| 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% |
| Associates Fall 2019 | 35% | 13/39 = 33.3% |
| | | |
| 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% |
| Bachelors Fall 2019 | 50% | 2/12 = 16.7% |

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

| Semester | Gateway courses in English Composition | Success rate goal (Clinton College) | Success rate achieved |
|-------------|--|-------------------------------------|-----------------------|
| Fall 2019 | ENG 111: English Composition I | 70% | 27/41 = 65.9% |
| | ENG 112: English Composition II | 70% | 19/27 = 70.4% |
| Spring 2020 | ENG 111: English Composition I | 70% | 14/17 = 82.4% |
| | ENG 112: English Composition II | 70% | 21/27 = 77.8% |

| Semester | Gateway courses in Mathematics | Pass rate goal (Clinton College) | Pass rate achieved |
|-------------|--------------------------------------|----------------------------------|--------------------|
| Fall 2019 | MAT 121: College Math I (first math) | 70% | 38/56 = 67.9% |
| | MAT 122: College Math II | 70% | 21/33 = 63.6% |
| Spring 2020 | MAT 121: College Math I | 70% | 16/20 = 80.0% |
| | MAT 122: College Math II | 70% | 29/43 = 67.4% |

Associate of Arts in Liberal Arts: 2019-2020

| Expected Student Learning Outcomes (<i>in relationship to mission elements</i>) | Targets for key assessments in key courses | Results | Planned Improvements |
|--|---|--|---|
| 1. Students will demonstrate intercultural knowledge. (Academic achievement, citizenship) | <i>ENG 206: World Literature.</i> 100% of the students will achieve a passing score of 60/100 or higher on the paper examining the archetype of the sacrificial lamb in literature. | Target not met. 75% (6/8) of the students scored 60/100 or higher on the paper. Strengths included understanding of the material. Weaknesses emerged in the difficulty students had in expressing themselves to show what they had learned. | Give more time on the paper. Divide it into two sections. Provide feedback earlier. |
| | <i>ENG 203: African American Literature.</i> 100% of the students will achieve a passing score of 60/100 or higher on the comparative paper about the three marriages of Janie in Zora Neal Hurston's book, <i>The Eyes Were Watching God</i> | Target not met. 83% (19/23) scored 60/100 or higher on the paper. Their strengths were in understanding how Janie learned to become herself. Their weaknesses were in self-expression. | Because of the interruption and campus closure due to COVID-19, there was not enough time for feedback and revision. These processes are critically important for instructional improvement and better student learning outcomes. |
| | <i>MUS 202: Ensemble Choir.</i> Following practice and discussion of personal application of the lyrics to themselves and others today, 100% of the students will | | |

2. Students will demonstrate effective written communication skills.
- ENG 111: English Composition I.* 100% of the students will achieve a

(Academic achievement, citizenship, leadership)

3. Students will demonstrate critical thinking.

(Academic achievement, citizenship, leadership)

BIO 103: General Biology I. 75% of the students will achieve a score of 70% or higher on lecture and laboratory rubrics based on a combination of homework, tests, classroom and laboratory activities.

Target partially met. 55% of students achieved a score of 70% or higher on the rubrics applied to multiple measures of performance. When separated into quizzes, labs, worksheets, and journals, the percentage of scores of 70% or higher were 0%, 19%, 10%, and 81% respectively.

Add more just-in-time tutoring. Increase focus on metacognitive skills by explaining the dimensions of the rubric with lower-order and higher-order cognitive skills as it applies to homework, journals, laboratory activities, and exams.

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|--|---|---|---|
| | <p>essay responding to the question of whether to legalize assisted suicide (or euthanasia) in the U.S.</p> | <p>faced by families and their abilities to express their view. The weakness was a lack of understanding of plagiarism and how to express their own views, as evidenced by copying and pasting material from other sources.</p> | <p>examples of plagiarism comparing plagiarism and self-expression.</p> |
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Associate of Arts in Religious Studies: 2019-2020

| 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><i>REL 101: Introduction to the Old Testament:</i> At least 85% of the students will score 100 on a research paper tracing the development of the Bible from Genesis through Malachi.</p> <p>At least 85% of the students will score 85/100 or higher on the timeline project.</p> | <p>Target not met. 78% scored 100 on the research paper. Strengths . identifying the origin, how the Bible came to be. Weaknesses . not being able to identify the writers with the era.</p> <p>Target met. 88% scored 85/100 or higher on the timeline project. Students either showe</p> | |

Associate of Science in Business Administration 2019-2020

| Expected Student Learning Outcomes (in relationship to mission elements) | Targets for key assessments in key courses | Results | Planned improvements |
|--|--|---------|----------------------|
|--|--|---------|----------------------|

Associate of Science in Natural Science: 2019-2020

| Expected Student Learning Outcomes | Targets for key assessments in key courses | Results | Planned Improvements |
|---|---|---|--|
| <p>1. Students will demonstrate critical thinking about the major concepts in biology.</p> <p><i>(Academic achievement)</i></p> | <p><i>BIO 103: General Biology I.</i> At least 70% of students will score 70/100 or higher on lecture and laboratory rubrics applied to worksheets, exams, and laboratory activities.</p> | <p>Target not met. Exams: 25% Worksheets: 39% Lab Activities: 43%</p> | <p>Continue to work with Academic Dean and TRIO to institute programs in test-taking skills and prevention of test-taking anxiety. Continue to use blended class approach. Continue to use rubrics. Use more peer tutors and just-in-time tutoring. Decompose test scores into major sections based on weaknesses in studying and test preparation</p> |
| <p>2. Students will demonstrate skills necessary to correctly design, safely implement, and accurately record, analyze, and present the results of laboratory experiments.</p> <p><i>(Academic achievement, leadership)</i></p> | <p>70% of students will score 70% or higher on the seventeen and nine dimensions (criteria) respectively, of the rubrics applied to the major laboratory practical in:</p> <p>BIO103A (Microscope Rubric)</p> <p>BIO 104A (Heart Dissection Rubric)</p> | <p>Target met for Natural Science majors in BIO104A: Heart Dissection Rubric</p> <p>Target not met for combination of Natural Science majors and other majors in BIO103A: Microscope Rubric (63%)</p> | <p>Identify and apply for grant to work with Academic Dean and TRIO to institute programs in test-taking skills and prevention of test-taking anxiety. Continue to increase focus on developing this will be based on continuing to the use blended class approach.</p> |
| <p>3. Students will demonstrate knowledge of moral and civic concepts and concerns related to natural science.</p> <p><i>(Academic achievement, moral/spiritual development, citizenship)</i></p> | <p>75% of students will score 70% or higher on the Chapter journal questions pertaining to moral and civic concepts and concerns in BIO103A, BIO104A</p> | | |

Bachelor of Arts in Religious Studies: 2019-2020

| Expected Student Learning Outcomes (<i>in relationship to mission elements</i>) | Targets for key assessments in key courses | Results | Planned Improvements |
|--|---|----------------|-----------------------------|
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B.S. in Business Administration 2019-2020

**Expected Student
Learning Outcomes**
*(in relationship to
mission elements)*

**Targets for key
assessments in key
courses**

Results

*BUS 307: Information
Systems. At least 80%
of the students will
score at the*