



2021-2022 Student Achievement Report

Part One: Retention, Graduation, and Course Completion

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

Program cohort start date	Retention rate requirement (TRACS)	Full-time, first-time student Retention rate achieved
Associates Fall 2018	35%	43/87 = 49.4%
Associates Fall 2019	35%	13/39 = 33.3%
Associates Fall 2020	35%	4/11 = 36.3%
Associates Fall 2021	35%	5/11=45.4%
Bachelors Fall 2018	50%	9/20 = 45.0%
Bachelors Fall 2019	50%	2/12 = 16.7%
Bachelors Fall 2020	50%	2/10 = 20.0%
Bachelors Fall 2021	50%	4/16=25%

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

Cohort start date	Graduation target (150% of normal time)	Graduation rate requirement (TRACS)	Full-time, first-time student Graduation rate achieved
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%
Associates: Fall 2018	By or before Spring 2021	15%	7/13 = 53.8%
Associates: Fall 2019	By or before Spring 2022	15%	5/24= 20.8%
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%
Bachelors: Fall 2015	By or before Spring 2021	25%	6/7 = 85.7%
Bachelors: Fall 2016	By or before Spring 2022	25%	4/6=66.7%

3. Job Placement: Forty-three percent of the alumni indicated that their bachelor's degree from Clinton College aligns with their current employment. Fifty-three percent of the alumni indicated that their associate degree aligns with their current employment.

4. Course completion: Completion of "gateway courses" with a C or better (excludes D, F, W, WP, WF, I)

English Composition	Semester	Pass rate goal (Clinton College)	Pass rate achieved
ENG 111: English Composition I	Fall 2021	70%	BEAR: 20/27 = 74.1% Global: 3/6 = 50% <i>All students: 23/33= 69.7%</i>
ENG 111: English Composition I	Spring 22	70%	BEAR: 9/17 = 53% Global: 7/11 = 64% <i>All students: 16/28= 57.1%</i>
<i>ENG 112: English Composition II</i>	Fall 2021	70%	BEAR: 14/17 = 82.4% Global: 5/5= 100% <i>All students: 19/22=86.4%</i>
<i>ENG 112: English Composition II</i>	Spring 22	70%	BEAR: 13/28 = 46.4% Global: 4/6 = 66.7% <i>All students: 17/34= 50%</i>

Mathematics	Semester	Pass rate goal (Clinton College)	Pass rate achieved
MAT 121: College Math I	Fall 2021	70%	BEAR: 15/21 =71.4% Global: 2/2 = 100% <i>All students: 17/23= 74%</i>
MAT 121: College Math I	Spring 22	70%	BEAR: 6/12 = 50% Global: 11/16= 68.8% <i>All students: 17/28= 60.7%</i>
<i>MAT 122: College Math II</i>	Fall 2021	70%	<i>BEAR: 7/9=77.8%</i> <i>Global: 3/3= 100%</i> <i>All students: 10/12 = 83.3%</i>
<i>MAT 122: College Math II</i>	Spring 22	70%	BEAR: 5 /7 = 71.4%

BEAR = Students in the regular on-ground campus programs who attended classes virtually during the pandemic year

Global = Students in a new distance education program with 7.5 weeks asynchronous online courses.

5. **Licensure exam results:** Not applicable

6. **Transfer out rates:** Clinton College does not collect transfer- out rates.

Part Two. 2021-2022 Assessment of Student Learning Outcomes by Academic Programs

Associate of Arts in Early Childhood Development

Student Learning Outcomes (related to mission elements)	Targets	Results	Examples of Planned Changes
<p>Applied Learning: Students will identify appropriate theories and practices related to (1) human development and (2) learning environments in early childhood. (Academic achievement, leadership)</p>	<p>In EDU 102, students will achieve a score of 80 or higher on the creative project and the final exam. Creative project and final exam rubric will be used to assess.</p>	<p>EDU 102: Spring 2022: 1/7=14% of students scored 80% or higher on the final exam.</p>	<p>Asking students to present their work to the class to increase student engagement.</p> <p>Giving students concrete, real life situations to analyze on the weekly practice quizzes and other assessment opportunities to improve student learning.</p> <p>Asking students to summarize similarities and differences among research findings and artistic works as a technique to increase student engagement and for students to show their understandings related to theory and practice within the course.</p>
<p>Disciplinary Knowledge: Students will identify effective school and community resources and strategies for building family and community relationships that support young children. (Academic achievement, citizenship, leadership).</p>	<p>EDU 104: Exceptional Children. Students will achieve a score of 80/100 or higher on the creative project and the final exam.</p> <p>EDU 106: Family and Community Relations. Students will score 80/100 or higher on the final exam.</p>	<p>EDU 104: Exceptional Children (Fall 2021) 3/5= 60% of students scored 80% or higher on the final exam.</p> <p>EDU 104: Exceptional Children (Spring 2022) 4/8= 50% of students scored 80% or higher on the final exam.</p> <p>EDU 106: Family and Community Relations (Spring 2022) 4/8= 50% of students scored 80% or higher on the final exam</p>	<p>Clearly articulating a vision for equitable family engagement/relationship practices as it relates to young children and their development by creating weekly quizzes and formal and informal assessments.</p> <p>Establishing family engagement standards and holding students accountable for meeting these standards by using useful videos for students to view and reflect upon.</p> <p>Supporting students in developing new mindsets, skills, and practices related to equitable family engagement/family community relationships by utilizing weekly practice quizzes</p>
<p>Conceptual Knowledge: Students will identify critical issues related to children’s learning and</p>	<p>In EDU 101 and 106 Students will achieve a score of 80 or higher on</p>	<p>Intro to Early Childhood: EDU 101 (Fall 2021) 1/6= 16% of the students</p>	<p>Searching out and writing about the work of Marian Wright Edelman in Early Childhood, e.g., Head start, the Children’s Defense</p>

<p>development in their families and communities. (Academic achievement, citizenship, leadership, moral/spiritual development).</p>	<p>the creative project and the final exam.</p>	<p>scored 80% or higher on final exam.</p> <p>Intro to Early Childhood: EDU 101 (Spring 2022) 0/7=0% of the students scored 80% or higher on final exam.</p> <p>Family and Community Relations: EDU 106 (Fall 2021) 3/5= 60% of the students scored 80% or higher on final exam.</p> <p>Family and Community Relations: EDU 106 (Spring 2022) 4/8= 50% of the students scored 80% or higher on final exam.</p>	<p>Fund, and the Freedom Schools. Having students search out and discuss Edelman as an advocate for disadvantaged Americans and the Children/s Defense Fund in a creative project will be implemented to support and improve student learning.</p> <p>Students will also complete a creative project on Head Start, or the Freedom Schools to improve student learning during the next year. The mission of all these entities will be studied and discussed within this creative project to improve and increase student learning and student engagement.</p>
---	---	--	--

Associate of Science in Business Administration

Student Learning Outcomes (related to mission elements)	Targets	Results	Planned Changes
Student will demonstrate application of quantitative understanding to effective business planning and operations. (<i>Academic achievement</i>)	In Bus 101: 80% of the students will demonstrate understanding and mastery of the concepts and skills covered in this course by final exam.	15 of 19 students scored 80% or higher on the final exam meeting the target score of 80% or higher. 3 students passed the course with a C and one student failed the course for non-attendance.	Conduct more group interaction especially in the virtual classroom to foster collaboration to get a sense of the interworking of the various functions of business to provide a holistic perspective.
Students will apply legal and ethical principles in business. (<i>Academic achievement</i>)	In BUS 405: 70% of the class will demonstrate competence and mastery of skills and concepts learned by written examination.	100% of the class demonstrated competence and mastery of skills and concepts, exceeding the 70% that was projected.	Explain the forms of organizational structure, and the roles of groups and teams in an organization, to reinforce understanding of legal and ethical principles that incorporates learning from a global perspective.
Students will demonstrate understanding of legal and ethical principles in business. (<i>Academic achievement, moral/spiritual development, leadership, citizenship</i>)	70% of the class will demonstrate competence and mastery of skills and concepts learned by written exam.	100% of the class demonstrated competence and mastery of skills and concepts, exceeding the 70% that was projected.	Demonstrate ethical awareness, the ability to do ethical reflection, and the ability to apply ethical principles in decision-making through practitioner application.

Associate of Science in Natural Science

Student Learning Outcomes (related to mission elements)	Targets	Results	Planned Changes
<p><i>Content/Conceptual Knowledge:</i> Students will demonstrate critical thinking about the major concepts in biology. (Academic achievement)</p>	<p>In BIO 103 and BIO 104: 75% of students will score 70% or higher on mid-term and final exams.</p>	<p>(Section A): Fall 21-BIO 103-Target was not met. Only 40% of the students achieved a score of 70% or higher on the mid-term exam.</p> <p>(Section A): Spring 21-BIO 103-Target was not met. Only 40% of the students achieved a score of 70% or higher on the final exam.</p> <p>(Section A) Fall 21-BIO 104-Target met. 100% of the students achieved a score of 70% or higher on the mid-term exam.</p> <p>(Section A) Spring 22-BIO 104-Target not met. 50% of the students achieved a score of 70% or higher on the final exam.</p>	<p>Provide face to face traditional instruction for the biology courses.</p> <p>Work with the Beacon Academic Success Team to ensure tutoring is provided.</p> <p>Utilize early alert systems to identify those at risk early on in the academic year.</p> <p>Continue to review and use rubrics.</p> <p>Adding additional qualified faculty members to support student learning outcomes.</p>
<p><i>Critical Thinking and Applied Skills:</i> Students will demonstrate skills necessary to correctly design, safely implement, and accurately record, analyze, and present the results of laboratory experiments. (Academic achievement)</p>	<p>In BIO 103: 70% of students will score 70% or higher on labs assignments.</p>	<p>Fall 21-BIO 103 Section B-Target was not met for the 2 lab assignments. 33% of the students achieved a score of 70% or higher on both lab assignments.</p>	<p>Add rubrics for Virtual Labs Provide more in person labs versus virtual simulation. Provide additional lab time for students outside of the classroom time.</p> <p>Continue to use rubric</p> <p>Adding additional qualified faculty members to support student learning outcomes.</p>
<p><i>Application and Analysis of Scientific Information:</i> Students will demonstrate the skills and dispositions necessary to investigate a problem through the lenses of two scientific disciplines, using ethical</p>	<p>In BIO 103 and BIO 104: 70% of students will score 70% or higher on quizzes administered throughout the semester.</p>	<p>(Section A) Fall 21-BIO 103-Target was not met. Only 40% of the students achieved a score of 70% or higher on chapter 3 assessment quiz two.</p>	<p>Provide face to face traditional instruction for the biology courses.</p> <p>Work with the Beacon Academic Success Team to ensure tutoring is provided.</p>

<p>reasoning, analytical reasoning, and quantitative skills. (<i>Academic achievement</i>)</p>		<p>(Section A) Fall 21-BIO 104-Target was not met. 50% of the students achieved a score of 70% or higher on assessment quiz two</p>	<p>Utilize early alert systems to identify those at risk early on in the academic year.</p> <p>Continue to review and use rubrics.</p> <p>Adding additional qualified faculty members to support student learning outcomes.</p>
--	--	---	---

Associate of Arts in Liberal Arts

Student Learning Outcomes (related to mission elements)	Targets	Results	Planned Changes
<p>Students will demonstrate intercultural knowledge. <i>(Academic achievement, citizenship)</i></p>	<p>REL 219: 80% of students will score a “B” or higher for their Final Examination.</p> <p>CJA 201: 70% of students will score a grade or “A, B or C” on the final exams.</p>	<p>REL 219G had 4 students, 2 students had 80%, one student 70%, and 1 student did not complete the course due to death in the family.</p> <p>Performance Outcome was not met for REL 219 as several students have Incompletes, so it could not be measured.</p> <p>70% of the class demonstrated intercultural knowledge and were able to connect the Criminal Justice System, Courts, and Policing to Public Policy overall. This was demonstrated through their tests and final exams.</p>	<p>Due to internet problems on Campus, students in the residence halls were impacted. Although they allowed extra makeup time, there were assignments that were not submitted for assessments and some students received Incompletes which affected this reporting.</p> <p>REL 219: Assess the students based on their progress and have more frequency in assessment and application of other strategies for assignments. In the Fall – make provision for oral assessments, group work in breakout rooms, extend the class when the Internet comes back up. Also, remove any punitive factor from the assignments during the extension if needed.</p>
<p>Students will demonstrate effective written communication skills. Demonstrate proficiency in listening, speaking, writing, and reading. <i>(Academic achievement, citizenship, leadership)</i></p>	<p>ENGL 203: 90% of the students will demonstrate proficiency and mastery of the written communication skills and will achieve acceptable or higher levels in Milestones 2/3 in the Written Communication Values Rubric.</p> <p>ENGL 206: 80% of the students will demonstrate proficiency grades of “A, B, C” at completion on the final exam and utilization of rubric.</p>	<p>ENGL 203: Students scored 90% and higher on the Final Projects in the Fall and Spring Semesters and 2/3 on the Written Communications rubric</p> <p>ENGL 206: Only 75% of the students scored a grade of “A, B, C” to demonstrate proficiency and met the targeted performance outcome. 5% of the students who did not meet the targeted performance outcome had missed assignments and performance on the final exam did not meet the acceptable standards.</p>	<p><i>ENGL 203:</i> Apply strategies that will reinforce their level of performance to reach Capstone 4 and maintain it. We will begin and practice writing a formal essay before the end of the semester. Reinforce the teaching of arrangement and form and more practices in reflective analysis of different genres in literature – African American Literature and interpretations.</p> <p><i>ENGL 206:</i> Introduce the research element of the literary paper well in advance of final exam paper.</p>

Liberal Arts Continued from previous page

Student Learning Outcomes (related to mission elements)	Targets	Results	Planned Changes
<p>Students will demonstrate critical thinking. (<i>Academic Achievement</i>)</p>	<p>ENGL 111: Expectation is that 80% of the students will demonstrate competency and achievement in the final multipurpose exam of a grammar and persuasion essay.</p> <p>ENGL 112: Expectation is that 85% of the students will achieve acceptable or higher level in (Milestones 2/3) in the Written Communication Value Rubric, and Expectation is that 85% of students will demonstrate proficiency in the Composition rubric used for assessment of the Final Project Essay.</p>	<p>ENGL 111: 80% demonstrated proficiency in the final multipurpose exam.</p> <p>ENGL 112: 85% met and exceeded the comprehension skills at the collegiate level. 85% of the students demonstrated proficiency and mastery of the written communication skills in the Argumentation/Persuasion essay and achieve acceptable or higher level on the Leap oral communication rubric criteria on the Final Exam Essay. This was partially met in the Spring Semester due to several factors, namely transition back to fully remote learning in the Spring due to the covid virus upsurge; Internet loss in residential halls often, which impacted students' participation, assignments, conferences, and online resources for research on final paper. This resulted in the final project papers being below expected standards.</p>	<p>ENGL 111: Introduce more technology.</p> <p>ENGL 112: The changes are to reteach Research methodologies by engaging in short essays throughout the semester. Assign the final project with ample time to write it in stages and ensure students understanding of arrangement and forms for the formal essay, to include formatting of either APA or MLA formats. There will be added one-on-one writing conferences and they will be mandatory for the students that are remote for both semesters.</p>
<p>Students will demonstrate awareness of ethical and moral reasoning.</p> <p>(<i>Academic Achievement, Citizenship, Moral/spiritual growth</i>)</p>	<p>CJA 201: 70% of students will score a grade of "A" or higher on their Final Examination</p>	<p>70% of the students successfully completed the course with a grade of "A, B, C" on the final exam and was met for both semesters.</p>	<p>Continued discussions and awareness of the criminal justice system from local to state and federal level.</p> <p>Introduce students to court proceedings through arranged visits to the Local Court.</p>

Associate of Arts in Religious Studies

Student Learning Outcomes (related to mission elements)	Targets	Results	Planned Changes
<p>Students will demonstrate knowledge of Biblical foundations in terms of literature and history, and as a spiritual guide. <i>(Academic Achievement, Moral/spiritual growth)</i></p>	<p>In REL 101 and REL 102G: At least 80% of students will score a “B” or higher for their Final Grade.</p>	<p>In REL 101 & REL 102G, students performed above 80% on both their Midterm and Final exams.</p>	<p>REL 101: professor would use more examples of significant people, places, and special events.</p> <p>REL 102: professor would require more weekly discussions and engagement with the material through journaling and reporting.</p>
<p><i>Knowledge of Christian History:</i> Students will demonstrate knowledge of critical historical events in the development of Christianity, and African American Religion. <i>(Academic Achievement, Moral/spiritual growth)</i></p>	<p>In REL 208 and REL 219: At least 80% of students will score a “B” or higher for their Final Grade.</p>	<p>REL 208: Outcome met</p> <p>REL 219G out of 4 students, 2 had 80%, 1 student had 70% and 1 student did not complete the course due to death in the family.</p> <p>REL 219G: the student who made 70% missed a couple of assignments and the other student didn’t complete the course. This just isn’t enough of a sample size to reflect on improvement; and REL 219 is incomplete.</p>	<p>The faculty person who taught REL 208G, this was his 1st time teaching this course, so he needs another year for comparison.</p>
<p>Students will demonstrate the knowledge and task of theology and doctrines of the Christian faith, as well as the development of moral reasoning. <i>(Academic Achievement, Moral/spiritual growth)</i></p>	<p>In REL 201, 201G, REL 202, and REL 217: At least 80% of students will score a “B” or higher for their Final Grade.</p>	<p>Students performed above 80% on both their Midterm and Final exams.</p>	<p>No changes</p>
<p>Students will apply knowledge of principles and practices in Christianity to provide guidance and support for themselves and others. <i>(Academic Achievement, Moral/Spiritual growth Global Citizenship)</i></p>	<p>In REL 100, 100G and REL 218: At least 80% of students will score a “B” or higher for their Final Grade.</p>	<p>In REL 100 courses: Students performed above 80% on both their Midterm and Final exams.</p> <p>In 218, the target wasn’t met because students didn’t complete/turn in assignments.</p>	<p>For 218 the failure was because students didn’t turn in assignments, so nothing is to be changed at this time.</p>

Bachelor of Arts in Religious Studies

Student Learning Outcomes (related to mission elements)	Targets	Results	Planned Changes
<p>Students will demonstrate knowledge of philosophy – what it is and what it does – and be able to integrate that knowledge with both theology and ethics. <i>(Academic Achievement, Moral/spiritual growth)</i></p>	<p>In REL 300 & 306: At least 80% of students will score a “B” or higher for their Final Grade.</p>	<p>Students did well in both courses; it was just a couple of students in 306 who dropped the percentage.</p> <p>There were no students enrolled for REL 300 and REL 306 in Global.</p>	<p>Used the Cengage course which helped the students with engagement in the class.</p>
<p>Students will demonstrate knowledge of critical historical events, changes in philosophy, and seminal writings in the development of the modern church as well as other religions. <i>(Academic Achievement, Moral/spiritual growth)</i></p>	<p>In REL 301 & 304: At least 80% of students will score a “B” or higher for their Final Grade.</p>	<p>Students performed above 80% on both their Midterm and Final exams.</p> <p>There were no students enrolled for REL 301 and REL 304 in Global.</p>	<p>No changes</p>
<p>Students will demonstrate the ability to integrate religious knowledge across other academic disciplines. <i>(Academic Achievement, Moral/spiritual growth)</i></p>	<p>In REL 402 and REL 408: At least 80% of students will score a “B” or higher for their Final Grade.</p>	<p>Students performed above 80% in both classes.</p> <p>There were no students enrolled for REL 402 and REL 408 in Global.</p>	<p>402: Professor would have students do more of a comparison between religious and scientific assertions.</p> <p>408: Professor would have students engage more in the debates that are central to African American history (e.g., Dubois/Washington)</p>
<p>Students will apply knowledge of principles and practices in Christianity to provide guidance and support for themselves and others. <i>(Academic Achievement, Moral/spiritual growth)</i></p>	<p>In REL 406: 80% of students will score a “B” or higher for their Final Grade.</p>	<p>Students performed at 90% which is above the target for the class.</p> <p>There were no students enrolled for REL 406 in Global.</p>	<p>Incorporate autobiographies that can be used to give more reflection upon the figures discussed in class and how they can provide support to the students on narrative.</p>

Bachelor of Science in Business Administration

Student Learning Outcomes (related to mission elements)	Targets	Results	Planned Changes
Students will apply legal and ethical principles in business. (<i>Academic achievement, moral/spiritual development, leadership, citizenship</i>)	In Bus 401: 70% of the students will demonstrate understanding and mastery of the concepts and skills covered in this course by final examination.	Students exceeded the target and scored 90% and higher on the final examination.	Use more discussions and group activities to reinforce engagements in the class especially in facilitating the skills learned in the work world. Incorporate more discussions and group scenarios so students can practice what they will do when they go into the work world.
Applied Learning: Students will apply a fundamental understanding of ethics as it relates to business by analyzing and evaluating industry trends and communicating results. (<i>Academic achievement, moral/spiritual development</i>)	In BUS 405: 70% of the class will demonstrate competence and mastery of skills and concepts learned.	100% of the class demonstrated competence and mastery of skills and concepts, exceeding the 70% that was projected.	Explain the forms of organizational structure, and the roles of groups and teams in an organization, to reinforce understanding of legal and ethical principles.
Students will be able to demonstrate the ability to integrate and synthesize knowledge, skills, and practices in order to benefit oneself and others. (<i>Academic achievement, moral/spiritual development, leadership, citizenship</i>)	In BUS 401: 70% of the students will demonstrate understanding and mastery of the concepts and skills covered in this course by written exam.	Students exceeded the target and scored 90% and higher on the final examination.	Encourage collaboration amongst students to foster holistic application of the dynamics of business functions. Including practitioner applications accordingly.

Bachelor of Science in Biology

Student Learning Outcomes (related to mission elements)	Targets	Results	Planned Changes
<p><i>Content/Conceptual Knowledge:</i> Students will demonstrate critical thinking about the major concepts in biology. (Academic achievement)</p>	<p>In BIO 103 and BIO 104: 75% of students will score 70% or higher on mid-term and final exams.</p>	<p>(Section A) Fall 21-BIO 103-Target was not met. Only 40% of the students achieved a score of 70% or higher on the mid-term exam.</p> <p>(Section A) Fall 21-BIO 103-Target was not met. Only 40% of the students achieved a score of 70% or higher on the final exam.</p> <p>(Section A) Fall 21-BIO 104-Target met. 100% of the students achieved a score of 70% or higher on the mid-term exam.</p> <p>(Section A) Spring 22-BIO 104-Target not met. 50% of the students achieved a score of 70% or higher on the final exam.</p>	<p>Provide face to face traditional instruction for the biology courses.</p> <p>Work with the Beacon Academic Success Team to ensure tutoring is provided.</p> <p>Utilize early alert systems to identify those at risk early on in the academic year.</p> <p>Continue to review and use rubrics.</p> <p>Adding additional qualified faculty members to support student learning outcomes.</p>
<p><i>Critical Thinking and Applied Skills:</i> Students will demonstrate skills necessary to correctly design, safely implement, and accurately record, analyze, and present the results of laboratory experiments. (Academic Achievement)</p>	<p>In BIO 103: 70% of students will score 70% or higher on labs.</p>	<p>BIO 103 Section B-Target was not met for the 2 lab assignments. 33% of the students achieved a score of 70% or higher on both lab assignments.</p>	<p>Add rubrics for Virtual Labs</p> <p>Provide more in person labs versus virtual simulation.</p> <p>Provide additional lab time for students outside of the classroom time.</p> <p>Continue to use rubric</p> <p>Adding additional qualified faculty members to support student learning outcomes.</p>
<p><i>Application and Analysis of Scientific Information:</i> Students will demonstrate the skills and dispositions necessary to investigate a problem through the lenses of two scientific disciplines, using ethical reasoning, analytical reasoning, and quantitative skills. (Academic Achievement)</p>	<p>In upper level 300 and 400 level courses: 75% of students will score 70% or higher on assessment quiz.</p>	<p>Upper 300 and 400 level courses have not been assessed. These courses will not be introduced until Fall 2022.</p>	<p>No changes until upper-level courses are assessed.</p>