



A ROADMAP FOR *Excellence*



CHATTAHOOCHEE VALLEY COMMUNITY COLLEGE

2019 - 2024 Report on Measures of Student Success

Division of Strategic Initiatives

2602 College Drive Phenix City, AL 36869

334-291-4900

Report on Measures of Student Success

Mission Statement: Chattahoochee Valley Community College promotes student success and is committed to enriching our community by offering accessible, quality, and engaging educational opportunities through academic transfer, career and technical education, workforce development, and adult education. CVCC fosters an environment in which all members are respected, appreciated, and empowered to reach their full potential. (March 2024)

CVCC identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. Through a campus-wide effort, CVCC fosters student success by providing a student-centered environment and support services. We actively monitor student success and trends in a constant effort to better serve our students.

CVCC has identified multiple direct and indirect goals and outcome measures at the classroom, program and institutional levels to track, assess, and evaluate student achievement and document student success. The goals and outcomes are published and reported annually in the CVCC *Report on Measures of Student Success*. The *Report on Measures of Student Success*, available on the College website, is a report of data based on the following institutional effectiveness measures:

- 1.Success Rates in Remedial Courses: To achieve a 60% success rate in remedial courses.
- 2.Graduation Rates: For SACSCOC purposes, CVCC has chosen IPEDs 150% as its metric for measuring and analyzing graduation rates in order to gauge student success. CVCC's graduation rate will meet or exceed that of Alabama two-year colleges of similar size, but will not fall below 20%.
- 3.Success Rates in Distance Learning: Students enrolled in online learning courses will perform as well as students in the same course in a traditional setting.
- 4.Top Ten Courses Success Rate: General education course success rates will meet or exceed the benchmark level of a 75% pass rate of students who complete the course.
- 5.Retention Rates (Full and Part-time): Meet or exceed the average retention rates of comparable two-year Alabama colleges for both full-time and part-time students.
- 6.Academic Transfer: The number of students transferring to a 4-year institution will remain steady or increase.
- 7.Licensure and Certification Pass Rates: To meet or exceed the national mean established by the NLNAC. National Mean for 2022: ADN 72.4%, PN 77.5%.
- 8.Employment Rates: the percent of CVCC CTE alumni finding work in their field of study will meet or exceed the established 75% threshold.
- 9.Engagement with College Services: Student positive engagement with college services will meet or exceed the established benchmark of 90%.

To evaluate the fulfillment of its mission, the College annually updates and assesses data in this report, which identifies trends over multiple years, and illustrates progress towards meeting goals. A list of recommendations for continuous improvement is included in this document.

Institutional Effectiveness Measure 1

Success in Remedial Courses

Benchmark: To meet or exceed the set benchmarks in each course. Course success is receiving a grade of “C or above” in remedial courses.

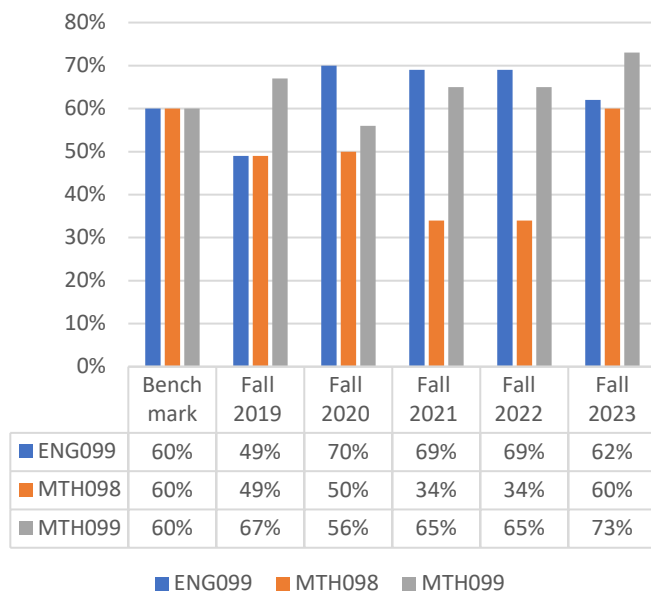
Course Success Rates	Benchmark	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
ENG099	60%	49%	70%	69%	69%	62%
MTH098	60%	49%	50%	34%	34%	60%
MTH099	60%	67%	56%	65%	65%	73%

* course is not in this reporting period

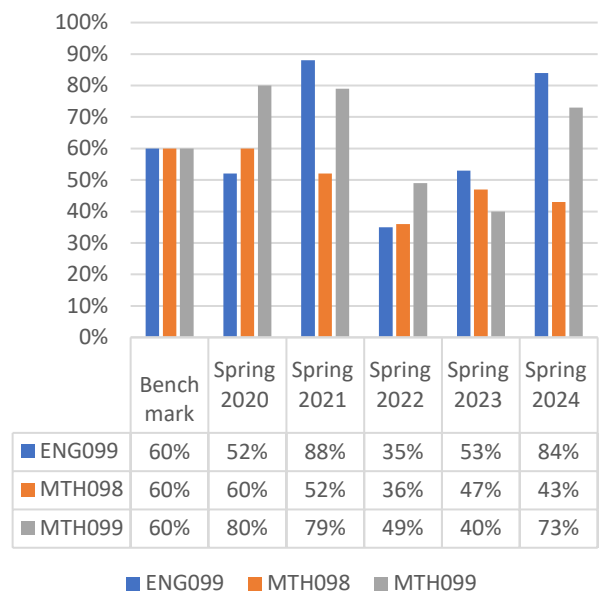
Course Success Rates	Benchmark	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
ENG099	60%	52%	88%	35%	53%	84%
MTH098	60%	60%	52%	36%	47%	43%
MTH099	60%	80%	79%	49%	40%	73%

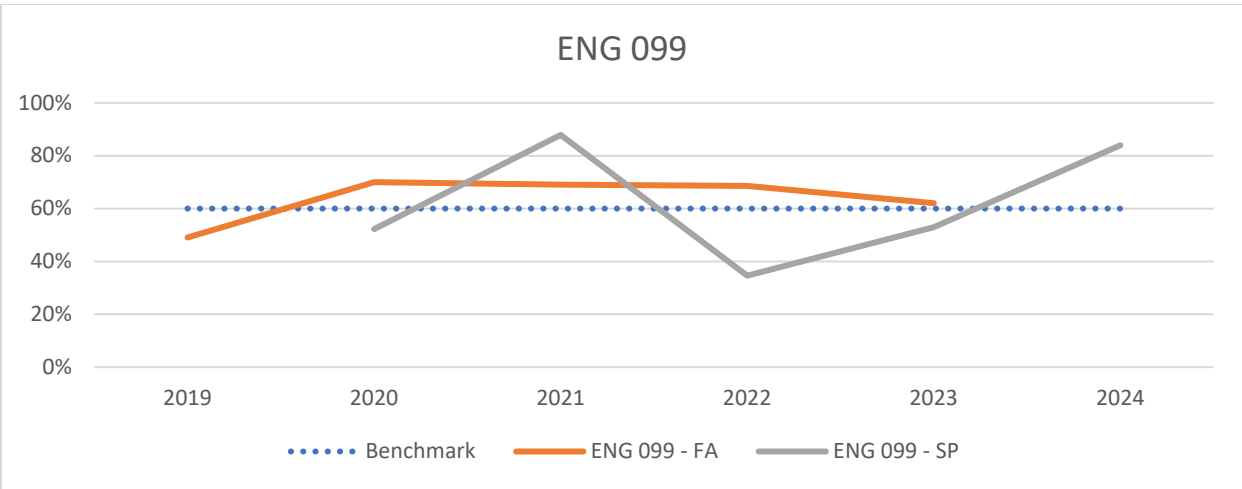
Source: CVCC grade distribution report.

Fall 2023 Remedial Course Success Rates



Spring 2024 Remedial Course Success Rates

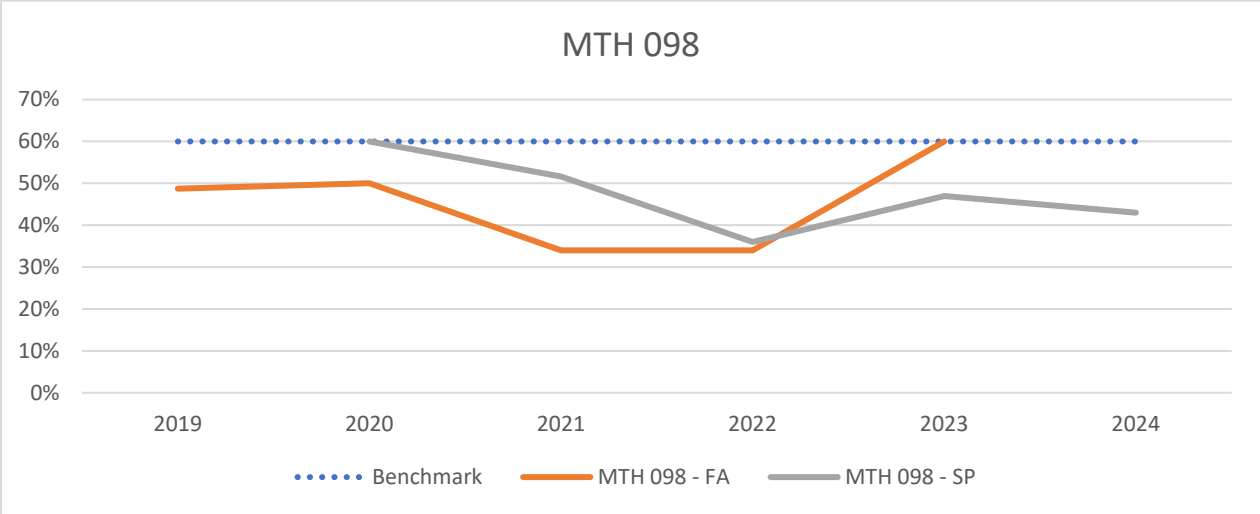




ENG 099	2019	2020	2021	2022	2023	2024
Benchmark	60%	60%	60%	60%	60%	60%
ENG 099 - FA	49%	70%	69%	69%	62%	*
ENG 099 - SP	*	52%	88%	35%	53%	84%

*ENG099 data SP 2019 and FALL 2024 are not in this reporting period.
 Source: CVCC grade distribution report

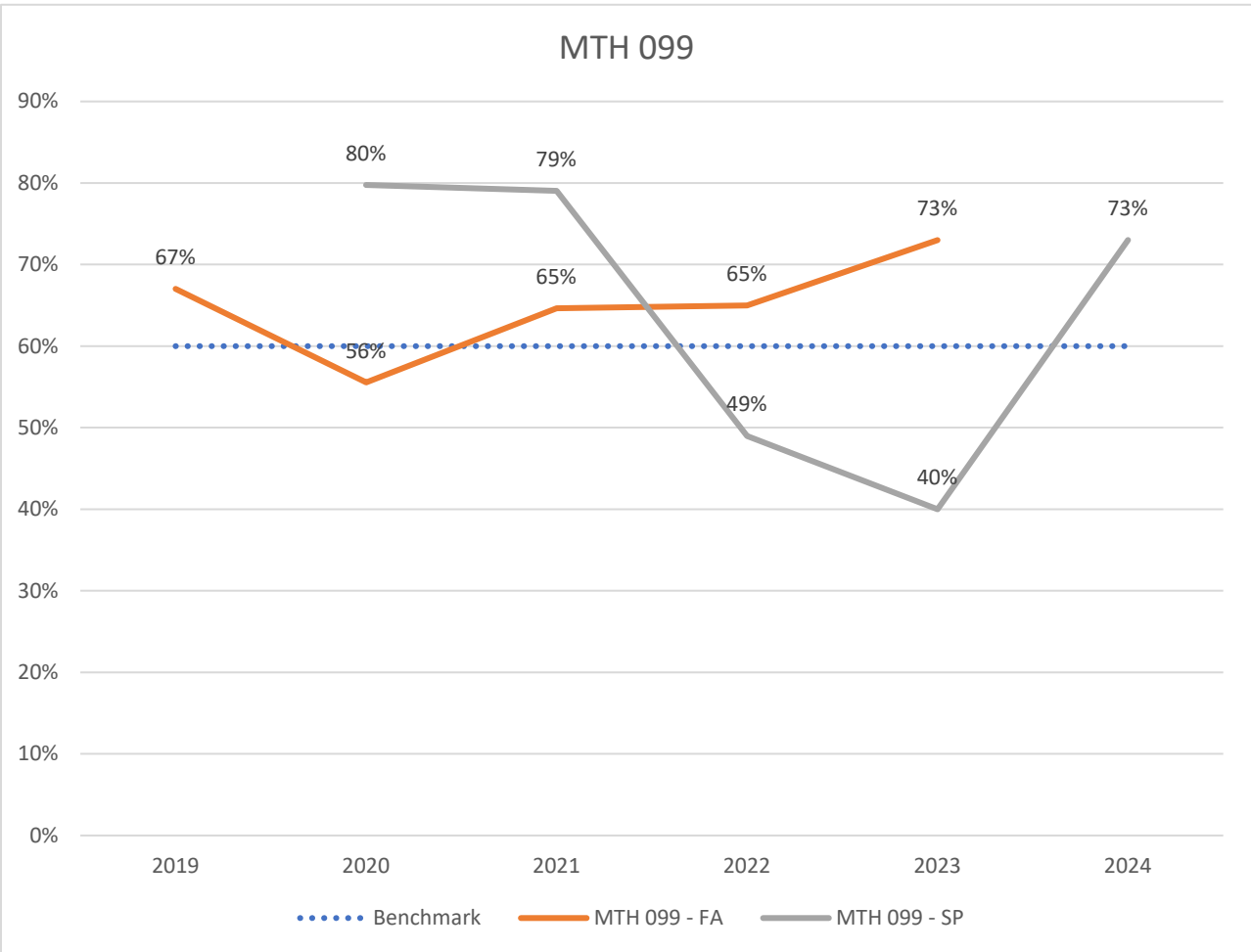
FALL & SPRING MATH 098 SUCCESS RATES



MTH 098	2019	2020	2021	2022	2023	2024
Benchmark	60%	60%	60%	60%	60%	60%
MTH 098 - FA	49%	50%	34%	34%	60%	*
MTH 098 - SP	*	60%	52%	36%	47%	43%

*MTH098 data SP 2019 and FALL 2024 are not in this reporting period.
 Source: CVCC grade distribution report.

FALL & SPRING MATH 099 SUCCESS RATES



MTH 099	2019	2020	2021	2022	2023	2024
Benchmark	60%	60%	60%	60%	60%	60%
MTH 099 - FA	67%	56%	65%	65%	73%	*
MTH 099 - SP	*	80%	79%	49%	40%	73%

*MTH 099 data SP 2019 and FALL 2024 are not in this reporting period.
 Source: CVCC grade distribution report.

Institutional Effectiveness Measure 2

GRADUATION RATE

Benchmark: CVCC's 150% graduation rate will meet or exceed that of Alabama 2-year colleges of similar size but will not fall below 20%.

	2019	2020	2021	2022	2023
	2015 Cohort	2016 Cohort	2017 Cohort	2018 Cohort	2019 Cohort
Chattahoochee Valley Community College	20%	19%	22%	*16%	26%
Lurleen B Wallace Community College	34%	38%	33%	41%	34%
Enterprise State Community College	19%	20%	26%	30%	29%
Central Alabama Community College	28%	17%	19%	22%	22%

*Graduation Rates were negatively impacted in 2022 by COVID-19.
Source: IPEDS Data Feedback Reports

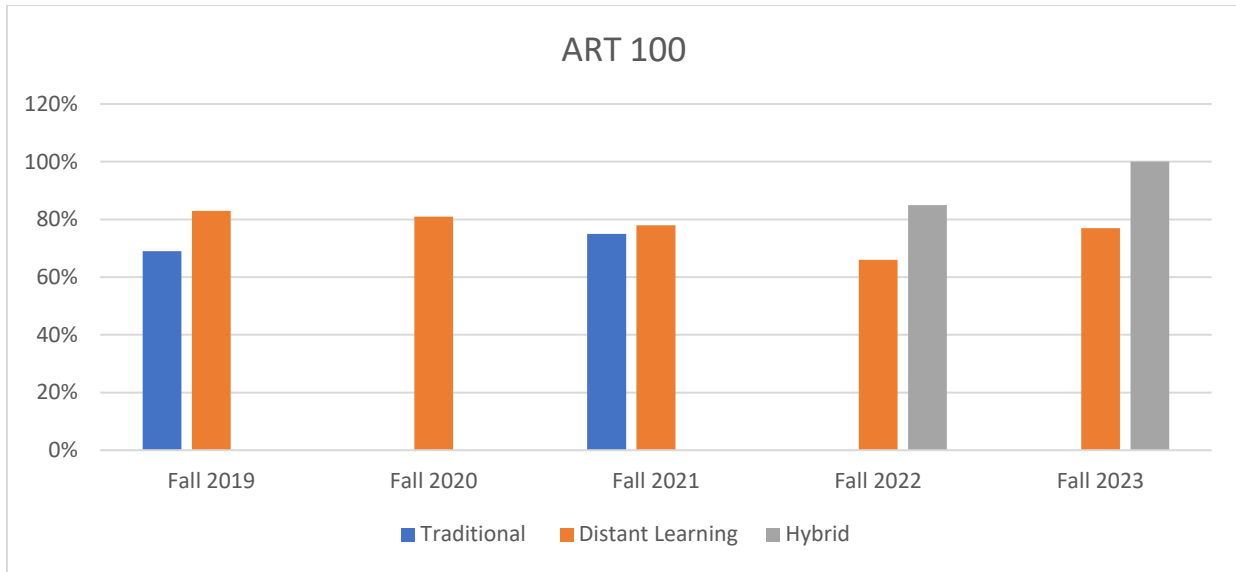
Institutional Effectiveness Measure 3

SUCCESS RATES IN DISTANCE LEARNING

Benchmark: Students enrolled in distance learning courses will perform as well as students in the same course in a traditional setting. Student success is defined as a student completing the course with a grade of D or better.

Student Success in Distance Learning Courses Compared to Traditional Counterparts

Note: Hybrid course started in Fall 2022.



Source: ACCS (DAX) Grade Listing by Delivery Method Report

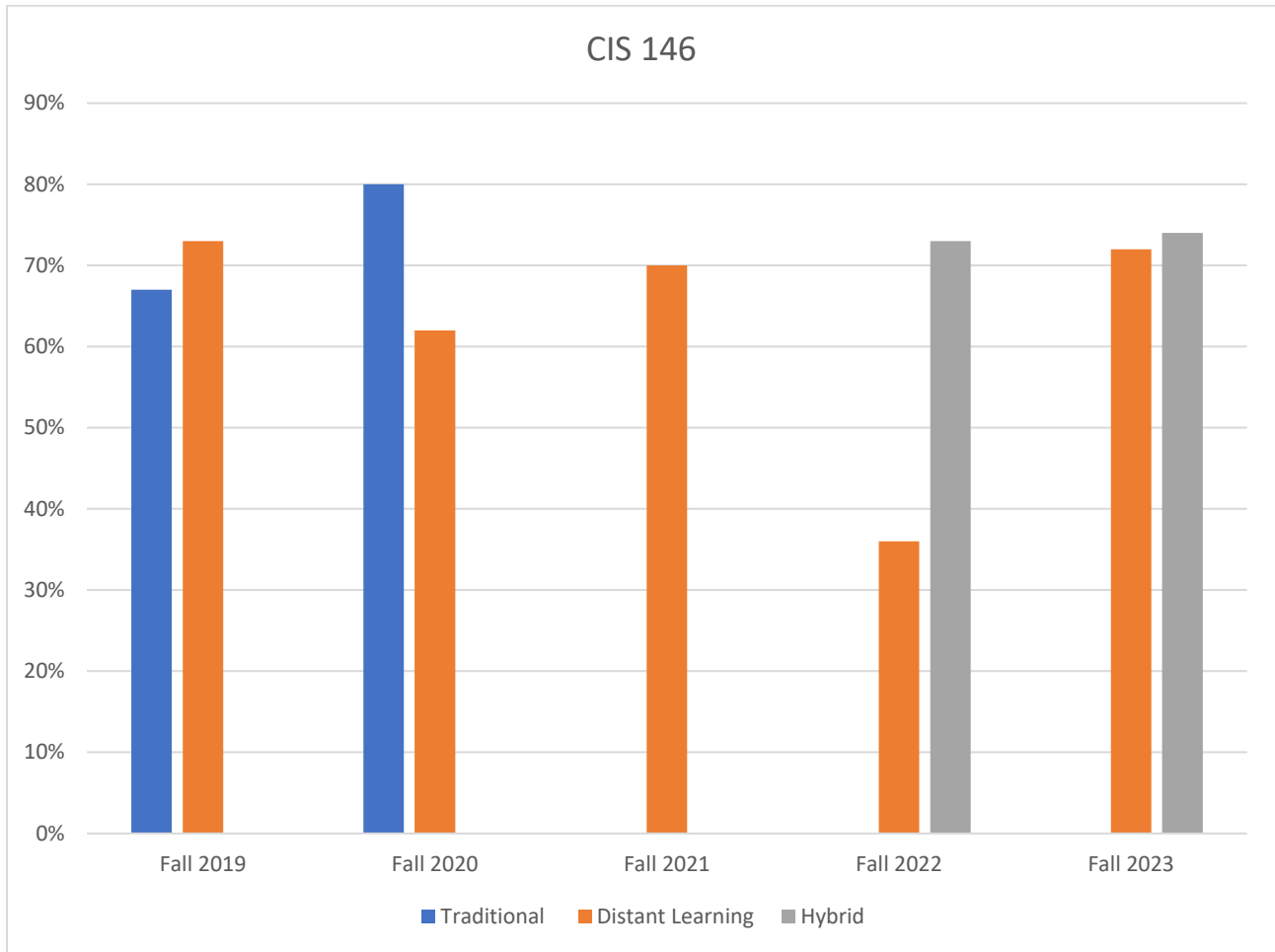
ART 100	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Traditional	69%	*	75%	*	*
Distant Learning	83%	81%	78%	66%	77%
Hybrid	*	*	*	85%	100%

*This mode was not taught.

Source: ACCS (DAX) Grade Listing by Delivery Method Report

ALL courses were online (Mid Spring 2020-Summer 2021) due to COVID.

Student Success in Distance Learning Courses Compared to Traditional Counterparts



Source: ACCS (DAX) Grade Listing by Delivery Method Report

CIS 146	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Traditional	67%	80%	*	*	*
Distant Learning	73%	62%	70%	36%	72%
Hybrid	*	*	*	73%	74%

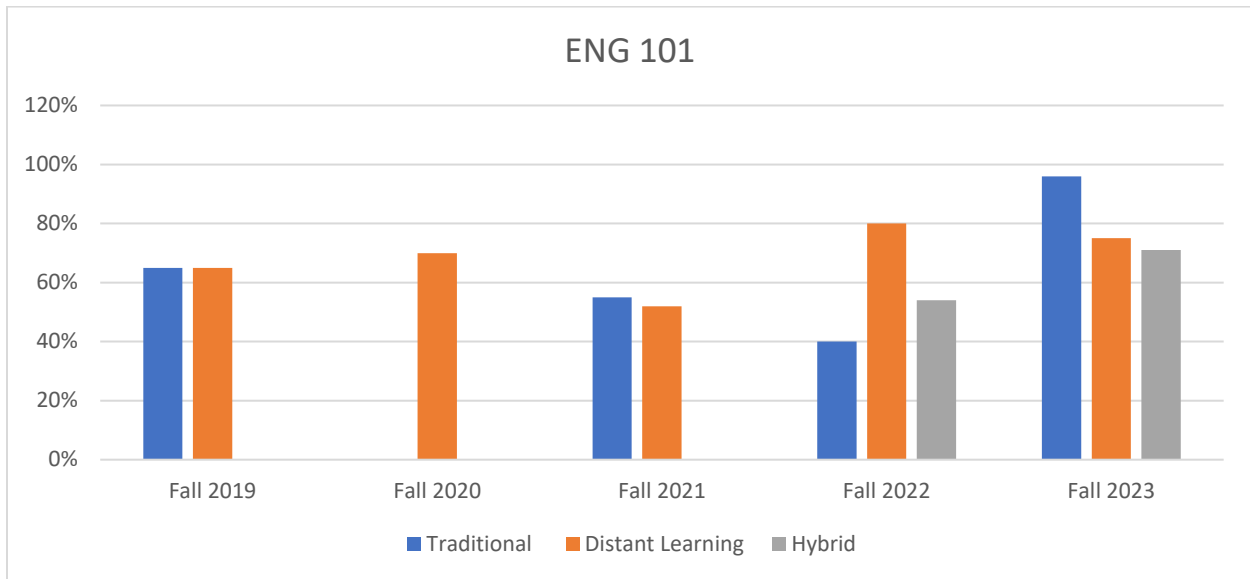
Source: ACCS (DAX) Grade Listing by Delivery Method Report

Success is a student completing the course with a grade of D or better.

*This mode was not taught.

ALL courses were online (Mid Spring 2020-Summer 2021) due to COVID.

Student Success in Distance Learning Courses Compared to Traditional Counterparts



Source: ACCS (DAX) Grade Listing by Delivery Method

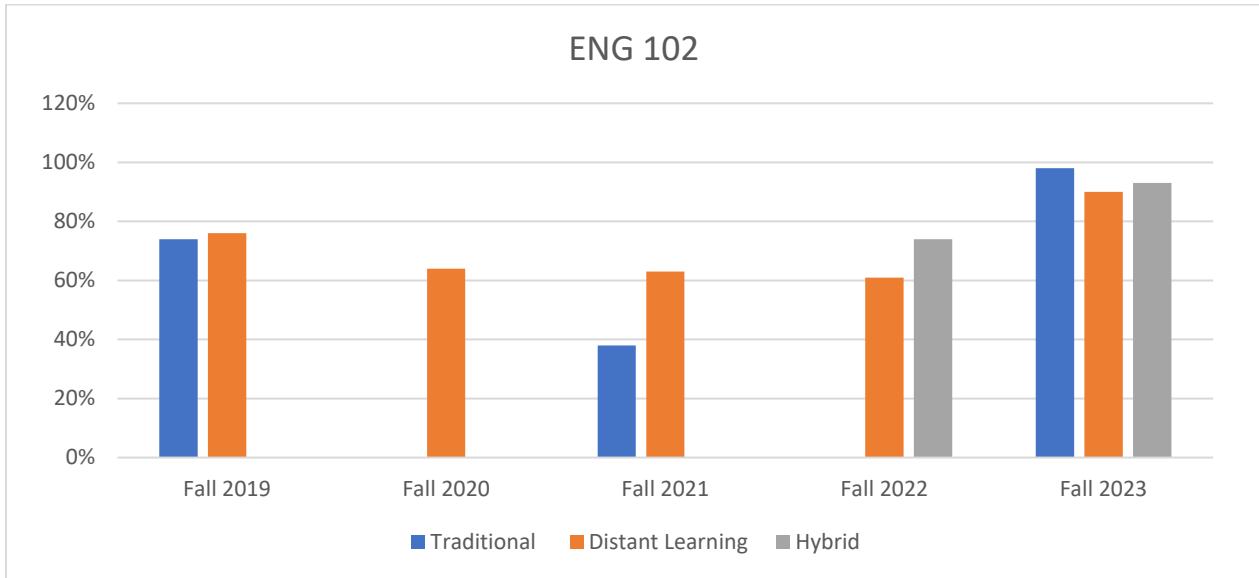
ENG 101	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Traditional	65%	*	55%	40%	96%
Distant Learning	65%	70%	52%	80%	75%
Hybrid	*	*	*	54%	71%

*This mode was not taught.

Source: ACCS (DAX) Grade Listing by Delivery Method Report
Success is a student completing the course with a grade of D or better.

ALL courses were online (Mid Spring 2020-Summer 2021) due to COVID.

Student Success in Distance Learning Courses Compared to Traditional Counterparts



Source: ACCS (DAX) Grade Listing by Delivery Method Report

ENG 102	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Traditional	74%	*	38%	*	98%
Distant Learning	76%	64%	63%	61%	90%
Hybrid	*	*	*	74%	93%

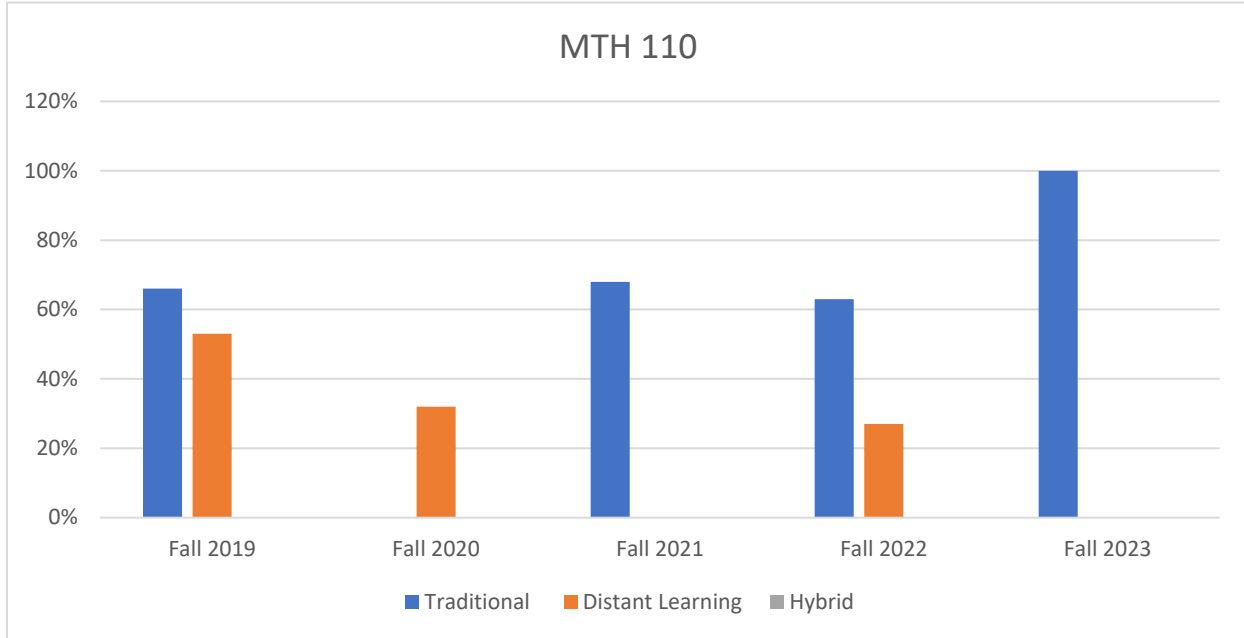
*This mode was not taught.

Source: ACCS (DAX) Grade Listing by Delivery Method Report

Success is a student completing the course with a grade of D or better.

ALL courses were online (Mid Spring 2020-Summer 2021) due to COVID.

Student Success in Distance Learning Courses Compared to Traditional Counterparts



Source: ACCS (DAX) Grade Listing by Delivery Method Report

MTH110	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Traditional	66%	*	68%	63%	100%
Distant Learning	53%	32%	*	27%	*
Hybrid	*	*	*	*	*

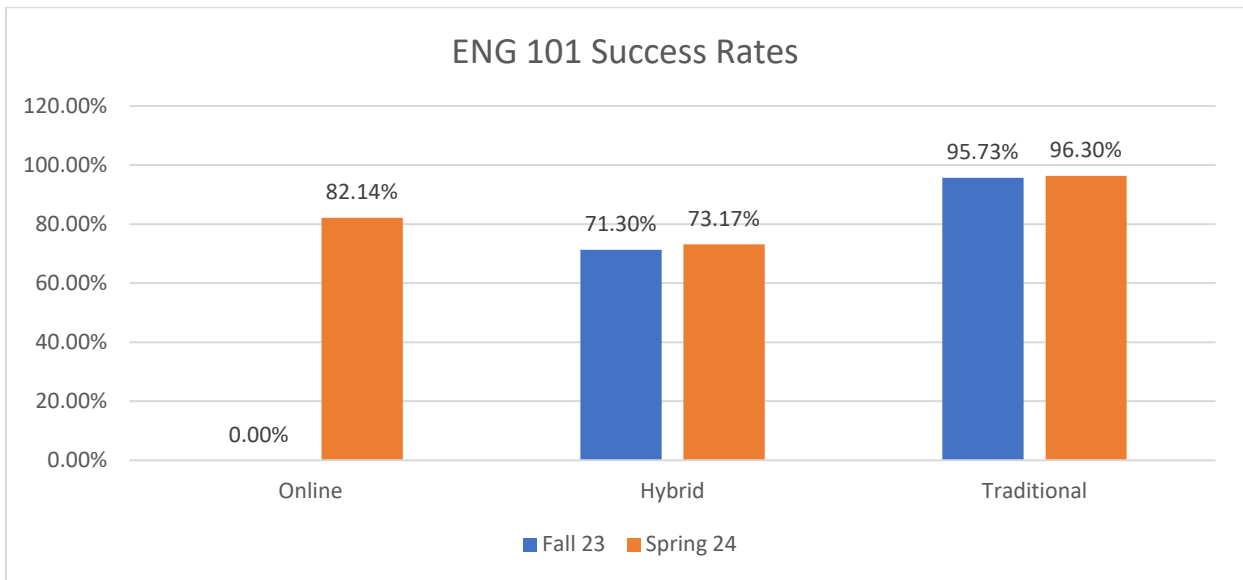
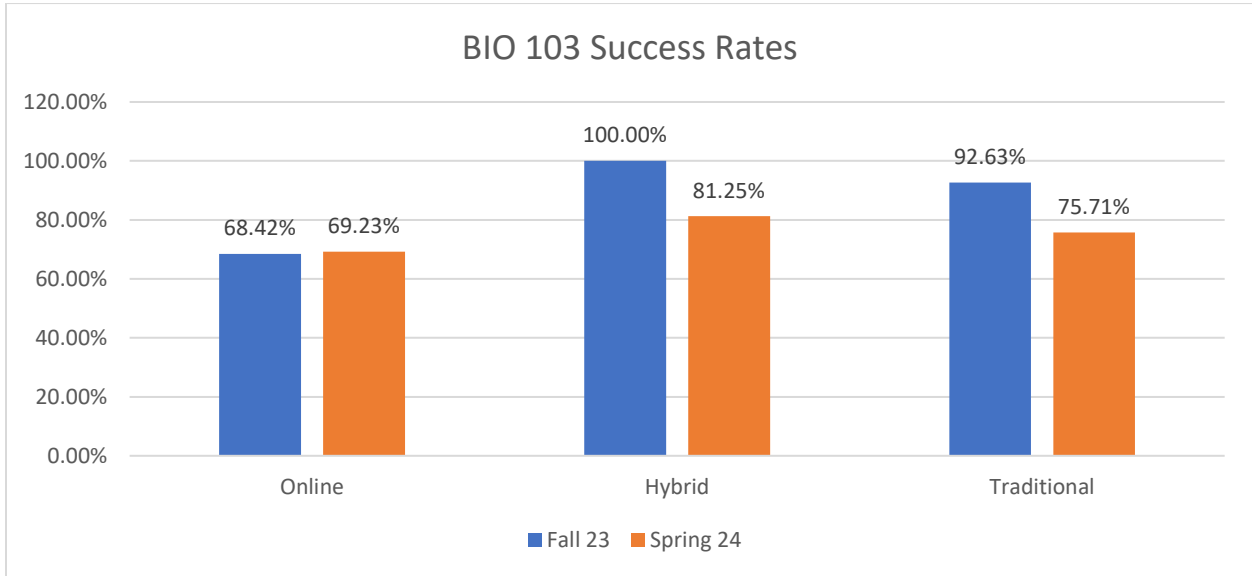
*This mode was not taught.

Success is a student completing the course with a grade of D or better.

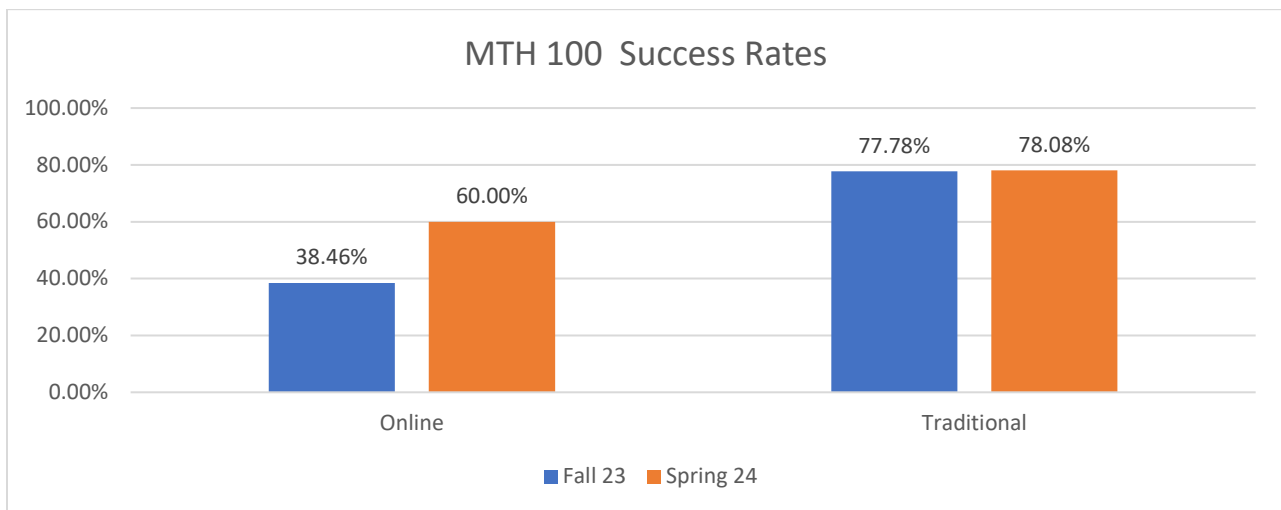
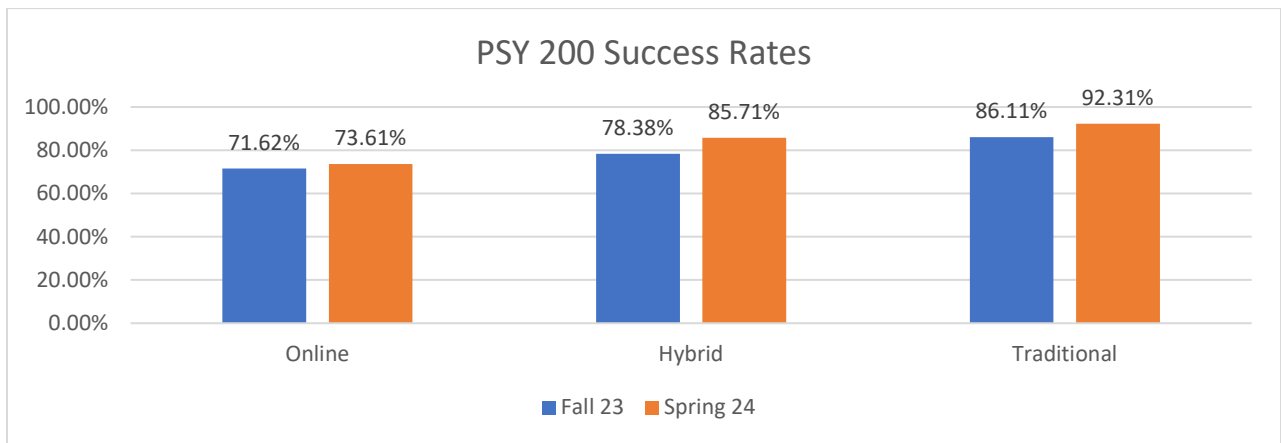
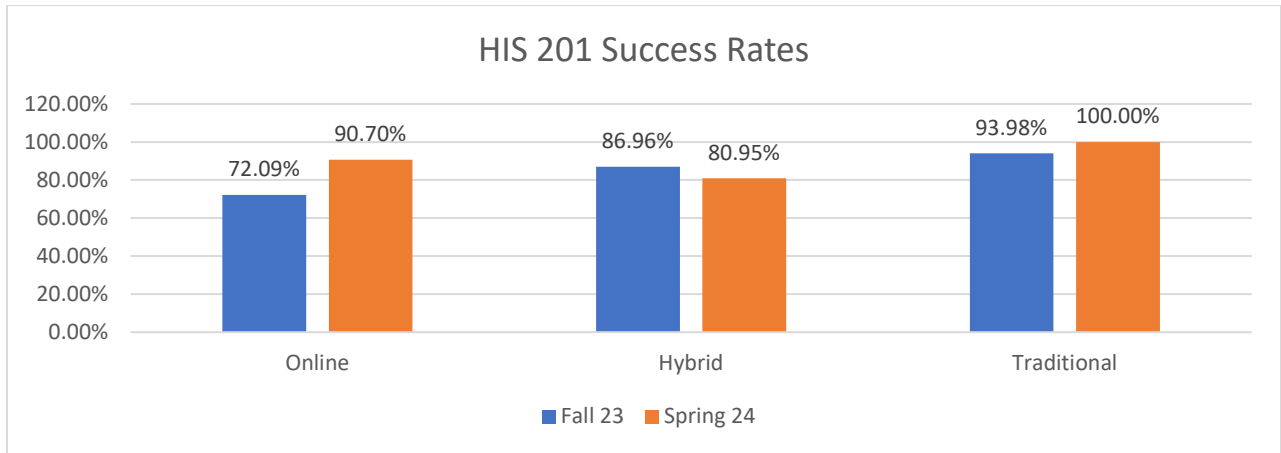
Source: ACCS (DAX) Grade Listing by Delivery Method Report

ALL courses were online (Mid Spring 2020-Summer 2021) due to COVID.

**Student Success in Distance Learning Courses Compared to Traditional Counterparts
For Fall 2023 and Spring 2024**



**Student Success in Distance Learning Courses Compared to Traditional Counterparts
For Fall 2023 and Spring 2024**



Institutional Effectiveness Measure 4*TOP TEN COURSES SUCCESS RATES*

Benchmark: General education course success rates will meet or exceed the benchmark level of a 75% pass rate of students who complete the course. Student success is defined as a student completing the course with a grade of D or better.

FALL 2023							
	A	B	C	D	F	Total	Success Rate
ART 100	51	23	15	7	22	118	81%
BIO 103	69	90	37	10	20	226	91%
CIS 146	43	37	12	8	38	138	72%
ENG 101	73	82	44	14	44	257	83%
HIS 101	7	8	9	2	11	37	70%
HIS201	62	71	32	11	23	199	88%
MTH 100	24	30	24	4	30	112	73%
MUS 101	55	18	2	3	25	103	76%
PSY 200	25	44	35	9	34	147	77%
SPH 107	17	24	11	1	25	78	68%

Fall 2022							
	A	B	C	D	F	Total	Success
ART 100	31	27	14	5	27	104	74%
BIO 103	12	26	31	17	36	122	70%
CIS 146	21	22	15	5	43	106	59%
ENG 101	90	52	40	15	49	246	80%
HIS 101	7	9	11	7	13	47	72%
HIS 201	30	25	12	4	7	78	91%
MTH 100	20	17	22	6	33	98	66%
MUS 101	34	16	14	4	23	91	75%
PSY 200	29	32	31	9	25	126	80%
SPH 107	19	30	25	9	47	130	64%

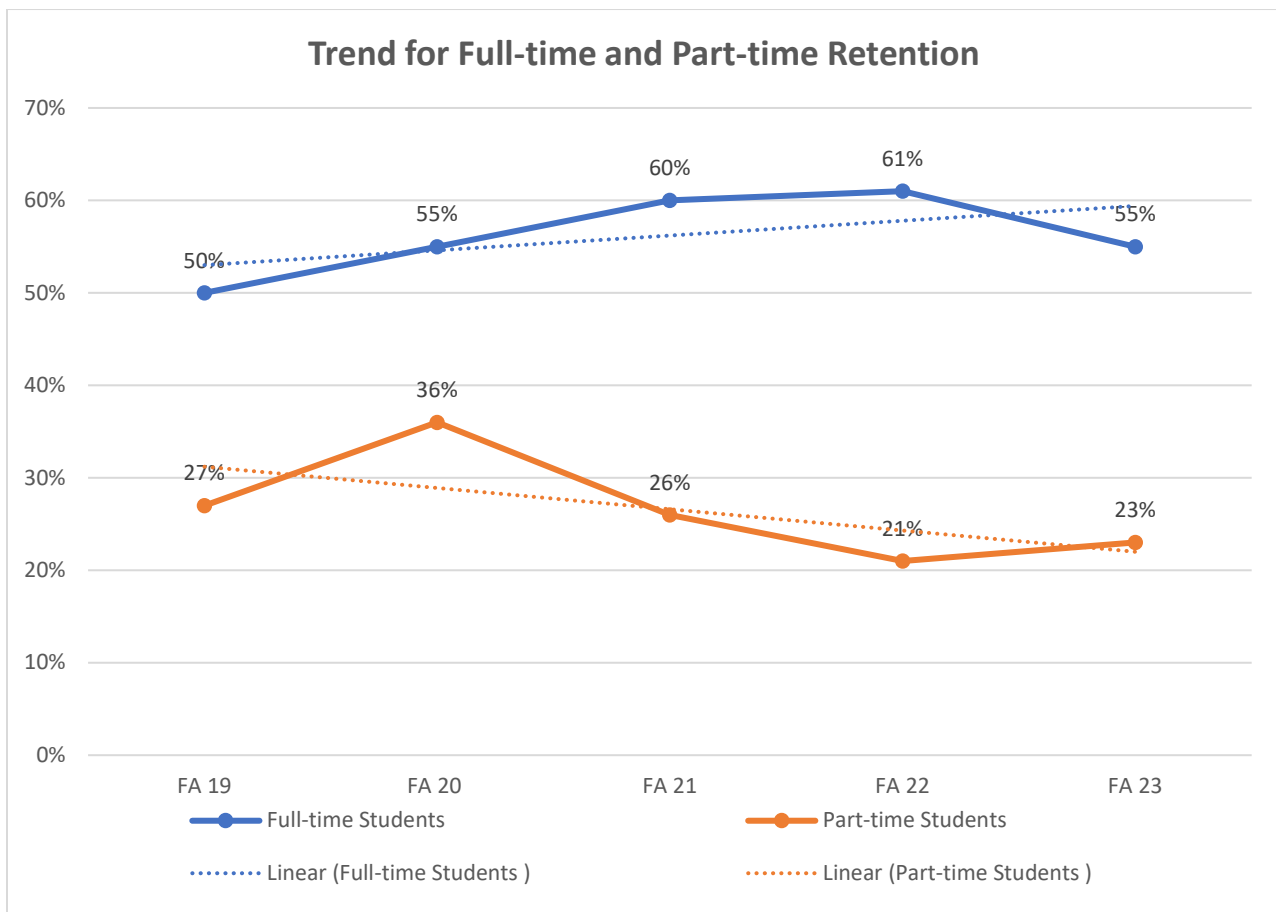
Institutional Effectiveness Measure 5

Retention Rates (Full and Part-Time)

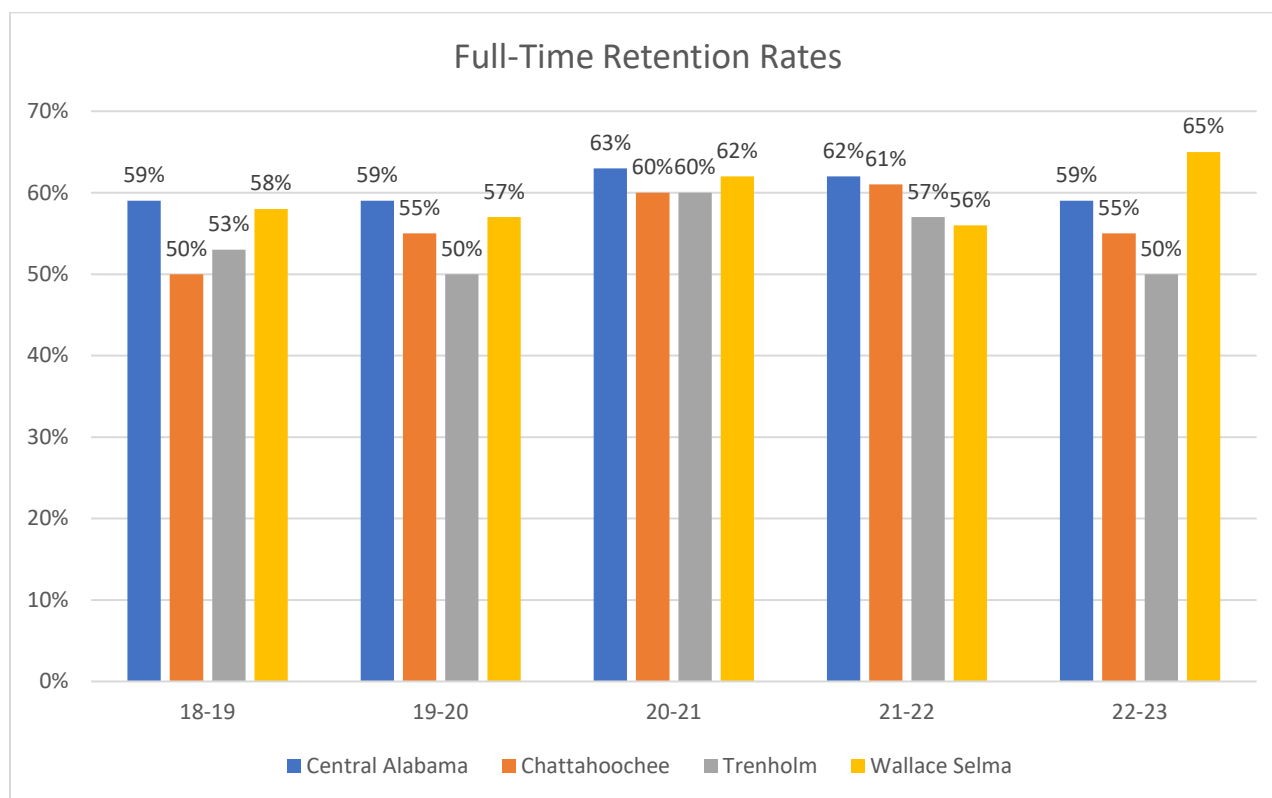
Benchmark: To meet or exceed the average retention rates of 2-year Alabama colleges for both full and part-time students (50%, 5%, respectively).

Retention Rates	Benchmark	FA 19	FA 20	FA 21	FA 22	FA 23
Full-time Students	50%	50%	55%	60%	61%	55%
Part-time Students	5%	27%	36%	26%	21%	23%

*ACHE/ DAX Retention report - <https://dax.accs.edu/DataViewer/StuRetention.aspx>



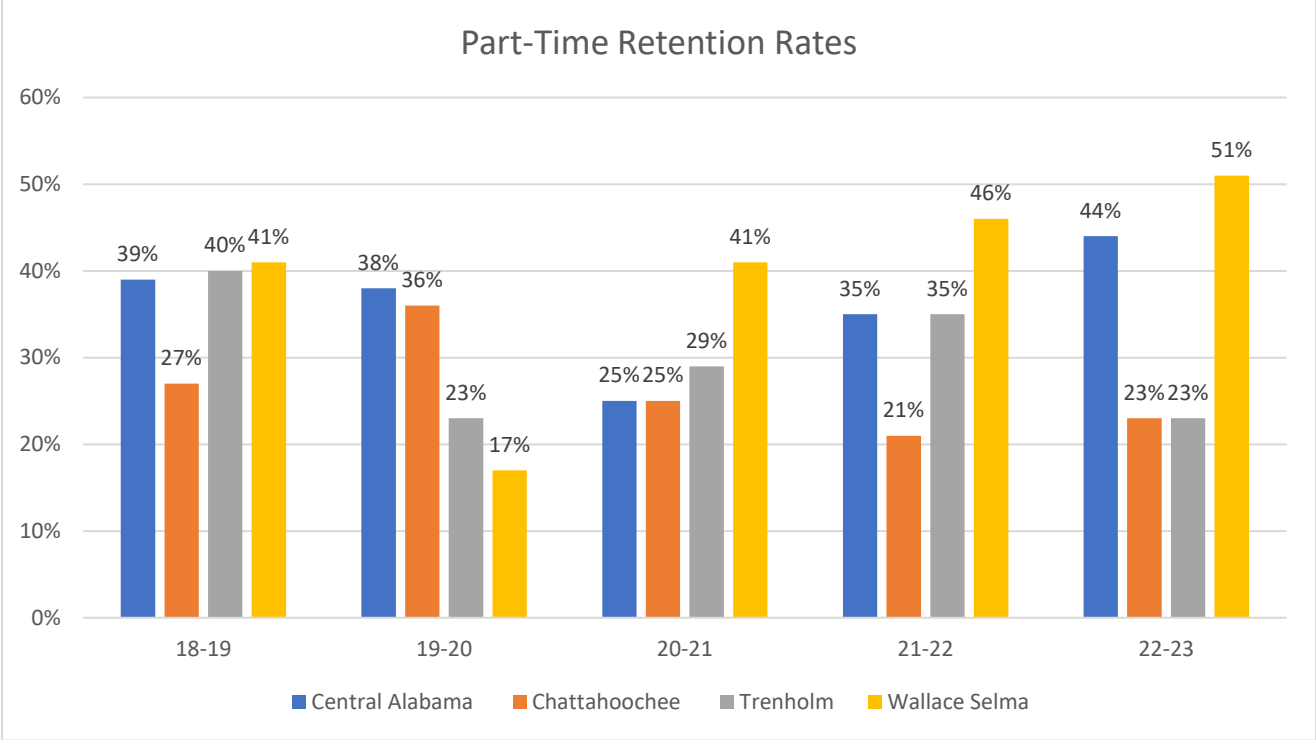
5-Year Trend for Full-time Retention Peer Group Comparison



Full - time Retention rates	18-19	19-20	20-21	21-22	22-23
Central Alabama	59%	59%	63%	62%	59%
Chattahoochee	50%	55%	60%	61%	55%
Trenholm	53%	50%	60%	57%	50%
Wallace Selma	58%	57%	62%	56%	65%

Source: <https://dax.accs.edu/DataViewer/StuRetention.aspx>

5 -Year Trend for Part-time Retention Peer Group Comparison



Part - time Retention rates	18-19	19-20	20-21	21-22	22-23
Central Alabama	39%	38%	25%	35%	44%
Chattahoochee	27%	36%	25%	21%	23%
Trenholm	40%	23%	29%	35%	23%
Wallace Selma	41%	17%	41%	46%	51%

Source: <https://dax.accs.edu/DataViewer/StuRetention.aspx>

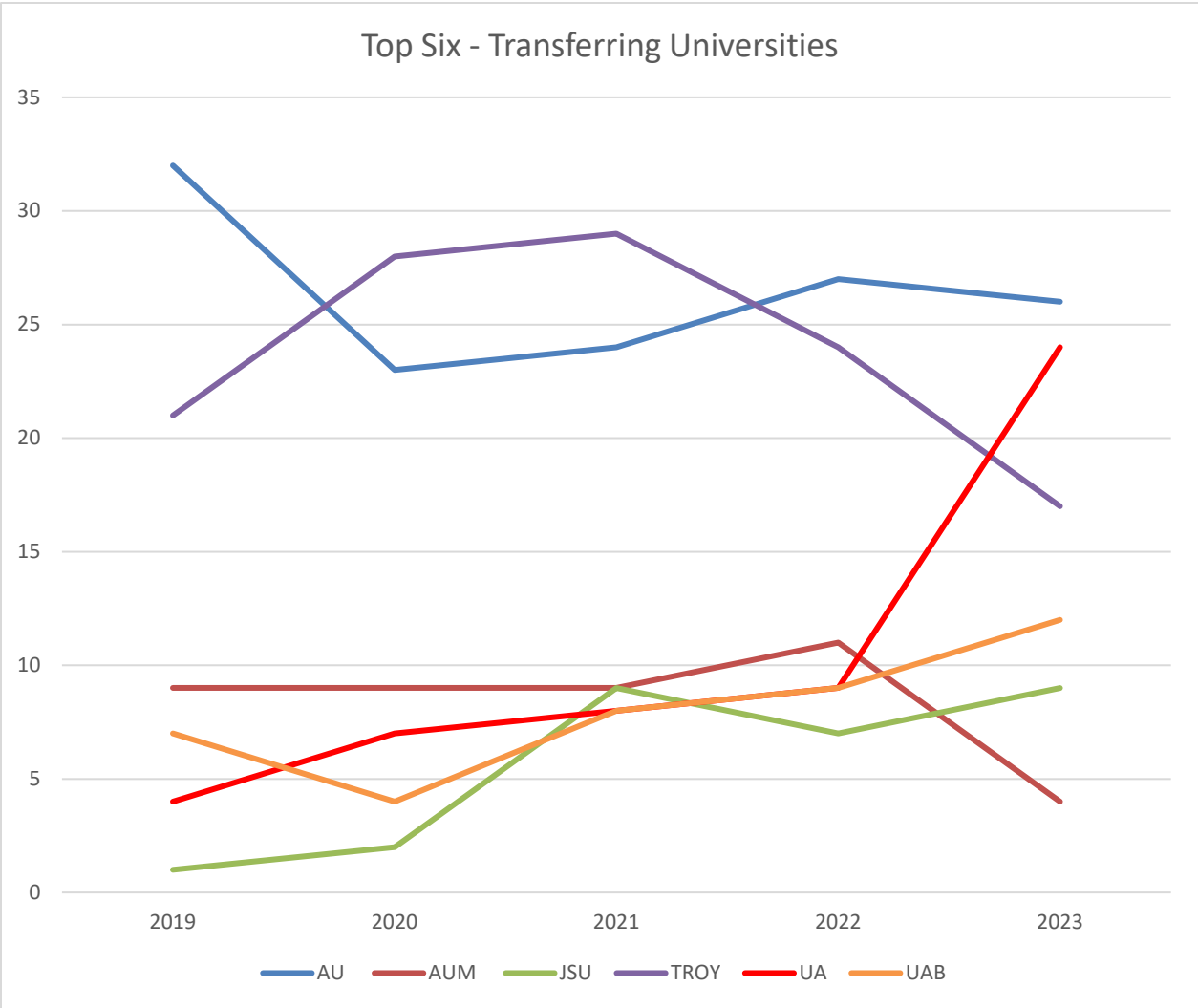
Institutional Effectiveness Measure 6

ACADEMIC TRANSFER

Benchmark: The number of students transferring in the fall term to a 4-year institution will remain steady or increase.

Academic Progress - Student Transferring to a University					
	2019	2020	2021	2022	2023
Alabama A&M University	0	0	0	0	0
Alabama State University	0	0	0	0	0
Athens State University	0	0	1	0	0
Auburn University	32	23	24	27	26
Auburn University at Montgomery	9	9	9	11	4
Jacksonville State University	1	2	9	7	9
Troy University	21	28	29	24	17
The University of Alabama	4	7	8	9	24
University of Alabama in Birmingham	7	4	8	9	12
University of Alabama in Huntsville	1	1	0	2	2
University of Montevallo	0	0	0	1	0
University of North Alabama	1	0	0	0	0
University of South Alabama	1	2	1	1	4
University of West Alabama	0	3	2	0	2
Total	77	79	91	91	100

Source: ACHE https://data.ache.edu/Rpt_Transfer



	2019	2020	2021	2022	2023
AU	32	23	24	27	26
AUM	9	9	9	11	4
JSU	1	2	9	7	9
TROY	21	28	29	24	17
UA	4	7	8	9	24
UAB	7	4	8	9	12

Institutional Effectiveness Measure 7

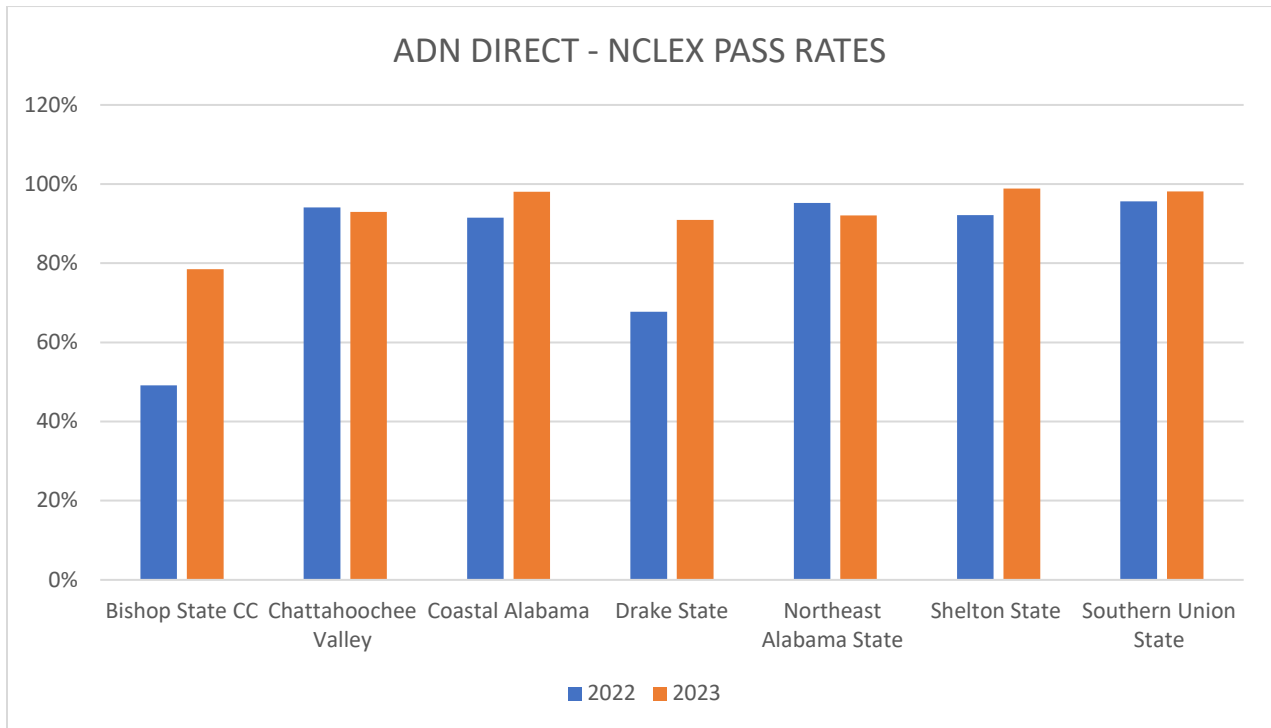
LICENSURE PASS RATES – DIRECT ENTRY - ADN

Benchmark: To meet or exceed the national means established by the NLNAC.

National Mean for 2023: ADN 87.75% / Alabama Mean as of 2022: 91.64%

The Associate of Applied Science in Nursing-Mobility (Direct Entry – track two) program enables the Licensed Practical Nurse (LPN) or Licensed Paramedic to complete a 3-semester curriculum leading to an Associate of Applied Science in Nursing. Upon successful completion, eligible students apply for the Associate of Applied Science in Nursing and sit for the National Council Licensure Examination: NCLEX-RN

Direct - A D N	2022	2023
Bishop State CC	49%	79%
Chattahoochee Valley	94%	93%
Coastal Alabama	91%	98%
Drake State	68%	91%
Northeast Alabama State	95%	92%
Shelton State	92%	99%
Southern Union State	96%	98%



Source: CY2022&CY2023 Pass Percentages

Source: <https://www.abn.alabama.gov/nursing-programs/#tab-lpn>

Source: https://www.ncsbn.org/public-files/NCLEX_Stats_2023-Q4-PassRates.pdf

Institutional Effectiveness Measure 7

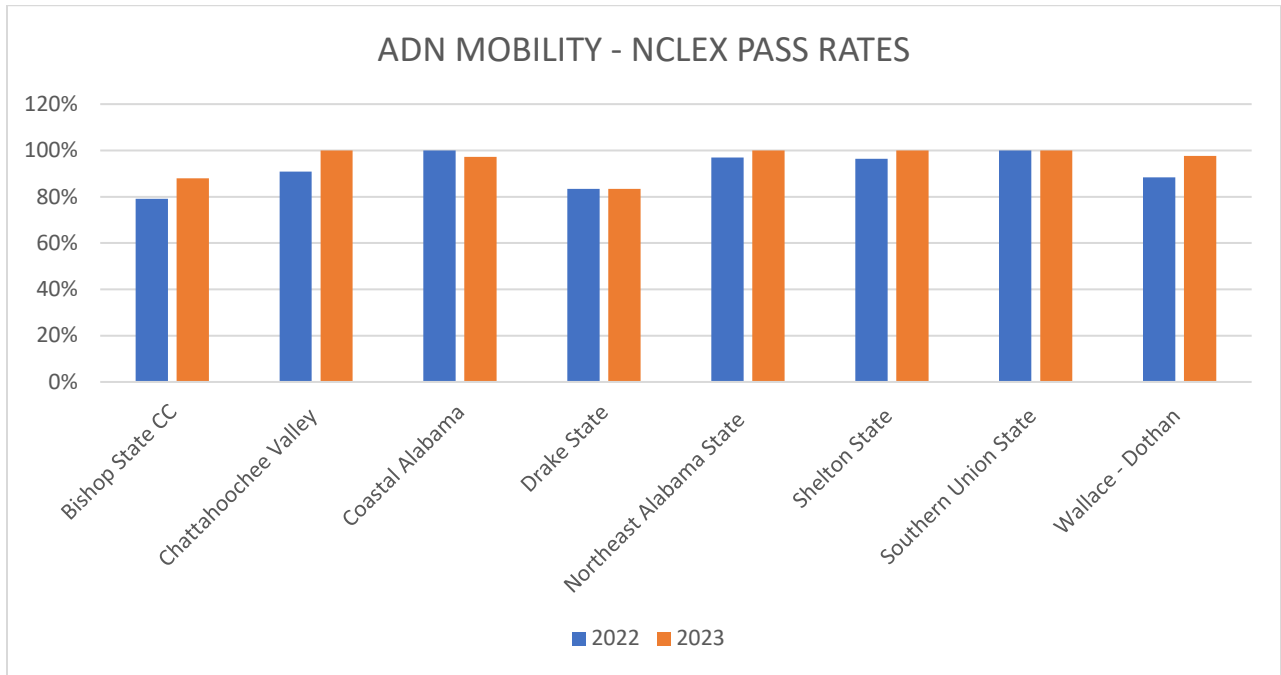
LICENSURE PASS RATES – MOBILITY - ADN

Benchmark: To meet or exceed the national means established by the NLNAC.

National Mean for 2022: PN 87.75% / Alabama Mean as of 2022: 91.64%

The Associate of Applied Science in Nursing-Mobility program enables the Licensed Practical Nurse (LPN) or Licensed Paramedic to complete a 3-semester curriculum leading to an Associate of Applied Science in Nursing. Upon successful completion, eligible students apply for the Associate of Applied Science in Nursing and sit for the National Council Licensure Examination: NCLEX-RN.

Mobility - A D N	2022	2023
Bishop State CC	79%	88%
Chattahoochee Valley	91%	100%
Coastal Alabama	100%	97%
Drake State	83%	83%
Northeast Alabama State	97%	100%
Shelton State	96%	100%
Southern Union State	100%	100%
Wallace - Dothan	88%	98%



Source: CY2022&CY2023 Pass Percentages

Source: <https://www.abn.alabama.gov/nursing-programs/#tab-lpn>

Source: https://www.ncsbn.org/public-files/NCLEX_Stats_2023-Q4-PassRates.pdf

Institutional Effectiveness Measure 7

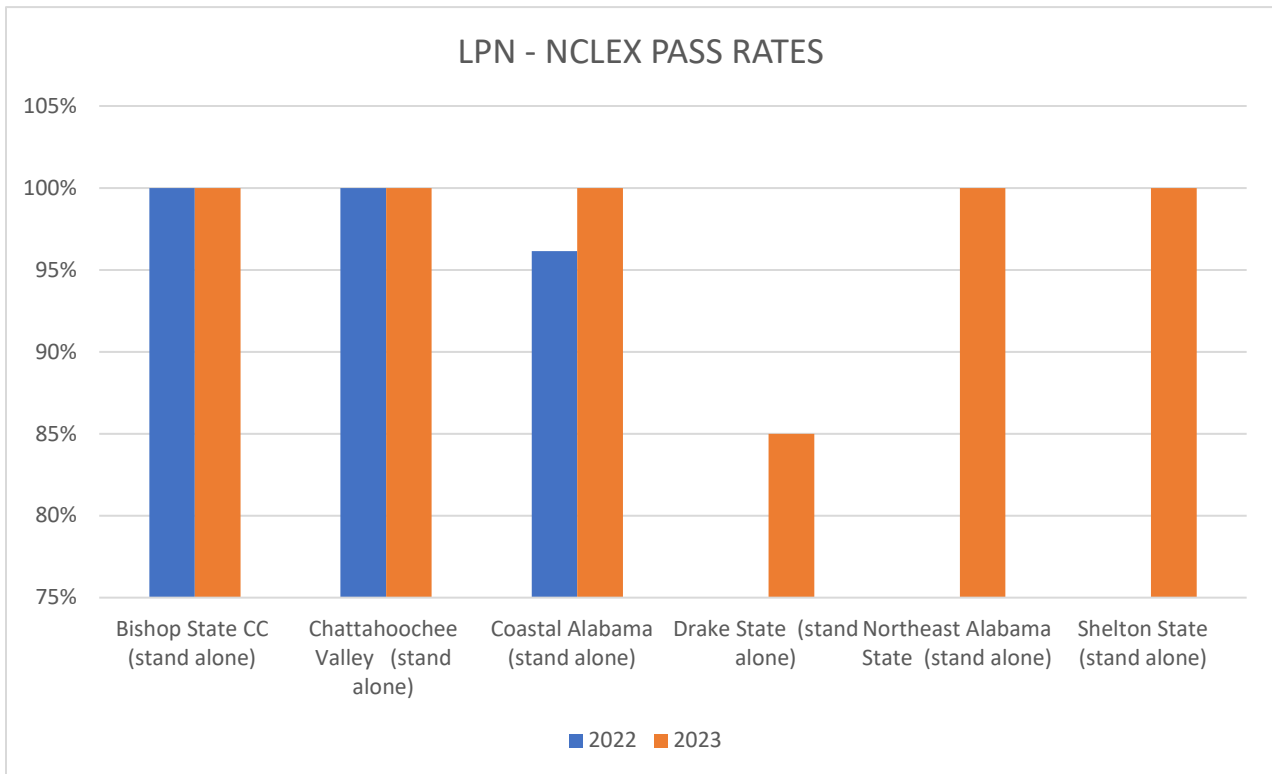
LICENSURE PASS RATES - LPN

Benchmark: To meet or exceed the national means established by the NLNAC.

National Mean for 2022: PN 86.67% / Alabama Mean as of 2022: 94.81%

Following successful completion of the third semester of the 3-semester curriculum, eligible students to apply for the practical nursing certificate and sit for the National Council Licensure Examination: NCLEX-PN.

LPN - NCLEX-PN	2022	2023
Bishop State CC (stand-alone)	100%	100%
Chattahoochee Valley (stand-alone)	100%	100%
Coastal Alabama (stand-alone)	96%	100%
Drake State (stand-alone)		85%
Northeast Alabama State (stand-alone)		100%
Shelton State (stand-alone)		100%



Source: CY2022&CY2023 Pass Percentages

Source: <https://www.abn.alabama.gov/nursing-programs/#tab-lpn>

Source: https://www.ncsbn.org/public-files/NCLEX_Stats_2023-Q4-PassRates.pdf

Institutional Effectiveness Measure 7

LICENSURE PASS RATES – E M T

CVCC EMS Program EMT Board Exam Pass Rates (October 2020 to October 2024)

EMT	20-21	21-22	22-23	23-24
National Mean	79%	80%	80%	76%
Alabama Pass Rate	75%	73%	73%	66%
Chattahoochee Valley	63%	69%	75%	*64%

* Through Spring 2024

Advanced EMT	20-21	21-22	22-23	23-24
National Mean	76%	75%	71%	72%
Alabama Pass Rate	68%	69%	69%	60%
Chattahoochee Valley	25%	25%	100%	*75%

* Through Spring 2024

Source: National data registry (data provided by James Rider)

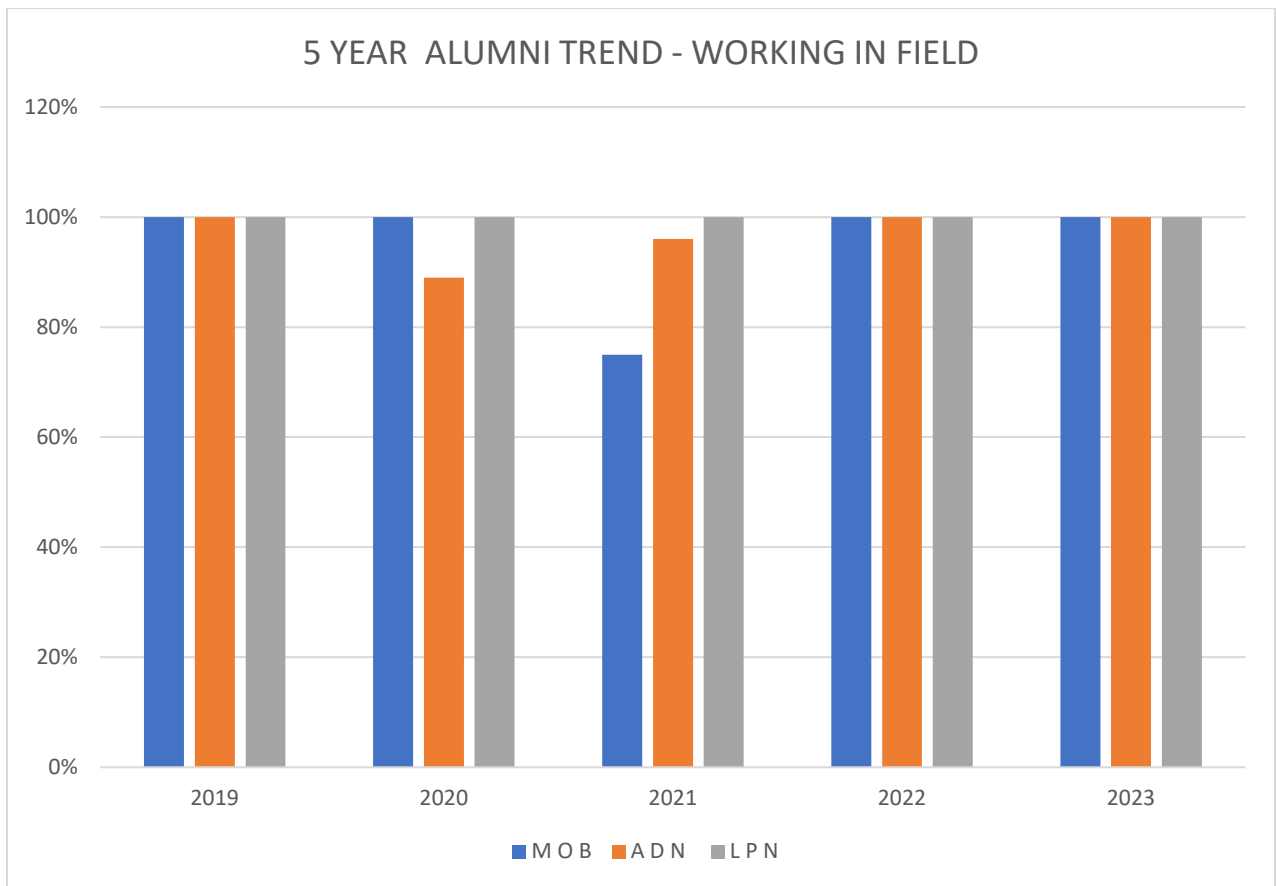
Institutional Effectiveness Measure 8

EMPLOYMENT RATES

Benchmark: The percentage of CVCC CTE alumni finding work in their field of study will meet or exceed the established 75% threshold.

FIVE YEAR TREND WORKING IN FIELD

	2019	2020	2021	2022	2023
M O B	100%	100%	75%	100%	100%
A D N	100%	89%	96%	100%	100%
L P N	100%	100%	100%	100%	100%



The percentage is based on the number of surveys returned and the number of students who completed their education.
 Source: CVCC Program Reviews and Alumni Survey

Institutional Effectiveness Measures 9*STUDENT ENGAGEMENT SURVEY/**ENGAGEMENT WITH ENROLLMENT SERVICES*

Benchmark: To achieve 90% positive engagement or higher on the Student Engagement Survey and with Enrollment Services.

Benchmark: To achieve 90% positive engagement or higher on the Student Engagement Survey.					
	20-21	21-22	22-23	23-24	4 yr avg
Admissions Services Quality	100%	100%	99%	94%	98%
Registration Process Quality	100%	100%	98%	98%	99%
Academic Advising Received	93%	94%	93%	95%	94%
Transfer Counseling Quality	97%	98%	93%	95%	96%
Financial Aid Counseling Quality	95%	97%	92%	96%	95%
Scholarship Opportunities	96%	93%	93%	92%	94%
Business Office Services Quality	96%	99%	98%	98%	98%
Student Activities Variety	*88%	100%	90%	97%	96%
LRC Services Quality	100%	100%	100%	97%	99%
Variety of Courses Offered	93%	97%	94%	96%	95%
Scheduling of Classes Quality	94%	92%	94%	96%	94%
Website	98%	94%	90%	96%	95%
Social Media	100%	*67%	92%	96%	89%
Availability of Computer Resources	99%	94%	97%	97%	97%
Tutorial Services Quality	94%	100%	94%	97%	96%
Bookstore Quality	93%	97%	90%	98%	95%
Classroom Facilities	100%	100%	98%	99%	99%
College Safety Quality	100%	96%	93%	97%	97%
Campus Upkeep/Maintenance	98%	97%	97%	98%	98%
Counseling	93%	100%	94%	96%	96%
Disability Services	97%	100%	91%	95%	96%
Veteran Services	98%	98%	95%	95%	97%
Career Planning Services	91%	95%	91%	97%	94%

* Limited student activities were provided due to COVID-19 for 2020 and 2021

Results of Recommendations for Improvement 2023-2024

The following recommendations were developed and implemented for 2023-2024 by the Administrative Cabinet to improve student success.

1. Improve Graduation Rate by implementing the following strategies:

- **Sail through in 2 yrs.**
- **Fully implement COMPASS (QEP)**

Division Responsible: Instruction/Student Affairs

Sail through in Two (years)

The Sail Through in Two marketing campaign was completed and implemented. The SEM Committee and SENSE team, along with the COMPASS team are coordinating Sail Through in Two. Information about Sail Through in Two is being shared with students during onboarding, New Student Experience, and advising. Degree maps are being created, and students are utilizing Degree Works. Faculty, staff, and advisors are emphasizing the importance of registering for a full load to complete degree requirements within two years.

- All academic degree plans have been updated and forwarded to the SENSE department and faculty for academic advisement purposes. Additionally, these degree plans are available on the intranet for faculty and staff to view as needed. The degree plans have also been integrated into the Degree Works software to ensure accurate and effective academic advisement.

Fully implement COMPASS (QEP)

- COMPASS is being fully implemented. The SENSE staff are serving as student navigators. New Student Experience has been improved and expanded with the advising experience for students.
-
- Fully implement COMPASS (QEP)
- COMPASS has been fully implemented. Through the updated onboarding processes, applicants are contacted via email, text, or phone a minimum of three times between completing the admissions application and being admitted to the College
- Students are directed via communications from TargetX to sign up for NSE. Students who do not attend NSE receive assistance with signing up for the next available session, or they are advised one-on-one and provided with the NSE information. With the implementation of the QEP, attendance in summer NSE sessions has increased from 176 participants in Summer 2023 to 415 participants (with one session pending) in Summer 2024. First-time students have an assigned success coach and faculty advisor, and information is communicated through both parties to ensure their academic and career goals are met.
- Ninety-five percent of students agree or strongly agree that their academic needs were met through academic advising. (Student Engagement Survey 2024)
- Ninety-two percent of students agreed or strongly agreed that they received adequate information on scholarships while 97% reported they received adequate information on career awareness and 95% reported receiving adequate transfer information (Per the

Student Engagement Survey 2024). Seventy-six percent of students in the ORI 105 courses completed an Alabama Transfers Agreement, and the COMPASS team is addressing ways to improve this percentage. The ORI 105 instructors and advisors will continue encouraging students to complete and submit an Alabama Transfer Agreement as this will make the graduation and transfer process smoother. In 2023, 506 Alabama Transfers guides were created, and in 2024, thus far, 206 guides have been created. These numbers will be updated in December of 2024.

- Sophomore students focus on graduation, transfer, and career guidance with faculty advisors. Graduation information is sent to students via email each semester and displayed on the CVCC website. Students who have not completed graduation requirements are contacted via email by the Admissions Office before the 2B term session begins to enable students to sign up for missing course requirements, if applicable.
- Faculty participated in Target X training and Advising, Degree Works, and Math Placement professional development sessions. Additional professional development opportunities will be offered to assist with expanding academic advising success and student engagement.

Division Responsible: **Instruction/Student Affairs**

2. Improve Success Rates in Distance Learning

Division Responsible: **Instruction**

Summary for Success Rates in Distance Learning
Art-Success rates for the traditional format have been inconsistent, with only two semesters (Fall 2019 and Fall 2021) showing rates above the 60% benchmark. The course was not offered in this format during Fall 2020, Fall 2022, and Fall 2023. Distance learning has consistently performed well, with success rates significantly above the 60% benchmark in all semesters. The lowest rate was 66% in Fall 2022, but it still met the benchmark. The hybrid format, introduced in Fall 2022, has shown excellent results. Success rates were 85% in its first offering and reached 100% in Fall 2023, both well above the 60% benchmark.
CIS 146- Success rates for the traditional format have been mixed, with Fall 2019 and Fall 2020 performing above the 60% benchmark. The course was not offered in this format from Fall 2021 to Fall 2023. Distance learning has mostly been above the 60% benchmark, except for Fall 2022, where the success rate dropped to 36%. Other semesters show impressive performance, with rates ranging from 62% to 73%. The hybrid format, introduced in Fall 2022, has shown promising results, with success rates of 73% and 74% in its first two offerings, both above the 60% benchmark.
ENG 101- Success rates for the traditional format have varied. Rates were above the 60% benchmark in Fall 2019, Fall 2020, and Fall 2023, with a notable peak at 96% in Fall 2023. However, they fell below the benchmark in Fall 2021 and Fall 2022. Distance learning success rates were consistently above the 60% benchmark, except for Fall 2021. The rates were particularly strong in Fall 2022 and Fall 2023, reaching 80% and 75%, respectively. The hybrid format, introduced in Fall 2022, initially fell slightly below the benchmark with a 54% success rate. However, it showed improvement in Fall 2023, achieving a 71% success rate, above the benchmark.
ENG 102- Success rates for the traditional format have been mostly above the 60% benchmark, except for Fall 2021. Fall 2023 showed an exceptional success rate of 98%. The course was not offered in this format in Fall 2022. Distance learning success rates were consistently around or above the 60% benchmark, with a significant increase to 90% in Fall 2023. The lowest success

rate was 61% in Fall 2022, just meeting the benchmark. The hybrid format, introduced in Fall 2022, has shown strong performance with success rates of 74% and 93% in Fall 2022 and Fall 2023, respectively, both well above the 60% benchmark.
MTH 110- Success rates for the traditional format have consistently been above the 60% benchmark, with a notable peak of 100% in Fall 2023. The rates have remained stable from Fall 2019 to Fall 2022, ranging from 63% to 68%. Distance learning success rates have been consistently below the 60% benchmark, with the lowest rate at 0% in Fall 2021. The course was not offered in this format in Fall 2023. The hybrid format has not been offered during the given period.
Action Steps for Improvement
Offer training and ongoing support for instructors to enhance their online teaching skills and adapt instructional strategies to online environments.
Facilitate group projects, peer reviews, and collaborative activities to encourage interaction and shared learning experiences among students.
Offer orientation sessions or tutorials to familiarize students with the online learning platform and technological tools used in the course.
Incorporate interactive elements such as quizzes, polls, discussion forums, and multimedia content to keep students engaged.

3. Establish a Center for Instructional Excellence

- Online instructional strategies
- Traditional instructional strategies
- Establish strategies for students to earn extra credit

Division Responsible: **Instruction**

The Center for Instructional Excellence has been established effective June 2024.

Traditional Instructional Strategies: Professional development opportunities have been afforded to faculty with efforts to enhance their existing teaching/instructional skills. A variety of approaches have been used to include:

- The English faculty has developed a workbook containing notes and teaching points for students to use both in and out of class when drafting essays.
- Instructors are incorporating a mix of problem-solving, reading, and creative assignments to cater to different learning styles.
- Extra credit assignments have been implemented, along with dropping the lowest test grade.
- Math labs have been introduced, and conferences for English students to receive constructive feedback on assignments will continue.

In response to online course pass rates consistently falling below the 70% benchmark, more face-to-face courses have been offered to improve student success. During the 2023-2024 academic year, instructors participated in professional development opportunities focused on enhancing teaching, learning, and student engagement. Training in Artificial Intelligence was also provided to instructors, aiming to integrate advanced technology into the learning experience. To further

support student achievement, remediation sessions in English and Math courses are available. Grading rubrics continue to be utilized to maintain clear and consistent assessment standards. Additionally, the English department has developed a workbook designed to assist students with their English assignments, providing them with essential resources and support.

4. Improve General Education Pass Rates to meet the established 75% benchmark.

- Top 10 course

Division Responsible: **Instruction**

Summary for Success Rates for Top Ten Courses
The goal for general education courses is to achieve a pass rate of 75% or higher among students who complete the course with a grade of D or better. This benchmark reflects the institution's commitment to ensuring student success in foundational academic areas. Success rates will be monitored and targeted to ensure they meet or exceed this standard, aiming to provide students with a solid foundation and readiness for further academic and career pursuits.
Overall, fall 2023 demonstrated robust performance in general education courses at meeting or exceeding the benchmark success rate of 75%. Courses like BIO 103 and HIS 201 particularly stood out with exceptionally high success rates, reflecting effective teaching and student engagement strategies. Areas meeting the benchmark indicate effective instructional practices and support systems in place for student success. Opportunities for improvement exist in courses where success rates approached but did not meet the benchmark, suggesting areas for targeted intervention in future terms.
In Fall 2022, several general education courses met or approached the benchmark success rate of 75%, including ENG 101, HIS 101, HIS 201, MUS 101, and PSY 200. These courses demonstrated effective teaching strategies and support mechanisms for student success. Courses like CIS 146 and SPH 107 showed opportunities for improvement, indicating potential areas for targeted interventions in future terms to enhance student outcomes.
Action Steps for Improvement
Use student feedback to make timely adjustments to course materials, instructional methods, and assessment formats.
Strengthen academic support services such as tutoring centers, writing labs, and study groups to provide additional resources for students struggling with coursework
Implement inclusive teaching practices that accommodate diverse learning needs and backgrounds.
Provide professional development opportunities for faculty members teaching courses that require improvement.

5. Improve Retention Rates

- Retain part-timers

Division Responsible: **Instruction/Student Affairs**

These efforts have been aligned with the COMPASS and Sail Through in Two efforts. The SENSE Program Coordinator has implemented targeted instructional training on how to improve completion rates in Top Ten Gen Ed courses and examined pass rates for Top Ten Gen Ed courses by modalities.

A report to determine gains with retention and academic standing has been developed, and the SEM Committee has aligned and updated the Strategic Enrollment Management Plan and Strategic Planning Reports. The Committee is planning and coordinating retention efforts with the SENSE Retention Coordinator.

6. Enhance EMT Certifications pass rates by incorporating an EMT Prep Course

- Pass Rates Licensure
- Expand evening classes/offering

Division Responsible: **Instruction**

The EMT program began requiring students to purchase an EMT Prep Course App for their phones when enrolled in the EMT Prep course. Students were instructed to use this app daily to prepare for the NREMT Board Exam. This Prep Course App aids in answering board exam material and enhances learning.

The classes were larger in the academic year from October 2023 to June 2024 compared to the previous academic year of 2022–2023. Throughout all semesters, students have provided positive feedback regarding the EMT Prep Course. However, students from the Spring 2024 cohort have suggested maintaining smaller class groups for the EMT Prep Course.

The EMS program will be implementing new strategies to improve better academic results, which are the following:

- Smaller class groups for the EMT Prep Course
- Extending the EMT Prep Course for an additional hour, so we can allow for a break
- Instruct the student to start the EMT Prep Course App two weeks prior to the EMT Prep Course, so students can ask questions in regard to the material on the App.

Larger class groups limit opportunities for every student to ask questions compared to smaller groups. Dominant students often monopolize question-asking, silencing others in larger groups. Direct lecture methods are ineffective in this context. Therefore, we are converting the EMT Prep Course to a Team-Based Learning Model to ensure all students participate actively in the class.

7. Expand evening classes/offering

Division Responsible: **Instruction**

Night courses in History, English, Math, and Science were implemented, but only the Science and Math courses have robust enrollment. A weekend math class introduced in 2023-2024 was successful, peaking at 20 students, while a weekend English course offered this academic year did not attract any students. The College will continue to offer night courses in Math and Science.

8. Implement targeted instructional training on how to improve retention in high Gen Ed enrolled courses and examining pass rates for high enrollment Gen Ed courses by modalities.

Division Responsible: **Instruction/Student Affairs**

Instructional training opportunities were provided in the following areas for faculty in the 2023-2024 academic year.

- Focus Group Meeting-A Strategic Approach to Scheduling Courses September 22, 2023.
- Incorporating artificial intelligence in teaching and learning September 29, 2023
- Closed Caption Videos for Instruction October 6, 2023
- Advisement and Degree Works October 20, 2023
- Artificial Intelligence Faculty Course January 2024
- Expert Sessions Covering AI and Technology Tools

9. Establish small business center in Workforce Training Center

Division Responsible: **President/Workforce Development**

The Small Business Support Center was established during the 2023-2024 academic year and is housed in the Workforce Training Center, second floor. The Center has leased office space to two small businesses in the region. Additionally, plans are underway to provide workshops to support small businesses in the next academic year.

10. Enhance campus directional signage and beautification across campus

Division Responsible: **Finance/Facilities**

- Evacuation diagrams
 - This is currently still in progress. The maintenance team is working on the design of the signs for each building. Will be completed by August 31, 2024.
- Install accessibility signage
 - This still in process. The maintenance team was initially informed by ACCS to delay this because of renovation projects; however, it appears that after Adams Hall, the next major renovation project will not occur for 2-3 years. Therefore, we are moving forward with the ordering of new signage campus wide.
- Add strategic outdoor leisure setting
 - This is still in process. The maintenance team has been informed by ACCS that because of the renovation projects, it might be a waste of funds to expend money in areas that might be in the pathway of future renovation projects. However, we will target areas such as WTC, ITC, Bookstore, and the Softball Field since these areas have already been renovated. Even though minimal work has been done in this area, 97.67% of the students indicated on the Spring 2024 Survey that the Space for leisure, lounge, etc. is appropriate to meet their needs.

11. Establish study rooms upstairs in LRC

Division Responsible: **Instruction, Finance/Facilities**

Study space is available upstairs in the Learning Resource Center. Upstairs is adorned with carousels for students to have privacy and a quiet atmosphere.

Preliminary studies have indicated that this will involve major renovation to the LRC Building as the current structure will not support adding rooms upstairs. A new area was created in the Bookstore Building for students to gather and a small portion is dedicated for students to study. Additionally, the Adams Hall renovation project will add more student areas for students to study. Per the Spring 2024 Student Survey, 97.3% of students indicated that Study space for students is appropriately provided.

12. Enhance vendor services across campus

Division Responsible: **Finance/Facilities**

The college is already using Coca-Cola and Pepsi and a generic vendor that offers healthy food choices. Changing vendors will not necessarily enhance the service. Therefore, instead, we have been communicating with all vendors at least once per month and as needed to report issues that are brought to the Business Office attention. Although it is a continuous process, it is working. 87.1% of students indicated in the Spring 2024 survey that they were satisfied with Vending Machines. This is an improvement on 71% last year.

Recommendations for Improvement 2024-2025

Instruction

Summary of Course Success Rates for Remedial Courses
Success rates in ENG099 have fluctuated over the years, with a significant improvement from Fall 2019 to Fall 2020, reaching above the benchmark. Although there was a slight decline in Fall 2023, the rates have remained close to or above the benchmark since Fall 2020.
MTH098 showed a concerning drop in success rates from Fall 2019 to Fall 2021, with the rates well below the benchmark. However, there was a notable improvement in Fall 2023, meeting the benchmark for the first time in the given period.
Success rates for MTH099 have generally been above the benchmark, with the exception of Fall 2020. The rates have shown an upward trend from Fall 2020 to Fall 2023, culminating in a high of 73% in Fall 2023.
Action Steps for Intervention
Review student feedback, instructor evaluations, and curriculum changes.
Implement targeted support programs, such as tutoring sessions and writing workshops, to assist students struggling with the course material.
Provide professional development opportunities for instructors to share best practices and innovative teaching strategies.
Use data-driven insights to make timely adjustments to teaching methods and support programs.
Continue to use the early alert system for students at risk for failing provided through the SENSE department.
Identify successful interventions and replicate them in future semesters.
Offer math workshops/camps in the summer semester focusing on fundamental concepts to build a solid foundation.